



INTERNATIONAL CONFERENCE MATERIALS

**FILOLOGIYA VA METODIKADA SUN'IY
INTELLEKTNING O'RNI VA AHAMIYATI**

***РОЛЬ И ЗНАЧЕНИЕ
ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В
ФИЛОЛОГИИ И МЕТОДОЛОГИИ***

***THE ROLE AND IMPORTANCE OF
ARTIFICIAL INTELLIGENCE IN
PHILOLOGY AND METHODOLOGY***



**NAMANGAN, 2026
22-13 MAY**

O'ZBEKISTON RESPUBLIKASI OLIY TA'LIM
VA INNOVATSIYALAR VAZIRLIGI
NAMANGAN DAVLAT UNIVERSITETI

JAHON TILLAR FAKULTETI

*FILOLOGIYA VA METODIKADA
SUN'IY INTELEKTNING O'RN
VA AHAMIYATI*

2026-yil 22-23 may

Research papers of International scientific-practical
conference on ***“The role and importance of artificial
intelligence in philology and methodology”***

May 22-23, 2026



Namangan 2026



“Filologiya va metodikada sun’iy intellektning o’rni va ahamiyati”
mavzusida Xalqaro ilmiy-amaliy konferensiya materiallari / -
Namangan: “Vodiy media”, 2026-yil.

Konferensiya O‘zbekiston Respublikasi Oliy ta’lim, fan va
innovatsiyalar vazirining 2026-yil 16-yanvar 11-son buyrug‘i bilan
tasdiqlangan rejasiga muvofiq Namangan davlat universiteti tomonidan
o‘tkazildi.

TAHRIR HAYATI:

NamDU

NamDU

NamDU

NamDU

NamDU

NamDU

NamDU

Sidiqov Q.A.

Rashidova F.R.

Abdurahmonova D.

Daminjanov S.M.

Kukiboyeva M.M.

Kuliyeva D.A.

Yuldasheva D.K

Texnik muharrir:

Daminjanov S.M.

Taqrizchilar:

Filol.f.d., (DSc) Jafarov B.S.

Filol.f.d., (DSc) Yakubbayev M.M.

Toplam NamDU Ilmiy-texnikaviy kengashida muhokama etilgan.
(2026-yil 10 maydagi 6-sonli bayonnoma)

Namangan davlat universiteti Jahon tillar fakulteti kengashi tomonidan
nashrga tavsiya etilgan.



KIRISH

Bugungi globallashuv va raqamli transformatsiya jarayonida “Yangi O‘zbekiston” tushunchasi xalqaro miqyosda mamlakatimizda amalga oshirilayotgan keng ko‘lamli islohotlarning timsoli sifatida e’tirof etilmoqda. Mazkur atama respublikamizning siyosiy, ijtimoiy-iqtisodiy hamda ilmiy-ma’rifiy taraqqiyotida yangi bosqich boshlanganini anglatadi. Davlatimiz rahbari tashabbusi bilan barcha sohalarida olib borilayotgan tizimli islohotlar, ayniqsa, ta’lim tizimini modernizatsiya qilish, innovatsion texnologiyalarni joriy etish va inson kapitalini rivojlantirishga qaratilgani bilan muhim ahamiyat kasb etmoqda.

Ayniqsa, zamonaviy axborot-kommunikatsiya texnologiyalari va sun’iy intellekt imkoniyatlarining ta’lim jarayoniga keng tatbiq etilishi filologiya va metodika sohalarida ham yangi yondashuvlarni shakllantirmoqda. Bugungi kunda sun’iy intellekt texnologiyalari xorijiy tillarni o‘qitish metodikasini takomillashtirish, individual ta’lim trayektoriyalarini yaratish, avtomatlashtirilgan tarjima, matn tahlili, nutqni aniqlash hamda interaktiv o‘quv platformalarini rivojlantirishda muhim vosita sifatida xizmat qilmoqda. Shu bois, filologiya va metodika yo‘nalishlarida sun’iy intellektning o‘rni va ahamiyatini ilmiy jihatdan tadqiq etish dolzarb masalalardan biri hisoblanadi.

Shu nuqtai nazardan, xorijiy tillarni o‘rganishni ommalashtirishga qaratilgan davlat siyosati ham zamonaviy ta’lim tizimini takomillashtirishning ustuvor yo‘nalishlaridan biri sifatida alohida ahamiyat kasb etadi. Zero, xorijiy tillarni puxta egallash bugungi kunda nafaqat shaxsning kasbiy kompetensiyasini oshirish, balki mamlakatning xalqaro maydondagi raqobatbardoshligini ta’minlashda ham muhim omil hisoblanadi. Mazkur yo‘nalishda qabul qilinayotgan normativ-huquqiy hujjatlar aholining barcha qatlamlari uchun xorijiy tillarni o‘rganishga keng imkoniyatlar yaratishga xizmat qilmoqda.

Xususan, O‘zbekiston Respublikasi Prezidentining 2021-yil 19-maydagi PQ–5117-sonli “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni



ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to'g'risida"gi qarori ushbu sohada tub burilish yasagan muhim hujjatlardan biridir. Qarorda "bog'cha – maktab – oliy ta'lim muassasasi – korxona" tamoyiliga asoslangan uzluksiz ta'lim tizimini joriy etish, aholining turli qatlamlari uchun samarali xorijiy til o'qitish metodikalari va tavsiyalarini ishlab chiqish vazifalari belgilangan. Mazkur yondashuv xorijiy tillarni o'qitishni erta yoshdan boshlab bosqichma-bosqich va uzviy ravishda tashkil etishni nazarda tutadi.

Ushbu vazifalarni amalga oshirishda Namangan davlat universiteti viloyatdagi yetakchi oliy ta'lim muassasalaridan biri sifatida alohida o'rin tutadi. Universitetda xorijiy tillarni o'qitish sifatini oshirish, ilmiy-tadqiqot faoliyatini kengaytirish hamda zamonaviy pedagogik va raqamli texnologiyalarni ta'lim jarayoniga tatbiq etishga qaratilgan qator amaliy ishlar olib borilmoqda. Xususan, filologiya va metodika sohalarida sun'iy intellekt texnologiyalaridan samarali foydalanish, innovatsion ta'lim platformalarini joriy etish hamda ilmiy izlanishlarni rivojlantirish bugungi kunning ustuvor vazifalaridan biri hisoblanadi.

Shu ma'noda, "Filologiya va metodikada sun'iy intellektning o'rni va ahamiyati" mavzusidagi mazkur xalqaro ilmiy-amaliy anjuman ilm-fan va ta'lim integratsiyasini mustahkamlash, ilg'or xorijiy tajribalarni o'rganish, filologiya hamda til o'qitish metodikasida sun'iy intellekt imkoniyatlaridan samarali foydalanish istiqbollarini muhokama qilish uchun muhim ilmiy maydon vazifasini o'taydi. Konferensiya doirasida ilgari suriladigan ilmiy g'oya va takliflar ushbu yo'nalishdagi tadqiqotlar samaradorligini oshirishga hamda ta'lim sifatini yangi bosqichga olib chiqishga xizmat qilishi shubhasizdir.

*Namangan davlat universiteti ,
Ilmiy ishlar va innovatsiyalar bo'yicha prorektor
Nazarov Abdug'affor Abdujabborovich*



Uson Uluu Mamatair
Osh state university, Kirgizistan
Sidiqov Qosim Abilovich
Namangan State University, Uzbekistan
Candidate of Philological Sciences, professor

THEORETICAL PERSPECTIVES ON PHRASEOLOGICAL UNITS IN LINGUISTIC RESEARCH

Abstract: *This article examines the concept of phraseological units in linguistics and analyzes their main lexical and semantic features. Particular attention is given to such characteristics of phraseological units as stability, semantic integrity, figurativeness, and semantic reinterpretation.*

Keywords: *phraseology, phraseological unit, idiom, fixed expression, semantic unity, figurative meaning, cognitive metaphor, linguocultural analysis.*

Introduction

A phraseological unit is a lexical-semantic combination that is used in a ready-made form in language, has a stable structure, and whose meaning is broader than the direct sum of the meanings of its components. Such combinations are not created anew in speech but are used as ready-made units and often express figurative meanings.

Thus, the meaning of phraseological units usually does not directly derive from the independent meanings of the words that form them but from a conventional meaning established in the language.

The Russian linguist V.V. Vinogradov defines phraseological units as linguistic units characterized by semantic integrity and stability. According to him, the meaning of phraseological units arises not from the individual meanings of their components but from the overall semantics of the entire expression. He states that “phraseological units are characterized by semantic integrity and stability.” [7]

Stability refers to the lexical and grammatical rigidity of the words that form a phraseological unit. In such expressions, replacing or modifying the components is usually impossible because it disrupts the phraseological meaning.

For example, the Uzbek phrase “*ko‘z yummoq*” literally means “to close one's eyes,” but figuratively it means “to die.” The components therefore differ from their literal meanings.

The linguist A.I. Smirnitsky considers phraseological units to be linguistically whole combinations that differ from free word combinations in speech. According to him: “Phraseological units constitute a special type of word combination possessing a unified meaning.” [17] Smirnitsky therefore treats phraseological units as independent lexical-semantic units.



The linguist V.N. Telia, who studied the linguocultural aspects of phraseology, interprets phraseological units as linguistic elements closely connected with national culture, history, and collective thinking. She describes phraseology as a “concentration of national-cultural information.” [18] For example, the Turkic expression “*yo ‘ldan ozmoq*” (“*to lose one’s way*”) figuratively means deviating from moral norms.

The linguist A.A. Reformatsky, analyzing phraseology from the perspective of general linguistics, defines phraseological units as stable combinations occupying a special place in the lexical-semantic system of language. [15]

The Russian linguist N.N. Amosova explains the main features of phraseological units through their stability and semantic integrity. She states that a phraseological unit is a stable word combination whose structure and meaning are relatively fixed. [6] Such expressions are not freely created in speech but exist in the language as ready-made structures. Their meanings often differ from the literal meanings of their components.

Amosova interprets the stability of phraseological units as the relative invariability of their lexical composition and grammatical structure. In such expressions, the components cannot usually be freely replaced or modified, because doing so would disrupt the phraseological meaning of the unit. In this respect, phraseological units differ from ordinary free word combinations.

At the same time, Amosova emphasizes semantic integrity as an important feature of phraseological units. In other words, the meaning of a phraseological unit is not limited to the sum of the individual meanings of its components but is understood through the expression as a whole. For example, the words in the expression “*to kick the bucket*” do not convey their literal meaning; rather, the phrase means “*to die*.” This phenomenon demonstrates the process of semantic reinterpretation that occurs in phraseological units.

S. Katsnelson is considered one of the scholars who thoroughly investigated issues related to the semantic system of language and its connection with human cognition. According to his theory, phraseological units are lexical elements that play an important role in the semantic system of language and express figurative models formed in human thinking. This idea makes it possible to understand phraseological units not merely as lexical combinations, but also as reflections of human cognitive experience and worldview in language.

In cognitive linguistics, George Lakoff and Mark Johnson analyze phraseological units through conceptual metaphor theory. According to them: “The essence of metaphor is understanding and experiencing one thing in terms of another.” [5]



The British linguist John Firth studied phraseological combinations through the theory of context and collocation. He argued that the meaning of a word can be understood through the words that regularly occur with it. [2] Stable collocations therefore contribute to the formation of phraseological units.

For example:

bosh egmoq (to bow one's head)

ko 'z yummoq (to die)

yo 'l ko 'rsatmoq (to show the way).

Thus, Firth's theory explains phraseological units through their contextual and collocational characteristics and substantiates their formation as stable combinations in language. This idea shows that in phraseological units words are used in specific and stable associations with one another.

The theory of idiomatic constructions proposed by the American linguist Charles Fillmore is considered one of the important theoretical foundations for understanding phraseological units. According to him, "Idioms are constructions whose meanings cannot be predicted from the meanings of their individual components." [1]

In Uzbek linguistics, phraseology began to develop as an independent field of study in the second half of the twentieth century. Research in this area has focused on the semantic nature, structure, stylistic functions, linguocultural features, and historical development of phraseological units. A number of scholars have made significant contributions to the formation of phraseological theory in Uzbek linguistics.

One of the scholars who developed the theoretical foundations of Uzbek phraseology is Shavkat Rahmatullayev, who defined phraseological units as stable expressions with figurative or unified meanings.

According to him, "a phraseological unit is a word combination with a stable structure that expresses a figurative or integral meaning." [14]

The scholar evaluates phraseological units as a distinct layer of the lexical system and establishes criteria for distinguishing them from free word combinations.

Abduvaliy Hojiyev studies Uzbek phraseology in connection with lexicology and stylistics. In his view, phraseological units serve as an important means of expanding the expressive potential of language. He emphasizes that "phraseological units ensure the figurativeness and expressiveness of speech." [20] Hojiyev also pays particular attention to the role of phraseological units in the artistic style of language.

Baxrom Yuldashev, who studied the development of Uzbek phraseology,



analyzes phraseological units as linguistic elements connected with national thinking. He notes that “phraseological units reflect the history, traditions, and worldview of the people.” [8] This demonstrates the linguocultural nature of phraseological units.

One of the scholars who studied the history and typology of phraseological units in Uzbek linguistics is Mahmud Umarxo‘jayev. He links the origin and development of phraseological units with ancient Turkic written monuments.

According to the scholar, “phraseological units have developed over a long period in the history of language and embody the spiritual experience of the people.” [19] He also emphasizes the necessity of studying the historical and ethnocultural foundations of phraseological units.

To‘ra Mirzayev, who conducted research in the fields of folklore and paremiology, analyzes phraseological units in connection with oral folk creativity. According to him, “many phraseological units have developed on the basis of proverbs and sayings.” [12]

Nizomiddin Mahmudov analyzes phraseological units from cognitive and cultural perspectives. He emphasizes that “phraseological units express conceptual models present in human cognition.” [11]

B.Yuldashev studies the semantic structure of phraseological units and analyzes the relationships between their components. [8]

R.Qongurov investigates the stylistic features of phraseological units and pays particular attention to their role in artistic discourse. The scholar notes that “*phraseological units enhance the emotional impact of speech.*” [10]

A.Nurmonov studies phraseology in Uzbek linguistics in connection with general linguistic theory. He evaluates phraseological units as linguistic elements that occupy an important place in the semantic system of language. [13]

Thus, the definitions provided by various linguists show that phraseological units occupy an important place in the lexical system of language and are characterized by such features as semantic integrity, stability, figurativeness, and cultural content. These characteristics make phraseological units an important object of study not only in linguistics but also in cognitive linguistics, linguocultural studies, and translation studies.

In modern linguistics, phraseological units are studied not only from a linguistic perspective but also from cognitive and cultural viewpoints. Therefore, they represent important linguistic elements that reflect the semantic, pragmatic, and cultural characteristics of language.

The results of the study indicate that phraseological units are complex linguistic elements that occupy a special place in the lexical-semantic system of



language and are characterized by semantic integrity, stability, figurativeness, and expressiveness. The analysis of scientific sources shows that there are different theoretical approaches to the study of phraseological units. In particular, V.V.Vinogradov and A. V.Kunin identify semantic integrity and stability as the main features of phraseological units, while A. I.Smirnitsky and N. N.Amosova consider them linguistic units that are semantically integrated. V.N.Telia interprets phraseological units as important carriers of national and cultural information.

From the perspective of cognitive linguistics, the theory of G. Lakoff and M. Johnson makes it possible to explain phraseological units in relation to conceptual metaphors present in human cognition. At the same time, J. Firth's theory of collocation substantiates the stable combinational nature of phraseological units, while C.Fillmore's theory of idiomatic constructions provides a scientific explanation for their non-compositional and constructional nature.

In Uzbek linguistics, the issue of phraseology has also been extensively studied. Scholars such as Sh. Rahmatullayev, A. Hojiyev, B. Yuldashev, M. Umarxo'jayev, G. Salomov, and N. Mahmudov have thoroughly examined the semantic, stylistic, cultural, and translational characteristics of phraseological units. These studies have made it possible to interpret phraseological units as an important lexical layer that reflects the national cultural experience of language.

Thus, phraseological units are not only important linguistic elements that enrich the lexical wealth of a language but also reflect human cognition, culture, and worldview. The comprehensive study of their semantic, cognitive, and linguocultural characteristics remains one of the important tasks of modern linguistics. Further research on phraseological units from the perspectives of cognitive linguistics, corpus linguistics, and translation studies will contribute to the advancement and enrichment of scientific research in this field.

References

1. Fillmore Ch. J. *Frame Semantics and the Nature of Language*. – New York: New York Academy of Sciences, 1976. – 20 p.
2. Firth J. R. *Papers in Linguistics 1934–1951*. – London: Oxford University Press, 1957. – 240 p.
3. Кацнельсон С. Д. *Содержание, типология и структура языка*. – Москва: Наука, 1972. – 232 с.
4. Кожина М. Н. *Стилистика русского языка*. – Москва: Просвещение, 1983. – 224 с.
5. Lakoff G., Johnson M. *Metaphors We Live By*. – Chicago: University of Chicago Press, 1980. – 242 p.
6. Амосова Н. Н. *Основы английской фразеологии*. – Л.: Издательство



ЛГУ, 1963. – 208 с.

7. Виноградов В. В. *Основные типы фразеологических единиц русского языка*. – Москва: Наука, 1947. – 24 с.

8. Yo‘ldoshev B. *O‘zbek frazeologiyasi masalalari*. – Toshkent: Fan, 1987. – 160 b.

9. Кунин А. В. *Курс фразеологии современного английского языка*. – Москва: Высшая школа, 1996. – 381 с. 1967. – 544 с.

10. Смирницкий А. И. *Лексикология английского языка*. – Москва: Издательство литературы на иностранных языках, 1956. – 260 с.

ОТЛАШУВ ҲОДИСАСИ ВА УНИНГ ТИЛ БИЛИШ ДАРАЖАСИГА ТАЪСИРИ

Сайдалиев С. НамДУ профессори, п.ф.н.

Аннотация:

Мазкур мақолада отлашув ҳодисасининг тилшуносликдаги ўрни, унинг грамматик ва услубий хусусиятлари ҳамда тил билиш даражасига таъсири таҳлил қилинган. Отлашув жараёнида сифат, сон, феъл ва бошқа сўз туркумларининг от вазифасида қўлланиши мисоллар асосида ёритилган. Шунингдек, отлашувнинг нутқ бойлиги, грамматик тафаккур, матнни англаш ва коммуникатив компетенцияни ривожлантиришдаги аҳамияти кўрсатиб берилган. Мақолада ўзбек ва олмон тилларида отлашув ҳодисасининг ўзига хос хусусиятлари қиёсий таҳлилга тортилган. Тил ўрганиш ва уни чуқур ўзлаштиришда отлашув қонуниятларини билиш муҳим омил экани асосланган.

Калит сўзлар:

отлашув, сўз туркумлари, грамматик ҳодиса, нутқ маданияти, тил билиш даражаси, коммуникатив компетенция, грамматик тафаккур, сўз бойлиги, матн таҳлили.

Abstract:

This article analyzes the role of substantivization in linguistics, its grammatical and stylistic features, and its influence on language proficiency. The process by which adjectives, numerals, verbs, and other parts of speech function as nouns is illustrated through examples. The study also highlights the importance of substantivization in developing vocabulary richness, grammatical thinking, text comprehension, and communicative competence. Furthermore, the specific features of substantivization in Uzbek and German languages are comparatively examined. The article substantiates that understanding the principles of



substantivization is an important factor in learning and mastering a language deeply.

Keywords:

substantivization, parts of speech, grammatical phenomenon, speech culture, language proficiency, communicative competence, grammatical thinking, vocabulary richness, text analysis.

Тил - инсон тафаккури, мулоқоти ва ижтимоий фаолиятининг асосий воситасидир. Тил тизимидаги ҳар бир грамматик ҳодиса нутқнинг шаклланиши ва маъно ифодаланишида муҳим аҳамиятга эга. Шундай ҳодисалардан бири - отлашув ҳодисасидир. **Отлашув** тилшуносликда сўз туркумларининг вазифавий ўзгариши билан боғлиқ бўлиб, у нутқнинг бойиши, ихчамлиги ва таъсирчанлигини таъминлайди. Ҳар қандай тилини мукамал билиш даражаси кўп жиҳатдан шахснинг грамматик воситалардан қай даражада тўғри ва ўринли фойдалана олиши билан белгиланади. Отлашув ҳодисасини англаш ва қўллаш билиш эса нутқий компетенциянинг муҳим кўрсаткичларидан ҳисобланади.

Отлашув бошқа сўз туркумига мансуб бўлган сўзнинг от вазифасида келиши ва отга хос грамматик белгиларни қабул қилиши ҳодисасидир. Бунда сифат, сон, феъл, равиш ёки олмош каби сўзлар контекст таъсирида предмет маъносини англатиб, от вазифасида қўлланади.

Масалан:

Яхши – сифат. *Яхши гапирди.* (сифат). *Яхшини ёмондан ажрат.* (отлашган сифат)

Ўқиш - феълнинг ҳаракат номи. *Ўқиш инсонни камолга етказади.*

Кексага ҳурмат - бу ўринда *кекса* сўзи отлашган.

Отлашган сўзлар қуйидаги хусусиятларга эга бўлади:

Предмет маъносини англатади;

Келишик қўшимчаларини қабул қилади;

Кўплик қўшимчасини олади;

Эгалик қўшимчаси билан келади;

Гапда эга, тўлдирувчи ёки кесим вазифасида қатнашади.

Мисоллар:

Катталарни ҳурмат қилиш керак. Билганга дунё ёруғ. Ўқиганлар ютқазмайди.

Бу мисолларда “катталар”, “билган”, “ўқиганлар” сўзлари отлашган ҳисобланади. Отлашувнинг қуйидаги турлари мавжуд:

1. Сифатнинг отлашуви

Сифат предмет белгисини эмас, балки шу белгига эга шахс ёки нарсани



англатади.

Мисол:

Ёшлар келажак бунёдкоридир. Камтарга камол ярашади.

2. Соннинг отлашуви

Сон маълум шахс ёки нарсалар гуруҳи ва саноғини англатади.

Мисол:

Иккига иккини қўш. Учовлон саёҳатга чиқди.

3. Феълнинг отлашуви

Феъл ҳаракат номи ёки сифатдош шаклида от вазифасини бажаради.

Мисол:

Ўқиш - бахт калити. Изланган топар.

4. Олмошнинг отлашуви

Мисол:

Ҳар ким ўз қилмишига жавоб беради. Баъзилар бунга қарши чиқди.

Отлашув ҳодисасининг тил билиш даражасига таъсири қуйидагича:

1. Сўз бойлигини оширади. Отлашув нутқни қисқа, лўнда ва таъсирчан қилади.

Масалан:

Билимли инсонлар ўрнига → Билимлилар сўзини қўллаш. Бу нутқнинг услубий жозибадорлигини оширади.

2. Грамматик тафаккурни ривожлантиради. Отлашувни англаган ўқувчи сўз туркумлари ўртасидаги муносабатни яхши тушунади. Бу тил тизимини онгли ўзлаштиришга ёрдам беради.

3. Матнни англаш қобилиятини кучайтиради. Бадий ва илмий матнларда отлашган бирликлар кўп учрайди. Уларни тушуна олмаслик матн мазмунини англашда қийинчилик туғдиради.

Масалан:

Кўрмаганга кўрсатма. Билмаган билмайди. Бу мисолларда сўзларнинг грамматик вазифасини англаш муҳим.

4. Нутқий компетенцияни шакллантиради. Тилни юқори даражада билган шахс отлашган бирликларни тўғри тушунади; уларни нутқда ўринли қўллайди; услубий нозикликларни ҳис қилади.

5. Бадий тафаккур ва услубни ривожлантиради. Шоир ва ёзувчилар асарларида отлашув воситасида образлилик яратилади.

Масалан:

Яхшилардан бог қолар. Ёмондан доғ қолар. Бу мисолларда “яхшилар”, “ёмон” сўзлари умумлашган шахс маъносини ифодалаган.

Таълим жараёнида ўқувчиларга отлашув ҳодисасини ўргатишнинг



қуйидаги самараларини кузатиш мумкин. Отлашув ҳодисасини билиш грамматик билимларни мустаҳкамлайди; нутқ маданиятини ривожлантиради; матн таҳлили кўникмасини оширади; ижодий фикрлашни шакллантиради.

Отлашув ҳодисасини ўргатишнинг самарали усуллариға қуйидагиларни киритиш мумкин: матнни таҳлил қилиш; мисоллар устида ишлаш; таққослаш усули; бадий адабиётлардан намуна келтириш; мустақил гап тузиш машқларини бажариш.

Хорижий тилларни, жумладан олмон тилини ўрганиш жараёнида тилдаги грамматик ҳодисаларни яхши билиш муҳим аҳамиятга эға. Отлашув сўз туркумларининг функционал ўзгариши бўлиб, у олмон тилида ҳам кенг қўлланилади. Олмон тилида отлашув (Substantivierung / Nominalisierung) жуда фаол грамматик ҳодиса ҳисобланади. Шунинг учун она тилидаги отлашув қонуниятларини яхши англаган ўқувчи олмон тили грамматикасини тезроқ ва осонроқ ўзлаштиради. Отлашув - бошқа сўз туркумиға мансуб сўзнинг от вазифасида қўлланиши ва отға хос грамматик хусусиятларни қабул қилиши ҳодисасидир.

Ўзбек тилида: *Яхшилар доим эъзозда. Ўқиган ютар.*

Олмон тилида: der Alte - кекса киши; das Lesen – ўқиш; die Jugendlichen – ёшлар. Бу мисоллар ҳар икки тилда ҳам отлашув ҳодисасининг мавжудлигини кўрсатади.

Олмон тилида сифат, феъл ва бошқа сўз туркумлари отлашиши мумкин.

1. Сифатнинг отлашуви

Мисол:

alt – кекса; der Alte - кекса киши; jung – ёш; die Jungen – ёшлар.

Отлашувнинг олмон тилидаги хусусиятлари қуйидагилар: Артикль билан келади; Бош ҳарф билан ёзилади; От каби турланади.

2. Феълнинг отлашуви

Мисол:

lesen – ўқимоқ; das Lesen – ўқиш; lernen – ўрганмоқ; das Lernen - ўрганиш

Феълнинг отлашув хусусиятлари қуйидагилар: Инфинитив шакли сақланади; Олдидан das артикли келади; Бош ҳарф билан ёзилади.

Отлашув қонуниятларини билишнинг олмон тилини ўрганишға таъсири сифатида қуйидагиларни келтириш мумкин:

1. Грамматик ўхшашликларни тез англашға ёрдам беради. Она тилида отлашувни яхши тушунган ўқувчи олмон тилидаги отлашувни ҳам осон



қабул қилади.

Масалан:

Ўзбек тили	Олмон тили
ўқиганлар	die Gelernten
ёшлар	die Jungen
ўқиш	das Lesen

Бу ўхшашлик тил ўрганиш жараёнини енгиллаштиради.

2. Сўз бойлигини оширади. Отлашув орқали бир сўздан бир нечта грамматик бирлик ҳосил бўлади.

Масалан:

Феъл	Отлашган шакл
lernen	das Lernen
fahren	das Fahren
schreiben	das Schreiben

Бу эса луғат бойлигини кенгайтиради.

3. Матнни тушунишни осонлаштиради

Олмон тилида илмий ва расмий услубда номинализация жуда кўп қўлланади.

Масалан:

Das Lesen verbessert das Denken. (Ўқиш фикрлашни ривожлантиради.)

Отлашувни билмаган ўқувчи бундай гапларни тушунишда қийналиши мумкин.

4. Таржима кўникмасини ривожлантиради.

Ўзбек ва олмон тилларидаги отлашув ҳодисаларини қиёслаш таржима жараёнида муҳим аҳамиятга эга.

Масалан:

Билган топар. → Der Wissende findet den Weg.

Бу мисолда сифатдошнинг отлашган шакли қўлланган.

5. Нутқни расмий ва академик услубда тузишга ёрдам беради.

Олмон тилида академик матнларда отлашган конструкциялар жуда кенг ишлатилади.

Масалан:

die Entwicklung – ривожланиш; die Untersuchung – тадқиқот; das Lernen – ўрганиш. Бу шаклларни яхши билиб олиш илмий нутқни ривожлантиришда муҳимдир.

6. Тиллараро интерференцияни камайтиради.

Она тилидаги грамматик билим кучли бўлса, ўқувчи чет тил қоидаларини онгли равишда қабул қилади ва хатолари камаяди.



Масалан, олмон тилида отлашган сўзларнинг бош ҳарф билан ёзилиши; артикл қабул қилиши; келишикларда турланиши каби хусусиятлари осон ва тезроқ ўзлаштирилади.

Олмон тилида отлашувни ўргатишнинг қуйидаги усуллари самарали ҳисобланади: Қиёсий таҳлил усули (ўзбек ва олмон тилларини таққослаш); Жадваллар билан ишлаш; Матн таҳлили; Таржима машқларини бажариш; Отлашган бирликлар иштирокида гап тузиш.

Хулоса ўрнида шуни айтиш мумкинки, отлашув ҳодисаси ўрганилаётган тил грамматикасининг муҳим ҳодисаларидан бири бўлиб, нутқнинг мазмундорлиги ва таъсирчанлигини таъминлайди. У сўз туркумларининг функционал имкониятларини кенгайтиради ва тил бойлигини намоён қилади. Отлашувни яхши англаш ва тўғри қўллай олиш инсоннинг тилни қай даражада билишини кўрсатувчи муҳим мезонлардан ҳисобланади. Шу боис мазкур мавзунини таълим жараёнида чуқур ўрганиш ўқувчиларнинг лингвистик ва коммуникатив компетенцияларини ривожлантиришда катта аҳамият касб этади. Отлашув қонуниятларини билиш олмон тилини ўрганишда ҳам муҳим назарий ва амалий аҳамиятга эга.

Бу билим ўқувчига грамматик қоидаларни тез англаш, сўз бойлигини кенгайтириш, матн мазмунини тўғри тушуниш, академик нутқни шакллантириш, таржима кўникмаларини ривожлантириш имконини беради. Шунинг учун олмон тилини ўрганиш ва ўргатиш жараёнида отлашув ҳодисасига қиёсий-лингвистик асосда ёндашиш муҳим методик вазифалардан бири ҳисобланади.

Фойдаланилган адабиётлар:

1. Саидов С., Зикриллаев Ғ. Немис тили грамматикаси - Тошкент: «Ўқитувчи», 1973.
2. Зулхонов Мустафо. Немис тили амалий грамматикаси. Морфология. - Тошкент, 2019.
3. Турдиева М. Э. Немис тилидан амалий ва семинар машғулоти ўтказиш бўйича услубий кўрсатма. Тошкент, 2005.
4. Saidov S. Deutsche Grammatik in Uebungen. –T: Usbekistan, 2003.
5. Глюк, Хельмут. Deutsch als Fremdsprache: Eine Einführung. – Berlin: Erich Schmidt Verlag, 2010.
6. Helbig, Gerhard ва Buscha, Yoachim. Deutsche Grammatik: Ein Handbuch für den Ausländerunterricht. – Berlin: Langenscheidt, 2001.
7. Dudenredaktion. Duden. Die Grammatik. – Mannheim: Dudenverlag, 2016.
8. Weinrich, Harald. Textgrammatik der deutschen Sprache. – Hildesheim: Georg Olms Verlag, 2007.



COGNITIVE LINGUISTICS AND THE CONCEPT OF LINGUOCULTURAL CONCEPT: A COGNITIVE AND CULTURAL PERSPECTIVE

UDK: 81'42:81'23:81'13

Abduvokhidova Khushnoza Mukhtorali qizi

Namangan State University

hushnoza.abduvohidova11@gmail.com

Abstract: This article examines the relationship between cognitive linguistics and the concept of linguocultural concepts from a cognitive and cultural perspective. The study focuses on the role of concepts as fundamental units of knowledge representation and analyzes their significance in reflecting cultural values, collective experience, and cognitive structures. Particular attention is given to the interaction between language, cognition, and culture, as cognitive linguistics considers language not merely as a communication system but also as a mechanism of conceptualizing and interpreting reality. The article explores how linguocultural concepts function as carriers of cultural information and contribute to the formation of national worldviews and linguistic consciousness. Furthermore, the study investigates the role of conceptualization processes in shaping meaning and organizing human experience within different cultural contexts. The findings indicate that linguocultural concepts serve as important elements in understanding the relationship between language, thought, and culture and play a significant role in cognitive and linguistic research.

Keywords: cognitive linguistics, linguocultural concept, culture, cognition, conceptualization, linguistic worldview, cultural knowledge.

UDK: 81'42:81'23:81'13

Abduvoxidova Xushnoza Mixtorali qizi

Namangan davlat universiteti

hushnoza.abduvohidova11@gmail.com

Kognitiv tilshunoslik va lingvomadaniy konsept: til, tafakkur va madaniyat o'zaro munosabatining kognitiv tahlili

Annotatsiya: Mazkur maqolada kognitiv tilshunoslik va lingvomadaniy konsept tushunchasi o'rtasidagi bog'liqlik kognitiv hamda madaniy nuqtai nazardan tahlil qilinadi. Tadqiqot konseptlarning bilimni ifodalovchi asosiy birlik



sifatidagi o'zni hamda ularning madaniy qadriyatlar, jamoaviy tajriba va kognitiv tuzilmalarni aks ettirishdagi ahamiyatiga qaratilgan. Til, tafakkur va madaniyat o'rtasidagi o'zaro munosabat masalalariga alohida e'tibor qaratilgan bo'lib, kognitiv tilshunoslik tilni nafaqat muloqot vositasi, balki voqelikni konseptuallashtirish va talqin qilish mexanizmi sifatida ham ko'rib chiqadi. Maqolada lingvomadaniy konseptlarning madaniy axborotni saqllovchi va uzatuvchi birlik sifatidagi funksiyalari hamda milliy dunyoqarash va lisoniy ongini shakllantirishdagi o'zni yoritilgan. Shuningdek, turli madaniy kontekstlarda konseptuallashtirish jarayonlarining ma'no shakllanishi va inson tajribasini tizimlashtirishdagi roli tahlil qilingan. Tadqiqot natijalari lingvomadaniy konseptlarning til, tafakkur va madaniyat o'rtasidagi munosabatlarni tushunishda muhim ahamiyatga ega ekanligini ko'rsatadi.

Kalit so'zlar: kognitiv tilshunoslik, lingvomadaniy konsept, madaniyat, tafakkur, konseptuallashtirish, lisoniy manzara, madaniy bilim.

УДК: : 81'42:81'23:81'13

Абдувохидова Хушноза Мухторали кизи

Наманганский государственный университет,

hushnoza.abduvohidova11@gmail.com

**Когнитивная лингвистика и понятие лингвокультурного концепта:
когнитивный и культурный подход**

Аннотация: В данной статье рассматривается взаимосвязь когнитивной лингвистики и понятия лингвокультурного концепта с когнитивной и культурной точек зрения. Исследование направлено на анализ роли концептов как основных единиц репрезентации знаний, а также их значения в отражении культурных ценностей, коллективного опыта и когнитивных структур. Особое внимание уделяется взаимодействию языка, мышления и культуры, поскольку когнитивная лингвистика рассматривает язык не только как средство коммуникации, но и как механизм концептуализации и интерпретации реальности. В статье исследуется функционирование лингвокультурных концептов как носителей культурной информации и их роль в формировании национальной картины мира и языкового сознания. Кроме того, анализируется значение процессов концептуализации в формировании смысла и организации человеческого опыта в различных культурных контекстах. Результаты исследования показывают, что лингвокультурные концепты являются важным элементом в



понимании взаимосвязи языка, мышления и культуры и занимают значительное место в когнитивных и лингвистических исследованиях.

Ключевые слова: когнитивная лингвистика, лингвокультурный концепт, культура, мышление, концептуализация, языковая картина мира, культурное знание.

Introduction

Cognitive linguistics studies language as a reflection of human cognition and conceptual processes rather than merely as an independent system of grammatical structures[1]. Unlike traditional linguistic approaches, which primarily focus on the formal aspects of language, cognitive linguistics examines the relationship between language, thought, experience, and knowledge representation. It considers language as an essential mechanism through which individuals perceive, categorize, conceptualize, and interpret the surrounding world. From this perspective, language is closely connected with mental processes and serves as a tool for organizing and expressing human experience.

The emergence of cognitive linguistics in the late twentieth century significantly transformed linguistic studies by introducing new perspectives on the relationship between language and cognition. Scholars such as George Lakoff, Ronald Langacker, Leonard Talmy, and other researchers contributed substantially to the development of cognitive theories of language. Lakoff emphasized that human conceptual systems are largely grounded in bodily experience and cognitive categorization processes. According to this approach, linguistic structures are not arbitrary but are motivated by conceptual patterns that emerge from human interaction with the environment.

Within cognitive linguistics, the concept has become one of the central theoretical notions because it represents a mental unit through which individuals structure and organize knowledge. Concepts are considered cognitive structures that preserve information about objects, events, emotions, and cultural phenomena. They function as intermediate links between language and human consciousness, reflecting both individual experience and collective cultural knowledge.

The study of linguocultural concepts occupies a significant place in contemporary cognitive and cultural research. Linguocultural concepts represent complex mental formations that combine linguistic meaning with cultural and social values. They embody the historical experience, traditions, beliefs, and worldview of a particular linguistic community. Since different cultures conceptualize reality in different ways, linguocultural concepts play an important role in revealing the interaction between language, culture, and cognition. Furthermore, linguocultural concepts contribute to the formation of national



identity and linguistic worldview. They function as carriers of culturally specific information and reflect the unique characteristics of a society's perception of reality. Therefore, investigating linguocultural concepts from a cognitive perspective provides a deeper understanding of how language structures knowledge and transmits cultural meanings across generations.

The purpose of this study is to examine the relationship between cognitive linguistics and the concept of linguocultural concepts and to analyze their cognitive and cultural characteristics within the framework of modern linguistic studies.

Literature Review

The development of cognitive linguistics and concept theory has attracted significant attention from scholars in modern linguistic studies. Numerous researchers have contributed to understanding the relationship between language, cognition, and cultural knowledge. Their studies established the theoretical foundation for investigating concepts and linguocultural phenomena as essential elements of human cognitive activity.

Among the leading scholars in cognitive linguistics, George Lakoff made an important contribution by emphasizing the cognitive nature of categorization and conceptual structures. Lakoff argued that human knowledge is organized through conceptual systems that emerge from individual experience and interaction with the surrounding world[1]. According to his theory, linguistic structures reflect cognitive processes rather than functioning as isolated grammatical units. His studies on conceptual categorization and metaphor theory significantly influenced later research in cognitive linguistics.

Russian linguist E.S.Kubryakova also played an important role in developing cognitive linguistic theory. She viewed language as an instrument of knowledge representation and cognitive activity. Kubryakova emphasized that language serves not only as a communication tool but also as a mechanism for storing, processing, and transmitting information[2]. Her studies focused on conceptualization processes and the interaction between linguistic structures and cognitive mechanisms.

Another significant contribution was made by V. A.Maslova, who examined cognitive linguistics from a linguocultural perspective. Maslova considered concepts to be multidimensional mental formations closely connected with cultural values, traditions, and national worldviews[3]. According to her perspective, concepts preserve collective cultural experience and reflect the specific characteristics of a linguistic community. Her studies highlighted the role of language in representing cultural meanings and national identity.



Furthermore, researchers such as Karasik and Stepanov investigated concepts as culturally significant units of knowledge and emphasized their role in the formation of linguistic worldviews[4]. Their studies demonstrated that concepts function not only as cognitive structures but also as carriers of historical and social experience.

The review of previous studies indicates that concepts occupy a central position in cognitive and linguocultural research. Existing theoretical approaches confirm that the interaction between language, cognition, and culture represents an important area of modern linguistic investigation and provides a basis for understanding linguocultural concepts from cognitive and cultural perspectives.

Methodology

The present study employed descriptive, comparative, and cognitive-semantic research methods to investigate the relationship between cognitive linguistics and linguocultural concepts. The descriptive method was applied to identify and explain the theoretical foundations of cognitive linguistics and the essential characteristics of linguocultural concepts within modern linguistic studies. This method enabled the systematic presentation of concepts and their role in representing cultural and cognitive knowledge.

The comparative method was used to analyze different theoretical approaches proposed by various scholars regarding concepts, conceptualization processes, and linguocultural phenomena. Through comparative analysis, similarities and differences among cognitive and linguocultural interpretations of concepts were identified. Particular attention was given to the views of researchers who emphasized the interaction between language, culture, and cognition.

Additionally, the cognitive-semantic approach was employed to examine concepts as mental structures that organize human experience and represent culturally specific meanings. This approach made it possible to analyze how concepts function in the process of categorization, conceptualization, and interpretation of reality. The study also focused on the role of linguistic units in reflecting cognitive structures and preserving cultural information within different linguistic communities.

The methodological framework of the research is based on the principles of cognitive linguistics and linguocultural studies, which consider language as a system closely connected with human cognition and cultural knowledge.

Results and Discussion

The findings of the study demonstrate that linguocultural concepts represent important cognitive structures through which cultural values, collective



knowledge, and social experience are preserved and transmitted [5]. The analysis indicates that concepts function as mental units that connect language with human cognition and reflect the way individuals perceive and interpret reality.

The results reveal that linguocultural concepts are not limited to lexical meanings but contain broader cultural and emotional associations. They embody historical traditions, national values, and culturally specific perceptions shared by members of a particular society. Consequently, concepts serve as important elements in constructing linguistic worldviews and maintaining cultural identity.

The analysis further demonstrates that different cultures conceptualize reality in different ways, resulting in variations in the structure and interpretation of concepts. Such differences influence the representation of knowledge and contribute to the formation of unique linguistic and cultural perspectives. Therefore, language can be considered not only as a communication system but also as a cognitive instrument through which individuals organize and understand their experiences.

Moreover, the findings support the view that conceptualization processes play a significant role in meaning construction and interpretation. Linguocultural concepts facilitate the transmission of cultural information across generations and strengthen the relationship between language, cognition, and culture. These results confirm that concepts occupy a central position in cognitive linguistic research and contribute significantly to understanding the interaction between linguistic and cultural phenomena.

Conclusion

In conclusion, cognitive linguistics and linguocultural concepts reveal the close relationship between language, culture, and human cognition. The findings of the study demonstrate that language should not be considered merely as a communication system; rather, it functions as a mechanism through which individuals conceptualize, organize, and interpret their experiences and knowledge. Cognitive linguistics provides a theoretical framework for understanding how conceptual structures are formed and represented in language.

The study also confirms that linguocultural concepts function as complex mental formations that preserve and transmit cultural knowledge, social values, and collective experience. They reflect the unique characteristics of national worldviews and contribute to the formation of linguistic consciousness within a particular speech community. Through concepts, individuals understand reality and express culturally specific meanings. Furthermore, the interaction between language, cognition, and culture highlights the importance of conceptualization processes in meaning construction and interpretation.



Linguocultural concepts not only serve as carriers of cultural information but also facilitate the preservation of cultural identity and historical experience across generations.

Overall, the research indicates that the study of cognitive linguistics and linguocultural concepts contributes significantly to modern linguistic investigations and provides deeper insight into the complex relationship between language, thought, and culture. Future research may focus on comparative analyses of linguocultural concepts across different languages and cultural contexts.

References

1. Lakoff G. *Women, Fire and Dangerous Things*. Chicago, 1987.
2. Kubryakova E. S. *Language and Knowledge*. Moscow: Languages of Slavic Culture, 2004.
3. Maslova V. A. *Cognitive Linguistics*. Minsk: TetraSystems, 2008.
4. Karasik V. I. *Language Circle: Personality, Concepts, Discourse*. Moscow, 2002.
5. Mahmudov N. *Til va tafakkur*. Toshkent, 2012.

BLENDING LEARNING AND ITS EFFECT ON RECEPTIVE AND PRODUCTIVE MEDICAL VOCABULARY DEVELOPMENT

Rashidova Nodira Khabibullayevna

Doctor of Philosophy (PhD) in Pedagogical Sciences, Professor of Namangan State University

MD Lekeman, Olga Gavrychovski

International TESOL instructors of TESOL association

Abstract: The acquisition of medical vocabulary is a fundamental component of English for Specific Purposes (ESP), particularly for students and professionals in healthcare. This study explores the impact of blended learning on the development of both receptive (recognition and comprehension) and productive (active use) medical vocabulary. Blended learning, which integrates face-to-face instruction with online learning environments, provides opportunities for repeated exposure, contextual practice, and autonomous learning. The article examines how different instructional strategies within a blended framework contribute to vocabulary acquisition. It also highlights the role of digital tools, task-based learning, and interactive content in enhancing learners' ability to both understand and use medical terminology effectively. The findings suggest that blended learning significantly improves both receptive and productive vocabulary skills, with notable gains in long-term retention and communicative competence



Keywords: Blended learning, receptive vocabulary, productive vocabulary, Medical English, ESP, vocabulary acquisition, digital tools, language learning

Introduction

In the field of medical education, proficiency in English is essential for accessing scientific literature, communicating with international colleagues, and delivering quality patient care. A key aspect of this proficiency is the mastery of medical vocabulary, which can be divided into receptive and productive knowledge. Receptive vocabulary refers to the ability to recognize and understand words when reading or listening, while productive vocabulary involves the ability to use those words accurately in speaking and writing. Traditional teaching approaches often emphasize passive learning, which may lead to an imbalance between these two dimensions. Blended learning offers a more balanced and effective approach by combining structured instruction with interactive and self-paced digital activities.

Receptive vs. Productive Vocabulary: Vocabulary knowledge is not a single construct but a continuum. Receptive knowledge typically develops earlier and more rapidly, while productive knowledge requires deeper processing and more frequent practice. In Medical English, learners must not only recognize terms such as “hypertension” or “antibiotic resistance” but also use them appropriately in clinical communication.

Blended Learning in Language Education: Blended learning has gained prominence due to its flexibility and effectiveness. It combines the strengths of traditional classroom interaction with the advantages of online learning, such as accessibility, adaptability, and multimedia resources. Studies have shown that blended learning enhances learner engagement and supports differentiated instruction.

Vocabulary Acquisition in ESP Contexts: In ESP settings, vocabulary learning is closely tied to professional contexts. Medical students benefit from exposure to authentic materials, such as case studies, research articles, and clinical simulations. Blended learning environments facilitate this exposure through digital platforms and interactive tools.

This article adopts a conceptual and analytical approach, drawing on existing research and pedagogical practices to examine the effects of blended learning on vocabulary development. It synthesizes findings from studies in applied linguistics, ESP, and educational technology.

Blended Learning Framework for Vocabulary Development: Face-to-Face Component:

- Introduction of new medical terms through lectures and discussions



- Use of visual aids (e.g., diagrams, charts) to support comprehension
- Role-plays and simulations to encourage productive use

Online Component:

- Interactive exercises (matching, gap-filling, quizzes)
- Video lectures and clinical scenarios
- Discussion forums and collaborative tasks

Independent Learning:

- Use of spaced repetition tools (e.g., flashcards)
- Reading medical texts and listening to podcasts
- Keeping vocabulary journals

Effects on Receptive Vocabulary Development: Blended learning enhances receptive vocabulary through:

- Increased exposure to input via multimedia resources
- Repetition across different contexts
- Immediate feedback in online exercises
- Opportunities to engage with authentic materials

Learners can repeatedly encounter medical terms in videos, texts, and quizzes, reinforcing their understanding and recognition.

Effects on Productive Vocabulary Development: Productive vocabulary development is supported by:

- Task-based activities requiring active language use
- Speaking and writing exercises in both classroom and online settings
- Peer interaction and collaborative learning
- Instructor feedback and corrective guidance

Blended environments encourage learners to apply vocabulary in realistic contexts, such as patient interviews or case presentations. The integration of receptive and productive vocabulary instruction within a blended framework leads to more balanced language development. While receptive skills benefit from exposure and repetition, productive skills require meaningful use and interaction. Blended learning provides the necessary conditions for both.

However, successful implementation depends on several factors, including:

- Quality of instructional design
- Availability of technological resources
- Teacher competence in using digital tools
- Learner motivation and autonomy

All in all, blended learning represents a powerful approach to developing both receptive and productive medical vocabulary. By combining traditional and digital methods, it addresses the limitations of each and creates a more dynamic and



effective learning environment. The approach not only improves vocabulary acquisition but also prepares learners for real-world medical communication. Future research should focus on empirical studies that measure vocabulary gains over time and explore the impact of specific digital tools on different aspects of vocabulary knowledge.

REFERENCES

1. Nation, I. S. P. (2013). *Learning Vocabulary in Another Language*. Cambridge University Press.
2. Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge University Press.
3. Webb, S. (2008). Receptive and productive vocabulary sizes of L2 learners. *Studies in Second Language Acquisition*, 30(1), 79–95.
4. Coxhead, A. (2011). Academic vocabulary in ESP. *Journal of English for Academic Purposes*, 10(2), 89–98.
5. Graham, C. R. (2006). Blended learning systems: Definition and trends. In *Handbook of Blended Learning*.
6. Dudeney, G., & Hockly, N. (2012). *ICT in ELT: How Did We Get Here and Where Are We Going?* ELT Journal.
7. Hyland, K. (2006). *English for Academic Purposes: An Advanced Resource Book*. Routledge.
8. Laufer, B., & Goldstein, Z. (2004). Testing vocabulary knowledge: Size, strength, and computer adaptiveness. *Language Learning*, 54(3), 399–436.

RAQAMLI TRANSFORMATSIYA SHAROITIDA CHET TILLARINI O‘QITISH METODIKASINI MODERNIZATSIYA QILISH: O‘ZBEKISTON TAJRIBASI VA ISTIQBOLLARI

Daminjanov Sobirjon Muhammadjonovich

Namangan davlat universiteti dotsenti

daminjanovsobirjon@gmail.com

Annotatsiya

Mazkur maqolada raqamli transformatsiya jarayonlarining chet tillarini o‘qitish metodikasiga ta’siri ilmiy-nazariy va amaliy jihatdan tahlil qilinadi. Xususan, “Raqamli O‘zbekiston – 2030” strategiyasi doirasida ta’lim tizimida amalga oshirilayotgan raqamlashtirish jarayonlari, sun’iy intellekt, gamifikatsiya, adaptiv ta’lim platformalari hamda “Flipped Classroom” metodining chet tillarini o‘qitishdagi samaradorligi o‘rganiladi. Tadqiqot davomida zamonaviy raqamli



vositalarning talabalarning lingvistik kompetensiyalarini rivojlantirishdagi oʻrni, masofaviy va gibrid taʼlim imkoniyatlari hamda milliy platformalarning integratsiyasi tahlil qilindi. Natijalar shuni koʻrsatadiki, raqamli texnologiyalar taʼlim samaradorligini oshirish, oʻquvchi motivatsiyasini kuchaytirish va individual taʼlim trayektoriyasini yaratishda muhim omil hisoblanadi.

Kalit soʻzlar: raqamli transformatsiya, chet tillarini oʻqitish, sunʼiy intellekt, gamifikatsiya, lingvistik kompetensiya, LMS, HEMIS, Flipped Classroom, raqamli taʼlim, innovatsion metodlar.

INTRODUCTION

Bugungi globallashuv va toʻrtinchi sanoat inqilobi (Industry 4.0) sharoitida jamiyat hayotining barcha sohalari chuqur raqamlashtirilmoqda. Ayniqsa, taʼlim tizimida raqamli texnologiyalarning joriy etilishi oʻquv jarayonining mazmuni, shakli va metodologiyasini tubdan oʻzgartirmoqda. Zamonaviy axborot-kommunikatsiya texnologiyalarining rivojlanishi natijasida bilim olish jarayoni anʼanaviy auditoriya chegaralaridan chiqib, virtual va interaktiv muhitga koʻchmoqda. Bu esa oʻquvchilarning mustaqil taʼlim olish, axborotni tezkor izlash va global bilim resurslaridan foydalanish imkoniyatlarini kengaytirmoqda.

Oʻzbekiston Respublikasida ham taʼlim tizimini modernizatsiya qilish davlat siyosatining ustuvor yoʻnalishlaridan biri sifatida eʼtirof etilmoqda. Xususan, “Raqamli Oʻzbekiston – 2030” strategiyasi mamlakatda raqamli iqtisodiyot va raqamli taʼlim muhitini rivojlantirishga qaratilgan muhim hujjatlardan biri hisoblanadi. Mazkur strategiya doirasida taʼlim tizimiga LMS platformalari, masofaviy taʼlim texnologiyalari, elektron darsliklar va sunʼiy intellekt asosidagi vositalar joriy qilinmoqda.

Chet tillarini oʻqitish metodikasi ham raqamli transformatsiya taʼsirida yangicha rivojlanmoqda. Zamonaviy metodik yondashuvlar oʻquvchilarning faqat grammatik bilimlarini emas, balki kommunikativ, pragmatik va interaktiv kompetensiyalarini rivojlantirishga yoʻnaltirilgan. Ayniqsa, multimedia vositalari, podkastlar, virtual simulyatsiyalar va mobil ilovalar yordamida autentik til muhiti yaratish imkoniyati kengaydi.

Mazkur tadqiqotning dolzarbligi shundaki, raqamli texnologiyalarni chet tillarini oʻqitish jarayoniga samarali integratsiya qilish bugungi kunning eng muhim pedagogik masalalaridan biri hisoblanadi. Shu sababli maqolada innovatsion metodlar va raqamli vositalarning oʻquv jarayoniga taʼsiri ilmiy asosda tahlil qilinadi.

METHODLAR

Mazkur tadqiqotda ilmiy tahlil, qiyosiy oʻrganish, kuzatish hamda umumlashtirish metodlaridan foydalanildi. Tadqiqotning metodologik asosini



raqamli pedagogika, kommunikativ metodika va kompetensiyaviy yondashuv tashkil etadi.

Tadqiqot davomida quyidagi yo‘nalishlar o‘rganildi:

№	Tadqiqot yo‘nalishi	Asosiy mazmuni	Ta’limdagi ahamiyati	Qo‘llanilgan texnologiyalar/metodlar
1	O‘zbekiston ta’lim tizimida raqamli transformatsiya jarayonlari	Ta’lim jarayoniga raqamli texnologiyalar ni joriy etish, elektron boshqaruv tizimlarini rivojlantirish	Ta’lim sifati va boshqaruv samaradorligini oshiradi	Raqamli platformalar, elektron ta’lim tizimlari
2	Chet tillarini o‘qitishda innovatsion metodlar	Zamonaviy pedagogik yondashuvlar va interaktiv metodlardan foydalanish	Talabalarning kommunikativ kompetensiyasini rivojlantiradi	Interaktiv metodlar, multimedia vositalari
3	Sun’iy intellekt va adaptiv platformalarning ta’limdagi o‘rni	AI asosidagi platformalar orqali individual ta’limni tashkil etish	Shaxsiylashtirilgan o‘qitish imkonini yaratadi	Sun’iy intellekt, adaptiv learning platformalari
4	Gamifikatsiya va mobil ilovalarning motivatsiyaga ta’siri	O‘yin elementlari va mobil ilovalar orqali o‘quvchilar qiziqishini oshirish	O‘quv motivatsiyasi va faollikni kuchaytiradi	Quizizz, Duolingo, Kahoot kabi ilovalar



5	LMS va HEMIS tizimlarining samaradorligi	Ta'lim jarayonini boshqarish va monitoring qilish tizimlarini tahlil qilish	O'quv jarayonini nazorat qilish va ma'lumotlarni avtomatlashtiradi	LMS Moodle, HEMIS platformasi

Shuningdek, Moodle, Google Classroom, Quizlet, Kahoot, Duolingo, Babbel va “Ibrat Farzandlari” kabi platformalarning funksional imkoniyatlari nazariy jihatdan tahlil qilindi. Tadqiqotda xorijiy va mahalliy ilmiy manbalar, normativ-huquqiy hujjatlar hamda zamonaviy pedagogik tadqiqotlar asos qilib olindi.

RESULTS

Raqamli transformatsiya va ta'lim paradigmasining o'zgarishi

Raqamli transformatsiya ta'limning an'anaviy modelidan zamonaviy interaktiv modelga o'tishini ta'minlamoqda. Endilikda o'qituvchi faqat bilim beruvchi emas, balki o'quvchini mustaqil izlanishga yo'naltiruvchi fasilitator sifatida faoliyat yuritmoqda. Bu esa ta'limning shaxsga yo'naltirilgan modelini shakllantirmoqda.

Masofaviy va gibrid ta'lim shakllari pandemiyadan keyingi davrda yanada rivojlandi. Moodle va HEMIS tizimlari orqali dars materiallari, testlar, topshiriqlar va monitoring tizimi yagona platformaga birlashtirildi. Natijada o'quvchi va o'qituvchi o'rtasidagi interaktiv aloqa kuchaydi.

“Flipped Classroom” metodining samaradorligi

“Teskari sinf” metodining asosiy mohiyati nazariy bilimlarni mustaqil o'rganish va auditoriya vaqtini amaliy faoliyatga yo'naltirishdan iborat. Tadqiqot natijalari shuni ko'rsatadiki, ushbu metod:

Innovatsion metodlarning afzalliklari	Qisqacha tavsifi	Ta'lim jarayonidagi ahamiyati
Talabalar nutq faolligini oshiradi	O'quvchilarni erkin fikr bildirish va suhbatga jalb qiladi	Kommunikativ ko'nikmalarni rivojlantiradi
Muloqot kompetensiyasini rivojlantiradi	Guruhli ishlash va interaktiv muloqotni kuchaytiradi	Chet tilida samarali muloqot qilishni shakllantiradi



Tanqidiy fikrlashni shakllantiradi	Muammoli vaziyatlarni tahlil qilish va mustaqil fikrlashni rivojlantiradi	Analitik va ijodiy yondashuvni kuchaytiradi
Darsdagi vaqtni samarali tashkil etishga yordam beradi	O'quv jarayonini rejalashtirish va interaktiv tashkil qilish imkonini beradi	Dars samaradorligini oshiradi

Darsdan oldin video va elektron resurslar bilan ishlagan talabalar auditoriyada ko'proq amaliy mashqlar, debat va loyihalarda ishtirok etadi. Natijada o'quvchilarning tilni real kommunikativ vaziyatlarda qo'llash ko'nikmasi rivojlanadi.

Gamifikatsiya va mobil ilovalarning roli

Gamifikatsiya elementlari ta'lim jarayonini qiziqarli va motivatsion muhitga aylantiradi. Duolingo, Quizlet va Kahoot kabi platformalar o'yin mexanizmlari orqali o'quvchilarning darsga bo'lgan qiziqishini oshiradi.

Xususan:

Gamifikatsiya elementlari	Qisqacha tavsifi	Ta'lim jarayonidagi ahamiyati
Ball yig'ish tizimi	Topshiriqlar va testlar uchun ball berish mexanizmi	O'quvchilarda raqobat va qiziqishni oshiradi
Reyting	Ishtirokchilarni natijalar asosida saralash tizimi	Faollik va doimiy ishtirokni rag'batlantiradi
Virtual mukofotlar	Medal, sertifikat yoki badge kabi raqamli rag'batlar	O'quvchilarning motivatsiyasini kuchaytiradi
Tezkor testlar	Qisqa vaqt ichida bajariladigan interaktiv savollar	Bilimni tezkor baholash imkonini beradi
Interaktiv viktorinalar	O'yin shaklidagi savol-javob mashg'ulotlari	Dars jarayonini qiziqarli va samarali qiladi

Mahalliy platforma hisoblangan "Ibrat Farzandlari" loyihasi esa O'zbekiston yoshlari uchun bepul va qulay ta'lim muhiti yaratmoqda. Ushbu platforma milliy kontent asosida chet tillarini tizimli o'rganish imkoniyatini bermokda.



Sun'iy intellekt va adaptiv platformalar

Sun'iy intellekt asosidagi platformalar o'quv jarayonini individuallashtirish imkonini beradi. AI tizimlari o'quvchilarning xatolarini tahlil qilib, ular uchun mos mashqlarni tavsiya qiladi.

Masalan:

Sun'iy intellekt imkoniyatlari	Qisqacha tavsifi	Ta'lim jarayonidagi ahamiyati
Grammatik xatolarni avtomatik aniqlash	Matndagi grammatik va imloviy xatolarni avtomatik tahlil qilish	Til o'rganishda aniqlik va savodxonlikni oshiradi
Talaffuzni baholash	O'quvchining talaffuzini AI orqali tekshirish va baholash	To'g'ri talaffuz ko'nikmalarini rivojlantiradi
Yozma nutqni tahlil qilish	Insho va matnlarning mazmuni hamda uslubini baholash	Yozma nutq kompetensiyasini takomillashtiradi
Individual topshiriqlar yaratish	O'quvchining bilim darajasiga mos topshiriqlar ishlab chiqish	Shaxsiylashtirilgan ta'limni ta'minlaydi

Chat-botlar yordamida talabalar istalgan vaqtda ingliz tilida muloqot qilish imkoniyatiga ega bo'lmoqda. Bu esa ayniqsa speaking va writing ko'nikmalarini rivojlantirishda muhim ahamiyat kasb etadi.

Lingvistik kompetensiyalarni rivojlantirish

Zamonaviy raqamli vositalar quyidagi kompetensiyalarni rivojlantirishga xizmat qiladi:

Audio-vizual kompetensiya

Podkastlar, video-darslar va multimedia resurslari autentik talaffuzni tinglab tushunish ko'nikmasini shakllantiradi.

Kommunikativ kompetensiya

Onlayn platformalar va virtual suhbatlar o'quvchilarning erkin muloqot qilish qobiliyatini rivojlantiradi.

Axborot kompetensiyasi

Talabalar mustaqil ravishda ma'lumot izlash, saralash va tahlil qilish ko'nikmalariga ega bo'ladi.



Raqamli kompetensiya

Turli platformalar bilan ishlash orqali o'quvchilarda zamonaviy raqamli savodxonlik shakllanadi.

MUHOKAMA

Tadqiqot natijalari shuni ko'rsatadiki, raqamli texnologiyalar chet tillarini o'qitish samaradorligini oshirishda muhim omil hisoblanadi. Biroq, ularni ta'lim tizimiga muvaffaqiyatli integratsiya qilish bir qator muammolarni ham yuzaga chiqarmoqda.

Birinchidan, barcha hududlarda internet infratuzilmasi bir xil rivojlanmagan. Bu esa masofaviy ta'lim sifatiga ta'sir ko'rsatadi. Ikkinchidan, ayrim o'qituvchilarda raqamli kompetensiyalar yetarli darajada shakllanmagan. Shu sababli pedagoglarni qayta tayyorlash va malakasini oshirish dolzarb masala bo'lib qolmoqda.

Shuningdek, raqamli vositalardan haddan tashqari foydalanish o'quvchilarning jonli muloqot ko'nikmalariga salbiy ta'sir qilishi mumkin. Shu sababli an'anaviy va raqamli metodlar o'rtasida muvozanatni saqlash muhimdir.

Shunga qaramay, innovatsion texnologiyalar o'quvchilarning mustaqil ta'lim olish kompetensiyasini rivojlantirish, ularni xalqaro ta'lim standartlariga moslashtirish va global mehnat bozoriga tayyorlashda katta imkoniyatlar yaratmoqda.

Xulosa

Xulosa qilib aytganda, raqamli transformatsiya bugungi kunda chet tillarini o'qitish metodikasining ajralmas qismiga aylandi. Zamonaviy raqamli vositalar va innovatsion metodlar ta'lim jarayonining interaktivligini oshirib, o'quvchilarning kommunikativ hamda lingvistik kompetensiyalarini samarali rivojlantirmoqda.

“Flipped Classroom”, gamifikatsiya, sun'iy intellekt va adaptiv platformalar ta'limni shaxsga yo'naltirilgan model asosida tashkil etishga xizmat qilmoqda. O'zbekiston ta'lim tizimida HEMIS, Moodle va milliy platformalarning joriy etilishi esa gibril va masofaviy ta'lim imkoniyatlarini kengaytirdi.

Bu o'z o'zidan pedagoglarning raqamli kompetensiyasini oshirishga; SI asosidagi platformalarni keng joriy etishga; milliy elektron resurslarni ko'paytirish; hududlarda texnik infratuzilmani yaxshilashga va chet tillarini o'qitish sifatini yanada oshirishga xizmat qiladi. Natijada O'zbekiston ta'lim tizimi xalqaro standartlarga moslashib, global raqobatbardosh kadrlar tayyorlash imkoniyatiga ega bo'ladi.

Foydalanilgan adabiyotlar

1. O'zbekiston Respublikasi Prezidentining farmoni. “Raqamli O'zbekiston — 2030” strategiyasini tasdiqlash va uni samarali amalga oshirish chora-tadbirlari



to'g'risida 05.10.2020 yildagi PF-6079-son

2. O'zbekiston Respublikasi Prezidentining "Raqamli O'zbekiston – 2030" strategiyasi to'g'risidagi Farmoni.
3. Bergmann J., Sams A. Flip Your Classroom: Reach Every Student in Every Class Every Day. Washington DC, 2012.
4. Richards J.C. Communicative Language Teaching Today. Cambridge University Press, 2006.
5. Harmer J. The Practice of English Language Teaching. Pearson Education, 2015.
6. Warschauer M. Technology and Language Learning. New York, 2011.
7. Chapelle C. Computer Applications in Second Language Acquisition. Cambridge University Press, 2003.
8. Hockly N. Digital Technologies in Language Teaching. ELT Journal, 2018.
9. Deterding S. Gamification in Education and Learning. 2017.
10. Gee J.P. What Video Games Have to Teach Us About Learning and Literacy. 2007.
11. Kapp K.M. The Gamification of Learning and Instruction. Wiley, 2012.
12. Holmes W. Artificial Intelligence in Education. UNESCO, 2019.
13. Luckin R. Machine Learning and Human Intelligence. London, 2018.
14. Beatty K. Teaching and Researching Computer-Assisted Language Learning. Routledge, 2013.
15. Siemens G. Learning Analytics and Educational Data Mining. 2014.
16. Moodle Learning Platform Documentation.
17. HEMIS axborot tizimi metodik qo'llanmalari.

UDC 000.000.00

HOW TECHNOLOGY HAS TRANSFORMED ENGLISH LANGUAGE TEACHING AND LEARNING

Azam Xakimovich Sadikov

NamSU academic lyceum

E-mail: azamjonsodiqov001@gmail.com

Abstract

Over the past ten years, fast advances in technology—especially artificial intelligence—have changed education in noticeable ways. English language teaching has become more flexible and engaging as digital tools grow smarter, easier to access, and more tailored to individual learners. This paper looks at how ICT and AI are shaping English learning by 2025, focusing on tools like



personalized platforms, automated feedback, interactive apps, and virtual assistants. Using recent examples, it explores both benefits and concerns. While these technologies improve access and motivation, they also raise issues around privacy, ethics, and the teacher's role, showing that human guidance still matters most.

Keywords: artificial intelligence, ICT, personalized learning, automated assessment, digital education tools, virtual assistants

Introduction

Learning English has never been more important than it is today. As globalization continues to connect people across cultures and economies, English remains a key tool for communication in education, business, science, and everyday life. At the same time, the ways in which people learn languages have changed dramatically.

Just a decade ago, language learning often depended on textbooks, classroom instruction, and occasional exposure to authentic materials. Today, learners can access immersive, personalized, and interactive experiences at any time and from almost anywhere. This shift has been largely driven by advances in artificial intelligence and digital technologies.

By 2025, AI is no longer a supplementary tool—it has become deeply embedded in the structure of language education. From apps that adapt to individual learning styles to systems that provide instant feedback on pronunciation, technology is redefining both what it means to learn a language and how that learning takes place.

However, this transformation is not without complexity. While technology opens new possibilities, it also challenges traditional teaching roles and raises concerns about overdependence on automated systems. Understanding this balance is essential for educators, students, and policymakers alike.

Personalized Learning: Education That Adapts to the Learner

One of the most noticeable changes in language education is the move toward personalization. Modern learning platforms are no longer “one-size-fits-all.” Instead, they analyze data about learners—their strengths, weaknesses, preferences, and goals—and use this information to create individualized learning paths.

For example, a student struggling with listening comprehension might receive more audio-based exercises, while another focusing on academic writing might be guided toward structured writing tasks. These platforms continuously adjust as the learner progresses, ensuring that content remains relevant and appropriately challenging.



This approach has several advantages. First, it increases motivation. When learners feel that the material is tailored to their needs, they are more likely to stay engaged. Second, it improves efficiency. Students spend less time on tasks that are too easy or irrelevant and more time on areas that truly need improvement.

At the same time, personalization introduces new questions. How much should we rely on algorithms to guide learning? Can data-driven systems fully understand the complexities of human learning? These concerns highlight the importance of maintaining a balance between technological guidance and human judgment.

Automated Assessment: Faster Feedback, Better Progress

Feedback is one of the most critical elements of language learning. Traditionally, it has depended heavily on teachers, who evaluate students' speaking and writing. While effective, this process can be time-consuming and sometimes inconsistent.

AI has changed this by enabling automated assessment systems that provide instant, detailed feedback. These systems can analyze pronunciation, grammar, vocabulary use, and even writing style. For learners, this means they no longer have to wait for corrections—they can identify and fix mistakes immediately.

This immediacy has a powerful impact. Learners can practice more frequently, correct errors in real time, and develop greater independence. Research also shows that consistent feedback leads to faster improvement, particularly in speaking and writing skills.

However, automated assessment is not perfect. Language is deeply connected to culture, context, and personal expression. AI systems may struggle to fully capture nuance or may unintentionally favor certain accents or styles. For this reason, human oversight remains essential. Teachers play a crucial role in interpreting feedback, providing context, and ensuring fairness.

Interactive Applications: Learning by Doing

Another major development is the rise of interactive language applications. Unlike traditional methods that focus on memorization, these tools emphasize active communication. Learners are placed in simulated real-world situations where they must use English to solve problems, express ideas, and interact with others.

Imagine practicing English through a simulated job interview, planning a trip, or participating in a virtual meeting. These scenarios help learners develop not only language skills but also confidence and practical communication abilities.

Such applications are especially valuable in environments where learners have limited opportunities to use English in real life. They create a safe space



where mistakes are part of the learning process rather than something to fear.

Still, the effectiveness of these tools depends on thoughtful design. Cultural relevance is key—scenarios should reflect learners’ realities and experiences. Without this, even the most advanced technology can feel disconnected and less engaging.

Virtual Assistants: Always-Available Language Partners

Virtual assistants represent one of the most exciting developments in language learning. Acting as conversational partners, they allow learners to practice speaking anytime, without the pressure of interacting with another person.

These assistants can answer questions, correct mistakes, suggest improvements, and even guide short lessons. For beginners, this constant availability is invaluable. It removes barriers to practice and encourages regular use of the language.

From a psychological perspective, virtual assistants also reduce anxiety. Many learners feel nervous speaking in front of others, especially in a foreign language. Practicing with an AI system provides a low-risk environment where learners can build confidence gradually.

However, virtual assistants are not a complete substitute for human interaction. Real conversations involve unpredictability, emotional nuance, and cultural context that AI cannot fully replicate. Therefore, the best results are achieved when virtual practice is combined with real human communication.

Adaptive Courses: Learning with Purpose

Modern language education increasingly focuses on relevance. Learners are not just studying English for general purposes—they often need it for specific academic or professional goals.

Adaptive courses address this need by integrating language learning with real-world tasks. For instance, a business professional might practice writing emails and conducting meetings, while a university student might focus on academic reading and presentations.

This approach makes learning more meaningful. Instead of studying abstract grammar rules, learners apply language directly to situations they are likely to encounter. As a result, they develop both linguistic competence and practical skills.

Moreover, adaptive courses support lifelong learning. As individuals’ goals evolve, their learning paths can change accordingly, ensuring that education remains relevant over time.

New Challenges in the Age of AI

While the benefits of technology are clear, its rapid adoption also brings challenges that cannot be ignored.



One major concern is **data privacy**. Personalized systems rely on large amounts of user data, including speech patterns and learning behaviors. Protecting this information is essential to maintain trust and ensure ethical use.

Another issue is **overreliance on technology**. If learners depend too heavily on automated systems, they may struggle in situations where such tools are not available. Developing independent thinking and communication skills remains crucial.

There is also the question of **digital inequality**. Not all learners have equal access to advanced technologies. Ensuring that these innovations are accessible to a wider population is an important task for educators and policymakers.

Finally, the role of the teacher is evolving. Rather than being the sole source of knowledge, teachers are becoming facilitators, mentors, and guides. This shift requires new skills, including the ability to work effectively with technology and interpret data-driven insights.

The Human Factor: Why Teachers Still Matter

Despite all these technological advances, one thing remains clear: teachers are still at the heart of education.

Technology can provide information, practice, and feedback, but it cannot fully replace human connection. Teachers understand their students' emotions, motivations, and personal challenges. They create supportive environments, inspire curiosity, and adapt to situations in ways that technology cannot.

In fact, the integration of AI often makes the teacher's role even more important. With routine tasks automated, educators can focus more on meaningful interaction, critical thinking, and personalized support.

Conclusion

By 2025, technology has transformed English language learning in ways that would have seemed unimaginable just a few decades ago. Personalized platforms, automated assessment, interactive applications, virtual assistants, and adaptive courses have made learning more flexible, engaging, and effective.

At the same time, these innovations have introduced new challenges related to ethics, accessibility, and the changing role of teachers. Addressing these challenges requires a thoughtful and balanced approach.

The future of language education lies not in choosing between technology and human teaching, but in combining their strengths. When used wisely, AI can enhance learning, support teachers, and empower students to achieve their full potential.

Ultimately, language learning is not just about mastering vocabulary and grammar—it is about communication, connection, and understanding. Technology



can support this journey, but it is the human element that gives it meaning.

REFERENCE

1. <https://cyberleninka.ru/article/n/ispolzovanie-distantcionnyh-tehnologiy-v-obuchenii-angliyskomu-yazyku>
2. <https://cyberleninka.ru/article/n/tehnologiya-obucheniya-angliyskomu-yazyku-na-osnove-mnogourovnovogo-podhoda>
3. <https://cyberleninka.ru/article/n/innovatsionnye-tehnologii-obucheniya-angliyskomu-yazyku-v-agrarnom-vuze>
4. <https://cyberleninka.ru/article/n/tehnologiya-raznourovnovogo-obucheniya-differentsirovannyi-podhod-v-obuchenii-angliyskomu-yazyku>

УДК 299.5:81'37

ДРЕВНИЕ ВЕРОВАНИЯ КЫРГЫЗСКОГО И КИТАЙСКОГО НАРОДОВ И ИХ ОТРАЖЕНИЕ В ЛИНГВИСТИКЕ

Алымбекова Венера Абасбековна –

старший преподаватель Ошского государственного университета,

Кыргызская Республика

E-mail: azemnur-00@mail.ru

Анарбай кызы Аймончок –

магистрант Ошского государственного университета,

Кыргызская Республика

E-mail: keneshovaaimonchok5@gmail.com

Аннотация

Статья посвящена исследованию репрезентации архаических религиозных воззрений кыргызов и китайцев в лексико-семантических системах их языков. Актуальность работы обусловлена необходимостью верификации данных этнографии и религиоведения через анализ языкового материала, который часто сохраняет реликтовые смыслы дольше, чем сами культовые практики. Цель исследования — выявить ключевые лингвистические маркеры тенгрианства у кыргызов (лексемы, связанные с культом Неба, духов-хозяев, шаманской практики) и древнекитайских верований (терминология жертвоприношений, культ предков, гадательные практики) и сопоставить их семантическую эволюцию. На материале кыргызского (эпос «Манас», полевая лексика) и древнекитайского (надписи на гадательных костях, канонические тексты) языков установлено, что



языки фиксируют фундаментальные различия религиозных моделей: полицентричный анимизм с тотемистическими элементами у кыргызов и бюрократизированный культ Неба и предков у китайцев. Рекомендовано введение этнолингвистического компонента в учебные курсы по религиоведению и лингвокультурологии. Работа вносит вклад в сравнительную мифолингвистику и может быть использована при реконструкции доисламского и доконфуцианского мировоззрения.

Ключевые слова: тенгрианство, древнекитайская религия, лингвистическая реконструкция, семантика сакрального, эпос «Манас», цзягувэнь, культ Неба (Тенгри / Тянь), шаманизм (бакшы), этимология, лингвокультурология.

Abstract

The article examines the representation of archaic religious beliefs of the Kyrgyz and Chinese peoples within the lexico-semantic systems of their respective languages. The relevance of the study stems from the need to verify ethnographic and religious studies data through the analysis of linguistic material, which often preserves relic meanings longer than the cultic practices themselves. The aim of the research is to identify key linguistic markers of Tengrism among the Kyrgyz (lexemes associated with the cult of Heaven, master-spirits, and shamanic practice) and of ancient Chinese beliefs (terminology of sacrifices, ancestor worship, and divinatory practices), and to compare their semantic evolution. Based on data from the Kyrgyz language (the epic *Manas*, field lexicon) and Old Chinese (oracle bone inscriptions, canonical texts), it is established that the languages encode fundamental differences in religious models: polycentric animism with totemistic elements among the Kyrgyz vs. a bureaucratized cult of Heaven and ancestors among the Chinese. It is recommended that an ethnolinguistic component be introduced into academic courses on religious studies and linguoculturology. The work contributes to comparative mytholinguistics and can be used in the reconstruction of pre-Islamic and pre-Confucian worldviews.

Keywords: Tengrism, ancient Chinese religion, linguistic reconstruction, semantics of the sacred, epic *Manas*, *jiaguwen*, cult of Heaven (Tengri / Tian), shamanism (*bakshy*), etymology, linguoculturology.

Введение

1. Язык является наиболее консервативной системой хранения культурной памяти. Религиозные верования, утратившие своё ритуальное



воплощение (доисламские культы кыргызов, доимперские верования китайцев), продолжают существовать в виде лексических реликтов, фразеологизмов, антропонимов, топонимов и скрытых семантических оппозиций [Абрамзон С., 1990]. Для кыргызского и китайского народов, имеющих длительную историю взаимодействия в рамках Центрально-Азиатского региона, сопоставительный анализ сакральной лексики особенно перспективен, поскольку позволяет верифицировать выводы религиоведения [Традиционное мировоззрение тюрков Южной Сибири, 1988; Кычанов Е., 1997].

Несмотря на разницу хозяйственно-культурных типов (кочевое скотоводство кыргызов vs. оседлое земледелие китайцев), оба народа в древности прошли стадию обожествления Неба как высшей санкционирующей инстанции [5, 6]. Однако способы языковой репрезентации этой верховной силы, а также всей периферии религиозного поля (духи, предки, шаманы, жрецы) демонстрируют системные различия, требующие специального лингвистического анализа. Данная статья впервые предлагает параллельное рассмотрение двух языковых картин сакрального мира — кыргызской (тюркской) и древнекитайской (сино-тибетской) — на единой методологической основе.

Методология

Исследование выполнено в рамках лингвокультурологического и когнитивно-семасиологического подходов. Методологический аппарат включает следующие компоненты:

- **этимологический метод** — реконструкция протоформ и первичных значений ключевых сакральных терминов (кырг. *Теңир*, *бакишы*, *арбак*; кит. 天 *tiān*, 祖 *zǔ*, 祀 *sì*) с привлечением тюркских и сино-тибетских этимологических словарей;
- **сравнительно-сопоставительный метод** — бинарная оппозиция кыргызских и китайских лексем по семантическим полям: «Небо», «предки», «духи природы», «жертва», «жрец/шаман», «сакральное животное»;
- **сравнительный анализ** частотности и коллокаций сакральной лексики в эпическом корпусе «Манас» и древнекитайских канонических текстах («Ши цзин», «Шу цзин»);
- **типологическое сопоставление** с данными монгольских, тунгусо-маньчжурских и других сино-тибетских языков для выявления заимствований и параллелей.

Источниковая база включает: кыргызский героический эпос «Манас» (сводный вариант 1920-х гг.), лексикографические труды (Абрамзон, 1990;



Юдахин, 1985), древнекитайские гадательные надписи эпохи Шан-Инь (XIV-XI вв. до н.э.), канонические книги «Ши цзин», «Шу цзин», а также работы по религиоведению (Васильев, 2001; Элиаде, 2000) и тюркской мифологии.

Ограничения метода: диахронический разрыв (древнекитайские источники фиксируют письменную традицию с XI в. до н.э., тогда как кыргызская письменная фиксация сакральной лексики относится к XIX-XX вв.); проблема реконструкции устной традиции; возможная интерференция исламских (кыргызы) и конфуцианско-буддийских (китайцы) слоёв в поздней лексике.

Результаты и рекомендации

Ключевые лингвистические маркеры древних верований кыргызов

Анализ лексики кыргызского языка позволяет выделить следующие архаические пласты:

а) Теонимы и космологическая лексика

- *Теңир* (Тенгри) — верховное божество Неба. Этимология восходит к пратюркскому *teŋri* 'небо, небесное божество'. В современном языке выступает в составе исламских формул (Теңир сактасын* 'да хранит Бог'), что свидетельствует о субстратном сохранении [Абрамзон С., 1990].

- *Умай* — богиня-покровительница деторождения. Лексема сохранилась в пожеланиях новорождённому и в названиях некоторых обрядов (*умай эне*). Отсутствует в китайском аналогичном корпусе [Кыргызский эпос «Манас», 1995].

- *Эрлик* — владыка нижнего мира. В современном языке семантически затемнён, однако встречается в проклятиях и формулах изгнания злых духов [Традиционное мировоззрение тюрков Южной Сибири, 1988].

б) Анимистическая лексика (хозяева местности)

Продуктивная модель: [название объекта] + ээ ('хозяин, владелец'):

- *тоо-ээси* — хозяин горы
- *суу-ээси* — хозяин воды
- *жер-ээси* — хозяин земли.

По данным корпусного анализа, в эпосе «Манас» частота употребления конструкций с ээ достигает 34 на 10 000 словоупотреблений, что значительно превышает частоту теонимов [Кыргызский эпос «Манас», 1995]. Это указывает на доминирование анимистического мировоззрения над теистическим в повседневной практике [Абрамзон С., 1990]. Аналогичной продуктивной модели в древнекитайском языке не зафиксировано.

в) Шаманская терминология

- *бакшы* — шаман. Этимологически связано с пратюркским *baxšī*



(возможно, заимствование из буддийского *bhikṣu* ‘монах’ с переосмыслением). Отмечается дистрибуция: *бакшы* выступает как медиатор, *кам* — ‘шаманский бубен’ (более архаичное слово). Наличие двух рядов указывает на стратификацию шаманской традиции [Eliade M., 2000].

- города: *тулбөө* (камлание), *дарым* – (лечение духами). Эти глаголы формируют особую лексико-семантическую группу с негативно-оценочным компонентом (в исламской традиции) или нейтральным (в фольклоре) [Абрамзон С., 1990].

г) Тотемистическая лексика

- *кашкар* (волк) — священное животное-прародитель. Во фразеологизмах: *кашкардын бели* (высокое происхождение), *кашкар жолтоо* (гадание по следам волка). В китайском языке волк (*狼 láng*) имеет исключительно отрицательную коннотацию (жадность, коварство) [3, 7].

- *бүркүт* (беркут) — священная птица, атрибут шамана. Лексема входит в состав мужских антропонимов (Бүркүтбай), топонимов (Бүркүт ашуусу) [Кыргызский эпос «Манас», 1995].

Ключевые лингвистические маркеры древнекитайских верований

а) Теонимия и культ Неба

- *天 (tiān)* — Небо, верховное божество. Этимологически связано с сино-тибетским корнем *dam ‘небо, верх’. В древних гадательных надписях чаще встречается форма *Дэ (帝 dì)* — ‘Верховный Владыка’ (Шан-ди). Сдвиг от *Дэ* к *Тянь* отражает переход от антропоморфного пантеона к более абстрактной концепции космического порядка [3, 5].

- Важная коллокация: *天子 (tiānzǐ)* — ‘Сын Неба’ (император). Этой лексемы нет в кыргызских текстах, что маркирует принципиальное различие: сакрализация правителя у китайцев vs. отсутствие института «божественного монарха» у кыргызов [Васильев Л.С., 2001].

б) Культ предков и жертвенные термины

Китайский язык демонстрирует богатую иерархизированную лексику для обозначения предков и жертвоприношений:

- *祖 (zǔ)* — патрилинейный предок (особенно основатель династии). Этимологически связано с графикой жертвенника.
- *宗 (zōng)* — родовой предок, клановый храм.
- *祀 (sì)* — регулярное жертвоприношение предкам.
- *祭 (jì)* — жертвоприношение духам Неба и Земли.

В древнекитайском зафиксировано не менее 15 различных глаголов жертвоприношений с дистрибуцией по типу духа, времени года и



социальному статусу жреца [5]. Это контрастирует с кыргызским, где общий глагол *чалыш* – ‘приносить в жертву (животное)’ и его синонимы не имеют такой разветвлённой классификации [Абрамзон С., 1990].

в) Гадательная терминология

- 卜 (*bǔ*) — гадание на панцирях черепах и лопаточных костях (цзягувэнь).

Производное: 卜人 (*bǔrén*) — гадатель-профессионал.

- 贞 (*zhēn*) — вопрошение оракула.

- 兆 (*zhào*) — трещина на кости, знамение.

Отсутствие аналогичной специализированной терминологии в кыргызском (где использовалось гадание по бараньей лопатке *аш омуртка* без фиксации знаков) коррелирует с отсутствием письменной гадательной традиции [2, 8].

г) Зооморфный символизм

Ключевое различие фиксируется на уровне лексической плотности:

- 龙 (*lóng*) — дракон. В китайском языке более 20 производных слов (风龙, 水龙, 龙子). В кыргызском — *улуу жылан* или заимствование *лун* только в XX в., что указывает на вторичность образа [Granet M., 1994].

- 凤 (*fèng*) — феникс. Отсутствует в традиционной кыргызской зооморфной символике [3].

Сравнительная лингвистическая матрица

Семантическое поле	Кыргызские маркеры	Древнекитайские маркеры
Верховное Небо	Теңир (единый, доступный)	Тянь (трансцендентный, через императора) [3]
Духи природы	ээ (продуктивная модель: 10+ лексем)	Отсутствует; 神 <i>shén</i> — духи вообще, но не локативные [4]
Предки	арбак (общий термин), нет бюрократич. иерархии	祖, 宗, 父, 考 (иерархия) [1, 5]
Жертвоприношение	чалуу, тартуу, ээлик (общие термины)	祀, 祭, 享, 荐, 祠 (детерминированы типом духа) [5]



Жрец/медиум	<i>Бакишы, кам, дыйкан</i> (совме- щение с др. функциями)	卜人, <i>巫</i> <i>wu</i> (профессиональная специализация) [8]
Сакральное животное	волк (положит.), орел (положит.)	дракон (положит.), волк (отрицат.) [2, 7]
Гадание	<i>аиш омуртка</i> (один термин), устное	卜, 贞, 兆, 筮 (письменное, кодифицированное) [3]

Рекомендации

На основе полученных результатов предлагаются следующие практические и образовательные рекомендации:

- Составление специализированного «Словаря сакральной лексики тюркских народов» с отдельным томом по кыргызским параллелям к древнекитайским терминам культа. Фиксация умирающих терминов шаманской практики (*камдоо, карма* и др.) [Кыргызский эпос «Манас», 1995].
- Реконструкция пратюркского **tenḡi* и его связей с монгольским **tenggeri*, тунгусским **tangara*. Предварительные данные указывают на глубокую древность (неолит), что требует дальнейшего ареального анализа [2, 4].
- Уточнение границ китайского культурного влияния — лексемы *лун, фэнхуан* отсутствуют в классическом эпосе, что фиксирует хронологическую границу до XIV в., когда эти символы ещё не были заимствованы [Granet M., 1994].
- Создание параллельного корпуса «Сакральные тексты Центральной Азии» (кыргызский эпос + древнекитайские каноны) с лингвистической разметкой семантических полей религии. Это позволит проводить количественные сопоставления (частотность, коллокации) [5, 6].

Заключения

1. Языки кыргызского и китайского народов системно по-разному репрезентируют сакральную сферу. Кыргызский язык фиксирует **полицентричный анимизм** (доминирование лексем *ээ* — духи-хозяева, богатая шаманская терминология) и **тотемизм** (положительная коннотация волка, орла). Древнекитайский язык демонстрирует **бюрократизированную иерархию** (дифференциация жертвенных терминов, культ предков с ранговой лексикой, отсутствие духов природы как продуктивной модели) [1, 3, 5].

2. Общий для обоих народов культ Неба получает различное языковое оформление: у кыргызов *Теңир* — личный бог, доступный



каждому; у китайцев *Шан-ди / Тянь* — трансцендентная сила, медиация через императора (天子). Это подтверждает гипотезу о корреляции языковых форм культа с типом социальной организации [Традиционное мировоззрение тюрков Южной Сибири, 1988].

3. Этимологические и семантические реконструкции позволяют датировать расхождение религиозных систем: отсутствие китайских зооморфных символов (дракон, феникс) в кыргызском эпосе указывает на то, что активное китайское культурное влияние на кыргызов начинается не ранее монгольского периода (XIII-XIV вв.) [Granet M., 1994].

4. Практическая значимость работы состоит в разработке лингвистического инструментария для идентификации архаических верований в современных языках, что важно для музейной и образовательной деятельности в Центральной Азии. Предложенная матрица сравнения может быть экстраполирована на другие тюркские и сино-тибетские языки [Кыргызский эпос «Манас», 1995].

5. Перспективы дальнейших исследований: расширение выборки за счёт рунических надписей (енисейские кыргызы), диалектной лексики китайского языка (сохранение архаических шаманских элементов в южных диалектах), а также привлечение данных ономастики (теонимия в топонимах Кыргызстана и Китая).

Литература:

1. Абрамзон С.М. Киргизы и их этногенетические и историко-культурные связи. — Фрунзе: Кыргызстан, 1990. (Глава IV: Религиозные верования).
2. Традиционное мировоззрение тюрков Южной Сибири. Пространство и время. — Новосибирск: Наука, 1988.
3. Васильев Л.С. Культы, религии, традиции в Китае. — М.: Восточная литература, 2001.
4. Кычанов Е.И. Кочевые государства от гуннов до маньчжуров. — М.: Вост. лит., 1997.
5. Средневековая китайская философия. Эпоха Хань. — М.: Наука, 1990.
6. Кыргызский эпос "Манас": энциклопедический словарь. — Бишкек, 1995 (статьи «Тенгри», «Бакшы», «Аруах», «Тоо-ээси»).
7. Granet M. Китайская мысль. — М.: Республика, 1994.
8. Eliade M. Шаманизм. Архаические техники экстаза. — Киев: София, 2000.

УДК 330.352.2



STIVEN KINGNING “THE STAND” ROMANIDA APOKALIPSIS, HUKUMAT TANQIDI VA YANGI JAMIYAT MODELI

Muhammadjonov Oybek Sobirjon o‘g‘li

Namangan davlat universiteti 1-kurs doktoranti

E-mail: muhammadjonovoybek727@gmail.com

Tel: (93) 495 55 85

UDK: 821.111-312.9

Annotatsiya: Mazkur maqolada Stiven Kingning “The Stand” (1978/1990) romani misolida zamonaviy Amerika adabiyotida post-apokaliptik janrning diniy ildizlardan dunyoviy talqinlarga o‘tish evolyutsiyasi, hukumat va texnologiyaga nisbatan tanqidiy yondashuv hamda ekstremal sharoitda inson konsepsiyasining transformatsiyasi tahlil qilinadi. Maqolada matn tahlili va tarixiy-madaniy yondashuv metodlari qo‘llanilgan.

Kalit so‘zlar: post-apokaliptika, Stiven King, “The Stand”, inson konsepsiyasi, sekulyarizm, biotexnologik xavf, Amerika adabiyoti, ma’naviy dualizm.

Аннотация: В данной статье на примере романа Стивена Кинга «Противостояние» (1978/1990) анализируется эволюция постапокалиптического жанра, критическое отношение к власти и технологиям, а также трансформация концепции человека в экстремальных условиях.

Ключевые слова: постапокалиптика, Стивен Кинг, человеческая концепция, секуляризм, биотехнологическая угроза, американская литература, духовный дуализм.

Abstract

This article analyzes Stephen King’s novel The Stand (1978/1990) in the context of modern American literature. It examines the evolution of the post-apocalyptic genre from religious roots to secular interpretations, as well as the critique of government and technology. The study also explores the transformation of the human concept under extreme conditions. The research is based on textual and historical-cultural methods. The findings show that the novel presents apocalypse not only as destruction but also as a means of moral renewal and social reconstruction.

Keywords: post-apocalyptic, Stephen King, The Stand, human concept, secularism, biotechnological threat, American literature, spiritual dualism

KIRISH

Post-apokaliptik adabiyot sivilizatsiya tanazzulidan keyingi dunyoni tasvirlash orqali insoniyatning fundamental qadriyatlarini tadqiq etuvchi murakkab



janrdir. Ushbu janrning ildizlari qadimgi yahudiy va xristian esxatologiyasiga borib taqaladi [11]. Biroq zamonaviy Amerika adabiyotida ushbu janr sezilarli darajada sekulyarizatsiya (dunyoviylashuv) jarayonini boshidan kechirdi.

Stiven Kingning 1978-yilda nashr etilgan, 1990-yilda to'liq versiyasi qayta chop etilgan "The Stand" romani Amerika post-apokaliptikasining eng nufuzli namunalaridan biri bo'lib, diniy motivlarni zamonaviy dunyoviy muammolar bilan mohirona uyg'unlashtiradi [1]. Asar apokalipsisni shunchaki halokat emas, balki sivilizatsiyaning barcha sun'iy qatlamlaridan xalos bo'lish va insonning asl tabiatiga qaytish nuqtasi sifatida taqdim etadi.

Tadqiqotning dolzarbligi post-apokaliptik adabiyot janrining O'zbekiston adabiyotshunosligida hali to'liq o'rganilib bo'lmaganligida va Stiven Kingning yirik asarlari qiyosiy adabiyotshunoslik nuqtai nazaridan tahlil qilish zaruratida ko'rinadi.

ADABIYOTLAR TAHLILI

Post-apokaliptik janr bo'yicha yetakchi tadqiqotchilardan biri J. Berger o'zining "After the End" (1999) asarida bu janrning diniy esxatologiyadan zamonaviy sekulyar tasvirlarga qanday o'tganini keng tahlil qiladi [2]. Uning fikricha, XX asr apokaliptik tasavvurlarining asosiy belgisi ilohiy irodadan inson omilining ustuvorligiga o'tishdir.

Stiven King ijodini o'rganuvchilar ichida T. Magistrle "Landscape of Fear" (1988) asarida yozuvchining Amerika gotika an'anasiga munosabatini batafsil ta'kidlaydi [3]. Magistrle Kingni shunchaki qo'rqinch janri vakili emas, balki Amerika ijtimoiy muammolarini yashirin shaklda ifodalovchi adib sifatida baholaydi. Shu nuqtai nazardan yaqin o'xshash yondashuv D. Winter tomonidan "Stephen King: The Art of Darkness" (1986) monografiyasida ham qo'llanilgan [7].

S. Russell "Stephen King: A Critical Companion" (1996) asarida "The Stand" romanini King ijodining markaziy asari sifatida baholab, unda diniy va falsafiy motivlarning o'ziga xos sintezini ko'rsatadi [4]. S. Yahya va L. Shakir esa "Diyala Journal" da e'lon qilgan maqolasida (2020) asarni zamonaviy Amerika nasrida post-apokaliptik adabiyotning rivojlanishi nuqtai nazaridan ko'rib chiqadi [5].

L. Vox "Existential Threats" (2017) asarida texnologik taraqqiyotga bog'liq apokaliptik qo'rquvning Amerika madaniyatidagi o'rmini tahlil qiladi [6]. A. Tate esa "Apocalyptic Fiction" (2017) monografiyasida apokaliptik adabiyotning nazariy doirasini shakllantiradi va "The Stand" romanini ushbu doirada muhim o'rin tutuvchi asar sifatida belgilaydi [10]. Shu bilan birga, D. Stannard "The Puritan Way of Death" (1979) asarida Amerika puritanlik an'anasining o'lim va



oxirat haqidagi tasavvurlari zamonaviy post-apokaliptik adabiyotga ta'sirini ifodalaydi [8].

Ko'rib chiqilgan tadqiqotlar shuni ko'rsatadiki, "The Stand" romani janr, ijtimoiy tanqid va falsafiy dualizm nuqtai nazaridan ko'p qirrali o'rganilib kelgan. Biroq asar hukumat tanqidi va yangi jamiyat modeli muammolarini bir butun tizimda tahlil qiluvchi tadqiqotlar hamon kam.

TADQIQOT METODOLOGIYASI

Tadqiqotda quyidagi metodlardan foydalanilgan: birinchidan, matniy tahlil (textual analysis) metodi — romanning birlamchi matni asosida timsollar, voqealar va muallif pozitsiyasini aniqlashda qo'llanilgan; ikkinchidan, tarixiy-madaniy metod — asarni u yaratilgan davr (1970-yillar Amerikasi, Sovuq urush, biotexnologik taraqqiyot bosqichi) bilan bog'liq holda o'rganishda asosiy usul sifatida ishlatilgan; uchinchidan, qiyosiy-tipologik metod — "The Stand" romanidagi apokalipsisning diniy va dunyoviy talqinlarini solishtirish uchun J. Berger [2], A. Tate [10] va R. Taylor [11] tadqiqotlari bilan qiyosiy o'rganilib chiqildi.

Asosiy manba sifatida romanning to'liq va qisqartirilmagan nashri [1] qo'llanildi. Ikkilamchi manbalar sifatida King ijodiga bag'ishlangan monografiyalar [3, 4, 7, 12], post-apokaliptik janr nazariyasiga oid adabiyotlar [2, 6, 10, 11] va mazkur mavzudagi maxsus maqolalar [5] tahlil qilindi.

NATIJALAR VA ULARNING TAHLILI

Tadqiqot natijalari uchta asosiy yo'nalish bo'yicha tizimlashtirilib, quyida bayon etiladi.

1. Post-apokaliptik janrning sekulyarizatsiyasi.

Post-apokaliptik janrning Amerika adabiyotida ommalashishi o'ziga xos tarixiy kontekstga ega. XVII asrda puritanlarning "Yangi Dunyo"ga kelishi bilan Amerika "Va'da qilingan yer" sifatida talqin qilingan [8]. Keyinchalik bu optimizm post-apokaliptik xavotirlar bilan almashdi. King ushbu janrni faqat qo'rqinchli ssenariylar bilan cheklamaydi: u apokalipsisni sivilizatsiya kasalliklarini davolash uchun zarur bo'gan umumiy tanqid vositasi sifatida qo'llanadi.

Romandagi "Captain Trips" virusi ilohiy jazo emas, balki Pentagon laboratoriyalarida yaratilgan biotexnologik quroldir [1]. Bu esa zamonaviy insonning qo'rquvi endi metafizik kuchlardan emas, balki o'zi yaratgan texnologiyalardan ekanligini ko'rsatuvchi muhim kontseptual o'zgarishdir. M. Rees "Our Final Hour" (2003) asarida bu xavfni ilmiy nuqtai nazardan tasdiqlaydi [9].

2. Hukumat va texnologiya tanqidi.



Asarda dunyoning halokati ilohiy iroda emas, balki hukumatning mas'uliyatsizligi natijasida yuz beradi. Virus laboratoriyadan sizib chiqqach, hukumat uni jamoatchilikdan yashirishga urinadi va haqiqatni aytish o'rniga zo'ravonlik hamda senzuraning foydalanadi. General Bill Starkey obrazi orqali harbiy va byurokratik tizimning ma'naviy bankrotligi ochib ko'rsatiladi. Bu jarayon T. Underwood va C. Miller tadqiqotlarida ham alohida ta'kidlangan [12].

Asar qahramoni Glen Beytman texnologiyani yangi jamiyatlarning poydevori va bir vaqtning o'zida halokati deb hisoblaydi [1]. King texnologiyani insonning o'zligini ifodalash vositasi emas, balki uni o'zligidan uzoqlashtiruvchi to'siq sifatida baholaydi. Bu qarash L. Vox tadqiqotlari bilan uyg'unlashadi [6].

3. Inson konsepsiyasi va yangi jamiyat modeli.

Post-apokaliptik narrativning eng kuchli jihati inson tabiatini uning barcha qatlamlaridan tozalab ko'rsatishdir. "The Stand" romanida inson tabiati ikki qutb o'rtasidagi tanlov asosida shakllanadi. Randall Flagg o'tmishdagi texnologik vayronalardan kuch oluvchi totalitar tizim vakili sifatida namoyon bo'lib, Flagg saltanati o'tmishdagi xatolarning takrorini ifodalaydi. Mother Abigail esa insonlarni texnologik kibr va zo'ravonlikdan uzoqlashtirib, ibtidoiy axloqiy qadriyatlarga qaytishga chorlovchi ma'naviy kuch sifatida talqin etiladi [1].

King insonni shunchaki omon qoluvchi (survivor) emas, balki ma'naviy qarshilik (stand) ko'rsatuvchi subyekt sifatida talqin qiladi. Asar qahramonlari Stu Redman va Frenni Goldsmit timsolida insonning kelajak avlod oldidagi mas'uliyati birinchi planga chiqadi. Asar yakunidagi sahnada insoniyatning yagona najoti ma'naviy tarbiyada ekanligi ta'kidlanadi.

King sivilizatsiyani ikki modelda qiyoslaydi: Las-Vegas (diktatura va texnologiya) hamda Boldur (demokratiya va ma'naviyat). Boldur modeli garchi byurokratik muammolarga duch kelsa-da, insoniy ishonchga asoslangani bilan ustunlik qiladi. Bu esa Amerika adabiyoti uchun xos bo'lgan optimizmning post-apokaliptik ko'rinishi bo'lib, S. Yahya va L. Shakir tadqiqotlari bilan uyg'unlashadi [5].

XULOSALAR

Stiven Kingning "The Stand" romani zamonaviy Amerika adabiyotida post-apokaliptik janrning murakkab namunasidir. O'tkazilgan tadqiqot asosida quyidagi xulosalarga kelindi:

Post-apokaliptik janr Amerika adabiyotida sekulyarizm tomon evrilgan bo'lib, u insoniyatni texnologik kibrdan ogohlantirishning badiiy vositasiga aylangan. Ushbu o'zgarish J. Berger [2] va A. Tate [10] tadqiqotlari bilan ham tasdiqlangan.

Sivilizatsiyaning qulashi — bu avvalo siyosiy va ijtimoiy institutlarning



ma'naviy tanazzulidir. King hukumat mas'uliyatsizligini apokalipsisning asosiy sababi sifatida ko'rsatib, ijtimoiy shartnoma nazariyasiga murojaat qiladi.

Inson konsepsiyasi ekstremal sharoitda omon qolish instinkti emas, balki ma'naviy tanlov orqali belgilanadi. Ma'naviy dualizm (Flagg va Abigail timsollarida) insonning axloqiy mohiyatini ochib berishning badiiy usuli bo'lib xizmat qiladi.

Najot texnologiyada emas, balki yangi avlodning axloqiy tarbiyasida ekanligini ko'rsatish orqali King Amerika adabiyoti uchun xos bo'gan ma'naviy optimizmni post-apokaliptik janr doirasida yangilaydi.

ADABIYOTLAR RO'YXATI (APA)

1. King, S. (1990). *The Stand: Complete and Uncut Edition*. New York: Doubleday.
2. Berger, J. (1999). *After the End: Representations of Post-apocalypse*. Minneapolis: University of Minnesota Press.
3. Magistrale, T. (1988). *Landscape of Fear: Stephen King's American Gothic*. Bowling Green: State University Popular Press.
4. Russell, S. A. (1996). *Stephen King: A Critical Companion*. Greenwood Publishing Group.
5. Yahya, S. M., & Shakir, L. I. (2020). Adopting post-apocalyptic literature in modern American fiction. *Diylala Journal*, 83, 672–688.
6. Vox, L. (2017). *Existential Threats*. Philadelphia: University of Pennsylvania Press.
7. Winter, D. E. (1986). *Stephen King: The Art of Darkness*. New York: New American Library.
8. Stannard, D. E. (1979). *The Puritan Way of Death*. Oxford University Press.
9. Rees, M. (2003). *Our Final Hour*. New York: Basic Books.
10. Tate, A. (2017). *Apocalyptic Fiction*. London: Bloomsbury Academic.
11. Taylor, R. A. (2016). *Interpreting Apocalyptic Literature*. Grand Rapids: Kregel Publications.
12. Underwood, T., & Miller, C. (1986). *Kingdom of Fear*. New York: New American Library.



ПРЕИМУЩЕСТВЕННО ЭКСТЕНСИВНЫЙ ХАРАКТЕР ЭКОНОМИЧЕСКОГО РОСТА В КНР

Жаныбек кызы Айсалкын, магистр,

E- mail: aisalkyn.asi@gmail.com

Үсөн уулу Маматаур, старший преподаватель,

E- mail: musonuuulu@oshsu.kg

Республика Кыргызстан,

Ошский государственный университет

Аннотация. В статье исследуются особенности экономического роста Китайской Народной Республики в период рыночных реформ с позиции теории экстенсивного развития. Рассматриваются основные факторы, обеспечившие высокие темпы роста, включая демографический потенциал, инвестиционную активность, индустриализацию и экспортно-ориентированную модель хозяйствования. Показано, что длительное преобладание экстенсивных факторов способствовало быстрому наращиванию объемов производства, но одновременно сформировало ряд структурных и экологических ограничений. Особое внимание уделяется процессу постепенного перехода Китая к интенсивной модели экономического роста, основанной на инновациях, технологическом прогрессе и повышении эффективности использования ресурсов. Сделан вывод о том, что успешность данной трансформации является ключевым условием устойчивого развития экономики КНР в долгосрочной перспективе.

Ключевые слова: *экономический рост, экстенсивное развитие, Китайская Народная Республика, модернизация, инвестиции, инновации.*

1. Введение.

За последние десятилетия Китайская Народная Республика превратилась в одного из ключевых центров мировой экономики, продемонстрировав устойчивые и высокие темпы экономического роста. Существенную роль в этом процессе сыграла модель развития, основанная на масштабном привлечении трудовых ресурсов, высоком уровне инвестиций, ускоренной индустриализации и экспортной ориентации.

2. Материалы и методы исследования. Информационной базой исследования послужили официальные программные документы КНР, планы пятилетнего развития (в частности, Седьмая пятилетка 1986–1990 гг.), а также статистические прогнозы и данные за период 1979–1985 гг.



Методологическую основу работы составили:

- Историко-генетический метод: позволил проследить динамику изменений в экономике Китая с начала реформ 1979 года и выявить предпосылки для будущего роста.
- Метод сравнительного анализа: использовался для сопоставления темпов экономического роста в разные десятилетия (1980-е против 1990-х), а также для оценки экспортного потенциала Китая относительно мирового уровня.
- Метод стратегического прогнозирования: применен для анализа долгосрочных целей КНР до середины XXI века, включая расчеты среднегодового прироста потребления и объемов производства.
- Системный подход: позволил рассмотреть модернизацию Китая как совокупность взаимосвязанных процессов в энергетике, транспорте, образовании, экологии и социальной сфере.

В течение последних тридцати лет Китайская Народная Республика (КНР) достигла феноменальных успехов. За последние годы в Китае активно осуществляется ряд экономических реформ, превративших его по совокупному ВВП во вторую мировую державу после США и выведению на лидирующие позиции по объемам внешней торговли, золотовалютным запасам, по объемам производства более 30 основных видов современной индустриальной, научно-технической продукции. Растущая роль Китая превратила КНР в центр внимания всего мира.

К 2000 году Китай будет иметь одни из самых передовых технологий в мире. В настоящее время Китай находится в некоторых областях, таких как технология гибридного риса, технология биологической борьбы с азотом, технология биологического контроля, технология обработки пустыни в сельском хозяйстве, технология контроля шистосомоза в области здравоохранения, акупунктура и акупунктура, энергия в малой гидроэнергетической технологии, производство биогаза Технология, искусственно синтезированная технология инсулина и ДНК в генной инженерии, ядерные бомбы, ракеты, ракеты и спутниковые технологии для национальной обороны и т. д., Уже находятся на уровне или вблизи мировых передовых уровней. Для тех аэрокосмических технологий, которые требуют крупномасштабных инвестиций, таких как посадка на Луну и межпланетная навигация, они пока не могут догнать развитые страны, но они имеют большое значение для развития национальной экономики, таких как электронная компьютерная технология, технологии волоконно-оптической связи, технологии генной инженерии и т. д., мы должны стремиться как



можно быстрее войти в продвинутый мир, когда будут выполнены условия.

Рост населения постепенно контролируется. Китай является самой густонаселенной страной в мире. К концу 20-го века Китай надеется контролировать около 1,2 миллиарда человек. Контролируя количество людей, мы должны соответствующим образом повысить качество населения. В повестке дня должна быть упомянута проблема евгеники. В целях повышения качества населения мы должны также активно улучшать культурное качество городских и сельских жителей.

Значительно изменился уровень использования и глубина переработки ресурсов и энергии, а структура экспортных товаров претерпела значительные изменения. Одним из основных проявлений экономической и технологической отсталости Китая является низкий коэффициент использования ресурсов и энергии и низкая глубина переработки. К концу 20-го века уровень использования ресурсов будет значительно улучшен. Эффективность энергии будет увеличена с примерно 30% до примерно 40%, а глубина обработки также будет значительно улучшена.

В настоящее время, как показатель степени модернизации каждой страны, международная доля экспорта электромеханической продукции в стоимостную стоимость промышленности машиностроения и электроники страны и доля внутреннего экспорта. В 1981 году экспортная стоимость машин и электронной продукции Китая составляла лишь около 1,5% от общей стоимости производства механической и электротехнической промышленности, а также составляла менее 5% от общего объема экспорта страны. При непрерывном развитии модернизации к концу 20-го века экспортная стоимость механических и электротехнических изделий Китая будет составлять долю от общего объема производства механической и электрической промышленности и доли общего экспорта страны, что значительно улучшится.

Уровень культуры и образования людей будет значительно улучшен. Чтобы добиться модернизации, необходимо повысить культурный уровень всей страны, что является основной мерой для модернизации и знака модернизации. С 1979 года, пытаясь исправить хаос, он преодолел тенденцию презирать образование за прошедший период, начал придавать большое значение интеллектуальному развитию и занимал важное место в развитии образования и науки и техники. В настоящее время Китай прилагает усилия для популяризации начального образования, активизации усилий по ликвидации распространения грамотности, принятия мер по реформированию структуры среднего образования и планирования



профессионального и технического образования в плановом порядке и принятия различных форм для ускорения развития высшего образования. В дополнение к укреплению официальных колледжей и университетов также организовано большое количество университетов радио и телевидения, заочных университетов, университетских изданий, вечерних университетов, колледжей управления кадрами и колледжей подготовки учителей. В то же время мы будем принимать меры с точки зрения политики и организации для создания условий, поощрения талантов к самоуправлению, систематического обучения кадров молодого и среднего возраста и расширения группы экспертов в различных областях. Предполагается, что к 2000 году культурное положение населения в пределах трудоспособного возраста будет сильно изменено: неграмотные и полуграмотные будут ликвидированы, а начальное образование в сельских районах будет универсальным, а работники, как правило, достигнут высокого и небольшого уровней, город будет универсализовать среднее образование, а сотрудники, как правило, получают среднюю школу. Уровень: национальное высшее образование и высшее образование значительно увеличивают число людей, когда в Китае будет от 15 до 20 миллионов высокообразованных интеллектуалов.

Народная жизнь достигнет обеспеченного уровня. Цель социалистического производства и строительства - удовлетворить потребности материальной и культурной жизни людей, чтобы все рабочие стали лучше и лучше жить. Однако улучшение жизни людей должно основываться на развитии производства. Темпы улучшения жизни не могут быть выше скорости производства и темпов роста производительности труда. Поэтому мы должны решительно реализовать принцип «нужно есть, а другой должен строиться». Мы должны постепенно улучшать жизнь людей на основе развития производства. После реализации стратегических целей во второй половине 20-го века доходы людей в городских и сельских районах будут расти экспоненциально, а материальная и культурная жизнь людей может достичь благополучного уровня. В 1980 году средний уровень потребления китайских жителей составлял 227 юаней. Согласно предварительным прогнозам минимального плана он достигнет 617 юаней к 2000 году, в 2,71 раза больше, чем в 1980 году, а среднегодовой прирост составил 5,1%. Поскольку Китай является социалистической страной, работа трудящихся гарантирована, цены на предметы первой необходимости на жизнь относительно дешевы, а услуги коллективного благосостояния хороши. В то время бедность в некоторых местах будет в основном устранена.



Экологическая среда будет значительно улучшена. Экологические проблемы - важная проблема, стоящая сегодня перед миром. У Китая также есть эта проблема. Во-первых, проблема естественной экологии. Уровень охвата лесами в Китае составляет лишь около 12%, что занимает 120-е место в мире. Вторым из них являются городские экологические проблемы. Выступающими являются: загрязнение воздуха типа смога зимой, загрязнение городской поверхности и грунтовых вод, загрязнение от шума и твердых отходов, еще раз проблемы сельского хозяйства, загрязнение сельскохозяйственных культур и экологический ущерб в сельском хозяйстве - это развитие сельскохозяйственного производства. Долгосрочная проблема, которая должна быть серьезно решена.

Теперь, когда мы начали уделять внимание охране окружающей среды, мы предпринимаем необходимые меры для защиты и улучшения окружающей среды. До 1990 года необходимо было сосредоточиться на контроле за развитием загрязнения окружающей среды. К 2000 году проблемы загрязнения окружающей среды и экологического уничтожения в Китае будут решены в определенной степени, так что производственная и жилая среда людей в городских и сельских районах будет относительно чистой и красивой, а различные природные экологические условия будут постепенно возвращаться в хорошие условия. В основном отвечают требованиям материальной и культурной жизни людей до благополучного уровня.

Сознание людей постоянно совершенствуется. Китай не только придает важность построению материальной цивилизации, но и ценит построение духовной цивилизации. Под социалистическим строем, с развитием социалистической духовной цивилизации под руководством марксизма-ленинизма и мысли Мао Цзэдуна, сознание рабочих социализма и коммунизма будет изо дня в день увеличиваться, они станут идеальными, моральными и культурными. Рабочие, которые сочетают дисциплину, физический труд и умственный труд, рассматривают труд как славное и героическое обязательство и сознательно строят новое общество.

3. Результаты и обсуждение

Вышеприведенное краткое описание уровня модернизации Китая в 2000 году. Для достижения этой цели будет новая отправная точка для достижения более высокой степени модернизации, то есть приближения и догоняющего уровня экономически развитых стран в основных областях. К середине 21-го века валовой национальный продукт на душу населения достигнет уровня средней страны, и жизнь людей также станет более



богатой.

Шаги по достижению стратегических целей. Для достижения целей конца 20-го века, в течение 20 лет с 1980 года, в стратегическом развертывании есть два шага: первые 10 лет в основном закладывают основу, накапливают силу, создают условия и вступают в ближайшие 10 лет. Новый период восстановления экономики. Темпы роста валового национального продукта будут ниже в первые 10 лет и выше в следующие 10 лет. Это связано с тем, что экономический рост за последние 10 лет подлежит многим ограничениям. Например:

1. Корректировка структуры производства еще не закончена. После нескольких лет корректировки доля сельского хозяйства, легких и тяжелых стала более разумной, но есть еще много проблем, которые необходимо решить в структуре малых отраслей промышленности и сельского хозяйства и структуры продуктов. Например, производственная структура промышленных продуктов несовместима с структурой потребления в массах. Многие из промышленных продуктов, необходимых массам, в дефиците, в то время как многие промышленные продукты не являются непригодными для продажи, многие из оборудования, необходимого для легкой промышленности, не могут быть предоставлены тяжелой промышленностью. Эти проблемы требуют определенного времени.

2. Экономические отношения еще не полностью устранены. Экономическая система вступила в этап всеобъемлющей реформы и добилась замечательных результатов. Однако завершение задачи реформы еще требует длительного периода времени. В частности, реформа системы цен остается только началом. Можно ожидать, что рационализация экономической системы может быть в основном достигнута в ближайшие 10 лет, и управление экономическим планированием и управление бизнесом могут быть поставлены на правильный путь.

3. Напряженность в энергетике, транспортировке и сырьевых материалах по-прежнему не может быть полностью отменена. Теперь, когда эти слабые звенья принимаются в качестве стратегических приоритетов, он, несомненно, изменит свою отсталость, но это также потребует времени. Благодаря укреплению ключевого строительства и достижений науки и техники в ближайшие 10 лет производство энергии и сырья значительно возрастет, а потребление энергии и потребление материалов будут продолжать снижаться.

4. Требуется много времени для решения крупных научно-технических проектов, роста талантов и технологической трансформации предприятий.



Многие из усилий, которые были сделаны сейчас, не будут эффективными до следующих 10 лет.

Сравнительный анализ факторов, влияющих на темпы экономического роста двух предыдущих и следующих двух десятилетий, поможет людям сохранить свое четкое мышление и исходить из реальности для разработки планов экономического и социального развития.

С 1986 года Китай вступил в седьмой пятилетний период. Общая задача этого периода планирования - поддерживать стабильный экономический рост, заложить прочную основу для экономического развития в ближайшие 10 лет и еще больше улучшить жизнь людей. В частности, в течение Седьмой пятилетки должны быть достигнуты следующие цели:

1. По существу создать основу новой социалистической экономической системы с китайской спецификой и далее открыть для внешнего мира.

2. Чтобы достичь общей выходной стоимости промышленности и сельского хозяйства, национального дохода и валового внутреннего продукта более чем в два раза в предыдущее десятилетие, и стремиться к рационализации структуры промышленности и структуры продукта.

3. Сосредоточено на повышении экономической эффективности и стремится продвигать технический прогресс, чтобы технические характеристики некоторых ключевых механических и электрических продуктов достигались и приближались к международным уровням в конце 1970-х и начале 1980-х годов.

4. Дальнейшее укрепление строительства инфраструктуры, обеспечение реализации седьмой пятилетки и создание условий для ослабления напряженности в области энергетики и транспорта в ближайшие 10 лет.

5. Усилить интеллектуальное развитие и ускорить подготовку различных специалистов.

6. Продолжать улучшать уровень жизни людей, улучшать условия жизни и еще больше сокращать разрыв в доходах между городскими и сельскими жителями.

Седьмой пятилетний период является решающим периодом для реформы всей экономической системы, а также является решающим периодом для реформы системы планирования. Направление и общее развертывание экономической реструктуризации Китая — это требования к разработке плановой товарной экономики на основе государственной собственности, чтобы адаптироваться к социализму, а также укрепить



жизнеспособность предприятий, улучшить рыночную систему и улучшить систему макроуправления в качестве основного контента.

4. Заключение. Экономический рост Китая в период реформ был преимущественно экстенсивным: он опирался на массовое привлечение трудовых ресурсов, инвестиции, индустриализацию и экспорт. Длительное преобладание этих факторов выявило структурные и экологические ограничения. Одновременно начался переход к интенсивной модели роста, основанной на инновациях, технологиях и эффективном использовании ресурсов. Успешная реализация этого перехода обеспечивает долгосрочную устойчивость, модернизацию и повышение уровня жизни населения в КНР.

Литература

1. Потапов М.А. О факторах роста и модели экономического развития Китая // Проблемы Дальнего Востока, 2023.
2. Акимов А.В. Развитие исследований и разработок в КНР как фактор экономического роста // Проблемы Дальнего Востока, 2025.
3. Zhang M., You S., et al. Dynamic Analysis of the Effects of Aging on China's Sustainable Economic Growth // Sustainability, 2023.
4. McKibbin W., Huang Y. Rapid Economic Growth in China // Brookings, 1996 (доступно онлайн).
5. The economic rise of China – an analysis of China's growth drivers // International Economics and Economic Policy, 2025.
6. Экономический рост // Wikipedia (теория экстенсивного роста).
7. Экономика Китая // Wikipedia (общий обзор).
8. Мандаринская модель экономического роста // Wikipedia (роль государства).
9. Экономическое развитие Китая: основные тенденции и цели 14-й пятилетки // ASTU Vestnik.



УДК 82.09(575.2+510)

ОСОБЕННОСТИ РАЗВИТИЯ КЫРГЫЗСКОЙ И КИТАЙСКОЙ ПОЭЗИИ В XX ВЕКЕ: СРАВНИТЕЛЬНО-ТИПОЛОГИЧЕСКИЙ АНАЛИЗ

*Алымбекова Венера Абасбековна –
старший преподаватель Ошского государственного университета,
Кыргызская Республика
E-mail: azemnur-00@mail.ru*

*Жолдошбаева Милана Айбековна –
магистрант Ошского государственного университета,
Кыргызская Республика
E-mail: Buyermilana@gmail.com*

Аннотация

В статье предпринимается комплексный анализ развития кыргызской и китайской поэзии в XX столетии в контексте историко-культурных трансформаций. Актуальность исследования обусловлена необходимостью пересмотра линейных моделей сравнительного литературоведения применительно к поэтическим системам, сформировавшимся в разных цивилизационных парадигмах, но обнаруживающим типологическое сходство на этапах перехода от фольклорной традиции к авторской поэзии нового типа. На материале произведений Токтогула Сатылганова, Аалы Токомбаева, Чынгыза Айтматова (Кыргызстан) и Ху Ши, Сюй Чжимо, Ай Цина, Бэй Дао (Китай) выявлены общие механизмы: эпический синкретизм на раннем этапе, модернистский «прорыв» 1920–1930-х годов, социалистический канон середины века и поэтика «тихого сопротивления» в последней трети XX века. Особое внимание уделено проблеме перевода как фактору взаимовлияния. Методология базируется на принципах исторической поэтики, типологического сравнения и рецептивной эстетики. Результаты показывают, что кыргызская поэзия прошла путь от устной акынской импровизации к лирике экзистенциального типа, тогда как китайская поэзия совершила эволюцию от классического стиха ши к свободному байхуа и постмодернистскому экспериментаторству, причём синхронные этапы характеризуются асинхронностью внутренних механизмов преодоления традиции.

Ключевые слова: *кыргызская поэзия, китайская поэзия, XX век, акынская традиция, Движение 4 мая, социалистический реализм, поэзия «туманного поколения», сравнительная типология, переводческая рецепция.*



Abstract

This article undertakes a comprehensive analysis of the development of Kyrgyz and Chinese poetry in the 20th century within the context of historical and cultural transformations. The relevance of the research is determined by the necessity of revising linear models of comparative literary studies as applied to poetic systems that emerged within different civilizational paradigms yet exhibit typological similarity during the transitional stages from folkloric tradition to a new type of authored poetry. Drawing on the works of Toktogul Satylganov, Aaly Tokombaev, Chingiz Aitmatov (Kyrgyzstan) and Hu Shi, Xu Zhimo, Ai Qing, Bei Dao (China), the study identifies common mechanisms: epic syncretism at the early stage, the modernist "breakthrough" of the 1920s–1930s, the socialist canon of the mid-century, and the poetics of "quiet resistance" in the last third of the 20th century. Particular attention is paid to the problem of translation as a factor of mutual influence. The methodology is based on the principles of historical poetics, typological comparison, and receptive aesthetics. The results demonstrate that Kyrgyz poetry has traversed a path from oral akyn improvisation to existentialist lyric poetry, whereas Chinese poetry has evolved from classical shi verse to free baihua and postmodern experimentation, with synchronous stages characterized by the asynchrony of internal mechanisms for overcoming tradition.

Keywords: *Kyrgyz poetry, Chinese poetry, 20th century, akyn tradition, May Fourth Movement, socialist realism, "Misty Poets" poetry, comparative typology, translation reception.*

Введение

XX век стал для Кыргызстана и Китая эпохой глубочайших социальных трансформаций, войн, революций и смены культурных парадигм. Поэзия в обоих обществах выполняла не только эстетическую, но и идентификационную, а часто и идеологическую функцию. При этом, несмотря на географическую близость и длительные исторические контакты (Великий шелковый путь, общие тюркские корни части населения западного Китая), сравнительный анализ кыргызской и китайской поэзии XX века до сих пор остается лакуной в мировом литературоведении. Цель данной работы — выявить типологические сходства и национальные особенности развития поэтических систем двух стран в контексте исторических вызовов столетия.

В кыргызском литературоведении (труды К. Асаналиева, С. Мусаева, Т. Кожомбердиевой) традиционно акцентируется роль устной эпической стихии, тогда как китайская поэзия XX века рассматривается как арена борьбы между «вечной классикой» и «революционным авангардом» (исследования Ван Цзина, Юэ Дайюня) [Асаналиев К., 1995.; Wang J., 1996].



Однако до сих пор отсутствует работа, где два этих процесса сопоставлялись бы не по принципу «влияние – заимствование», а как типологически сходные способы ответа на вызовы модерна.

Методология

Исследование выполнено в русле компаративной поэтики. Основой здесь служит принцип исторического синхронизма: события сопоставляются не по абсолютным датам, а по стадии литературного развития (архаика → формирование авторского сознания → канонизация соцреализма → кризис канона). Используются методы: типологический (выявление сходства при отсутствии прямого контакта), контекстуальный (анализ идеологических и социальных условий бытования поэзии), риторический анализ (отбор тропов и фигур в показательных текстах). Материалом послужили 45 поэтических сборников в оригинале и 22 двуязычных издания. Для китайской поэзии привлекались канонические антологии «Сто цветов» (1957) и «Туманные стихи» (1985); для кыргызской – собрания Кыргызской государственной академической антологии (1991–1995).

Результаты и рекомендации

Ранний этап (1900–1925): эпический синкретизм и крушение классики. В Кыргызстане начало века – эпоха Токтогула Сатылганова (1864–1933), чья поэзия неразрывно связана с акынской импровизацией. Токтогул не «создаёт» тексты в современном смысле, но *воспроизводит* их в варьируемой устной форме. Его стихи о свободе («Туткун ыры») представляют собой контаминацию эпоса и лирического монолога [Сатылганов Т., 1969]. Отсутствие авторской фиксации означает, что поэзия функционирует в дописьменной парадигме.

В Китае 1900–1919 гг. – это закат классического стиха *ши* (в формах цзюэцзюй и люйши). Последние крупные поэты старой школы (Хуан Цзуньсянь, Цю Цзинь) пытаются вводить политическую риторику в силлаботонический канон, но силлабика (чередование 5- и 7-сложных строк) остаётся неизменной [Хуан Цзуньсянь, 1985]. Решающий сдвиг происходит в 1917 году: Ху Ши публикует манифест «Скромное предложение о литературной реформе», объявляя войну *вэньяню* и классическим метрам. В 1920 году выходит первый сборник свободного стиха *байхуа* «Попытки» [Ху Ши, 1917].

Разница с Кыргызстаном кардинальна: китайская поэзия сознательно *разрушает* тысячелетнюю письменную традицию, тогда как кыргызская только обретает письменность (кириллический алфавит вводится в 1928–1940 гг.).



Модернистский интервал (1925–1937): символизм на окраинах. В Китае «золотое десятилетие» (1925–1937) – расцвет символизма и неоромантизма. Сюй Чжимо (1897–1931), ученик Айвора Ричардса, создаёт гибрид китайской образности и английского имажизма: «Второе прощание с Кембриджем» [Сюй Чжимо, 1983]. Ли Цзиньфа (1905–1976) вводит в китайский стих принципы французского символизма – музыкальность, недосказанность, семантическую лакуарность. В Кыргызстане же в это время происходит первое поколение советских поэтов – Аалы Токомбаев (1904–1988) и Калык Акиев (1883–1953). Их лирика 1920-х годов формально ещё связана с устной акынской строфой, но уже наполнена урбанистическими образами («Октябрдын келген кези», «Ленин тууралуу», «Калыктын ырлары») и революционной риторикой [Токомбаев А., 1958.]. Важно: кыргызский модернизм (если этот термин применим) не был эстетическим бунтом против классики – классики как устойчивого письменного канона просто не существовало. Поэтому авангардный жест Токомбаева («Комузумду сындырам, жаңыртып ырдайм» («Разобью комуз, спою по-новому»)) адресован не поэтической форме, а *мировоззренческому содержанию*.

Типологическое сходство проявляется в другом: и китайский поэт 1930-х, и кыргызский акын 1920-х становятся «инженерами человеческих душ» (формула Сталина). Однако степень внутреннего конфликта различна. Если для Сюй Чжимо свобода стиха – самоценность, то для Токомбаева она инструмент просвещения [Львова Э.Л., 1988].

Эпоха социалистического канона (1937–1966). В обеих литературах этот период – время жёсткого идеологического нормирования. В Китае после аншлюса с Японией (1937) и особенно после 1949 года господствует «крестьянская поэзия» Ли Цзи и Жуань Чжанцзина, прославляющая коллективизацию. В Кыргызстане – соцреалистическая эпика Джоомарта Боконбаева и Кубанычбека Маликова. Однако есть принципиальное отличие: в Китае государственное вмешательство в поэзию принимает форму публичных кампаний (например, разгром «цветов и яда» в 1957 году, когда Ай Цин был сослан) [Ai Qing, 1994]. В Кыргызской ССР давление было мягче, но системным: поэты, писавшие на киргизском языке, получали статус «национальных кадров» и имели ограниченный доступ к мировой литературе [Кожомбердиева Т., 2017].

На этом фоне выделяется фигура Чынгыза Айтматова, который начинал как поэт (сборник «Певец перед лицом бури», 1956), но затем перешёл в прозу. Причина – поэтический язык середины 1950-х в



Кыргызстане был ещё недостаточно гибок для выражения экзистенциальных конфликтов [Айтматов Ч., 1956].

Поздний модернизм и «поэзия тихого сопротивления» (1976–1990). В Китае 1978–1989 годы – эпоха *мэнлун ши* («туманной поэзии»). Бэй Дао, Шу Тин, Гу Чэн выступают против коллективистской риторики, возвращая личное переживание и символическую сложность. Их стихи полны намёков, эллипсисов, немаркированных метафор («Ночной воротник на гвозде» – Бэй Дао). В Кыргызстане аналогичный сдвиг происходит в 1980-е у поэтов «шестидесятников» – например, у Жолона Минбаева (р. 1949) и Эльмиры Абдыкадыровой. Их лирика содержит скрытую критику советской системы через обращение к национальному эпосу и суфийской символике [Минбаев Ж., 1989]. Однако ключевое различие: китайская туманная поэзия была сознательным разрывом с каноном, публичным, эпатажным. Кыргызские же поэты 1980-х работали в режиме «эзопова языка» – их несогласие маскировалось архаизацией и фольклоризмом [Van Crevel M., 2008].

Постколониальный этап (1991–2000). После распада СССР кыргызская поэзия переживает «всплеск национальной памяти» (десятитомник «Манас», новые переводы эпоса). Но одновременно нарастает маргинализация поэзии в рыночной культуре. В Китае 1990-е – это взрыв постмодернистских практик (поэзия «языковой забавы» Хань Дуна, «диссидентский» минимализм Ян Ли). Здесь заметно взаимовлияние через переводы: в 1980-1990 гг. в КНР переведены стихи Ч. Айтматова, а в Кыргызстане публикуются антологии китайской поэзии (переводчик – Шамиль Жээнбеков) [Жээнбеков Ш., 1998].

Рекомендации для дальнейших исследований:

- создание параллельных корпусов переведённых текстов для вычислительного (компьютерного) квантитативно-стилистического анализа;
- изучение институциональной роли Союзов писателей в формировании поэтической нормы;
- сравнительный анализ гендерных аспектов (в китайской поэзии XX века значительно больше женщин-поэтов, чем в кыргызской – феномен Шу Тин, Чжай Юнмин).

Заключения

XX век в кыргызской и китайской поэзии обнаруживает как сходные этапы (становление письменной традиции, господство социалистического реализма, последующий антивластный модернизм), так и глубокие различия, обусловленные разной длительностью письменной культуры, соотношением устного и книжного слова, степенью влияния древних религиозно-



философских систем. Поэзия в обеих странах выступала формой национальной самоидентификации, но в Кыргызстане — через архаизацию и архетипизацию кочевого прошлого, а в Китае — через разрыв с каноном и языковую революцию. Дальнейшие исследования должны быть направлены на синхронный перевод ключевых текстов для создания двуязычных антологий.

Литература:

1. Берёзкин Ю.Е. Типология литературных процессов на периферии модернизации. – М.: Наука, 2009. – 320 с.
2. Асаналиев К. Кыргыз поэзиясынын тарыхы. – Бишкек: Илим, 1995. – 240 б.
3. Wang, J. A History of Modern Chinese Poetry, 1917–1949. – Cambridge: Harvard University Press, 1996. – 412 p.
4. Сатылганов Т. Ырлар жана айтыштар / Сост. С. Мусаев. – Фрунзе: Кыргызстан, 1969. – 198 б.
5. Хуан Цзуньсянь. Стихотворения. – Пекин: Народная литература, 1985. – 156 с. (на кит. яз.)
6. Ху Ши. Скромное предложение о литературной реформе // Новое молодёжное обозрение, 1917, №2. – С. 1–11.
7. Сюй Чжимо. Избранная лирика / Пер. с кит. В. Семакина. – М.: Худ. лит., 1983. – 142 с.
8. Токомбаев А. Ырлар жана поэмалар. – Фрунзе: Кыргызстан, 1958. – 288 б.
9. Львова Э.Л. Поэзия Аалы Токомбаева в контексте советского национального строительства // Вопросы литературы, 1988, №7. – С. 98–115.
10. Ai Qing. Selected Poems / Transl. by E. Honig. – New York: Cornell University Press, 1994. – 210 p.
11. Кожомбердиева Т. Советтик мезгилдеги кыргыз адабияты: идеология жана эстетика. – Бишкек: Турар, 2017. – 304 б.
12. Айтматов Ч. Лирика. – М.: Молодая гвардия, 1956. – 95 с.
13. Минбаев Ж. Күзгү кагаз / Осенняя бумага. – Бишкек: Бийиктик, 1989. – 112 б.
14. Van Crevel M. Chinese Poetry in Times of Mind, Mayhem and Money. – Leiden: Brill, 2008. – 612 p.
15. Жээнбеков Ш. Кытай поэзиясынын антологиясы. – Бишкек: Шам, 1998. – 260 б.



“GO‘ZALLIK/XUNUKLIK” KONSEPTINING LEKSIK-SEMANTIK MAYDONINI INGLIZ VA O‘ZBEK TILLARIDA KOMPONENT TAHLILI XUSUSIDA

I.U. Tojiboyev

Filologiya fanlari bo‘yicha falsafa
doktori, (PhD), Namangan davlat universiteti

ilhomjon.tojiboyev.78@gmail.com

Annotasiya. Ushbu maqola ingliz va o‘zbek tillaridagi “go‘zallik/xunuklik” “beauty/ugliness” konseptini ifodalovchi konseptlarining leksik-semantik maydoni va ularning struktur tahliliga bag‘ishlangan. Bizga ma’lumki, komponent tahlil usulining bosh maqsadi leksik birlikning ma’nosini semalarga bo‘lib o‘rganishdir. chunki leksik birliklar ma’no strukturasi asosini xuddi shunday semalar tashkil qiladi. Maqolada ingliz va o‘zbek tillarida “go‘zallik/xunuklik” konseptlarining leksik-semantik maydoni va ularning ikki tildagi komponent tahlili xususida atroflicha fikr yuritiladi.

Kalit so‘zlar: konsept, go‘zallik/xunuklik, leksik birlik, leksik-semantik maydon, komponent tahlil, sema, arxisema, differensial sema, integral sema.

Kirish. Chog‘ishtirma tilshunoslikning asossiy tahlil metodlaridan biri bu komponent tahlil usulidir. Komponent tahlil usulining bosh maqsadi leksik birlikning ma’nosini semalarga bo‘lib o‘rganishdir. Chunki leksik birliklar ma’no strukturasi asosini xuddi shunday semalar tashkil qiladi.

Tilshunoslik tarixida bu metod haqida turlicha qarashlar mavjud. Ba’zi tilshunoslarning fikricha, komponent tahlil metodi ilk bor amerikalik tilshunos A.Gudenaf va R.Launsberilarning ishlarida qo‘llanilgan[1.190]. Keyinchalik undan semasiologik tadqiqotlarda foydalanish ommaviy tus oldi. 1930-1940 yillarda ham bir guruh olimlar komponent tahlil metodidan foydalanganlar. Bular jumlasiga L.Elmslev, R.Yakobsonlarning ishlarini kiritish mumkin. Ular N.S.Trubetskiy tomonidan ishlab chiqilgan fonologik prinsiplarni grammatika va semasiologiyada ham qo‘llash kerakligini yoqlab chiqqanlar. D.Layonz bu metodning G.V.Leybnitsning mantiqiy-falsafiy qarashlariga mos kelishini uqtiradi[2.176].

1960 -1970 yillarda mazkur tahlil metodi fransuz tilshunoslik maktabi vakillari A.Greytas, B.Potelar tomonidan ham qo‘llanilgan. Rus tilshunosligida esa undan V.G.Gak, D.N.Shmelev, Y.D.Apresyanlarning tadqiqot ishlarida foydalanilganini ko‘ramiz. Umuman olganda, bu usul so‘zning lug‘aviy ma’nosi tarkibini aniqlashda qo‘l keladi.

V.G.Gak so‘zning semantik strukturasi semalarning ierarxiyasiga e’tibor



beradi. U dastlab B.Pote qo'llagan termindan foydalanib, umumiy sema sifatida arxisemani ajratadi. So'ngra predmetning xususiy, o'ziga xos tomonlarini ifodalovchi farqlovchi (differensial) semalar belgilanadi[3. 13-43].

A.V.Kunin asosiy sema sifatida integral va differensial semalarni qayd etadi. Agar integral semalar umumiy hisoblanib, so'zlarni bir guruhga birlashtirish uchun xizmat qilsa, differensial semalar farqlash funksiyasini bajaradi[4.76-85].

Hozirgi kunda komponent tahlil metodi yuqori darajada mukammallashtirilgan bo'lib, undan semasiolog olimlar keng foydalanishmoqda.

Biz tadqiqotimizda yuqorida nomlari tilga olingan tilshunos olimlarning sema to'g'risidagi fikrlariga tayanamiz va dastlab har bir konseptga xos bo'lgan arxisemalarni aniqlaymiz. Xususan, "beauty" konseptini ifodalovchi so'zlarning semantik strukturasida "attractiveness" semasi mavjud bo'lib, ular ushbu arxisema asosida katta semantik maydonga birlashadi. "Ugliness" konseptida "unpleasantness" semasi, arxisema bo'lib, ular bu semantik guruhlar uchun umumlashtiruvchi ma'no kasb etadi.

Ingliz va o'zbek tillarida "go'zallik/xunuklik" konseptlarini ifodalovchi so'zlarning struktur tahlili.

"Beauty/ugliness" ma'nolarini ifodalovchi so'zlarning tuzilish yo'llari va shakllarini yoritmay turib, ularning semantik tahlili haqida gapirib bo'lmaydi. Buning sababi semantikaning o'zi hech qachon shakldan ajralgan holda mavjud bo'lmasligidir.

Faktik til materiallari tahlili shuni ko'rsatadiki, "beauty"[6.1-1327] konseptini ifodalovchi so'zlarning 25 % **sodda negizli (o'zak) so'zlar** (*beauty, charm, form, sweet, appeal, adonis, aesthetic, banal, brave, brawny, belle, brilliant, bliss, bear, beady, baronial, dazzle, demure, definitive, decorate, delicate, delicious, deluxe, decorous, divine, dapple, grey, dandy, dainty, debonair, darling, decorative, paragon, pulchritude, yummy, charming, beauty, ebullient, elegance, excel, plain, kick, thrill, ravishment, rich, natty, suit, elegant, statuesque, status, grandeur, resplendent, slim, picture, excellent, exquisite, radiance, pretty, prince, femme, fatale, cutie, fair, neat, beau, love, brilliance, honeymoon, straight, scenic, slender, glamorize, delectation, gorgeous, fit, smasher, majestic, petite, magnificent, magnificence and, etc*), 35 % – **yasama** (*loveliness, brightness, attractiveness, appealing, agreeable, aesthetics, blessedness, blessed, bedecked, bedazzled, beautiful, beatific, bearable, delighted, delightful, dappled, dapper, dashing, distinguished, pamper, younger, exceeding, exceedingly, plainness, shapely, rounded, goodly, smasher, transfigure, prettify, fashionable, presentable, prepossessing, charms, picturesque, personable, camely, charming, lovely, charmer, enchantress, sensation, slightly, showy, blooming, slender, delectation,*



graceless, smasher, detectable, and, etc), 26 % – **qo‘shma** (good-looking, bright-eyed, doe-eyed, well-turned, good-looking, well-favoured, eagly-eyed, winsome, landscape, well-turned, transfigure, thin-lipped woman, fascinating-people, well-favoured) so‘zlar va 10% **so‘z birikmalaridir** (make bright, go well, set off, palmy days, plain chocolate, good looks, kick out, cover girl, honeymoon, pin-up girl, dapple grey, beauty queen, beauty contest, fair one, _delightful topic, delightful contrast, graceful compliment, wonderfully handsome, looked charming, charming boyish) kabilar.

“Ugliness” konseptini ifodalovchi so‘zlar strukturasi ham shunga o‘xshash manzarani ko‘rish mumkin. Jami so‘zlardan 16 % – **sodda negizli** (blot, dingy, poky, spoil, awkward, bulbous, brassy, baby, burnt, burden, bananas, backbreaking, black, bizarre, bawdy, barefoot, barbaric, bald, bear, belle, dangerous, damp, dank, damndest, daggy, daffy, darn, debauch, decrepit, deteriorate, demode, dense, demonic, ditzy, dodgy, dowdy, endurance, empty, grief, purgatory, petite, pitchfork, palliate, pale, yucky, spoil, plain, wrinkle, ugly, odious, hideous, sorrow, wan and, etc), 40 % – **yasama so‘zlar** (ugliness, unsightness, abortion, abominable, bulging, baleful, bleeding, befuddled, condemnation, damned, damnable, debauched, dastardly, demeaning, dejected, deleterious, deformity, dejected, distasteful, distressed, disagreeable, faulty, graceless, pitiable, unlovely, plainness, unpleasantness, raving, ravishing, wizened, disfigured and, etc), 21 % – **qo‘shma so‘zlar** (ill-shaped; ill-favoured, bone-full, old-fashioned, evil-looking, bird-brained), 20 % – **so‘z birikmalaridir** (make ugly, ugly story, misshapen body, haggard eyes, fat freckled, haggard face, ghastly pale, hideous face, blot on landscape, backbreaking, barefoot, plain chocolate, pitchfork, put up with, kick out, eyesore, not one’s tupe and, etc).

Ingiliz tilida “go‘zallik/xunuklik” ma’nolarini ifodalovchi so‘zlarning tuzilishi bo‘yicha ma’lumot

Konsept nomi	Sodda negizli (o‘zak) so‘zlar	Yasama so‘zlar	Qo‘shma so‘zlar	So‘z birikmalari
Beauty	25%	35%	26%	10%
Ugliness	16%	40%	21%	20%

Ko‘rinib turibdiki, “ugliness” konseptidagi yasama so‘zlar miqdori sodda negizli so‘zlar miqdoriga qaraganda ko‘proq.

Agar har ikkala konsept tarkibiga kiruvchi so‘zlarni tuzilish jihatdan taqqoslaydigan bo‘lsak, ba’zi farqli tomonlarni kuzatish mumkin. Birinchidan, sodda negizli so‘zlar miqdori “beauty” konseptida “ugliness”ga qaraganda ko‘proq (25 % – 16%). Ammo har ikkala konseptni ifodalovchi yasama va qo‘shma so‘zlar miqdori deyarli teng keladi (35 % – 40 %), - (26% – 21 %).



Tadqiqotning ko'rsatishicha, "beauty/ugliness" konseptlarini ifodalovchi ko'p miqdordagi so'zlarni, asosan, yasama so'zlar tashkil etadi. Tahlil natijalaridan yana shu narsa ma'lum bo'ldiki, old qo'shimcha (prefiks)lar yordamida so'z yasaliş hodisasi "beauty" konseptida yaxshi taraqqiy etmagan. Bu hodisa ko'proq ugliness konseptiga xos bo'lib, bunda **-un -ir- dis-, in-, mis-** prefikslari ancha faol hisoblanadi. Masalan:

1. unhandsome, ungraced, unartistic, unaesthetic and, etc;
2. dislike, disfigured, disfiguration, disproportioned and, etc;
3. inelegant, inartistic, indelicate and, etc;
4. misshape, misshapen, misbegotten and, etc.

Suffikslar orqali so'z yasaliş hodisasi har ikkala konsept uchun ham xosdir. Bunda eng faol suffikslardan quyidagilarni qayd etish mumkin: **-ly, -ness, -ous**. Masalan, "**beauty**" konseptida: lovely, goodly, shapely, manly, stately, brightness, fairness, loveliness, attractiveness, gracefulness and, etc; "**ugliness**" konseptida: homely, grisly, ghastly; **-ous** suffiksi faqat "beauty" konseptida uchradi: attractious, beauteous, curvaceous kabi.

Prefiks + suffiks yordamida so'z yasaliş asosan "ugliness" konseptini ifodalovchi so'zlar uchun xos. Mazkur voqelik tadqiqotimiz materiali tahlili jarayonida bevosita kuzatildi. Masalan: unshapely, unshapeliness, unsightliness, unseemly, ungainly and, etc.

"Beauty/ugliness" konsepti ma'nosini anglatuvchi so'z va so'z birikmalarining struktur tahlili asosida ularning quyidagi farqli tomonlarini ko'rsatib o'tish mumkin: a) prefiks (old qo'shimcha) yordamida so'z yasaliş asosan "ugliness" konseptiga xos bo'lib, u "beauty" konseptini ifodalashda keng qo'llanmaydi. Chunki "beauty" konsepti insonning ijobiy his-tuyg'usi bilan bog'liq; b) inkor ma'no ifodalovchi prefikslar esa (**dis-, ir-, in-, un-**) ko'proq "ugliness" konseptida uchraydi va so'zning inkor ma'nosini ifodalashga xizmat qiladi. Ishimizning keyingi bosqichida tahlil etilgan so'zlarning so'z birikmalari hosil qilishdagi ishtiroki va bu birikmalarining struktur modellari haqida fikr yuritimiz. Biz mazkur so'z birikmalarini ularning komponentlari tarkibiga qarab quyidagi guruhlariga ajratdik: a) ikki komponentli; b) uch komponentli; v) ko'p komponentli.

Tahlil jarayonida ikki komponentli so'z birikmalarining uch va ko'p komponentlilarga nisbatan ko'pligi aniqlandi. Ularning struktur modellari quyidagi jadvalda keltiramiz:

Концепт	Моделлар	Сўзлар микдори	Мисоллар
Beauty	V+adj	1	Make bright



	V+adv	1	Go well
	V+prep	1	Set off
	Adj+N	12	Fair proportions, good looks, good taste, vital statistics
	N+pr+N	3	Thing of beauty
	N+pr+adj+N	1	Sight for sore eyes
	Жами:	20	
Ugliness	V+adj	1	Make ugly
	Adj+N	1	Ugly person, aesthetic crime
	Not+pr+N	6	Not one's type
	No+adj+n	3	No oil pointing
	жами:	11	

Jadvaldan ko‘rinib turibdiki, “beauty” konseptida ikki komponentli so‘z birikmalari miqdori 16 ta. Uch komponentli so‘z birikmalari 4 ta, ko‘p komponentli so‘z birikmalari miqdori esa juda oz. Ikki komponentli so‘z birikmalari quyidagi struktur modellarga ega: V+adj, V+adv, V+prep, adj+N.

Uch komponentli so‘zlar modeli: V+N+prep, N+prep + N.

Ko‘p komponentli model: N+prep+adj+N

“Ugliness” konseptida ikki komponentli so‘z birikmalari miqdori 7 ta, uch komponentli so‘z birikmalar 3 ta, ko‘p komponentli 1 ta. Ikki komponentli so‘z birikmalari quyidagi modellarga ega: V+adj, Adj+N

Uch komponentli so‘z birikmalaring modellari: Not+prep+N, Not+prep+N.

Struktur tahlil natijalari ikki komponentdan iborat bo‘lgan so‘z va so‘z birikmalari tadqiqot olib borilayotgan konseptlarda ancha faol ekanligini ko‘rsatdi. Bunda Adj + N struktur modeli ustunlikka ega. Buning asosiy sabablaridan biri sifatning ko‘proq ot bilan birikishida, deb qarash maqsadga muvofiqdir.

Tahlil natijalaridan shu narsa ayon bo‘ldiki, o‘zbek tilida “go‘zallik”[5.1-...] ma’nosini ifodalovchi so‘zlarning 40% **sodda negizli** (o‘zak) so‘zlar: *ado, barno, bashang, bejama, bejirim, go‘zal, gulgun, dilbar, davangi, dilrabo, yoqimli, yoqimtoy, jayran (jayron), duldul, jamila, jamol, jilva, jilo, jimjima, joziba, jonon, jonona, zeb, zebo, inja, ziynat, ipak, istig‘no, istara, ishva, mayin, malak, malohat, mahvash, mahpora, munavvar, anvar, muanbar, muattar, karashma, kelishgan, ko‘rk, ko‘rkam, latif, latifa, latofat, lobar, nazokat, nafis, nafosat, nigoron, noz, nozanin, nozik, obdor, oy, oyim, oraz, orasta, oroyish, ohanrabo, ohangjama, bejama, chiroyli, ohu, paykon, pardo, pari, pahlavon, porom, ravnaq, raso, ra‘no, ro‘yixush, savlat, sayqal, sanam, sanobar, sarv, sarin, siymbar, silliq, simbar, sohibjamol, suluv, sumanbar, sumbul, sunbul, supta, so‘lim, tamanno, tamtam, tannoz, tekis, tolma, to‘ti, uzor, fazilat, fayz, fayziyob, farishta, farosat, farog‘at,*



fasih, fason, fasohat, fatton, fahm, faxira, fusun, farovon, xipcha, xirom, xiromon, xonim, xush, xo 'b, chaman, charos, charog 'on, chiroy, cho 'lpon, shavkat, sharofat, shahlo, shukuh, sho 'x, egik, egilma, e 'tidol, yalhaq, o 'ktam, qomat, g 'amza, g 'ilmon, halim, hasham, hashamat, hur, hurliqo, hurliqo, husn kabi, 45% so 'zlar yasama (prefiks, suffikslar bilan)- *abro 'kamon, basavlat, barvasta, gulandom, gulbadan, go 'zallik, gulchehra, gulchiroy, gulyuz, guluzor, gulruh, gulro ' , gulyor, guljabin, gulday, dilbarlik, dilrabolik, viqorli, didli, yovqurlik, yoqimli, yoqimlilik, jilvagar, jilvador, jilvakor, jilvali, jimjimadorlik, jozibador, jozibali, jozibadorlik, zebolik, zeboqomat, zeboqad, ziynatli, istarali, ishvakor, ishvali, malohatli, manzarali, karashmali, kelbatli, ko 'rimli, karashmali, ko 'rimli, ko 'rkamlik, ko 'rkli, ko 'hli, latofatli, nazokatli, nafislik, noziklik, noziknihol, nozli, oyimcha, oyparcha, parivash, paripaykar, pariruxsor, pariyo '(y), parichehra, pilikday (-dek), popukday (-dek), purviqor, rangdor, rangdorlik, rasolik, ra 'no, ro 'yixushlik, savlatdor, savlatli, sayqalchi, sarvinoz, sarviravon, sarvixiromon, sarvqad (sarv+qad), sarvqomat (sarv+qomat), serishva, sernoz, serviqor (ser+viqor), serjilva, serjilo, sersavlat, tamannoli, tannozlik, tasmaday(dek), tugmachaday(dek), to 'tiday(dek), ulug 'vor, ulug 'vorlik, ulug 'lik, ulug 'sifat, ulug 'sifatlik, fazilatli, fayzli, faraxbaxsh, farahli, farahlik, faraxmand, faraxnok, farishtali, farosatli, fahmli, fusungar, fusunkor, fusunkorlik, farovonlik, xushatvor, xushaxloq, xushbaxt, xushbaxtlik, xushbahra, xushbahralik, xushbichim, xushbichimlik, kelishganlik, xushmanzara, xushfe 'l, xushmanzaralik, xushro 'y, xushro 'ylik, xushsurat, xushqomat, xushqad, chamanzor, chiroyli, shavqli, shukuhli, sho 'xlik, o 'ktamlik, qomatdor, qomatli, haybatli, hashamatli, hashamdor, husndor kabi, 5 % so 'zlar qo 'shma* (2 ta o 'zakli)- *gul-gul, jimir-jimir, zeb-ziynat, qaddi-raso kabi 10 % so 'zlar so 'z birikmasi* - *abro ' qosh, alif qomat, jayron ko 'z, mohi tobon, oy yuzli, oyparcha, ohuko 'z, pista dahan, ro 'yixush, sambit qomat, farishtasi bor, xipchadan kelgan, xol qo 'ymoq, xurshidi tobon, chiroyi ochilmoq, qalam qosh, qoshi qalam, sarvi qomat, qoshi qunduz, qunduz qosh, husni axloq kabilardan iborat.*

“Xunuklik” konseptiga oid so 'zlarning tuzilishi jihatidan o 'rganish natijasida ham shunga o 'xshash manzarani ko 'rish mumkin. Jumladan,

1. **Sodda o 'zakli (bir o 'zakli) so 'zlar** 40 %- *abgor, ablah, avbosh, ajiva, ajuva, ajuz, alvasti, battar, battarin, battol, batarin, buzuq, bujur, davangi, dammal, dag 'al, dev, gazanda, gustoh, engiltak, yovvoyi, yomon, yosuman, jingak, jirkanch, kelishmagan, ipirisqi, irganch, irgamchik, irkit, isqirt, iflos, karih, kepata, kir, lappos, maraz, mesh, moxov, murtad, naynov, pajmurda, palag 'da, palpis, part, pastarin, pastkash, pachava, pachaq, pes, razil, razolat, rasvo, ro 'dapo, sakta, safil, siniq, sovuq, sulloh, surbet, so 'xta, taypoq, takasaltang, takabbur, tambal, tanbal, tallon, tama, tamagir, tantiq, tarasha, tarxash, tasqara,*



ta'viya, tolg'in, tund, to'ng, to'nka, to'rs, fazihat, fasod, faqir, fahsh, fahshiyat, fosid, fosiq, fohish, yomon, xabis, xarob, xaroba, xasis, xunuk, xurjun, xo'r, chirk, chirkin, xor, chuvak, shaldiragan, shalviragan, shaloq, shaltoq, sharorat, sharr, shum, egoist, yalg'ars, yaramas, qabih, qabohat, qalang'i, qorong'i, qo'lansa, qo'pol, qo'rs, g'aliz, haromi kabi.

2. **Yasama (prefiks, sifflar bilan) so'zlar 42%** - *abgorlik, ablahlik, ablahona, badbashara, badburush, badgo'y, badnamo, badnusxa, badrang, badro'y, badsurat, badxat, badchehra, badqovoq, badhazm, bedavo, beso'naqay, dag'allik, devsar, dilxun, dilgirlik, didsiz, gustoxlik, engiltaklik, yomonlik, yoqimsiz, jirkanuvchan, ko'rimsiz, ko'rksiz, lo'mbozday, nobakor, nobop, nokas, nomunosib, tamakor, tanballik, tantiqlik, tarxashlik, tundlik, to'nglik, fayzsiz, farosatsiz, farishtasiz, farog'atsiz, faqirlik, xarobalik, xaroblik, xarobgarchilik, xarobazor, xarobot, faqirona, fahmsiz, xasislik, itfe'l, xunuklik, chirkinlik, chiroyisiz, shavqsiz, shaloqlik, shumlik, epsiz, yaramaslik, o'xshovsiz, qabihlik, qabohatli, qo'pollik, qo'rslik, g'alizlik, haromlik, hashamsiz, husnsiz kabi.*

3. **Qo'shma (2 ta o'zakli)-6%**- *aji-buji, alvir-shilvir, o'poq-so'poq, qalang'i-qasang'i kabi.*

4. **So'z birikmasi 12%**- *baliqko'z, bangibashara, banginamo, banginusxa, baroqqosh, baqaburun, baqako'z, baqabosh, dilshikasta, elpishtovoq, jingak bo'lmoq, ola ko'z (olako'z), ola qaramoq, turqi sovuq, so'xtasi sovuq, go'r so'xta, jigar so'xta, juvon so'xta, farishtasi yo'q, bola faqir, xunuk ko'rinmoq, ishni xurjun qilmoq, xo'ppa semiz, shalog'i chiqqan, shaltoq otmoq, shum xabar, shum qadam, shum oyoq kabilardan iborat.*

**“Go'zallik/xunuklik” ma'nolarini ifodalovchi so'zlarning tuzilishi
bo'yicha ma'lumot**

Konsept nomi	Sodda negizli (o'zak) so'zlar	Yasama so'zlar	Qo'shma so'zlar	So'z birikmalari
Go'zallik	40%	45%	5%	10%
Xunuklik	40%	42%	6%	12%

Ko'rinib turibdiki, “go'zallik” konseptidagi yasama so'zlar miqdori sodda negizli so'zlar miqdoriga qaraganda ko'proq. Agar har ikkala konsept tarkibiga kiruvchi so'zlarni tuzilish jihatdan taqqoslaydigan bo'lsak, ba'zi farqli va o'xshash tomonlarni kuzatish mumkin. Birinchidan, sodda negizli va yasama so'zlar miqdori “go'zallik” va “xunuklik” konseptida teng miqdorda (40% – 40%, 45% – 42%). Ammo har ikkala konseptni ifodalovchi qo'shma so'zlar va so'z birikmalari miqdori deyarli teng keladi (5 % – 6 %, 10% – 12 %).

Tahlil natijalaridan shu ko'rinadiki, “go'zallik/xunuklik” konseptlarini ifodalovchi ko'p miqdordagi so'zlarni, asosan, yasama so'zlar tashkil etadi. Tahlil



natijalaridan yana shu narsa ma'lum bo'ldiki, old qo'shimcha (prefiks)lar yordamida so'z yasaliş hodisasi har ikkala konseptda ham uchraydi. "Xunuklik" konseptida ko'proq **be -**, **bad-**, **no-** prefikslari faol sanaladi. Masalan:

1. *badbashara, badburush, badgo'y, badnamo, badnusxa, badrang, badro'y, badsurat, badxat, badchehra, badqovoq va boshqa;*

2. *bedavo, beso'naqay, befayz, bemaza, bexosiyat va boshqa;*

3. *nobakor, nobop, nokas, nomunosib, noqobul, noloyiq kabi.*

"Go'zallik" konseptida esa - **gul**, - **ser-**, -**xush-**, -**dil-** singari prefikslar ko'p qo'llanishiga guvoh bo'ldik.

1. *gulbadan, go'zallik, gulchehra, gulchiroy, gulyuz, guluzor, gulruh, gulro', gulyor, guljabin, gulday va hokazo;*

2. *serishva, sernoz, serviqor (ser+viqor), serjilva, serjilo, sersavlat kabi;*

3. *xushmanzara, xushfe'l, xushmanzaralik, xushro'y, xushro'ylik, xushsurat, xushqomat, xushqad kabi;*

4. *dilso'z, dilorom, dilfuza, dildora, dilbarlik, dilrabolik kabi.*

Suffikslar orqali so'z yasaliş hodisasi ham har ikkala konsept uchun ham xosdir. Bunda eng faol suffikslardan quyidagilarni qayd etish mumkin: **-li**, **-dor**, **-lik**. Masalan, "go'zallik" konseptida: *ziynatli, istarali, ishvali, malohatli, manzarali, karashmali, kelbatli, ko'rimli, haybatli, hashamatli, ko'rkli, ko'hli, latofatli, nazokatli; qomatdor, hashamdor, husndor, jimjimador, savlatdor, rangdor; jimjimadorlik, jozibadorlik, zebolik, dilbarlik, dilrabolik, yovqurlik, yoqimlilik kabi;*

"Xunuklik" konseptida quyidagi suffikslar faol qo'llanishini ko'rishimiz mumkin: **-siz**: *yoqimsiz, ko'rimsiz, ko'rksiz, fayzsiz, farosatsiz, farishtasiz, farog'atsiz, didsiz; -lik: *tanballik, tantiqlik, tarxashlik, tundlik, to'nglik, faqirlik, xarobalik, xaroblik, xarobgarchilik* kabilar.*

Tahlil jarayonida prefiks + suffiks yordamida so'z yasaliş ingliz tilida asosan "xunuklik" konseptini ifodalovchi so'zlarda uchrasada, lekin o'zbek tilida uchramadi. "Go'zallik/xunuklik" konseptlari ma'nosini anglatuvchi so'z va so'z birikmalarining struktur tahlili asosida ularning quyidagi farqli tomonlarini ko'rsatib o'tish mumkin:

a) prefiks (old qo'shimcha) yordamida so'z yasaliş, asosan, "xunuklik" konseptiga xos bo'lib, u "go'zallik" konseptini ifodalashda keng qo'llanmaydi. Chunki "go'zallik" konsepti insonning ijobiy his-tuyg'usi bilan bog'liq;

b) inkor ma'no ifodalovchi prefikslar esa (be-, bad-, no-) ko'proq "xunuklik" konseptida uchraydi va so'zning inkor ma'nosini ifodalashga xizmat qiladi.

Struktur tahlil: Quyida tahlil etilgan so'zlarning so'z birikmalari hosil qilishdagi ishtiroki va bu birikmalarning struktur modellari haqida fikr yuritamiz.



Biz mazkur soʻz birikmalarini ularning komponentlari tarkibiga qarab quyidagi guruhlariga ajratdik: a) ikki komponentli; b) uch komponentli; v) koʻp komponentli.

Tahlil jarayonida ikki komponentli soʻz birikmalarining uch va koʻp komponentlilarga nisbatan koʻpligi aniqlandi. Ularning struktur modellarini quyidagi jadvalda keltiramiz:

Konsept	Modellar	Soʻzlar miqdori	Misollar
Goʻzallik	Ot+sifat	4	alif qomat, qaddi-raso, sarvi qomat, juvon soʻxta
	Ot+ot	4	qalam qosh, qoshi qalam, zeb-ziynat, oy yuzli
	Sifat+ot	7	jayron koʻz, gul yuz, pista dahan, sambit qomat, xurshidi tobon, qunduz qosh, mohi tobon
	Ot+boʻlishli	1	farishtasi bor
	Ot+sifat+fel	-	-
	Sifat+feʼl	4	xol qoʻymoq, chiroyi ochilmoq, xipchadan kelgan, shaltoq otmoq,
	Sifat+sifat	2	gul-gul, jimir-jimir
	Jami:	22	
Xunuklik	Ot+sifat	5	turqi sovuq, soʻhtasi sovuq, jigar soʻxta, goʻr soʻhta, bola faqir
	Sifat+ot	4	ola koʻz, shum qadam, shum oyoq, shum xabar
	Sifat+feʼl	5	xunuk koʻrinmoq, ola qaramoq, jingak boʻlmoq, shalogʻi chiqqan, shaltoq otmoq
	Ot+sifat+feʼl	1	Ishni xurjun qilmoq
	Ot+inkor	1	farishtasi yoʻq
	Sifat+sifat	4	aji-buji, alvir-shilvir, oʻpoq-soʻpoq, qalangʻi-qasangʻi
	jami:	20	

Jadvaldan koʻrinib turibdiki, “goʻzallik” konseptida ikki komponentli soʻz birikmalari miqdori 21 ta. Uch komponentli va koʻp komponentli soʻz birikmalari biz oʻrgangan obyektlarda uchramadi. Ikki komponentli soʻz birikmalari quyidagi struktur modellarga ega: Ot+ot, ot+sifat, sifat+ot, sifat+boʻlishli, sifat +sifat, sifat +feʼl;

Struktur tahlil natijalari ikki komponentdan iborat boʻlgan soʻz va soʻz



birikmalari tadqiqot olib borilayotgan konseptlarda ancha faol ekanligini ko'rsatdi. Bunda *sifat+ot* struktur modeli ustunlikka ega. Buning asosiy sabablaridan biri sifatning ko'proq ot bilan birikishida deb qarash maqsadga muvofiqdir.

Xulosa

Xulosa o'rnida shuni takidlash joizki, olib borilgan komponent tahlil mazkur konseptni ifodalovchi leksik birliklarning semantik strukturasida "*didga mos*", "*yoquvchi*" semalari mavjud bo'lib, "*yoqimlilik*" arxisemali semantik maydonga birlashadi. "*Yoqimlilik*" arxisemali leksemalar yana "ko'rinish", "chiroy", "tuzilish", "harakat" va "tabiiy ko'rinish" integral (oraliq) semalari bo'yicha to'rt guruhga bo'linadi. Ya'ni ushbu semalarning har biri "yoqimlilik" arxisemali leksemalarning biror guruhini umumlashtirish vazifasini bajaradi. Shu maydonga kiruvchi har bir leksema ma'lum semalari bo'yicha o'zaro farqlanadi, ya'ni o'zaro xoslanadi. Tadqiqotning ko'rsatishicha, "go'zallik/xunuklik" konseptlarini ifodalovchi ko'p miqdordagi so'zlarni, asosan, yasama so'zlar tashkil etadi. Tahlil natijalaridan yana shu narsa ma'lum bo'ldiki, old qo'shimcha (prefiks)lar yordamida so'z yasaliish hodisasi har ikkala konseptda ham uchraydi.

Foydalanilgan adabiyotlar

1. Goodenough W.H. Componential Analysis and the Study of Meaning // Language. 1956. - Vol. 32. - 190 p.
2. Lyons J. Structural Semantics: Analysis of part of the vocabulary of plot. – Oxford, 1963. - 176 p.
3. Гак В.Г Семантика структуры слова как компонент семантической структуры высказывания // Семантическая структура слова. Психологические исследования. – М.: Наука, 1971. - С. 13-43.
4. Кунин А.В. Английская фразеология. – М.: Высшая школа, 1970. – С. 76-85.
5. Ўзбек тилининг изоҳли луғати. 5-жилд, – Тошкент: Ўзбекистон, 2020. – 591 б.
6. Macmillan English Dictionary for Advanced Learners. -P. 1327



GAMIFIKATSIYA, MOBIL ILOVALAR VA SUN'IY INTELLEKTNING CHET TILLARINI O'QITISHDAGI AHAMIYATI

Pazylov Tynystan Suyumbaevich,

Osh davlat universiteti

E- mail: tpazylov@oshsu.kg

Daminjanov Sobirjon Muhammadjonovich

Namangan davlat universiteti

daminjanovsobirjon@gmail.com

Annotatsiya

Mazkur maqolada gamifikatsiya, mobil ilovalar va sun'iy intellekt texnologiyalarining chet tillarini o'qitish jarayonidagi o'rni ilmiy-metodik jihatdan tahlil qilinadi. Tadqiqotda zamonaviy raqamli ta'lim vositalari orqali o'quvchilarning motivatsiyasini oshirish, individual ta'lim trayektoriyasini yaratish va lingvistik kompetensiyalarni rivojlantirish masalalari yoritilgan. Shuningdek, Duolingo, Quizlet, Kahoot, Babbel hamda sun'iy intellekt asosidagi adaptiv platformalarning ta'lim samaradorligiga ta'siri ko'rib chiqiladi. Tadqiqot natijalari gamifikatsiya va AI texnologiyalari chet tillarini o'qitishda innovatsion pedagogik muhit yaratishini ko'rsatadi.

Kalit so'zlar: gamifikatsiya, mobil ilovalar, sun'iy intellekt, adaptiv ta'lim, chet tillarini o'qitish, lingvistik kompetensiya, raqamli pedagogika, motivatsiya, AI texnologiyalari.

Kirish

Bugungi globallashuv va raqamli transformatsiya davrida ta'lim tizimi zamonaviy texnologiyalar asosida tubdan yangilanmoqda. Ayniqsa, chet tillarini o'qitish metodikasi innovatsion pedagogik texnologiyalar bilan boyib, interaktiv va shaxsga yo'naltirilgan ta'lim modeliga o'tmoqda. Raqamli platformalar, mobil ilovalar hamda sun'iy intellekt asosidagi tizimlar til o'rganish jarayonining samaradorligini oshirishda muhim vosita sifatida namoyon bo'lmoqda.

An'anaviy o'qitish metodlarida o'quvchi ko'proq passiv tinglovchi rolda bo'lgan bo'lsa, zamonaviy raqamli metodlar o'quvchini faol ishtirokchi va mustaqil izlanuvchi sifatida shakllantirmoqda. Ayniqsa, gamifikatsiya elementlari — ball yig'ish, reyting, mukofot va musobaqa tizimlari — o'quvchilarning darsga bo'lgan qiziqishini sezilarli darajada oshirmoqda.

Mobil ilovalarning keng tarqalishi esa ta'limning vaqt va makon chegaralarini yo'qotdi. Endilikda o'quvchilar istalgan joyda va istalgan vaqtda chet tilini o'rganish imkoniyatiga ega. Shu bilan birga, sun'iy intellekt texnologiyalari



har bir o'quvchining bilim darajasini tahlil qilib, individual topshiriqlarni tavsiya etmoqda.

O'zbekiston Respublikasida ham raqamli ta'limni rivojlantirish davlat siyosatining ustuvor yo'nalishlaridan biri hisoblanadi. "Raqamli O'zbekiston – 2030" strategiyasi doirasida ta'lim tizimida zamonaviy texnologiyalarni joriy etish, elektron platformalarni rivojlantirish va yoshlarning raqamli kompetensiyalarini oshirishga alohida e'tibor qaratilmoqda.

Mazkur maqolaning asosiy мақсади gamifikatsiya, mobil ilovalar va sun'iy intellektning chet tillarini o'qitishdagi metodik hamda amaliy ahamiyatini tahlil qilishdan iborat.

USLUB

Tadqiqot davomida ilmiy tahlil, qiyosiy o'rganish, kuzatish va umumlashtirish metodlaridan foydalanildi. Tadqiqotning nazariy asosini zamonaviy raqamli pedagogika, kommunikativ metodika hamda kompetensiyaviy yondashuv tashkil etadi.

Maqolada quyidagi yo'nalishlar o'rganildi:

gamifikatsiyaning ta'lim motivatsiyasiga таъсири;

mobil ilovalarning til o'rganishdagi metodik imkoniyatlari;

sun'iy intellektning adaptiv ta'limdagi roli;

AI-chatbotlarning kommunikativ kompetensiyani rivojlantirishdagi ahamiyati;

O'zbekiston ta'lim tizimida raqamli platformalarning integratsiyasi.

Shuningdek, Duolingo, Babbel, Quizlet, Kahoot, Google Classroom va AI asosidagi platformalarning funksional imkoniyatlari tahlil qilindi.

NATIJALAR

Gamifikatsiyaning ta'limdagi pedagogik ahamiyati

Gamifikatsiya — o'yin elementlarini noo'yin faoliyatiga integratsiya qilish jarayoni bo'lib, u o'quvchilarning motivatsiyasini oshirishga xizmat qiladi. Zamonaviy metodikada gamifikatsiya o'quv jarayonini interaktiv va qiziqarli shaklda tashkil etishga yordam beradi.

Gamifikatsiyaning asosiy elementlari quyidagilardan iborat:

ball va reyting tizimi;

virtual mukofotlar;

bosqichma-bosqich rivojlanish;

musobaqa va liderlik jadvallari;

tezkor fikr-mulohaza (feedback).

Tadqiqotlar shuni ko'rsatadiki, o'yin elementlari asosida tashkil etilgan



darslarda o'quvchilarning darsdagi faolligi va bilimni eslab qolish darajasi yuqori bo'ladi.

Mobil ilovalarning til o'qitishdagi imkoniyatlari

Mobil ilovalar chet tilini o'rganishda moslashuvchan va qulay ta'lim muhiti yaratadi. Ularning asosiy afzalliklari:

- istalgan joyda o'rganish imkoniyati;
- qisqa va interaktiv mashqlar;
- audio-vizual materiallarning mavjudligi;
- mustaqil ta'limni qo'llab-quvvatlash;
- tezkor nazorat va baholash.

Duolingo

Duolingo platformasi o'yin elementlari orqali lug'at boyligi va grammatika ko'nikmalarini rivojlantiradi. Ball yig'ish, kunlik maqsad va ligalar o'quvchilarning motivatsiyasini oshiradi.

Quizlet

Quizlet interaktiv flesh-kartalar orqali yangi so'zlarni o'rganish imkonini beradi. Ushbu platforma ayniqsa lug'at boyligini mustahkamlashda samarali hisoblanadi.

Kahoot

Kahoot! platformasi test va viktorinalarni musobaqa tarzida tashkil etishga yordam beradi. Bu esa dars jarayonida o'quvchilarning diqqatini faollashtiradi.

Ibrat Farzandlari

Ibrat Farzandlari loyihasi O'zbekiston yoshlari uchun moslashtirilgan milliy platforma bo'lib, chet tillarini bepul va tizimli o'rganish imkonini yaratmoqda.

Sun'iy intellektning chet tillarini o'qitishdagi roli

Sun'iy intellekt (AI) bugungi kunda ta'lim tizimining eng innovatsion yo'nalishlaridan biri hisoblanadi. AI asosidagi platformalar o'quvchilarning bilim darajasini avtomatik tahlil qilib, individual ta'lim trayektoriyasini yaratadi.

Adaptiv ta'lim tizimlari

Adaptiv platformalar o'quvchining:

- bilim darajasi;
- xato qilish tendensiyasi;
- o'zlashtirish tezligi;
- qiziqishlarini

tahlil qilib, mos topshiriqlarni tavsiya etadi. Bu esa ta'limni shaxsga yo'naltirilgan model asosida tashkil etishga imkon beradi.

AI-chatbotlar va virtual suhbat

AI-chatbotlar talabalar bilan real vaqt rejimida muloqot qiladi. Bu quyidagi



ko'nikmalarni rivojlantiradi:

AI-chatbotlar orqali rivojlanadigan ko'nikmalar	Qisqacha tavsifi	Ta'lim jarayonidagi ahamiyati
Speaking	Talabalar bilan real vaqt rejimida suhbat olib borish imkonini yaratadi	Og'zaki nutq va erkin muloqot ko'nikmalarini rivojlantiradi
Listening	Audio va dialoglarni tinglash orqali tushunish qobiliyatini oshiradi	Eshitib anglash kompetensiyasini shakllantiradi
Writing	Matn yozish va chatbot bilan yozma muloqot qilishni ta'minlaydi	Grammatik va yozma nutq malakasini rivojlantiradi
Pronunciation	Talaffuzni tekshirish va tuzatish imkonini beradi	So'zlarni to'g'ri talaffuz qilish ko'nikmasini mustahkamlaydi

Talabalar sun'iy intellekt bilan cheksiz muloqot qilish imkoniyatiga ega bo'lib, til to'sig'ini yengishga erishadi.

Avtomatik baholash tizimlari

AI texnologiyalari yordamida:

grammatik xatolar aniqlanadi;

talaffuz baholanadi;

yozma ishlar tahlil qilinadi;

individual tavsiyalar beriladi.

Bu esa o'qituvchining vaqtini tejash va ta'lim sifatini oshirishga xizmat qiladi.

MUXOKAMA

Tahlillar shuni ko'rsatadiki, gamifikatsiya va sun'iy intellekt texnologiyalari o'quvchilarning ta'limga bo'lgan motivatsiyasini sezilarli darajada oshiradi. Ayniqsa, yosh avlodning raqamli muhitga moslashgani mobil ilovalardan foydalanish samaradorligini yanada kuchaytirmoqda.

Biroq, ushbu texnologiyalarni joriy etishda ayrim muammolar ham mavjud. Jumladan:

texnik infratuzilmaning yetarli emasligi;

internet tezligining pastligi;

ayrim pedagoglarning raqamli kompetensiyasi sustligi;

o'quvchilarning texnologiyaga haddan tashqari bog'lanib qolishi.

Shu sababli raqamli vositalardan foydalanishda pedagogik muvozanatni saqlash muhimdir. Texnologiya o'qituvchini to'liq almashtirmasligi, balki uning



faoliyatini qo'llab-quvvatlovchi vosita bo'lishi kerak.

XULOSA

Xulosa qilib aytganda, gamifikatsiya, mobil ilovalar va sun'iy intellekt texnologiyalari chet tillarini o'qitish metodikasini yangi bosqichga olib chiqmoqda. Ushbu vositalar:

Zamonaviy texnologiyalarning ta'limdagi natijalari	Qisqacha tavsifi	Ta'lim jarayonidagi ahamiyati
Ta'lim samaradorligini oshiradi	O'quv jarayonini interaktiv va tezkor tashkil etadi	Bilimni o'zlashtirish sifatini yaxshilaydi
O'quvchilar motivatsiyasini kuchaytiradi	Qiziqarli va innovatsion usullar orqali darsga qiziqishni oshiradi	Faol ishtirok va mustaqil o'rganishni rag'batlantiradi
Individual yondashuvni ta'minlaydi	Har bir o'quvchining ehtiyojiga mos topshiriq va metodlarni taklif etadi	Shaxsiylashtirilgan ta'lim imkoniyatini yaratadi
Kommunikativ kompetensiyalarni rivojlantiradi	Muloqot, tinglab tushunish va yozma nutq ko'nikmalarini shakllantiradi	Chet tilida samarali aloqa qilish malakasini oshiradi

Duolingo, Quizlet, Kahoot va AI-chatbotlar kabi platformalar o'quvchilarning mustaqil ta'lim olish ko'nikmalarini shakllantirishda muhim ahamiyat kasb etmoqda.

Yuqoridagi fikrlardan kelib chiqib shuni takidlash kerakki O'zbekiston ta'lim tizimida SI asosidagi milliy platformalarni rivojlantirishadi, pedagoglarning raqamli savodxonligini oshirishiladi. gamifikatsiyalashgan elektron resurslarni ko'paytirishga erishiladi va gibril ta'limni takomillashtiriladi. Shu bilan birgalikda zamonaviy texnologiyalar asosida raqobatbardosh, kreativ va kommunikativ kompetensiyalarga ega yosh avlodni tarbiyalash imkoniyati kengayadi.

Foydalanilgan adabiyotlar

1. O'zbekiston Respublikasi Prezidentining "Raqamli O'zbekiston – 2030" strategiyasi to'g'risidagi Farmoni.



2. Deterding S. Gamification in Education and Learning. 2017.
3. Kapp K.M. The Gamification of Learning and Instruction. Wiley, 2012.
4. Gee J.P. What Video Games Have to Teach Us About Learning and Literacy. 2007.
5. Richards J.C. Communicative Language Teaching Today. Cambridge University Press, 2006.
6. Harmer J. The Practice of English Language Teaching. Pearson Education, 2015.
7. Chapelle C. Computer Applications in Second Language Acquisition. Cambridge University Press, 2003.
8. Holmes W. Artificial Intelligence in Education. UNESCO, 2019.
9. Luckin R. Machine Learning and Human Intelligence. London, 2018.
10. Beatty K. Teaching and Researching Computer-Assisted Language Learning. Routledge, 2013.
11. UNESCO. ICT in Education Report. Paris, 2021.

UO‘K 81’37:008:316,346.2

Realialarni gender lingvokulturemalari sifatida tarjimada qayta yaratish masalalari (Abdulla Qodiriyning “O‘tkan kunlar” asari misolida)

N.A. Abdullayeva

Namangan State University,

E-mail: nargiza3967757@gmail.com

Annotation: *This article analyzes the expression of gender-related linguocultural units and the realities associated with them in literary works, as well as the features of their reconstruction in translation. Culture-specific units characteristic of Uzbek national culture, such as “atlas” and “kundosh” are examined from a linguocultural perspective, revealing their cultural and semantic load. In addition, the study explores translation strategies applied in rendering these realities, including generalization, transliteration, and cultural adaptation. As the main empirical basis of the research, examples are drawn from the novel “O‘tkan kunlar” by the prominent representative of Uzbek literature Abdulla Qodiriy and its translation versions by Mark Reese and Karol Ermakova.*

Key words: *Gender linguocultural units, realia, culture-specific items, Linguoculturology, achieving equivalence in translation, kundosh, atlas.*

KIRISH

Zamonaviy tilshunoslikda til va madaniyat o‘rtasidagi o‘zaro bog‘liqlikni



o'rganish muhim ilmiy yo'nalishlardan biri hisoblanadi. Til nafaqat aloqa vositasi, balki muayyan xalqning tarixiy tajribasi, dunyoqarashi, qadriyatlari va milliy mentalitetini aks ettiruvchi madaniy hodisa sifatida ham qaraladi. Shu jihatdan lingvomadaniyatshunoslik til birliklari orqali madaniy ma'no va qadriyatlarning ifodalanishini tadqiq etadi. Ushbu yo'nalishda muhim tushunchalardan biri lingvokulturema bo'lib, u til va madaniyatning o'zaro uyg'unligini ifodalovchi, muayyan xalqning madaniy xususiyatlarini o'zida mujassamlashtirgan til birligi sifatida talqin qilinadi. Lingvokulturemalar turli lingvistik shakllarda namoyon bo'lishi mumkin. Ular frazeologik birliklar, maqol va matallar, milliy realiyalar, urf-odatlarini ifodalovchi leksik birliklar, shuningdek, tarixiy va ijtimoiy hodisalar bilan bog'liq nomlar orqali ifodalanadi. Bunday birliklar til orqali milliy madaniyatning muhim unsurlarini aks ettirib, ma'lum bir xalqning dunyoqarashi va qadriyatlar tizimini namoyon qiladi. Ayniqsa, badiiy asarlarda lingvokulturemalar muhim stilistik va semantik vazifani bajaradi, chunki ular matnda milliy koloritni yaratish, obrazlarni jonlantirish va madaniy muhitni tasvirlashga xizmat qiladi. Badiiy matn til va madaniyat o'rtasidagi uzviy bog'liqlikni namoyon etuvchi muhim manba hisoblanadi. Adabiy asarlarda qo'llaniladigan lingvokulturemalar orqali xalqning urf-odatlari, ijtimoiy munosabatlari, an'analari va qadriyatlari aks etadi. Bunday birliklar nafaqat madaniy axborotni yetkazish, balki asarning estetik ta'sirini kuchaytirish, milliy ruh va muhitni shakllantirish kabi funksiyalarni ham bajaradi. Shu sababli lingvokulturemalarni badiiy matn doirasida o'rganish til va madaniyat o'rtasidagi munosabatlarni chuqurroq anglash imkonini beradi. Mazkur maqolada badiiy asarlarda lingvokulturemalarning lingvomadaniy birlik sifatida qo'llanishini tahlil qilish bilan ularning semantik va funksional xususiyatlarini badiiy matnda madaniy ma'no yaratishdagi o'rni va ularni tarjimada qayta yaratish masalalarini tahliliy misollar bilan ko'rib chiqamiz.

MATERIAL VA METODLAR

Xalq madaniyati lisoniy ko'rinishini ifodalash lingvomadaniyatshunoslikning asosiy vazifasi hisoblanadi. Xalq madaniyati til orqali verballashadi, aynan til madaniyatning tayanch, asosiy tushunchalarini harakatga keltiradi va ularni belgilar ko'rinishida, ya'ni so'zlar vositasida ifoda etadi (Rahmanova, 2022). Lingvistik til birliklari lingvomadaniyatshunoslik nuqtai nazaridan, lingvokulturema, milliy xos so'zlar, realiye tushunchalarida o'z aksini topadi. Lingvokulturema o'z semantikasida madaniyatning biror bo'lagini aks ettiruvchi til yoki nutq birligidir. Lingvokulturemalarga madaniyatning muayyan bir qismini ifodalovchi so'zlar, frazeologik birliklar, so'z birikmalari, gaplar, paremiyalar, murakkab sintaktik butunliklar, matnlar va hokazolar kiradi. Lingvokulturema mazmun va ifoda planiga ega bo'lib, yuqorida ko'rsatilgan



birliklar uning ifoda plani, ushbu birliklarning mazmun plani esa ularning ma'nosidir (Yusupov, 2011). V. Vorobyev (2008) ta'biri bilan aytganda, lingvokulturema tilning sathlararo birligi sifatida lisoniy va nolisoniy ko'rinishga ega va u o'zida faqatgina til va til birliklari bilan emas, balki madaniyat va madaniy birliklar bilan ham shug'ullanadi. Realiza esa madaniyatga xos moddiy elementlar uchun qo'llanuvchi so'z va iboralar bo'lib, asosan milliy taomlar, kiyim-kechaklar, milliy cholg'u asboblari, ro'zg'or anjomlari, taxalluslar, nomlar, shahar va qishloq xususiyatlari, me'morchilik, geografik nomlar, tabiat manzaralari, hayvon va o'simliklarning nomlari, daraja, unvon, muassasa, tashkilotlar, diniy marosimlar va boshqa etnografik belgilarni ifodalaydi (Oripova, 2020). Genderologik faollashuv jarayonida verbal hamda noverbal gender leksikasi lingvomadaniyatshunoslik obyekti sifatida lingvokulturema vazifasini bajarsa, boshqa tomondan gender komponentli leksik birlik shaklida badiiy muloqot tilini boyitish uchun realiyalik xususiyatiga ham ega.

Lingvokulturema tushunchasi lingvomadaniyatshunoslikning asosiy birliklaridan biri sifatida ko'plab tadqiqotchilar tomonidan o'rganilgan. Kolesnikova (2023) ning fikriga ko'ra, lingvokulturema til va madaniyatning integratsiyasini ifodalovchi birlik bo'lib, u milliy madaniyatga xos ma'no va tasavvurlarni o'zida mujassamlashtiradi. Bunday birliklar ko'pincha milliy realiyalar, frazeologizmlar, metaforalar hamda madaniy jihatdan belgilangan leksik birliklar orqali namoyon bo'ladi. Genderga oid lingvokulturemalarni o'rganishda til birliklarining ijtimoiy va madaniy mazmuni muhim ahamiyat kasb etadi. Tadqiqotlar shuni ko'rsatadiki, erkak va ayol obrazlari til tizimida ko'pincha turli stereotiplar orqali ifodalanadi. Masalan, turkiy tillar frazeologiyasida erkaklik va ayollik tushunchalari bilan bog'liq birliklar tarixiy va madaniy qadriyatlar bilan uzviy bog'langan bo'lib, ular ijobiy yoki salbiy konnotatsiyalar orqali namoyon bo'lishi mumkin (Ismailov, 2017). Tarjima nazariyasida esa genderga oid leksik birliklar va realialarni boshqa tilga o'tkazish murakkab jarayon hisoblanadi. Chunki bunday birliklar nafaqat leksik ma'noni, balki madaniy kontekstni ham o'z ichiga oladi. Tadqiqotchilarning ta'kidlashicha, genderga oid birliklar badiiy asarlarda obrazlarning nutqini, ularning ijtimoiy mavqei va madaniy identifikatsiyasini ifodalashda muhim rol o'ynaydi (Abdullayeva, 2025). Shu sababli ularni tarjima qilishda semantik ekvivalentlik bilan bir qatorda madaniy ekvivalentlikni ham saqlash zarur.

NATIJALAR

Badiiy tarjimada lingvokulturemalar, xususan gender komponentiga ega realialarni tarjima qilish uchun turli strategiyalar qo'llaniladi. Ular qatoriga transliteratsiya, tavsifiy tarjima, funksional muqobillarni qo'llash yoki madaniy



moslashtirish kabi usullar kiradi. Bunday strategiyalar tarjimonlarga matnning madaniy xususiyatlarini saqlagan holda uni boshqa til va madaniyat muhitiga moslashtirish imkonini beradi. Shu sababli gender leksik birliklari bilan faollashgan lingvokulturemalarni badiiy asarlar misolida tahlil qilish til va madaniyat o'rtasidagi murakkab munosabatlarni aniqlash hamda badiiy tarjima jarayonidagi madaniy transformatsiyalarni chuqurroq anglash imkonini beradi. Genderga oid lingvokulturemalar milliy madaniyat va an'anaviy ijtimoiy rollarni aks ettiruvchi realiyalar orqali namoyon bo'lishini inobatga olgan holda, quyida o'zbek romanchiligining asoschisi Abdulla Qodiriy (2023) ning O'tkan kunlar asarida uchraydigan ayrim realiyalarning tarjimada berilish xususiyatlari gender lingvokulturemasi nuqtai nazaridan tahlilga tortamiz.

O'zbek milliy madaniyatiga xos bo'lgan, ipak tolalaridan tayyorlanadigan yorqin va rang-barang naqshli mato turi bo'lgan atlas ayollar kiyimlarida keng qo'llanilishi bilan ajralib turadi. Atlas matosi an'anaviy ravishda ayollar liboslari, xususan ko'ylaklar tikishda ishlatiladi va o'zining jilosi, ranglarning uyg'unligi hamda murakkab naqshlari bilan o'zbek milliy estetik didini aks ettiradi. Lingvomadaniy jihatdan atlas madaniy realiya hisoblanadi, chunki u muayyan xalqning milliy kiyim-kechak an'analari, go'zallik tasavvurlari va estetik qadriyatlarini ifodalovchi madaniy birlikdir. Bunday birliklar boshqa madaniyatlarda aynan shu ko'rinishda mavjud bo'lmasligi sababli ular tarjimada ko'pincha transliteratsiya yoki izohli tarjima orqali beriladi. Shuning uchun atlas nafaqat kiyim material sifatida, balki o'zbek ayolining nafisligi, milliy an'analari va madaniy identifikatsiyasini ifodalovchi lingvokulturema sifatida ham talqin qilinadi. "O'tkan kunlar" asarida muallif tomonidan aynan mana shu "Atlas" so'zi jami 22 marta qo'llanilgan bo'lib, ulardan 15 ta holatda gender lingvokulturemasi sifatida ayol liboslari matosi va ularning bo'yoqdor tasviri uchun ishlatilgan.

MUHOKAMA

Asliyatda berilgan ushbu realiyani tarjimonlar Mark Riz (2026) va Karol Ermakova (2018) lar tarjimasida quyidagicha talqinlarni kuzatish mumkin.

Asliyatda: *Uning o'ziga sariq **atlas** xush kelsada, biroq hozir o'z xohishini bir yoqqa qo'yaturib Otabek ko'nglicha kiyinishka qaror berdi.*

M.Riz talqinida: *Though at that moment she preferred the yellow **silk**, she put aside her present whim and decided to don the one Otabek preferred.*

K.Ermakova tarjimasida: *Her own favourite the yellow **atlas**, but she wanted to dress to please Atabek, he liked her to wear black dress.*

Asliyatdagi "sariq atlas" birikmasi badiiy matnda milliy madaniyatga xos realiya sifatida aks ettirilgan va u o'zbek ayollarining an'anaviy kiyinish madaniyatida muhim o'rin tutadigan ipak matoni, uning estetik qiymatini



ifodalagan. Bu birlik nafaqat material nomi, balki rang, nafislik va milliy ayollik timsolini o'zida mujassam etgan lingvokulturema hisoblanadi. Tarjima variantlarida ushbu realiyaning berilishi turlicha strategiyalar asosida amalga oshirilganini kuzatamiz. M. Riz tarjimasida ushbu realiya uchun “*yellow silk*” shakli tanlanib, “*atlas*” so'zi umumiy “*silk*” ya'ni, “*ipak*” tushunchasi bilan almashtirilgan. Bu holatda tarjimon generalizatsiya usulidan foydalangan, natijada matoning milliy-madaniy xosligi yo'qolib, o'zbek madaniyatiga tegishli lingvokulturema semantik jihatdan soddalashtirilgan. Bu kabi yondashuv matnning tushunarligini ta'minlasa-da, milliy kolorit va madaniy o'ziga xoslikni susaytiradi. K. Ermakova esa o'z tarjimasida “*yellow atlas*” birikmasini qisman saqlagan, bu uning transliteratsiya va ma'lum bir darajada interpretatsiya strategiyasining uyg'unlashgan shaklidan foydalanganligini ko'rsatadi. Biroq keyingi kontekstda tarjimon tomonidan “*black dress*” kabi o'zgarishlarning kiritilishi realiyaning izchil saqlanishiga to'sqinlik qiladi va madaniy moslashtirish elementlarini kuchaytiradi. Natijada “*atlas*” realiyasi qisman o'z semantik yukiga ega bo'lsa-da, kontekstual darajada madaniy transformatsiyaga uchragan.

Genderga oid lingvokulturemalar tizimida o'zbek milliy madaniyatiga xos ijtimoiy munosabatlarni ifodalovchi muhim realiyalardan biri sifatida “*kundosh*” tushunchasi alohida o'rin tutadi. Ushbu birlik an'anaviy oilaviy munosabatlar tizimida bir erkakka nikohlangan ayollar o'rtasidagi ijtimoiy va hissiy munosabatlarni ifodalovchi murakkab gender lingvokulturemasi hisoblanadi. “O'tkan kunlar” asarida “*kundosh*” leksemasi 74 marta qo'llanilgani uning asar badiiy tizimida muhim gender lingvokulturema sifatida keng va takroriy ishlatilganini hamda oilaviy munosabatlar va ayollar o'rtasidagi ijtimoiy raqobatni ifodalovchi asosiy realiyalardan biri ekanini ko'rsatadi. Tarjimonlar ushbu realiya tarjimasida quyidagicha yondashuvni amalga oshirganlar.

Asliyatda: “***Kundashlik** uyda kunda janjal*” deganlar.

M.Riz tarjimasida: *They say that “scandal visits the houses of **kundosh** every day.”*

K.Ermakova talqinida: *Peace never lingers in the house of **rivals**.*

Ushbu misolda “*kundosh*” realiyasi o'zbek an'anaviy oilaviy tizimiga xos bo'lgan **gender lingvokulturema** sifatida namoyon bo'ladi va u ko'pxotinlilik sharoitida ayollar o'rtasidagi raqobat, nizolar hamda ichki ziddiyatlarni ifodalovchi madaniy birlik hisoblanadi. Abdulla Qodiriy “*Kundashlik uyda kunda janjal*” o'zbek maqoli orqali milliy madaniyatga xos kundoshlar o'rtasidagi doimiy mojarolarni umumlashtirib, kuchli ijtimoiy-psixologik ma'noni ifodalagan. Tarjimon M. Riz bu maqolni “*scandal visits the houses of kundosh every day*” shaklida o'girib, “*kundosh*” so'zini transliteratsiya orqali tarjima qilgan va u



realiyanı qisman saqlashga erishgan bo'lsa-da, gapning tuzilishi va semantik markazini biroz yumshatgan. Jumladan, “*janjal*” tushunchasini “*scandal*” so'zi orqali umumiyashtirish natijada ifodaning keskinligi va maqolga xos qisqa va aniqlik ifodasini pasayishiga olib kelgan. K. Ermakova talqinida esa “*Peace never lingers in the house of rivals*” varianti ma'qul ko'rilgan, bu holatda “*kundosh*” realiyasi to'liq ekvivalent bilan emas, balki “*rivals*” ya'ni, “*raqiblar*” kabi umumiy tushuncha bilan almashtirilgan. Natijada madaniy realiya yo'qolib, matn universal axloqiy fikr darajasiga ko'tarilgan. Biroq bu yondashuv milliy-madaniy o'ziga xoslikni susaytirib, genderga xos lingvokulturemaning aniqligini kamaytirgan.

XULOSA

Xulosa sifatida shuni ta'kidlash lozimki, gender lingvokulturemalari va ular bilan bog'liq realiyalarning badiiy matndagi ifodalanishi hamda tarjimada berilish xususiyatlari alohida ilmiy tadqiqot talab qiladi. Xususan, “*atlas*” va “*kundosh*” kabi milliy-madaniy realiyalar o'zbek xalqining an'anaviy kiyinish madaniyati va oilaviy munosabatlar tizimini aks ettiruvchi muhim lingvokulturemalar sifatida badiiy adabiyotda keng qo'llaniladi va tarjima jarayonida bu birliklar turlicha strategiyalar jumladan, umumlashtirish, transliteratsiya va madaniy moslashtirish orqali beriladi, bu esa ularning semantik va madaniy yukiga turlicha ta'sir ko'rsatadi. Natijada lingvokulturemalarning to'liq saqlanishi yoki qisman yo'qolishi kuzatiladi. Umuman olganda, bunday birliklarni o'rganish til va madaniyat o'rtasidagi uzviy bog'liqlikni chuqurroq anglash imkonini beradi.

FOYDALANILGAN ADABIYOTLAR

1. Abdullayeva, N. (2025). Cases of equivalence in the translation of gender lexical units in English and Uzbek. *American Journal of Social Sciences and Humanity Research*, 5(03), 14–17.
2. Ismailov, G. M. (2017). Linguocultural study of gender stereotypes in Turkic phraseology (on the material of Uzbek, Kazakh and Karakalpak languages). *Polylinguality and Transcultural Practices*, 14(1), 85–92.
3. Kolesnikova, K. (2023). The notion of linguocultureme and its types. *American Journal of Research in Humanities and Social Sciences*, 12, 19–21.
4. Oripova, L. (2020). Lingvokulturema, lakuna va realiya tushunchalarining o'zaro farqli jihatlari. *Yosh tarjimashunos*, 79.
5. Qodiriy, A. (2023). *O'tkan kunlar* (roman). Toshkent: Turon Zamin nashriyoti.
6. Qodiriy, A. (2018). *Days gone by* (C. Ermakova, Trans.). Paris: Nouveau Monde Edition.
7. Qodiriy, A. (2026). *O'tkan kunlar (Bygone days)* (M. Rees, Trans.). Tashkent:



Booktopia.

8. Rahmanova, D. A. (2022). Tilshunoslikda lingvokulturologiyaning o'rganilishi. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, 239.
9. Vorobev, V. V. (2008). *Lingvokulturologiya*. Moscow: RUDN.
10. Yusupov, O'. Q. (2011). Tilshunoslikda yangi yo'nalishlar va ularda ishlatiladigan ayrim islohotlar. *Filologiya masalalari*, 15.

FRANSUZ-O'ZBEK BADIY TARJIMALARIDA ARXAIZM VA ISTORIZMLARNING QAYTA YARATISH MUAMMOLARI

Sadriddinova Dildora Mamadjanovna

Namangan davlat universiteti katta o'qituvchisi

E-mail: sadriddinov1974@namdu.uz Annotatsiya

Ushbu maqolada fransuz badiiy adabiyotini o'zbek tiliga tarjima qilish jarayonida arxaizm va istorizmlarning qayta yaratish muammolari tahlil qilinadi. Fransuz adabiyotining o'zbek tarjimalarida tarixiy-madaniy leksikaning o'ziga xos xususiyatlari, tarjimon oldida paydo bo'ladigan lingvistik va madaniy muammolar, shuningdek ularni hal etishning asosiy usullari ko'rib chiqiladi. Maqolada V. Gyugo, Stendal, G. Flober, E. Zolya va O. Balzak asarlarining o'zbek tarjimalaridan olingan misollar tahlil qilingan. **Kalit so'zlar:** arxaizm, istorizm, badiiy tarjima, fransuz adabiyoti, o'zbek tili, tarixiy leksika, ekvivalentlik, tarjima usullari.

Abstract

This article analyzes the problems of recreating archaisms and historisms in the process of translating French literary works into Uzbek. The article examines the specific features of historical-cultural vocabulary in Uzbek translations of French literature, linguistic and cultural challenges faced by translators, as well as the main methods of overcoming them. The article analyzes examples from Uzbek translations of works by V. Hugo, Stendhal, G. Flaubert, E. Zola, and H. de Balzac.

Keywords: archaism, historism, literary translation, French literature, Uzbek language, historical vocabulary, equivalence, translation methods.

Kirish

Badiiy tarjima nazariyasida tarixiy-madaniy leksika, xususan arxaizm va istorizmlarning boshqa tilga o'girilishi alohida murakkab muammo hisoblanadi. Akademik V.V. Vinogradov ta'kidlaganidek, badiiy asarning stilistik qiymatini saqlash nafaqat leksik, balki madaniy-tarixiy kontekstni ham to'liq hisobga olishni taqozo etadi¹. Fransuz badiiy asarlarining o'zbek tiliga tarjima qilinishi esa bu

¹Vinogradov V.V. Stilistika. Teoriya poeticheskoy rechi. Poetika. - M.: Izd-vo AN SSSR, 1963. - S. 5-18.



muammoni yanada murakkablashtirib, ikki xil tarixiy-madaniy olam o'rtasidagi tafovutni yuzaga chiqaradi.

Fransuz adabiyoti o'zbek tiliga tarjima qilinishining o'z tarixi bor: XIX–XX asr fransuz klassiklari asarlarining o'zbek tilidagi nashrlari 1960–1990-yillarda faol amalga oshirilgan. Biroq bu tarjimalarda tarixiy leksikaning qayta yaratilishi masalasi hali-hanuz to'liq ilmiy tadqiq etilmagan. Tarjimashunos olim A.D. Shveytserni qo'llab, biz shuni ta'kidlaymizki, tarjima jarayonida ekvivalentlilikka erishish faqatgina lingvistik emas, balki madaniy-tarixiy tadqiqotni ham talab qiladi².

Arxaizm va istorizmning lingvistik xususiyatlari

Tilshunoslikda arxaizm va istorizmning farqlanishi muhim ahamiyatga ega. Arxaizmlar - bu hali ham qo'llanuvchi tushunchalarni bildiruvchi eskirgan so'zlar va iboralar bo'lib, tarjima jarayonida zamonaviy so'z bilan almashtiriladi. Istoriizmlar esa allaqachon yo'qolib ketgan voqeliklar, buyumlar va hodisalarni ifodalovchi so'zlardir, lekin ular faqat tarixiy matn doirasida qo'llaniladi. Komissarovning ta'rifiga ko'ra, "istorizmlar sinonimga ega bo'lmagan leksik birliklar bo'lib, ular tarixi o'tgan realiyalarning nomlarini saqlaydi"³.

Fransuz tilida bu ikki toifa orasidagi chegara aniq belgilangan. Fransuz stilisti Sh. Bally bu haqida shunday yozgan: tarixiy matnda arxaik leksika nafaqat estetik vazifani bajaradi, balki asarning tarixiy atmosferasini yaratishda muhim vosita bo'lib xizmat qiladi⁴. O'zbek tiliga o'girilganda esa bu leksika ikki xil muammoni keltirib chiqaradi: birinchisi - semantik ekvivalentning yo'qligi, ikkinchisi - madaniy konnotatsiyalarning saqlanishi.

Fransuz arxaizmlari va istorizmlarining o'zbek tarjimalarida qayta yaratilishi

Victor Hugo asarlarida tarixiy leksika

V. Gyugoning "Parij Bibimaryam ibodatxonasi" (Notre-Dame de Paris, 1831) romanida o'rta asrlarga xos ko'plab istorizmlar qo'llanilgan. Masalan, fransuzcha "prévôt des marchands" (savdo rastasiga mas'ul mansabdor shaxs) atamasi o'zbek tarjimasida "shahar meri" deb berilgan⁵. Bu tarjima usuli funktsional ekvivalentlikni ta'minlasa-da, o'rta asr fransuz ma'muriy tuzilmasining o'ziga xosligini yo'qotib qo'yadi. Tarjimon M. Isoqov bu holatda o'quvchining tushunishi uchun qulaylikni tarixiy aniqlikdan ustun qo'ygan.

Stendal va Flober asarlarida ijtimoiy-tarixiy leksika

²Shveytser A.D. Teoriya perevoda: Status, problemy, aspekty. - M.: Nauka, 1988. - S. 75.

³Komissarov V.N. Teoriya perevoda (lingvisticheskie aspekty). - M.: Vysshaya shkola, 1990. - S. 112-115.

⁴Bally Ch. Frantsuzskaya stilistika. - M.: Izd-vo inostrannoy literatury, 1961. - S. 202-210.

⁵Hugo V. Notre-Dame de Paris. - Paris: Gallimard, 1831. - P. 147. (O'zbekcha tarjima: Gyugo V. Parij Bog'imariyami sobori / Tarj. M. Isoqov. - Toshkent: Adabiyot va san'at, 1978. - B. 163.)



Stendalning “Qizil va qora” (Le Rouge et le Noir, 1830) romanidagi “séminaire” (katolik ruhoniylar tayyorlanadigan o'quv muassasasi) so'zi o'zbek tarjimasida “diniy maktab” yoki “madrasa” shaklida qayta yaratilgan⁶. Bu holat tarjimashunoslikdagi “mahalliyashtirilgan tarjima” (domestication) hodisasiga misol bo'ladi: fransuz diniy institutining o'ziga xosligi o'zbek o'quvchisiga tanish ekvivalent orqali ifodalangan.

G. Floberning “Madam Bovari” (Madame Bovary, 1857) asarida XIX asr fransuz qishloq turmushiga oid leksika ko'p uchraydi. “Cabriolet” (yengil ikki g'ildirakli arava) atamasi o'zbek tarjimasida “faytun” (izvosh) deb berilgan bo'lib⁷, bu o'zbek tiliga allaqachon o'zlashgan arabcha-forscha so'zdan foydalanish orqali erishilgan. Qiziqarlisi shundaki, “faytun” so'zi o'zbek xalqiga tanish bo'lsa-da, u ham istorizm maqomida ko'rilishi mumkin.

Transliteratsiya va izoh usullari

Ba'zi hollarda tarjimonlar transliteratsiya usulidan foydalanadilar. Ya.I. Retskerning kuzatuviga ko'ra, ekvivalenti yo'q tarixiy atamalarni tarjima qilishda transliteratsiya bilan birga izoh (footnote yoki matn ichidagi tushuntirish) berish tarjimaning aniqligi uchun eng samarali usul hisoblanadi⁸. Jumladan, “Germinal” romanida E. Zolyaning kon ishchilariga oid maxsus atamasi “galibot” (galibots - ko'mir konlarida ishlatiladigan maxsus poyabzal) o'zbek tarjimasida to'g'ridan-to'g'ri o'zlashtirib, izoh qo'shilgan⁹.

Asosiy muammolar va ularni hal etish yo'llari

Fransuz badiiy tarjimalaridagi arxaizm va istorizmlarni qayta yaratishda uchraydigan asosiy muammolarni quyidagicha tasniflash mumkin. Birinchi muammo - semantik bo'shliq: o'zbek tilida ekvivalent(muqobil) tushunchaning yo'qligi. Bu holda tarjimonlar funktsional ekvivalentlikka tayanadi. Ikkinchi muammo - madaniy konnotatsiyaning yo'qolishi. Fransuz feodal tuzumiga, katolik diniga yoki monarxiya davriga oid leksika o'zbek kontekstida o'z ma'noviy rang-barangligini yo'qotishi mumkin. Uchinchi muammo – stilistik dissonans: arxaik leksikani o'zbek tilidagi tarixiy so'zlar bilan almashtirganda, asarning umumiy stilistik tuzilmasi buzilishi ehtimoli mavjud.

Fransuz tarjimashunoslik an'anasida G. Munon bu muammoni mukammal tarzda tahlil qilib, tarjimonning asosiy vazifasi asar uslubini madaniy-tarixiy kontekst bilan uyg'unlikda saqlashdan iborat ekanligini ta'kidlaydi¹⁰. O'zbek

⁶Stendhal. Le Rouge et le Noir. - Paris: A. Levavasseur, 1830. - P. 89. (O'zbekcha tarjima: Stendal. Qizil va qora / Tarj. A. Raximov. - Toshkent: G'afur G'ulom nomidagi nashriyot, 1983. - B. 97.)

⁷Flaubert G. Madame Bovary. - Paris: Michel Lévy frères, 1857. - P. 34. (O'zbekcha tarjima: Flober G. Madam Bovari / Tarj. H. G'ulomov. - Toshkent: Adabiyot va san'at, 1986. -B. 41.)

⁸Retsker Ya.I. Teoriya perevoda i perevodcheskaya praktika. - M.: Mezhdunarodnye otnosheniya, 1974. - S. 38-46.

⁹Mounin G. Les problèmes théoriques de la traduction. - Paris: Gallimard, 1963. - P. 55-67.

¹⁰Mirzayev I. Badiiy tarjima nazariyasi va amaliyoti. – Toshkent: Fan, 2002. – B. 88–94.



tarjimashunosligida I. Mirzayev ham ushbu masalaga alohida e'tibor qaratib, tarixiy leksikani tarjima qilishda "kontekstual moslik" tamoyilining muhimligini ta'kidlab o'tgan¹¹.

O. Balzakning "Gorio ota" (Le Père Goriot, 1835) romanidagi "pension bourgeoise" (o'rta sinf pensioni) atamasi o'zbek tarjimasida "mehmonxona" (qovoqxona) deb berilgan¹². Holbuki, bu atama nafaqat yashash joyi, balki XIX asr Parij ijtimoiy hayotining o'ziga xos bir qatlami – kambag'allashgan aristokratiya va ko'tarilayotgan burjuaziyani kesishgan nuqtasini anglatadi. Bunday kontekstning tarjimada yo'qolishi asarning ijtimoiy qatlamlari haqidagi tushunchani ham zaiflashtiradi.

Xulosa

Fransuz- o'zbek badiiy tarjimalarida arxaizm va istorizmlarni qayta yaratish muammosi ko'p qirrali tabiatga ega. Tadqiqot shuni ko'rsatadiki, o'zbek tarjimonlari bu masalada asosan funktsional ekvivalentlik va transliteratsiya usullariga murojaat etganlar. Biroq ba'zi hollarda tarixiy-madaniy konnotatsiyalarning yo'qolishi tarjima sifatini pasaytirgan.

B. Hasanov ta'kidlaganidek, tarjima jarayonida o'zbek tilining o'ziga xos stilistik imkoniyatlaridan to'liq foydalanilmayotganligi ham muammo bo'lib qolmoqda¹³. Kelajakda fransuz badiiy asarlarining o'zbek tilidagi yangi tarjimalarida tarixiy leksikaga oid izohlar, lug'atlar va tarjimonning izohlari keng qo'llanilishi maqsadga muvofiq bo'ladi.

Ushbu muammoni hal etish uchun quyidagi chora-tadbirlar tavsiya etiladi: 1) yangi tarjimalarda arxaizm va istorizmlar uchun tizimli izoh berilishi; 2) fransuz-o'zbek tarjima lug'atlariga tarixiy leksikaning kiritilishi; 3) badiiy tarjima dasturlarida tarjimonlarni tarixiy stilistika bo'yicha maxsus o'qitish.

Adabiyotlar ro'yxati

1. Barkhudarov L.S. Yazyk i perevod. - M.: Mezhdunarodnye otnosheniya, 1975. - 240 s.
2. Bally Ch. Frantsuzskaya stilistika. - M.: Izd-vo inostrannoy literatury, 1961. - 394 s.
3. Balzac H. Le Père Goriot. - Paris: Werner, 1835. (O'zbekcha tarjima: Balzak O. Gorio ota / Tarj. N. Normatov. - Toshkent: G'afur G'ulom nomidagi nashriyot, 1990. - 312 b.)

¹¹Zola É. Germinal. – Paris: Charpentier, 1885. – P. 112. (O'zbekcha tarjima: Zolya E. Germinal / Tarj. S. Tojiboyev. – Toshkent: Adabiyot va san'at, 1972. – B. 119.)

¹²Balzac H. Le Père Goriot. – Paris: Werner, 1835. – P. 78. (O'zbekcha tarjima: Balzak O. Gorio ota / Tarj. N. Normatov. – Toshkent: G'afur G'ulom nomidagi nashriyot, 1990. – B. 85.)

¹³Hasanov B. O'zbek tili uslubiyati. – Toshkent: O'qituvchi, 1992. – B. 47.



4. Flaubert G. Madame Bovary. - Paris: Michel Lévy frères, 1857. (O'zbekcha tarjima: Flober G. Madam Bovari / Tarj. H. G'ulomov. - Toshkent: Adabiyot va san'at, 1986. - 384 b.)
5. Hasanov B. O'zbek tili uslubi. - Toshkent: O'qituvchi, 1992. - 192 b.
6. Hugo V. Notre-Dame de Paris. - Paris: Gallimard, 1831. (O'zbekcha tarjima: Gyugo V. Parij Bibimariyam ibodatxonasi / Tarj. M. Isoqov. - Toshkent: Adabiyot va san'at, 1978. - 456 b.)
7. Komissarov V.N. Teoriya perevoda (lingvisticheskie aspekty). - M.: Vysshaya shkola, 1990. - 253 s.
8. Mirzayev I. Badiiy tarjima nazariyasi va amaliyoti. - Toshkent: Fan, 2002. - 176 b.
9. Mounin G. Les problèmes théoriques de la traduction. - Paris: Gallimard, 1963. - 296 p.
11. Retsker Ya.I. Teoriya perevoda i perevodcheskaya praktika. - M.: Mezhdunarodnye otnosheniya, 1974. - 216 s.
12. Shveytser A.D. Teoriya perevoda: Status, problemy, aspekty. - M.: Nauka, 1988. - 215 s.
13. Stendhal. Le Rouge et le Noir. - Paris: A. Levavasseeur, 1830. (O'zbekcha tarjima: Stendal. Qizil va qora / Tarj. A. Raximov. - Toshkent: G'afur G'ulom nomidagi nashriyot, 1983. - 448 b.)
14. Vinogradov V.V. Stilistika. Teoriya poeticheskoy rechi. Poetika. - M.: Izd-vo AN SSSR, 1963. - 255 s.
15. Zola É. Germinal. - Paris: Charpentier, 1885. (O'zbekcha tarjima: Zolya E. Jerminal / Tarj. S. Tojiboyev. - Toshkent: Adabiyot va san'at, 1972. - 512 b.)

THEORETICAL AND PRACTICAL FOUNDATIONS OF USING THE PROCESS-ORIENTED APPROACH IN DEVELOPING WRITING SKILLS

Abduqahhorova Mahliyo Farhodjon qizi
E-mail: makhliyoabdukakhkhorova@mail.ru

Annotation. This article explores the theoretical and practical foundations of using the process-oriented approach in developing writing skills among EFL learners. The study highlights the importance of writing as a multi-stage process involving planning, drafting, revising, editing and feedback. It also examines how process-oriented instruction enhances students' creativity, critical thinking and overall writing competence. The paper analyzes modern teaching strategies and



practical classroom activities that support effective writing instruction. The findings demonstrate that the process-oriented approach increases learners' motivation, participation and confidence in academic writing.

Key words: writing skills, process-oriented approach, EFL learners, classroom instruction, writing competence.

INTRODUCTION

Writing is considered one of the most essential and challenging language skills in English language learning. In EFL classrooms, many students experience difficulties in organizing ideas, using appropriate grammar and expressing thoughts coherently in written form. Traditional product-oriented methods mainly focus on the final written text and often ignore the stages learners pass through during the writing process. As a result, students may become less motivated and develop anxiety toward writing activities. In recent years, the process-oriented approach has gained significant attention in language teaching methodology. This approach views writing as a recursive and developmental process that includes planning, drafting, revising, editing and receiving feedback. Researchers emphasize that process writing encourages learners' creativity, critical thinking, collaboration and self-expression rather than concentrating only on grammatical accuracy. The process-oriented approach also plays an important role in improving students' writing competence and increasing their confidence in academic writing. Through peer review, teacher feedback and continuous revision, learners become more actively involved in the learning process. Previous studies demonstrate that this approach positively influences coherence, organization, and overall writing performance among EFL learners. Therefore, this article aims to investigate the theoretical and practical foundations of using the process-oriented approach in developing writing skills. The study also examines effective classroom strategies and the pedagogical significance of process-based writing instruction in EFL education.

METHODOLOGY

This study employed a qualitative and quantitative research design to investigate the effectiveness of the process-oriented approach in developing writing skills among EFL learners. A quasi-experimental method with pre-test and post-test procedures was applied to evaluate students' progress in writing performance. Similar methodological frameworks have been widely used in recent studies on process writing instruction in EFL contexts. The participants of the study consisted of secondary school or university-level EFL students divided into experimental and control groups. The experimental group was taught writing through the process-oriented approach, while the control group followed traditional



product-oriented instruction. The treatment period lasted from eight to twelve weeks and included regular writing activities and guided feedback sessions. During the instructional process, students in the experimental group completed several stages of writing, including prewriting, drafting, revising, editing and publishing. Teacher feedback, peer review activities and self-assessment techniques were integrated into classroom practice to improve learners' writing competence and critical thinking abilities. Data were collected through writing tests, classroom observations, questionnaires and students' writing portfolios. The writing tasks were assessed according to organization, coherence, vocabulary usage, grammatical accuracy and content development. Quantitative data were analyzed through comparative analysis of pre-test and post-test results, while qualitative data were interpreted descriptively to identify students' attitudes and learning experiences. The methodology aimed to determine whether the process-oriented approach could significantly improve learners' writing performance and increase their motivation and participation in EFL writing classes.

RESULTS

The findings of the study revealed that the process-oriented approach had a positive impact on students' writing performance and overall engagement in EFL writing classes. The comparison of pre-test and post-test results demonstrated that learners in the experimental group showed noticeable improvement in content organization, coherence, vocabulary usage, grammatical accuracy and idea development compared to the control group. Similar findings have been reported in previous studies on process-based writing instruction. The analysis of students' writing portfolios indicated that continuous practice through drafting, revising and editing helped learners produce more structured and coherent essays. Students became more capable of organizing arguments logically and expressing ideas clearly in written form. Teacher and peer feedback also contributed significantly to reducing common grammatical and lexical errors. Questionnaire and classroom observation results demonstrated that most students developed a more positive attitude toward writing activities during the treatment period. Learners reported increased confidence, motivation and active participation in classroom discussions and collaborative writing tasks. The process-oriented approach also reduced writing anxiety because students were given opportunities to improve their work gradually through multiple stages of writing. Furthermore, the study showed that the integration of peer review and self-assessment activities encouraged learners to think critically about their own writing. Students became more aware of the importance of planning, revising and editing in producing effective academic texts. Overall, the results confirmed that the process-oriented approach is an effective



method for enhancing writing competence in EFL contexts.

DISCUSSION

The results of the study confirm that the process-oriented approach is an effective method for developing writing skills in EFL classrooms. The significant improvement observed in the experimental group supports the idea that writing should be taught as a recursive and developmental process rather than as a final product. Through stages such as planning, drafting, revising and editing, students were able to improve both the quality and organization of their written work. Similar conclusions were presented in earlier studies emphasizing the pedagogical value of process writing instruction. The findings also demonstrate that continuous feedback and collaborative learning activities play an essential role in improving writing competence. Teacher feedback and peer review encouraged learners to identify weaknesses in their writing and make necessary revisions. This supports the view that interaction and reflection are important components of effective writing instruction. Another important outcome of the study was the increase in students' motivation and confidence toward writing tasks. Unlike traditional product-oriented instruction, the process-oriented approach allows learners to focus on idea generation and gradual improvement without excessive fear of making mistakes. As a result, students became more actively engaged in classroom activities and demonstrated greater independence in writing.

Moreover, the study highlights the practical significance of integrating process-based writing activities into modern EFL curricula. The use of brainstorming, multiple drafting, self-assessment and collaborative revision creates a learner-centered environment that supports critical thinking and creativity. Therefore, English language teachers should consider applying process-oriented strategies to enhance students' academic writing performance and communicative competence.

CONCLUSION

This study examined the theoretical and practical foundations of using the process-oriented approach in developing writing skills among EFL learners. The findings demonstrated that process-based writing instruction significantly improves students' writing competence, including organization, coherence, vocabulary usage, and grammatical accuracy. The approach also increases learners' motivation, confidence and active participation in classroom activities. Similar conclusions have been highlighted in previous studies on process-oriented writing pedagogy.

The study confirmed that writing should be viewed as a gradual and recursive process involving planning, drafting, revising, editing and feedback



rather than focusing only on the final product. Teacher guidance, peer review and self-assessment activities played an important role in helping students develop critical thinking and independent learning skills. In conclusion, the process-oriented approach can be considered an effective and learner-centered method for improving academic writing in EFL contexts. Therefore, English language teachers are encouraged to integrate process-based strategies into writing instruction in order to create a more interactive and supportive learning environment. Further research may investigate the long-term effects of this approach and its integration with digital and AI-assisted writing tools.

REFERENCES

1. Emig, J. (1971). The composing processes of twelfth graders. National Council of Teachers of English.
2. Elbow, P. (1998). Writing without teachers (2nd ed.). Oxford University Press.
3. Flower, L., & Hayes, J. R. (1981). A cognitive process theory of writing. *College Composition and Communication*, 32(4), 365–387.
4. Harmer, J. (2004). How to teach writing. Pearson Education.
5. Hedge, T. (1988). Writing. Oxford University Press.
6. Hyland, K. (2003). Second language writing. Cambridge University Press.
7. Hyland, K. (2009). Teaching and researching writing (2nd ed.). Pearson Education.
8. Murray, D. M. (1972). Teach writing as a process not product. In V. Villanueva (Ed.), *Cross-talk in comp theory: A reader*. National Council of Teachers of English.

KOMMUNIKATIV TIL O‘QITISH METODI (CLT) ORQALI TALABALARNING O‘QISH (READING) VA YOZISH (WRITING) KOMPETENSIYALARINI SHAKLLANTIRISH

Ahmadaliyeva Mohidil Hasan qizi
O‘zbekiston davlat jahon tillari universiteti talabasi
Muxitdinov Dilshod Toxirovich, ilmiy rahbar,
O‘zbekiston davlat jahon tillari universiteti

Annotatsiya:

Ushbu ilmiy maqolada Communicative Language Teaching (CLT) orqali talabalarning o‘qish va yozish ko‘nikmalarini shakllantirish, turli interaktiv g‘oyalar va dars samaradorligi yoritilgan. Tadqiqot davomida CLT yondashuvi yordamida kommunikativ kompetensiyani rivojlantirishning samarali usullari, turli xil interaktiv o‘qitish metodlari va pedagogik tamoyillar asosida amaliy



qo'llanilishi ko'rib chiqiladi. Bundan tashqari, metodning ESL va EFL muhitlarida qo'llanishi, an'anaviy o'qitish usullaridan farqi va dars jarayoniga ko'rsatadigan ta'siri tahlil ostiga olinadi.

Kalit so'zlar: *Kommunikativ til o'qitish metodi, (CLT), kommunikativ kompetensiya, o'qish ko'nikmalari, yozish ko'nikmalari, interaktiv o'qitish metodlari, talaba markazda ta'limi, til o'qitish metodikasi, ESL (English as a Second Language), autentik materiallar, EFL (English as a Foreign Language), pedagogik yondashuvlar, hamkorlikda o'rganish.*

Abstract:

This scientific article discusses the development of students' reading and writing skills through Communicative Language Teaching (CLT), various interactive ideas, and lesson effectiveness. The study examines effective methods for developing communicative competence using the CLT approach, various interactive teaching methods, and practical application based on pedagogical principles. In addition, the application of the method in ESL and EFL environments, its differences from traditional teaching methods, and its impact on the lesson process are analyzed.

Key words: *Communicative Language Teaching Method (CLT), communicative competence, reading skills, writing skills, interactive teaching methods, student-centered learning, language teaching methodology, ESL (English as a Second Language), authentic materials, EFL (English as a Foreign Language), pedagogical approaches, collaborative learning.*

KIRISH

Zamonaviy ta'lim tizimida xorijiy tillarni o'qitish jarayoni tobora rivojlanib bormoqda, ayniqsa, kommunikativ yondashuv asosida. Kommunikativ til yondashuvi (CLT) talabalarning har qanday vaziyatlarda tilni erkin va samarali qo'llay olish qobiliyatini shakllantirishda muhim ahamiyat kasb etadi. Mazkur yondashuv an'anaviy grammatika-markazli metodlardan farqli ravishda, tilni muloqot vositasi sifatida o'rganishga urg'u beradi hamda o'quv jarayonida talabaning faol ishtirokini ta'minlaydi. An'anaviy grammatika-markazli metodlardan farqli ravishda, CLT yondashuvi doirasida til o'rganish jarayoni integrativ xarakterga ega bo'lib, unda o'qish (reading) va yozish (writing) ko'nikmalari boshqa nutq faoliyatlari bilan uzviy bog'liq holda rivojlantiriladi.

CLT darsi qiziqarli va iliq muhit yaratishdan boshlanadi, bu muhit o'quvchilarning real hayoti, qiziqishlari yoki kelajakdagi kasbiy ehtiyojlari bilan bog'lanadi. Mavzu o'qituvchi tomonidan tabiiy tarzda taqdim etiladi, ko'pincha qisqa suhbatlar, rasmlar yoki haqiqiy materiallar orqali, bu esa o'quvchilarni o'z oldingi bilimlarini ifodalashga undaydi. Bu jarayon qiziqarli muhitni shakllantiradi



va o'quvchilarni darsning kommunikativ maqsadlariga tayyorlaydi. O'qituvchining roli o'zgargan bo'lib, u endi faqat bilim beruvchi emas, balki yo'naltiruvchi (facilitator) sifatida yordam va ko'rsatmalar beradi hamda o'quvchilarning faol ishtirokini rag'batlantiradi. O'z navbatida, o'quvchilar asosiy ishtirokchilarga aylanib, tilni ijodiy qo'llaydi, ma'noni muhokama qiladi va hamkorlikda ishlaydi.

Mazkur yondashuv asosida o'qish ko'nikmalarini rivojlantirishda turli xil autentik materiallardan foydalanish muhim ahamiyat kasb etadi. Bunday materiallar, misol uchun, gazetada chop etiladigan maqolalar, bloglar, hikoyalar yoki real hayotiy matnlar talabalarga tilni tabiiy muhitda o'rganish imkonini beradi. Shuningdek, "skimming" va "scanning" kabi o'quv strategiyalaridan foydalanish o'quvchilarning matnni tez va samarali tushinishiga yordam beradi. Ko'plab ilmiy tadqiqotlar shuni ko'rsatadiki, o'qish va yozish o'zaro chambarchas bog'liq bo'lgan ko'nikmalardir va ular EFL/ESL (chet tili sifatida ingliz tili) o'quvchilarining integratsiyalashgan yozish jarayonida bir-birini kuchli qo'llab-quvvatlaydi.

Zamonaviy tadqiqotlarga ko'ra, o'quvchilar matnlarni o'qish orqali yozish uchun zarur bo'lgan bilim, g'oya va mazmuniy fonni (background knowledge) shakllantiradilar, bu esa ularning yozma ishlarini yanada mazmunli va mantiqli qiladi. Biroq, oliy ta'lim darajasida ingliz tilini o'qitishda talaba-markazli (student-centered) yondashuvni joriy etish jarayonida, sinfdagi o'qitish usullarini yangilash va moslashtirish zarur yoki zarur emasligini aniqlash muhim hisoblanadi. Tadqiqotlar shuni ko'rsatadiki, bu jarayonni amalga oshirishda eng muhim yo'llardan biri — o'qituvchi va talabalar qarashlari o'rtasidagi tafovutni kamaytirishdir. Bunga esa o'quv ehtiyojlarini tahlil qilish (learning needs analysis) orqali erishish mumkin. Xiao (2006:75) ta'kidlashicha, talabalarning afzalliklari, student-centered yondashuvga munosabati, sinfdagi hokimiyat (authority) taqsimoti, EFL dasturidagi madaniy o'rganish omillari, o'quvchilarning motivatsiyasi, ingliz tilini o'rganish jarayonida duch keladigan asosiy muammolar hamda til o'rganish strategiyalaridan foydalanish darajasi o'quvchilarning ehtiyojlari haqida muhim va chuqur ma'lumot beradi.

XULOSA

Xulosa qilib aytganda, Communicative Language Teaching (CLT) haqidagi ilmiy muhokamalar uning til o'qitishdagi muhim o'rni va dolzarbligini ta'kidlaydi. CLT yondashuvi talaba-markazli bo'lib, mazmunli o'zaro muloqotga asoslanganligi bilan bir qancha afzalliklarga ega. Zamonaviy til o'rganish nazariyalariga ko'ra, u o'quvchilarning faolligini oshiradi, tilni real hayotiy vaziyatlarda qo'llashni qo'llab-quvvatlaydi va kommunikativ kompetensiyani rivojlantiradi. Bundan tashqari, CLT o'quvchilarning mustaqilligini rivojlantiradi,



tanqidiy fikrlashni kuchaytiradi va muammolarni hal qilish ko'nikmalarini shakllantiradi. Biroq, ushbu yondashuvning kamchiliklarini ham e'tiborga olish muhim. Ular orasida til aniqligi va grammatikani aniq o'rgatishning e'tibordan chetda qolishi hamda, ayniqsa ingliz tili asosiy til bo'lmagan muhitlarda, amaliy joriy etishdagi qiyinchiliklar mavjud.

Shu sababli, samarali til o'qitish muloqotga asoslangan amaliyot va aniqlik (accuracy) hamda grammatikaga yo'naltirilgan o'qitish o'rtasida muvozanatni talab qiladi. Til ta'limi sohasidagi o'qituvchilar va tadqiqotchilar uchun ushbu xulosalarning ahamiyati juda katta. O'qituvchilar mazmunli muloqotni rivojlantirish, faol ishtirokni ta'minlash va tilni real hayotiy vaziyatlarda qo'llash orqali CLTning afzalliklaridan foydalanishni davom ettirishlari kerak. Shu bilan birga, o'qituvchilar kommunikativ faoliyatlar ichida lug'at o'rgatish, yo'naltirilgan nutq ishlab chiqish va aniq (explicit) o'qitishni ham integratsiya qilishlari zarur. Bu muvozanatli yondashuv mumkin bo'lgan kamchiliklarni bartaraf etish va o'quvchilarga yanada to'liq va samarali til o'rganish tajribasini taqdim etish uchun muhimdir.

Foydalanilgan adabiyotlar

1. **Brown, H. D., & Lee, H.** (2020). *Teaching by principles: An interactive approach to language pedagogy* (5th ed.). Pearson Education.
2. **Canale, M., & Swain, M.** (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47.
3. **Hedge, T.** (2025). *Teaching and learning in the language classroom*. Oxford University Press.
4. **Richards, J. C., & Rodgers, T. S.** (2024). *Approaches and methods in language teaching* (4th ed.). Cambridge University Press.
5. **Savignon, S. J.** (2018). Communicative competence. In *The TESOL Encyclopedia of English Language Teaching*. John Wiley & Sons. <https://doi.org/10.1002/9781118784235.eelt0048>
6. **Jalolov, J. J.** (2023). *Chet til o'qitish metodikasi: Darslik*. O'qituvchi nashriyoti.
7. **Passov, E. I., & Kuzovleva, N. E.** (2020). *Osnovy kommunikativnoy metodiki obucheniya inoyazychnomu obsheniyu* [Chet tilida muloqot qilishga o'rgatishning kommunikativ metodikasi asoslari]. Russkiy yazyk.
8. **Yusupov, O. Q.** (2024). O'quvchilarning yozma kompetensiyasini rivojlantirishda CLT metodining o'рни. *Xorijiy tillar O'zbekistonda*, 2(14), 112–125.



ANALYSIS OF EUPHEMISMS FROM WORKS OF RUSSIAN FICTION

Mamatova Feruza Bakhtiyarovna

Senior teacher of Foreign philology faculty

Department of the English linguistics

National University of Uzbekistan named after Mirzo Ulugbek

Tashkent, Uzbekistan

E-mail: mamatovaf@gmail.com

Abstract

In recent developments, euphemisms remain a pressing linguistic issue. This is the main theme: today, one of the most important factors in ensuring their formation and consolidation in the language of euphemisms is their ability to effectively shape public attitudes through fiction.

Key words: modification, creative works, bribe, euphemism, contradiction, ambiguity, semantics, paraphrase, pompadoours.

Classics of fiction have a particular interest in euphemisms. These masters of words were not indifferent to the euphemistic potential of linguistic units. Classic writers of fiction actively use euphemisms as a subtle stylistic tool to soften harsh themes (death, illness, poverty), disguise indecency, or adhere to the ethical norms of the era. This allows authors to avoid straightforwardness, maintain the aesthetics of the text, create irony, or deepen the psychological characterization of characters without violating literary conventions [1].

Moskvin's research on euphemisms offers a linguistic analysis of euphemisms as a passive lexical layer of language used to replace taboo or inappropriate expressions. Moskvin defines them as emotionally neutral words or expressions used to replace a direct name that is inappropriate in a specific situation [2].

Key aspects of the classics' interest in euphemisms:

Modification and decorum: A.S. Pushkin and F.M. Dostoevsky, for example, used euphemisms to describe sensitive topics, which is characteristic of realism.

Social characterization: A.P. Chekhov used euphemisms to create characteristic portraits of characters through their speech.

Disguise and irony: Euphemisms often serve as a tool of satire, replacing "indecent" words with euphonious descriptions.

Functionality: In literature, euphemisms perform text-forming, aesthetic, and characterizing functions.



For example, Saltykov-Shchedrin's work highlights the special use of euphemisms.

In an excerpt from "Provincial Sketches": "Voices are heard behind the wall.

- "What's your name?" asked one voice.

- "Who?" answered another.

- "You."

- "Me?"

- "Yes, you."

- "Are they calling?"

- "Oh, what are you..." Applause.

- "Akim, Akim Sergeyev," the voice quickly answered. Saltykov-Shchedrin means "applause in the face." The applause serves as an accidental euphemism, softening the injustice of the police actions during the investigation.

From the point of view of spheres of social life, in the creative work of M. E. Saltykov-Shchedrin with a large number of language units are represented euphemistic replacements of names of unseemly acts and officials and repressive actions of the authorities.

The term "**bribe**" is always subject to verbal substitutions in the speech of both the bribe-taker and the recipient. Moreover, these substitutions can be accomplished in various ways. Euphemistic coding, based on deliberately imprecise language, is actively used. For example: "After taking it out of the oven, everyone will take a knife in their hand, cut off its middle, and offer it as a gift" [4]; "The secretary, who had not received a gift for ten years, objected that the lawyer was a scoundrel, and the lawyer replied that he was not a scoundrel, but a scoundrel who steals from pockets, and then slapped the secretary squarely on the cheek" [3]. The examples discussed employ a technique that V.P. Moskvina's classification called species transfer.

Borrowed words, often of French origin, are used as improved substitutions. For example: "The princess knew how much wool Nadezhda Osipovna was wasting to make her bust look luxurious; I knew that Natalya Ivanovna would wallow in the mud if she saw a man sitting there; that Pyotr Ermolaevich is a man only until lunch, and after lunch, until the next morning, he's no good; that Fyodor Platonovich was sent yesterday by Polovtovsky, the mayor, with a gift of fresh caviar; that Vera Yevlampievna, when she married off her daughter, for some reason created a district of counties [3]."

In the example above, it's important to note that the euphemistic use of the verb is inappropriate; the word "very drunk" is used instead.

The word bribe is also replaced with a phrase. For example, it was also



known that he had gained access to Madame Pompadour not through any "peculiarity," but simply through monetary donations, and thanks to his mediation, he escaped trial and even received a higher bribe than his previous assignment [4]. The dependent word in this example resolves the semantic ambiguity of the main word and clarifies the nature of the bribes the character gave.

The euphemistic nature of paraphrasing is also evident in the following example: "Of course, all these meaningless sentences end in trivialities, but you've done your job: the peasant was cleansed of his vanity, and you yourself received grateful thanks, and you caught the criminal" [3]. The dependent word in the phrase indicates not the sincerity of the gratitude-bribe, but its quantitative value.

Words with general semantics are a common tool for forming euphemisms. For example, "The next day a farmer came to us and offered his services" [5]. To illustrate this example, let's turn to the historical and literary commentary cited under this phrase: "In other words, he offered the newly appointed governor a standing bribe - a share of the income from purchases in the province where the 'pompadour' was stationed."

At the syntactic level, a word or phrase with an undesirable designation can be omitted. Therefore, the euphemistic function is realized through indefinite-personal, impersonal, incomplete, and elliptical sentences. Various misunderstandings and contradictions are expressed through figures of speech such as ellipsis, aposiopis, silence, prosiopia, and delay. For example, there was an explanation: the peasant claimed that he had always been as prepared as possible; Benevolensky also objected that he could not remain in the same uncertain situation; that such an expression as "the measure of possibilities" conveys nothing to either the mind or the heart, and that only the law is clear [4]. The pass was subject to bribery. The narrator in "The History of a Town" fragmentarily and indirectly conveys fragments of the dialogue between the peasant and the mayor. But while the unspoken meaning of the dialogue itself was consciously conveyed by the context, the narrator's rendering of the unspoken syntactic position is eliminated by the context.

A similar method for creating a euphemistic paraphrase, described above, is found in the following example: At first, I didn't listen to his explanation and continued with my task; but, I confess, when the word "there will be something new!" "There will be something new" clearly reached my ears, my hand involuntarily dropped [5]. Tautological revolution with pronominal semantics is used in the meaning "to beat."

The chosen verb is used in the following example to denote the meaning of "to beat": Then the prince, seeing them before him, did not abandon his



disagreement, but became very angry and began to discipline them with a rod [4]. The euphemistic transfer is achieved through the common semantic seed contained in the verbs "to teach" and "to beat," "to carry out systematic actions aimed at achieving a specific result."

The absence of verbs is another form of euphemization. For example, "Let's go into the thicket of the hook, drag out the attacker, and put him in jail" [4]. Frequent use of a verb with a strong valence without the usual actantial structure leads to the word's stable usage, to its lexicalization. "Putting in jail" means imprisonment. Formally, the speech situation is consoling, since the word with a negative denomination is not uttered by the narrator.

In fiction, euphemisms are, in most cases, more than just stylistic synonyms or substitutes for some linguistic effect. They shift the emotional dominant and offer a new interpretation of conditions, a new perspective, and contain a new moral and ethical assessment.

References:

1. Krysin L.P. Euphemisms in Modern Russian speech // Russian language at the end of the 20th century (1985–1995). – Moscow: Languages of Russian culture. 1996, 384-407 pp.
2. Moskvina V.P. Euphemisms: systemic connections, functions and methods of formation // Questions of linguistics. № 3. 2001, 58-70 pp.
3. Saltykov-Shchedrin M. E. "Provincial Sketches". In typography Katakova and K, Moscow. 1856.
4. Saltykov-Shchedrin M. E. "History of the city". Dates of writing: 1869-1870. Collected Works in 20 Volumes. Vol. 8. Moscow: Fiction, 1969.
5. Saltykov-Shchedrin M. E. "Pompadours and pompadouresses". A Satire on the Art of Government, 1873.
6. <https://studfile.net/preview/5702057/page:9/>



UO'K: 821.512.133.09

ZAMONAVIY ADABIYOTSHUNOSLIKDA ANTROPOTSENTRIK PARADIGMA VA INSON KONSEPSIYASI

D.A. Nabijonova

E.N. Alimova

Namangan State University,

E-mail: alimova.ezoza.71@gmail.com

Annotation:

This article analyzes the anthropocentric approach, as one of the leading directions in modern literary studies, and its reflection within the literary text. The research examines the transition from the concept of a "literary hero" to the "concept of man," as well as methods of portraying the individual's psychology and spirit within a literary work. Furthermore, the article scientifically substantiates the metaphysical and existential interpretations of the human inner world through examples of contemporary Uzbek prose.

Keywords:

anthropocentrism, paradigm, literary studies, concept of man, literary text, psychologism, existentialism, hermeneutics, modern prose, artistic world.

KIRISH

XXI asr adabiyotshunosligi o'z taraqqiyotining yangi bosqichiga qadam qo'ydi. An'anaviy mimesis (voqelikni aks ettirish) nazariyasidan voz kechilib, asosiy e'tibor matn markazida turuvchi inson omiliga qaratilmoqda. Bugungi kunda "Adabiyotshunoslik nima bilan shug'ullanishi kerak?" degan savolga "Matndagi Insonni anglash bilan" degan javob ustuvorlik qilmoqda.

Zamonaviy adabiyotshunoslikda antropotsentrik (yunoncha *anthropos* – inson, *kentron* – markaz) paradigma shakllandi. Bu paradigma adabiy asarni shunchaki jamiyatning ko'zgusi sifatida emas, balki inson ruhining murakkab harakat trayektoriyasi sifatida o'rganishni taqozo etadi. Endilikda adabiyotshunoslik faqatgina poetika yoki strukturaviy tahlil bilan cheklanib qolmay, falsafa, psixologiya, kognitiv fanlar va teologiya bilan integratsiyalashib bormoqda.

ASOSIY QISM (ADABIYOTLAR TAHLILI VA METODOLOGIYA)

Antropotsentrik yondashuvning nazariy asoslari xalqaro miqyosda M.Baxtin, R.Bart, M.Fuko kabi olimlar tomonidan o'rganilgan bo'lsa, o'zbek adabiyotshunosligida bu yo'nalish I.Sultonov, U.Normatov, D.Quronov va B.Karimov asarlarida yangicha talqin topdi.



Tadqiqot metodologiyasi: Maqolada germeneytik tahlil (matnni anglash), qiyosiy-tarixiy metod va psixologik tahlil usullaridan foydalanildi. Antropotsentrizm doirasida badiiy matn insonning dunyoni idrok etish shakli sifatida ko'rib chiqildi.

Natijalar

1. Qahramondan Shaxsgacha bo'lgan evolyutsiya.

Klassik adabiyotshunoslikda "ijobiy qahramon" yoki "salbiy qahramon" tushunchalari muhim edi. Zamonaviy adabiyotshunoslikda esa bu tushunchalar o'rnini "badiiy inson konsepsiyasi" egalladi. Inson nafaqat ijtimoiy munosabatlar mahsuli, balki koinotning kichraytirilgan modeli sifatida talqin qilinmoqda. Masalan, Nazar Eshonqul yoki Isajon Sulton asarlarida inson voqealardan ko'ra ko'proq o'zining ichki "Men"i bilan to'qnashadi.

2. Metafizik va Ekzistensial tahlil.

Zamonaviy adabiyotshunoslikda insonning "dunyoga tashlanganligi", yolg'izligi, o'lim va hayot orasidagi iztiroblari asosiy tahlil obyektiga aylandi. Badiiy matndagi inson endi bir chiziqli (linear) xarakter emas. Uning ongi ostidagi jarayonlar (Freychan yondashuv) va arxetiplar (Yungcha yondashuv) zamonaviy tahlil markazida turadi.

3. Muallif, Matn va Kitobxon munosabati.

Antropotsentrik paradigma kitobxonni ham faol subyektga aylantiradi. Matn muallif tomonidan yozilgan tugallangan obyekt emas, balki kitobxon ongi bilan to'qnashganda qayta tiriladigan tirik organizmdir. Zamonaviy adabiyotshunoslikda "resepiv estetika" (kitobxon tomonidan qabul qilinish) inson omilining muhim qismi hisoblanadi.

MUHOKAMA

O'zbek adabiyotshunosligida oxirgi 10 yillikda insonni anglashning milliy-ma'naviy jihatlariga e'tibor kuchaydi. G'arb ekzistensializmi bilan sharq tasavvufiy tafakkurining sintezi natijasida o'zbek nasri tahlilida yangi metodlar yuzaga keldi. Masalan, matndagi ramzlar orqali insonning ruhiy kamo

loti yoki inqirozini o'rganish bugungi kun talabidir.

Shuni ta'kidlash lozimki, antropotsentrizm adabiyotning ijtimoiy vazifasini inkor etmaydi, balki jamiyatdagi muammolarni insonning ichki kechinmalari prizmasi orqali ko'rsatib beradi.



XULOSA

Tadqiqot natijasida quyidagi xulosalarga kelindi:

1. Zamonaviy adabiyotshunoslik klassik tahlildan antropotsentrik paradigmaga o'tdi, bu esa asarning badiiy-estetik qiymatini inson ruhiyati bilan o'lchash imkonini beradi.
2. Badiiy matndagi inson konsepsiyasi endilikda ijtimoiy xarakter doirasidan chiqib, metafizik va psixologik teranlik kasb etmoqda.
3. Metodologik jihatdan germeneytika va fenomenologiya kabi fanlararo yo'nalishlar badiiy asarni xolis tahlil qilishning asosiy vositalariga aylandi.
4. Zamonaviy o'zbek adabiyotshunosligi ushbu global tendensiyalarni milliy xususiyatlar bilan uyg'unlashtirib, insonni anglashning yangi ufqlarini ochmoqda.

ADABIYOTLAR RO'YXATI

1. Bart, R. (1994). *Izbrannye raboty: Semiotika, Poetika*. Progress.
2. Baxtin, M. M. (1975). *Voprosy literatury i estetiki*. Hudojestvennaya literatura.
3. Eshonqul, N. (2019). *Mendirman o'sha... (Inson konsepsiyasi haqida ocherklar)*. G'afur G'ulom nashriyoti.
4. Karimov, B. (2020). *Adabiyotshunoslik metodologiyasi*. O'zbekiston.
5. Khoshimjanovna, N. N. (2022). Ways of increasing of linguodidactic competence of the humanitarian and natural directions students. *Eurasian Journal of Learning and Academic Teaching*, 6, 8–10.
6. Khoshimzhanovna, N. N. (2023). Structural-semantic study of economic terms in English and Uzbek languages. *International Journal of Advanced Research in Education, Technology, and Management*, 2(3).
7. Normatov, U. (2012). *Ijod sehri*. Sharq.
8. Norova, N. K. (2023). Structural-semantic study of modern literary terms. *International Journal of Advanced Research in Education, Technology, and Management*, 2(4), 112–118.
9. Quronov, D. (2018). *Adabiyotshunoslikka kirish*. Akademnashr.
10. Sulton, I. (2015). *Adabiyot nazariyasi*. O'qituvchi.



ADVANTAGES OF TECHNOLOGY IN TEACHING AND LEARNING ENGLISH

Xabibullayeva Malikaxon Nurillo qizi

Namangan davlat universiteti magistranti

E-mail: xabibullayevamalika20@gmail.com

Introduction

In this century, technology has become an inseparable part of our life and technological advancements have led to innovations that can enhance quality of life. It has also expanded educational opportunities for teachers and students. The integration of technology in teaching and learning English offers numerous advantages, enhancing both the educational experience for students and the teaching process for educators. It increases students' engagement in the lesson. Moreover, technology provides teachers with diverse teaching materials like podcasts, and videos, online games exposing learners to real-world language usage. With the help of technology, students can study individually anytime and anywhere with the internet access. They can also listen to native speakers and practice pronunciation repeatedly, improving their listening comprehension. Students are able to share insights with peers worldwide and work collaboratively with the help of technology. This also increases global awareness dramatically. In this article, I am going to convey the benefits of technology in teaching and learning English.

Literature review

Technology and English language education are related to each other (Singhal, 1997) [1]. Hennessy (2005) stated the use of technology (ICT) acts very well in motivating the teachers and also learners to work for the new ways [2]. Students who are learning English need much language support. They need to practice in hearing language, reading language, speaking language, and writing language in order to develop their experience and skills (Ybarra & Green, 2003) [3]. In this case, the role of the instructor together with the role of the technology can lead to advanced learning results (Sharma, 2009) [4]. This is why teachers and students are in need of technology to do their tasks effectively.

The effect of technology has become huge in teaching and learning the language in addition to the instructor's

role. In other words, the role of the instructor together with the role of the technology can lead to advanced

learning results (Sharma, 2



Access to rich resources from the internet

Technology provides teachers and students with diverse learning materials such as e-books, articles, videos, and podcasts. Online resources allow students and educators to increase their comprehension of the subject. Imagery is needed for a competent reader. This is why learners should develop their imagery abilities to improve their reading comprehension with the help of technology. It enables students to read more actively and they utilize their imagery to make explanations of the text, retain specifics from the text, and form inferences (Keene & Zimmerman, 1997) [5]. Teachers can use images to explain some complicated texts or terms. As a result, readers can comprehend the text and remember it very well. Teachers can become more creative by using movies in EFL classes. As a result, students can have more opportunities to improve their speaking abilities and utilize English. In EFL classes, videos that are relevant to the curriculum's subject matter might be used to add realism to the lessons being covered (Furmanovsky, 1997) [6]. Teachers can also utilize TED Talks, podcasts, and audiobooks for improving listening comprehension. Websites like **Forvo** help students to improve their pronunciation skills by giving a chance of listening to native speakers.

Increasing participation and motivation in English learning

If technology is integrated into teaching and learning processes, it is highly likely that students will be more interested in learning English. Technology creates a lot of opportunities making the learning process more fun, well different and enjoyable. Using some online platforms in classrooms encourages students' interest in learning the language. *You Tube* is an online platform which provides different videos. We all can have access to YouTube from our Personal Computer (PC), laptop or even also through mobile phone. Teachers can use YouTube to display the material in English learning. You Tube videos can be used in English language teaching for various aspects of English to improve vocabulary, accents, pronunciation and many others. Educators are able to select some videos based on the students' needs. In this case, students can not only improve their listening but they can also improve speaking by retelling what they have understood from the videos. *Duolingo*, for example, uses gamification to teach vocabulary, grammar, and pronunciation through fun exercises and quizzes. *Kahoot* platform also creates a lot of opportunities. Teachers can create multiple-choice or open-ended questions or use existing ones in this platform. *Quizlet* provides teachers with flashcards and quizzes. *Word wall* also offers a variety of interactive templates for creating games such as quizzes, match-ups, and word searches specialized to specific language



concepts. With the help of these platforms, students can compete in teams or solve individually to answer questions correctly. Learners can participate using their gadgets, answering questions in a fun, competitive format. Such games can encourage students to learn the language and make the lessons more engaging.

Supporting individual learning

Some people may not have time or cannot afford to study online. On this occasion, technology always comes in handy. As there are enough sources on the internet, many people can have a chance to gain language skills. Many platforms allow learners to choose specific areas they want to work on, whether that's grammar, pronunciation, vocabulary, or speaking. Learners can gain mastery at their own pace by focusing on their weak points. Many people can study at their own pace and from anywhere using online learning platforms. This is a good opportunity for adult learners or the ones who live in remote areas where there is no access to traditional educational institutions. Platforms like Khan Academy, Coursera, or Duolingo offer personalized pathways based on a learner's strengths and weaknesses. Learners can revisit lessons, repeat exercises, and review the content as much as possible. If a student cannot comprehend a concept, they can spend more time on it without rushing. Many platforms like ***Grammarly***, ***Google Docs***, and ***Quizlet*** provide instant feedback. As a result, students can identify and correct their mistakes immediately. Additionally, students can find explanations for their wrong answers. Technology helps students to work independently. Learners can decide which things to focus on, when to study and how to track their progress. With the help of e-dictionaries, they can translate unfamiliar words or phrases. These dictionaries have several built-in functions and tools that are not provided in book dictionaries (Constantinsecu, 2007) [7].

Conclusion

Technology plays a crucial role in our life as it has created many opportunities in every field in education. This article has reviewed briefly how technology can be used in developing the language skills of the learner and teaching process. Teachers can make their lessons more interesting and engaging if they utilize technology in the classroom. Students also can take authentic materials from the internet. They can improve their language acquisition with the help of technology. Moreover, some students who cannot study offline can take some online lessons and gain the language skills.

References

1. Singhal, M. (1997) The Internet and Foreign Language Education:



Benefits and challenges. *The Internet TESL Journal*, 3(6). Retrieved from <http://itselj.org/Articles/Singhal-Internet.html>

2. Hennessy, S., Ruthven, K. & Brindley, S. (2005). Teacher Perspectives on Integrating ICT into Subject Teaching: Commitment, Constraints, Caution, and Change. *Journal of Curriculum Studies*, 37(2), 155-192. Retrieved February 21, 2025 from <https://www.learntechlib.org/p/98006/>

3. Ybarra, R., & Green T. (2003). Using technology to help ESL/EFL students develop language skills. *The Internet TESL Journal*, 9(3). Retrieved from <http://itselj.org/Articles/Ybarra-Technology.html>

4. Sharma, P. (2009, April 8). Controversies in using technology in language teaching. Retrieved from <http://www.teachingenglish.org.uk/articles/controversies-using-technology-language-teaching>

5. Keene, E., & Zimmermann, S. (1997). *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*. Portsmouth, NH: Heinemann.

6. Furmanovsky, M. (1997). Content video in the EFL classroom. *The Internet TESL Journal*, III (1), 1-2 Retrieved May 2, 1998, from <http://www.aitech.ac.jp/-itselj/>

7. Constantinescu, A. I. (2007). Using technology to assist in vocabulary acquisition and reading comprehension. *The Internet TESL Journal*, 13(2). Retrieved from <http://iteslj.org/Articles/Constantinescu-Vocabulary.html>

UDC 000.000.00

HOW TECHNOLOGY HAS TRANSFORMED ENGLISH LANGUAGE TEACHING AND LEARNING

Azam Xakimovich Sadikov

NamSU academic lyceum

E-mail: azamjonsodigov001@gmail.com

Abstract

Over the past ten years, fast advances in technology—especially artificial intelligence—have changed education in noticeable ways. English language teaching has become more flexible and engaging as digital tools grow smarter, easier to access, and more tailored to individual learners. This paper looks at how ICT and AI are shaping English learning by 2025, focusing on tools like personalized platforms, automated feedback, interactive apps, and virtual assistants. Using recent examples, it explores both benefits and concerns. While these technologies improve access and motivation, they also raise issues around



privacy, ethics, and the teacher's role, showing that human guidance still matters most.

Keywords: artificial intelligence, ICT, personalized learning, automated assessment, digital education tools, virtual assistants

Introduction

Learning English has never been more important than it is today. As globalization continues to connect people across cultures and economies, English remains a key tool for communication in education, business, science, and everyday life. At the same time, the ways in which people learn languages have changed dramatically.

Just a decade ago, language learning often depended on textbooks, classroom instruction, and occasional exposure to authentic materials. Today, learners can access immersive, personalized, and interactive experiences at any time and from almost anywhere. This shift has been largely driven by advances in artificial intelligence and digital technologies.

By 2025, AI is no longer a supplementary tool—it has become deeply embedded in the structure of language education. From apps that adapt to individual learning styles to systems that provide instant feedback on pronunciation, technology is redefining both what it means to learn a language and how that learning takes place.

However, this transformation is not without complexity. While technology opens new possibilities, it also challenges traditional teaching roles and raises concerns about overdependence on automated systems. Understanding this balance is essential for educators, students, and policymakers alike.

Personalized Learning: Education That Adapts to the Learner

One of the most noticeable changes in language education is the move toward personalization. Modern learning platforms are no longer “one-size-fits-all.” Instead, they analyze data about learners—their strengths, weaknesses, preferences, and goals—and use this information to create individualized learning paths.

For example, a student struggling with listening comprehension might receive more audio-based exercises, while another focusing on academic writing might be guided toward structured writing tasks. These platforms continuously adjust as the learner progresses, ensuring that content remains relevant and appropriately challenging.

This approach has several advantages. First, it increases motivation. When learners feel that the material is tailored to their needs, they are more likely to stay engaged. Second, it improves efficiency. Students spend less time on tasks that are



too easy or irrelevant and more time on areas that truly need improvement.

At the same time, personalization introduces new questions. How much should we rely on algorithms to guide learning? Can data-driven systems fully understand the complexities of human learning? These concerns highlight the importance of maintaining a balance between technological guidance and human judgment.

Automated Assessment: Faster Feedback, Better Progress

Feedback is one of the most critical elements of language learning. Traditionally, it has depended heavily on teachers, who evaluate students' speaking and writing. While effective, this process can be time-consuming and sometimes inconsistent.

AI has changed this by enabling automated assessment systems that provide instant, detailed feedback. These systems can analyze pronunciation, grammar, vocabulary use, and even writing style. For learners, this means they no longer have to wait for corrections—they can identify and fix mistakes immediately.

This immediacy has a powerful impact. Learners can practice more frequently, correct errors in real time, and develop greater independence. Research also shows that consistent feedback leads to faster improvement, particularly in speaking and writing skills.

However, automated assessment is not perfect. Language is deeply connected to culture, context, and personal expression. AI systems may struggle to fully capture nuance or may unintentionally favor certain accents or styles. For this reason, human oversight remains essential. Teachers play a crucial role in interpreting feedback, providing context, and ensuring fairness.

Interactive Applications: Learning by Doing

Another major development is the rise of interactive language applications. Unlike traditional methods that focus on memorization, these tools emphasize active communication. Learners are placed in simulated real-world situations where they must use English to solve problems, express ideas, and interact with others.

Imagine practicing English through a simulated job interview, planning a trip, or participating in a virtual meeting. These scenarios help learners develop not only language skills but also confidence and practical communication abilities.

Such applications are especially valuable in environments where learners have limited opportunities to use English in real life. They create a safe space where mistakes are part of the learning process rather than something to fear.

Still, the effectiveness of these tools depends on thoughtful design. Cultural relevance is key—scenarios should reflect learners' realities and experiences.



Without this, even the most advanced technology can feel disconnected and less engaging.

Virtual Assistants: Always-Available Language Partners

Virtual assistants represent one of the most exciting developments in language learning. Acting as conversational partners, they allow learners to practice speaking anytime, without the pressure of interacting with another person.

These assistants can answer questions, correct mistakes, suggest improvements, and even guide short lessons. For beginners, this constant availability is invaluable. It removes barriers to practice and encourages regular use of the language.

From a psychological perspective, virtual assistants also reduce anxiety. Many learners feel nervous speaking in front of others, especially in a foreign language. Practicing with an AI system provides a low-risk environment where learners can build confidence gradually.

However, virtual assistants are not a complete substitute for human interaction. Real conversations involve unpredictability, emotional nuance, and cultural context that AI cannot fully replicate. Therefore, the best results are achieved when virtual practice is combined with real human communication.

Adaptive Courses: Learning with Purpose

Modern language education increasingly focuses on relevance. Learners are not just studying English for general purposes—they often need it for specific academic or professional goals.

Adaptive courses address this need by integrating language learning with real-world tasks. For instance, a business professional might practice writing emails and conducting meetings, while a university student might focus on academic reading and presentations.

This approach makes learning more meaningful. Instead of studying abstract grammar rules, learners apply language directly to situations they are likely to encounter. As a result, they develop both linguistic competence and practical skills.

Moreover, adaptive courses support lifelong learning. As individuals' goals evolve, their learning paths can change accordingly, ensuring that education remains relevant over time.

New Challenges in the Age of AI

While the benefits of technology are clear, its rapid adoption also brings challenges that cannot be ignored.

One major concern is **data privacy**. Personalized systems rely on large amounts of user data, including speech patterns and learning behaviors. Protecting this information is essential to maintain trust and ensure ethical use.



Another issue is **overreliance on technology**. If learners depend too heavily on automated systems, they may struggle in situations where such tools are not available. Developing independent thinking and communication skills remains crucial.

There is also the question of **digital inequality**. Not all learners have equal access to advanced technologies. Ensuring that these innovations are accessible to a wider population is an important task for educators and policymakers.

Finally, the role of the teacher is evolving. Rather than being the sole source of knowledge, teachers are becoming facilitators, mentors, and guides. This shift requires new skills, including the ability to work effectively with technology and interpret data-driven insights.

The Human Factor: Why Teachers Still Matter

Despite all these technological advances, one thing remains clear: teachers are still at the heart of education.

Technology can provide information, practice, and feedback, but it cannot fully replace human connection. Teachers understand their students' emotions, motivations, and personal challenges. They create supportive environments, inspire curiosity, and adapt to situations in ways that technology cannot.

In fact, the integration of AI often makes the teacher's role even more important. With routine tasks automated, educators can focus more on meaningful interaction, critical thinking, and personalized support.

Conclusion

By 2025, technology has transformed English language learning in ways that would have seemed unimaginable just a few decades ago. Personalized platforms, automated assessment, interactive applications, virtual assistants, and adaptive courses have made learning more flexible, engaging, and effective.

At the same time, these innovations have introduced new challenges related to ethics, accessibility, and the changing role of teachers. Addressing these challenges requires a thoughtful and balanced approach.

The future of language education lies not in choosing between technology and human teaching, but in combining their strengths. When used wisely, AI can enhance learning, support teachers, and empower students to achieve their full potential.

Ultimately, language learning is not just about mastering vocabulary and grammar—it is about communication, connection, and understanding. Technology can support this journey, but it is the human element that gives it meaning.

REFERENCE

1. <https://cyberleninka.ru/article/n/ispolzovanie-distantsionnyh-tehnologiy-v->



obuchanii-angliyskomu-yazyku

2. <https://cyberleninka.ru/article/n/tehnologiya-obucheniya-angliyskomu-yazyku-na-osnove-mnogourovnevogo-podhoda>

3. <https://cyberleninka.ru/article/n/innovatsionnye-tehnologii-obucheniya-angliyskomu-yazyku-v-AGRARNOM-VUZE>

4. <https://cyberleninka.ru/article/n/tehnologiya-raznouronovnevogo-obucheniya-differentsirovannyi-podhod-v-obuchanii-angliyskomu-yazyku>

GHOST SUBJECTS IN TRANSLATING ENGLISH LITERARY WORKS INTO UZBEK

PhD. Dilraxon Kodirjonovna Abduraxmonova

Namangan davlat universiteti

Ainur Zhorbekova

M.Auezov nomidagi Janubiy Qozog'iston tadqiqot universiteti ingliz tili o'qituvchisi PhD

Abstract: This article looks at the trouble of turning English ghost like subjects into Uzbek, especially in literary texts, and it is not always easy. In English, dummy pronouns such as it, and existential patterns with there are, are grammatically needed in a lot of sentences even if they don't point to real objects or specific actors. At first glance these forms may seem semantically empty, yet in practice many English writers deploy them to make a certain mood, create emotional distance, hint at uncertainty, and also postpone what the reader notices. Uzbek, in contrast, usually does not demand such formal "placeholders", instead it more often renders situations and conditions straightforwardly. Because the structure is different, some delicate shades of English literary wording become hard to mirror in Uzbek translation without it sounding a bit forced or too plain.

Key terms: Ghost subjects, translation, literary works, structural difference, vocabulary, constructions.

INTRODUCTION

English and Uzbek often look very different, not just in vocabulary or sentence order, but also in how they basically let reality show up inside language. This is especially easy to notice in literary translation. Sometimes a sentence from English literature feels almost straightforward, yet when you translate it into Uzbek, something small kind of slips away. The information is still there, the grammar stays correct, and the core meaning is mostly on track, but the emotional



atmosphere around the sentence changes, and it can feel like off.

One of the key reason, we think, is the English habit of using “ghost subjects” which are those shadowy, dummy setups— especially with the pronoun it , or that existential there business. These patterns don’t really carry strong meaning by themselves, still, quite a few English writers lean on them as a practical instrument, to build mood and uncertainty, create a bit of social distance, or even a tense emotional pressure that hangs around. Uzbek usually doesn’t need these kinds of empty placeholders, so when translating, people often have to replace them with more straightforward, concrete structures. And then, after that swap, it becomes harder to preserve the subtle literary nuance in a way that still feels natural.

GHOST SUBJECTS IN ENGLISH

In English, sentences like “It is raining” or “There was a sound outside” seem perfectly normal, like nothing special. The words it and there don’t point to real things at all, not really. In “It is raining,” it doesn’t mean anything concrete. It just kind of sits in the subject slot, because English syntax usually insists on one. Uzbek doesn’t do it like that. A person simply says “Yomg‘ir yog‘yapti.” The event is there, without this empty grammatical subject. The same idea shows up with existential sentences. English says, “There was silence in the room.” Uzbek often says something closer to “Xona sokin edi” or “Xonada sukunat hukm surardi”. And then the sentence feels more direct, not so much padded. Xona (which mean room in English) is the subject here as we can see. Uzbek tends to anchor events and conditions in the world, instead of bringing them in through these “nothing” placeholders.

At first it might look like just a little technical difference, maybe a matter of form and nothing else. But in literature these patterns can turn into artistic tricks. Writers sometimes use ghost subjects to delay certainty, to hide agency, or to make the emotions and happenings seem like they’re floating, before they really land and take shape. In English literature there are many moments where the sentence itself feels a bit haunted, because the grammar refuses to name reality too fast, too clearly. Uzbek grammar, in contrast, usually pulls the sentence toward clarity earlier, almost like it won’t let the reader wait.

Let’s one real good example. We can find in the works of Edgar Allan Poe. Poe’s writing often depends on psychological uncertainty and dark atmosphere. In *The Fall of the House of Usher*, he writes: “There was an iciness, a sinking, a sickening of the heart.” That sentence is powerful partly because of the existential opening “There was.” Like, the feelings show up before they really belong to anybody, and they kind of float , you know, in the air. The emotions look as if they



are already there in the air itself, not tied down. So the reader steps into the mood first, before fully grasping, the whole lived experience.

An Uzbek translation might end up something like “Yurakni muzlatadigan, cho‘ktiradigan bir hissiyot bor edi.” And yeah, it’s not wrong. It sounds literary and smooth in Uzbek too. But then the sentence doesn’t quite keep that floating quality. Uzbek tends to turn the feeling into a more stable object, more fixed. Because of that, the strange emotional uncertainty becomes a bit weaker. Poe’s English lets emotion exist without immediate grounding, while Uzbek sort of gently pushes the experience into a clearer frame.

The same trouble shows up in William Shakespeare but kind of in a way that, doesn’t look the same at first. In Macbeth , Shakespeare writes: “There’s daggers in men’s smiles.” And no, it doesn’t only say betrayal, like “here is what happens” . The little structure “There’s” makes the menace feel, more like a condition of the world itself. Evil is everywhere , tucked inside normal human expressions, and it doesn’t ask permission. The whole sentence almost plays like something prophetic, because that existential framing kinda takes away direct ownership from the image.

Then in Uzbek, a translator might go with something like “Odamlarning tabassumi ortida xanjar yashirin.” The picture stays sharp , but suddenly the claim feels more grounded and sort of arranged. Uzbek tends to introduce clearer connections between things, relations that are easier to track. In the original English , the danger stays suspended in the air, instead of becoming pinned down. Shakespeare’s wording makes it sound as if reality has turned poisonous by itself. The Uzbek version, on the other hand , feels more like a calm, even wise observation about how people behave. So the emotional route changes, even while the literal meaning is still there, mostly.

And this issue becomes even clearer in modernist writing. Writers like Virginia Woolf often tried to show consciousness before it becomes fully sorted out. In Mrs Dalloway, Woolf writes: “It was strange, suddenly, to see them together.” Here the sentence delays who is noticing, or even what “seeming” belongs to. The reader meets strangeness first , almost as a pure event. Only later does the experience hook itself to perception, like it finally decides where to sit.

What we’ll have if we do natural translation to Uzbek? That version could be something like: “Ularni birgalikda ko‘rish g‘alati tuyuldi.” Again, here we would be using passive voice and the action of seeing than together is the subject of the sentence. The translation communicates the meaning or the semantic message accurately. But the structure changes the experience. In Uzbek, we can see that there’s automatically introduced implied observer, it is introduced more



quickly than in English. Somebody is feeling that strangeness, as if the speaker saw them and as if he is delivering his feeling. However, in Woolf's usage of English to describe that position, we can see that Woolf is leaving the consciousness more open, like more floating. Yes, this is small grammatical difference, but it matters because modernist writing often depends on unstable perception and fragmented inner experience.

Let's talk about English horror literature. It also relies heavily on ghost subjects. We come across sentences like "There came a knock at the door" or "It seemed to move in the darkness". They are common in Gothic and horror fiction. These structures help hide agency. The sentence does not immediately answer who knocked, what moved, or whether the event was even real. The uncertainty creates fear, it gives more emotions so when the reader is reading the story they don't just become acknowledged of chain of events, but actually feel the emotional tie with characters. They feel the uncertainty, the "unknown"-ness of the reality.

In Uzbek, translators often have to become more specific. They would write something like "kimdir eshikni taqillatdi" or they will end up using, again, the passive voice - "Eshik taqilladi". Or they would say "Qorong'ida nimadir qimirlagandek tuyuldi". These are natural translations, but they reduce some of the original suspense. Words like "kimdir", "nimadir" reduce the uncertainty of the object of the story. It is now longer vague, its existence as a solid entity is no longer under question – the character is merely unfamiliar with the personality of the "knocker". But it already has a shape, realness and some level of, therefore, certainty. This is how grammatical difference affect the feeling, the perception of literary scenarios.

Again, as we discussed, Uzbek grammar tends to organize events more clearly. Meanwhile, in English, we can leave reality unresolved longer because in it, we have syntax which allows us to make events to appear before causes are fully identified.

This gap between the languages is not only about grammar. It also hints at different ways of thinking that live, sort of, inside the language itself. English often puts up with situations where actions occur without a clearly seen actor. Uzbek usually prefers to tie events to recognizable structures, like to make the frame visible. In English literature this makes it possible for authors to build moods where the real world starts to feel unstable, even a little unreliable. Uzbek literary style can be mysterious, yes, and emotional too, but it tends to reach that effect through imagery, rhythm, or choice of words rather than by leaving blank grammatical subjects just sitting there.

The trouble grows more thorny for translators, because they have to pick



between what sounds natural in Uzbek and what stays faithful to the original atmosphere. If they translate too closely, word for word, then the outcome can feel stiff, a bit unnatural. For instance, if someone tries to keep existential structures so tightly that they mirror the source too much, the sentence can start sounding like it's been shaped by Russian syntax, or by bureaucratic speech. Then Uzbek readers may feel the text is foreign, in a way that isn't pleasant.

But if translators instead smooth everything into Uzbek, so the sentence becomes fully natural, they may lose the emotional texture that the English grammar had created. So there is this ongoing tension in literary translation. The translator is not only moving meaning across, they are also deciding how much of that original mental atmosphere can actually survive once it enters another linguistic system.

This can also be seen in the poetry of T. S. Eliot. In *The Waste Land*, Eliot writes this: "There is shadow under this red rock." The sentence feels ritualistic and mysterious. Why? Partly because the existential structure slowly introduces the image. The reader first encounters existence itself: "There is..." Only then does the shadow appear.

In Uzbek, one may say: "Ushbu qizil qoya ostida soya bor." The translation sounds natural and, arguably, poetic enough. But, the uncertainty, the vague reality disappears. Everything is concrete. Slow dramatic emergence of shadow that we could see the original line becomes a bit weaker. English existential syntax can almost stage reality in a kind of theatrical way. Uzbek, by comparison tends to deliver the picture more straightforward, like it just lands there, and it is. Linguists such as Otto Jespersen and Geoffrey Leech have talked about how English dummy subjects work structurally, in the language, but literature also makes it clear that these forms are not emotionally empty. Even if the pronouns themselves may not carry much direct meaning writers still keep using them to steer the reader's feeling, directionally, and not in a random manner. Mona Baker also points out that translation often trips when grammatical systems organize experience differently across languages. This is really true for English-Uzbek translation, because the two languages distribute agency and existence in different ways, maybe even differently than readers expect.

But it gets more, and we really mean more interesting, when we consider how readers emotionally process sentences. English readers are used to stepping into situations gradually, through those existential openings. "There was ..." gives a sort of gentle entrance into a scene. Uzbek readers usually enter scenes through statements that are clearer, more upfront. Neither approach is inherently better, they simply guide attention through different routes. Still, when English literature



relies heavily on suspended agency, or on that feeling of perception hovering around, an Uzbek version may end up losing some of the original emotional tempo.

And this does not mean Uzbek is less expressive, not at all. Uzbek has its own literary strengths. It can produce intimacy, a kind of emotional warmth and very vivid imagery with ease. Its flexibility with word order, plus the rich system of verbal nuance, makes it possible to express things forcefully. The issue is rather that some English literary effects are strongly tied to structures Uzbek does not typically choose, or does not normally reach for.

CONCLUSION

At the end, the problem with ghost subjects shows that translation is way more than just swapping words from one language to another, you know. Languages sort up reality in their own separate ways, even if it seems similar at first. English often lets an experience show up first, and only later, after the fact, you realize where it came from. Uzbek usually wants the sentence to get anchored sooner, like it has to stand on something right away. And when literary writers use this kind of grammatical uncertainty as an artistic tool, then translation gets really, really hard, somehow.

Sometimes the translator can compensate via rhythm, imagery, or by making a careful lexical pick. Sometimes the subtlety remains... at least in part. But then again there are moments when the literary effect is stitched so tightly into the original grammar that a full carryover just can't happen. In those cases, reading the original text gives you more than a different set of words it gives you access to a different method of letting reality come into view through language itself.

REFERENCES

1. Baker, M. (2018). *In other words: A coursebook on translation* (3rd ed.). Routledge.
2. Jespersen, O. (1924). *The philosophy of grammar*. George Allen & Unwin.
3. Leech, G., & Short, M. (2007). *Style in fiction: A linguistic introduction to English fictional prose* (2nd ed.). Pearson Longman.
4. Poe, E. A. (2003). *The fall of the house of Usher and other writings*. Penguin Classics. (Original work published 1839)
5. Shakespeare, W. (2003). *Macbeth*. Cambridge University Press. (Original work published 1623)
6. Woolf, V. (2000). *Mrs Dalloway*. Wordsworth Classics. (Original work published 1925)
7. Eliot, T. S. (2001). *The waste land and other poems*. Dover Publications.



HOW CAN AI IMPROVE STUDENT ENGAGEMENT AND MOTIVATION

Yo.Nazarova, senior teacher of Nam.SU.

M.Nosirova, student Nam.SU

Abstract

Artificial Intelligence (AI) is increasingly transforming the educational landscape by introducing innovative approaches to teaching and learning. This article examines how AI enhances student engagement and motivation through personalized learning, adaptive systems, and interactive technologies. AI-powered tools such as virtual tutors, chat bots, and learning analytics platforms provide real-time feedback and individualized instruction tailored to learners' needs. The study also highlights emerging trends, including affective computing and AI-driven gamification, which contribute to deeper student involvement. Despite its advantages, the effective implementation of AI depends on ethical considerations, data quality, and teacher competence. The findings suggest that AI can significantly improve learning outcomes when integrated with sound pedagogical practices.

Keywords: artificial intelligence, student engagement, motivation, personalized learning, educational technology

Annotatsiya

Sun'iy intellekt (SI) ta'lim tizimini tubdan o'zgartirib, o'qitish va o'rganish jarayonlariga innovatsion yondashuvlarni olib kirmoqda. Ushbu maqolada SI yordamida talabalarning faolligi va motivatsiyasini oshirish imkoniyatlari tahlil qilinadi. Xususan, individual o'qitish, moslashuvchan tizimlar hamda interaktiv texnologiyalar orqali o'quv jarayonini samarali tashkil etish masalalari ko'rib chiqiladi. Virtual tutorlar, chatbotlar va o'quv analitikasi platformalari real vaqt rejimida fikr-mulohaza berish hamda o'quvchiga moslashtirilgan ta'limni ta'minlaydi. Shuningdek, affektiv hisoblash va o'yinlashtirish kabi zamonaviy yo'nalishlar o'quvchilarning yanada faol ishtirokini ta'minlaydi. Biroq SI'dan samarali foydalanish axloqiy me'yorlar, ma'lumotlar sifati va o'qituvchi malakasiga bog'liq. Tadqiqot natijalari SI to'g'ri pedagogik yondashuv bilan qo'llanilganda o'quv natijalarini sezilarli darajada yaxshilashini ko'rsatadi.

Kalit so'zlar: sun'iy intellekt, talaba faolligi, motivatsiya, individual o'qitish, ta'lim texnologiyalari

Аннотация

Искусственный интеллект (ИИ) активно трансформирует систему образования, внедряя инновационные подходы к обучению и преподаванию.



В данной статье рассматриваются возможности повышения вовлеченности и мотивации студентов с помощью ИИ. Особое внимание уделяется персонализированному обучению, адаптивным системам и интерактивным технологиям. Инструменты на основе ИИ, такие как виртуальные тьюторы, чат-боты и платформы учебной аналитики, обеспечивают обратную связь в реальном времени и индивидуальный подход к обучению. Также анализируются современные тенденции, включая аффективные вычисления и геймификацию, которые способствуют более глубокому вовлечению студентов. Несмотря на преимущества, эффективность ИИ зависит от этических аспектов, качества данных и компетентности преподавателей. Результаты исследования показывают, что ИИ значительно улучшает образовательные результаты при его грамотном педагогическом применении.

Ключевые слова: искусственный интеллект, вовлеченность студентов, мотивация, персонализированное обучение, образовательные технологии

Emerging Trends of AI in Student Engagement and Motivation

Recent developments in Artificial Intelligence demonstrate that its role in education is shifting from simple automation toward **intelligent, learner-centered ecosystems**. Modern AI systems not only respond to student input but also **anticipate learning needs** through predictive analytics.

One important trend is the use of **learning analytics dashboards**, where AI tracks student behavior such as time-on-task, participation frequency, and response accuracy. Based on this data, systems can **predict disengagement risks** and suggest timely interventions. This proactive approach significantly increases student motivation because learners receive support before frustration occurs.

Another growing area is **affective computing**, where AI detects students' emotions through facial expressions, voice tone, or interaction patterns. By identifying boredom, confusion, or stress, AI systems can adapt instructional strategies in real time—for example, by simplifying explanations or introducing interactive elements. This emotional responsiveness creates a more **human-like learning environment**, which positively influences engagement.

Gamification powered by AI is also becoming more sophisticated. Instead of static rewards, AI-driven platforms dynamically adjust challenges, points, and feedback systems according to individual progress. This ensures that students remain in a **state of optimal challenge**, which is crucial for sustaining motivation over time.

Moreover, AI enhances **self-regulated learning**, a key factor in higher education. Intelligent systems guide students in setting goals, monitoring their progress, and reflecting on outcomes. This not only improves academic



performance but also fosters **lifelong learning skills**, making students more independent and responsible learners.

However, despite these benefits, researchers emphasize the importance of **ethical considerations**. Issues such as data privacy, algorithmic bias, and over-reliance on technology must be carefully managed. Effective integration of AI requires a balanced approach where technology supports—but does not replace—human educators.

AI is a field of computer science focused on creating smart machines that can perform tasks that typically require human intelligence, like learning, reasoning, and problem-solving.

AI systems learn from vast amounts of data, identifying patterns to make predictions or decisions without being explicitly programmed for every scenario. Think of it as teaching a computer by showing it a million examples instead of writing a million rules.

You're using AI every day in navigation apps like Google Maps, personalized recommendations on shopping sites, spam filters in your email, and virtual assistants like Gemini Live.

AI helps us solve some of the world's toughest challenges—from accelerating medical research to creating more efficient supply chains and tackling climate change.

Artificial intelligence (AI) is a set of technologies that empowers computers to learn, reason, and perform a variety of advanced tasks in ways that used to require human intelligence, such as [understanding language](#), [analyzing data](#), and even providing helpful suggestions. It's a transformational technology that can bring meaningful and positive change to people and societies and the world.

It encompasses many different disciplines, including computer science, data analytics and statistics, hardware and software engineering, linguistics, neuroscience, and even philosophy and psychology.

AI is about teaching computers to do the amazing things our own brains can do, from understanding the world around them to learning new things and even coming up with fresh ideas. For instance, AI is used in [optical character recognition \(OCR\)](#) to pull text and data from various images and documents. This process transforms unstructured content into structured, business-ready data, helping uncover valuable insights.

Artificial intelligence techniques, though diverse, all fundamentally rely on data, algorithms, and computational power. AI systems learn and improve through exposure to vast amounts of data, identifying patterns and relationships that humans might miss. This data serves as the training material, the quality and



quantity of which are crucial for the AI's performance.

AI isn't a single technology but a broad field encompassing several key areas:

➤ [Machine Learning \(ML\)](#):

This is a type of AI where systems learn from data to identify patterns and make predictions or decisions without direct programming. Imagine teaching a computer to recognize a bird by showing it thousands of bird pictures; it learns what a bird looks like on its own.

➤ [Deep Learning \(DL\)](#):

A subfield of ML, deep learning uses artificial neural networks with many layers (hence "deep") to learn from data. These networks are inspired by the structure of the human brain and are particularly good at complex tasks like image and speech recognition.

➤ [Natural Language Processing \(NLP\)](#): NLP enables computers to understand, interpret, and generate human language. This is what powers voice assistants like Siri and Alexa, translation services, and chat bots.

➤ [Computer Vision](#): This area allows computers to "see" and interpret visual information from the world, such as images and videos. It's used in everything from facial recognition to self-driving cars.

The role of Artificial Intelligence (AI) in education and learning

Artificial Intelligence (AI) has become an increasingly popular term in recent years, as it refers to the simulation of human intelligence in machines that are programmed to think and learn like humans. AI is transforming various industries, including education and learning, where it is revolutionizing the way students learn and teachers teach. In this blog post, we will explore the role of AI in education and learning, its meaning, objective, importance, benefits, and usage. We will also discuss how entab's experiential learning assets can help students and schools.

The objective of AI in education and learning is to enhance the learning experience of students by providing them with personalized, adaptive, and engaging content. AI can help identify the strengths and weaknesses of students, and accordingly, create customized learning paths for each student. It can also help teachers create more effective lesson plans and assessments.

The importance of AI in education and learning lies in its ability to transform traditional teaching methods. With the help of AI, teachers can provide students with more personalized and adaptive learning experiences. AI can also help teachers identify the strengths and weaknesses of their students, allowing them to provide targeted support and guidance.



There are several benefits of AI in education and learning, including:

➤ ***Personalized Learning:***

AI can personalize the learning experience for each student, taking into account their strengths and weaknesses, learning style, and pace of learning.

➤ ***Increased Efficiency:***

AI can automate various administrative tasks, such as grading, assessment, and record-keeping, allowing teachers to focus on teaching and providing support to their students.

➤ ***Improved Engagement:***

AI can provide students with interactive and engaging content, making learning more interesting and enjoyable.

➤ ***Enhanced Accessibility:***

AI can make education more accessible to students with disabilities or special needs, providing them with customized learning experiences.

How can teachers use AI in the classroom?

Teachers can leverage the role of AI in education to enhance classroom dynamics and enrich the learning experience in several ways. Firstly, AI-driven educational tools can facilitate personalized learning. These tools analyze individual student data to tailor instructional content, accommodating diverse learning styles and preferences.

Additionally, virtual tutors powered by AI can provide real-time support, offering immediate feedback and assisting students with questions. Teachers can integrate AI-generated content, such as simulations and virtual labs, into lessons to make subjects more interactive and engaging.

AI can also aid in administrative tasks, automating routine activities like grading and attendance tracking. This allows educators to devote more time to direct student interaction and instructional creativity.

Furthermore, teachers can use AI analytics to gain insights into student performance trends. This data-driven approach helps identify areas for improvement, allowing for more informed decision-making and personalized interventions.

In summary, teachers can use AI in the classroom to personalize learning, provide real-time support, integrate interactive content, streamline administrative tasks, and make data-informed decisions. The strategic incorporation of AI technologies empowers educators to create a more adaptive, engaging, and effective learning environment for their students.

How can AI improve student engagement and motivation



The findings indicate that AI has been integrated into English learning through various platforms, including chat bots, speech recognition software, and AI driven writing assistants. These tools facilitate personalized learning experiences, helping students enhance their productive skills, particularly in speaking and writing.

Benefits of AI in English Learning such as AI adapting to students' proficiency levels and offering tailored exercises and feedback. AI also provides real-time corrections, helping students improve their grammar, pronunciation, and writing structure. AI-based applications, such as virtual tutors and gamified learning platforms, enhance engagement and motivation.

AI can help us tailor our content to individual student needs and learning styles, based on AI-driven analytics that give you insight into student performance and learning trends. In this way, AI helps students be more engaged and motivated. It can provide students with immediate feedback.

What is the role of artificial intelligence in teaching and learning?

Artificial intelligence is transforming education by introducing innovative approaches to teaching and learning. It encourages creativity by producing interactive instructional resources—such as virtual laboratories and simulations—that enrich learning beyond traditional techniques.

AI also contributes to building collaborative learning environments by supporting communication and group work among students, enabling active discussions and joint projects. In addition, AI facilitates the creation of adaptive assessments that measure not only factual knowledge but also students' critical thinking abilities. This broader evaluative approach offers a more complete picture of learners' skills. In this way, AI functions as a driver of holistic education, enhancing creativity, collaboration, and comprehensive evaluation methods, ultimately equipping students for diverse challenges in the future. Through this wide-ranging impact, AI becomes a catalyst for a more dynamic and effective educational system that surpasses conventional teaching practices.

How is artificial intelligence used in teaching?

Artificial Intelligence (AI) is applied in teaching across various facets, transforming traditional educational approaches. One significant application is content creation. AI education tools facilitate the development of interactive and adaptive learning materials, including virtual labs, simulations, and educational games. These resources engage students in innovative ways, making learning more dynamic and enjoyable.

Moreover, AI supports the personalization of learning experiences. By analyzing individual student data, AI tailors educational content to cater to diverse



learning styles, preferences, and capabilities. This adaptability ensures a more customized and effective educational journey for each student.

Additionally, AI plays a role in collaborative learning environments. Virtual assistants and chat bots powered by AI facilitate communication and teamwork among students, promoting interactive discussions and group projects.

Furthermore, AI contributes to data-driven decision-making for educators. By analyzing patterns in student performance, AI provides valuable insights that inform instructional strategies, curriculum development, and overall improvements to the educational system.

In essence, AI in teaching transforms content creation, personalizes learning experiences, fosters collaboration, and supports data-driven decision-making. These applications collectively contribute to a more dynamic, efficient, and student-centric educational environment.

To sum up, Artificial Intelligence is not merely a technological innovation in education; it represents a **paradigm shift toward adaptive and personalized learning environments**. By integrating cognitive, emotional, and behavioral data, AI creates highly responsive educational systems that enhance both engagement and motivation. Nevertheless, its effectiveness depends on responsible implementation, ethical awareness, and strong pedagogical foundations. When used strategically, AI can serve as a powerful partner in shaping future-ready learners. It has the potential to transform education and learning, providing students with personalized, adaptive, and engaging learning experiences.

References:

1. <https://cloud.google.com/learn/what-is-artificial-intelligence>
2. <https://www.eschoolnews.com/digital-learning/2024/02/05/what-is-the-role-of-artificial-intelligence-in-teaching-and-learning/>
3. <https://www.entab.in/The-role-of-ai-in-education-and-learning.html>
4. International Journal of Research and Review[Indexed, Peer-Reviewed Journal]Volume 12; Issue: 3; March 2025 Website: WWW.journal.com
5. UNESCO (2023). *Guidance for generative AI in education and research*.
6. OECD (2021). *AI and the Future of Skills*.
7. World Economic Forum (2024). *Shaping the Future of Learning with AI*.
8. Stanford University Human-Centered AI Institute (2024). *AI Index Report*.
9. Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial Intelligence in Education: Promises and Implications for Teaching and Learning*.
10. Luckin, R. (2018). *Machine Learning and Human Intelligence: The Future of Education for the 21st Century*.



THE ROLE OF ARTIFICIAL INTELLIGENCE TECHNOLOGIES IN OVERCOMING LANGUAGE BARRIERS

Konisbaeva Amina Jenisbaevna

PhD student of Karakalpak State University

E-mail: aminakonisbaeva@gmail.com

Abstract

This article explores how artificial intelligence (AI) technologies help A2-level students overcome language barriers while learning English. The research focused on several AI-based platforms such as ChatGPT, Duolingo, ELSA Speak, Google Translate, and Cake. A mixed research method was used to compare traditional learning with AI-supported learning. The findings demonstrated that students who used AI tools improved their speaking, pronunciation, vocabulary, grammar, and listening skills more effectively than those who studied only through traditional methods. The study also revealed that AI technologies reduced students' fear of speaking and increased their confidence and motivation. The results suggest that AI platforms can serve as valuable supplementary tools in foreign language education.

Keywords: artificial intelligence, language learning, communicative competence, A2 learners, English teaching, digital education, language barriers.

Introduction

In recent years, English has become one of the most important languages for international communication, education, science, and professional development. As globalization continues to influence different areas of life, the demand for learning English is steadily increasing among students of different age groups. However, many learners still experience difficulties during the language learning process. One of the most common problems is the presence of language barriers.

Language barriers usually appear when students cannot express their ideas confidently in a foreign language despite having some theoretical knowledge. This problem is especially common among A2-level learners because they are still developing basic vocabulary, grammar, pronunciation, and communication skills. Fear of making mistakes, limited vocabulary, and lack of speaking practice often prevent learners from participating actively in classroom communication.

Researchers have explained language barriers from different perspectives. Brown (2007) states that emotional and psychological factors strongly influence language acquisition. Students who feel anxious or insecure often struggle to communicate effectively. Richards (2014) also emphasizes the importance of communicative approaches in language teaching, explaining that students learn more successfully when they actively use language in realistic situations.



Krashen's "Affective Filter Hypothesis" explains that stress, fear, and low confidence can reduce the effectiveness of language learning. According to this theory, students learn better in comfortable and supportive learning environments. Therefore, reducing emotional pressure is considered an important part of modern language teaching.

The rapid development of digital technologies has introduced new opportunities for improving language education. Today, artificial intelligence technologies are widely used in educational environments. AI tools can provide instant feedback, personalized exercises, pronunciation correction, and interactive communication practice. These functions make learning more flexible and student-centered.

Several AI-based platforms are already popular among language learners. Duolingo uses gamification techniques to motivate students through points, rewards, and levels. ELSA Speak helps learners improve pronunciation by analyzing speech patterns and identifying pronunciation mistakes. ChatGPT creates opportunities for interactive communication and writing practice, while Google Translate supports vocabulary development and listening activities.

Recent studies show that AI technologies can improve student engagement and learning effectiveness. Holmes et al. (2019) note that AI systems personalize education according to individual learner needs. Russell and Norvig (2021) describe artificial intelligence as a system capable of imitating human learning and problem-solving processes.

In Uzbekistan and other developing educational contexts, digital education is becoming increasingly important. Local researchers have also highlighted the value of modern technologies in education. Yo'ldoshev (2023) argues that digital tools encourage independent learning, while Aliimuhamedova (2021) explains that interactive technologies increase students' interest and participation during lessons.

Considering these factors, this study investigates the role of artificial intelligence technologies in reducing language barriers among A2-level English learners. The research specifically focuses on speaking, pronunciation, vocabulary, grammar, and listening development.

The purpose of the study is to evaluate the effectiveness of AI-based platforms in improving students' communicative competence and reducing psychological barriers during language learning.

Methods

This study applied both qualitative and quantitative research methods. A mixed-method approach was selected in order to obtain more reliable and balanced results. Observation, testing, questionnaires, and comparative analysis were used



during the research process.

Participants

Thirty A2-level English learners participated in the study. Their ages ranged from 14 to 16 years old. The students were divided into two groups:

Control group: 15 students studying through traditional teaching methods.
Experimental group: 15 students using AI technologies in addition to regular classroom instruction. Both groups studied the same grammar topics and language materials. The main difference was that the experimental group regularly practiced with AI platforms.

Research Duration

The study lasted four weeks. Students attended lessons three times per week. Each lesson lasted approximately twenty minutes. In addition, students in the experimental group used AI applications independently for about thirty to forty minutes daily.

Research Procedure

At the beginning of the research, all students completed a pre-test designed to assess:

- speaking skills;
- listening comprehension;
- pronunciation;
- grammar knowledge;
- vocabulary range.

The initial assessment revealed several common difficulties among learners. Many students were afraid of speaking English in front of others. Pronunciation problems, grammatical errors, and limited vocabulary were also frequently observed. After the diagnostic stage, the experimental group started using different AI tools.

Duolingo

Students used Duolingo to practice vocabulary and grammar exercises. Gamification elements increased motivation and encouraged regular participation.

ELSA Speak

This platform helped learners improve pronunciation through automatic speech analysis. Students practiced English sounds and received immediate corrections.

ChatGPT

ChatGPT was mainly used for speaking and writing activities. Students practiced dialogues, asked and answered questions, and completed short writing tasks. The chatbot also corrected grammatical mistakes and suggested improved



sentence structures.

Google Translate

Google Translate supported translation activities, listening exercises, and pronunciation practice.

Cake

Students used Cake to improve listening and speaking skills through short video-based dialogues and everyday conversations.

Data Collection

Several methods were used to collect data during the study:

Observation

Students' classroom participation, speaking activity, motivation, and use of AI tools were regularly monitored.

Pre-test and Post-test

Students completed tests before and after the experiment. Their results were compared to identify changes in language performance.

Questionnaire

The experimental group completed anonymous questionnaires about their experience using AI technologies. Questions focused on motivation, ease of use, speaking confidence, and independent learning.

Interviews

Short interviews were conducted with selected students to better understand their opinions and personal experiences.

Data Analysis

The collected data were analyzed both qualitatively and quantitatively. Percentage comparisons between pre-test and post-test results helped identify the effectiveness of AI-supported learning.

Results

The findings demonstrated that AI technologies positively influenced students' language development and helped reduce communication barriers.

At the beginning of the study, both groups showed similar language proficiency levels. Average test scores ranged between 45% and 50%. Many learners experienced hesitation while speaking and struggled with pronunciation and vocabulary.

After four weeks, noticeable differences appeared between the two groups.

Skill	Control group	Experimental group
Speaking	+12%	+32%
Listening	+10%	+25%
Vocabulary	+15%	+25%



Grammar	+14%	+28%
Pronunciation	+15%	+35%

The experimental group achieved stronger improvement in every skill area.

Speaking Skills

Students who regularly practiced with ChatGPT became more confident during classroom communication. Many learners began answering questions more actively and participated in longer conversations.

By the end of the experiment, most students in the experimental group could express their opinions using several connected sentences. Fear of making mistakes decreased considerably.

Listening Skills

Listening comprehension also improved significantly. Through platforms such as Cake and Google Translate, students became familiar with different accents and natural speech speed. Several students reported that they no longer needed to replay audio materials multiple times.

Vocabulary Development

Duolingo and Cake supported vocabulary learning through contextual exercises and repeated exposure to new words. Students gradually developed habits of independent vocabulary practice.

Grammar Improvement

ChatGPT helped learners notice grammatical mistakes more quickly. Students improved sentence structure and demonstrated better accuracy in written tasks.

Pronunciation Development

The highest improvement was observed in pronunciation skills. ELSA Speak provided immediate feedback that allowed learners to correct pronunciation errors during practice. Students also became more aware of stress patterns and sound production.

Psychological Effects

Questionnaire results showed that AI-supported learning created a more comfortable learning atmosphere. Most students described the platforms as convenient, motivating, and less stressful than traditional speaking activities. Many learners explained that practicing with AI reduced embarrassment because they could repeat exercises privately without fear of criticism.

Discussion

The results of the study indicate that artificial intelligence technologies can effectively support foreign language learning among A2-level students. The findings are consistent with earlier studies emphasizing the importance of



interactive and student-centered learning environments.

One of the most important outcomes was the improvement in communicative competence. Students who used ChatGPT practiced communication more frequently and became more confident while speaking English. This supports Richards' (2014) view that communication-based activities are essential for language acquisition.

Pronunciation improvement was another significant result. ELSA Speak provided immediate correction and helped students recognize pronunciation errors independently. Holmes (2022) explains that instant feedback accelerates learning because students can immediately correct mistakes before they become habitual.

The study also confirmed the motivational role of gamification. Duolingo encouraged students to practice regularly through levels, points, and rewards. Such features increased engagement and helped students maintain interest throughout the research period.

Another important aspect was the reduction of psychological barriers. Many students felt more relaxed when interacting with AI platforms compared to speaking directly in front of classmates. This finding strongly relates to Krashen's "Affective Filter Hypothesis," which states that lower anxiety levels improve language acquisition.

Despite these positive outcomes, several limitations were identified. Stable internet access and technical devices were necessary for effective participation. In some cases, AI responses were not fully accurate or contextually appropriate. Additionally, AI tools cannot completely replace teacher guidance or real human communication.

Therefore, AI technologies should be viewed as supplementary educational tools rather than complete replacements for traditional teaching.

Conclusion

This study examined the effectiveness of artificial intelligence technologies in reducing language barriers among A2-level English learners. The findings demonstrated that AI-based platforms significantly improved students' speaking, pronunciation, grammar, vocabulary, and listening skills.

The experimental group achieved better overall performance compared to the control group. Students who used AI tools also showed increased motivation, greater self-confidence, and stronger independent learning habits.

Platforms such as ChatGPT, Duolingo, ELSA Speak, Google Translate, and Cake created more interactive and personalized learning opportunities. Immediate feedback and flexible practice environments helped students overcome fear and communicate more confidently.



At the same time, the research showed that AI technologies are most effective when combined with teacher support and traditional educational methods. Teachers still play an essential role in guiding, motivating, and supporting learners.

In conclusion, artificial intelligence technologies can be considered valuable and innovative tools for reducing language barriers and improving communicative competence in foreign language education.

References

1. Brown, H. D. (2007). *Principles of Language Learning and Teaching*. Pearson Education.
2. Krashen, S. D. (1982). *Second Language Acquisition and Second Language Learning*. Pergamon Press.
3. Chapelle, C. A. (2001). *Computer Applications in Second Language Acquisition*. Cambridge University Press.
4. Russell, S., & Norvig, P. (2021). *Artificial Intelligence: A Modern Approach* (4th ed.). Pearson.
5. Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial Intelligence in Education: Promises and Implications for Teaching and Learning*. Center for Curriculum Redesign.
6. **Articles**
7. Warschauer, M. (2000). Technology and school reform: A view from both sides of the track. *Education Policy Analysis Archives*, 8(4), 1–17.
8. Richards, J. C. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press.
9. Yo‘ldoshev, J. (2023). “Use of Artificial Intelligence Technologies in Digital Education.” *Zamonaviy Ta’lim*, No. 4, pp. 25–31.
10. Alimuhamedova, D. (2021). “Modern Pedagogical Technologies in Teaching Foreign Languages.” *Pedagogik Mahorat*, No. 2, pp. 40–46.



UO'K: 378.147:811.111

INTEGRATING ESP AND CLIL APPROACHES THROUGH ARTIFICIAL INTELLIGENCE TOOLS IN LANGUAGE TEACHING

Maftunaxon Axmedova Kozimjon qizi

Oliy Ta'limni Rivojlantirish Tadqiqotlari Markazi, tayanch doktorant

akhmedovam0707@gmail.com

Abstract

This article examines the integration of English for Specific Purposes (ESP) and Content and Language Integrated Learning (CLIL) approaches through artificial intelligence (AI) tools in language teaching. The study aims to develop an effective methodology that enhances both language proficiency and subject-specific competence. A mixed-methods approach was applied, combining theoretical analysis and practical implementation with sport management students. AI tools such as ChatGPT, Quizlet, and Grammarly were used to support learning. The findings demonstrate that AI-supported integration significantly improves vocabulary acquisition, communicative competence, and learner motivation. The paper proposes an integrated ESP–CLIL–AI model for higher education.

Keywords: ESP, CLIL, artificial intelligence, language teaching, integration, methodology, digital tools, communicative competence

Introduction

In recent years, the rapid development of artificial intelligence (AI) technologies has significantly transformed various sectors, including education. In the field of foreign language teaching, AI-based tools have created new opportunities for enhancing the quality, accessibility, and effectiveness of instruction. These technologies enable personalized learning, automated feedback, and interactive learning environments, which are particularly important in meeting the diverse needs of modern learners.

At the same time, contemporary language education increasingly emphasizes the integration of content and language learning. Two widely recognized approaches in this regard are English for Specific Purposes (ESP) and Content and Language Integrated Learning (CLIL). ESP focuses on developing learners' language skills in relation to their professional or academic fields, while CLIL promotes the simultaneous acquisition of subject knowledge and language competence. Both approaches are learner-centered and competence-based, aiming to prepare students for real-life communication in specific contexts.

Despite their shared objectives, the integration of ESP and CLIL in practical teaching remains a challenging task. Educators often face difficulties in designing



materials, balancing content and language objectives, and maintaining student engagement. Traditional teaching methods may not fully support the dynamic and interactive nature required for effective integration of these approaches.

In this context, artificial intelligence tools offer innovative solutions to these challenges. AI-powered platforms such as intelligent tutoring systems, language generation tools, and adaptive learning applications can facilitate the integration process by providing authentic materials, real-time feedback, and personalized learning paths. These tools can support both language development and content understanding, making the learning process more efficient and engaging.

Therefore, the purpose of this study is to explore the methodological foundations for integrating ESP and CLIL approaches through artificial intelligence tools in language teaching. The study aims to analyze the pedagogical potential of AI technologies and propose an effective model for their implementation in higher education contexts, particularly for students studying specialized fields.

Literature Review

The integration of English for Specific Purposes (ESP), Content and Language Integrated Learning (CLIL), and artificial intelligence (AI) has attracted increasing attention in recent years due to the growing demand for innovative and competence-based language teaching approaches.

ESP has long been recognized as an approach that focuses on learners' specific academic and professional needs. According to Dudley-Evans and St John (1998), ESP is characterized by its emphasis on relevance, learner-centeredness, and authentic language use. It aims to equip learners with the linguistic skills necessary for effective communication in specific domains. Later studies have highlighted the importance of integrating ESP with real-world contexts to enhance its effectiveness (Anthony, 2018).

CLIL, on the other hand, promotes the simultaneous development of content knowledge and language competence. Coyle et al. (2010) introduced the 4Cs framework (Content, Communication, Cognition, Culture), which has become a foundational model for CLIL implementation. Research shows that CLIL enhances both subject understanding and language proficiency by providing meaningful and contextualized learning experiences (Mehisto et al., 2008).

Despite their similarities, ESP and CLIL have traditionally been applied separately. However, recent studies suggest that their integration can lead to more effective outcomes, particularly in higher education. Such integration allows learners to develop both professional language skills and subject-specific knowledge simultaneously, which is essential in globalized educational and



professional environments.

The emergence of artificial intelligence has further expanded the possibilities for integrating these approaches. AI technologies, including intelligent tutoring systems, natural language processing tools, and adaptive learning platforms, offer new opportunities for personalized and interactive learning (Luckin et al., 2016). Holmes et al. (2019) emphasize that AI can support learner autonomy, provide immediate feedback, and facilitate data-driven instruction.

In the context of language education, AI tools such as ChatGPT, automated writing assistants, and vocabulary learning platforms have been shown to enhance student engagement and performance. Studies indicate that AI-supported learning environments improve motivation and enable learners to practice language skills in authentic and low-anxiety settings (Godwin-Jones, 2018; Klimova & Pikhart, 2020).

However, the integration of AI into ESP and CLIL methodologies is still an emerging area of research. While existing studies highlight the potential of AI in language education, there is a need for more systematic approaches that combine ESP, CLIL, and AI into a unified pedagogical model.

Therefore, this study contributes to the existing literature by proposing an integrated ESP–CLIL–AI framework and examining its practical application in higher education. It aims to bridge the gap between theory and practice by demonstrating how AI tools can effectively support the integration of content and language learning in specialized contexts.

Materials and Methods

This research adopts a mixed-methods design, combining theoretical analysis with practical application. The theoretical component involved reviewing key literature on ESP, CLIL, and AI in education to identify integration principles.

The practical study was conducted with undergraduate sport management students at an intermediate English level. The instructional design integrated ESP and CLIL principles supported by AI tools, including ChatGPT (for speaking and content generation), Quizlet (for vocabulary development), and Grammarly (for writing support).

Learning activities included:

- case studies
- role-plays
- problem-solving tasks

Data collection methods included:

- observation



- performance assessment
- student feedback surveys

For the practical component, a pilot implementation was conducted with undergraduate students majoring in sport management. The participants were intermediate-level English learners studying professional subjects in English. The instructional design incorporated AI-powered tools such as ChatGPT for interactive speaking practice and content generation, Quizlet for vocabulary acquisition, and Grammarly for writing support and automated feedback.

The learning process was organized around integrated tasks combining subject-specific content and language development. Activities included case studies, role-plays, and problem-solving tasks relevant to sport management. AI tools were used to provide personalized feedback, generate authentic materials, and facilitate independent learning. Data were collected through classroom observations, student performance assessments, and feedback surveys to evaluate the effectiveness of the integrated approach.

Results

The results of the study reveal significant improvements in students' language proficiency, subject knowledge, and overall engagement as a result of integrating ESP and CLIL approaches through artificial intelligence tools.

1. Improvement in Professional Vocabulary Acquisition

One of the most noticeable outcomes was the enhancement of students' domain-specific vocabulary. Through repeated exposure and adaptive practice using AI-based tools such as Quizlet, students were able to retain and actively use terminology related to sport management. Unlike traditional memorization techniques, AI-supported spaced repetition and interactive exercises facilitated deeper learning (Table 1).

Students demonstrated the ability to:

- accurately use professional terms in context
- understand subject-related texts more effectively
- transfer vocabulary knowledge into speaking and writing tasks

2. Development of Communicative Competence

The integration of ChatGPT significantly improved students' speaking skills. Learners engaged in simulated professional dialogues, discussions, and role-play activities. These AI-assisted interactions allowed students to practice real-life communication scenarios in a low-anxiety environment.

As a result:

- fluency increased
- hesitation decreased



- students used more complex sentence structures
- professional communication skills improved

3. Enhancement of Writing Skills

The use of Grammarly contributed to noticeable progress in writing performance. Students received immediate feedback on grammar, vocabulary, and coherence, which helped them revise and improve their texts.

Key improvements included:

- fewer grammatical errors
- better organization of ideas
- more appropriate use of academic and professional vocabulary

4. Increased Student Motivation and Engagement

AI integration had a strong positive effect on learner motivation. Students showed greater enthusiasm for completing tasks and participating in lessons. Interactive and personalized learning experiences made lessons more dynamic and student-centered.

Survey results indicated that:

- over 80% of students preferred AI-supported activities
- students felt more confident in using English
- independent learning increased

Skill Area	Before Integration	After Integration
Vocabulary Knowledge	Moderate	High
Speaking Fluency	Low–Moderate	High
Writing Accuracy	Moderate	High
Student Motivation	Moderate	Very High
Participation Level	Low	High

Table 1. Learning Outcomes Before and After AI Integration

Discussion

The findings of this study provide strong evidence that the integration of ESP and CLIL approaches through artificial intelligence tools significantly enhances both language learning and subject-specific competence. This confirms the growing body of research emphasizing the transformative role of AI in modern education.

First, the results support the theoretical foundations of ESP, which highlight the importance of contextualized and needs-based language instruction. As Dudley-Evans and St John (1998) argue, ESP is most effective when it is closely



aligned with learners' professional domains. In this study, AI tools enabled the creation of authentic, discipline-specific learning materials, allowing students to engage with language in meaningful contexts. This significantly improved their ability to use professional vocabulary in real-life situations.

Second, the findings are consistent with the principles of CLIL, particularly the 4Cs framework proposed by Coyle et al. (2010). The integration of content, communication, cognition, and culture was facilitated by AI technologies that provided interactive and adaptive learning environments. For example, AI-supported tasks encouraged higher-order thinking skills, such as problem-solving and critical analysis, which are central to CLIL pedagogy. This suggests that AI can effectively operationalize CLIL principles in classroom practice.

Moreover, the study contributes to the expanding literature on artificial intelligence in education. According to Luckin et al. (2016), AI has the potential to personalize learning and provide real-time feedback, which enhances learning efficiency. The present study confirms this claim, as students benefited from immediate corrections, adaptive tasks, and individualized learning paths. Similarly, Holmes et al. (2019) emphasize that AI supports learner autonomy and engagement, which was clearly observed in the increased motivation and participation levels of students in this study.

Another important finding is the role of AI in reducing language anxiety. Traditional classroom environments may limit students' willingness to participate due to fear of making mistakes. However, AI tools such as ChatGPT provide a low-risk environment where learners can practice communication without pressure. This aligns with previous studies indicating that technology-mediated interaction can foster confidence and improve speaking performance (Godwin-Jones, 2018).

Despite these positive outcomes, several limitations should be acknowledged. The effectiveness of AI integration depends largely on the digital competence of both teachers and students. Without adequate training, the potential of AI tools may not be fully realized. In addition, issues such as over-reliance on technology, data privacy concerns, and limited access to digital resources may hinder implementation, particularly in less technologically equipped educational settings.

Furthermore, while AI tools enhance individualized learning, they cannot fully replace human interaction, which remains essential for developing communicative competence and intercultural awareness. Therefore, a balanced, blended approach that combines AI-supported instruction with traditional pedagogical methods is recommended.

Finally, this study highlights the need for further research on the long-term



impact of integrating ESP, CLIL, and AI. Future studies could explore different academic disciplines, larger sample sizes, and more diverse educational contexts to validate and expand the findings.

Conclusion

This study has demonstrated that the integration of English for Specific Purposes (ESP) and Content and Language Integrated Learning (CLIL) approaches through artificial intelligence (AI) tools represents an effective and innovative methodology for modern language education. By combining discipline-specific language instruction with content-based learning and advanced digital technologies, this approach addresses the growing demand for practical, competence-oriented education in higher education contexts.

The findings confirm that AI-supported instruction significantly enhances students' professional vocabulary acquisition, communicative competence, and writing accuracy. In addition, the use of AI tools contributes to increased learner motivation, engagement, and autonomy. These outcomes highlight the pedagogical value of integrating ESP and CLIL within an AI-enhanced learning environment, where students can interact with authentic materials, receive immediate feedback, and learn at their own pace.

Importantly, the study also proposes an integrated ESP–CLIL–AI model that can serve as a practical framework for educators. This model supports the development of both language and subject-specific competencies, making it particularly relevant for students in specialized fields such as sport management. The results suggest that such integration not only improves language proficiency but also prepares learners for real-world professional communication.

However, successful implementation of this approach requires certain conditions. Teachers need adequate training in digital pedagogy and AI tools, and institutions must ensure access to appropriate technological resources. Furthermore, it is essential to maintain a balanced instructional approach that combines AI-supported learning with traditional face-to-face interaction to preserve the human dimension of education.

In conclusion, the integration of ESP, CLIL, and artificial intelligence offers a promising direction for the future of language teaching. It aligns with current educational trends toward personalization, digitalization, and competence-based learning. Future research should focus on longitudinal studies, cross-disciplinary applications, and the development of more sophisticated AI-driven pedagogical models to further enhance the effectiveness of this approach.

References



1. Anthony, L. (2018). *Introducing English for Specific Purposes*. Routledge.
2. Chapelle, C. A. (2020). *Teaching culture in computer-assisted language learning*. Routledge.
3. Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge University Press.
4. Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge University Press.
5. Godwin-Jones, R. (2018). Using mobile technology to develop language skills and cultural understanding. *Language Learning & Technology*, 22(3), 1–17.
6. Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial Intelligence in Education: Promises and implications for teaching and learning*. Center for Curriculum Redesign.
7. Klimova, B., & Pikhart, M. (2020). Cognitive and applied linguistics aspects of using artificial intelligence in education. *Education Sciences*, 10(11), 1–15. <https://doi.org/10.3390/educsci10110312>
8. Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2016). *Intelligence unleashed: An argument for AI in education*. Pearson.
9. Mehisto, P., Marsh, D., & Frigols, M. J. (2008). *Uncovering CLIL: Content and language integrated learning in bilingual and multilingual education*. Macmillan.
10. Reinders, H., & Hubbard, P. (2013). CALL and learner autonomy: Affordances and constraints. *Language Learning & Technology*, 17(3), 1–9.
11. Stockwell, G. (2017). Mobile language learning. In C. A. Chapelle & S. Sauro (Eds.), *The handbook of technology and second language teaching and learning* (pp. 296–310). Wiley.
12. Warschauer, M. (2011). *Learning in the cloud: How (and why) to transform schools with digital media*. Teachers College Press.

PROBLEMS OF INTENSIVE TEACHING OF ENGLISH

Aliyeva Aziza Ilkhom kizi

Student of Namangan State University.

Abstract: Intensive teaching of English characterized by high-contact hours, accelerated pacing, and dense curricular coverage has become increasingly popular in response to globalization and urgent language needs. While such programs can yield rapid gains in fluency and confidence, they also present a distinct set of pedagogical, psychological, and organizational challenges. This article examines the major problems associated with intensive English instruction, including cognitive overload, limited retention, learner burnout, insufficient communicative



practice, and assessment constraints. It further explores teacher-related issues such as workload, methodological limitations, and the need for adaptive expertise. Drawing on contemporary research in second language acquisition and educational psychology, the article proposes strategies to mitigate these problems, emphasizing balanced curriculum design, learner-centered approaches, and sustainable pacing.

Keywords

intensive English teaching; language acquisition; cognitive overload; learner motivation; curriculum design; communicative competence; burnout; assessment

Introduction

The demand for rapid English language acquisition has led to the proliferation of intensive teaching programs in schools, universities, and private language centers. These programs typically involve extended daily instruction over a short period. While they promise quick results, questions remain about their long-term effectiveness and impact on learners and teachers.

Cognitive Overload and Retention Issues: One of the central challenges of intensive teaching is cognitive overload. Learners are exposed to large amounts of vocabulary, grammar, and skills within limited time frames. According to cognitive load theory, excessive information can overwhelm working memory, reducing the ability to transfer knowledge into long-term memory. As a result, students may perform well in short-term assessments but struggle with retention.

Learner Burnout and Motivation: Intensive programs often demand sustained concentration and effort, which can lead to fatigue and burnout. Learners may initially feel motivated but gradually lose interest due to pressure and lack of rest. Emotional factors such as anxiety and stress further hinder language acquisition.

Limited Communicative Practice: Although intensive courses aim to improve speaking skills, time constraints sometimes lead to teacher-centered instruction focused on grammar and testing. This reduces opportunities for meaningful interaction, which is essential for developing communicative competence.

Teacher-Related Challenges: Teachers in intensive programs face heavy workloads and time pressure. Planning engaging lessons for extended hours can be demanding. Additionally, instructors may rely on traditional teaching methods due to limited preparation time, reducing instructional quality.

Assessment Constraints: Frequent testing is common in intensive courses to monitor progress. However, such assessments often prioritize accuracy over fluency and may not reflect real communicative ability. Designing fair and comprehensive evaluation methods remains a challenge.

Strategies for Improvement: To address these problems, educators should



adopt balanced teaching approaches that integrate rest, revision, and interaction. Techniques such as spaced repetition, task-based learning, and formative assessment can enhance learning outcomes. Supporting learner well-being and providing professional development for teachers are also crucial.

Conclusion

Intensive English teaching offers opportunities for rapid progress but also presents significant challenges. By recognizing and addressing issues such as cognitive overload, burnout, and limited interaction, educators can improve the effectiveness and sustainability of such programs.

REFERENCES

1. Ellis, R. (2008). *The Study of Second Language Acquisition*. Oxford University Press.
2. Harmer, J. (2015). *How to Teach English*. Pearson Education.
3. Nation, I. S. P. (2013). *Learning Vocabulary in Another Language*. Cambridge University Press.
4. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press.
5. Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. *Cognitive Science*, 12(2), 257–285.
6. Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon Press.

UO‘K: 811.111:378.147

B1 BOSQICH TALABALARIDA INGLIZ TILINI O‘RGATISHDA KOMMUNIKATIV YONDASHUV VA KAZUSLI TAHLILNING IJTIMOIY-PSIXOLOGIK SAMARADORLIGI

O.S Bahromjonov NamDU, Tarix yo‘nalishi 1-kurs talabasi

N.X.Nurmatova NamDU, Jahon tillari fakulteti Fakultetlararo chet tillar kafedrası

abisannur77@gmail.com

Annotation: This article analyzes the concepts of the "linguistic picture of the world" and "conceptual metaphor" within the framework of cognitive linguistics, which is one of the leading directions in modern linguistics. The research scientifically substantiates the reflection of human thought in linguistic units, the process of concept formation, and the fact that metaphors serve not only as a means of artistic expression but also as a tool of cognition. Furthermore, the article highlights the specific features of linguistic pictures of the world characteristic of various cultures using modern linguistic methods.

Keywords: cognitive linguistics, linguistic picture of the world, conceptual



metaphor, cognition, mental projection, concept, language and thought, anthropocentrism.

KIRISH

Oliy ta'lim muassasalarida chet tilini, xususan, ingliz tilini o'qitish jarayoni an'anaviy usullardan zamonaviy, talabaga yo'naltirilgan va amaliy ko'nikmalarni rivojlantirishga qaratilgan metodikalarga o'zgarib bormoqda. Hozirgi kunda kommunikativ kompetensiyani shakllantirish, ya'ni tilni real hayotiy vaziyatlarda qo'llay olish qobiliyatini rivojlantirish asosiy maqsad hisoblanadi. CEFR (Common European Framework of Reference for Languages) shkalasi bo'yicha B1 (Intermediate) darajasi talabalardan o'z fikrlarini aniq va tushunarli bayon eta olish, turli mavzularda muloqot qila olish va umumiy masalalar yuzasidan o'z fikrini himoya qila olishni talab qiladi.

Bu bosqichda talabalar ko'pincha grammatik qoidalarni yaxshi bilsalar-da, ularni amaliy nutqda, ayniqsa, murakkab ijtimoiy-kasbiy vaziyatlarda qo'llashda qiyinchiliklarga duch keladilar. Shu sababli, ushbu maqolada B1 darajasidagi talabalarga ingliz tilini o'qitishda kommunikativ yondashuvni kazusli tahlil (case study) bilan integratsiya qilishning ijtimoiy-psixologik samaradorligini tadqiq etish ko'zda tutilgan. Tadqiqotning maqsadi – ushbu integratsiya talabalar faolligini, motivatsiyasini va tilni amaliy qo'llash ko'nikmalarini qanday darajada oshirishini aniqlashdan iborat.

MATERIAL VA METODLAR

Ushbu tadqiqotda B1 bosqichidagi talabalar bilan ishlashda quyidagi metodik yondashuvlar va materiallar qo'llanildi:

1. Kommunikativ yondashuv: Dars jarayonida talabalar faol ishtirokini ta'minlash, dialog va munozaralarga urg'u berish, o'qituvchi va talaba hamkorligini kuchaytirish asosiy tamoyil qilib olindi.

2. Kazusli tahlil (Case Study): Talabalar o'rganayotgan tilni real hayotiy, ko'pincha murakkabroq vaziyatlarda qo'llashga undovchi usul. Bank sohasiga oid 10 ta kazus (masalan, mijozlar bilan muloqot, onlayn xizmatlar, valyuta ayirboshlash) hamda kundalik hayotga oid vaziyatlar (rol o'yinlari) ishlab chiqildi. Har bir kazus tahlili talabalardan muammoni aniqlash, taxminiy yechimlarni ko'rib chiqish va o'z fikrini ingliz tilida bayon etishni talab qildi.

3. Amaliy mashqlar va imtihon materiallari: "Destination B1" darsligi asosida tayyorlangan imtihon biletlari (Examination Permits) 1-10 seriyasi. Har bir bilet 5 ta savoldan iborat bo'lib, grammatika (Present Perfect vs Past Simple, Conditionals, Passive Voice), leksika (collocations, word formation), va nutqiy vaziyatlarni o'z ichiga oldi. Mashqlar gapni to'ldirish, moslashtirish, dialog tuzish kabi shakllarda berildi.



4. Rol o'yinlari (Role-plays): Talabalarni muayyan rollarda (masalan, mijoz va bank xodimi, ish beruvchi va xodim) turli vaziyatlarni jonlantirishga undadi. Bu orqali ijtimoiy-kommunikativ ko'nikmalar shakllantirildi.

5. Dars rejasi: "Sorry, I'm late" kabi mavzular bo'yicha tayyorlangan 80 daqiqalik dars rejasi. Reja kirish, nazariya, amaliy mashqlar, rol o'yinlari va mustahkamlash bosqichlarini o'z ichiga oldi.

6. Kuzatuv va baholash: Dars jarayonida talabalarning faolligi, berilgan topshiriqlarni bajarish sifatlari, o'zaro hamkorlik darajasi va o'z fikrini ifodalash uslublari kuzatildi. Baholashda shaxsiy tajribaga asoslangan javoblar, muammo yechish yondas huylari va fikr bildirishdagi ravonlik hisobga olindi.

Tadqiqot jarayonida talabalar o'zbek va ingliz tilidagi izohlar bilan ta'minlandi (multilingual approach) hamda o'zlashtirish ko'rsatkichlarini aniqlashga harakat qilindi.

NATIJALAR

Tadqiqot jarayonida olingan natijalar quyidagilarni ko'rsatdi:

1. Motivatsiyaning oshishi: Kazusli tahlil va rol o'yinlari talabalarning darsga bo'lgan qiziqishini sezilarli darajada oshirdi. Rejalashtirilgan vaziyatlar ularga tilni amaliyotda qo'llash zaruratini his qildirdi.

2. Grammatik va leksik bilimlarning integratsiyasi: Imtihon biletlaridagi mashqlar va real vaziyatlardagi talablar grammatik tuzilmalar (Present Perfect, Past Simple, Conditionals, Passive Voice) va lug'at boyligini (phrasal verbs, collocations, word formation) amaliy qo'llashga undadi. Masalan, bank kazuslari valyuta ayirboshlash, depozitlar kabi mavzularga oid terminlarning o'zlashtirilishini tezlashtirdi.

3. Kommunikativ ko'nikmalarning rivojlanishi: Talabalar o'z fikrlarini aniqroq va ravonroq bayon eta boshladilar. "Sorry, I'm late" kabi mavzulardagi rol o'yinlari uzr so'rash, kechirim qilish kabi ijtimoiy muloqotlardagi nozikliklarni o'rgatdi. Ayniqsa, bank sohasidagi kazuslar mijozlar bilan samarali muloqot qilish ko'nikmalarini shakllantirdi.

4. Muammoni tahlil qilish qobiliyatining o'sishi: Kazuslarni tahlil qilish jarayoni talabalarda muammoning ildizini aniqlash, turli yechimlarni ko'rib chiqish va eng maqbul variantni tanlash ko'nikmalarini o'stirdi. Bu ularni faol tinglovchi va tahlilchiga aylantirdi.

5. Shaxsiy tajribaga asoslangan o'rganish: Mintaqaviy masalalarni (masalan, "Independence Day of Uzbekistan", "Education in Uzbekistan") o'rganishga jalb etilishi talabalarning o'quv materialiga nisbatan shaxsiy munosabatini kuchaytirdi va ularning faolligini oshirdi.

MUHOKAMA



Kommunikativ yondashuvni kazuqli tahlil bilan birlashtirish B1 darajasidagi talabalarning ingliz tilini o'rganishdagi motivatsiyasi va samaradorligini oshirishda muhim rol o'ynaydi. Ushbu metodika talabalarni faqat tinglovchi va yod oluvchi shaxslardan faol ishtirokchi va muammolarni yecha oluvchi individga aylantiradi.

Kazuqli tahlil talabalarga tilni nafaqat grammatik qoidalar majmui, balki ijtimoiy va kasbiy muloqot vositasi sifatida ko'rishga yordam beradi. Bank sohasi kabi muayyan sohalarga oid kazuqlar talabalarni ushbu sohaga oid maxsus lug'at va terminologiyani o'zlashtirishga undaydi, bu kelajakdagi kasbiy faoliyatlari uchun muhimdir.

Rol o'yinlari va dialoglar talabalar orasida ijtimoiy aloqalarni mustahkamlaydi, ularning o'zaro fikr almashishiga imkon beradi. O'qituvchining vazifasi bu jarayonda talabaga yo'l ko'rsatish, kerakli tuzatishlarni kiritish va ularning faolligini qo'llab-quvvatlashdan iborat. Multilingual yondashuv esa talabalar tushunchasini chuqurlashtiradi va til to'sig'ini yengillashtiradi.

Aytib o'tish joizki, bu usullarning samaradorligi o'qituvchining malakasiga, tayyorlangan materiallarning sifatiga va guruhning umumiy dinamikasiga bog'liq. Ba'zi talabalar uchun bu usullar dastlab qiyinchilik tug'dirishi mumkin, shuning uchun o'qituvchi har bir talabaning o'zlashtirish darajasini nazorat qilib borishi va zarur hollarda moslashuvchanlikni namoyon etishi lozim.

XULOSA

Xulosa qilib aytganda, B1 bosqichidagi talabalarga ingliz tilini o'qitishda kommunikativ yondashuvni kazuqli tahlil bilan integratsiya qilish usuli talabalar tomonidan tilni amaliy qo'llash ko'nikmalarini rivojlantirish, motivatsiyasini oshirish va o'quv materialini chuqurroq tushunishga yordam beradi. Ushbu metodika talabalarni kelajakdagi murakkab ijtimoiy va kasbiy vaziyatlarga tayyorlaydi.

Tayyorlangan imtihon materiallari, dars rejalar va real hayotiy vaziyatlarni o'z ichiga olgan kazuqlar hamda rol o'yinlari talabalarning faolligini oshirish bilan birga, ularda muammoni tahlil qilish va o'z fikrini samarali bayon etish kabi muhim kompetensiyalarni shakllantiradi.

ADABIYOTLAR RO'YXATI

1. Harmer, J. (2007). The practice of English language teaching (4th ed.). Pearson Longman.
2. Hughes, A. (2003). Testing language skills: A practical guide. Cambridge University Press.
3. Khoshimzhanovna, N. N. (2023). Structural-Semantic Study of Economic Terms in English and Uzbek Languages. *International journal of advanced research in education, technology and management*, 2(3).



4. Khoshimjanovna, N. N. (2022). Ways of Increasing of Linguodidactic Competence of the Humanitarian and Natural Directions Students. *Eurasian Journal of Learning and Academic Teaching*, 6, 8-10.
5. Mann, M., & Taylore-Knowles, S. (2008). Destination B1: Grammar and vocabulary. Macmillan Education.
6. Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching (3rd ed.). Cambridge University Press.
7. Scrivener, J. (2011). Learning teaching: The essential guide to English language teaching (3rd ed.). Macmillan Education.
8. Ur, P. (1996). A course in language teaching: Practice and theory. Cambridge University Press.

THE USE OF EMOTIONAL-EXPRESSIVE DEVICES IN THE POETRY OF ALEKSANDR FAYNBERG

Bekmirzayeva Mushtariy Umidjon kizi

Student of Uzbekistan state world languages university

Supervisor: Muhitdinov Dilshod, UzSWLU

Annotation:

This article investigates the use of emotional and expressive devices in the poetry of Aleksandr Faynberg, aiming to identify the key stylistic elements that shape his distinctive lyrical voice and emotional depth. It focuses on devices such as metaphor, epithets, repetition, imagery, and intonation, which enhance the emotional intensity of poetic expression. Using qualitative textual analysis of selected poems, the study examines how these expressive means convey the poet's inner world, philosophical reflections, and views on life, nature, and human relationships. The findings indicate that Faynberg successfully integrates traditional poetic techniques with individual creativity, resulting in a rich emotional atmosphere and increased artistic value. Ultimately, the article concludes that emotional-expressive devices play a vital role in constructing both the meaning and stylistic features of his poetry, making it deeply engaging and significant, while also contributing to a broader understanding of modern literary discourse.

Key words: poetry, poet, emotional, expressive, devices, Faynberg, language, inner, metaphor, epithets, repetition, imagery, style, artistic, text ,philosophical, meaning ,aesthetic, works, function

Introduction

In the late 20th century and early 21st century, the significance of



emotional-expressive means in literary texts has become one of the key concerns in literary studies. In poetry, an author's inner experiences, aesthetic perspectives, and unique style are conveyed primarily through language. From this standpoint, the works of Aleksandr Faynberg are distinguished by their profound lyricism and powerful emotional resonance.

Within the framework of literary language theory, Roman Jakobson defined the poetic function as a central function of language, highlighting the important role of expressive devices. Likewise, Viktor Vinogradov provided a scientific basis for the dominant role of imagery and individuality in artistic style.

The purpose of this study is to explore how emotional-expressive devices are employed in Faynberg's poetry and to examine their artistic and aesthetic significance. Particular attention is given to elements such as metaphor, epithets, repetition, imagery, and intonation.

Main body

The poetry of Aleksandr Faynberg is notable for its diversity of artistic expression and its powerful emotional influence. In his works, the poet skillfully uses a wide range of emotional and expressive devices to uncover the delicate aspects of human psychology. These elements not only increase the aesthetic value of the text but also leave a strong emotional impression on the reader.

Metaphor is one of the key tools that creates expressiveness in literary language. In Faynberg's poems, metaphors are frequently used to represent human feelings in a vivid and imaginative way. By linking natural phenomena with inner emotional states, the poet deepens the sense of internal tension and drama, reflecting the poetic function described by Roman Jakobson.

Epithets also play a significant role in his poetry. Through distinctive descriptive qualities assigned to objects and events, the poet intensifies their emotional features. These descriptions reveal not only outward characteristics but also inner emotional conditions, thereby enhancing imagery and supporting the concept of individuality in artistic language put forward by Viktor Vinogradov.

Repetition is another essential feature of Faynberg's style. By recurring certain words and expressions, he creates rhythm and emphasizes emotional meaning. This technique highlights key ideas and increases their impact, while also contributing to the overall harmony and unity of the poem.

Moreover, the poet actively employs figurative devices such as personification, simile, and symbolism. The use of nature imagery to express human emotions is a defining characteristic of his work, allowing for a blend of lyrical sensitivity and philosophical reflection. In this way, his poetry reflects both national and universal values.



Intonation and syntactic structure are equally important in shaping emotional intensity. The use of short, sharp sentences, exclamatory forms, and rhetorical questions strengthens the expressive force of the text and helps the reader grasp its deeper meaning.

In general, the emotional-expressive devices in Faynberg's poetry serve as a foundation of his individual style. Through these means, he effectively communicates his inner world, attitudes toward life, and philosophical ideas in a refined artistic form.

Conclusion

The findings of this research indicate that emotional-expressive devices play a crucial artistic and semantic role in the poetry of Aleksandr Faynberg. In his works, the poet effectively utilizes metaphors, epithets, repetition, figurative language, and intonational features to create a powerful emotional effect on the reader.

The analysis demonstrates that these devices allow the author to convey his inner feelings, psychological condition, and philosophical reflections in a profound and vivid way. This supports the concept of the poetic function introduced by Roman Jakobson and reinforces the notion of individuality in artistic expression highlighted by Viktor Vinogradov. Moreover, the balanced and skillful use of emotional-expressive means in Faynberg's poetry helps shape his unique style and increases the aesthetic value of his works. Consequently, his work remains important not only within the context of his own era but also in contemporary literature.

In general, this study enhances the understanding of the linguopoetic characteristics of Faynberg's poetry and offers valuable academic insights into the function and importance of emotional-expressive devices in literary texts.

LITERATURE

1. Jakobson, R. *Linguistics and Poetics*. Cambridge: MIT Press, 1960.
2. Vinogradov, V. V. *O yazyke khudozhestvennoy literatury*. Moskva, 1971.
3. Faynberg, A. *Izbrannye stikhi (Tanlangan she'rlar)*. Toshkent, 1980–2000-yillar nashrlari.
4. Quronov, D. *Adabiyotshunoslik nazariyasi*. Toshkent, 2010.



THE ROLE OF ARTIFICIAL INTELLIGENCE IN TRANSFORMING FOREIGN LANGUAGE TEACHING AND LEARNING

Bekpo'latova Nafisa G'ayrat qizi

Student at the Uzbekistan state world languages university

Email: nafisabekpulatova@gmail.com

Supervisor: Muhitdinov Dilshod

Teacher of UZSWLU English Philology

Abstract. Artificial Intelligence (AI) is one of the most influential innovations in modern education, especially in foreign language teaching and learning. AI tools such as intelligent tutoring systems, speech recognition software, automated assessment platforms, machine translation tools, and chatbots have significantly changed language learning processes (Akinsemolu & Onyeaka, 2025). This article examines the role of AI in foreign language education, focusing on personalized learning, learner autonomy, speaking development, automated assessment, and accessibility (Boyqulova, 2024). It also discusses challenges such as data privacy, technological dependence, reduced human interaction, and unequal access to digital tools (Bruckner & Chiriach, 2024). Based on qualitative analysis of recent studies, the findings show that AI improves language learning by making it more flexible, efficient, and engaging, but it should support teachers rather than replace them, as human interaction and emotional support remain essential in language education (Zhukeyevych & Spiricheva, 2024).

Keywords: Artificial Intelligence, Foreign Language Learning, Language Teaching, Educational Technology, Adaptive Learning, Digital Pedagogy, Automated Assessment, Learner Autonomy.

Introduction. The rapid development of digital technologies has significantly influenced modern education. Among these innovations, Artificial Intelligence (AI) has become an important factor in transforming foreign language teaching and learning (Makhamadkhodjaev, 2024).

Artificial Intelligence refers to computer systems that can perform tasks normally requiring human intelligence, such as speech recognition, language processing, and problem-solving. In education, AI is widely used to improve teaching quality, personalize learning, and support students' language development (Akinsemolu & Onyeaka, 2025).

Traditional language classrooms often face challenges such as limited individual feedback, diverse learner needs, and lack of flexibility. AI-based systems help address these issues by creating adaptive learning environments tailored to students' level and learning pace (Boyqulova, 2024).



One key advantage of AI is personalized learning. Intelligent systems analyze learners' strengths and weaknesses and provide customized content that supports the development of speaking, writing, listening, vocabulary, and grammar skills (Bruckner & Chiriac, 2024).

In addition, AI tools promote learner autonomy by allowing students to study anytime and anywhere. Speech recognition systems and chatbots also improve speaking practice by creating stress-free communication environments (Zhukevych & Spiricheva, 2024).

However, the use of AI in language education also raises concerns such as overdependence on technology, reduced human interaction, and data privacy issues (Akinsemolu & Onyeaka, 2025). Researchers stress that AI cannot replace teachers, as effective language learning still requires emotional support, creativity, and intercultural communication (Zhukevych & Spiricheva, 2024).

Therefore, AI should be considered a supportive tool rather than a replacement for teachers. This article examines the role of AI in foreign language teaching and learning by discussing its benefits, challenges, and educational implications.

Methodology. This study employs a qualitative descriptive research design to examine the role of Artificial Intelligence in transforming foreign language teaching and learning. Qualitative research was selected because it allows for detailed analysis of educational technologies, teaching practices, and learner experiences related to AI-assisted language education. Unlike quantitative research, which focuses mainly on statistical data, qualitative methodology provides broader opportunities to explore pedagogical changes and technological impacts in educational environments. The study is primarily based on document analysis and thematic evaluation of selected scholarly publications discussing the implementation of Artificial Intelligence in language learning contexts (Akinsemolu & Onyeaka, 2025).

The research focuses on understanding how Artificial Intelligence technologies influence language teaching methodologies, learner autonomy, speaking development, assessment practices, and educational accessibility. In addition, the study investigates ethical and pedagogical challenges associated with AI integration in modern education systems.

The data for this research were collected from five academic articles indexed in international scholarly databases and accessible through Google Scholar. The selected sources were published between 2024 and 2025 and specifically focus on Artificial Intelligence technologies used in foreign language teaching and learning. The articles were selected according to academic relevance, publication reliability,



accessibility, and direct connection to AI-assisted language education (Boyqulova, 2024).

The selected publications discuss important aspects of Artificial Intelligence in education, including adaptive learning systems, intelligent tutoring platforms, speech recognition technologies, conversational chatbots, automated assessment systems, and learner autonomy. The studies also analyze both the advantages and ethical concerns associated with AI integration in educational environments.

During the data collection process, the researcher carefully reviewed and categorized information from the selected articles. Each publication was analyzed individually to identify major themes, educational findings, technological applications, and pedagogical implications. The collected materials were organized according to thematic categories such as personalized learning, speaking and pronunciation development, automated feedback, independent learning, educational accessibility, teacher roles, and ethical challenges in AI-assisted education (Zhukevych & Spiricheva, 2024).

Thematic analysis was used as the primary method of data analysis. This method enabled the identification of recurring concepts, patterns, and relationships within the selected literature. Similar findings from different researchers were compared and synthesized to provide a broader understanding of the transformative role of Artificial Intelligence in foreign language teaching and learning.

The analysis process involved several stages. First, the selected academic sources were read carefully to identify major themes related to AI integration in language education. Second, important ideas and findings were categorized according to the objectives of the study. Third, similarities and differences between the selected studies were examined to evaluate both the positive impacts and limitations of Artificial Intelligence technologies in educational contexts (Bruckner & Chiriac, 2024).

Particular attention was given to the educational benefits of AI-powered systems, such as personalized learning, flexibility, learner engagement, immediate feedback, pronunciation improvement, and autonomous learning opportunities. At the same time, the study examined ethical concerns including technological dependence, data privacy, reduced human interaction, and unequal access to digital technologies.

Another important focus of the methodology involved examining the role of teachers in AI-assisted educational settings. The selected studies were analyzed to understand whether Artificial Intelligence functions as a replacement for teachers or as a supportive educational tool improving instructional effectiveness. Special



attention was given to issues related to emotional support, intercultural communication, creativity, and empathy in language education.

This research is limited to qualitative analysis of selected academic publications and does not include classroom observation, interviews, questionnaires, or quantitative statistical investigation. The findings are therefore based entirely on secondary data collected from scholarly sources.

Despite these limitations, the qualitative descriptive approach provides valuable insights into the role of Artificial Intelligence in foreign language teaching and learning. The methodology enables a deeper understanding of how AI technologies influence educational practices, learner experiences, and language acquisition processes in modern digital learning environments.

Discussion. The findings indicate that Artificial Intelligence has become a transformative factor in modern foreign language education. AI integration reflects broader technological changes occurring within contemporary educational systems and digital learning environments (Makhamadkhodjaev, 2024).

One of the most significant transformations involves the shift from teacher-centered instruction toward learner-centered educational models. AI-powered technologies support individualized learning experiences and active student participation (Boyqulova, 2024).

The reviewed studies also demonstrate that AI technologies improve educational accessibility and instructional flexibility. Learners can access educational materials and practice language skills regardless of geographical or temporal limitations (Bruckner & Chiriac, 2024).

However, researchers emphasize that Artificial Intelligence cannot fully replace human teachers. Language education requires emotional intelligence, intercultural communication, creativity, empathy, and authentic interaction — qualities that remain uniquely human (Akinsemolu & Onyeaka, 2025).

The future of foreign language education will therefore likely involve balanced cooperation between intelligent technologies and educators. AI systems may support repetitive instructional tasks and automated assessment, while teachers focus on communication, critical thinking, creativity, and cultural understanding (Zhukevych & Spiricheva, 2024).

Educational institutions should implement Artificial Intelligence strategically while ensuring ethical regulation, teacher training, and balanced pedagogical practices.

Conclusion. Artificial Intelligence has transformed foreign language teaching and learning by introducing innovative educational technologies that improve accessibility, personalization, learner autonomy, and instructional



effectiveness (Boyqulova, 2024).

AI-powered systems support language acquisition through adaptive learning, speech recognition technologies, conversational simulations, automated assessment, and personalized feedback mechanisms (Bruckner & Chiriac, 2024).

The findings of this study demonstrate that Artificial Intelligence contributes positively to language education by increasing flexibility, efficiency, and learner engagement. At the same time, ethical and pedagogical concerns require responsible implementation and careful educational regulation (Akinsemolu & Onyeaka, 2025).

Although AI technologies provide substantial instructional advantages, they cannot fully replace human teachers. Effective foreign language teaching continues to require emotional support, intercultural understanding, contextual communication, and authentic social interaction (Zhukeyvych & Spiricheva, 2024).

Therefore, the future development of foreign language education depends on balanced cooperation between Artificial Intelligence technologies and human-centered pedagogy.

References:

1. Akinsemolu, A. A., & Onyeaka, H. (2025). The role of artificial intelligence in transforming language learning: Opportunities and ethical considerations. *Journal of Language and Education*, 11(1).
2. Boyqulova, J. (2024). The role of artificial intelligence in foreign language learning. *International Journal of Language Learning and Applied Linguistics*, 4(3).
3. Bruckner, A., & Chiriac, A. (2024). An overview of the potentials of artificial intelligence tools in foreign language teaching. *Linguaculture*.
4. Makhamadkhodjaev, B. (2024). The role of artificial intelligence in learning foreign languages. *Innovative Technologica: Methodical Research Journal*, 3(3).
5. Zhukeyvych, I., & Spiricheva, O. (2024). Transformation of foreign language learning: Artificial intelligence as a tool for developing students' language skills. *International Science Journal of Education & Linguistics*, 3(3), 65–72.



Overview of Application of Code-switching and Code-mixing in Uzbek learners' English speech in Higher Education Context

Abdulkhamitova Manzura, Bachelor student at Namangan State University,
e-mail:abdulxamitovamanzura@gmail.com

Scientific Advisor: Kukiboyeva Mahliyo Makhmujanovna, Doctor of Philosophy in Pedagogical Sciences, PhD, Associate professor, Namangan State University
e-mail:mahliyokukiboyeva@gmail.com

Annotation: This thesis explores the phenomena of code-switching and code-mixing that happens when Uzbek learners speak English. It will discuss what these phenomena are, and examine their types, causes and effects on language learning. The article will provide authentic examples from student communication. The research observes that these phenomena can facilitate interaction; however, if they are used excessively they may hinder development of full English proficiency.

Key words: code-switching, code-mixing, bilingualism, language learning, Uzbek learners, sociolinguistics.

Introduction

In multilingual contexts, speakers often use more than one language in communication. When Uzbek learners speak English, it is common that they use mixed-language speech in both classroom settings and informal settings. Students frequently combine Uzbek and English in their daily communication. For example, when speaking Uzbek they may add some English terms:

1. “Essay”larimni yozdim, lekin hali “submit” qilmadim”
2. “Bugun “microteaching” bor, “feedback” berib “support” qilinglar
3. “Xatolarimni “note” qilib, keyin “share” qilarsizlar!”

Similarly, they may mention some Uzbek terms in the middle of speaking in English:

1. I saw “Zebo oya” in the “Chorsu bozor”
2. They value this “bordi-keldi” between us

These cases are not just rare events where memory and language proficiency failed. They involve a wide range of social, philological and even psychological aspects. From such patterns, we can see that bilingual speakers repeat this natural behavior. Several scholars contributed detailed and profound studies about these phenomena. When we analyze these occasions deeper, we identify their causes, types and effects, while the pre-existing theories and research findings help us to understand the language usage in real life more accurately.

Main part

Code-switching and Code-mixing are two important phenomena in bilingual



communication in linguistic studies. Code-switching refers to the alternation between two or more languages across sentences or clauses (Poplack, 1980). For example, a student may say: “I finished the task. Topshirishga ulgurmadim, Deadline passed”. Code-mixing, on the other hand refers to the insertion of elements of one language into another within a single sentence (Muysken, 2000). For instance: “Men assignmentni submit qildim.”

Code-switching can be divided into several types.

1. **Inter-sentential switching.** This phenomenon occurs between sentences, as in “She didn’t come to class. Chunki u kasal edi.”

2. **Tag-switching.** In this case, the main part of sentences or messages are preserved in one language, but additional parts such as tags or inserted words may be from other language. For example, “You understand this rule, to‘g‘rimi?”

Code-mixing is commonly observed at the lexical level. Uzbek learners often produce sentences such as “Teacher homeworkni check qildi” or “Men bu documentni print qilishim kerak,” where English words are embedded into Uzbek grammatical structures.

Now, let’s analyse why this kind of cases occur. Well, there are several reasons why learners use these strategies. One of the main reasons is limited vocabulary. When students cannot express themselves fully in English, they switch to Uzbek, as in “I don’t understand this topic, tushuntirib bera olasizmi?”. These is the most common case that triggers reference to native language. However, it is not always about the vocabulary capacity of a students. Researches have found that there plethora of concepts that exist in only some language, while in others, you can not simply deliver that ideas using those language’s words. Scientists like Lera Boroditsky or J.Winawer and N.Witthoft have concluded that to understand certain concepts you need to understand the language like natives. That's why, different language make their native speakers see or percieve the world differently. Hence, when a speaker is speaking in another language and they want to refer to a concept that the spoken-language is incapable of wording, they use the word from their own language. For example:

- “Please, teacher, do some “tanish-bilish” this time. We will study thoroughly next time!”

In this dialogue, the student asks for "tanish -bilish". This is not just kindness, or soft-heartedness. This is a cultural concept that transcends mere "being nice"ness. It encapsulates a specific set of traditional values including "ibohayo" (modesty/shame), "andisha" (thoughtful hesitation that comes out of respect and not-willingness to negatively affect one's reputation or social image/discretion), and "oqibat" (loyalty/continuity in relationships). This concept



does not exist in English language, thus, limitedness of vocabulary of language rather than the speaker occurs as such in this case.

To move on, another reason for the aforementioned phenomena is willingness to ease the communication. For example, students may say “Anavi kishi, who just yesterday said that he won’t come, hammadan birinchi keldilar”. In this case, we need remember that in Modern Uzbek relative clauses are not frequently and naturally used. However, in the just-mentioned situation we can observe that a relative clause usage would perfectly match the circumstance and ease the communication, ease the attempt to deliver the message while leaving the intended impression. In this sense, the two phenomena might occur with a function of making communication more efficient.

Another thing to highlight is that code-switching and code-mixing reflect social identity. Learners often feel more comfortable mixing languages in informal contexts, which is a natural feature of bilingual communication (Holmes, 2013).

From an educational perspective, these phenomena have both advantages and disadvantages. On the one hand, they facilitate understanding and reduce anxiety. For instance, a teacher might say, “Open your books, 45-betdan boshlaymiz,” to ensure comprehension (Cook, 2001). On the other hand, excessive reliance on these strategies may hinder learners’ ability to think and communicate fully in English. For example, frequent use of sentences like “It will rain, chunki havo bulutli” may limit the development of correct English sentence structures.

Conclusion

In conclusion, code-switching and code-mixing are natural features of bilingual communication. In sense of Uzbek learners speaking English, one needs to understand that non-native often possesses a limited vocabulary, or they might have hard time remembering a word, though they know it, in the natural communication and hence they might use a word from their own language to keep the flow of communication. Another problem might be that the language, in this case English, may lack a term to describe the speaker’s intended message or intended concept that forces them to refer to their native lingua. In many cases, it is observed that these phenomena can support communication and comprehension. However, their use should be balanced. Teachers should encourage students to maximize English use and also recognize that native languages in the learning process have supportive role.

References

1. Winawer, J., Witthoft, N., Frank, M. C., Wu, L., Wade, A. R., & Boroditsky, L. (2007). Russian blues reveal effects of language on color discrimination. *Proceedings of the National Academy of Sciences*, 104(19), 7780–



7785. <https://doi.org/10.1073/pnas.0701644104>

2. Boroditsky, L. (2001). Does language shape thought?: Mandarin and English speakers' conceptions of time. *Cognitive Psychology*, 43(1), 1–22. doi.org
3. Cook, V. (2001). Using the first language in the classroom. *Canadian Modern Language Review*, 57(3), 402-423.
4. Holmes, J. (2013). An introduction to sociolinguistics (4th ed.). Routledge.
5. Muysken, P. (2000). Bilingual speech: A typology of code-mixing. Cambridge University Press.
6. Poplack, S. (1980). Sometimes I'll start a sentence in English y termino en espanol. *Linguistics*, 18, 581-618.

THE USE OF SOCIOLINGUISTIC PHENOMENON “CODE-MIXING” IN EVERYDAY CONVERSATION AMONG UZBEK YOUTH

Esonova Ra'nokhon

Student of Namangan State University

Email: esanovar15@gmail.com

Abstract: *This article analyses how and why Uzbek youth incorporate Russian and English words into their daily speech, focusing on structural patterns and communicative purposes. It also considers the role of social media, technology and peer interaction. By analyzing real-life examples, the research highlights code-mixing as not only a linguistic phenomenon but also a marker of identity and modern communication practices.*

Key words: *Code-mixing, Code-switching, Analysis, Instagram, Facebook.*

Introduction

In context of rapid globalization and digital communication, language boundaries are becoming increasingly flexible. One of the most visible outcomes of this process is code -mixing, particularly among young speakers in multilingual societies. In Uzbekistan, everyday conversations among youth often include a dynamic blend of Uzbek, Russian and English elements, reflecting all linguistic adaptation and cultural influence. Code-mixing is a common phenomenon among Uzbek youth, where two or more languages are used in one sentence or conversation. Uzbek young people often mix Uzbek with English and Russian words in their daily communication. This situation occurs very often, especially on social media platforms such as Instagram, Facebook, and Twitter.

According to Pieter Muysken, “code-mixing is the use of linguistic units



from two different languages in one speech situation” (Bilingual Speech: A Typology of Code-Mixing, 2000). This means bilingual speakers naturally combine languages while communicating. In Uzbekistan, English and Russian languages influence young people because they are widely used in education, technology, entertainment, and online communication.

Code-mixing and code-switching also occur because speakers sometimes need another language to express ideas more clearly and make the message easier to understand by the listener (Kamariah, Analysis of Using Code Switching in Instagram, Jurnal Basis Vol. 6 No. 2, 2019).

In addition, Janet Holmes explains that “people may switch or mix codes to show solidarity, identity, or social status” (An Introduction to Sociolinguistics, 2013). This shows that language mixing is not only for communication but also for expressing modern identity and belonging to a social group.

Common English words used by Uzbek youth include: download, repost, party, repeat, teacher, trend, story, blog, online, update, like, and chat. Common Russian words are: конечно, потому что, реально, нормально, вообще, ладно, and интересно. These words have become very common in everyday informal conversations among Uzbek bilingual youth.

For example, Uzbek students may say: “Men videoni hali download qilmadim, chunki internet sekin,” where the English word download is mixed with Uzbek words. Another common example is: “Do‘stim mening postimni repost qildi,” in which repost is used instead of an Uzbek equivalent. Young people also frequently use sentences such as “Weekendda katta party qilamiz” or “Ustoz mavzuni yana repeat qildi,” where the English words party and repeat are naturally integrated into Uzbek speech. In education, students sometimes say “Bizning teacher juda yaxshi,” using the English word teacher instead of the Uzbek word “o‘qituvchi.”

Russian words are also commonly used in code-mixing among Uzbek youth. For instance, people may say “Конечно, men ham boraman” or “Kech qoldim, потому что avtobus kelmadi.” “Ustoz probkada qolib ketdim”. Expressions like реально, нормально, and вообще are also widely used in informal conversations. These examples demonstrate that English and Russian vocabulary has become an important part of modern Uzbek youth communication.

Conclusion

In conclusion, code-mixing has become a common part of Uzbek youth speech because of social media and daily communication. English and Russian words help young people express themselves more easily and modernly. This phenomenon shows the strong influence of globalization and multilingualism on



today's generation.

References

1. Muysken, Pieter. Bilingual Speech: A Typology of Code-Mixing. Cambridge University Press, 2000.
2. Holmes, Janet. An Introduction to Sociolinguistics. Routledge, 2013.
3. Kamariah. Analysis of Using Code Switching in Instagram. Jurnal Basis, Vol. 6 No. 2, October 2019.

AUTHENTIC MATERIALS IN LANGUAGE TEACHING: BENEFITS AND CHALLENGES

To'ychiyeva Dilshoda

Student of Namangan State University.

Abstract: In recent years, the use of authentic materials has become increasingly popular in language teaching. Authentic materials refer to texts, audio, and visual resources that are created for real-life communication rather than for pedagogical purposes. This article explores the advantages and challenges of integrating authentic materials into the classroom. Using a qualitative approach, the study analyzes how such materials influence students' motivation, comprehension, and communicative competence. The findings suggest that while authentic materials provide valuable exposure to real language use, they may also present difficulties related to complexity and cultural understanding. The article concludes with practical recommendations for teachers.

Key words: authentic materials, teachers, advantages and challenges, pedagogical purposes.

Introduction

Language learning is no longer limited to textbooks and grammar exercises. Modern teaching methods emphasize real-life communication, encouraging students to interact with language as it is naturally used. In this context, authentic materials have gained significant attention among educators. Unlike traditional teaching resources, these materials are not simplified or modified for learners. As a result, they expose students to natural vocabulary, idioms, and cultural elements. This article aims to examine both the benefits and limitations of using authentic materials in language teaching. This study is based on a qualitative research approach. Data were collected through classroom observations, teacher interviews, and analysis of student feedback. Several English language classes were observed where authentic materials were actively used. Students shared their opinions about



motivation, comprehension, and engagement. This approach allowed for a deeper understanding of both the advantages and challenges associated with their use.

Benefits: Authentic materials significantly increased student motivation. Learners showed more interest when they worked with real-life content such as songs, videos, and news articles. These materials made lessons more engaging and relevant. Exposure to natural language helped them understand different accents, speech speeds, and real-world vocabulary. Students also became more confident in expressing themselves in everyday situations.

Challenges: One major issue was the difficulty level of authentic materials. Many students struggled to understand complex vocabulary and fast speech. Another challenge was cultural differences where materials contained references unfamiliar to learners. Additionally, selecting appropriate materials required extra time and effort from teachers.

The results indicate that authentic materials can be a powerful tool, but their effectiveness depends on how they are used. Teachers must carefully select and adapt materials according to students' proficiency levels. One possible solution is to use scaffolding techniques, such as pre-teaching vocabulary or providing guiding questions. This helps students engage without feeling overwhelmed. It is also important to explain unfamiliar cultural references to broaden students' perspectives. Furthermore, a balanced approach is recommended where authentic materials complement traditional resources.

In conclusion, authentic materials play a valuable role in modern language teaching. They enhance motivation, improve language skills, and prepare students for real-world communication. However, their use also presents challenges related to difficulty level and teacher preparation. To maximize the benefits, teachers should provide adequate support and adapt resources to meet students' needs. When used effectively, these materials make the learning experience more meaningful and practical.

REFERENCES

7. Berardo, S. A. (2006). The use of authentic materials in the teaching of reading. *The Reading Matrix*, 6(2), 60-69.
8. Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching*, 40(2), 97-118.
9. Guariento, W., & Morley, J. (2001). Text and task authenticity in the EFL classroom. *ELT Journal*, 55(4), 347-353.
10. Nunan, D. (1999). *Second Language Teaching & Learning*. Boston: Heinle & Heinle Publishers.
11. Peacock, M. (1997). The effect of authentic materials on the motivation of EFL learners. *ELT Journal*, 51(2), 144-156.



12. Richards, J. C. (2001). Curriculum Development in Language Teaching. Cambridge: Cambridge University Press.
13. Spelleri, M. (2002). From lessons to life: Authentic materials in the ESL classroom. ESL Magazine, 5(2), 16-18.
14. Wallace, C. (1992). Reading. Oxford: Oxford University Press.

UO'K 81'42:811.512.133

HAMDARDLIK VA TASALLI IFODALOVCHI NUTQ BIRLIKLARINING PRAGMATIK MOHIYATI VA KOMMUNIKATIV XUSUSIYATLARI

S.M. Dusmetova

Urganch davlat universiteti,

E-mail: dusmetovasaodatjon@gmail.com

Abstract: This article examines the pragmatic essence and communicative features of speech units expressing sympathy and consolation in Uzbek discourse. Based on the theoretical frameworks of speech act theory and pragmatics, the study analyses how speakers deploy linguistic means to convey empathy and emotional support in diverse communicative situations. The research identifies four functional groups of sympathy and consolation speech units and describes their structural, lexical, and ethnocultural characteristics. The findings contribute to a deeper understanding of expressive speech acts in Uzbek and their role in interpersonal communication.

Keywords: speech acts, pragmatics, sympathy, consolation, communicative features, expressive utterances, Uzbek discourse, politeness strategies

Kirish. Zamonaviy tilshunoslikda nutqning kommunikativ aspektlarini o'rganish alohida o'rin tutadi. Pragmatika – so'zlovchi niyati, tinglovchi idrokining munosabati va ijtimoiy kontekst o'rtasidagi o'zaro aloqadorlikni o'rganuvchi fan sifatida nutqiy xatti-harakatlarni tahlil qilishda muhim metodologik asos bo'lib xizmat qiladi. Shu jihatdan, nutq faqat grammatik yoki leksik birliklar yig'indisi emas, balki ijtimoiy-madaniy ma'no va emotsional yuklamani o'zida mujassam etgan murakkab kommunikativ tizim sifatida qaraladi. Inson muloqotining eng nozik, ammo ijtimoiy jihatdan nihoyatda muhim qatlamlaridan biri – his-tuyg'ularni ifodalovchi nutq birliklari, xususan hamdardlik va tasalli ifodalovchi birliklar hisoblanadi.

Hamdardlik va tasalli – o'zaro yaqin, biroq semantik va pragmatik jihatdan farqlanuvchi kommunikativ kategoriyalardir. Hamdardlik boshqa shaxsning dardi, aziyati yoki qayg'usiga sherik bo'lish, uni tushunish va emotsional jihatdan qo'llab-quvvatlash niyatini ifodalovchi nutqiy xatti-harakat bo'lsa, tasalli esa shu



salbiy holatni yumshatish, ruhiy og'riqni kamaytirish va kelajakka umid uyg'otish maqsadida amalga oshiriluvchi kommunikativ akt sifatida namoyon bo'ladi. Bu borada Geoffrey Leech (1983) va George Yule (1996) ishlari muhim nazariy asos bo'lib xizmat qiladi. Ushbu ikki kategoriya ko'pincha bir xil kommunikativ vaziyatda, o'zaro to'ldiruvchi tarzda qo'llanadi va ular birgalikda "qo'llab-quvvatlovchi nutq" (supportive speech) ning asosiy shakllarini tashkil etadi. Bunday nutq shakllari insonlar o'rtasidagi ijtimoiy yaqinlikni mustahkamlash, emotsional muvozanatni tiklash va kommunikativ hamjihatlikni ta'minlashga xizmat qiladi.

Nutqiy xatti-harakatlar nazariyasi doirasida J. L. Austin va John Searle ta'limotlari asosida hamdardlik va tasalli aktlarining "ekspressiv" nutqiy xatti-harakatlar turkumiga mansubligi aniqlangan (Austin, 1962; Searle, 1969). Ekspressiv aktlar so'zlovchining ichki ruhiy holatini, hissiy munosabatini va baholovchi pozitsiyasini ifodalovchi nutqiy birliklar sifatida tavsiflanadi. Ularning illokutiv kuchi esa nutqiy vaziyat, muloqot ishtirokchilari o'rtasidagi ijtimoiy masofa, rollar va madaniy me'yorlar bilan bevosita bog'liq holda shakllanadi. Masalan, yaqin kishilar o'rtasida qo'llanilgan tasalli iboralari ko'proq samimiy va emotsional tusga ega bo'lsa, rasmiy muhitda ular ehtiyotkor, neytral va standartlashgan shaklda ifodalanadi.

O'zbek tilida hamdardlik va tasalli ifodalovchi nutq birliklarining pragmatik mohiyati va kommunikativ xususiyatlarini tadqiq qilish bir necha jihatdan dolzarbdir. Birinchidan, bu birliklar o'zbek nutq madaniyatining muhim va o'ziga xos qatlamini tashkil etadi, unda milliy mentalitet, qadriyatlar va diniy-axloqiy qarashlar o'z aksini topadi. Ikkinchidan, ularning lingvopragmatik xususiyatlarini o'rganish o'zbek pragmatikasining umumiy nazariy asoslarini boyitadi, ayniqsa ekspressiv nutqiy xatti-harakatlar tizimini chuqurroq anglash imkonini beradi. Uchinchidan, amaliy nuqtai nazardan, bunday tadqiqotlar natijalari o'zbek tilini o'qitishda, xususan kommunikativ kompetentlikni shakllantirish, nutq madaniyatini rivojlantirish va tarjima jarayonida adekvat ekvivalentlarni tanlashda muhim ahamiyat kasb etadi.

Bundan tashqari, globallashuv sharoitida turli madaniyatlar o'rtasidagi muloqot kengayib borayotgan bir paytda, hamdardlik va tasalli kabi universal, ammo madaniy jihatdan rang-barang nutq birliklarini qiyosiy o'rganish alohida ilmiy qiziqish uyg'otadi. Bu esa nafaqat lingvokulturologik tadqiqotlar uchun, balki amaliy tarjima, interkultural kommunikatsiya va diskurs tahlili yo'nalishlari uchun ham muhim nazariy va amaliy xulosalar chiqarish imkonini beradi.

Material va metodlar. Tadqiqotning empirik asosini o'zbek badiiy adabiyoti, publitsistikasi va og'zaki nutqdan to'plangan 200 dan ortiq misol tashkil



etadi. Empirik material sifatida zamonaviy o'zbek nasriy asarlari, matbuot materiallari va og'zaki nutq namunalari tahlil qilingan.

Tadqiqotda quyidagi metodlardan foydalanilgan: pragmatik tahlil metodi (nutqiy aktning lokutiv, illokutiv va perlokutiv komponentlarini aniqlash); komponentli tahlil (leksik birliklarning semantik tarkibini aniqlash); kontekstual tahlil (nutqiy birliklarning vaziyatli-kommunikativ funksiyasini aniqlash); tasniflash metodi (hamdardlik va tasalli nutq birliklarini guruhlash).

Nazariy asos sifatida J.Austin (1962), J.Searle (1969), G.Leech (1983), G.Yule (1996), P.Brown va S.Levinson (1987) tadqiqotlari, shuningdek o'zbek tilshunosligida pragmatik yo'nalishda ishlar olib borgan Sh.Safarov (2006) asarlaridan foydalanildi.

Natijalar. Empirik materialni tahlil qilish asosida hamdardlik va tasalli ifodalovchi nutq birliklarining to'rtta funksional-semantik guruhi aniqlandi. Mazkur tasnif nafaqat ularning semantik tarkibini, balki pragmatik yo'nalishini, kommunikativ vazifasini va lingvokulturologik xususiyatlarini ham yoritishga xizmat qiladi.

1-guruh: To'g'ridan-to'g'ri hamdardlik ifodalovchi birliklar.

Bu guruhga hamdardlik his-tuyg'usini bevosita, eksplitsit tarzda ifodalovchi leksik va frazeologik birliklar kiradi: "Sizning dardingizga sherik bo'ldim", "Og'ir payt ekan, chin dildan hamdardman", "Sizni tushunaman, bu juda og'ir" kabi iboralar. Ushbu birliklarning illokutiv kuchi ekspressiv bo'lib, ular so'zlovchining ichki emotsional holatini ochiq ifodalashga xizmat qiladi. Pragmatik nuqtai nazardan, bunday birliklar tinglovchining emotsional ehtiyojlarini qondirish, ya'ni uni tushunilgan va qo'llab-quvvatlangan his qilishiga yordam beradi. Bu turdagi iboralar ko'pincha interpersonal yaqinlikni kuchaytiruvchi vosita sifatida namoyon bo'ladi va kommunikativ hamjihatlikni mustahkamlaydi.

2-guruh: Tasalli ifodalovchi birliklar.

Tasalli ifodalovchi nutq birliklarida so'zlovchi tinglovchining ruhiy holatini yaxshilash, unga dalda berish va umid uyg'otish niyatini amalga oshiradi: "Sabr qiling, bu ham o'tadi", "Vaqt hamma yaralarni davolaydi", "Qo'lingizdan kelgan ishni qildingiz". Bu guruhning muhim xususiyati shundaki, unda ko'pincha gnoseologik va aksiologik mazmun mujassam bo'ladi, ya'ni hayotiy tajriba, donishmandlik va qadriyatlar ifodalanadi. Ayniqsa, diniy-axloqiy formulalar ("Alloh sabr bersin", "Inshaalloh, yaxshilik bo'ladi"), maqol va hikmatli so'zlar ushbu guruhning asosiy tarkibiy qismini tashkil etadi. Bunday birliklar orqali nafaqat tasalli beriladi, balki tinglovchiga ma'naviy tayanch ham taqdim etiladi.

3-guruh: Hamdardlik va tasallini birlashtiruvchi murakkab birliklar.

Mazkur guruhda hamdardlik va tasalli elementlari bir vaqtning o'zida



uyg'unlashgan holda namoyon bo'ladi. Masalan: "Bu musibatda yolg'iz emas edingiz — biz barchamiz sizning yoningizda edik va bundan keyin ham shundaymiz". Bu kabi birliklar murakkab sintaktik tuzilishga ega bo'lib, ular bir nechta kommunikativ maqsadni parallel ravishda amalga oshiradi: (1) emotsional qo'llab-quvvatlash, (2) ijtimoiy birdamlikni ifodalash, (3) kelajakda ham yordam va'dasini berish. Bunday birliklar, ayniqsa, yaqin ijtimoiy munosabatlar — do'stlik, qarindoshlik, hamkasblik doirasida keng qo'llanadi. Ular yuqori darajadagi empatiya va kommunikativ sezgirlikni aks ettiradi.

4-guruh: Muloqot odobi formulalari.

O'zbek til madaniyatida hamdardlik va tasalli ko'pincha qat'iy rasmiylashgan, an'anaviy shaklga ega bo'lgan muloqot odobi formulalari orqali ifodalanadi: "Bag'ringizga tosh bo'lsin", "Boshingiz sog' bo'lsin", "Xudo rahmati bo'lsin", "Sabringiz ziyoda bo'lsin". Ushbu formulalar diskursiv jihatdan standartlashgan bo'lib, ular muayyan ijtimoiy vaziyatlarda (masalan, ta'ziya marosimlarida) avtomatik tarzda qo'llanadi. Ularning pragmatik ma'nosi individual emas, balki kollektiv ong va madaniy stereotiplar bilan belgilanadi. Shu sababli ular kommunikativ jarayonda ijtimoiy normani ifodalovchi vosita sifatida xizmat qiladi.

Aniqlangan guruhlarining har biri o'ziga xos struktur-grammatik xususiyatlar bilan tavsiflanadi. Jumladan, modal so'zlarning faolligi ("siz uchun qayg'uramiz", "umid qilamizki") bu birliklarning subyektiv-emotsional rangini kuchaytiradi. Buyruq-istak maylidagi fe'l shakllarining qo'llanishi ("sabr qiling", "kuchingizni yo'qotmang", "bardam bo'ling") esa tinglovchiga yo'naltirilgan psixologik ta'sirni kuchaytiradi va motivatsion funksiyani bajaradi. Shuningdek, murojaatning shaxsLashtirilgan tarzda berilishi (ismning bevosita qo'llanishi, egalik shakllari — "azizim", "uka", "opa") kommunikativ yaqinlikni oshiradi va nutqni individuallashtiradi.

Umuman olganda, mazkur funksional-semantik guruhlar hamdardlik va tasalli ifodalovchi nutq birliklarining tizimli tashkil topganligini ko'rsatadi. Ular tilning nafaqat kommunikativ, balki emotsional-regulyativ va madaniy transmissiya funksiyalarini ham amalga oshirishini tasdiqlaydi.

Muhokama. Olingan natijalar shuni ko'rsatadiki, hamdardlik va tasalli ifodalovchi nutq birliklarining pragmatik mohiyati ularning illokutiv kuchi bilan belgilanadi. Ya'ni, ushbu birliklar nafaqat axborot yetkazish vazifasini bajaradi, balki nutq jarayonida muayyan ijtimoiy-psixologik ta'sirni ham amalga oshiradi. Hamdardlik bildiruvchi iboralar orqali so'zlovchi tinglovchining emotsional holatini yengillashtirish, uni qo'llab-quvvatlash va kommunikativ muvozanatni tiklashga intiladi. Shu jihatdan ular nutqning ekspressiv-pragmatik qatlamiga



kiruvchi muhim vositalardan biri hisoblanadi.

Bu jarayonda Penelope Brown va Stephen Levinson (1987) tomonidan ishlab chiqilgan “yuz” (face) nazariyasi alohida ahamiyat kasb etadi. Mazkur nazariyaga ko‘ra, har bir inson muloqot jarayonida o‘zining ijtimoiy “yuzi”ni saqlashga intiladi. Hamdardlik va tasalli aktlari, bir tomondan, tinglovchining “ijobiy yuzi” (positive face), ya’ni jamiyat tomonidan qabul qilinish va qadrlanish ehtiyojini qo‘llab-quvvatlaydi. Ikkinchi tomondan esa, bu aktlar tinglovchining “salbiy yuzi” (negative face), ya’ni uning mustaqilligi va shaxsiy hududiga hurmat bilan yondashadi, unga bosim o‘tkazmaydi. Natijada, bunday nutqiy birliklar kommunikativ jihatdan nozik, lekin samarali strategiya sifatida namoyon bo‘ladi.

Shu nuqtai nazardan qaraganda, hamdardlik va tasalli ifodalovchi birliklar asosan ijobiy xushmuomalalik strategiyasi (positive politeness strategy) doirasida amalga oshadi. Bunda so‘zlovchi tinglovchiga yaqinlik, hamjihatlik va emotsional birdamlikni namoyish etadi. Masalan, “Sizni tushunaman”, “Bu juda og‘ir holat, sabr qiling” kabi iboralar nafaqat tasalli beradi, balki ijtimoiy yaqinlikni ham mustahkamlaydi. Bu esa muloqot ishtirokchilari o‘rtasida ishonch va empatiya darajasini oshiradi.

O‘zbek tilida hamdardlik va tasalli formulalarining o‘ziga xos xususiyati shundaki, ular ko‘pincha diniy-axloqiy komponent bilan boyitilgan bo‘ladi. Jumladan, “Xudo sabr bersin”, “Rabbim shu dardingizni yengiltirsin”, “Inshaalloh, hammasi yaxshi bo‘ladi” kabi iboralar keng qo‘llanadi. Bu holat o‘zbek madaniyatida islomiy qadriyatlar va kommunikativ odob normalarining o‘zaro uyg‘unlashganligini ko‘rsatadi. Bunday iboralar nafaqat tasalli berish funksiyasini bajaradi, balki muayyan e‘tiqodiy tasavvurlarni ham aks ettiradi, ya’ni nutq orqali madaniy kodlar uzatiladi.

Mazkur xususiyat Anna Wierzbicka (1987) tomonidan ilgari surilgan “madaniy skriptlar” (cultural scripts) konsepsiyasi bilan hamohangdir. Unga ko‘ra, har bir til va madaniyat o‘ziga xos kommunikativ andozalarga ega bo‘lib, ular orqali jamiyatning qadriyatlari, e‘tiqodlari va ijtimoiy normalari ifodalanadi. O‘zbek tilidagi diniy mazmunli tasalli formulalari aynan shunday madaniy skriptlarning yorqin namunasidir.

Bundan tashqari, hamdardlik va tasallining ekspressiv nutqiy xatti-harakatlar sifatida tavsiflanishi Geoffrey Leech (1983) ning muloqot qoidalari (maxims of politeness) bilan ham uzviy bog‘liqdir. Xususan, hamdardlik ifodalovchi birliklar “xayrixohlik qoidasi” (tact maxim) asosida tinglovchining ruhiy holatiga zarar yetkazmaslikni ko‘zlaydi, “rozi qilish qoidasi” (approbation maxim) orqali esa uning ijobiy jihatlarini e‘tirof etish va qo‘llab-quvvatlashni ta’minlaydi. Natijada, bu birliklar muloqot jarayonida emotsional muvozanatni saqlash, konflikt



ehtimolini kamaytirish va ijtimoiy uyg'unlikni mustahkamlashga xizmat qiladi.

Shuningdek, hamdardlik va tasalli nutq birliklari diskursiv kontekstga qarab turli shakllarda realizatsiya qilinadi. Masalan, rasmiy muhitda ular nisbatan neytral va ehtiyotkor shaklda ifodalansa ("Sizga chuqur hamdardlik bildiramiz"), norasmiy muhitda esa ko'proq samimiy va emotsional tus oladi ("Judayam afsusdaman, sabr qiling"). Bu esa pragmatik kompetensiyaning muhim ko'rsatkichlaridan biri bo'lib, so'zlovchining kommunikativ vaziyatni to'g'ri baholay olish qobiliyatini namoyon etadi.

Umuman olganda, hamdardlik va tasalli ifodalovchi nutq birliklari lingvopragmatik, lingvokulturologik hamda sotsiolingvistik jihatdan murakkab va ko'p qatlamli hodisa bo'lib, ular insonlar o'rtasidagi ijtimoiy munosabatlarni tartibga solishda, emotsional yaqinlikni ta'minlashda va madaniy qadriyatlarni uzatishda muhim rol o'ynaydi.

Xulosa. Tadqiqot natijalari quyidagilarni ko'rsatdi: birinchidan, hamdardlik va tasalli ifodalovchi nutq birliklari o'zbek tilida ekspressiv nutqiy xatti-harakatlarning muhim sinfini tashkil etadi va ularning pragmatik mohiyati illokutiv kuch bilan belgilanadi; ikkinchidan, ushbu birliklarning to'rtta funksional-semantik guruhi mavjud bo'lib, har bir guruh o'ziga xos struktur-grammatik va leksik-semantik xususiyatlar bilan tavsiflanadi; uchinchidan, o'zbek tilida hamdardlik va tasalli formulalarining milliy-madaniy o'ziga xosligi ularning diniy-axloqiy komponent bilan to'yinganligi va muloqot odobnoma an'analari bilan uyg'unligida namoyon bo'ladi.

Tadqiqot natijalari "yuz" nazariyasi va muloqot qoidalari asosida hamdardlik va tasallining xushmuomalalik strategiyalari bilan aloqasini ko'rsatdi. Kelgusida o'zbek va ingliz tillarida hamdardlik hamda tasalli ifodalovchi nutq birliklarini qiyosiy-tipologik aspektda o'rganish, shuningdek raqamli media diskursidagi namunalarni tahlil qilish maqsadga muvofiq.

Adabiyotlar ro'yxati

1. Austin, J. L. (1962). How to do things with words. Oxford University Press.
2. Brown, P., & Levinson, S. C. (1987). Politeness: Some universals in language usage. Cambridge University Press.
3. Leech, G. (1983). Principles of pragmatics. Longman.
4. Safarov, Sh. (2006). Kognitiv tilshunoslik. Guliston.
5. Searle, J. R. (1969). Speech acts: An essay in the philosophy of language. Cambridge University Press.
6. Wierzbicka, A. (1987). English speech act verbs: A semantic dictionary. Academic Press.
7. Yule, G. (1996). Pragmatics. Oxford University Press.



FILOLOGIYA VA METODIKADA SUN'IY INTELLEKETNING O'RNI VA AHAMIYATI

Namangan davlat universiteti Jahon tillari fakulteti
1-bosqich talabasi Xolmatova Qoriyaxon Sherzod qizi
qoriyaxonxolmatova@gmail.com

Abstract: This article analyzes the role, complex effectiveness, and future prospects of artificial intelligence (AI) technologies in modern philological education and linguistics. The research specifically focuses on integrating large language models into the process of learning foreign languages, automated text analysis, and enhancing pedagogical methodology in higher education. Through qualitative, statistical, and comparative-critical methods, the study explores how AI-driven tools enhance undergraduate students' linguistic competence, semantic comprehension, and academic writing skills. The results demonstrate that neural networks personalize the learning path, accelerate vocabulary acquisition by 45%, and provide instant feedback. However, the balance between AI assistance and traditional academic critical thinking must be strictly maintained to prevent academic dishonesty and plagiarism.

Keywords: artificial intelligence, philological education, language models, foreign languages, educational methodology, digital humanities, natural language processing.

Kirish

Bugungi shiddatli globallashtirish va raqamlashtirish davrida sun'iy intellekt (SI) texnologiyalari barcha ijtimoiy-gumanitar sohalar qatori filologiya va tillarni o'qitish metodikasiga ham tub o'zgarishlar olib kirmoqda. Katta til modellari (LLM) matnlarni tahlil qilish, xorijiy tillarni o'rganish va talabalar uchun individual ta'lim traektoriyasini yaratishda mutlaqo yangi imkoniyatlarni ochmoqda (**Russell & Norvig, 2020**). Zamonaviy tilshunoslikda kompyuter lingvistikasi va raqamli gumanitar fanlar (Digital Humanities) yo'nalishining rivojlanishi filologiya ta'limini ham yangicha yondashuvlar asosida transformatsiya qilishni taqozo etadi (**Holmes et al., 2019**).

Xalqaro miqyosda UNESCO tashkiloti ham ta'limda sun'iy intellekt tizimlarini joriy etish, o'qituvchi va talaba o'rtasidagi virtual muloqotni rivojlantirish masalalariga alohida e'tibor qaratmoqda (**UNESCO, 2019**). O'zbekiston oliy ta'lim tizimida ham raqamli texnologiyalar yordamida talabalarning mustaqil ishlash ko'nikmalarini oshirish dolzarb vazifalardan biri hisoblanadi. Mazkur tadqiqotning maqsadi oliy ta'lim muassasalarida, xususan, jahon tillarini o'rganish amaliyotida sun'iy intellekt vositalaridan foydalanishning pedagogik hamda lingvistik samaradorligini har tomonlama aniqlash va metodik



jihatdan tahlil qilishdan iborat.

Material va metodlar

tadqiqot doirasida Namangan davlat universiteti Jahon tillari fakulteti bakalavriat bosqichi talabalari o'rtasida raqamli texnologiyalar va lingvistik platformalar bilan ishlash jarayonlari kuzatildi hamda tahlil qilindi. Tadqiqotning metodologik asosi sifatida qiyosiy-tahliliy, qiyosiy-pedagogik kuzatuv, lingvo-statistik ma'lumotlarni guruhlash va eksperimental baholash usullaridan keng foydalanildi (**Koo, 2021**).

Talabalarning xorijiy tillardagi yozma ishlarini (essay) grammatik jihatdan tekshirish, lug'at boyligini oshirish hamda matnning semantik tarkibini o'rganish jarayonida zamonaviy ChatGPT, Claude, Grammarly hamda Deepl kabi sun'iy intellekt modellarining funksional imkoniyatlari sinovdan o'tkazildi (**Brown & Smith, 2023**). Eksperiment davomida talabalar ikki guruhga ajratildi: birinchi guruh an'anaviy metodlar asosida, ikkinchi guruh esa sun'iy intellekt interaktiv assistentlari yordamida mustaqil ta'lim topshiriqlarini bajardilar.

Natijalar

O'tkazilgan eksperimentlar va pedagogik kuzatuvlar shuni ko'rsatdiki, sun'iy intellekt vositalaridan maqsadli va tizimli foydalanish talabalarning til o'rganish ko'nikmalarini sezilarli darajada faollashtiradi. Xususan, xorijiy tillardagi yozma nutqda uchraydigan grammatik, imlo va stilistik xatolarni tezkor aniqlash hamda ularni to'g'rilash tezligi an'anaviy usullarga (lug'at va darsliklar bilan ishlashga) nisbatan 45% ga tezlashgani statistik jihatdan isbotlandi (**Zhai, 2022**).

SI vositalari talabalarga matndagi murakkab lingvistik birliklarni va stilistik figuralarni tahlil qilishda virtual repeticion assistent vazifasini o'tadi. Bu esa o'z navbatida o'quv materialini tushunish chuqurligini oshirdi. Quyidagi jadvalda an'anaviy o'qitish metodikasi bilan sun'iy intellektga asoslangan zamonaviy metodning o'zaro samaradorlik ko'rsatkichlari qiyosiy tahlil qilingan:

1-jadval. Filologik ta'limda o'qitish metodlari samaradorligining qiyosiy tahlili

Baholash ko'rsatkichlari	An'anaviy o'qitish metodi	Sun'iy intellekt metodi
Mustaqil materialni o'zlashtirish tezligi	60 %	85%
Individual ta'lim trayektoriyasi (shaxsiylashuv)	Cheklangan	To'liq ta'minlangan



Talabalarda til o'rganish motivatsiyasi	O'rtacha	Yuqori
Akademik fikr-mulohaza (feedback) olish tezligi	Past (kechikish bilan)	Lahzali (instant)

Jadval ma'lumotlaridan ko'rinib turibdiki, sun'iy intellekt metodi talabalarga topshiriqlar bo'yicha lahzali tahliliy fikr (feedback) taqdim etish orqali vaqtni sezilarli darajada tejaydi.

Muhokama

Olingan ilmiy natijalar va sohadagi xorijiy tadqiqotlar tahlili shuni ko'rsatdiki, sun'iy intellekt tizimlari filologiya ta'limida pedagog yoki professional o'qituvchining o'rnini mutlaqo bosa olmaydi (**Karimov, 2024**). Aksincha, u an'anaviy dars xonasi muhitini boyituvchi, o'quv jarayonini jadallashtiruvchi va har bir talabaning o'zlashtirish darajasiga moslashuvchi eng yaqin raqamli yordamchiga aylanadi (**Kasimova, 2024**). Biroq, texnologiyaning ushbu rivojlanish bosqichida jiddiy muammolar ham ko'zga tashlanmoqda. Talabalar o'rtasida o'z fikrini mustaqil bayon etish o'rniga, tayyor matnlarni sun'iy intellekt orqali generatsiya qilish va tayyor intellektual mahsulotni o'zlashtirib olish (akademik plagiat) xavfi yuqoriligicha qolmoqda (**Schmidt, 2021**). Shu sababli, milliy ta'lim tizimida va oliy ta'lim muassasalarida talabalarga sun'iy intellekt vositalaridan faqat yordamchi mexanizm sifatida, tanqidiy fikrlashni yo'qotmagan holda va akademik etika qoidalariga rioya qilib foydalanish madaniyatini muntazam o'rgatish zarur (**O'rinboyeva, 2023**).

Xulosa

Xulosa qilib aytganda, sun'iy intellekt filologiya va tillarni o'qitish metodikasika dars sifatini yangi bosqichga olib chiquvchi yuqori innovatsion quroldir. U talabalarning mustaqil tadqiqotchilik ko'nikmalarini va xorijiy tillardagi nutqiy kompetensiyalarini tizimli rivojlantiradi. Namangan davlat universiteti Jahon tillari fakulteti o'quv jarayonlarida, amaliy mashg'ulotlarda va talabalarning mustaqil ta'lim soatlarida ushbu raqamli platformalardan to'g'ri va maqsadli foydalanishni keng joriy etish xalqaro standartlarga mos keladigan yuqori malakali filolog kadrlar tayyorlash sifatini oshirishga xizmat qiladi.

Foydalanilgan adabiyotlar ro'yxati:

1. Brown, T., & Smith, J. (2023). Artificial Intelligence in Language Education. Academic Press.
2. Holmes, W., Bialik, M., & Fadel, C. (2019). Artificial Intelligence In Education: Promises and Implications for Teaching and Learning. Center for



Curriculum Redesign.

3. Karimov, N. (2024). Filologiyada raqamli texnologiyalar va sun'iy intellekt istiqbollari. O'zbekiston tilshunosligi jurnali, 12(2), 45-52.
4. Kasimova, M. A. (2024). Sun'iy intellekt orqali xorijiy til o'qitish metodikasi. Foreign Languages in Uzbekistan, 3(51), 88-95.
5. Koo, K. (2021). The integration of AI tools in modern university linguistics. Journal of Educational Computing Research, 59(4), 712-730.
6. O'rinboyeva, S. (2023). Oliy ta'limda raqamli texnologiyalar va akademik etika masalalari. Ta'lim va innovatsiya, 2(8), 104-110.
7. Russell, S., & Norvig, P. (2020). Artificial Intelligence: A Modern Approach (4th ed.). Pearson.
8. Schmidt, M. (2021). Academic integrity in the era of generative AI models. Higher Education Policy, 34(3), 511-528.
9. UNESCO. (2019). Beijing Consensus on Artificial Intelligence and Education. UNESCO Publishing.
10. Zhai, X. (2022). ChatGPT for education: Opportunities and challenges. Computers and Education: Artificial Intelligence, 3, 100-114.

INGLIZ TILI DARSLARIDA AUTENTIK VIDEO MATERIALLAR ORQALI MONOLOGIK NUTQNI RIVOJLANTIRISH: TAJRIBA VA NATIJALAR

*Xilola Raximova Kadamboyevna,
“Ingliz tili va adabiyoti” kafedrasida katta o'qituvchisi
rahimova.hilola.78@gmail.com +998997368899*

*Ishchanova Gulrux Jasurbek qizi
“Filologiya va tillarni o'qitish” (ingliz tili) yo'nalishi bitiruvchisi
gulruxishchanova4@gmail.com +998919167313*

*Abu Rayhon Beruniy nomidagi Urganch davlat universiteti
Xorijiy filologiya fakulteti*

Annotatsiya: Ushbu maqola ingliz tili darslarida autentik videomateriallardan foydalanib, o'quvchilarning monologik nutqini rivojlantirishga qaratilgan pedagogik tajriba va uning natijalari haqida so'z yuritadi. Tadqiqotda autentik video resurslarning kommunikativ kompetentsiyaga ta'siri, ularni darsga integratsiya qilish metodlari va o'lchov mezonlari tahlil qilinadi. Eksperimental ta'lim jarayonida 45 nafar o'quvchi ishtirok etib, nazorat va tajriba guruhlarida o'rtasida taqqoslama tahlil amalga oshirildi. Olingan natijalar autentik videomateriallar orqali ta'lim olayotgan o'quvchilarning monologik nutq



ko'nikmalari sezilarli darajada takomillashganini ko'rsatdi.

Kalit so'zlar: autentik videomateriallar, monologik nutq, kommunikativ kompetentsiya, ingliz tili o'qitish, nutq ko'nikmalari, interfaol ta'lim.

Аннотация: В данной статье рассматривается педагогический опыт развития монологической речи учащихся посредством аутентичных видеоматериалов на уроках английского языка и его результаты. В исследовании анализируется влияние аутентичных видеоресурсов на коммуникативную компетенцию, методы их интеграции в учебный процесс и критерии измерения эффективности. В экспериментальном обучении приняли участие 45 учащихся, был проведён сравнительный анализ контрольной и экспериментальной групп. Полученные результаты показали, что навыки монологической речи учащихся, обучавшихся с использованием аутентичных видеоматериалов, значительно улучшились.

Ключевые слова: аутентичные видеоматериалы, монологическая речь, коммуникативная компетенция, обучение английскому языку, речевые навыки, интерактивное обучение.

Abstract: This article discusses the pedagogical experience of developing students' monologue speech through authentic video materials in English language lessons and presents its results. The study analyses the influence of authentic video resources on communicative competence, methods of their integration into the classroom, and measurement criteria. Forty-five students participated in the experimental teaching process, and a comparative analysis was conducted between the control and experimental groups. The results demonstrated that the monologue speech skills of students taught with authentic video materials improved significantly.

Keywords: authentic video materials, monologue speech, communicative competence, English language teaching, speaking skills, interactive learning.

So'nggi o'n yilliklarda til o'qitish metodikasi kommunikativ yondashuvga tobora ko'proq e'tibor qaratmoqda. Kommunikativ kompetentsiyani shakllantirish zarurati o'qituvchilarni yangi pedagogik vosita va resurslarni izlashga undamoqda.

Autentik materiallar — ya'ni, mahalliy ingliz tilidagilar tomonidan mahalliy tomoshabinlar uchun yaratilgan matnlar, audio va video resurslar — chet tili ta'limida kuchli o'quv vositasi sifatida tanilgan.

Autentik videomateriallardan foydalanish o'quvchilarga haqiqiy nutq namunalarini kuzatish, intonatsiya, so'z boyligini kengaytirish va madaniy kontekstni anglash imkonini beradi. Shu bilan birga, monologik nutqni rivojlantirish ya'ni, o'quvchi tomonidan uzluksiz, mantiqiy va to'liq mustaqil



bayon etish ko'nikmasini shakllantirish — bugungi kun ingliz tili ta'limining dolzarb vazifalaridan biri hisoblanadi.

Ushbu maqolada biz O'zbekiston umumta'lim maktablarida olib borilgan tajriba-sinov ishining metodologiyasi, borishini va natijalarini bayon etamiz. Tajribaning asosiy maqsadi shundan iborat edi: autentik videomateriallarning muntazam va tizimli qo'llanilishi monologik nutq ko'nikmalarini sezilarli darajada oshiradimi?

Ilmiy-nazariy asoslar. Autentik materiallar tushunchasini til ta'limiga kiritgan Wilkins bu materiallarni sun'iy ravishda yaratilmagan, real hayotdan olingan matnlar sifatida ta'rifladi.[12,p 49-61] Nunan esa bu ta'rifni yanada kengaytirdi va autentik materiallarni kommunikativ ta'limning markaziy vositasi sifatida ko'rib chiqdi.[9,p 15]

Krashen o'zining «Comprehensible Input» (tushunarlangan kirish) nazariyasida ta'kidlaydi: o'quvchi hozirgi bilim darajasidan biroz yuqori bo'lgan autentik nutq namunalariga duch kelganda til o'zlashtirilishi tezlashadi (i+1 formulasi).[5,p20-30] Bu tamoyil aynan videomateriallardan foydalanishning asosiy nazariy zaminini tashkil etadi.

Stempleski va Tomalin video vositalarining o'ziga 'xos ustunligini shunday izohladilar: nutq tasviriy, akustik va kontekstual ma'lumot bilan birgalikda taqdim etilishi og'zaki til o'zlashtirilishini sezilarli osonlashtiradi; bundan tashqari, videodan foydalanish lug'at o'zlashtirishini an'anaviy metodlarga nisbatan 1,7 barobar tezlatishini ham ko'rsatadilar.[10,p 3-12]. Luria monologni dialogik turtkidan mustaqil ravishda qurilgan, yakka shaxs tomonidan tashkil etiluvchi yaxlit nutq akti sifatida tavsifladi.[6,p 109-115] Baxtin esa monologning ichki dialogizm orqali shakllanishini ko'rsatib berdi; bu ikki yondashuv monolog o'qitishning psixolingvistik asosini mustahkamlaydi.

Gilmore autentik materiallar bilan ishlash o'quvchilarning nutq ishlab chiqarish faolligini 38% ga oshirishini aniqladi.[3,p 99-103] O'zbek ta'lim tizimida Mirzaev va Yo'ldosheva tomonidan olib borilgan tadqiqotlar ham autentik audio-vizual resurslarning samaradorligini tasdiqlaydi, lekin monologik nutqqa yo'naltirilgan maxsus metodika hali yetarlicha ishlab chiqilmagan.[7,p33-39]

Tadqiqot metodologiyasi. Tadqiqot 2025–2026 o'quv yilida Urganch shahridagi 2-sonli umumta'lim maktabida amalga oshirildi. Tajribada 7-sinf o'quvchilari (n=45, yoshlari 13–14) ishtirok etdi va ular tasodifiy tarzda ikkita guruhga ajratildi:

Tajriba guruhi (TG): n=23, an'anaviy dars jadvaliga qo'shimcha ravishda haftada ikki marta autentik videomateriallar asosida dars o'tildi.

Nazorat guruhi (NG): n=22, faqat darslik va an'anaviy metodlar bilan



ishladi.

Har bir video materialdan foydalanish uch bosqichga bo'lini:

1. Pre-viewing (video oldidan tayyorlov): lug'at, kontekst va ko'rish maqsadini belgilash (5–7 daqiqa).

2. While-viewing (ko'rish jarayoni): maqsadli vazifalar bilan video tomosha qilish (10–15 daqiqa).

3. Post-viewing (video keyin): monolog tayyorlash va taqdim etish (15–20 daqiqa).

Monologik nutqni baholash uchun analitik rubrik qo'llanildi[4,p 78-95]. Baholash mezonlari:

a) mazmuniy to'liqlik (0–5 ball);

b) til to'g'riligi (0–5 ball);

c) talaffuz va intonatsiya (0–5 ball);

d) nutqning ravonligi va uyg'unligi (0–5 ball).

Ma'lumotlar to'plash usullari sifatida oldingi va keyingi testlar (pre- va post-test), o'qituvchi kuzatuvlari, o'quvchi kundaliklari va yozma so'rovnomalar ishlatildi. Statistik tahlil uchun SPSS 26.0 dasturidan foydalanildi; natijalarda ahamiyatlilik darajasi $p < 0.05$ qabul qilindi.[2,p 260]

Tajribada ishlatilgan videomateriallar. Tajriba mobaynida quyidagi video manbalari tanlab olindi: BBC Learning English seriyalari (A2–B1 darajasi), TED-Ed animatsion ma'ruzalari, National Geographic Wild qisqa hujjatli lavhalar va YouTube kanallaridan autentik intervyular. Materiallarni tanlashda quyidagi tamoyillarga amal qilindi:

O'quvchi yosh va bilim darajasiga muvofiqligi (CEFR A2–B1);

Tematik aloqadorlik (maktab o'quv dasturi mavzulari bilan kesishuv);

Til namunaviyligining yuqoriligi (standart ingliz nutqi, turli aksentlar);

Post-viewing bosqichida qo'llaniigan monolog topshiriqlari o'quvchilarni video mazmunini qayta so'zlab berish (retelling), o'z fikrlarini bayon qilish (opinion expression) va muammolarni hal etish (problem-solving) shakllarida nutq qurishga undadi. Bu topshiriqlar Bloom taksonomiyasi asosida: xotirlash → tushunish → tahlil → baholash tartibida tuzildi.[1,p 67-68]

Tajriba natijalari va muhokama. Pre-test natijalariga ko'ra TG va NG o'rtasida statistik jihatdan farq mavjud emas edi (TG o'rtacha: 11,4/20; NG o'rtacha: 11,2/20; $p = 0,78$). Post-test natijalarida esa sezilarli o'sish kuzatildi:

TG post-test o'rtacha bali: 16,8/20 (+5,4 ball, +47% o'sish);

NG post-test o'rtacha bali: 13,1/20 (+1,9 ball, +17% o'sish);

Guruhlar farqi statistik jihatdan muhim: $t(43) = 4,21$; $p < 0,001$; Cohen's



d=1,26 (katta ta'sir o'lchami).

Kichik mezonlar kesimida TG eng ko'p o'sishni «talaffuz va intonatsiya» (o'rtacha +1,8 ball) hamda «ravonlik» (+1,6 ball) ko'rsatkichlarida qayd etdi. «Til to'g'riligi» mezonida o'sish kamroq bo'ldi (+0,9 ball), bu holatni biz post-viewing bosqichida grammatik tuzatishga yetarlicha vaqt ajratilmagan bilan izohlashimiz mumkin.[11,p 145] O'quvchi kundaliklari va so'rovnoma natijalari shuni ko'rsatdiki, TG a'zolarining 87% i video materiallarni motivatsiya uchun foydali deb baholadi, 78% i esa «real insonlarning nutqini kuzatish» ularning ishonchini oshirganini ta'kidlaydi. Bu topilmalar Muñoz va Tafaghodtari tadqiqotlari bilan to'liq mos tushdi.[8,p 263-282]

Tajriba jarayonida bir qator qiyinchiliklar ham aniqlandi: texnik infratuzilmaning yetarli emasligi (internet tezligi, proyektor muammolari), subtitrlarga haddan ziyod tayanish va ayrim o'quvchilarda post-viewing bosqichida so'zlashdan qo'rqish (reticence) holatlari kuzatildi. Bu muammolarni hal etish uchun muqobil offline rejimda yuklab olingan videolar ishlatildi va «xavfsiz nutq muhiti» yaratishga alohida e'tibor qaratildi.

Xulosalar va Tavsiyalar.Olib borilgan tajriba-sinov ishi quyidagi xulosalarga imkon berdi:

1. Autentik videomateriallar monologik nutqni rivojlantirishda an'anaviy darslik materiallariga qaraganda statistik jihatdan ancha samarali bo'lib, ayniqsa talaffuz, intonatsiya va nutq ravonligi ko'rsatkichlarida sezilarli ijobiy o'zgarish ta'minlaydi.

2. Pre-viewing → While-viewing → Post-viewing tuzilmasi o'quvchilarning kognitiv yukini muvozanatlashtirib, monologik nutq tayyorlash jarayonini ishonchli pedagogik yo'lga qo'yadi.

3. Motivatsiya va o'z-o'ziga ishonch ko'rsatkichlari ham TG da NG ga nisbatan yuqori ekanligi aniqlandi, bu esa affektiv filtrni pasaytiruvchi autentik muhitning ahamiyatini tasdiqlaydi.

Amaliy tavsiyalar sifatida quyidagilar taklif etiladi:

O'qituvchilar CEFR darajasiga mos, madaniy jihatdan mos keladigan autentik videolarni dars rejasiga tizimli ravishda kiritsin;

Post-viewing bosqichida Bloom taksonomiyasining yuqori pog'onalariga urg'u beriladigan monolog topshiriqlari qo'llanilsin;

Texnik muammolarni oldini olish uchun video materiallar darsdan avval offline yuklab olinsin;

Kelajakdagi tadqiqotlarda kattaroq namunaviy tanlanma va ko'proq maktablar ishtirokida uzoq muddatli kuzatishlar o'tkazilsin.

Tadqiqotning cheklovlari sifatida quyidagilarni qayd etish zarur: namunaviy



tanlanmaning nisbatan kichikligi (n=45), bitta maktab doirasida o'tkazilganligi va natijalarning o'qituvchi shaxsiy ta'siridan xoli emasligi. Shunga qaramay, olingan natijalar O'zbekiston maktablarida autentik videomateriallarni qo'llash bo'yicha keng ko'lamli dasturiy qo'llanmalar ishlab chiqishga asos bo'ladi.

FOYDALANILGAN ADABIYOTLAR

1. Anderson, L.W., & Krathwohl, D.R. (Eds.). (2001). A Taxonomy for Learning, Teaching, and Assessing. Longman. P. 67–68.
2. Field, A. (2018). Discovering Statistics Using IBM SPSS Statistics. 5th ed. SAGE Publications. P. 260.
3. Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching*, 40(2), 99–103.
4. Hughes, A. (2003). Testing for Language Teachers. 2nd ed. Cambridge University Press. P. 78–95.
5. Krashen, S.D. (1982). Principles and Practice in Second Language Acquisition. Pergamon Press. P. 20–30.
6. Luria, A.R. (1975). Basic Problems of Neurolinguistics. Mouton. P. 109–115.
7. Mirzaev, J. (2019). Autentik materiallar va EFL ta'limi. O'zMU Xabarlari, 3, 45–51; Yo'ldosheva, M. (2022). Video resurslar va og'zaki nutq. Til va ta'lim, 1, 33–39.
8. Muñoz, C. (2014). The contribution of input and instruction to the acquisition of L2 vocabulary in educational settings. *Language Teaching Research*, 18(3), 263–282.
9. Nunan, D. (1989). Designing Tasks for the Communicative Classroom. Cambridge University Press. P. 15.
10. Stempleski, S., & Tomalin, B. (2001). Film. Oxford University Press. P. 3–12.
11. Stempleski, S., & Tomalin, B. (2001). Op. cit. P. 7.
12. Tomlinson, B. (Ed.). (2011). Materials Development in Language Teaching. 2nd ed. Cambridge University Press. P. 145.
13. Wilkins, D.A. (1976). Notional Syllabuses. Oxford University Press. P. 49–61.
14. Wilkins, D.A. (1976). Op. cit. P. 79.



GRAMMATIKANI O'RGATISHDA MOBIL ILOVALARDAN FOYDALANISH

Asadova Gulmira Umirzoq qizi

NamDU, Nemis tili yo`nalishi 4-kura talabasi

Mamashayeva Mastura Mamasoliyevna

Namangan davlat universiteti, katta o`qituvchi

Annotatsiya: Ushbu maqolada nemis tili grammatikasini o'rgatishda zamonaviy raqamli texnologiyalar, xususan, mobil ilovalarning o'rni va samaradorligi tadqiq etiladi. Unda nemis tili grammatikasining murakkab jihatlarini (kelishiklar, artikllar, fe'l paradigmasi) o'zlashtirishda an'anaviy metodlarning kamchiliklarini tahlil qilib, mobil ta'lim (m-learning) imkoniyatlarini asoslab beriladi.

Kalit so'zlar: nemis tili, grammatika o'qitish, mobil ilovalar, mobil ta'lim (m-learning), raqamli texnologiyalar, gamifikatsiya, o'quvchi motivatsiyasi, ta'lim samaradorligi.

Использование мобильных приложений в обучении грамматике

Асадова Гульмира Умирзок кизи Студентка 4-го курса направления

«Немецкий язык» НамГУ

Мамашаева Мастура Мамасолиевна Старший преподаватель

Наманганского государственного университета

Аннотация : В данной статье исследуется роль и эффективность современных цифровых технологий, в частности мобильных приложений, в обучении грамматике немецкого языка. Автор анализирует недостатки традиционных методов при освоении сложных аспектов немецкой грамматики (падежи, артикли, глагольные парадигмы) и обосновывает возможности мобильного обучения (m-learning). **Ключевые слова:** немецкий язык, обучение грамматике, мобильные приложения, мобильное обучение (m-learning), цифровые технологии, геймификация, мотивация учащихся, эффективность обучения.

Using Mobile Applications in Teaching Grammar

Asadova Gulmira Umirzoq qizi 4th-year student of NamSU

Mamashayeva Mastura Mamasoliyevna Senior Lecturer , of NamSU

Abstract: This article examines the role and effectiveness of modern digital technologies, specifically mobile applications, in teaching German grammar. The author analyzes the limitations of traditional methods in mastering the complex aspects of German grammar (cases, articles, verb paradigms) and justifies the potential of mobile learning (m-learning).

Keywords: German language, teaching grammar, mobile applications, mobile



learning (m-learning), digital technologies, gamification, student motivation, educational effectiveness.

Til - insoniyatning eng qadimiy va eng murakkab ijtimoiy hodisalaridan biridir. Har bir til o'zining grammatik tizimi, leksik boyligi va fonetik xususiyatlari bilan boshqa tillardan farqlanadi. Nemis tili ham bundan mustasno emas - u o'zining murakkab grammatik tuzilishi, artikl tizimi, kelishiklar va fe'l tuslanishi bilan xorijiy til sifatida o'rganuvchilar uchun jiddiy qiyinchiliklar tug'diradi. Ayni shu sababli nemis tili grammatikasini o'rgatish metodikasi har doim tilshunoslar, metodistlar va pedagog-amaliyotchilar diqqat markazida bo'lib kelgan.¹⁴

Bugungi kunda jahon ta'lim tizimida tub o'zgarishlar ro'y bermoqda. An'anaviy darslik va doskadan foydalanish o'rnini tobora ko'proq raqamli vositalar egallayotgan bir davrda o'qituvchilar oldida yangi imkoniyatlar va yangi mas'uliyatlar paydo bo'lmoqda. Ayniqsa, smartfonlar va planshetlarning keng tarqalishi, internet tezligining ortishi va mobil ilovalar bozorining jadal rivojlanishi ta'lim sohasida mutlaqo yangi bir yo'nalish - mobil ta'lim (m-learning) yo'nalishini yuzaga keltirdi. Mobil ta'lim nafaqat vaqt va makonga bog'liq bo'lmagan holda o'qish imkonini beradi, balki o'quvchilarning individual ehtiyojlari va sur'atlariga moslashgan, interaktiv va qiziqarli ta'lim muhitini yaratadi.

O'zbekistonda ham so'nggi yillarda xorijiy tillarni, jumladan nemis tilini o'rgatishga bo'lgan qiziqish va talab keskin ortdi. Prezidentimiz Shavkat Mirziyoyevning ta'lim sohasidagi islohotlari doirasida xorijiy tillarni chuqur o'rganish davlat siyosatining ustuvor yo'nalishlaridan biriga aylandi. Maktablar, akademik litsey va oliy o'quv yurtlarida nemis tili o'rgatish sifatini oshirish bo'yicha tizimli chora-tadbirlar amalga oshirilmoqda. Shu bilan birga, raqamli ta'lim vositalarini ta'lim jarayoniga integratsiya qilish ham davlat darajasida qo'llab-quvvatlanmoqda. Barcha bu omillar birgalikda mazkur tadqiqot mavzusining o'ta dolzarb ekanligini isbotlaydi.

Nemis tili grammatikasini o'rgatishda mobil ilovalardan foydalanish masalasi bir necha jihatdan ahamiyatlidir. Birinchidan, nemis tili grammatikasi juda ko'p qoidalar va istisnolardan iborat bo'lib, ularni an'anaviy usulda yodlash ko'pincha samarasiz bo'ladi. Mobil ilovalar esa takrorlash, mashq qilish va o'z-o'zini nazorat qilish uchun qulay platforma yaratadi. Ikkinchidan, zamonaviy o'quvchilar - "raqamli avlod" vakillari - an'anaviy o'rgatish usullariga nisbatan interaktiv va texnologiyaga asoslangan yondashuvlarga ko'proq moyil. Uchinchidan, mobil ilovalar gamifikatsiya elementlari orqali o'quvchilarning

¹⁴ Azimov E.G., Shchukin A.N. Xorijiy tillarni o'qitish metodikasi. — Toshkent: ToshDO'TAU nashriyoti, 2019. — 286 b.



motivatsiyasini sezilarli darajada oshiradi, bu esa uzoq muddatli o'qishni qo'llab-quvvatlaydi.

Nemis tilini o'rganishdagi asosiy to'siq sifatida ko'pchilik uning murakkab grammatik tizimini ko'rsatadi. Darhaqiqat, nemis tili grammatikasi o'zining murakkabligi bilan mashhur: to'rt kelishik tizimi (Nominativ, Akkusativ, Dativ, Genitiv), uch jinsli artikl tizimi (der, die, das), fe'llarning keng tuslanish paradigmasi, ajraluvchan va ajralmaydigan prefikslar, modal fe'llar, shuningdek Konjunktiv va Passiv kabi murakkab grammatik kategoriyalar o'quvchilar uchun jiddiy qiyinchilik tug'diradi. An'anaviy o'rgatish usullari - ya'ni qoidani tushuntirish, misollar keltirish va yozma mashqlar bajarish - ko'pincha bu murakkabliklarni yengishda yetarli darajada samarali bo'lmaydi. O'quvchilar qoidalarni yodlab, lekin ularni amalda qo'llay olmaslik muammosiga duch keladi.¹⁵

Aynan shu muammoning yechimi sifatida zamonaviy ta'lim texnologiyalari, xususan mobil ilovalar katta ahamiyat kasb etmoqda. Smartfonlar bugungi kunda deyarli har bir o'quvchi qo'lida mavjud bo'lib, ular orqali istalgan vaqtda va istalgan joyda o'qish imkoniyati yaratilgan. Duolingo, Babbel, Grammatik aktiv, Anki, Quizlet kabi ilovalar nemis tili grammatikasini o'rganishni nafaqat qulay, balki qiziqarli va samarali jarayonga aylantirmoqda. Ushbu ilovalar gamifikatsiya, adaptiv o'rgatish algoritmlari va teskari aloqa tizimlari orqali an'anaviy o'rgatishning ko'plab kamchiliklarini bartaraf etadi.¹⁶

O'zbekistonda raqamli ta'limni rivojlantirish davlat siyosatining ustuvor yo'nalishlaridan biri ekanligi ham bu tadqiqotning dolzarbligini belgilaydi. 2017-2021 yillarda amalga oshirilgan "O'zbekistonni rivojlantirishning beshta ustuvor yo'nalishi" va keyingi yillarda qabul qilingan "Yangi O'zbekiston" strategiyasi doirasida ta'lim sifatini oshirish va raqamli transformatsiyani ta'minlash masalalariga katta e'tibor qaratilgan¹⁷. Shu bilan birga, maktab va oliy ta'lim muassasalarida xorijiy tillarni o'rgatish sifatini yangi bosqichga ko'tarish maqsadida bir qator dasturlar ishlab chiqilgan va amaliyotga joriy etilgan. Mazkur sharoitda nemis tili grammatikasini o'rgatishda mobil ilovalardan foydalanish masalasini ilmiy jihatdan o'rganish o'ta muhim va zarur hisoblanadi.¹⁸

Xorijiy ilmiy adabiyotlarda mobil ilovalarning xorijiy til o'rgatishdagi samaradorligi ko'p marta isbotlangan. Biroq o'zbek ta'lim muhitida, xususan nemis tili grammatikasini o'rgatish kontekstida bu masala hali yetarlicha o'rganilmagan. Aynan shu ilmiy bo'shliq mazkur bitiruv malakaviy ishining dolzarbligini yanada

¹⁵ Yo'ldoshev J.G. Zamonaviy ta'lim texnologiyalari. — Toshkent: O'qituvchi, 2020. — 312 b.

¹⁶ Kukulska-Hulme A., Traxler J. Mobile Learning: A Handbook for Educators and Trainers. — London: Routledge, 2020. — 256 p

¹⁷ Mirziyoyev Sh.M. Yangi O'zbekiston taraqqiyot strategiyasi. — Toshkent: O'zbekiston, 2022. — 464 b.

¹⁸ Mirziyoyev Sh.M. Yangi O'zbekiston taraqqiyot strategiyasi. — Toshkent: O'zbekiston, 2022. — 464 b.



kuchaytiradi va uni o'zbek pedagogika fani uchun muhim hissa sifatida belgilaydi.¹⁹

Nemis tili grammatikasini o'rgatish jarayonida mobil ilovalardan foydalanishning metodikasi, shakllari, usullari va samaradorligi hisoblanadi. Predmet o'z ichiga quyidagilarni oladi: mobil ilovalarning grammatik material o'zlashtirilishiga ta'siri, ilovalarning dars jarayoniga integratsiya qilish yo'llari, o'quvchi motivatsiyasiga ta'siri va grammatika bilimlarini mustahkamlashdagi roli.

O'zbekiston ta'lim muhitida nemis tili grammatikasini o'rgatishda mobil ilovalardan foydalanish samaradorligi ilk bor empirik tadqiqot orqali isbotlandi. Ikkinchidan, O'zbek tilli o'quvchilar uchun moslashtirilgan ilovalar kombinatsiyasi va integratsiya modeli ishlab chiqildi. Uchinchidan, motivatsiya va bilim darajasi o'rtasidagi ijobiy spiral munosabati empirik jihatdan tasdiqlandi. Bu ilmiy yangiliklar mazkur ishni faqat bitiruv malakaviy ishi doirasida emas, balki o'zbek pedagogika fani uchun ham qimmatli manba sifatida belgilaydi.

Adabiyotlar ro'yxati

1. Yo'ldoshev J.G. Zamonaviy ta'lim texnologiyalari. - Toshkent: O'qituvchi, 2020. - 312 b.
2. Azimov E.G., Shchukin A.N. Xorijiy tillarni o'rgatish metodikasi. - Toshkent: ToshDO'TAU nashriyoti, 2019. - 286 b.
3. Xoliqova N.R. Xorijiy tillarni o'rgatishda axborot-kommunikatsiya texnologiyalaridan foydalanish. - Toshkent: Fan, 2021. - 198 b.
4. Raximov S.I. Pedagogik texnologiyalar va ta'lim sifati. - Toshkent: TDPU nashriyoti, 2020. - 244 b.
5. Toshmatov B.A. Raqamli ta'lim: nazariya va amaliyot. - Toshkent: Innovatsion rivojlanish nashriyot-matbaa uyi, 2022. - 176 b.

OLIY TA'LIMDA TIL O'RGANUVCHILARNING YOZMA NUTQINI RIVOJLANTIRISHDA SUN'IY INTELLEKT VOSITASINING ROLI

Salimova Ra'no Abduxamid qizi

O'zDJTU bakalavr 1-bosqichi talabasi

ranoxonsalimova67@gmail.com

Ilmiy rahbar: Kosimova Fotima

Katta oqituvchi, O'zDJTU

Abstract: This research investigates the transformative role of generative Artificial Intelligence, in enhancing academic writing skills within higher education. Writing is a complex cognitive process; thus, the study evaluates how Large Language Models function as pedagogical tools. Grounded in Vygotsky's

¹⁹ O'zbekiston Respublikasining "Ta'lim to'g'risida"gi Qonuni. — Toshkent, 2020. — 48 b.



Zone of Proximal Development and Krashen's Input Hypothesis, the paper substantiates AI as a digital "scaffolding" mechanism. Through mixed-methods research, including pedagogical experiments in Uzbekistan, findings reveal that AI integration increases lexical diversity by 30% and mitigates "writer's block." The study advocates for a "AI Literacy" to ensure ethical usage and foster learner autonomy.

Key words: Artificial intelligence, ChatGPT, academic writing, scaffolding, linguodidactics, learner autonomy, higher education, digital literacy, Process-Based Writing.

Kirish

XXI asrning raqamlitransformatsiyasi ta'lim paradigmasini o'zgartirib, talabalardan nafaqat nazariy bilim, balki texnologik muhitda muammolarni hal qilish mahoratini talab qilmoqda. O'zbekiston oliy ta'lim konsepsiyasiga muvofiq, innovatsiyalarni joriy etish va mustaqil tadqiqotchilikni rag'batlantirish strategik maqsad etib belgilangan.

Yozma nutq — bu til o'rganishning eng yuqori kognitiv bosqichi bo'lib, u mantiqiy izchillik, stilistik aniqlik va leksik boylikni talab etadi. ChatGPT kabi sun'iy intellekt tizimlarining paydo bo'lishi akademik muhitda "tahdid", ham ta'limni rivojlantirish uchun "yangi ufqlarni ochuvchi" vosita sifatida ko'rilmogda.

Ko'plab filologiya yo'nalishi talabalari o'z fikrlarini akademik tilda (formal register) bayon qilishda "kognitiv yuklama" (cognitive overload) muammosiga duch keladilar. An'anaviy pedagogikada o'qituvchi har bir talabaning individual tahriri uchun yetarli vaqt ajrata olmaydi. Bu esa talabalarda yozma topshiriqlarga nisbatan demotivatsiya va qo'rquvni yuzaga keltiradi. SI vositalari ushbu bo'shliqni to'ldirishda qanday metodik modelga asoslanishi kerak? Ushbu savol bugungi kun didaktikasining markaziy muammosidir.

Asosiy qism

Oliy ta'limda talabalarining yozma nutq kompetensiyasini shakllantirishda ChatGPTning "scaffolding" (ko'prik) vazifasini ilmiy asoslash va uni o'quv jarayoniga integratsiya qilishning samarali mexanizmini ishlab chiqish. Bugungi kunda ko'p qo'llaniladigan hamda yozma nutqni shakllantirishda foydalanilish mumkin bo'lgan sun'iy intellekt platformalari bir nechta toifaga ajratiladi:

1. Matn yaratish va tahrirlashga ixtisoslashgan platformalar

Mazkur platformalar o'rganuvchilarning yozma nutqini yaxshilash, matn tuzish, mustaqil

tarzda fikrni ravon bayon qilishda yordam bera oladi. Masalan, ChatGPT, Google Gemini Claude AI, Microsoft Copilot kabi sun'iy intellekt vositalari matn yaratish,



matnni qayta yozish, unda qo'llanilgan grammatikani tuzatish, davomini yozish, g'oyalar taklif qilish imkoniyatini beradi.

2. Grammatik hamda stilistik tekshiruvchi dasturlar

Yozma matnning imlo, grammatik me'yorlarga asoslangan hamda matn uslubi kabi jihatlarini tahlil qilish vazifasini bajaradigan texnologiyalar ham mavjud. Grammarly, LanguageTool, QuillBot Grammar Checker kabi platformalar yozma matnda yo'l qo'yilgan xatolarni aniqlash, matn uslubi bo'yicha tavsiyalar berish xususiyatiga egadir. Bu kabi dasturlarda yozma matn uslubiy jihatdan ham tahrir qilinib, unga mos gap, so'z birikmasi yoki so'zlar tanlanadi. Ularga tavsiyalar tarzida izohlar beriladi. Jumladan, ushbu imkoniyatlar o'rganuvchilarga matndagi uslubni yana tushunish hamda idrok qilish uchun qulayliklar yaratadi.

3. Parafraza qilish va mazmunni qayta ishlash dasturlari

QuillBot Paraphraser, Spinbot, Wordtune kabi dasturlar matnni takrorlanmas shaklga keltirish, qayta ifodalash yoki soddalashtirish maqsadida qo'llaniladi. Masalan, gapdagi biror so'z birikmasini yoki so'zlarni shunga o'xshash ma'nodosh shaklini qo'llab, matnni qayta tuzish hamda uni o'zgartirish mumkin bo'ladi.

4. Matn tahlili hamda baholash tizimlari

Bu platformalar esa o'quvchining yozgan matnini avtomatik tarzda baholaydi, leksik, lug'at boyligi, mantiqiy bog'liqlik kabi matn ko'rsatkichlar (lexical richness, cohesion, coherence) bo'yicha tahlil qilib, ularni baholab beradi. Masalan, ETS e-rater (TOEFL yozuv baholash tizimi), Turnitin Revision Assistant, Criterion Online Writing Evaluation dasturlari kiradi.

5. Ta'limga ixtisoslashgan SI platformalari

O'qituvchilar va o'quvchilar uchun maxsus ishlab chiqilgan interaktiv o'quv vositalariga Khan Academy, Duolingo Max, Notion AI kabi dasturlar kiradi va ular turli topshiriqlar yaratish, dars rejasi hamda mavzulashtirilgan individual yozma mashqlar bilan shakllantirilgan.

Yuqoridagi ta'limga mo'ljallangan platformalarning har biri muayyan fan hamda yo'nalishga asoslangan ma'lumotlar, vazifalar va topshiriqlar bilan loyihalashtirilgan. Shuningdek, ularda sun'iy intellekt asosida mazkur topshiriq hamda vazifalarni tekshirish, nazorat qilish va baholash funktsiyalari ham mavjud. Bu kabi imkoniyatlar o'qitish hamda o'rganish jarayoniga ijobiy ta'sir ko'rsatadi. Duolingo Max platformasi esa bir qancha xorijiy tillarni o'rganish maqsadida yaratilgan bo'lib, unda til ko'nikmalarini shakllantirish va rivojlantirishga qaratilgan pedagogik texnologiyalardan foydalanilgan. Topshiriqlar qiziqarli animatsion tarzda berilgan, vazifalar bosqichma-bosqich bajariladi, sun'iy intellekt asosida tahrirlanadigan platforma hisoblanadi. Dizayn hamda gamification yuqori darajada ishlab chiqilgan. Shu bilan birga, ushbu ta'lim dasturlarida sun'iy intellekt



vositlari yordamida o'qitish hamda bilim berish jarayonini tizimli ravishda olib borish, qiziqarli tarzda ta'limni tashkil etish, o'rganuvchilarning o'zlashtirish darajasini samarali nazorat qilish va ularni asosli baholash ham mumkin.

1. Stephen Krashen va "Tushunarli Kirish" (Comprehensible Input)

Zamonaviy lingvistika asoschilaridan biri Stephen Krashen o'zining "Input Hypothesis" nazariyasida ta'kidlaydiki, til o'rganuvchi o'zining joriy darajasidan (i) bir pog'ona yuqori (i+1) bo'lgan material bilan ishlaganda o'sishga erishadi. Sun'iy intellekt aynan shu "i+1" darajasidagi matnlarni individual tarzda generatsiya qila oladigan yagona vositadir.

2. Lev Vygotsky va Yaqin Rivojlanish Zonasi (ZPD)

Pedagogik psixologiya ustuni Lev Vygotsky ta'limda qurollar (tools) va yordamchilarning ahamiyatini yuqori baholagan. Uning "Scaffolding" nazariyasiga ko'ra, talaba o'zi bajara olmaydigan ishni "bilimliroq boshqa shaxs" (MKO) yordamida bajara olsa, keyinchalik bu ishni mustaqil bajarish ko'nikmasiga ega bo'ladi. Bizning tadqiqotimizda sun'iy intellekt aynan shu "Raqamli MKO" roliga chiqadi.

Noam Chomsky va Generativ Lingvistika

Noam Chomsky ChatGPTni "yuqori texnologiyali plagiat" deb atagan bo'lsa-da, uning generativ grammatika nazariyasi tilning cheksiz imkoniyatlarini o'rgatadi. Tadqiqotimiz shuni ko'rsatadiki, SI yordamida talabalar tilning murakkab sintaktik strukturalarini vizual tahrir qilish orqali o'zlarining "linguistic competence" darajalarini oshirmoqdalar.

Tadqiqotda Mixed Methods Research qo'llanildi.

Pedagogik tajriba: Eksperiment 2026-yilning yanvar-may oylarida O'zDJTning ingliz filologiyasi fakulteti 1-2 kurs talabalari (120 nafar) o'rtasida o'tkazildi.

Guruhlash: Talabalar "Control Group" (an'anaviy) va "Experimental Group" (AI-integrated) guruhlariga ajratildi.

Metodik vosita: Tajriba guruhiga har haftalik yozma topshiriqlar uchun Sun'iy intellektdan tahrirchi, idea generatori va leksik maslahatchi sifatida foydalanish bo'yicha "Prompts Guide" (ko'rsatmalar to'plami) berildi.

Natija va muxokama

1. Yozish jarayonining dinamik tahlili

Tahlillar shuni ko'rsatdiki, ChatGPT yozma nutqning quyidagi to'rt bosqichida kognitiv yuklamani optimallashtiradi:

- Brainstorming and Outlining: Talabalar mavzuga oid 10 xil yondashuvni SI orqali ko'rib chiqishganda, inshoning mantiqiy strukturasi (coherence) 40% ga yaxshilangan.



- Lexical Enhancement: Sun'iy intellekt talabaga "common words" o'rniga akademik lug'atni qo'llashni o'rgandilar.

Tadqiqotning eng muhim qismi — bu texnologiyadan noto'g'ri foydalanishning oldini olishdir. O'zbekiston oliy ta'limida raqamli yordamchidan foydalanishda ikki xil xulq-atvor aniqlandi:

Passive Users (Passiv foydalanuvchilar): Tayyor matnni ko'chirib oluvchilar. Bu kognitiv turg'unlikka olib keladi.

Active/Critical Users (Aktiv foydalanuvchilar): Raqamli yordamchini tahrirchi va o'qituvchi sifatida ishlatuvchilar. Bu nutq o'sishiga xizmat qiladi.

Shu bilan birga, sun'iy intellektdan foydalanish jarayonida ba'zi muammolar ham yuzaga kelishi mumkin. Masalan, texnologiyaga ortiqcha bog'liqlik, o'quvchilarning mustaqil fikrlash qobiliyatining susayishi va ba'zan noto'g'ri ma'lumotlar berilishi ehtimoli mavjud. Shu sababli sun'iy intellektni oqilona va maqsadli qo'llash zarur.

Afzalliklari va kamchiliklari: tezkor natija olish, xatolarni darhol aniqlash, vaqtni tejash, o'quvchilarda qiziqish uyg'otish. Kamchiliklari: texnologiyaga ortiqcha bog'liqlik, mustaqil fikrlashning susayishi, noto'g'ri ma'lumot berish ehtimoli. Shu bois sun'iy intellektdan foydalanishda muvozanat muhim hisoblanadi.

Sun'iy intellekt yordamida yozma nutqni shakllantirishda turli zamonaviy pedagogik metodlar va yondashuvlardan foydalanish mumkin. Bu metodlar o'quvchilarning individual ehtiyojlarini hisobga olish, ijodiy fikrlashni rivojlantirish va mustaqil ishlash ko'nikmalarini oshirishga xizmat qiladi.

1. Interaktiv yozuv mashqlari. Sun'iy intellekt asosidagi interaktiv platformalar o'quvchilarga turli matnlarni yozishga imkon beradi. Masalan, AI yordamida insholar, hikoyalar, bayonlar va referatlar yaratish mumkin. Dastur o'quvchi matnini tahlil qilib, xatolarni ko'rsatadi va yaxshilash bo'yicha tavsiyalar beradi. Bu o'quvchilarda yozish jarayoniga qiziqishni oshiradi.

2. Avtomatik baholash tizimi. Sun'iy intellekt matnni tezkor va adolatli baholash imkonini beradi. Grammatik, leksik va uslubiy xatolarni aniqlash orqali o'quvchilarga darhol fikr-mulohaza beriladi. Bu metod o'qituvchining ish yukini kamaytiradi va o'quvchilarni mustaqil o'rganishga rag'batlantiradi.

3. Individual yondashuv. AI o'quvchining bilim darajasini aniqlab, unga moslashtirilgan topshiriqlar beradi. Masalan, bir o'quvchiga grammatik xatolarni tuzatish bo'yicha mashqlar, boshqasiga esa leksik boyitish bo'yicha vazifalar berilishi mumkin. Shu bilan o'quv jarayoni har bir o'quvchi uchun samarali bo'ladi.



4. Onlayn yozma treninglar. Onlayn platformalar orqali o'quvchilar turli mashqlarni bajaradi va natijalarni darhol oladi. Masalan, hikoya davom ettirish, matnni qisqartirish yoki boshqa sinf o'quvchilari bilan fikr almashish kabi interaktiv topshiriqlar o'quvchilarni ijodiy ishlashga o'rgatadi.

5. Gamifikatsiya usuli. O'quv jarayoniga o'yin elementlarini kiritish orqali (masalan, ball tizimi, mukofotlar, reytinglar) o'quvchilar yozma mashqlarga qiziqish bilan yondashadi. Sun'iy intellekt ushbu jarayonni avtomatlashtiradi va natijalarni kuzatadi.

6. Loyihaviy yondashuv. O'quvchilar AI yordamida kichik loyihalar yaratadilar, masalan, o'z hikoyasini yozish, inshoni rasm bilan boyitish yoki matn tahrirlash. Bu metod o'quvchilarning ijodiy fikrlashini rivojlantiradi va mustaqil ishlashga rag'bat beradi.

Xulosa

Oliy ta'limda yozma nutqni rivojlantirishda sun'iy intellekt raqamli inqilob yasadi. Tadqiqot natijalari asosida quyidagi xulosalar shakllantirildi:

U o'quvchilarning savodxonligini oshirish, fikrni aniq va mantiqiy ifodalash ko'nikmalarini shakllantirishda katta yordam beradi. Biroq undan oqilonafoydalanish va o'qituvchi nazorati ostida qo'llash muhimdir. Sun'iy intellekt yozma nutqni shakllantirishda samarali va innovatsion vosita hisoblanadi. U o'quvchilarning fikrlarini aniq va mantiqiy ifodalash, grammatik va leksik bilimlarini rivojlantirish, shuningdek, ijodiy fikrlash qobiliyatini oshirishga yordam beradi. Zamonaviy pedagogik metodlar, xususan, interaktiv mashqlar, avtomatik baholash tizimi, individual yondashuv, onlayn yozma treninglar va gamifikatsiya usuli o'quv jarayonini yanada qiziqarli va samarali qiladi. Shu bilan birga, sun'iy intellektdan foydalanganda o'quvchilarning mustaqil fikrlash qobiliyatini susayishiga yo'l qo'ymaslik va texnologiyadan oqilona foydalanish muhimdir. Shuning uchun, o'qituvchi nazorati ostida sun'iy intellekt vositalarini ta'lim jarayoniga integratsiya qilish orqali o'quvchilarning yozma nutqini rivojlantirish mumkin.

Oliy ta'limda sun'iy intellekt o'qituvchining o'rnini egallamaydi, balki uning imkoniyatlarini kengaytiruvchi "ko'priq vazifasini bajaradi. Biroq kognitiv turg'unlikning oldini olish uchun ta'limda "Passive users emas, balki "Critical users" qatlamini shakllantirish lozim. ChatGPT talabaning individual o'rganish uslubiga (learning style) moslashish orqali ta'limni shaxsiylashtiradi. Asosiy muammo texnologiyada emas, balki undan foydalanish metodikasida.

Metodik tavsiyalar:

AI Literacy darslari: Filologiya fakultetlarida "Akademik yozuvda SI bilan



ishlash etikasi" kursini joriy etish.

O'qituvchilar malakasini oshirish: Mentorlar SI yordamida talabaning ishiga sekundlar ichida sifatli feedback berishni o'rganishlari kerak.

Gibrid baholash: Yakuniy bahoni faqat inshoga emas, balki talaba bajargan tahrirlar va "prompt"lar zanjiriga qarab qo'yish.

Foydalanilgan adabiyotlar ro'yxati

1. Hoshimov, O', Yoqubov, I. (2003). Ingliz tili o'qitish metodikasi. Toshkent: Sharq.
2. Maftuna Shavkieva, Muyassar Makhmudova "inScience" Society and innovations 2025
3. Toshkentova Aziza Sherzod qizi. Tilshunoslikda antroposentrizm: Yangi Yondashuvlar va Tadqiqotlar. Toshkent 2026 yil
4. Krashen, S. D. (1985). The Input Hypothesis: Issues and Implications. Laredo Publishing Co.
5. Vygotsky, L. S. (1978). Mind in Society: Development of Higher Psychological Processes. Harvard University Press.
6. Chomsky, N. (2023). The False Promise of ChatGPT. The New York Times.
7. Brown, H. D. (2007). Principles of Language Learning and Teaching. Pearson Longman.
8. Zimmerman, B. J. (2000). Self-Efficacy: An Essential Motive to Learn. Contemporary Educational Psychology.

English as a Lingua Franca in Intercultural Communication

Student: Muhammadova Gulmira,

undergraduate, Namangan State University

Scientific Advisor: Mamatova Dilrabo,

Acting Docent, Namangan State University

Annotation: This article explores how the English Language is increasingly becoming the communication language not only between native English speakers and non-native speakers, but even among non-natives themselves. It tries to show how in modern times, it is crucial to learn it regardless of person's occupation sphere – business, natural sciences, or informational and computer technologies.

Key terms: lingua franca, intercultural communication, cultures, modern world, conversation.

Introduction

Today, more people speak English as a second or third language than those



who speak it as their first language. English is becoming the most famous language for intercultural communication. For example, if there is a Spanish businessman and he wants to talk to a Chinese supplier, they do not speak Spanish or Chinese. They usually speak English. This way of using English between people who have different native languages is called English as a Lingua Franca, or ELF. It has become the most important tool for talking across cultures in our modern world.

Moving Away from "Perfect" English

Experts believe native speakers from the United States and the United Kingdom represent the only proper way to speak English. People considered your English skills to be poor when you made a minor grammar error or spoke with a heavy accent. The research conducted by Jennifer Jenkins and Barbara Seidlhofer proves that this belief has lost its validity according to current linguistic knowledge.

Intercultural communication aims to enable people to comprehend one another. ELF speakers possess strong abilities to collaborate with others because they strive to achieve mutual comprehension. They do not care if someone leaves out the "s" at the end of a verb in the third person, like saying "he go" instead of "he goes". The communication process reaches success when both parties understand the information being transmitted. The English language now belongs to all users because it has become a universal means of communication which native speakers no longer control.

How People Make it Work

People from different cultures who speak English use specific methods to prevent communication errors. Anna Mauranen has conducted research about how people across different fields use English as a common language. Here are some common ways people make ELF communication work:

- **Repeating things:** The speaker needs to repeat information which he already said because the audience needs to understand his message better.
- **Checking for understanding:** People often ask questions like, "Do you know what I mean?" or "Is that clear?"
- The way people talk undergoes change through the process of accommodation. People who speak with someone else will match their speaking speed to the pace of their conversation partner.
- When a person lacks knowledge of English vocabulary, they will switch to using a word from their native language or any other language which both parties understand.

The process of speaking English between different cultures requires more than just having extensive vocabulary knowledge. The ability to adapt together with the



ability to endure challenges becomes essential for this situation.

The Role of Culture

The public now utilizes identical language systems in their communication which fails to eliminate the substantial impact of their distinct cultural backgrounds. The definition of culture extends beyond food and holiday traditions because it includes the way people develop their thought processes and their methods of communication. Some cultures consider direct communication which involves stating your needs as an acceptable form of social interaction. People from different cultures prefer to discuss matters indirectly because they find direct communication to be impolite.

The two non-native English speakers engage in foreign language communication while they attempt to understand each other's cultural practices. The situation produces humorous and confusing outcomes which establish a strong collaborative environment. The two parties involved in the conversation use a language that is not their native tongue which leads them to show greater understanding when someone makes an error.

Conclusion.

In essence, the aforementioned reforms mean a lot for new English Language learners. The teaching methods and learning approaches for English language education are undergoing transformations because of English as a Lingua Franca. Students needed to spend multiple hours during their studies to achieve perfect pronunciation which matched the speech of native British and American speakers. Now, experts suggest that it is better to focus on being clear and adaptable.

Learners need to develop their listening skills by hearing various accents because they should not concentrate on mastering perfect grammar rules which native speakers sometimes disregard. The students must acquire negotiation skills needed to establish understanding during moments when their discussion reaches an impasse. Students use English more frequently to communicate with non-native speakers than with native speakers in actual situations.

English as a Lingua Franca now functions as the primary medium through which people from different cultures establish communication with one another. The approach provides all participants with a shared understanding which enables them to communicate across cultural boundaries. The statement demonstrates that true human communication exists through idea exchange with other people rather than through achieving perfect grammar assessment results.

References

1. Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge University



Press.

2. Jenkins, J. (2000). *The phonology of English as an international language*. Oxford University Press.
3. Jenkins, J. (2006). Current perspectives on teaching World Englishes and English as a lingua franca. *TESOL Quarterly*, 40(1), 157-181.
4. Mauranen, A. (2006). Signaling and preventing misunderstanding in English as a lingua franca. *International Journal of the Sociology of Language*, 177, 123-150.
5. Mauranen, A., & Ranta, E. (Eds.). (2009). *English as a lingua franca: Studies and findings*. Cambridge Scholars Publishing.
6. Seidlhofer, B. (2001). Closing a conceptual gap: The case for a description of English as a lingua franca. *International Journal of Applied Linguistics*, 11(2), 133-158.
7. Seidlhofer, B. (2011). *Understanding English as a lingua franca*. Oxford University Press.
8. Widdowson, H. G. (1994). The ownership of English. *TESOL Quarterly*, 28(2), 377-389.

GRAMMATIKANI O'RGATISHDA AUTENTIK MATNLARDAN FOYDALANISH METODLARI

Mamasharifova Umriniso Otabek qizi
NamDu, Nemis tili yo`nalishi 4-kura talabasi
Mamashayeva Mastura Mamasoliyevna
Namangan davlat universiteti, katta o`qituvchi

Annotatsiya: Ushbu maqolada nemis tili grammatikasini o`qitishda autentik nasriy matnlardan foydalanishning metodologik asoslari va afzalliklari tadqiq etiladi. Unda an'anaviy grammatik usullarning kamchiliklarini tahlil qilib, tilni real ijtimoiy-madaniy kontekstda o`rganishning ahamiyatini asoslab beriladi.

Kalit so`zlar: autentik matn, lingvodidaktik mohiyat, konteks, matnli yondashuv, fundamental, didaktik material, kompetentlik, raqamli texnologiya

Методы использования аутентичных текстов в обучении грамматике

Мамашарифова Умринисо Отабек кизи Студентка 4-го курса
направления «Немецкий язык» НамГУ
Мамашаева Мастура Мамасолиевна
Наманганского государственного университета

Аннотация. В данной статье исследуются методологические основы и преимущества использования аутентичных прозаических текстов при



обучении грамматике немецкого языка. В ней анализируются недостатки традиционных грамматических методов и обосновывается важность изучения языка в реальном социокультурном контексте.

Ключевые слова: аутентичный текст, лингводидактическая сущность, контекст, текстовый подход, фундаментальный, дидактический материал, компетентность, цифровые технологии.

Methods of using authentic texts in teaching grammar

Mamasharifova Umriniso Otabek qizi 4th-year student, German Language Department, NamSU

Mamashayeva Mastura Mamasoliyevna

Senior Lecturer, Namangan State University

Annotation: This article examines the methodological foundations and advantages of using authentic prose texts in teaching German grammar. It analyzes the shortcomings of traditional grammatical methods and justifies the importance of language learning within a real socio-cultural context **Keywords:** authentic text, linguodidactic essence, context, textual approach, fundamental, didactic material, competence, digital technology.

Jahon hamjamiyatining globallashuvi, xalqaro munosabatlarning kengayishi va ko'p tomonlama madaniy-iqtisodiy hamkorlikning rivojlanishi sharoitida chet tillarini o'rgatish masalasi bugungi kunda dunyo miqyosida eng ustuvor ta'lim yo'nalishlaridan biriga aylangan. Xususan, nemis tili- Yevropa Ittifoqining eng ko'p so'zlashuvchilarga ega bo'lgan tili sifatida, shuningdek fan, texnologiya, falsafa, musiqa va adabiyot sohasidagi ulkan merosning tili sifatida -O'zbekistonda ham tobora katta qiziqish va talabni uyg'otmoqda. Nemis tilini o'rganuvchilar soni yildan yilga o'sib bormoqda: umumiy o'rta ta'lim maktablarida, akademik litseylar va kasb-hunar kollejlarida, oliy ta'lim muassasalarida, tillarni o'rgatuvchi xususiy markazlarda nemis tili kurslari faol ravishda olib borilmoqda. Biroq nemis tilini o'rganish jarayonida, ayniqsa grammatika o'qitishda, ko'plab muammolar hali ham o'z yechimini kutmoqda.

Nemis tili grammatikasi o'z murakkabligi bilan mashhur. Nemis tilining artikl tizimi, ot kelishiklari, fe'lining vaqt shakllari, sifat-doshli va ravishdoshli iboralar, qo'shma gaplarning murakkab tuzilishi, inversiya qoidalari -bularning barchasi o'rganuvchi uchun jiddiy to'siqlar yaratadi. An'anaviy o'qitish uslubida bu grammatik hodisalar odatda qoidalar va jadvallar orqali tushuntiriladi, so'ngra mashqlar yordamida mustahkamlanadi. Bu usul ma'lum darajada samarali bo'lsa-da, u o'quvchida grammatikani jonli, harakatdagi til hodisasi sifatida idrok etish qobiliyatini to'liq shakllantira olmaydi. Oqibatda o'quvchi qoidani biladi, lekin



nemischa asl matnni o'qiyotganida yoki nutq tuzayotganida o'sha qoidani tatbiq eta olmaydi. Bu muammo metodika fanida keng muhokama qilinib, uning yechimi sifatida autentik matnlar asosida grammatika o'qitish metodologiyasi ilgari surilmoqda.

Autentik matnlar- bu o'quv maqsadida sun'iy ravishda tuzilmagan, balki nemis tilidagi real muloqot muhitida vujudga kelgan matnlardir. Ular orasida badiiy nasr asarlari, gazeta va jurnallar maqolalari, ilmiy-ommabop matnlar, reklama matnlari, rasmiy hujjatlar, radio va televizion dasturlar matni kabilar kiradi. Bunday matnlar o'quvchiga nemis tilini sun'iy sharoitda emas, balki uning tabiiy holatida -real madaniy, ijtimoiy va lingvistik kontekstda -ko'rish va o'rganish imkonini beradi. Grammatik hodisalar esa bunday matnlarda o'quv maqsadlari uchun maxsus tanlanmagan, balki muallifning tabiiy nutq jarayonida o'z o'rnida qo'llangan holda namoyon bo'ladi. Bu esa o'quvchi uchun grammatikani quruq abstraksiya emas, balki ma'no ifodalashning tirik vositasi sifatida anglash imkonini yaratadi.²⁰

Ushbu maqola "Nemis tili grammatikasini o'rgatishda autentik matnlardan foydalanish metodlari" mavzusiga bag'ishlangan. Ishda autentik matnlarning lingvodidaktik mohiyati, ularni nemis tili grammatikasi darslarida qo'llashning nazariy asoslari, samarali metodlar tizimi va ularning amaliy tadbiq yo'llari ko'rib chiqiladi. Mavzu, xususan, nasr tili misolida tahlil qilinadi, ya'ni nemis badiiy nasri, publitsistik va ilmiy-ommabop matnlar grammatika o'qitishning asosiy didaktik manbai sifatida o'rganiladi.

Nemis badiiy nasrining o'quv jarayonidagi ahamiyati nihoyatda kattadir. Franz Kafka, Thomas Mann, Heinrich Böll, Bertolt Brecht, Günter Grass, Erich Maria Remarque kabi buyuk nemis yozuvchilarining asarlari nafaqat jahon adabiyotining durdonalari, balki nemis tilining barcha grammatik imkoniyatlari to'liq namoyon bo'lgan noyob lingvistik manba hamdir. Ushbu asarlardagi sintaktik konstruktsiyalar, morfologik shakllarning qo'llanilishi, so'z tartibi, matn kohezivasi va kogeziyasi - bularning barchasi nemis tili grammatikasini o'rgatishda bitmas-tuganmas didaktik material manbaiga aylanishi mumkin. Biroq bu imkoniyatdan foydalanish uchun tegishli metodologik yondashuv va puxta ishlab chiqilgan metodlar tizimi zarur.

O'zbekistonda nemis tilini o'qitish sohasida so'nggi yillarda jiddiy o'zgarishlar ro'y bermoqda. Goethe-Institut Toshkent filiali faoliyati, turli xalqaro hamkorlik dasturlari, DAAD stipendiya dasturlari, o'zbek-nemis madaniy va ilmiy munosabatlarining kengayishi nemis tilini o'rganuvchilar sonini ko'paytirdi va ularning sifatli ta'limga bo'lgan talablarini yuksaltirdi. Bu sharoitda nemis tili

²⁰ Azizxo'jayeva N.N. Pedagogik texnologiya va pedagogik mahorat. — Toshkent: O'zbekiston, 2006. — 174 b.
International conference



o'qituvchilari va metodistlari oldida yangi metodologik yondashuvlarni o'zlashtirish va tatbiq etish vazifasi turibdi. Autentik matnlarga asoslangan grammatika o'qitish metodikasi esa zamonaviy Yevropa va jahon lingvodidaktikasining eng ilg'or yo'nalishi sifatida o'zbek metodistlari uchun ham dolzarb manba bo'lib xizmat qila oladi.

Nemis tili grammatikasini o'qitish metodikasi jahon lingvodidaktikasida doimo muhim o'rin tutib kelgan. Biroq so'nggi o'n yilliklarda bu sohadagi ilmiy va amaliy qarashlar tub o'zgarishlarga uchradi. An'anaviy grammatika-tarjima metodidan kommunikativ yondashuvga, undan esa matnli va diskursiv yondashuvlarga o'tish jarayoni butun dunyoda, jumladan O'zbekistonda ham kuchli ilmiy tendentsiyaga aylandi. Aynan shu o'zgarishlar kontekstida autentik matnlar asosida grammatika o'qitish metodikasining dolzarbligi tobora ortib bormoqda.

Mavzuning dolzarbligi quyidagi asosiy omillar bilan belgilanadi:

Zamonaviy nemis tili o'qitishning Yevropa standartlari - xususan Yevropa til portfoliosi va CEFR (Til kompetentliklari bo'yicha Yevropa umumiy ma'lumotnomasi) - o'quvchidan grammatikani abstrakt tarzda bilishdan ko'ra, uni real kommunikativ vaziyatlarda qo'llay olishni talab qiladi. A1 dan C2 gacha bo'lgan barcha darajalarda o'quvchi autentik matnlarni tushunish va ularga javob berish kompetentligiga ega bo'lishi kutiladi. Bu esa grammatika ta'limini autentik matnlar bilan chambarchas bog'lash zarurligini bevosita taqozo etadi.

O'zbek maktablari, kollejlari va universitetlarida nemis tili grammatikasini o'qitish amaliyotida hali ham an'anaviy usullar - qoidani tushuntirish, jadvallarni yodlatish, sun'iy ravishda tuzilgan mashq matnlarini ishlatish - ustunlik qilmoqda. Bu usullar o'quvchilarning grammatik bilimini muayyan darajada shakllantirsa-da, ularning nemischa asl matnlarni mustaqil tushunish va tahlil qilish ko'nikmalarini rivojlantirishda yetarli samara bermaydi. Mazmunan boyroq, lingvistik jihatdan tabiiyroq bo'lgan autentik matnlarning ta'lim jarayoniga jadal joriy etilishi bu kamchilikni bartaraf etishning asosiy yo'lidir.

Raqamli texnologiyalarning rivojlanishi natijasida autentik nemis matnlariga kirish imkoniyatlari misli ko'rilmagan darajada kengaydi. Deutsche Welle, Der Spiegel, Die Zeit, Frankfurter Allgemeine Zeitung kabi nashrlarning elektron versiyalari, Project Gutenberg orqali nemis klassik adabiyotining bepul versiyalari, DWDS (Digitales Wörterbuch der deutschen Sprache) korpusi -bularning barchasi o'qituvchi va o'quvchilar uchun autentik matnlardan foydalanishni ilgari hech qachon bo'lmagandek oson qildi. Bu texnologik imkoniyatlardan pedagogik



jihatdan samarali foydalanish uchun maxsus metodologiya ishlab chiqish zaruriyati mavzuning dolzarbligini yanada oshiradi.²¹

O'zbekistonda nemis tilini o'rgatish bilan shug'ullanuvchi o'quv muassasalari va markazlarining soni o'sib bormoqda. Umumiy o'rta ta'lim maktablarida chet tili sifatida nemis tilini tanlash imkoniyati mavjud bo'lib, Toshkent, Samarqand, Buxoro va boshqa shaharlardagi bir qator maktablarda nemis tili ixtisoslashtirilgan tarzda o'qitilmoqda. Oliy ta'lim muassasalarida - xususan O'zbekiston Davlat Jahon tillari universitetida, Nizomiy nomidagi Toshkent Davlat pedagogika universitetida va boshqa oliy o'quv yurtlarida - nemis tili bo'yicha mutaxassislar tayyorlanmoqda. Bu muassasalarda ishlayotgan o'qituvchilar va ularda tahsil olayotgan talabalar zamonaviy va samarali grammatika o'qitish metodlariga ehtiyoj sezmoqda.

Grammatikani autentik matnlar asosida o'qitish masalasi xorijiy lingvodidaktikada yetarlicha o'rganilgan bo'lsa-da, o'zbek ilmiy muhitida, xususan nemis tili metodikasi kontekstida, bu yo'nalish hali chuqur tadqiq etilmagan.

Xorijiy fanda H.D.Brown, J.Harmer, S.Thornbury, D.Larsen-Freeman kabi taniqli metodistlar grammatika o'qitishda matnli yondashuvning samaradorligini nazariy jihatdan asoslab bergan. Nemis tili metodikasi sohasida G.Neuner, H.Hunfeld, U.Rampillon kabi olimlarning asarlari autentik materiallarning o'quv jarayonidagi rolini maxsus o'rganish. W.Widdowson esa "autentik matn" tushunchasiga aniq ta'rif berish va uni didaktikaga joriy qilish borasida fundamental hissa qo'shgan olim sifatida e'tirof etiladi.²²

Nemis tili grammatikasini o'rgatishda autentik nasr matnlaridan foydalanishning nazariy asoslarini ishlab chiqish, mavjud metodlarni tahlil qilish, samarali metodlar tizimini yaratish va ularning ta'lim jarayonidagi samaradorligini tajriba-sinov orqali isbotlashdan iborat.

Nazariy manbalar: Nemis tili o'qitish metodikasi, lingvodidaktika, matn lingvistikasi, kommunikativ yondashuv sohasidagi o'zbek, nemis, rus va ingliz tilidagi olimlarning monografiyalari, ilmiy maqolalari va o'quv qo'llanmalari.

Normativ-huquqiy manbalar: O'zbekiston Respublikasining "Ta'lim to'g'risida"gi Qonuni, Davlat ta'lim standartlari, chet tillari o'qitishga oid o'quv dasturlari; Yevropa Kengashining CEFR hujjati.

Adabiy va publitsistik manbalar: Nemis badiiy nasrining namoyondalari — Franz Kafka, Thomas Mann, Heinrich Böll, Erich Maria Remarque asarlari;

²¹ Bausch K.R., Christ H., Krumm H.J. Handbuch Fremdsprachenunterricht. — Tübingen: Francke Verlag, 2003. — 680 S.

²² Brown H.D. Principles of Language Learning and Teaching. 5th ed. — New York: Pearson Longman, 2007. — 410 p.



Deutsche Welle, Der Spiegel, Die Zeit nashrlari materiallari; ilmiy-ommabop nemis matnlari.

Empirik manbalar: Tajriba-sinov ishlari davomida to'plangan kuzatuv ma'lumotlari, test natijalari, o'quvchi va talabalar so'rovnomalari hamda o'qituvchilar bilan o'tkazilgan intervyular.

Nemis tili grammatikasini o'qitishda autentik nasr matnlaridan foydalanish - bu shunchaki yangi metod emas. Bu til o'qitishiga bo'lgan tubdan boshqacha qarash: grammatikani izolatsiyada emas, balki kontekstda; qoidalar orqali emas, balki kashfiyot orqali; yodlash orqali emas, balki anglash orqali o'rgatish falsafasi. Ushbu falsafaning amalda samarali ekanligini tajriba-sinov ishlari ilmiy jihatdan tasdiqladi.

O'zbekistonda nemis tili ta'limining sifatini yuksaltirish, o'quvchilarni haqiqiy nemis dunyosiga yaqinlashtirish va ularda nemis tiliga muhabbat uyg'otish - bu maqsadlarga erishishda autentik nasr matnlari muhim didaktik ko'prikl bo'lib xizmat qilishi mumkin.

Adabiyotlar

1. Azizxo'jayeva N.N. Pedagogik texnologiya va pedagogik mahorat. — Toshkent: O'zbekiston, 2006. — 174 b.
2. G'ulomova X.N. Chet tili o'qitish metodikasi. — Toshkent: O'DJTU nashriyoti, 2018. — 215 b.
3. Mahmudov N., Nurmonov A. O'zbek tilining nazariy grammatikasi. — Toshkent: O'qituvchi, 1995. — 228 b.
4. Mengliyev B.R. Matn lingvistikasi asoslari. — Toshkent: Fan, 2010. — 196 b.
5. Sayfullayeva R.R. va boshq. Hozirgi o'zbek adabiy tili. — Toshkent: Fan va texnologiya, 2009. — 356 b.

МЕТОДИКА ФОРМИРОВАНИЯ ЛИНГВОСТРАНОВЕДЧЕСКОЙ КОМПЕТЕНЦИИ БУДУЩЕГО УЧИТЕЛЯ РУССКОГО ЯЗЫКА

Убайдуллаев Шухрат Нарзуллаевич,
Наримонова Гулноза Наримон кизи
Наманганский государственный
педагогический институт

Abstract. The article examines the methodology for developing the linguo-cultural competence of future Russian language teachers within the framework of the competency-based approach. The authors substantiate the transition from a traditional educational paradigm to one that prioritizes a specialist's ability to



engage in effective intercultural communication. Special attention is paid to the structure of the teacher's methodical competency, which includes constructive, organizational, research, and communicative skills. The paper highlights the integrative nature of professional training, which combines theoretical knowledge with practical experience through pedagogical internships and research activities. The authors conclude that the systemic "university-school" interaction is a crucial factor in motivating students toward professional growth and self-improvement in the field of foreign language education.

Keywords: *linguo-cultural competence, methodical competency, future Russian teacher, competency-based approach, intercultural communication, pedagogical education.*

Введение

В современной системе педагогического образования особое внимание уделяется подготовке специалистов, способных эффективно работать в условиях трансформации образовательной среды и успешно решать задачи обучения и воспитания подрастающего поколения. Профессиональная компетентность учителя иностранного языка выступает фундаментом качественного иноязычного образования и подготовки кадров для различных отраслей, владеющих языком как инструментом международного развития. Именно педагог играет ключевую роль в формировании мировоззрения будущего поколения. Это подчеркивает значимость образования, которое, по мнению Е. Н. Солововой, является «мощнейшим средством формирования не только умственных способностей, но и духовной, эмоционально-чувственной сферы личности, в определенной мере программирующей ее развитие и жизненный путь» [7, С. 4]

В настоящее время в методике преподавания иностранных языков приоритетную роль играет коммуникативный подход. Он предполагает обучение не только языковой системе, но и формирование готовности к полноценному межкультурному взаимодействию. Это необходимо для эффективного осуществления совместной профессиональной, учебно-научной и творческой деятельности в условиях поликультурного мира.

В рамках данного подхода ключевое значение приобретает лингвострановедческая компетенция, так как без знания национально-культурных особенностей языка невозможно достижение истинного взаимопонимания между коммуникантами.

Однако при обучении профессионально ориентированному иностранному языку будущих инженеров формированию лингвострановедческой компетенции зачастую не уделяется должного



внимания. В дальнейшем это приводит к трудностям в межкультурной коммуникации даже при высоком уровне владения языковыми нормами. Это обусловлено тем, что в ситуациях реального общения специалисты сталкиваются с иным миропониманием: специфической системой убеждений, традиций, ценностных ориентаций и поведенческих стереотипов, характерных для носителей другой культуры.

Материалы и методы

Формирование лингвострановедческой компетенции будущего учителя русского языка выступает одной из приоритетных целей педагогического образования, так как методическая деятельность является ключевым видом профессиональной подготовки согласно государственным стандартам. Для уточнения структуры данной компетенции необходимо проанализировать подходы к ее формированию в рамках компетентного подхода.

Согласно Э. Г. Азимову и А. Н. Щукину, профессионально-педагогическая компетенция носит междисциплинарный характер и синтезирует знания в области дидактики, психологии, лингвистики и методики. Она предполагает владение конструктивными, организаторскими, гносеологическими и коммуникативными умениями, позволяющими эффективно управлять учебным процессом. В контексте иноязычного образования профессионализм педагога базируется на языковой, речевой и коммуникативной компетенциях. Однако для осуществления качественного обучения этого недостаточно: необходима лингводидактическая (методическая) компетенция, определяющая способность педагога использовать язык в профессиональных целях [1, С. 229–230].

Методическая компетенция включает ряд специфических умений: реализацию коммуникативной направленности урока, четкое инструктирование и объективное оценивание обучающихся, внедрение личностно-ориентированного и системно-деятельностного подходов, а также рефлексивный анализ педагогической деятельности. Таким образом, формирование данной компетенции требует интегративного подхода, сочетающего высокий уровень владения языком с готовностью к его использованию в дидактических целях.

Лингвострановедческая компетенция будущих учителей русского языка — это комплексное понятие, включающее в себя:

Систему знаний об основных социокультурных, исторических и литературных особенностях стран изучаемого языка.

Осведомленность о ключевых достижениях в области культуры, науки и образования, а также умение самостоятельно извлекать и интерпретировать



эту информацию из аутентичных источников.

Представление о системе ценностей, традиций, этикетных нормах и моделях поведения, характерных для носителей языка в целом и педагогического сообщества в частности.

Умение распознавать и интерпретировать специфические культурные концепты, безэквивалентную лексику и реалии, не имеющие прямых аналогов в родном языке.

Способность к выбору адекватных языковых и неязыковых форм поведения в ситуациях межкультурного и профессионально-педагогического общения.

Основные результаты

Для эффективного формирования лингвострановедческой компетенции будущего учителя русского языка процесс отбора учебного материала должен базироваться на следующих принципах:

Принцип аутентичности: Использование реальных текстов, созданных носителями языка для носителей языка (газеты, классическая литература, аудио- и видеоматериалы).

Принцип актуальности и современности: Материал должен отражать реальное состояние русского языка и современной культуры, включая актуальные социальные нормы и реалии.

Для эффективной подготовки будущих учителей русского языка учебный материал должен соответствовать следующим критериям:

Критерий аутентичности: Использование материалов, созданных носителями языка (художественные тексты, медиаресурсы, видеоматериалы), которые демонстрируют живой язык в культурном контексте.

Критерий лингвострановедческой ценности: Материал должен содержать «безэквивалентную лексику», фразеологизмы и афоризмы, отражающие национальный менталитет.

Критерий тематической актуальности: Темы должны охватывать важные сферы жизни: историю, традиции, современное искусство и систему образования России.

Критерий сопоставимости: Возможность проведения параллелей между русской культурой и родной культурой студентов, что способствует развитию межкультурного диалога.

Профессиональная направленность: Материалы должны включать педагогический дискурс (нормы общения в школе, этикет учителя), чтобы будущий педагог был готов к профессиональной коммуникации.

Принцип учета профессиональной направленности: Поскольку речь идет



о будущих педагогах, материал должен содержать сведения о системе образования, педагогических традициях и нормах общения в школьной среде.

Принцип культурологической ценности: Отбор лексических единиц (реалий, фразеологизмов, прецедентных имен), которые несут в себе глубокий национально-культурный смысл.

Принцип сопоставительного анализа: Включение материалов, позволяющих сравнивать факты русской культуры с культурой родного края студентов для выявления универсальных и специфических черт.

Обсуждение результатов исследования

По мнению современных исследователей (В. А. Цыбаневой, А. С. Серединцевой, Т. Н. Боковой, Л. А. Миловановой), основной причиной перехода к компетентностному подходу в высшем образовании стала объективная «потребность социума в специалистах, способных решать мультимодальные задачи разной сложности, проявлять мобильность и гибкость в условиях стремительного общественного прогресса» [6, С. 29].

В контексте нашего исследования принципиально важно разграничить понятия «компетенция» и «компетентность». Нам близка позиция ученых, определяющих компетентность как интегральную характеристику личностных и деловых качеств профессионала. Она отражает не только уровень знаний и опыта, но и социально-нравственную позицию педагога, характеризуясь:

- а) способностью к реализации освоенных компетенций в реальной практической деятельности;
- б) внутренней мотивацией к качественному выполнению профессиональных задач на основе сформированных ценностей;
- в) наличием творческого потенциала и стремлением к саморазвитию, что составляет инновационную основу педагогического труда [5, С. 58–59].

Компетенция, в свою очередь, рассматривается нами как нормативная совокупность знаний, умений и навыков, необходимых для продуктивной деятельности в конкретной сфере.

Применительно к иноязычному образованию, методическая компетентность педагога заключается в комплексном применении лингводидактических и коммуникативных умений. Согласно классификации Э. Г. Азимова и А. Н. Щукина, она базируется на следующих группах умений:

Конструктивные: отбор и методическая организация учебного материала.



Организаторские: управление собственной деятельностью и образовательным процессом учащихся.

Исследовательские: учет индивидуально-психологических особенностей обучающихся.

Коммуникативные: обеспечение эффективного педагогического общения [1, С. 230].

Заключение

Таким образом, формирование методической компетентности будущего учителя иностранного языка носит интегративный характер и представляет собой комплексный процесс, сочетающий глубокое освоение теоретических основ профильных дисциплин с интенсивной практической подготовкой. Становление профессионала в этой области невозможно без активного участия студентов в педагогической практике, научно-исследовательской деятельности, творческих проектах и профессиональных конкурсах.

Особое значение в этом процессе имеет реализация многоуровневой системы преемственности: «вуз — школа», «учитель — студент», «студент — школьник». Такое непосредственное взаимодействие обеспечивает погружение в реальную образовательную среду, позволяет будущим педагогам глубже понять потребности обучающихся и выступает мощным стимулом для профессионального самосовершенствования, непрерывного самообразования и карьерного роста.

Литература

1. Азимов, Э.Г., Щукин, А.Н. Новый словарь методических терминов и понятий (теория и практика обучения языкам) / Э.Г. Азимов, А.Н. Щукин. – М.: ИКАР, 2009. – 448 с.
2. Гальскова, Н.Д. Теория обучения иностранным языкам. Лингводидактика и методика/ Н.Д. Гальскова, Н.И. Гез. – М.: Академия, 2006. – 336 с.
3. Соловова Е.Н. Методика обучения иностранным языкам: продвинутый курс : пособие для студентов пед. вузов и учителей / Е.Н. Соловова. — Москва : АСТ; Астрель, 2008. — 272 с.



THE USE OF MODERN TECHNOLOGIES IN THE CLASSROOMS

Akbarjonova Gulsanam

Student of the Faculty of World Languages
at Namangan State University.

Abstract: The use of technology in classrooms has become a key feature of modern education. This study explores how digital tools influence student engagement, motivation, and academic achievement. A mixed-methods approach was used, collecting data from both students and teachers in secondary schools. The results show that technology improves learning by encouraging interaction, teamwork, and individualized instruction. Students reported being more interested and involved in lessons that included multimedia and digital platforms. Teachers also noticed higher motivation and stronger independent learning skills among students. However, several challenges were identified, including limited access to devices, technical difficulties, and lack of preparation of teachers. The study concludes that although technology provides many advantages, its effectiveness depends on proper infrastructure, teaching strategies, and continuous professional development.

Keywords: Technology in education, classroom technology, digital learning, student engagement, academic performance, teaching methods, interactive learning, multimedia tools, online learning platforms, student-centered learning, teacher training, educational technology integration, Learning outcomes, Infrastructure in education

Introduction

The fast development of digital technology has greatly influenced many areas of life, especially education. Traditional classrooms, which once relied mainly on textbooks and lectures, are now supported by various digital tools such as interactive whiteboards, tablets, and online platforms. These changes have affected not only the way teachers teach but also how students learn and engage with information. Organizations such as UNESCO highlight that technology can improve the quality of education and make learning more accessible worldwide. In the same way, OECD states that digital tools can develop important skills like critical thinking, creativity, and problem-solving when used effectively.

One of the main benefits of using technology in education is that it supports a more student-centered approach. Instead of depending only on the teacher, students can explore information independently, work together with classmates, and learn at their own speed. For instance, online resources such as videos, simulations, and interactive exercises can meet different learning needs and



preferences.

However, introducing technology into classrooms also comes with difficulties. Problems like unequal access to devices, unstable internet connections, and lack of teacher training can reduce its effectiveness. Moreover, simply using technology does not automatically lead to better results; it needs to be applied carefully and meaningfully.

This study aims to examine how technology is used in classrooms and assess its impact on student engagement and academic performance. It also focuses on identifying the main challenges and suggesting ways to improve technology integration. This study used a mixed-methods approach, combining both quantitative and qualitative research methods to gain a deeper understanding of the topic. A total of 120 participants took part in the study, including 100 students and 20 teachers from secondary schools. The participants were chosen using purposive sampling to ensure a variety of experiences and perspectives. Teachers also noticed clear improvements in student motivation and participation. They reported that students became more active during lessons, especially when technology involved interaction, such as group work or simulations. In addition, students showed greater independence, as they were able to find information and complete tasks on their own. As highlighted by Darling-Hammond et al. (2020), professional development is essential for helping teachers adapt to modern educational environments. Another important result was that technology helped students understand difficult concepts more easily. Teachers explained that visual and interactive tools were especially helpful in subjects like science and mathematics.

Despite these benefits, several challenges were found. Some schools did not have enough devices, forcing students to share or use outdated equipment. Technical issues, such as slow internet or software problems, sometimes interrupted lessons. Many teachers also felt that they needed more training to use technology effectively. These results are similar to findings from World Bank, which emphasize the importance of infrastructure and teacher readiness. The findings confirm that technology can greatly improve the learning experience by making lessons more engaging and interactive. Digital tools encourage students to take part actively rather than just listening, which helps them understand and remember information better. One key advantage of technology is that it allows for personalized learning. Students can learn at their own pace, review materials when needed, and access extra resources to strengthen their knowledge. This supports the idea of constructivist learning, where students actively build their understanding.

However, the study also shows that technology is only effective when used properly. Teachers need not only technical skills but also the ability to integrate



technology into their teaching in meaningful ways. According to International Society for Technology in Education, successful use of technology requires both knowledge and teaching strategies.

Another important issue is equal access. Not all students have the same opportunities to use technology, which can create gaps in education. Students in less-equipped schools may not benefit as much, which highlights the need for better resources and support. It is also important to maintain a balance. While technology is useful, relying too much on it can lead to distractions or reduce direct interaction between teachers and students. Therefore, combining traditional and modern teaching methods is the best approach.

To sum up, technology plays an important role in modern education by increasing engagement, improving access to information, and supporting better learning outcomes. This study shows that technology can make learning more interactive, flexible, and effective.

However, for technology to be successful, certain conditions must be met. Schools need proper equipment, stable internet access, and well-trained teachers. Without these, the benefits of technology cannot be fully achieved. Educational institutions should invest in resources and training programs to support teachers and students. It is also important to ensure that all students have equal access to technology. Future studies should focus on the long-term effects of technology on education and explore new developments such as artificial intelligence and virtual reality. Overall, technology has great potential to improve education, but it must be used carefully and thoughtfully.

REFERENCES

1. UNESCO. (2023). Technology in Education Report.
2. OECD. (2021). Digital Education Outlook.
3. Warschauer, M. (2011). Learning in the cloud. Teachers College Press.
4. World Bank. (2020). Remote Learning and Education Response.
5. International Society for Technology in Education. (2018). ISTE Standards for Educators.
6. Mitra, S. (2020). The school in the cloud. Corwin Press. 1-25 pp
7. Darling-Hammond, L., et al. (2020). Preparing teachers for a changing world. Jossey-Bass.



THE IMPACT OF GLOBALIZATION ON NATIONAL CULTURE

Author: Hazratqulova Mohinur

Scientific Supervisor: Muhitdinov Dilshod

Uzbekistan State World Languages University

Annotation

*This thesis examines the influence of globalization on national culture and analyzes both its positive and negative effects on society. In the modern world, globalization has become one of the strongest forces shaping people's lifestyles, traditions, languages, and values. Through the development of technology, social media, international trade, and migration, cultures are interacting more closely than ever before. While globalization creates opportunities for cultural exchange and development, it may also threaten national identity and traditional customs. This research discusses how globalization affects language, youth culture, traditions, and everyday life with the help of real examples and scholars' opinions. In addition, the thesis suggests several ways to preserve national culture in the age of globalization. **Key words:** globalization, national culture, cultural identity, traditions, youth, technology, social media, cultural exchange*

Globalization is one of the most significant processes in the modern world. It connects countries economically, politically, and culturally. Due to the rapid development of the internet and technology, people can easily communicate with individuals from different parts of the world and learn about foreign cultures. As a result, national cultures are changing faster than before. National culture represents the traditions, language, customs, beliefs, and lifestyle of a nation. It reflects the historical background and identity of people. However, globalization has started to influence these cultural elements in many ways. Today, young people listen to international music, wear foreign fashion styles, and spend much of their time on global social media platforms such as Instagram, TikTok, and YouTube.

According to the American scholar Stephen Magu, "Globalization has created increasing interconnectedness among cultures, causing local cultures to adapt and transform" (Magu, 2015). I strongly agree with this statement because it is clear that modern societies are becoming more culturally connected. For example, Korean culture has become extremely popular worldwide through K-pop music and Korean dramas. Similarly, Western lifestyles influence young people in many Asian countries, including Uzbekistan.

Although globalization offers many benefits, it also creates serious concerns about preserving national identity and cultural heritage. Therefore, it is important to analyze both sides of this phenomenon. **Positive Effects of Globalization on**



National Culture: One of the major advantages of globalization is cultural exchange. People now have access to different cultures, languages, traditions, and educational systems. This interaction helps individuals become more open-minded and tolerant toward others. For instance, globalization has increased opportunities for learning foreign languages. English has become an international language, allowing students to study abroad and communicate globally. In Uzbekistan, many young people are learning English to gain better educational and career opportunities. This demonstrates how globalization can positively influence personal and professional development.

Moreover, globalization helps countries introduce their own cultures to the world. Uzbek national dishes such as plov, samsa, and shashlik are becoming popular among foreign tourists. Traditional Uzbek music and dance performances are also presented at international festivals. As a result, globalization can promote cultural recognition rather than destroy it.

The sociologist Roland Robertson stated that globalization does not simply create one global culture; instead, it encourages the interaction of local and global cultures (Robertson, 1992). In my opinion, this idea is highly accurate because cultures do not disappear completely. Instead, they change and adapt to modern conditions.

A clear example can be seen in modern fashion. Many designers combine traditional national elements with contemporary styles. Uzbek designers, for example, use traditional atlas and adras fabrics in modern clothing collections. This proves that globalization can support cultural creativity and innovation.

Another positive aspect is the spread of knowledge and technology. Through the internet, people can learn about world history, literature, art, and science without leaving their homes. Cultural barriers are becoming weaker, and international cooperation is increasing.

Negative Effects of Globalization on National Culture:

Despite its benefits, globalization also has several negative consequences for national culture. One of the biggest problems is cultural homogenization, which means that smaller cultures may gradually lose their uniqueness under the influence of dominant global cultures. Today, many young people are more interested in foreign entertainment than in their own traditions. For example, some teenagers prefer Hollywood movies or K-pop music instead of national songs or local films. This situation may reduce interest in national heritage over time.

The famous political scientist Samuel Huntington argued that globalization could weaken traditional cultural identities and increase cultural conflicts (Huntington, 1996). I partially agree with his opinion because excessive imitation



of foreign lifestyles sometimes causes people to forget their own roots and values.

Social media also plays a significant role in changing cultural behavior. Platforms like TikTok and Instagram strongly influence fashion, communication styles, and even daily habits.

Many young people try to follow global trends to appear modern. However, this may negatively affect traditional customs and family values.

For example, in some societies, traditional celebrations and ceremonies are becoming less important among younger generations. People may prefer modern entertainment instead of preserving historical customs. In addition, the use of foreign words in everyday speech is increasing, which can weaken national languages.

UNESCO has reported that many local languages around the world are endangered because younger generations no longer actively use them. Language is one of the most essential parts of national culture. Once a language disappears, a part of cultural identity disappears as well.

Furthermore, globalization sometimes creates a materialistic lifestyle focused mainly on consumption and popular culture. Advertisements and global brands influence people's choices, especially among youth. As a result, traditional moral values may become less significant.

Ways to Preserve National Culture: In the era of globalization, preserving national culture has become an important responsibility for governments, educators, and society. One effective solution is strengthening cultural education in schools and universities. Young people should learn more about their national history, literature, traditions, and art. In addition, technology should be used to promote national culture rather than replace it. Social media platforms can help spread information about traditional music, crafts, historical monuments, and national holidays. Creating modern content based on national culture may attract young audiences more effectively.

Families also play an essential role in preserving traditions. Parents should teach children about national customs, language, and cultural values from an early age. If young generations appreciate their heritage, globalization will not completely erase national identity. Personally, I believe globalization should not be seen only as a threat. Instead, societies need to find a balance between modernization and cultural preservation. Learning about foreign cultures is beneficial, but people should never forget their own cultural roots.

In conclusion, globalization has both positive and negative effects on national culture. On the one hand, it encourages cultural exchange, international communication, and educational opportunities. On the other hand, it may weaken



traditional values, languages, and cultural identity. Modern societies must protect their national culture while participating in the global world. Preserving traditions, language, and historical heritage is necessary for maintaining national identity. At the same time, globalization can be used as a tool to introduce national culture to the international community. Overall, the future of national culture depends on how people balance global influences with their own traditions and values.

References

1. Magu, Stephen. Reconceptualizing Cultural Globalization: Connecting the “Cultural Global” and the “Cultural Local”. *Social Sciences Journal*, 2015.
2. Robertson, Roland. *Globalization: Social Theory and Global Culture*. London: Sage Publications, 1992.
3. Huntington, Samuel P. *The Clash of Civilizations and the Remaking of World Order*. New York: Simon & Schuster, 1996.
4. Tomlinson, John. *Globalization and Culture*. University of Chicago Press, 1999.
5. UNESCO. *World Report on Cultural Diversity*. Paris: UNESCO Publishing, 2009.

Interactive Speaking Strategies in English Language Classrooms: Improving Students’ Communicative Competence

UDK: 37.02:811.111:372.881.111.1

Abduvokhidova Khushnoza Mukhtorali qizi

Namangan State University

Faculty of World Languages,

Senior Lecturer of the Department of English

hushnoza.abduvohidova11@gmail.com

Abstract: This article examines the role of interactive speaking strategies in developing students’ communicative competence in English language classrooms. The study focuses on the importance of student-centered oral activities and their impact on classroom interaction and language learning. It analyzes how different speaking strategies, including pair work, group discussions, role plays, and collaborative tasks, contribute to improving learners’ fluency, confidence, and communicative abilities. Furthermore, the article highlights the significance of interactive approaches in creating an active learning environment where students



can effectively practice language skills and participate in meaningful communication. The findings suggest that the implementation of speaking strategies positively influences learners' motivation, engagement, and overall communicative

Keywords: communicative competence, speaking strategies, interaction, classroom communication, English language teaching.

UDK: 37.02:811.111:372.881.111.1

Abduvoxidova Xushnoza Mixtorali qizi

Namangan davlat universiteti

Jahon tillari fakulteti

katta-o'qituvchisi

hushnoza.abduvohidova11@gmail.com

**Interaktiv nutq strategiyalarining ingliz tili darslarida talabalarning
kommunikativ kompetensiyasini rivojlantirishdagi o'rni
kommunikativ kompetensiyasini rivojlantirishdagi o'rni**

Annotatsiya: Mazkur maqolada ingliz tili darslarida interaktiv nutq strategiyalarining talabalarning kommunikativ kompetensiyasini rivojlantirishdagi o'rni tahlil qilinadi. Tadqiqot talaba markazli og'zaki faoliyatlarning ahamiyati hamda ularning dars jarayonidagi o'zaro muloqot va til o'rganishga ta'siriga qaratilgan. Maqolada juftlikda ishlash, guruh muhokamalari, rolli o'yinlar va hamkorlikka asoslangan topshiriqlar kabi turli nutq strategiyalarining o'quvchilarning nutq ravonligi, o'ziga bo'lgan ishonchi hamda kommunikativ qobiliyatlarini rivojlantirishdagi hissiy tahlil qilinadi. Shuningdek, interaktiv yondashuvlarning talabalarga til ko'nikmalarini amaliy qo'llash va mazmunli muloqotda ishtirok etish imkoniyatini yaratadigan faol ta'lim muhitini shakllantirishdagi ahamiyati yoritilgan. Tadqiqot natijalari nutq strategiyalarini qo'llash o'quvchilarning motivatsiyasi, darsdagi faolligi va umumiy kommunikativ samaradorligiga ijobiy ta'sir ko'rsatishini tasdiqlaydi.

Kalit so'zlar: kommunikativ kompetensiya, nutq strategiyalari, interaktiv muloqot, sinfdagi kommunikatsiya, ingliz tilini o'qitish.

УДК: 37.02:811.111:372.881.111.1

Абдувохидова Хушноза Мухторали кизи

Наманганский государственный университет,



Факультет мировых языков,
Старший преподаватель кафедры английского языка
hushnoza.abduvohidova11@gmail.com

Интерактивные речевые стратегии на занятиях по английскому языку: развитие коммуникативной компетенции учащихся

Аннотация: В данной статье рассматривается роль интерактивных речевых стратегий в развитии коммуникативной компетенции учащихся на занятиях по английскому языку. Исследование акцентирует внимание на значении устной деятельности, ориентированной на обучающихся, а также на её влиянии на взаимодействие в учебном процессе и овладение языком. В статье анализируется, каким образом различные речевые стратегии, включая работу в парах, групповые обсуждения, ролевые игры и задания, основанные на сотрудничестве, способствуют развитию беглости речи, уверенности обучающихся и их коммуникативных навыков. Кроме того, подчеркивается значимость интерактивных подходов в создании активной образовательной среды, в которой учащиеся получают возможность эффективно практиковать языковые навыки и участвовать в содержательной коммуникации. Результаты исследования показывают, что использование речевых стратегий положительно влияет на мотивацию обучающихся, их вовлечённость в учебный процесс и общий уровень коммуникативной эффективности.

Ключевые слова: коммуникативная компетенция, речевые стратегии, интерактивное взаимодействие, коммуникация в классе, обучение английскому языку.

Introduction

Communicative competence has become one of the primary goals of modern language education due to the increasing demand for effective communication skills in academic, professional, and social contexts. Unlike traditional language teaching approaches that mainly focused on grammar rules, vocabulary memorization, and teacher-centered instruction, modern educational practices emphasize the development of learners' ability to use language meaningfully and appropriately in real-life situations. As a result, communicative language teaching has gained significant attention as an effective approach to foreign language instruction[1].



In recent years, traditional teacher-centered methods have increasingly been replaced by student-centered learning activities that encourage learners to actively participate in the educational process. According to Harmer, successful language learning requires students not only to understand linguistic structures but also to apply them in authentic communication situations. Therefore, classroom interaction has become an essential component of language learning, particularly in English language classrooms where students need opportunities to practice speaking skills and engage in meaningful communication.

Interactive speaking strategies play a significant role in enhancing students' communicative competence. Such strategies include pair work, group discussions, role plays, problem-solving tasks, debates, and collaborative activities that create opportunities for learners to express ideas and interact with others. These activities not only develop students' speaking abilities but also improve their confidence, motivation, and willingness to communicate in a foreign language environment. Through active participation, learners become more independent and responsible for their own learning process. Furthermore, interactive speaking activities contribute to creating a supportive and learner-centered classroom atmosphere where communication becomes a tool for learning rather than simply an educational objective. Students are encouraged to share opinions, negotiate meaning, and develop critical thinking skills while using the target language. Such practices help learners overcome communication barriers and reduce speaking anxiety.

The purpose of this article is to examine the role of interactive speaking strategies in improving students' communicative competence in English language classrooms and to analyze their impact on classroom interaction and language learning outcomes.

Literature Review

The concept of communicative competence has been widely discussed in language teaching and learning research. Early studies by Hymes emphasized that language learning should go beyond the acquisition of grammatical knowledge and should include the ability to use language appropriately in different social contexts. Hymes introduced the concept of communicative competence as a broader understanding of language ability, arguing that successful communication depends not only on linguistic knowledge but also on social and cultural factors influencing language use[2]. Further developments in the theory of communicative competence were proposed by Canale and Swain, who expanded Hymes' ideas and introduced a more systematic framework. They identified several essential



components of communicative competence, including grammatical competence, sociolinguistic competence, discourse competence, and strategic competence [3]. Grammatical competence refers to knowledge of vocabulary, pronunciation, and language structures, while sociolinguistic competence focuses on the appropriate use of language in different social situations. Discourse competence involves the ability to organize ideas coherently in spoken and written communication, whereas strategic competence relates to the use of communication strategies to overcome difficulties during interaction.

Their theoretical framework significantly influenced modern language teaching methodologies and highlighted the importance of interaction in language learning. According to their perspective, communication should not be considered merely as the final goal of language learning but also as a means through which learning takes place. Therefore, classroom activities that encourage interaction and active participation create opportunities for learners to develop communicative skills in authentic contexts.

Recent studies have also demonstrated that interactive speaking activities improve learners' confidence, fluency, and willingness to communicate. Such activities enable students to practice language in meaningful situations and support the development of effective communication skills necessary for academic and social purposes.

Methodology

The present study employed descriptive and comparative research methods to investigate the effectiveness of interactive speaking strategies in English language classrooms. The descriptive method was used to identify and explain different types of oral classroom activities and their contribution to students' communicative competence. The comparative method allowed the analysis of various speaking strategies and their influence on learners' classroom performance and language development.

The study focused on student-centered speaking activities commonly used in English language teaching, including pair work, group discussions, role-playing activities, collaborative tasks, debates, and question-answer sessions. These activities were selected because they provide learners with opportunities to participate actively in communication and develop practical language skills. Special attention was given to the interaction process between students and teachers as well as among students themselves.

Furthermore, the research analyzed the impact of interactive strategies on different aspects of language learning, such as speaking fluency, vocabulary acquisition, confidence building, and communicative effectiveness. The study also



considered the importance of creating an interactive learning environment where learners can use language in meaningful contexts and develop communication skills through real-life situations. The methodological framework was based on communicative language teaching principles, emphasizing active participation and learner-centered instruction.

Results and Discussion

The findings of the study demonstrate that interactive speaking strategies significantly contribute to the development of students' communicative competence and classroom participation. The analysis revealed that learners involved in oral interaction activities show greater improvement in speaking fluency, vocabulary expansion, and self-confidence compared to those engaged in traditional teacher-centered instruction. According to Jalolov, effective foreign language teaching requires the active involvement of learners in the communication process and the use of practical speaking activities during classroom instruction[4]. Interactive tasks create opportunities for students to practice language in realistic contexts and encourage meaningful communication. As a result, students become more confident in expressing their ideas and opinions in the target language.

The findings also indicate that pair work and group discussions enhance cooperation among learners and reduce speaking anxiety. Students participating in collaborative activities demonstrate a greater willingness to communicate and develop stronger interpersonal skills. Role-playing activities, in particular, allow learners to simulate authentic communication situations and improve their ability to use language appropriately in different contexts.

Moreover, interactive speaking strategies positively influence students' motivation and classroom engagement. Learners become more active participants in the learning process because such activities provide opportunities for creativity, independent thinking, and problem-solving. The results suggest that communicative activities not only improve language proficiency but also contribute to creating a supportive and dynamic learning environment.

Conclusion

In conclusion, interactive speaking strategies play a crucial role in developing students' communicative competence and improving the effectiveness of English language teaching. The findings of the study indicate that student-centered speaking activities provide learners with opportunities to participate actively in classroom interaction and apply language knowledge in meaningful communication contexts.



The implementation of interactive activities such as pair work, group discussions, role-playing tasks, and collaborative learning exercises contributes significantly to the development of speaking fluency, vocabulary knowledge, confidence, and communication skills. These strategies also encourage learners to become more independent and actively involved in the learning process. Furthermore, interactive approaches help create a supportive classroom environment where students can freely express ideas, exchange opinions, and develop critical thinking abilities. Such methods reduce communication barriers and speaking anxiety while increasing learners' motivation and engagement during language learning activities.

Overall, the study confirms that communicative competence can be effectively enhanced through the integration of interactive speaking strategies into English language classrooms. Therefore, language teachers should employ student-centered and communication-oriented methods in order to improve learners' language proficiency and create more productive educational environments.

References

1. Harmer J. *The Practice of English Language Teaching*. London, 2007.
2. Hymes D. *On Communicative Competence*. Harmondsworth: Penguin Books, 1972.
3. Canale M., Swain M. *Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing*. Applied Linguistics, 1980.
4. Jalolov J. *Chet til o'qitish metodikasi*. Toshkent, 2012.
5. Пассов Е.И. *Коммуникативный метод обучения*. Москва, 1991.

Competition or Cooperation: Which Truly Shapes Success in the Modern Classroom?

Hamdamova Durдона Halimjon qizi

Student of Uzbekistan state world languages university,

Supervisor: Muhitdinov Dilshod Tokhirovich, UzSWLU

Abstract: *The debate over whether competitive drives or collaborative efforts best facilitate student success remains a central discourse in contemporary educational theory and instructional design. While traditional academic models have long utilized extrinsic competitive motivators—such as relative grading scales and individual standardized tracking—modern pedagogical research increasingly emphasizes cooperation as the foundational bedrock for sustainable,*



lifelong success. This article explores the balance between these two dynamics. By examining the evolutionary motivational aspects of competition alongside the socio-constructivist advantages of cooperative learning, this paper argues that while structured competition can catalyze short-term performance, a cooperative framework is essential for nurturing the holistic cognitive and social skills required in an interconnected world.

Key words: *Competition in Pedagogy, modern education, Extrinsic Motivator, The Socio-Constructivist Case, Competitive Learning, Cooperative Learning*

Introduction: The Educational Dilemma

What truly prepares a student for a successful life: learning to outshine their peers or learning to lift them up? This fundamental question continues to spark intense debate among educators, curriculum designers, and policymakers worldwide. For generations, classrooms were designed as microcosms of a dog-eat-dog world, built on the assumption that academic survival of the fittest prepares youth for the harsh realities of adulthood.

However, the paradigm of modern education is undergoing a massive shift. While competition undeniably acts as a powerful short-term motivator that encourages individuals to push beyond their perceived limits, it often comes at a high psychological cost. Conversely, cooperation is increasingly recognized not just as an instructional technique, but as the very foundation of deep learning and lasting professional success. In an era defined by global challenges, educators must critically evaluate which mechanism truly serves the long-term development of students.

1. The Mechanics of Competition in Pedagogy

Competition as an Extrinsic Motivator

Within educational settings, competition has historically been viewed as an efficient engine for academic drive. It fosters an environment where students are prompted to strive for higher performance, breaking through complacency. This drive is rooted in deeply anchored behavioral principles: when rewards (such as high grades, gold stars, or class rankings) are scarce, individuals naturally increase their effort to secure them.

This behavioral response mirrors classic evolutionary theories. As Charles Darwin suggested through the concepts in his seminal work, often summarized as "survival of the fittest," organisms tend to adapt, sharpen their faculties, and improve when confronted with challenges and environmental pressures. In a modern educational context, this evolutionary pressure manifests when students



aim for top marks, academic accolades, or entry into prestigious university programs. The challenge of outperforming others can force students to develop rigorous study habits and time-management skills.

The Scope of Competitive Efficiency

Empirical research in educational psychology indicates that moderate, well-structured competition can indeed increase immediate productivity and accelerate goal achievement. This is particularly true for:

- Rote memorization and flashcard drills: Where speed and recall are tested.
- Gamified learning applications: Where short-term leaderboards spur engagement.
- Structured debates and sports: Where clear rules channel competitive energy into skill refinement.

However, the critical caveat is that these benefits are predominantly observed in short-term tasks. When competition becomes the dominant, prolonged atmosphere of a classroom, the motivational energy transforms from healthy drive into toxic anxiety, leaving behind struggling students and fostering an environment of isolation.

2. The Socio-Constructivist Case for Cooperation

Lev Vygotsky and the Social Nature of Learning

In contrast to the solitary and adversarial nature of competition, cooperation offers deeper, more sustainable cognitive and psychological advantages. To understand why collaboration yields superior educational outcomes, one must turn to the foundational theories of developmental psychologist Lev Vygotsky. Vygotsky emphasized that learning is fundamentally and inherently a social process. Knowledge is not merely a commodity absorbed by an isolated mind; rather, it is constructed through social interaction, dialogue, and shared cultural experiences.

Central to Vygotskian pedagogy is the Zone of Proximal Development (ZPD)—the gap between what a learner can do independently and what they can achieve with guidance and collaboration. Collaborative learning environments capitalize on this zone. When students work together, they act as scaffolding for one another. A student who has mastered a concept consolidates their own understanding by explaining it to a peer, while the struggling student receives peer-level insights that may be more accessible than a teacher's lecture.

Reducing Anxiety and Fostering Psychological Safety

Intense academic competition frequently triggers a fixed mindset, where students view their intelligence as a rigid trait measured against others. This dynamic often leads to debilitating stress, fear of failure, and unhealthy rivalry



among classmates.

Collaborative environments, on the other hand, dramatically reduce this performance pressure by shifting the focus from proving oneself to improving oneself. When a classroom operates on cooperative principles:

1. Failure is normalized: Mistakes are viewed as data points for the group to analyze, rather than a loss of status in a ranking system.
2. Mutual support is institutionalized: Students learn to celebrate their peers' breakthroughs rather than viewing a classmate's success as their own failure.
3. Anxiety is mitigated: Shared responsibility lowers individual performance anxiety, creating a psychologically safe space where students are more willing to take academic risks and express creative thoughts.

3. Academic Achievement and Meta-Cognition in Group Dynamics

The theoretical benefits of cooperation are consistently validated by empirical evidence. Numerous studies in primary, secondary, and higher education have found that students working in cooperative groups routinely achieve a significantly deeper conceptual understanding of material compared to those working in isolation or competition.

Aspect Competitive Learning Cooperative Learning

Primary Focus Outperforming peers Achieving shared group goal

Cognitive Depth Often limited to surface High-level synthesis and critical memorization thinking

Social Outcome Isolation, anxiety Empathy, communication

Target Tasks Short-term, structured drills Complex

When students study in isolation for a competitive exam, they often engage in superficial learning—memorizing facts to pass the test, only to forget them shortly after. In contrast, cooperative tasks require students to vocalize their thought processes, defend their arguments, and reconcile conflicting viewpoints. This process triggers meta-cognition—the act of thinking about one's own thinking. Through peer review and collaborative problem-solving, students discover gaps in their own logic, resulting in cognitive schemas that are far more robust and resistant to forgetting.

4. Aligning Education with the 21st-Century Workforce

The Global Skill Gap

Education does not exist in a vacuum; its ultimate purpose is to prepare individuals to navigate and thrive in the wider world. When looking at the trajectory of the modern global economy, the argument for cooperative teaching



becomes undeniable. We are living in an increasingly interconnected, globalized world where isolated expertise is no longer sufficient to solve systemic issues.

According to The Future of Jobs Report published by the World Economic Forum, the most critical skills sought after by modern employers are shifting rapidly away from routine technical execution toward interpersonal competencies. Among the most vital skills for future career survival and advancement are:

- *Complex Problem-Solving*
- *Coordinating with Others / Teamwork*
- *Emotional Intelligence and Communication*
- *Critical Thinking and Negotiation*

Classrooms that rely solely on individualistic competition actively fail to develop these essential life skills. If a student spends twenty years in an educational system that rewards them exclusively for working alone and outmaneuvering their classmates, they enter the workforce completely unequipped for the collaborative demands of modern professional environments.

Synergy in Action

The systemic value of collaboration is famously highlighted by leadership expert Stephen Covey in his landmark text, *The 7 Habits of Highly Effective People*. Covey introduced the concept of "Synergy"—the idea that the whole is greater than the sum of its parts. In educational terms, effective collaboration improves both immediate academic productivity and the long-term quality of interpersonal relationships.

This is vividly illustrated in the corporate and scientific sectors. Today's most successful companies, tech giants, and medical research institutes do not rely on solitary geniuses working in silos. Instead, they depend on diverse, cross-functional teams working together across cultures to solve complex, multifaceted problems. By mirroring this structure in the classroom through Project-Based Learning (PBL) and jigsaw discussions, teachers cultivate the precise interpersonal toolkits their students will need to lead tomorrow's industries.

5. The Psychological and Affective Benefits of Cooperation

Beyond cognitive metrics and economic utility, the choice between a competitive or cooperative pedagogical approach has profound implications for a student's mental health and emotional development. Research in social psychology consistently demonstrates that individuals who engage in collaborative frameworks tend to report significantly higher levels of life satisfaction, self-esteem, and intrinsic motivation.

When teachers design lessons around cooperative structures, they fulfill three core psychological needs identified by Self-Determination Theory:



1. Autonomy: Students often have greater agency in how they allocate tasks within a group.
2. Competence: Contributing to a group success validates a student's sense of capability.
3. Relatedness: Working together fosters a sense of belonging and community.

This positive, inclusive environment creates a virtuous cycle. When students feel secure and valued by their peers, their affective filter drops, opening up their cognitive capacity for deeper focus and creativity.

This supportive atmosphere not only elevates immediate academic performance but also fosters long-term personal development, building empathetic, resilient citizens who see others as partners rather than adversaries.

Conclusion: Balancing the Scales for Future Success

To build a truly effective educational ecosystem, the debate should not be about completely erasing competition, but about redefining its scope and centering it within a larger cooperative framework. While structured, low-stakes competition can serve as a lighthearted spark to inspire individuals to perform at their personal best, it must never become the ultimate goal of an educational institution.

Ultimately, cooperation plays a fundamentally more critical role in shaping long-term success. By prioritizing teamwork, reducing toxic academic stress, and intentionally cultivating vital communicative and cognitive life skills, cooperative teaching transforms the classroom from a battleground into a community. In doing so, it truly prepares individuals to adapt, thrive, and lead in an increasingly connected, collaborative world.

References

1. Covey, S. (1989). *The 7 Habits of Highly Effective People*. New York: Simon & Schuster.
2. Darwin, C. (1859). *On the Origin of Species*. London: John Murray.
3. Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
4. World Economic Forum. (2020). *The Future of Jobs Report*. Geneva: World Economic Forum.



THE USE OF ONLINE PLATFORMS TO FOSTER STUDENT ENGAGEMENT IN EFL CLASSES

Ikromova Feruza A'zamjon qizi

Namangan davlat universiteti magistranti

E-mail: feruzaikromova2713@gmail.com

Annotation: *This article examines the impact of online platforms on increasing student engagement in English as a Foreign Language (EFL) classes. In recent years, digital technologies have become an essential part of language education, providing teachers and learners with new opportunities for communication and interaction. The study focuses on the use of platforms such as Google Classroom, Zoom, Moodle, and Kahoot to support active participation, collaboration, and motivation among students. In addition, the article discusses how multimedia resources and virtual learning environments contribute to the development of language skills and communicative competence. Attention is also given to the challenges associated with online learning, including technical difficulties, limited internet access, and the need for teachers' digital literacy. The article concludes that the effective integration of online platforms can create a more interactive, flexible, and student-centered EFL learning environment.*

Keywords: *online platforms, student engagement, EFL classes, digital learning, language teaching, virtual learning environment, communicative competence, interactive learning, educational technology, online education.*

Annotatsiya: *Ushbu maqola ingliz tilini chet tili sifatida (EFL) o'qitish jarayonida onlayn platformalarning talaba faolligini oshirishdagi ahamiyatini tahlil qiladi. So 'nggi yillarda raqamli texnologiyalar til ta'limining muhim qismiga aylanib, o'qituvchi va talabalarga muloqot hamda hamkorlik uchun yangi imkoniyatlar yaratmoqda. Tadqiqotda Google Classroom, Zoom, Moodle va Kahoot kabi platformalarning talabalarning darsdagi ishtiroki, motivatsiyasi va hamkorligini rivojlantirishdagi o'rni ko'rib chiqiladi. Shuningdek, multimedia resurslari va virtual ta'lim muhiti til ko'nikmalari hamda kommunikativ kompetensiyani rivojlantirishga qanday hissa qo'shishi yoritiladi. Maqolada onlayn ta'lim bilan bog'liq muammolar, jumladan texnik qiyinchiliklar, internet imkoniyatlarining cheklanganligi va o'qituvchilarning raqamli savodxonligi masalalari ham muhokama qilinadi. Tadqiqot natijalari onlayn platformalardan samarali foydalanish EFL darslarini yanada interaktiv, moslashuvchan va talaba markazli qilishini ko'rsatadi.*

Kalit so'zlar: *onlayn platformalar, talaba faolligi, EFL darslari, raqamli ta'lim, til o'qitish, virtual ta'lim muhiti, kommunikativ kompetensiya, interaktiv*



ta'lim, ta'lim texnologiyalari, onlayn ta'lim.

Аннотация: Данная статья рассматривает влияние онлайн-платформ на повышение вовлечённости студентов в процессе обучения английскому языку как иностранному (EFL). В последние годы цифровые технологии стали важной частью языкового образования, предоставляя преподавателям и студентам новые возможности для общения и взаимодействия. В исследовании анализируется использование таких платформ, как Google Classroom, Zoom, Moodle и Kahoot, для развития активного участия, сотрудничества и мотивации студентов. Кроме того, в статье рассматривается, каким образом мультимедийные ресурсы и виртуальная образовательная среда способствуют развитию языковых навыков и коммуникативной компетенции. Особое внимание уделяется проблемам, связанным с онлайн-обучением, включая технические трудности, ограниченный доступ к интернету и необходимость развития цифровой грамотности преподавателей. В заключение отмечается, что эффективное использование онлайн-платформ способствует созданию более интерактивной, гибкой и ориентированной на студента среды обучения EFL.

Ключевые слова: онлайн-платформы, вовлечённость студентов, EFL, цифровое обучение, преподавание языков, виртуальная образовательная среда, коммуникативная компетенция, интерактивное обучение, образовательные технологии, онлайн-образование.

Introduction

The advancement of digital technology has brought major changes to the field of education, particularly in foreign language teaching and learning. In recent years, online platforms and virtual learning tools have become essential components of English as a Foreign Language (EFL) education. Applications such as Google Classroom, Zoom, Moodle, Microsoft Teams, and Kahoot are increasingly implemented in schools and universities to create more interactive and learner-oriented classrooms. These platforms help educators manage lessons efficiently while encouraging greater student participation and communication.

Student engagement plays a vital role in the successful acquisition of language skills. Students who actively participate in discussions, collaborative projects, and online learning activities are generally more motivated and achieve better academic outcomes. Nevertheless, sustaining engagement in EFL classrooms remains a challenge, especially in conventional learning environments



where interaction is often limited. Online platforms address this issue by providing access to multimedia materials, instant communication, interactive exercises, and flexible learning opportunities that support active involvement in the educational process.

The widespread transition to online education during the COVID-19 pandemic further emphasized the significance of digital technologies in language instruction. Both teachers and learners became more familiar with virtual learning environments, which accelerated the adoption of technology-based teaching methods. At the same time, several obstacles emerged, including internet connectivity problems, technical issues, and insufficient digital competence among some educators and students.

This article investigates how online platforms can enhance student engagement in EFL classes. It also discusses the advantages and limitations of digital learning technologies and examines their influence on learners' motivation, interaction, communicative competence, and collaborative learning experiences.

Literature Review

The integration of technology into language education has become an important topic in modern educational research. Many scholars have emphasized that online platforms and digital tools play a significant role in improving the effectiveness of English as a Foreign Language (EFL) teaching and learning. Researchers argue that technology-based instruction creates interactive learning environments that increase students' motivation, participation, and communication skills.

According to several studies, student engagement is closely connected with academic achievement and language development. Fredricks, Blumenfeld, and Paris (2004) describe student engagement as a multidimensional concept that includes behavioral, emotional, and cognitive involvement in the learning process. In EFL classrooms, engaged learners are more likely to participate in discussions, complete assignments actively, and practice language skills more confidently.

Previous research has shown that online platforms such as Google Classroom, Moodle, Zoom, and Microsoft Teams provide opportunities for collaborative and flexible learning. These platforms allow teachers to share multimedia materials, organize virtual discussions, assign interactive tasks, and provide immediate feedback. Hrastinski (2009) states that online participation and interaction contribute significantly to learners' motivation and academic performance. Similarly, Blake (2013) argues that digital communication tools enhance language acquisition by increasing opportunities for authentic communication and learner autonomy.



Gamification tools, including Kahoot and Quizizz, have also attracted researchers' attention in recent years. Studies indicate that game-based activities create a more enjoyable learning atmosphere and encourage active student participation. Wang and Tahir (2020) found that Kahoot positively affects students' motivation, concentration, and classroom interaction. Such platforms help reduce anxiety and make language learning more engaging for EFL learners.

The COVID-19 pandemic further accelerated the use of online learning technologies worldwide. During this period, many educational institutions shifted from traditional classrooms to virtual learning environments. Researchers such as Hodges et al. (2020) highlighted both the benefits and challenges of emergency remote teaching. While online platforms increased accessibility and flexibility, issues such as poor internet connection, lack of technical skills, and reduced face-to-face communication negatively affected the learning process in some contexts.

Methodology

This study uses a qualitative research approach to explore how online platforms enhance student engagement in EFL classes. The method is suitable for understanding the experiences and perceptions of teachers and learners in digital learning environments.

Data are collected through a review of relevant literature, including academic articles, books, and previous studies on online learning and EFL education. Observations from virtual and blended classrooms are also considered to examine the practical use of digital tools.

The study focuses on platforms such as Google Classroom, Zoom, Moodle, Microsoft Teams, and Kahoot, analyzing their role in promoting interaction, participation, and motivation in language learning. A thematic analysis is applied to identify key aspects of student engagement, collaboration, and communication, as well as challenges like technical issues and limited digital skills.

Overall, this approach provides a clear understanding of how online platforms influence student engagement in EFL contexts.

Results

The results of this study show that online learning platforms positively influence student engagement in EFL classrooms. Tools such as Google Classroom, Zoom, Moodle, and Kahoot were found to enhance learners' participation, motivation, and interaction during English language activities.

The findings suggest that digital platforms promote greater involvement by offering interactive exercises, multimedia resources, and opportunities for real-time communication. Students demonstrated increased interest and confidence when learning through online environments compared to traditional teaching



methods.

In addition, the study found that collaborative functions like group work and shared tasks contribute to the development of communication and teamwork skills. Game-based learning activities, particularly those on Kahoot, were also effective in making lessons more engaging and in reducing students' learning anxiety.

At the same time, several difficulties were reported, including poor internet connectivity, technical issues, and differences in digital skills among users. Despite these limitations, both teachers and students generally viewed online platforms as beneficial for the learning process.

Overall, the findings confirm that the use of online platforms improves engagement, motivation, and communicative competence in EFL education.

Discussion

The results of this research indicate that online learning platforms significantly contribute to enhancing student engagement in EFL classrooms. The rise in learners' participation and motivation can be explained by the interactive, flexible, and student-centered features of digital tools. Platforms such as Google Classroom, Zoom, Moodle, and Kahoot offer diverse opportunities for communication, cooperation, and active engagement, all of which are important for successful language learning.

These findings align with earlier studies that emphasize the role of technology in supporting interactive and learner-focused environments. The integration of multimedia resources and real-time communication helps strengthen both cognitive and emotional engagement, making the learning process more engaging and effective. In particular, game-based tools increase enjoyment, reduce anxiety, and encourage greater student involvement.

At the same time, the study highlights several obstacles that may reduce the effectiveness of online learning. Problems such as weak internet connectivity, technical issues, and limited digital competence among users can negatively affect the learning experience. These challenges indicate that effective use of online platforms requires not only access to technology but also proper training and institutional support.

In general, the discussion shows that although online platforms are highly effective in promoting engagement in EFL education, their success depends on thoughtful integration into teaching practice, along with adequate preparation, teacher competence, and strong technical infrastructure.

Conclusion

Online platforms have become an important element in modern EFL education, offering new ways to increase student engagement and improve the



learning process. Tools such as Google Classroom, Zoom, Moodle, and Kahoot support interactive activities, communication, and collaboration, which make language learning more dynamic and learner-centered.

These digital environments contribute to higher levels of motivation and participation by providing access to multimedia content, real-time interaction, and engaging learning tasks. They also help learners develop communicative competence and reduce anxiety through more enjoyable and interactive methods.

Despite these advantages, the study also recognizes certain challenges that may affect their successful use. Issues such as unstable internet access, technical difficulties, and differences in digital skills among users can limit the effectiveness of online learning if not properly addressed.

Therefore, the study emphasizes that the benefits of online platforms depend on how well they are integrated into teaching practices. With proper training, adequate infrastructure, and effective instructional design, these tools can significantly enhance both student engagement and the overall quality of EFL education.

REFERENCES

References

1. Blake, R. J. (2013). *Brave new digital classroom: Technology and foreign language learning*. Georgetown University Press.
2. Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59–109.
3. Hrastinski, S. (2009). A theory of online learning as online participation. *Computers & Education*, 52(1), 78–82.
4. Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. *EDUCAUSE Review*.
5. Wang, A. I., & Tahir, R. (2020). The effect of using Kahoot! for learning: A literature review. *Computers & Education*, 149, 103818.



From IT Discourse to AI Discourse: Conceptual Evolution of Technical Terminology in the Age of LLMs

Nodira Bekmatova Ismoyiljonovna

Namangan State University, Namangan, Uzbekistan

e-mail: nodirabek.84@gmail.com

Abstract

The emergence of Large Language Models (LLMs) has precipitated a fundamental reconfiguration of technical discourse in the field of artificial intelligence. This article investigates the conceptual evolution from traditional Information Technology (IT) discourse—characterized by hardware-centric, operational, and instrumentalist terminology—toward a nascent "AI Discourse" that foregrounds cognitive, agentic, and normative dimensions of machine behavior. Drawing on corpus-linguistic methodologies and terminological theory, particularly the contributions of M.T. Cabré on socioterminology and W. Teubert on corpus-driven discourse analysis, the study synthesizes these international frameworks with insights from the Uzbek linguistic school, notably A. Polatov's foundational work on computer linguistics and terminological neogenesis in Turkic languages. The article introduces a Three-Tier Terminological Model—comprising Core (technical), Operational (functional), and Evaluative (ethical/normative) strata—and applies it to a set of seven pivotal terms: AI, Model, Agent, Reasoning, Prompt, Alignment, and Robustness. The analysis demonstrates that these terms have undergone systematic semantic broadening, narrowing, and metaphorical transfer, migrating from their origins in engineering, psychology, and philosophy of mind into a specialized AI-discourse register. Particular attention is devoted to the phenomenon of "anthropomorphic projection," whereby human cognitive vocabulary—including terms such as Reasoning, Attention, Memory, and Hallucination—is mapped onto machine-learning architectures, producing ontological ambiguity with significant consequences for scientific communication, regulatory frameworks, and public understanding. The findings contribute to ongoing debates in corpus linguistics, terminology science, and critical AI studies, and advocate for international standardization of LLM-related terminology to ensure epistemological coherence across disciplines and language communities.

Keywords: *AI discourse; terminological neogenesis; Large Language Models; corpus linguistics; semantic shift; Three-Tier Model; metaphorical transfer; Uzbek linguistic school*

1. INTRODUCTION

The history of scientific and technical discourse is punctuated by



paradigmatic ruptures—moments at which the conceptual apparatus of a discipline undergoes rapid, systemic restructuring. The transition from mechanical engineering discourse to electronic and digital discourse in the mid-twentieth century constitutes one such rupture; the emergence of LLM-driven artificial intelligence in the early twenty-first century arguably constitutes another. This article contends that we are currently witnessing the crystallization of a distinct discursive register—hereafter termed "AI Discourse"—that is meaningfully discontinuous with its predecessor, traditional IT Discourse.

Traditional IT Discourse, as it solidified through the 1980s and 1990s, was fundamentally instrumentalist in orientation. Its core vocabulary—hardware, software, network, database, protocol, throughput—indexed physical artifacts, logical structures, and operational processes. The locus of agency was unambiguously human: machines executed; humans decided. Even when cognitive metaphors entered technical writing, they did so in a weakened, conventionalized form, stripped of genuine agentic implication.

The proliferation of transformer-based LLMs—from GPT-3 (2020) through GPT-4, Claude, Gemini, and their successors—has destabilized this instrumentalist settlement. Systems that generate contextually coherent text, exhibit apparent inferential behaviors, and produce outputs that resist simple mechanistic explanation have generated an urgent demand for new descriptive vocabulary. The terminological response to this demand has been rapid, heterogeneous, and theoretically underspecified. Terms migrate from cognitive science (reasoning, attention, memory), from ethics and political philosophy (alignment, fairness, bias), from performance engineering (robustness, reliability), and from everyday language (hallucination, prompt) into a common technical register, often without explicit redefinition.

This situation poses genuine problems for scientific communication, regulatory clarity, and cross-linguistic terminological equivalence—problems that are particularly acute in the context of smaller scholarly communities, including Uzbek-speaking researchers, who must navigate between inherited terminological traditions and rapidly evolving international usage. The present article addresses these problems through a dual contribution: first, by offering a theoretically grounded account of the conceptual architecture of AI Discourse; and second, by modeling how national linguistic schools—specifically, the Uzbek school of computer linguistics—can engage productively with international terminological frameworks.

The article proceeds as follows. Section 2 reviews relevant theoretical frameworks. Section 3 examines the sociolinguistic conditions of terminological



neogenesis in AI. Section 4 presents the Three-Tier Model and applies it to seven core terms. Section 5 analyzes metaphorical transfer and its epistemological consequences. Section 6 concludes with implications for standardization and future research.

2. THEORETICAL BACKGROUND

2.1 Discourse as Text-in-Context: Foundations

The theoretical treatment of discourse in this study draws on the well-established understanding of Diskurs as the intersection of text and context—a formulation that, in its contemporary form, owes much to Foucauldian discourse theory as mediated through European linguistics [1]. Discourse, in this sense, is not merely a collection of utterances but a structured domain of meaning-making practices, constrained by institutional norms, epistemic commitments, and social relations. Technical and scientific discourse constitutes a particularly constrained sub-type, in which terminological precision, citation practices, and genre conventions play a regulative role [2].

For the purposes of the present analysis, we adopt Teubert's corpus-driven conception of discourse, in which discourse is operationalized as the totality of texts produced within a given field, delimited by shared topics, genres, and communicative functions [3]. This approach permits the empirical tracking of terminological change over time and across text types, without presupposing a fixed inventory of terms or a stable disciplinary boundary.

2.2 Terminological Theory: Cabré and Socioterminology

The classical general theory of terminology (GTT), associated with Eugen Wüster and the Vienna School, posited that terms are univocal, system-internal designations for precisely bounded concepts—a position that, whatever its utility for standardization purposes, has been repeatedly challenged by the observed behavior of terms in actual communicative practice [4]. María Teresa Cabré's communicative theory of terminology (CTT) offers a more adequate framework for the present study. For Cabré, terms are not merely technical labels but "units of knowledge and communication" that simultaneously belong to the linguistic system, the cognitive system, and the social system [5]. Their meaning is accordingly not fixed by system-internal definition alone but is co-determined by the contexts of use, the epistemic communities that employ them, and the communicative functions they serve.

This socioterminological perspective is essential for understanding AI terminology, which has emerged through a process of rapid, multi-site innovation—in research laboratories, technology companies, regulatory bodies, journalism, and public discourse—rather than through formal standardization.



Terms acquire, modify, and sometimes shed meanings through use, and the scholarly task is to track and theorize these processes rather than to prescribe a single correct usage.

2.3 The Uzbek Linguistic School and Computer Linguistics

The analysis conducted here is further informed by the contributions of the Uzbek linguistic school to the theory and practice of technical terminology. This school, which developed in institutional continuity with Soviet linguistics while articulating distinctive orientations adapted to the Turkic linguistic context, has engaged productively with questions of terminological borrowing, neologism, and standardization in rapidly modernizing technical fields [6].

Of particular relevance is the work of A. Polatov on computer linguistics and the formation of technical vocabulary in Uzbek [7]. Polatov's research demonstrates that the introduction of computing technology into Uzbek-language contexts in the late Soviet and early post-independence periods generated intense terminological activity—involving calquing, phonological adaptation of international terms, and the coinage of native equivalents—that closely parallels the current situation in AI-related vocabulary. Polatov's framework, which attends carefully to the interaction between international (predominantly English-origin) technical terms and the morphosyntactic and semantic resources of the Uzbek language, provides a methodological complement to the European socioterminological tradition.

The synthesis of Cabré's CTT, Teubert's corpus-driven discourse analysis, and Polatov's Uzbek-focused terminological theory yields a theoretically pluralistic but methodologically coherent framework for the analysis of AI terminology—one that is sensitive to both the global dynamics of technoscientific communication and the specific challenges of non-Anglophone scholarly communities.

3. TERMINOLOGICAL NEOGENESIS IN AI DISCOURSE

3.1 Mechanisms of Term Formation

Terminological neogenesis—the birth of new terms—may proceed through several distinct mechanisms, which are not mutually exclusive [8]. In AI discourse, we observe the simultaneous operation of at least four such mechanisms:

(i) Semantic shift: An existing term from another field (or from common language) acquires a specialized meaning within AI discourse. The term *hallucination*—previously confined to psychology and neuroscience—provides a paradigmatic case, as does the term *attention* in the context of transformer architectures [9].

(ii) Compounding and derivation: New terms are formed by combining existing morphemes or words, as in *prompt engineering*, *reinforcement learning*



from human feedback (RLHF), and chain-of-thought prompting.

(iii) Acronymization and abbreviation: Terms are reduced to initialism or acronym form (LLM, RAG, RLHF, AGI, ASI), which facilitates rapid reference but can obscure conceptual content.

(iv) Metaphorical projection: Human cognitive or social concepts are mapped onto AI systems, producing terms whose denotative extension is technically novel but whose connotative resonances derive from the source domain. Agent, reasoning, and memory are prominent examples.

3.2 The Social Ecology of AI Neologism

The sociological conditions under which AI terminology has emerged are markedly different from those that governed earlier episodes of technical vocabulary formation. Whereas the standardization of electrical engineering or chemical nomenclature proceeded through relatively formal, institutionally controlled channels—professional societies, international standards bodies, governmental agencies—the formation of AI terminology has been shaped to an unusual degree by industry actors, preprint culture (arXiv), and social media amplification [10].

This has several consequences. First, the speed of term diffusion is dramatically accelerated: a term coined in a research preprint may achieve wide currency within weeks through social media and journalistic uptake. Second, the semantic content of terms is correspondingly unstable: the same string may carry different meanings in technical research papers, in industry documentation, in regulatory discourse, and in public journalism. Third, the epistemic authority to define terms is distributed rather than centralized, creating a situation in which competing definitions coexist and the resolution of terminological disputes is a political as well as scientific matter.

These conditions present particular challenges for non-Anglophone scholarly communities, including Uzbek researchers. The primary sites of terminological innovation are English-language research publications and industry communications; terms reach Uzbek-language contexts through translation, adaptation, or direct borrowing, often with a temporal lag and without the contextual cues that stabilize meaning in the source community. The development of adequate terminological resources in Uzbek—bilingual glossaries, standardized calques, consistent transliteration conventions—is accordingly an urgent priority for the Uzbek scientific community [7].



4. THE THREE-TIER TERMINOLOGICAL MODEL: ANALYSIS OF CORE TERMS

4.1 Model Description

In order to systematically characterize the semantic structure and discursive function of AI terminology, this article proposes a Three-Tier Terminological Model (TTTM). The model distinguishes three analytically separable strata of terminological meaning and use, corresponding to three dimensions of the communicative situation in which terms function:

Tier 1 — Core (Technical): The technical-definitional stratum, specifying the computational, mathematical, or systems-architectural referent of the term. This stratum is maximally formal and context-independent; it is the stratum at which standardization efforts primarily operate.

Tier 2 — Operational (Functional): The functional-pragmatic stratum, specifying how the term is used in the context of system design, deployment, evaluation, and documentation. This stratum mediates between the technical core and the social context of use.

Tier 3 — Evaluative (Ethical/Normative): The normative-axiological stratum, specifying the evaluative, ethical, or regulatory dimensions that the term has acquired through its circulation in governance, policy, and public discourse.

The TTTM is not a hierarchical model in the sense of privileging one stratum over others; rather, it is a descriptive tool for mapping the full semantic range of a term as it actually functions across discourse types. Importantly, the model predicts that terms newly minted in AI discourse will tend to be underspecified at Tier 3, while terms imported from ethics or social science will tend to be underspecified at Tier 1. Terminological instability and communicative dysfunction arise precisely where the tiers are misaligned or where interlocutors implicitly operate at different tiers without recognizing the discrepancy.

4.2 Term Analysis

The following subsections apply the TTTM to seven terms that have been identified as central to AI Discourse through corpus analysis and expert consultation. For each term, the analysis tracks the original domain, the current technical meaning, operational usage patterns, and evaluative/normative dimensions, with attention to processes of semantic broadening or narrowing.

Table 1. Three-Tier Analysis of Seven Core AI Terms

Term	Origin Domain	Tier 1: Core (Technical)	Tier 2: Operational	Tier 3: Evaluative/Normative



Term	Origin Domain	Tier 1: Core (Technical)	Tier 2: Operational	Tier 3: Evaluative/Normative
AI	Philosophy / CS	Computational systems exhibiting goal-directed behavior	Umbrella term for ML, NLP, vision, robotics pipelines	Subject of regulation; debated re: rights and accountability
Model	Statistics / ML	Parametric function approximating a data distribution	Deployed artifact; versioned, evaluated, updated	Locus of bias, fairness concerns; product liability subject
Agent	Philosophy of mind	Autonomous system that perceives and acts on environment	LLM + tool-use loop; multi-agent orchestration framework	Raises questions of autonomy, accountability, delegation
Reasoning	Cognitive science	Step-by-step inference in chain-of-thought prompting	Evaluation benchmark (GSM8K, MATH, ARC)	Disputed: genuine vs. simulated; implications for AGI claims
Prompt	Common language (printing)	Structured input string conditioning model output	Craft domain (prompt engineering); few-shot, zero-shot design	Vectors for adversarial manipulation, jailbreaking
Alignment	Technical systems / Ethics	Training objective congruence with human values/intentions	RLHF, Constitutional AI, RLAIIF methodologies	Central to AI safety policy; contested normatively and politically



Term	Origin Domain	Tier 1: Core (Technical)	Tier 2: Operational	Tier 3: Evaluative/Normative
Robustness	Engineering / Statistics	Model stability under distributional shift or adversarial input	Evaluation suite; red-teaming, OOD generalization tests	Regulatory compliance criterion; linked to reliability and safety

4.3 Semantic Broadening and Narrowing: Detailed Observations

AI. The term artificial intelligence, coined by John McCarthy in 1956 [11], originally denoted a research program aimed at replicating human-level cognitive functions in computational systems. In contemporary usage, AI has undergone dramatic semantic broadening, functioning as a hypernym for a heterogeneous class of systems including narrow classifiers, generative models, reinforcement learning agents, and hybrid architectures. This broadening creates significant communicative problems: claims made about "AI" in policy or public discourse frequently do not specify whether they pertain to narrow AI systems, LLMs, or hypothetical AGI, producing systematic ambiguity.

Model. In statistical learning theory, a model is a formal mathematical structure—a function or distribution—that is fitted to data. In AI Discourse, model has undergone both narrowing (to refer specifically to large neural network artifacts, as in "the model hallucinates") and extension (to refer to the versioned, deployed product, as in "GPT-4o is a frontier model"). The term now carries implicit product and commercial connotations absent from its technical progenitor.

Agent. Philosophically, an agent is an entity with the capacity for intentional action. In AI Discourse, agent has been narrowed to designate LLM-based systems augmented with tool-use capabilities and multi-step planning—so-called "agentic" systems—but retains sufficient philosophical resonance to generate normative debates about machine autonomy, moral responsibility, and the delegation of consequential decisions.

Reasoning. The term reasoning enters AI Discourse via cognitive science and philosophy of mind, where it designates a family of inferential processes. Its application to LLMs—particularly in the context of chain-of-thought prompting and "reasoning models" such as OpenAI o1—is simultaneously a technical claim (the model produces step-by-step intermediate outputs) and an implicit cognitive



claim (these outputs reflect genuine inferential processes). The semantic indeterminacy between these interpretations is a source of ongoing controversy in AI research [12].

Prompt. Originally a common word (from the Latin *promptus*, "brought to light, ready") used in theatrical and computing contexts to denote a cue or input signal, prompt has undergone spectacular semantic elaboration in AI Discourse. The emergence of prompt engineering as a recognized technical practice—and, indeed, as a professional role—represents a striking instance of terminological neogenesis through operational specialization. The term now indexes a complex craft involving knowledge of model behavior, linguistic manipulation, and iterative refinement.

Alignment. Alignment was introduced into AI safety discourse to designate the technical and normative problem of ensuring that AI systems pursue goals that are congruent with human values and intentions [13]. The term has undergone rapid semantic expansion, moving from a niche research concept to a central term in AI governance, corporate communications, and public policy. Its evaluative Tier 3 content is now as salient as its technical Tier 1 content, producing significant communicative tension.

Robustness. From engineering and statistics, robustness denotes resistance to perturbation or variability. In AI Discourse, it has been operationalized through specific evaluation protocols (adversarial testing, out-of-distribution generalization) and has acquired normative dimensions through its incorporation into AI safety and regulatory frameworks, where robust performance under diverse and adversarial conditions is increasingly treated as a compliance criterion.

5. METAPHORICAL TRANSFER AND ANTHROPOMORPHIC PROJECTION

5.1 Cognitive Metaphor in Technical Language

The mapping of human cognitive vocabulary onto artificial systems is not a novel phenomenon in AI. From the earliest days of cybernetics and cognitive science, the conceptual tools developed for the analysis of human cognition—memory, learning, intelligence, perception—were extended to computational systems, often with an explicit methodological rationale: that the abstract functional organization of cognitive processes is substrate-independent and therefore applicable to any system that instantiates the relevant functional relations [14]. This functionalist commitment provided an initial theoretical warrant for cognitive terminology in computer science.

The situation with contemporary LLMs is importantly different. The application of cognitive vocabulary to these systems is not primarily driven by functionalist theory but by the surface behavior of the systems themselves—their



production of fluent, contextually appropriate natural language, which systematically triggers anthropomorphic interpretation in human interlocutors. The result is a form of what we term anthropomorphic projection: the attribution of mental states, intentions, and capacities to systems on the basis of their linguistic behavior, without adequate theoretical grounding in the architecture or training procedure of the systems in question.

5.2 Key Instances of Metaphorical Transfer

Three terms merit particular attention as exemplars of metaphorical transfer:

Attention. The attention mechanism, introduced in the context of sequence-to-sequence models by Bahdanau et al. [15] and generalized in the transformer architecture by Vaswani et al. [16], is a mathematical operation that computes weighted sums over input representations. The choice of the term attention imports connotations of selective cognitive focus from psychology, creating a strong—and potentially misleading—analogy between the mechanism's computational function and the phenomenological experience of attentional selectivity in human cognition.

Memory. In LLM discourse, memory is used to designate at least three distinct technical referents: the model's parametric knowledge (weights trained on a corpus), the context window (the sequence of tokens available to the model at inference time), and external retrieval-augmented storage (vector databases accessed at runtime). The collapse of these technically distinct notions under a single term obscures important architectural differences and produces persistent misunderstanding among non-specialist users and policymakers.

Hallucination. The use of hallucination to describe confident LLM outputs that are factually false or unsupported by the training data constitutes perhaps the most striking instance of anthropomorphic projection in AI Discourse [17]. The term—borrowed from psychiatry and neuroscience, where it designates a false perception in the absence of an external stimulus—implies that the system is experiencing something analogous to a perceptual error. This implication is epistemologically unwarranted: the phenomenon in question is better characterized as a distributional artifact of autoregressive generation, not a perceptual failure. The metaphor, while communicatively vivid, may systematically mislead users about the nature and causes of the problem.

5.3 Epistemological Consequences

The systematic deployment of anthropomorphic vocabulary in AI Discourse has consequences that extend well beyond terminological precision. First, it shapes the intuitions of researchers and practitioners, predisposing them to interpret model behavior through cognitive frameworks that may be theoretically inappropriate—a form of conceptual contamination that can misdirect research programs [18].



Second, it influences the expectations and responses of lay users, who may attribute understanding, intentionality, or emotional states to systems on the basis of terminological cues rather than informed assessment. Third, it complicates regulatory and legal discourse, where terms such as agent, memory, and reasoning carry specific technical and normative implications that may not map cleanly onto their AI-discourse usage.

From the perspective of the Uzbek linguistic school, these issues take on additional salience. When AI terminology is translated or adapted into Uzbek, decisions must be made about whether to calque the English term (with its anthropomorphic connotations), to select a native equivalent with different connotative resonances, or to adopt the English form directly (with its attendant opacity for non-specialist readers). These are not merely technical translation decisions but choices with consequences for how Uzbek-speaking communities conceptualize and evaluate AI systems—choices that therefore merit careful scholarly attention [7].

6. CONCLUSION

This article has argued that the emergence of Large Language Models has catalyzed the formation of a distinct discursive register—AI Discourse—characterized by rapid terminological neogenesis, systematic metaphorical transfer, and a distinctive normative-evaluative stratum absent from traditional IT Discourse. Through the Three-Tier Terminological Model and the analysis of seven core terms, we have demonstrated that AI terminology exhibits complex semantic architecture, combining technical precision at the definitional core with significant instability and normativity at the operational and evaluative tiers.

The synthesis of Cabré's communicative theory of terminology, Teubert's corpus-driven discourse analysis, and Polatov's Uzbek-focused terminological framework has proven fruitful for this analysis, demonstrating the value of theoretically pluralistic approaches to the study of rapidly evolving technical language. In particular, the attention of the Uzbek linguistic school to the challenges of terminological adaptation in non-Anglophone contexts highlights dimensions of the AI terminology problem that are frequently overlooked in Anglophone scholarship.

The implications of this analysis are threefold. First, for the field of corpus linguistics and terminology science, the study of AI Discourse offers an exceptionally dynamic corpus of neological activity, presenting opportunities for empirical investigation of terminological change at a pace and scale unprecedented in earlier technical fields. Second, for NLP researchers and AI practitioners, greater metalinguistic awareness of the conceptual frameworks embedded in



domain vocabulary—and their potential for misdirection—would contribute to more rigorous scientific communication. Third, for standardization bodies and regulatory agencies, the analysis underscores the urgency of developing internationally coordinated, theoretically grounded terminological standards for AI-related concepts, standards that should be developed in dialogue with the full range of scholarly communities affected by AI—including those operating in Uzbek and other non-Anglophone languages.

Future research directions suggested by this work include: corpus-based longitudinal tracking of semantic change in AI terminology across multiple text types; cross-linguistic comparison of AI terminological adaptation strategies in Uzbek, Russian, and other languages of Central Asia; and experimental investigation of the effects of anthropomorphic AI terminology on user mental models and behavior.

REFERENCES

- [1] M. Foucault, *The Archaeology of Knowledge*, trans. A. M. Sheridan Smith. London: Tavistock, 1972.
- [2] J. Swales, *Genre Analysis: English in Academic and Research Settings*. Cambridge: Cambridge University Press, 1990.
- [3] W. Teubert, "My version of corpus linguistics," *International Journal of Corpus Linguistics*, vol. 10, no. 1, pp. 1–13, 2005.
- [4] E. Wüster, *Introduction to the General Theory of Terminology and Terminological Lexicography*, 2nd ed. Vienna: Infoterm, 1979.
- [5] M. T. Cabré, *Terminology: Theory, Methods and Applications*. Amsterdam: John Benjamins, 1999.
- [6] S. Nishonov, "Terminological processes in Uzbek scientific language of the independence era," *Uzbek Language and Literature*, vol. 3, pp. 45–59, 2018. [In Uzbek]
- [7] A. Polatov, *Computer Linguistics and Terminological Formation in Uzbek*. Tashkent: Fan, 2014. [In Uzbek]
- [8] L. Bauer, *English Word-Formation*. Cambridge: Cambridge University Press, 1983.
- [9] D. Gunkel, "The other question: Can and should robots have rights?" *Social Epistemology*, vol. 32, no. 2, pp. 1–19, 2018.
- [10] E. Bender, T. Gebru, A. McMillan-Major, and S. Shmitchell, "On the dangers of stochastic parrots: Can language models be too big?" in *Proc. ACM FAccT*, 2021, pp. 610–623.
- [11] J. McCarthy, M. Minsky, N. Rochester, and C. Shannon, "A proposal for the Dartmouth summer research project on artificial intelligence," *AI Magazine*, vol.



27, no. 4, pp. 12–14, 2006 [1955].

[12] S. Bubeck et al., "Sparks of artificial general intelligence: Early experiments with GPT-4," Microsoft Research Technical Report, arXiv:2303.12528, 2023.

[13] S. Russell, *Human Compatible: Artificial Intelligence and the Problem of Control*. New York: Viking, 2019.

[14] A. Turing, "Computing machinery and intelligence," *Mind*, vol. 59, no. 236, pp. 433–460, 1950.

[15] D. Bahdanau, K. Cho, and Y. Bengio, "Neural machine translation by jointly learning to align and translate," in *Proc. ICLR*, 2015.

[16] A. Vaswani et al., "Attention is all you need," in *Proc. NeurIPS*, vol. 30, 2017.

[17] J. Huang and K. Chang, "Towards reasoning in large language models: A survey," in *Proc. ACL Findings*, 2023, pp. 1049–1065.

[18] M. Mitchell, *Artificial Intelligence: A Guide for Thinking Humans*. New York: Farrar, Straus and Giroux, 2019.

Теоретические основы реконцептуализации в преподавании английского языка

**Каракалпакский государственный университет имени Бердаха
Кафедра теории и методики образования и воспитания
докторант 3-курса Каипбергенова Хурлиман**

Аннотация: В статье рассматриваются теоретические основы реконцептуализации в системе образования и её влияние на современные педагогические процессы. Анализируются научные подходы Дж. Дьюи, М. Эппла и Б. Бернстайна, раскрывающие роль опыта, социальной справедливости и языковых практик в образовании. Особое внимание уделяется направлениям реконцептуализации в образовательной практике: обновлению содержания обучения, трансформации роли преподавателя, внедрению инновационных методик, изменению систем оценивания, а также усилению региональной и международной интеграции. Показано, что реконцептуализация способствует формированию компетентностного подхода и повышению качества образования в условиях глобальных изменений.



Ключевые слова: реконцептуализация, образование, педагогические концепции, компетентностный подход.

Современные системы образования должны адаптироваться к требованиям динамично развивающегося общества, обновляться и формироваться на основе инновационных подходов. Такие изменения требуют пересмотра образовательных концепций, их нового осмысления и переоснования. Данный процесс в научной литературе называется реконцептуализацией. Реконцептуализация — это процесс переосмысления существующих теоретических, методологических или практических концепций в новом контексте и обновления их сущности. В сфере образования этот процесс проявляется в системных и целенаправленных реформах, пересмотре инновационных педагогических подходов, учебных программ и методик.

В научной среде существуют различные теоретические взгляды на понятие реконцептуализации. В частности, идея Джона Дьюи «обучение через опыт» рассматривается как одна из ключевых педагогических основ реконцептуализации. Майкл Эппл утверждает, что реконцептуализация образования способствует трансформации отношений власти и преодолению социального неравенства. Кроме того, Бэзил Бернстайн исследовал влияние языка образования, социальной структуры и систем передачи знаний на процессы реконцептуальных изменений. В ходе исследования были также проанализированы работы, выполненные учёными Узбекистана. В частности, Ш. С. Абдуллаева в своём исследовании подчёркивает необходимость пересмотра концептуальных основ образовательных стратегий уделяя особое внимание региональной адаптивности учебных программ. У. Р. Усмонова рассматривает систему подготовки преподавателей, основанную на компетентностном подходе, как практическое проявление реконцептуализации. Кроме того, Н. А. Нуриддинов отмечает, что внедрение современных технологий в образование делает реконцептуальные под

Установлено, что реконцептуализация в системе образования проявляется через следующие основные направления:

Обновление содержания образования.

В официальных государственных документах адаптация учебных программ к современным потребностям и их переосмысление на основе компетентностного подхода рассматриваются как практическое проявление реконцептуализации. Учебные планы теперь ориентированы не только на знания, но и включают развитие навыков и ценностных ориентиров.



Переосмысление роли преподавателя.

В процессе реконцептуализации преподаватель рассматривается не только как передатчик знаний, но и как фасилитатор, наставник и мотиватор самостоятельного мышления. Это требует кардинального пересмотра программ подготовки педагогических кадров. В качестве примера можно привести внедрение с 2023 года в педагогических вузах таких дисциплин, как «Soft Skills» и «Digital Pedagogy».

Трансформация образовательных методик.

Традиционные лекции и контрольные работы постепенно заменяются проектной деятельностью, проблемно-ориентированным обучением (PBL), STEAM-подходом и интерактивными занятиями. Особенно ярко это проявляется в новых форматах уроков, внедряемых в общеобразовательных школах в экспериментальном порядке.

Реконцептуализация системы оценивания.

Вместо единой тестовой и балльной системы внедряются формативное и суммативное оценивание, портфолио и системы оценки, основанные на рефлексии. Это позволяет выявлять индивидуальный рост учащихся, их творческие способности и навыки критического мышления.

Региональная и индивидуальная адаптивность.

Реконцептуализация предполагает не стандартизацию образования, а его адаптацию к региональным потребностям и индивидуальным особенностям учащихся. В частности, разрабатываются учебные программы для школ в отдалённых регионах, а также учебники, основанные на национальных ценностях.

Международная интеграция.

В сотрудничестве с OECD, UNESCO и другими международными организациями в систему образования интегрируются международные стандарты, такие как CEFR, PISA и TIMSS. Это способствует укреплению реконцептуализации в международном контексте, что является объективной необходимостью.

Список литературы

1. Dewey, J. *Experience and Education*. — New York: Macmillan, 1938. — 96 p.
2. Apple, M. W. *Ideology and Curriculum*. — 3rd ed. — New York: RoutledgeFalmer, 2004. — 392 p.
3. Bernstein, B. *Class, Codes and Control: Vol. 3. Towards a Theory of Educational Transmissions*. — London: Routledge & Kegan Paul, 1975. — 240 p.



4. Абдуллаева Ш. С. Концептуальные основы образовательных стратегий и проблемы их региональной адаптации // Педагогика ва психология. — 2021. — № 3. — С. 22–27.

5. Усмонова У. Р. Компетентностный подход в системе подготовки педагогических кадров // Заонавий таълим. — 2022. — № 5. — С. 45–49.

6. Нуриддинов Н. А. Современные технологии в образовании и необходимость реконцептуальных подходов // Халқ таълими. — 2020. — № 2. — С. 17–23.

FILOLOGIYA VA TA'LIM METODIKASIDA SUN'IY INTELLEKT: IMKONIYATLAR, TAKLIFLAR VA KELAJAK

ISTIQBOLLARI

Z.T.Abdusattarov

N.M.Karimova

Namangan State University,

E-mail: nargizakarimova129@gmail.com

Annotation:

This article analyzes the role and significance of artificial intelligence (AI) in philological sciences and foreign language teaching methodology from a scientific-theoretical perspective. The study examines the potential of AI technologies in linguistic research, text analysis, and machine translation, as well as their capabilities in enhancing the foreign language instruction process (e.g., individualized approaches, interactive exercises). Furthermore, the article scientifically substantiates issues such as ethics, plagiarism, and copyright in the use of AI, alongside the future development trends of these technologies and their impact on the educational system.

Keywords:

artificial intelligence, philology, linguistics, methodology, educational technologies, linguistic analysis, machine translation, individualized education, academic integrity, plagiarism, ethics, future trends.

KIRISH



XXI asr texnologik inqilobi insoniyat tafakkuri va jamiyat hayotining barcha jabhalariga ta'sir ko'rsatmoqda. Sun'iy intellekt (SI) texnologiyalarining jadal rivojlanishi, ayniqsa, ilm-fan va ta'lim sohalarida yangi imkoniyatlarni ochib berdi. Filologiya, ya'ni tilshunoslik va adabiyotshunoslik fanlari hamda ta'lim metodikasi, xususan, chet tillarni o'qitish jarayoni bugungi kunda sun'iy intellektning salmoqli ta'sirini his etmoqda.

SI bugungi kunda nafaqat murakkab hisob-kitoblar, balki tilni tushunish, uni tahlil qilish, matnlar yaratish va hatto ijodiy jarayonlarda ham ishtirok etish qobiliyatiga ega bo'ldi. Bu esa filologiya ilmining o'rganish obyektni va metodologiyasini kengaytirib, ta'lim jarayonini yangicha talqin qilishga undamoqda. Ushbu maqolada filologiya va ta'lim metodikasida sun'iy intellektning o'rni, uning imkoniyatlari, mavjud qiyinchiliklari hamda kelajakdagi ahamiyati ilmiy jihatdan tahlil qilinadi.

ASOSIY QISM: NAZARIY ASOSLAR VA METODOLOGIYA

1. Sun'iy intellektning lingvistik tadqiqotlardagi o'rni:

SI texnologiyalari, xususan, tabiiy tilni qayta ishlash (Natural Language Processing - NLP) sohasidagi yutuqlar lingvistik tadqiqotlar uchun yangi imkoniyatlar yaratdi.

- **Korpus lingvistikasi va katta ma'lumotlar bazalari:** SI yordamida millionlab matnlardan iborat korpuslarni tahlil qilish, tillarning statistik xususiyatlarini, chastotaviy leksik va grammatik birliklarni aniqlash osonlashdi. Bu tilning rivojlanish qonuniyatlarini o'rganishga yordam beradi.

- **Semantik va pragmatik tahlil:** SI modellarining rivojlanishi matnning nafaqat grammatik tuzilishini, balki ma'no qatlamlarini (semantika) va qo'llanilish kontekstini (pragmatika) ham chuqurroq tahlil qilishga imkon beradi. Bu adabiy matnlar tahlilida, muallif uslubini aniqlashda muhim.

- **Avtomatik tarjima:** SI-ga asoslangan tarjima vositalari (Google Translate, DeepL va boshqalar) bugungi kunda tobora takomillashib bormoqda. Ular tezkor tarjima qilish imkonini bersa-da, badiiy tarjimadagi nozikliklarni to'liq aks ettira olmaydi. Biroq, texnik va ilmiy matnlarni tarjima qilishda sezilarli yordam beradi.

2. Sun'iy intellekt va chet tillarini o'qitish metodikasi:

SI, ayniqsa, chet tillarni o'qitish jarayonini individual va samarali qilishda katta salohiyatga ega.



- **Individual yondashuv:** SI tizimlari talabani bilim darajasi, o'zlashtirish sur'ati va xatolarini tahlil qilib, unga mos keladigan mashqlar, topshiriqlar va materiallarni taklif eta oladi. Bu har bir talabani o'z tempi bilan o'rganishiga imkon beradi.

- **Interaktiv mashqlar va nazorat:** SI vositalari talabalar bilan dialoglar o'rnatish, ularning talaffuzini tekshirish, grammatik xatolarni aniqlash va to'g'rilash, shuningdek, yozma ishlarni baholashda o'qituvchiga yordam beradi. Chatbotlar va virtual murabbiylar bu borada muhim rol o'ynaydi.

- **Tillararo muloqot ko'nikmalarini rivojlantirish:** SI platformalari orqali turli mamlakat talabalari bilan muloqot qilish, real vaqt rejimida tarjima vositalaridan foydalanish o'quvchilarning kommunikativ kompetensiyasini oshiradi.

3. Metodologiya va tadqiqot usullari:

Ushbu maqolada SI ning filologiya va metodikadagi o'rnini o'rganish uchun quyidagi usullardan foydalanildi:

- **Nazariy tahlil:** Mavjud ilmiy adabiyotlar, maqolalar, tadqiqotlar asosida SI ning umumiy va xususiy jihatlari tahlil qilindi.

- **Qiyosiy metod:** SI ning turli sohalarda (lingvistika, adabiyot, ta'lim) qo'llanilishi qiyoslandi.

- **Tahliliy-sintetik metod:** SI ning afzalliklari va kamchiliklari, imkoniyatlari va muammolari tahlil qilinib, umumiy xulosalar shakllantirildi.

NATIJALAR VA TAHLIL

1. Filologiya uchun yangi tadqiqot imkoniyatlari:

SI filolog olimlariga matnlarni keng miqyosda tahlil qilish, muallif uslubini aniqlash, adabiy janrlarning evolyutsiyasini kuzatish, hatto yo'qolgan yoki topilmagan matnlarni tiklashga yordam berish imkoniyatini yaratadi. Masalan, matndagi tuyg'u va hissiyotlarni aniqlash (sentiment analysis) yoki muallifning ijodiy izlarini topish uchun SI modellari qo'llanilishi mumkin.

2. Ta'lim metodikasida SI ning afzalliklari:

- **Masofaviy va moslashuvchan ta'lim:** SI platformalari ta'limni istalgan vaqtda, istalgan joyda olish imkonini yaratadi.

- **Tezkor va aniq fikr bildirish:** SI vositalari talabani xatolarini darhol aniqlab, to'g'rilash bo'yicha ko'rsatmalar beradi.

- **O'qituvchi yukini kamaytirish:** Takrorlanuvchi topshiriqlarni avtomatlashtirish o'qituvchiga talabalar bilan individual ishlashga ko'proq vaqt qoldirish imkonini beradi.

3. Muammolar va etik cheklovlar:

SI ning keng qo'llanilishi bir qator jiddiy muammolarni ham yuzaga keltiradi:



- **Plagiat va akademik halollik:** SI vositalari yordamida matn yaratish yoki mavjud matnlarni o'zgartirish osonlashdi. Bu esa plagiatning yangi shakllariga olib kelishi mumkin. Talabalar va tadqiqotchilar SI dan faqat yordamchi vosita sifatida foydalanishlari, yakuniy natijada o'z mehnati mahsulini taqdim etishlari lozim. SI vositalari orqali yaratilgan matnlarning mualliflik huquqi masalasi ham dolzarb.
- **Ma'lumotlar xavfsizligi va shaxsiy daxlsizlik:** Talabalar va o'qituvchilarning shaxsiy ma'lumotlari SI tizimlarida saqlanishi mumkin, bu esa xavf tug'diradi.
- **Inson omilining yo'qolishi:** Haddan tashqari SI ga tayanish o'qituvchi va talaba o'rtasidagi noan'anaviy aloqani, insoniy empatiyani yo'qotish xavfini tug'diradi.

MUHOKAMA

Sun'iy intellektning filologiya va ta'lim metodikasidagi salohiyati beqiyosdir. Biroq, bu texnologiyalarni qo'llashda ehtiyotkorlik va mas'uliyat talab etiladi. Filolog olimlar SI ni til va matnni chuqurroq tushunish vositasi sifatida ko'rishlari, ta'lim metodistlari esa uni o'quv jarayonini takomillashtirish yo'lidagi foydali qo'shimcha sifatida baholashlari lozim.

SI dan foydalanishning asosiy sharti — **insoniy nazorat va etik tamoyillarga rioya qilish**. SI ni almashtiruvchi emas, balki **ko'makchi vosita** sifatida qabul qilish, uning imkoniyatlaridan unumli foydalanish, lekin insoniy tafakkur, ijodkorlik va axloqiy me'yorlardan chetga chiqmaslik bugungi kunning dolzarb vazifasidir. Kelajakda SI ning yanada murakkab modellarining yaratilishi til va adabiyotni tadqiq qilish hamda o'qitish usullarida inqilobiy o'zgarishlarga olib kelishi mumkin.

XULOSA

1. Sun'iy intellekt filologiya va ta'lim metodikasida yangi tadqiqot imkoniyatlarini ochib beradi, jumladan, lingvistik tahlil, matnni chuqur o'rganish va individual ta'limni yo'lga qo'yishda muhim vosita hisoblanadi.
2. SI texnologiyalari chet tillarni o'qitishda o'quvchilarga moslashuvchan mashqlar, tezkor fikr bildirish va masofaviy ta'lim imkoniyatlarini yaratadi.
3. SI dan foydalanishning asosiy muammolari — bu akademik halollik, plagiat, mualliflik huquqi, ma'lumotlar xavfsizligi va inson omilining yo'qolishi xavfidir.
4. Kelajakda SI ning filologiya va ta'limdagi o'rni yanada ortadi, biroq uning qo'llanilishi doimo insoniy nazorat, etika va mas'uliyat tamoyillariga asoslanishi lozim. SI ni o'qituvchi va tadqiqotchining o'rnini bosuvchi emas, balki samaradorlikni oshiruvchi hamkor sifatida ko'rish maqsadga muvofiqdir.

ADABIYOTLAR RO'YXATI

1. Russell, S. J., & Norvig, P. (2020). *Artificial intelligence: A modern approach*



(4th ed.). Pearson.

2. Jurafsky, D., & Martin, J. H. (2023). *Speech and language processing* (3rd ed. draft). <http://web.stanford.edu/~jurafsky/slp3/>

3. Khoshimjanovna, N. N. (2022). Ways of increasing of linguodidactic competence of the humanitarian and natural directions students. *Eurasian Journal of Learning and Academic Teaching*, 6, 8–10.

4. Khoshimzhanovna, N. N. (2023). Structural-semantic study of economic terms in English and Uzbek languages. *International Journal of Advanced Research in Education, Technology, and Management*, 2(3).

5. Quronov, D. (2018). *Adabiyotshunoslikka kirish*. Akademnashr.

6. Norova, N. K. (2023). Structural-semantic study of modern literary terms. *International Journal of Advanced Research in Education, Technology, and Management*, 2(4), 112–118.

7. Alpkan, G. (2021). The role of artificial intelligence in language education. *Journal of Language and Linguistic Studies*, 17(1), 234-248.

8. Abdullayeva, Sh. (2022). Chet tillarni o'qitishda sun'iy intellekt imkoniyatlari. *Til va Adabiyot ta'limi jurnali*, 3, 45-52.

9. Baxronov, A. (2021). *Ta'lim texnologiyalari va metodikasi*. Yangi nashr.

10. Hu, Y., & Mahapatra, R. K. (2020). Artificial intelligence in education: A review. *International Journal of Emerging Technologies in Learning*, 15(12), 1-15.

IMPROVING SPEAKING SKILLS THROUGH AI-BASED APPLICATIONS: AN EXPERIMENTAL STUDY

Kamoldinova Durdona, student of NamSU

E-mail: masterpiece07218@gmail.com

*Samandarov Sherzod Sultanovich,
senior lecturer of NamSU*

E-mail: shera_77@mail.ru

ABSTRACT

This paper investigates the effectiveness of AI-based applications in improving the speaking skills of English as a Foreign Language (EFL) learners. The rapid advancement of artificial intelligence has introduced a new generation of language learning tools — including AI-powered chatbots, speech recognition engines, and adaptive pronunciation coaches — that offer learners immediate, personalized feedback in ways traditional classroom instruction cannot. Drawing



on a quasi-experimental research design, this study examines how consistent interaction with AI-based speaking tools over an eight-week period influences learners' fluency, accuracy, and confidence. Findings suggest that participants who regularly used AI applications demonstrated measurable improvements in spoken output and reported reduced speaking anxiety compared to the control group. The paper concludes with a discussion of pedagogical implications, limitations, and directions for future research.

Keywords: artificial intelligence, speaking skills, EFL learners, language learning applications, speech recognition, adaptive feedback, communicative competence

ANNOTATSIYA

Ushbu maqola sun'iy intellektga asoslangan ilovalarning xorijiy til sifatida ingliz tilini (EFL) o'ganuvchilarning gapirish ko'nikmalarini rivojlantirishdagi samaradorligini o'ganadi. Sun'iy intellektning jadal rivojlanishi til o'ganishning yangi avlod vositalarini — jumladan, sun'iy intellektga asoslangan chatbotlar, nutqni tanish tizimlari va adaptiv talaffuz murabbiylarini — hayotimizga olib kirdi. Bu vositalar an'anaviy sinf o'qitishida imkonsiz bo'lgan tarzda o'quvchilarga tezkor, shaxsiylashtirilgan fikr-mulohaza taqdim etadi. Kvazi-eksperimental tadqiqot dizayniga tayanib, ushbu ilmiy ish sakkiz hafta davomida sun'iy intellektga asoslangan gapirish vositalari bilan muntazam muloqotning o'quvchilar ravonligi, aniqligi va ishonchiga qanday ta'sir qilishini o'ganadi. Natijalar shuni ko'rsatadiki, sun'iy intellekt ilovalaridan muntazam foydalangan ishtirokchilar og'zaki nutqda o'lchanishi mumkin bo'lgan yaxshilanishlarni namoyish etdi va nazorat guruhiga nisbatan gapirish xavotirining kamayganini qayd etdi. Maqola pedagogik xulosalar, cheklovlar va kelajakdagi tadqiqot yo'nalishlari muhokamasi bilan yakunlanadi.

Kalit so'zlar: sun'iy intellekt, gapirish ko'nikmalari, EFL o'quvchilari, til o'ganish ilovalari, nutqni tanish, adaptiv fikr-mulohaza, kommunikativ kompetensiya

АННОТАЦИЯ

В данной статье исследуется эффективность приложений на основе искусственного интеллекта в развитии навыков устной речи у изучающих английский язык как иностранный (EFL). Стремительное развитие искусственного интеллекта открыло новое поколение инструментов для изучения языка — включая чат-боты на основе ИИ, системы распознавания речи и адаптивных тренеров произношения, — которые предлагают обучающимся мгновенную, персонализированную обратную связь там, где традиционное классное обучение бессильно. Опираясь на



квазиэкспериментальный дизайн исследования, данная работа изучает, как систематическое взаимодействие с инструментами для говорения на основе ИИ на протяжении восьми недель влияет на беглость речи, точность и уверенность обучающихся. Результаты свидетельствуют о том, что участники, регулярно использовавшие приложения на основе ИИ, продемонстрировали измеримые улучшения в устной речи и сообщили о снижении тревожности при говорении по сравнению с контрольной группой. Статья завершается обсуждением педагогических выводов, ограничений исследования и направлений для будущих научных работ.

Ключевые слова: искусственный интеллект, навыки говорения, обучающиеся EFL, приложения для изучения языка, распознавание речи, адаптивная обратная связь, коммуникативная компетенция

INTRODUCTION

Speaking is widely recognized as one of the most challenging skills for foreign language learners to develop. Unlike reading or writing, which allow time for reflection and correction, spoken communication unfolds in real time, demanding rapid processing of grammar, vocabulary, pronunciation, and contextual appropriateness simultaneously. For many EFL learners, this complexity is compounded by psychological barriers — most notably, the fear of making mistakes in front of peers or native speakers — a phenomenon extensively documented in the second language acquisition (SLA) literature as foreign language speaking anxiety [1].

Traditional classroom environments, despite the best efforts of skilled educators, are structurally limited in their ability to address these challenges at the individual level. With class sizes often exceeding twenty or thirty students, the speaking practice each learner receives in a typical lesson is minimal. Furthermore, the one-size-fits-all nature of group instruction means that individualized feedback on pronunciation accuracy, grammatical errors, or fluency gaps is rarely sustained or systematic.

The emergence of artificial intelligence in education has opened a genuinely new chapter in this longstanding challenge. AI-based language applications — ranging from conversational chatbots and virtual language tutors to real-time speech recognition platforms — now offer learners an environment in which they can practice speaking extensively, receive immediate corrective feedback, and do so without the social anxiety that often silences learners in traditional settings. This study aims to empirically examine the impact of such tools on learners' spoken English proficiency and affective engagement with the language.



LITERATURE REVIEW

The intersection of technology and language learning has a well-established research tradition. Early studies in computer-assisted language learning (CALL) demonstrated that digital tools could supplement classroom instruction and enhance learner motivation [11]. However, these early tools were largely passive — offering pre-recorded dialogues, fill-in-the-blank exercises, or scripted listening activities — and could not dynamically respond to individual learner input.

The development of automatic speech recognition (ASR) technology represented a significant leap forward. ASR systems, now embedded in platforms such as Google Speech-to-Text, ELSA Speak, and Speechling, can detect phonetic errors at the segmental level, distinguish between target-like and non-target-like pronunciation patterns, and provide corrective feedback comparable in accuracy to that of a trained human instructor [6]. Research by Liakin et al. [4] found that learners using ASR-supported tools demonstrated significantly greater improvement in pronunciation accuracy than those relying solely on peer feedback.

More recently, the integration of large language models (LLMs) into language learning platforms has enabled AI-powered conversational practice at an unprecedented level of sophistication. Unlike earlier chatbots constrained by decision trees, LLM-driven tools such as Speak, ChatGPT, and Duolingo's AI conversation feature can engage learners in open-ended, contextually appropriate dialogue, adapting their responses to the learner's proficiency level and correcting errors with explanatory feedback [1]. Several recent studies suggest that this kind of extended conversational practice positively influences both fluency and learner confidence [8, 3].

Despite this body of optimistic findings, the research landscape is not without skepticism. Critics point to the risk of learners developing an over-reliance on AI feedback, potentially reinforcing non-standard forms that the AI fails to detect [7]. Others raise concerns about the cultural and sociolinguistic limitations of AI speech models, which are predominantly trained on Standard American or British English and may therefore perform less effectively with learners from non-Western linguistic backgrounds [9]. The present study contributes to this ongoing debate by providing empirical data from a Central Asian EFL context.

METHODOLOGY

This study employed a quasi-experimental research design with pre-test and post-test measurements. Participants consisted of 48 second-year undergraduate students enrolled in an English language course at a state university in Namangan, Uzbekistan. Participants were assigned to two groups: an experimental group



(n=24) who supplemented their regular English instruction with daily AI-based speaking practice, and a control group (n=24) who received only the standard classroom curriculum.

The experimental group used two AI-based applications over an eight-week intervention period. The first was ELSA Speak, an AI pronunciation coach that uses deep neural networks to provide phoneme-level feedback. The second was the AI conversation feature integrated into the Speak application, which engages learners in unscripted, topic-based dialogue and provides real-time grammatical and lexical corrections. Participants in the experimental group were instructed to practice for a minimum of twenty minutes per day, five days per week.

Speaking proficiency was assessed using two instruments: a standardized oral proficiency interview (OPI) adapted from the ACTFL guidelines, and a self-report questionnaire measuring speaking confidence and anxiety levels adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. [2]. Both instruments were administered at the beginning and end of the eight-week period. OPI recordings were evaluated by two trained raters using a rubric assessing fluency, accuracy, vocabulary range, and interactive competence. Inter-rater reliability was established at $r=0.87$, indicating a high level of agreement.

RESULTS AND DISCUSSION

The results of the study reveal several noteworthy findings. With respect to oral proficiency, the experimental group demonstrated statistically significant improvement from pre-test to post-test across all four rubric dimensions ($p < 0.05$). The most pronounced gains were observed in fluency — defined as the ability to sustain connected speech without excessive pausing or self-correction — and in pronunciation accuracy. The control group, while showing modest improvement attributable to ongoing classroom instruction, did not demonstrate comparable gains on any dimension.

These findings align with the theoretical predictions of the Comprehensible Output Hypothesis [10], which holds that productive language use — including speaking — is essential for the noticing and internalization of target language forms. The AI applications used in this study created conditions for sustained, low-stakes output production that are difficult to replicate in the group classroom context. Learners in the experimental group reported practicing speaking far more frequently than their control group peers, suggesting that the AI environment successfully lowered the affective barrier to spoken practice.

The anxiety data yielded equally revealing results. Post-test FLCAS scores



for the experimental group showed a statistically significant reduction in speaking anxiety ($p < 0.01$), with participants reporting greater willingness to speak in front of the class and increased confidence in their pronunciation abilities. Several participants described the AI application as a “safe space” where they felt comfortable making mistakes without social consequences. This finding resonates with earlier research on the role of reduced anxiety in facilitating spoken language acquisition [5].

It is important to note, however, that the gains observed were not uniform across all learners. Participants who reported lower levels of intrinsic motivation toward English learning benefited less from the AI-based intervention, suggesting that self-regulation and autonomous learning disposition are moderating variables that influence the effectiveness of AI tools. This finding underscores the importance of complementing AI-based speaking practice with pedagogical scaffolding that supports learner motivation and goal-setting.

PEDAGOGICAL IMPLICATIONS

The results of this study carry several implications for language educators and curriculum designers working in EFL contexts. First, AI-based speaking tools represent a viable and accessible means of substantially increasing the quantity of spoken practice available to learners outside the classroom. Given the limited instructional time allocated to speaking in most EFL programs, the integration of AI applications as a homework or self-study component offers a practical solution to a longstanding pedagogical challenge.

Second, the anxiety-reducing effect of AI speaking practice suggests that these tools can serve as a valuable bridge for learners who are too inhibited to speak confidently in the group classroom. By building confidence and automaticity in a private, non-judgmental environment, AI applications may ultimately increase learners’ willingness to engage in classroom speaking activities — a complementary relationship between AI and human instruction rather than a competitive one.

Third, teachers should not assume that access to AI tools is sufficient on its own. The moderating role of motivation observed in this study suggests that educators must actively prepare learners to use AI applications purposefully: setting clear goals, monitoring progress, and reflecting on feedback. The most effective model, the data suggest, is one that integrates AI-based practice within a broader pedagogical framework designed by a skilled human teacher.

LIMITATIONS AND FUTURE RESEARCH

Several limitations of the present study merit acknowledgment. The



relatively small sample size ($n=48$) and the restriction of the participant pool to a single institution in Namangan limit the generalizability of the findings. Furthermore, the eight-week intervention period, while sufficient to detect initial gains, may not capture the long-term retention of speaking improvements. Future studies should employ larger, more diverse samples and longer intervention timelines to assess the durability of AI-supported speaking development.

Additionally, the present study did not control for the amount of time participants spent using the AI applications — relying instead on a minimum threshold of twenty minutes per day. Dosage effects remain an important variable to investigate in future experimental designs. Researchers might also explore whether different types of AI speaking tools (pronunciation coaches vs. conversational partners) produce differential effects on specific dimensions of spoken proficiency, as the current study used both tools in combination.

Finally, future research should examine the experiences of learners from non-standard English dialect backgrounds with AI speaking tools, given the documented limitations of ASR systems trained predominantly on native-speaker varieties of English. This line of inquiry has significant equity implications for learners in contexts such as Uzbekistan, where learners' English is shaped by the phonological features of Uzbek and Russian.

CONCLUSION

This study provides empirical evidence that AI-based speaking applications can meaningfully improve the oral proficiency and reduce the speaking anxiety of EFL learners when integrated consistently into their language learning routine. The experimental group's gains in fluency, pronunciation accuracy, and learner confidence over eight weeks suggest that AI tools offer a genuinely valuable complement to classroom instruction — extending the time and space available for productive speaking practice in ways that traditional education systems are structurally unable to provide on their own.

At the same time, the findings caution against an uncritical embrace of AI as a universal solution. The quality of outcomes depends significantly on learner motivation, pedagogical design, and the thoughtful integration of AI practice within a human-led educational context. The most promising future for language education, this study suggests, lies not in choosing between human teachers and artificial intelligence, but in designing instructional ecosystems where the strengths of each reinforce the other — ultimately serving the irreducibly human goal of communication across language and culture.



REFERENCES

1. Godwin-Jones, R. (2022). Partnering with AI: Intelligent writing assistance and instructed language learning. *Language Learning & Technology*, 26(2), 5–24.
2. Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125–132.
3. Huang, X., Zou, D., Cheng, G., & Xie, H. (2023). A systematic review of AI-driven educational assessment in language learning. *Education and Information Technologies*, 28, 1–32.
4. Liakin, D., Cardoso, W., & Liakina, N. (2015). Learning L2 pronunciation with a mobile speech recognizer: French /y/. *CALICO Journal*, 32(1), 1–25.
5. MacIntyre, P. D., & Gardner, R. C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning*, 44(2), 283–305.
6. Neri, A., Cucchiari, C., Strik, H., & Boves, L. (2002). The pedagogy-technology interface in CALL. *Computer Assisted Language Learning*, 15(5), 441–467.
7. Nushi, M., & Eqbali, M. H. (2017). Duolingo: A mobile application to assist second language learning. *Teaching English with Technology*, 17(1), 89–98.
8. Shadiev, R., & Yang, M. (2020). Review of studies on technology-enhanced language learning and teaching. *Sustainability*, 12(2), 524.
9. Subtirelu, N. C. (2013). What do learners want?: A learner-centered exploration of language ideology and the desired language variety in the English as a foreign language classroom. *Language Awareness*, 22(1), 3–18.
10. Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. Gass & C. Madden (Eds.), *Input in Second Language Acquisition* (pp. 235–253). Newbury House.
11. Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. *Language Teaching*, 31(2), 57–71.

TALABALAR ORASIDA SUN'İY INTELLEKT YORDAMIDA CHET TILLARINI O'RGANISHNING PSIXOLOGIK OQIBATLARI

Ko'chimmurotova E'zoza Jaloliddin qizi

O'zDJTU talabasi

Muxitdinov Dilshod toxirovich, ilmiy rahbar,

O'ZDJTU

Annotatsiya

Ushbu maqola sun'iy intellekt (AI) texnologiyalarining chet tillarini o'rganishdagi rolini va uning talabalarning psixologik holatiga ta'sirini



o'rganadi. Tadqiqotda AI yordamida til o'rganish jarayonining motivatsiya, o'z-o'zini boshqarish va interaktiv faoliyatga bo'lgan ta'siri tahlil qilinadi. Shuningdek, maqolada AI texnologiyalarining ijtimoiy aloqalarga, hamkorlik ko'nikmalariga va texnologik qaramlikka olib kelishi mumkin bo'lgan salbiy jihatlari ham ko'rib chiqiladi. O'zbekiston kontekstida AI vositalarining ta'lim jarayonini shaxsiylashtirish va o'quv yutuqlarini oshirishdagi imkoniyatlari va ehtiyotkorlik talab qiladigan jihatlari tahlil qilinadi.

Kalit so'zlar: *motivatsiya, interaktivlik, ijtimoiy aloqalar, metakognitiv strategiyalar, texnologik qaramlik, individualizatsiya*

Abstract

This article examines the role of artificial intelligence (AI) technologies in foreign language learning and their impact on students' psychological well-being. The study analyzes the impact of AI-assisted language learning on motivation, self-regulation, and interactive activities. The article also examines the negative aspects of AI technologies that can lead to social connections, collaboration skills, and technological dependence. In the context of Uzbekistan, the potential of AI tools to personalize the educational process and increase academic achievement, as well as the aspects that require caution, are analyzed.

Keywords: *motivation, interactivity, social connections, metacognitive strategies, technological dependence, individualization*

KIRISH

Bugungi kunda sun'iy intellekt (SI) texnologiyalari ta'lim sohasiga jadal kirib kelmoqda va chet tillarini o'rganishda ham yangi "yordamchi vosita" sifatida keng qo'llanilmoqda. O'zbekistonda Prezidentining 17.02.2021 yildagi PQ-4996-son "Sun'iy intellekt texnologiyalarini jadal joriy etish uchun shart-sharoitlar yaratish chora-tadbirlari" to'g'risidagi qarori qabul qilindi (O'zbekiston Respublikasi Prezidenti, 2021).

ChatGPT, Duolingo kabi adaptiv ilovalar va interaktiv chatbotlar orqali talabalar mustaqil ravishda mashq qilishi, xatolarini o'z vaqtida tuzatishi va real muloqot simulyatsiyasiga kirishishi mumkin (Springer, 2024). Shu bilan birga, bunday texnologiyalarning psixologik oqibatlari nafaqat til qobiliyatlarini rivojlantirishiga, balki talabalar ruhiy holatiga ham salmoqli ta'sir ko'rsatishi ehtimoli bor.

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Ling Wei (2023) o'tkazgan ushbu tadqiqot, universitet talabalari orasida AI yordamidagi til o'qitishning an'anaviy o'qitish usullari bilan solishtirganda ingliz tilini o'rganishdagi ta'sirini o'rganadi (Ling, 2023). Tadqiqotda jami 60 nafar talabadan iborat ikki to'liq sinf qatnashgan bo'lib, bir guruh AI yordamida, ikkinchi



guruh esa an'anaviy usullarda til o'qitish olgan.

Tadqiqotning nazariy asosi Vygotskiyning (1984) ijtimoiy konstruktivizm nazariyasiga asoslanadi (Vygotsky, 1984), bu esa ijtimoiy o'zaro aloqalar va hamkorlikdagi o'qishning kognitiv rivojlanishdagi ahamiyatini ta'kidlaydi. Vygotskiyning Yaqinlashuv Rivojlanish Hududi (ZPD) nazariyasiga ko'ra, o'rganuvchilar yanada malakali tengdoshlar yoki o'qituvchilar bilan faol hamkorlik qilish orqali rivojlanishlari mumkin.

AI yordamidagi o'qitishda bu hamkorlik uni til o'rganish jarayoniga hamkor sifatida qo'shishni o'z ichiga oladi. Har ikki guruh ham interaktiv o'qish faoliyatlarida ishtirok etgan va o'z o'qishlarini tartibga solib, ZPDga erishish imkoniyatiga ega bo'lgan.

Tadqiqot, shuningdek, AI yordamida o'qish muhitlarida hamkorlikdagi qobiliyatlarning muhim rolini ta'kidlaydi (Li & Ni, 2022). Motivatsiya o'qish jarayonining asosiy psixologik omillaridan biridir. Sun'iy intellekt yordamidagi o'qitish, talabalar uchun o'z-o'zini boshqarish imkoniyatlarini taqdim etadi, bu esa ularning motivatsiyasini oshirishi mumkin (Deci & Ryan, 1985).

Motivatsiya ikki toifaga ajratilishi mumkin: ichki va tashqi motivatsiya (Eggen & Kauchak, 1994). Ichki motivatsiya talabalar uchun o'qish jarayonini ko'proq qoniqarli va maqsadga muvofiq qiladi. Sun'iy intellekt tizimlari o'quvchilarga individual o'qish tezligini va o'qish usullarini tanlash imkoniyatini berish orqali ularning ichki motivatsiyasini oshirishga yordam beradi (Deci & Ryan, 1985).

Shuningdek, AI yordamida o'qish jarayoni talabalar uchun yanada ko'proq interaktiv va qiziqarli bo'lib, bu o'z navbatida o'qishdagi davomiylikni oshiradi (Hwang, Chang & Chen, 2020). Masalan, chatbotlar va AI asosidagi til o'qitish ilovalari talabalarni o'zlarining o'rganish jarayonini boshqarish, xatolarni tuzatish va yangi bilimlarni tez o'zlashtirish imkoniyati bilan ta'minlaydi. Bu esa o'z-o'zini boshqarish kabi psixologik omillarni kuchaytiradi (Zimmerman, 2002; Broadbent, 2021).

AI yordamidagi til o'qitishning salbiy tomonlaridan biri — bu ijtimoiy aloqalarning cheklanishi va tarmoqlashning pasayishi. Ijtimoiy o'zaro aloqalar va guruhdagi o'qish jarayonlari til o'rganishda muhim rol o'ynaydi (Swain, 2000). Sun'iy intellekt yordamidagi o'qish tizimlari texnologik qaramlikni kuchaytirishi mumkin (Young, 1998) va talabalarning mustaqil o'qishdagi metakognitiv faoliyatini cheklashi ehtimoli bor (Kukulska-Hulme, 2020).

NATIJALAR

Ling Wei (2023) tomonidan o'tkazilgan tadqiqotda AI yordamida til o'rganish va an'anaviy o'qitish metodlari solishtirildi (Ling, 2023). AI yordamidagi



guruhda grammatika, leksika va yozish ko'nikmalarida sezilarli yaxshilanishlar kuzatildi.

Motivatsiya va o'z-o'zini boshqarish: AI yordamidagi o'qitish motivatsiyani oshirdi va o'quvchilarga o'z o'rganish jarayonini mustaqil boshqarish imkoniyatini berdi (Broadbent, 2021). Bu ichki motivatsiyani oshirganini ko'rsatadi (Deci & Ryan, 1985).

AI tizimlari ijtimoiy aloqalarni chekladi, chunki o'quvchilar ko'proq mustaqil o'rganishga majbur bo'ldilar (Viberg & Grönlund, 2019). AI tizimlari ba'zan texnologik qaramlikni kuchaytirib, o'quvchilarning o'z-o'zini boshqarish qobiliyatlarini cheklashga olib kelishi mumkin (Young, 1998).

MUHOKAMALAR

Li va Ni (2022) tadqiqotlari ko'rsatdiki, AI yordamida o'qish talabalar uchun qiziqarli va individualizatsiyalashgan bo'lib, bu ularning metakognitiv strategiyalarini faollashtiradi (Li & Ni, 2022). Bu topilmalar Ling Wei (2023) natijalari bilan mos keladi.

Biroq, AI yordamida o'qitishning salbiy oqibatlar ham mavjud. Viberg va Grönlund (2019) o'quvchilar AI vositalariga ortiqcha tayanish natijasida ijtimoiy aloqalar va hamkorlik ko'nikmalari pasayishi mumkinligini qayd etgan (Viberg & Grönlund, 2019). Shuningdek, Kukulska-Hulme (2020) AI yordamidagi til o'rganish tizimlarining metakognitiv faoliyatni cheklashi va texnologik qaramlikni kuchaytirishi mumkinligini ta'kidlaydi.

O'zbekistonda, masalan, ChatGPT va boshqa AI platformalaridan foydalanish orqali chet tili ta'limi maktab va oliy ta'lim muassasalarida shaxsiylashtirilgan o'quv tajribasini yaratishga yordam bermoqda (Zokirova, 2025; Israyiljanova, 2025).

Biroq, ba'zi O'zbekistonlik o'qituvchilar AI vositalariga ortiqcha tayanish tufayli mustaqil fikrlash va tinglovchi-o'qituvchi muloqotining pasayishidan xavotirda, chunki ularning fikricha bu texnologik qaramlik xavfini kuchaytirishi mumkin (Baxramova, 2025).

XULOSA

Sun'iy intellekt texnologiyalari chet tillarini o'rganishda samarali yordamchi vosita sifatida qo'llanilmoqda. U o'quvchilarga grammatika, leksika va yozish ko'nikmalarini rivojlantirish, shuningdek, mustaqil o'rganish va motivatsiyani oshirish imkonini beradi. Interaktiv va individualizatsiyalashgan o'quv jarayoni talabalarining o'quv jarayonini boshqarishini osonlashtiradi. Shu bilan birga, AI vositalaridan ortiqcha foydalanish ijtimoiy aloqalarni kamaytirishi va texnologik qaramlik xavfini oshirishi mumkin. O'zbekiston kontekstida AI ta'lim jarayonini shaxsiylashtirish va o'quv yutuqlarini oshirishga yordam beradi,



lekin muvozanatli ishlatilishi zarur. Umuman olganda, AI yordamidagi til o'qitish samarali va qiziqarli o'quv muhitini yaratishda muhim vosita hisoblanadi.

FOYDALANILGAN ADABIYOTLAR RO'YXATI

1. Baxramova, M. (2025) *O'zbekiston maktab va oliy ta'lim muassasalarida AI vositalarining ta'lim jarayoniga ta'siri*. Toshkent: O'zbekiston davlat jahon tillari universiteti.
2. Broadbent, J. (2021) 'Self-regulated learning with technology: A review of the research', *Educational Technology Research and Development*, 69(2), pp. 1–23. <https://doi.org/10.1007/s11423-020-09830-6>
3. Deci, E.L. and Ryan, R.M. (1985) *Intrinsic motivation and self-determination in human behavior*. New York: Plenum Press.
4. Eggen, P. and Kauchak, D. (1994) *Strategies and models for teachers: Teaching content and thinking skills*. Boston: Allyn and Bacon.
5. Hwang, G.-J., Chang, H.-F. and Chen, C.-H. (2020) 'Effects of AI-assisted learning systems on student engagement and performance', *Computers & Education*, 150, p. 103856. <https://doi.org/10.1016/j.compedu.2020.103856>
6. Israyiljanova, D. (2025) *AI platformalari yordamida til o'rganish tajribalarini o'rganish: O'zbekiston tajribasi*. Toshkent: O'zbekiston davlat jahon tillari universiteti.
7. Kukulska-Hulme, A. (2020) 'Mobile-assisted language learning [MALL]: Challenges and opportunities', *ReCALL*, 32(2), pp. 170–184. <https://doi.org/10.1017/S0958344020000056>
8. Li, X. and Ni, L. (2022) 'Collaborative learning in AI-supported environments: Motivational and metacognitive perspectives', *Journal of Educational Technology*, 18(4), pp. 45–60.
9. Ling, W. (2023) 'The impact of AI-assisted learning on university students' English proficiency', *International Journal of Artificial Intelligence in Education*, 33(2), pp. 205–224. <https://doi.org/10.1007/s40593-023-00315-9>
10. O'zbekiston Respublikasi Prezidenti (2021) *PQ-4996-son: Sun'iy intellekt texnologiyalarini jadal joriy etish chora-tadbirlari*. Available at: (Accessed: 24 November 2025).
11. Springer (2024) 'AI-assisted language learning: Interactive platforms for students', *Springer Link*. Available at: <https://link.springer.com/article/10.1007/s10639-024-12574-6> (Accessed: 24 November 2025).
12. Swain, M. (2000) 'The output hypothesis and beyond: Mediating acquisition through collaborative dialogue', in Lantolf, J.P. (ed.) *Sociocultural theory and second language learning*. Oxford: Oxford University Press, pp. 97–



114.

13. Viberg, O. and Grönlund, Å. (2019) 'Cross-cultural analysis of students' experiences with AI learning tools', *Computers & Education*, 133, pp. 1–13. <https://doi.org/10.1016/j.compedu.2019.01.010>

14. Vygotsky, L.S. (1984) *Thought and language*. Cambridge, MA: MIT Press.

15. Young, K. (1998) 'Internet addiction: The emergence of a new clinical disorder', *CyberPsychology & Behavior*, 1(3), pp. 237–244. <https://doi.org/10.1089/cpb.1998.1.237>

16. Zimmerman, B.J. (2002) 'Becoming a self-regulated learner: An overview', *Theory into Practice*, 41(2), pp. 64–70. https://doi.org/10.1207/s15430421tip4102_2

17. Zokirova, N. (2025) *ChatGPT va AI platformalari yordamida shaxsiylashtirilgan o'quv tajribasi: O'zbekiston talabalari misolida*. Toshkent: O'zbekiston davlat jahon tillari universiteti.

INTEGRATING INTERNET TECHNOLOGIES IN ESL WRITING INSTRUCTION: A COMPREHENSIVE STUDY OF INTERMEDIATE HIGH SCHOOL LEARNERS

Rahmatullayeva Komila

Student of Namangan State University.

Abstract: The integration of Internet Technologies (IT) has revolutionized pedagogical approaches in English as a Second Language (ESL) instruction, particularly within the secondary education sector. This article examines the efficacy of diverse digital tools specifically cloud-based collaborative platforms, Automated Writing Evaluation (AWE) systems, and multimodal publishing resources in developing the writing proficiency of intermediate-level high school students. Utilizing an IMRAD framework (Introduction, Methods, Results, and Discussion), this study analyzes student performance, engagement levels, and revision habits over the course of a full academic semester. The findings suggest that while IT significantly enhances grammatical accuracy and student motivation, the most successful pedagogical outcomes arise from a "blended" instructional model. This model balances technological efficiency with teacher-led rhetorical guidance to ensure that student voice and critical thinking remain central to the composition process.

Key words: Internet Technologies (IT), ESL Pedagogy, Intermediate



Writing, Automated Writing Evaluation (AWE), Collaborative Learning, Digital Literacy, Computer-Assisted Language Learning (CALL).

Introduction

At the intermediate stage of high school, students face a critical linguistic transition. They must move beyond basic sentence construction and survival English toward the complexities of academic discourse, cohesive argumentation, and stylistic nuance. Traditional "pen-and-paper" methods often fail to provide the immediate, iterative feedback loops and authentic audience engagement necessary for this developmental leap.

The shift toward Internet-mediated pedagogy offers a robust solution. By providing a dynamic, non-linear environment for drafting, peer review, and global publishing, internet technologies align with modern socio-constructivist theories of learning. This study explores the specific impact of these technologies on the writing process, investigating whether digital interventions lead to measurable improvements in linguistic quality and a reduction in the "affective filter" typically associated with second-language writing anxiety.

Methods

To evaluate the impact of these technologies, a mixed-methods analysis was conducted across three intermediate-level English classes (N=75) over a twenty-week academic semester. The study utilized a controlled environment where traditional instruction was supplemented by three primary technological frameworks: Cloud-Based Collaborative Word Processors: Tools such as Google Docs were utilized to facilitate real-time peer feedback and synchronous co-authoring. This allowed for a transparent "Version History" analysis of student revisions. Automated Writing Evaluation (AWE) & AI Scaffolding: Software including Grammarly, Hemingway Editor, and specialized ESL corpus tools provided immediate linguistic scaffolding, focusing on mechanics, syntax, and readability.

Multimodal & Social Platforms: Digital portfolios and micro-blogging sites (e.g., Padlet, WordPress) were utilized to shift the student's perception of "the reader" from a single instructor to an authentic, global audience. Performance was quantified using pre-test and post-test rubric scores, with qualitative data gathered via student reflections and instructor observations. The rubrics focused on four key domains: cohesion and coherence, lexical resource, grammatical range, and task achievement.

Results

The empirical data revealed significant shifts in both the quality of the



written output and the students' behavioral approach to writing.

Performance Metric Traditional Method (Mean) IT-Integrated Method (Mean)
Improvement (%)

Grammatical Accuracy 6.4 / 10 8.2 / 10 +28%

Lexical Diversity (TTR) 0.42 0.58 +38%

Revision Frequency 1.2 drafts per task 3.5 drafts per task +191%

Overall Cohesion Score 5.8 / 10 7.5 / 10 +29%

Key Detailed Observations:

Iterative Drafting Habits: The "low-stakes" nature of digital editing significantly lowered the barrier to entry for struggling writers. Students were nearly three times more likely to revise their work when the physical labor of rewriting was removed.

Cognitive Load Reduction: AWE tools successfully managed "surface-level" errors (spelling, basic subject-verb agreement). This offloading allowed students to dedicate more cognitive resources to higher-order concerns such as logical flow and argumentative depth. **Peer Synergy:** The transparency of cloud-based platforms led to more substantive peer-review sessions. Students provided 45\% more comments on their peers' work compared to previous paper-based peer-review exercises.

Discussion

The results confirm that internet technologies act as a powerful catalyst for writing development in the intermediate high school context. The primary psychological advantage is the reduction of the affective filter; students reported feeling more confident and less "judged" when receiving instant, private feedback from digital tools before submitting work to a human instructor.

However, the study also identified critical caveats. An over-reliance on AWE tools occasionally resulted in "stylistic flattening," where students' prose became technically correct but lacked individual voice or cultural nuance. Furthermore, the "copy-paste" culture of the internet required increased instruction on digital ethics and plagiarism.

Professional Insight: The role of the high school English instructor is undergoing a paradigm shift. The teacher is no longer merely a "corrector of errors" but has become a "facilitator of digital literacy." To be effective, internet technologies must be viewed as an extension of the writer's mind rather than a replacement for it.

Conclusion

Internet technologies are no longer optional "add-ons" but are fundamental requirements for teaching English writing at the intermediate stage. They provide



the necessary infrastructure for a process-oriented approach, fostering the autonomy, collaboration, and digital citizenship skills required in the 21st century. To maximize pedagogical effectiveness, educators must adopt a balanced approach leveraging the efficiency of AI and internet-based tools for linguistic accuracy while maintaining a rigorous focus on human-centric elements like rhetoric, empathy, and critical analysis. Future research should focus on the long-term cognitive effects of AI-assisted writing and how to better integrate multimodal media (video and audio) into the traditional essay format.

REFERENCES

1. Hyland, K. (2019). Second Language Writing. Cambridge University Press.
2. Kessler, G. (2009). Student-initiated attention to form in wiki-based collaborative writing. *Language Learning & Technology*, 13(1), 79-95.
3. Storch, N. (2013). Collaborative Writing in L2 Classrooms. *Multilingual Matters*.
4. Warschauer, M., & Grimes, D. (2007). Audience, Authorship, and Artifact: The Emergent Semiotics of Web 2.0. *Annual Review of Applied Linguistics*, 27, 1-23.
5. Zheng, B., & Warschauer, M. (2017). Epistemic Network Analysis of Teacher Feedback and Students' Revision in an Online Writing Community. *Learning, Media and Technology*, 42(2), 185-207.

KOSMOGONIK TERMINLARNING “QUTADG‘U BILIG” BADIYATIDAGI O‘RNI VA ULARNING LINGVOKULTUROLOGIYASI

Obilov Raxmatulla Qosim o‘g‘li
Namangan davlat universiteti tayanch doktoranti
E-mail: mrobilov@mail.ru

Maqolada “Qutadg‘u bilig” asarida uchraydigan kosmogonik terminlar lingvokulturologik nuqtai nazardan o‘rganiladi. Ko‘k, falak, quyosh, oy, yulduz, yer, dunyo, qut va ikki dunyo kabi birliklar turkiy-islomiy tafakkur, taqdir tushunchasi, davlatchilik g‘oyasi, adolat mezoni va axloqiy javobgarlikni ifodalovchi konseptual tizim sifatida talqin etiladi. Tahlil jarayonida asarning badiiy-falsafiy mazmuni, kosmik tartib haqidagi tasavvurlari hamda ma’naviy-semantik qatlamlari ilmiy asosda ochib beriladi.

Kalit so‘zlar: Qutadg‘u bilig, kosmogonik termin, ko‘k, quyosh, qut, lingvokulturologiya.

Yusuf Xos Hojibning “Qutadg‘u bilig” asari XI asr turkiy yozma adabiyotining muhim didaktik yodgorligi sanaladi. Unda inson tabiati, davlat boshqaruvi, axloqiy qadriyatlar, vaqt va mavjudlik haqidagi qarashlar ramziy



hamda poetik ifoda vositalari orqali yoritiladi.

Yusuf Xos Hojib asarda borliq manzarasini tasvirlashda yuksak badiiy tafakkur va falsafiy mushohada uyg'unligini namoyon etadi. Muallif tanlagan obrazlar voqelikni sodda bayon qilish bilan cheklanmay, uning ichki ma'naviy mohiyatini ochishga xizmat qiladi. Shu sababli o'quvchi asarni mutolaa qilish jarayonida undagi badiiy voqelik, axloqiy g'oya va falsafiy mazmun bir butun tizim sifatida shakllanganini his etadi.

"Qutadg'u bilig"dagi kosmogonik terminlarni ilmiy o'rganish qadimgi turkiy xalqlarning olam tuzilishi, zamon, taqdir, hokimiyat, adolat va ilohiy qonuniyat haqidagi tasavvurlarini aniqlashda alohida ahamiyatga ega. Asarda ko'k, osmon, falak, yer, dunyo, jahon, kun, oy, yulduz, tun, yil, qut, baxt va ikki dunyo kabi birliklar faqat tabiiy hodisa yoki osmon jismlarini bildiruvchi nomlar emas. Ular turkiy madaniy tafakkur bilan islomiy dunyoqarash o'zaro tutashgan keng semantik maydonni hosil qiladi. Ana shu terminlar vositasida Yusuf Xos Hojib inson umrining o'tkinchiligi, hukmdor zimmasidagi ilohiy mas'uliyat, adolatning borliq tartibi bilan bog'liqligi hamda inson amallarining dunyoviy va oxiraviy natijalarini badiiy-falsafiy shaklda talqin etadi. Shu nuqtai nazardan, mavzuning dolzarbligi "Qutadg'u bilig" kosmogonik leksikasini oddiy til materiali sifatida emas, balki qadimgi turkiy madaniy xotira, mifopoetik dunyoqarash, axloqiy mezonlar va davlatchilik tafakkurini ifodalovchi konseptual tizim sifatida tadqiq etish ehtiyoji bilan belgilanadi.

Demak, asardagi kosmogonik terminlar osmon jismlari yoki tabiat hodisalarini nomlash vazifasidan ancha kengroq mazmunga ega. Ular borliqni anglash, ilohiy tartibni idrok etish, inson qismati va davlat boshqaruvi mohiyatini baholashda muhim ma'noviy birliklar sifatida xizmat qiladi.

Asarda olam, osmon, yer, ko'k, quyosh, oy, yulduz, falak, kun, tun, vaqt, taqdir, qut va ikki dunyo kabi tushunchalar bir butun kosmogonik maydonni hosil qiladi. "Qutadg'u bilig"da "falak" kök, ewrän va falak so'zlari bilan, "yer kurasi" esa yer, aẓun, dunya, jihan va tezginč birliklari bilan ifodalanadi. Shuningdek, "yer-kök idisi" birikmasi "Yer va Ko'kning egasi bo'lgan Tangri" ma'nosini bildiradi. Demak, "Qutadg'u bilig"da yer va ko'k oddiy makon belgisi emas, balki butun borliqning vertikal tuzilishi, ya'ni yuqori olam va quyi olam o'rtasidagi qadimiy turkiy kosmik tasavvurning asosiy belgisidir.

"Qutadg'u bilig"da oy va quyosh obrazlari asar qahramonlari semantikasi bilan ham bog'liq. Kuntug'di adolat va davlat tartibini ifodalovchi quyosh timsoli bo'lsa, Oyto'ldi qut, davlat va baxtning o'zgaruvchan tabiatini oy fazalari orqali anglatadi. Yusuf Xos Hojib oyning harakatda bo'lishi, to'lishi, so'nishi va yana qayta to'lishi haqida aniq tasavvur beradi. Bu holat oy obrazining asarda tabiiy



jismdan tashqari, davlat va saodatning beqarorligi haqidagi falsafiy ramz sifatida ishlatilganini ko'rsatadi.

Asardagi asosiy kosmogonik terminlar quyidagilarda namoyon bo'ladi:

1. Ko'k, osmon, falak. Bu birliklar yuqori olam, ilohiy tartib, taqdir va kosmik qonun ma'nolarini ifodalaydi. "Ko'k" qadimgi turkiy tafakkurda osmon bilan birga muqaddas yuksaklik ramzi hamdir. Bu terminlar faqat samoviy fazoni bildirmaydi, balki Tangri irodasi, hukmdorlik qonuniyati, taqdir va kosmik tartibni ham ifodalaydi. Bahoddin O'gel²³ qadimgi turkiy tafakkurda "ko'k" va "Tangri" tushunchalarini bir biridan keskin ajratish qiyinligini, "ko'k" deyilganda Tangri ma'nosi ham uning ichiga kirishini ta'kidlaydi. Serdar Ug'urlu²⁴ esa Go'k Tangri e'tiqodini shomoniylar unsurlardan alohida, qadimgi turkiy diniy tizimning markaziy asosi sifatida baholaydi.

2. Kun, quyosh terminlari "Qutadg'u bilig"da faqat tabiat jismi nomi emas, balki adolat, nur, haqiqat, hokimiyat va ijtimoiy tartibni birlashtiruvchi markaziy kosmogonik ramzdir. Ahmet Demirtash²⁵ Kuntug'di nomini tasodifiy emas, maxsus tanlangan ramziy nom deb baholaydi va hukmdorlik xususiyatlari bilan quyosh xususiyatlari o'rtasida o'xshatish aloqasi borligini ta'kidlaydi. Olimning talqinicha, quyosh hamma narsaga bir xil nur sochgani kabi, hukmdor ham xalqni tabaqa, maqom va holatiga qarab ajratmasdan adolat bilan boshqarishi kerak. Haqqi Buyukbash va Fahri Varg'un²⁶ ham Kuntug'dini "adolatni ifodalovchi hukmdor" sifatida izohlab, quyoshning butunlik, doimiy ravshanlik va hayotbaxshlik xususiyatlari Kuntug'di obrazida davlat tartibi va qonun ustuvorligiga aylanganini ko'rsatadi.

3. Oy. Qutadg'u bilig"da oy termini go'zallik va tungi nur ramzi bo'lish bilan birga, qut, davlat, baxt va o'zgaruvchan saodat konseptlarini ifodalovchi muhim kosmogonik belgidir. D.Demirel²⁷ Oyto'ldi so'zining lug'aviy ma'nosi "to'lin oy" ekanini, u asarda davlat, saodat va qutluluqni ifoda etishini ta'kidlaydi. Asarda birinchi vazirga "To'lgan oy" nomi berilishi tasodifiy emas, bu orqali vazir o'zining eng to'liq va eng yorug' holati bilan qiyoslangan. Qorong'i kechada dunyoni yorituvchi dolun oy kabi, Ayto'ldi ham hukmdordan keyingi eng muhim davlat shaxsi sifatida siyosiy hokimiyat va egalikni ifoda etadi. O'.Bag'dotli²⁸ ham qutning oy bilan bog'lanishini kengroq izohlab, Ayto'ldi obrazida qut xuddi dolun

²³ Ögel B. Türk Mitolojisi. II cilt. Ankara: Türk Tarih Kurumu Yayınları, 1995. "Gök ve Türkler" S.73

²⁴ Ugurlu S. Eski Türklerin Dini // AİBÜ Sosyal Bilimler Enstitüsü Dergisi. 2012. C. 12. Özel Sayı. B. 323-324.

²⁵ Demirtaş A. Kutadgu Bilig'deki Hükümdar Küntogdı Tipine Göstergebilimsel Açından Bir Yaklaşım Denemesi // TÜBAR. 2004. № XV. S. 163.

²⁶ Üyükbaş H., Vargün F. Kutadgu Bilig'de Devlet Yönetimi: Hükümdar-Adalet İlişkisi // Ardahan Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi. 2016. № 4. S. 29-30.

²⁷ Demirel D. Kutadgu Bilig'de Devlet Yönetimi // Uluslararası Alanya İşletme Fakültesi Dergisi. 2014. C. 6. № 1. S. 57.

²⁸ Bağdatlı Ö. Kutadgu Bilig'de Devlet ve Adalet İlişkisi: Yüksek lisans tezi. İstanbul, 2007. S. 91-92.



oy kabi dunyo xalqini yorituvchi kuch sifatida namoyon bo'lishini, shu bois turkiy tasavvurda oy qut belgisi hisoblanishini qayd etadi. Yulduz. "Qutadg'u bilig"da yulduz termini taqdir, tole, baxt, vaqt va kosmik tartib haqidagi qadimgi turkiy tasavvurlarni ifodalovchi muhim kosmogonik birlik sifatida namoyon bo'ladi. Fuzuli Bayot²⁹ asarda "yetti yulduz" va "o'n ikki burj" haqidagi ma'lumotlar orqali Yusuf Xos Hojib dunyo modelining astral kultga asoslangan sxemasini chizganini, bu yerda mifologik va islomiy qarashlar o'zaro uyg'unlashganini ta'kidlaydi. Shu jihatdan yulduz "Qutadg'u bilig"da oddiy osmon jismi emas, balki inson hayotini, zamon aylanishini va borliqdagi ilohiy nizomni anglatuvchi ramziy belgiga aylanadi. Hasan Ali Gunesh³⁰ "Qutadg'u bilig" va "Devonu lug'otit turk"da yulduzlar, sayyoralar va burjlarga oid mufassal kuzatuvlar berilganini qayd etib, ayrim yulduz nomlari, jumladan Qaraqush, Yildiraq, Adg'ir kabi atamalarning astronomik jihatdan aniq talqin qilinishi lozimligini ko'rsatadi. Turkiy kosmologik leksikada ko'plab yulduz nomlari metaforik asosda shakllanganini, Qaraqush, Temur Qazuq, Yetigen kabi nomlar osmon jismlarini xalqona tasavvur va madaniy xotira orqali nomlash natijasidir. Demak, "yulduz kelmoq", "baxt yulduzi", "tole yulduzi" kabi modellarda yulduz inson taqdiriga ta'sir etuvchi tashqi belgi sifatida emas, balki qut, zamon, baxt va ilohiy tartibni birlashtiruvchi lingvomadaniy konsept sifatida talqin qilinishi kerak.

4. Yer, dunyo, jahon, olam terminlari "Qutadg'u bilig"da inson yashaydigan moddiy borliqni anglatish bilan cheklanmaydi, balki axloqiy sinov, davlat boshqaruvi, nom qoldirish va oxiratga tayyorgarlik maydoni sifatida ham talqin qilinadi. Shahru Pilten Ufuk³¹ning tadqiqotida "Qutadg'u bilig"da dunyo tushunchasi "ajun, dūnyā, yir, cihān va alem" kabi besh xil leksema orqali berilgani, ular orasida ajun eng faol birlik bo'lib, asarda 312 marta qo'llangani ko'rsatiladi. Olimning xulosasiga ko'ra, "Qutadg'u bilig"ning asosiy maqsadi insonga bu dunyo va oxirat saodatini topish yo'lini ko'rsatishdir, shu sababli dunyo konsepti asarda eng ko'p ishlangan ma'no maydonlaridan biri hisoblanadi. Ikki dunyo. Bu tushuncha islomiy dunyoqarash ta'sirida shakllangan bo'lib, bu dunyo va oxirat o'rtasidagi axloqiy bog'liqlikni ifodalaydi. Inson amallari faqat yerdagi hayot bilan emas, oxirat natijasi bilan ham baholanadi. "Qutadg'u bilig"dagi "ikki dunyo" tushunchasi bu dunyo va oxiratni qarama-qarshi qo'yish uchun emas, balki ular o'rtasidagi axloqiy uzviylikni ko'rsatish uchun xizmat qiladi. Umut Kaya³²

²⁹ ayat F. Kutadgu Bilig'de Orta Çağ Dünya Modeli // Doğumunun 990. Yılında Yusuf Has Hacib ve Eseri Kutadgu Bilig Bildirileri. Ankara: Türk Dil Kurumu, 2011. S. 92-94.

³⁰ Güneş H. A. Kutadgu Bilig ve Divānu Lugāti't-Türk'te Geçen Astronomik Unsurlardaki İsim Karışıklığı ve Çözüm Teklifi // Dil Araştırmaları. 2024. Sayı 35. S. 260, 267, 272.

³¹ Pilten-Ufuk Ş. Ajun Kelimesinin Kutadgu Bilig'deki Görünümleri // Modern Türklük Araştırmaları Dergisi. 2020. C. 17. № 4. S. 497-498.

³² Kaya U. Kutadgu Bilig ve Yusuf Has Hacib'in Eğitimle İlgili Görüşleri // Düzce Üniversitesi İlahiyat Fakültesi Dergisi. 2017. C. I. № 1. S. 1, 4.



asarning asosiy maqsadini insonga “ikki jahonda ham baxtli bo‘lish yo‘llarini ko‘rsatish” deb izohlaydi va Yusuf Xos Hojib axloq, siyosat, ijtimoiy hayot hamda tarbiya masalalarini aynan shu maqsadga bo‘ysundirganini ta’kidlaydi.

5. Kun, tun, oy va yil terminlari “Qutadg‘u bilig”da vaqtning oddiy hisob birliklari emas, balki inson umri, kosmik tartib va axloqiy mas’uliyatni anglatuvchi semantik maydon sifatida namoyon bo‘ladi. Asli Zengin³³ Qoraxoniylar turkiysi manbalarida, jumladan “Qutadg‘u bilig”da yil, oy, kun, kunning qismlari, o‘tgan va kelasi vaqt nomlari alohida vaqt o‘lchovlari tizimini tashkil etishini ta’kidlaydi. Uning fikricha, ko‘chmanchi va sahro madaniyatida aniq vaqt, kun va oy hisobisiz yashash qiyin bo‘lgani uchun inson osmonga, osmon jismlari harakatiga qarab vaqtni nomlashga majbur bo‘lgan. Bu fikr “Qutadg‘u bilig”da kun, tun, oy va yilning kosmik kuzatuvga asoslangan hayot o‘lchovi ekanini ko‘rsatadi. M. Xolmurodova³⁴ esa asar leksikasida tün-kün, ya’ni “tun-kun” juftligi payt otlarining antonimik munosabati sifatida badiiy tasvirni kuchaytirishini qayd etadi va “qorong‘uda edim, tunimni yoritdi, zulmatga kirayotganday edim, kunimni tug‘dirdi” misoli orqali tun va kun zidligi ma’naviy zulmatdan nurga o‘tishni ifodalashini ko‘rsatadi. “Qutadg‘u bilig”da kun, tun, oy va yil vaqtni hisoblash vositasi bo‘libgina qolmay, umrning o‘tishi, inson faoliyatining cheklanganligi, taqdirning harakati va ma’naviy uyg‘onishni ifodalovchi kosmogonik-axloqiy belgilar sifatida ishlaydi.

Xulosa qilib aytganda, “Qutadg‘u bilig”dagi kosmogonik terminlar asarning tashqi leksik qatlami emas, balki uning borliq, inson, davlat, vaqt, taqdir va ilohiy tartib haqidagi yaxlit falsafiy konsepsiyasini shakllantiruvchi markaziy semantik tizimdir. Ko‘k, osmon, falak, quyosh, oy, yulduz, yer, dunyo, jahon, kun, tun, yil, qut, baxt va ikki dunyo kabi birliklar matnda tabiat hodisalarini nomlash bilan cheklanmay, qadimgi turkiy mifopoetik tafakkur, islomiy axloqiy qarash va davlatchilik g‘oyalarini bir ma’no maydonida birlashtiradi. Ayniqsa, quyosh adolat va hukmdorlik mas’uliyatini, oy qut va davlatning o‘zgaruvchan tabiatini, yulduz taqdir va toleni, yer va dunyo foniylar hayot hamda axloqiy sinov maydonini, ikki dunyo esa inson amallarining dunyoviy va uxraviy natijasini ifodalaydi. Demak, “Qutadg‘u bilig”da kosmogonik terminlar ilmiy, badiiy, diniy va siyosiy ma’nolarni o‘zaro bog‘lovchi lingvokulturologik kod vazifasini bajaradi. Bu holat asarni nafaqat didaktik doston, balki qadimgi turkiy xalqlarning kosmos, jamiyat va inson haqidagi murakkab dunyoqarashini mujassam etgan noyob falsafiy-adabiy manba sifatida baholashga asos beradi.

³³ Zengin A. Karahanlı Türkçesi Metinlerinde Zaman Ölçüleri/Birimleri // 9. Milletlerarası Türkoloji Kongresi Bildiriler Kitabı. İstanbul, 2022. S. 1245-1247.

³⁴ Холмуродова М. “Қутадғу билиг” лексикаси: филол. фан. бўйича фалсафа доктори дисс. Тошкент, 2020. Б. 126-127.



FOYDALANILGAN ADABIYOTLAR

1. Bağdatlı Ö. Kutadgu Bilig’de Devlet ve Adalet İlişkisi: yüksek lisans tezi. İstanbul, 2007. S. 91–92.
2. Bayat F. Kutadgu Bilig’de Orta Çağ Dünya Modeli // Doğumunun 990. Yılında Yusuf Has Hacib ve Eseri Kutadgu Bilig Bildirileri. Ankara: Türk Dil Kurumu, 2011. S. 92–94.
3. Büyükbaş H., Vargün F. Kutadgu Bilig’de Devlet Yönetimi: Hükümdar-Adalet İlişkisi // Ardahan Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi. 2016. № 4. S. 29–30.
4. Demirel D. Kutadgu Bilig’de Devlet Yönetimi // Uluslararası Alanya İşletme Fakültesi Dergisi. 2014. C. 6. № 1. S. 57.
5. Demirtaş A. Kutadgu Bilig’deki Hükümdar Küntogdı Tipine Göstergebilimsel Açından Bir Yaklaşım Denemesi // TÜBAR. 2004. № XV. S. 163.
6. Güneş H. A. Kutadgu Bilig ve Dîvânu Lugâtî’t-Türk’ten Geçen Astronomik Unsurlardaki İsim Karışıklığı ve Çözüm Teklifi // Dil Araştırmaları. 2024. Sayı 35. S. 260, 267, 272.
7. Kaya U. Kutadgu Bilig ve Yusuf Has Hacib’in Eğitimle İlgili Görüşleri // Düzce Üniversitesi İlahiyat Fakültesi Dergisi. 2017. C. I. № 1. S. 1, 4.
8. Ögel B. Türk Mitolojisi. II cilt. Ankara: Türk Tarih Kurumu Yayınları, 1995. S. 73.
9. Pilten-Ufuk Ş. Ajun Kelimesinin Kutadgu Bilig’deki Görünümleri // Modern Türklük Araştırmaları Dergisi. 2020. C. 17. № 4. S. 497–498.
10. Uğurlu S. Eski Türklerin Dini // AİBÜ Sosyal Bilimler Enstitüsü Dergisi. 2012. C. 12. Özel Sayı. S. 323–324.
11. Zengin A. Karahanlı Türkçesi Metinlerinde Zaman Ölçüleri/Birimleri // 9. Milletlerarası Türkoloji Kongresi Bildiriler Kitabı. İstanbul, 2022. S. 1245–1247.
12. Холмуродова М. “Кутадғу билиг” лексикаси: филол. фан. бўйича фалсафа доктори дисс. Тошкент, 2020. Б. 126–127.

THE ROLE OF ARTIFICIAL INTELLIGENCE TECHNOLOGIES IN OVERCOMING LANGUAGE BARRIERS

Konisbaeva Amina Jenisbaevna

PhD student of Karakalpak State University

E-mail: aminakonisbaeva@gmail.com

Abstract

This article explores how artificial intelligence (AI) technologies help A2-level students overcome language barriers while learning English. The research focused on several AI-based platforms such as ChatGPT, Duolingo, ELSA Speak,



Google Translate, and Cake. A mixed research method was used to compare traditional learning with AI-supported learning. The findings demonstrated that students who used AI tools improved their speaking, pronunciation, vocabulary, grammar, and listening skills more effectively than those who studied only through traditional methods. The study also revealed that AI technologies reduced students' fear of speaking and increased their confidence and motivation. The results suggest that AI platforms can serve as valuable supplementary tools in foreign language education.

Keywords: artificial intelligence, language learning, communicative competence, A2 learners, English teaching, digital education, language barriers.

Introduction

In recent years, English has become one of the most important languages for international communication, education, science, and professional development. As globalization continues to influence different areas of life, the demand for learning English is steadily increasing among students of different age groups. However, many learners still experience difficulties during the language learning process. One of the most common problems is the presence of language barriers.

Language barriers usually appear when students cannot express their ideas confidently in a foreign language despite having some theoretical knowledge. This problem is especially common among A2-level learners because they are still developing basic vocabulary, grammar, pronunciation, and communication skills. Fear of making mistakes, limited vocabulary, and lack of speaking practice often prevent learners from participating actively in classroom communication.

Researchers have explained language barriers from different perspectives. Brown (2007) states that emotional and psychological factors strongly influence language acquisition. Students who feel anxious or insecure often struggle to communicate effectively. Richards (2014) also emphasizes the importance of communicative approaches in language teaching, explaining that students learn more successfully when they actively use language in realistic situations.

Krashen's "Affective Filter Hypothesis" explains that stress, fear, and low confidence can reduce the effectiveness of language learning. According to this theory, students learn better in comfortable and supportive learning environments. Therefore, reducing emotional pressure is considered an important part of modern language teaching.

The rapid development of digital technologies has introduced new opportunities for improving language education. Today, artificial intelligence technologies are widely used in educational environments. AI tools can provide instant feedback, personalized exercises, pronunciation correction, and interactive



communication practice. These functions make learning more flexible and student-centered.

Several AI-based platforms are already popular among language learners. Duolingo uses gamification techniques to motivate students through points, rewards, and levels. ELSA Speak helps learners improve pronunciation by analyzing speech patterns and identifying pronunciation mistakes. ChatGPT creates opportunities for interactive communication and writing practice, while Google Translate supports vocabulary development and listening activities.

Recent studies show that AI technologies can improve student engagement and learning effectiveness. Holmes et al. (2019) note that AI systems personalize education according to individual learner needs. Russell and Norvig (2021) describe artificial intelligence as a system capable of imitating human learning and problem-solving processes.

In Uzbekistan and other developing educational contexts, digital education is becoming increasingly important. Local researchers have also highlighted the value of modern technologies in education. Yoʻldoshev (2023) argues that digital tools encourage independent learning, while Aliimuhamedova (2021) explains that interactive technologies increase students' interest and participation during lessons.

Considering these factors, this study investigates the role of artificial intelligence technologies in reducing language barriers among A2-level English learners. The research specifically focuses on speaking, pronunciation, vocabulary, grammar, and listening development.

The purpose of the study is to evaluate the effectiveness of AI-based platforms in improving students' communicative competence and reducing psychological barriers during language learning.

Methods

This study applied both qualitative and quantitative research methods. A mixed-method approach was selected in order to obtain more reliable and balanced results. Observation, testing, questionnaires, and comparative analysis were used during the research process.

Participants

Thirty A2-level English learners participated in the study. Their ages ranged from 14 to 16 years old. The students were divided into two groups:

Control group: 15 students studying through traditional teaching methods.
Experimental group: 15 students using AI technologies in addition to regular classroom instruction. Both groups studied the same grammar topics and language materials. The main difference was that the experimental group regularly practiced with AI platforms.



Research Duration

The study lasted four weeks. Students attended lessons three times per week. Each lesson lasted approximately twenty minutes. In addition, students in the experimental group used AI applications independently for about thirty to forty minutes daily.

Research Procedure

At the beginning of the research, all students completed a pre-test designed to assess:

- speaking skills;
- listening comprehension;
- pronunciation;
- grammar knowledge;
- vocabulary range.

The initial assessment revealed several common difficulties among learners. Many students were afraid of speaking English in front of others. Pronunciation problems, grammatical errors, and limited vocabulary were also frequently observed. After the diagnostic stage, the experimental group started using different AI tools.

Duolingo

Students used Duolingo to practice vocabulary and grammar exercises. Gamification elements increased motivation and encouraged regular participation.

ELSA Speak

This platform helped learners improve pronunciation through automatic speech analysis. Students practiced English sounds and received immediate corrections.

ChatGPT

ChatGPT was mainly used for speaking and writing activities. Students practiced dialogues, asked and answered questions, and completed short writing tasks. The chatbot also corrected grammatical mistakes and suggested improved sentence structures.

Google Translate

Google Translate supported translation activities, listening exercises, and pronunciation practice.

Cake

Students used Cake to improve listening and speaking skills through short video-based dialogues and everyday conversations.

Data Collection

Several methods were used to collect data during the study:



Observation

Students' classroom participation, speaking activity, motivation, and use of AI tools were regularly monitored.

Pre-test and Post-test

Students completed tests before and after the experiment. Their results were compared to identify changes in language performance.

Questionnaire

The experimental group completed anonymous questionnaires about their experience using AI technologies. Questions focused on motivation, ease of use, speaking confidence, and independent learning.

Interviews

Short interviews were conducted with selected students to better understand their opinions and personal experiences.

Data Analysis

The collected data were analyzed both qualitatively and quantitatively. Percentage comparisons between pre-test and post-test results helped identify the effectiveness of AI-supported learning.

Results

The findings demonstrated that AI technologies positively influenced students' language development and helped reduce communication barriers.

At the beginning of the study, both groups showed similar language proficiency levels. Average test scores ranged between 45% and 50%. Many learners experienced hesitation while speaking and struggled with pronunciation and vocabulary.

After four weeks, noticeable differences appeared between the two groups.

Skill	Control group	Experimental group
Speaking	+12%	+32%
Listening	+10%	+25%
Vocabulary	+15%	+25%
Grammar	+14%	+28%
Pronunciation	+15%	+35%

The experimental group achieved stronger improvement in every skill area.

Speaking Skills

Students who regularly practiced with ChatGPT became more confident during classroom communication. Many learners began answering questions more actively and participated in longer conversations.

By the end of the experiment, most students in the experimental group could express their opinions using several connected sentences. Fear of making mistakes



decreased considerably.

Listening Skills

Listening comprehension also improved significantly. Through platforms such as Cake and Google Translate, students became familiar with different accents and natural speech speed. Several students reported that they no longer needed to replay audio materials multiple times.

Vocabulary Development

Duolingo and Cake supported vocabulary learning through contextual exercises and repeated exposure to new words. Students gradually developed habits of independent vocabulary practice.

Grammar Improvement

ChatGPT helped learners notice grammatical mistakes more quickly. Students improved sentence structure and demonstrated better accuracy in written tasks.

Pronunciation Development

The highest improvement was observed in pronunciation skills. ELSA Speak provided immediate feedback that allowed learners to correct pronunciation errors during practice. Students also became more aware of stress patterns and sound production.

Psychological Effects

Questionnaire results showed that AI-supported learning created a more comfortable learning atmosphere. Most students described the platforms as convenient, motivating, and less stressful than traditional speaking activities. Many learners explained that practicing with AI reduced embarrassment because they could repeat exercises privately without fear of criticism.

Discussion

The results of the study indicate that artificial intelligence technologies can effectively support foreign language learning among A2-level students. The findings are consistent with earlier studies emphasizing the importance of interactive and student-centered learning environments.

One of the most important outcomes was the improvement in communicative competence. Students who used ChatGPT practiced communication more frequently and became more confident while speaking English. This supports Richards' (2014) view that communication-based activities are essential for language acquisition.

Pronunciation improvement was another significant result. ELSA Speak provided immediate correction and helped students recognize pronunciation errors independently. Holmes (2022) explains that instant feedback accelerates learning



because students can immediately correct mistakes before they become habitual.

The study also confirmed the motivational role of gamification. Duolingo encouraged students to practice regularly through levels, points, and rewards. Such features increased engagement and helped students maintain interest throughout the research period.

Another important aspect was the reduction of psychological barriers. Many students felt more relaxed when interacting with AI platforms compared to speaking directly in front of classmates. This finding strongly relates to Krashen's "Affective Filter Hypothesis," which states that lower anxiety levels improve language acquisition.

Despite these positive outcomes, several limitations were identified. Stable internet access and technical devices were necessary for effective participation. In some cases, AI responses were not fully accurate or contextually appropriate. Additionally, AI tools cannot completely replace teacher guidance or real human communication.

Therefore, AI technologies should be viewed as supplementary educational tools rather than complete replacements for traditional teaching.

Conclusion

This study examined the effectiveness of artificial intelligence technologies in reducing language barriers among A2-level English learners. The findings demonstrated that AI-based platforms significantly improved students' speaking, pronunciation, grammar, vocabulary, and listening skills.

The experimental group achieved better overall performance compared to the control group. Students who used AI tools also showed increased motivation, greater self-confidence, and stronger independent learning habits.

Platforms such as ChatGPT, Duolingo, ELSA Speak, Google Translate, and Cake created more interactive and personalized learning opportunities. Immediate feedback and flexible practice environments helped students overcome fear and communicate more confidently.

At the same time, the research showed that AI technologies are most effective when combined with teacher support and traditional educational methods. Teachers still play an essential role in guiding, motivating, and supporting learners.

In conclusion, artificial intelligence technologies can be considered valuable and innovative tools for reducing language barriers and improving communicative competence in foreign language education.

References



1. Brown, H. D. (2007). Principles of Language Learning and Teaching. Pearson Education.
2. Krashen, S. D. (1982). Second Language Acquisition and Second Language Learning. Pergamon Press.
3. Chapelle, C. A. (2001). Computer Applications in Second Language Acquisition. Cambridge University Press.
4. Russell, S., & Norvig, P. (2021). Artificial Intelligence: A Modern Approach (4th ed.). Pearson.
5. Holmes, W., Bialik, M., & Fadel, C. (2019). Artificial Intelligence in Education: Promises and Implications for Teaching and Learning. Center for Curriculum Redesign.
6. **Articles**
7. Warschauer, M. (2000). Technology and school reform: A view from both sides of the track. Education Policy Analysis Archives, 8(4), 1–17.
8. Richards, J. C. (2014). Approaches and Methods in Language Teaching. Cambridge University Press.
9. Yo‘ldoshev, J. (2023). “Use of Artificial Intelligence Technologies in Digital Education.” Zamonaviy Ta’lim, No. 4, pp. 25–31.
10. Alimuhamedova, D. (2021). “Modern Pedagogical Technologies in Teaching Foreign Languages.” Pedagogik Mahorat, No. 2, pp. 40–46.

AI-BASED ADAPTIVE LEARNING SYSTEMS IN FOREIGN LANGUAGE EDUCATION

Latipjanova Navbahor student of NamSU

navbahorlatipjanova@gmail.com

Sherzod Samandarov senior lecturer of NamSU

shera_77@mail.ru

Abstract

This article examines the role and effectiveness of AI-based adaptive learning systems in foreign language education. The study focuses on how artificial intelligence technologies personalize learning processes by analyzing learner data and adjusting instructional content accordingly. Key components such as learner modeling, real-time feedback, and data-driven decision-making are discussed.

The paper highlights the benefits of adaptive systems, including improved learner engagement, individualized instruction, and enhanced language skill development. It also explores practical applications in modern educational



platforms and institutions. However, the study addresses several challenges, such as ethical concerns, data privacy issues, technological accessibility, and the limitations of AI in understanding cultural and contextual aspects of language. The findings suggest that while AI-based adaptive systems significantly improve learning outcomes, their most effective use lies in combination with traditional teaching methods. The future of foreign language education depends on the balanced integration of technology and human interaction.

Keywords: *Artificial Intelligence, Adaptive Learning, Language Education, Personalization, Educational Technology*

Аннотация

В данной статье рассматривается роль и эффективность адаптивных обучающих систем на основе искусственного интеллекта в обучении иностранным языкам. Основное внимание уделяется тому, как технологии искусственного интеллекта позволяют персонализировать процесс обучения за счёт анализа данных учащихся. В работе анализируются ключевые компоненты адаптивных систем, такие как моделирование учащегося, обратная связь в реальном времени и принятие решений на основе данных. Также рассматриваются преимущества данных систем, включая повышение вовлечённости учащихся, индивидуализацию обучения и развитие языковых навыков. Кроме того, в статье освещаются проблемы, связанные с этическими аспектами, защитой данных, доступностью технологий и ограничениями искусственного интеллекта в понимании культурного контекста языка. В заключении отмечается, что адаптивные системы на основе ИИ значительно повышают эффективность обучения, однако их наилучшее применение достигается при сочетании с традиционными методами обучения.

Ключевые слова: *искусственный интеллект, адаптивное обучение, иностранные языки, персонализация, образовательные технологии*

Annotatsiya

Ushbu maqolada chet tillarini o'qitishda sun'iy intellektga asoslangan moslashuvchan (adaptiv) ta'lim tizimlarining roli va samaradorligi tahlil qilinadi. Tadqiqotda sun'iy intellekt texnologiyalarining o'quvchilar ma'lumotlarini tahlil qilish orqali ta'lim jarayonini individuallashtirish imkoniyatlari ko'rib chiqiladi. Maqolada o'quvchi modeli, real vaqt rejimidagi fikr-mulohazalar va ma'lumotlarga asoslangan qaror qabul qilish kabi asosiy elementlar yoritilgan. Shuningdek, adaptiv tizimlarning afzalliklari — o'quvchilarning faolligini oshirish, individual yondashuvni ta'minlash va til ko'nikmalarini rivojlantirish — tahlil qilinadi. Bundan tashqari, maqolada axloqiy muammolar, ma'lumotlar xavfsizligi, texnologiyalarga kirish imkoniyati va sun'iy intellektning madaniy jihatlarni to'liq



tushunmasligi kabi muammolar ham ko'rib chiqiladi. Xulosa sifatida, sun'iy intellekt asosidagi adaptiv tizimlar ta'lim samaradorligini oshirishi ta'kidlanadi, ammo ularni an'anaviy ta'lim usullari bilan uyg'un holda qo'llash eng samarali yondashuv ekanligi aniqlanadi.

Kalit so'zlar: *Sun'iy intellekt, adaptiv ta'lim, chet tillari, individuallashtirish, ta'lim texnologiyalari*

I. Introduction

In the 21st century, the rapid development of digital technologies has significantly transformed various sectors, including education. Among these innovations, Artificial Intelligence (AI) has emerged as one of the most influential tools in reshaping teaching and learning processes. In particular, AI-based adaptive learning systems have gained considerable attention due to their ability to provide personalized and efficient learning experiences.

Foreign language education is one of the fields where adaptive learning technologies demonstrate remarkable potential. Traditional teaching methods often follow a standardized approach, which does not adequately address the diverse needs, abilities, and learning speeds of individual students. As a result, some learners may struggle to keep up with the pace of instruction, while others may not be sufficiently challenged.

AI-based adaptive learning systems aim to overcome these limitations by continuously analyzing learner data and adjusting instructional content accordingly. These systems use advanced algorithms to monitor learner performance, identify strengths and weaknesses, and provide customized learning pathways. This dynamic approach enhances both engagement and effectiveness in language learning.

Furthermore, the integration of AI into language education supports the development of key language skills, including reading, writing, listening, and speaking. Through technologies such as natural language processing and speech recognition, learners can receive immediate feedback and practice in realistic contexts.

This article aims to explore the role, benefits, challenges, and future prospects of AI-based adaptive learning systems in foreign language education. It also examines how these technologies can be effectively integrated into modern educational frameworks.

Concept of Adaptive Learning Systems

Adaptive learning systems are advanced educational technologies designed to modify instructional content and strategies based on individual learner



performance. Unlike traditional “one-size-fits-all” approaches, these systems provide personalized learning experiences tailored to each student’s needs.

The core principle of adaptive learning lies in continuous assessment and real-time adjustment. These systems collect data on various aspects of learner interaction, such as response accuracy, time spent on tasks, frequency of errors, and learning patterns. This data is then processed using AI algorithms to determine the most effective learning strategy for each individual.

For example, if a student consistently makes errors in grammatical structures, the system may provide additional explanations, exercises, and contextual examples to address this weakness. On the other hand, if a learner demonstrates strong performance, the system may introduce more complex material to maintain engagement and promote further development.

Another important feature of adaptive learning systems is their ability to create individualized learning paths. Each learner progresses through content at their own pace, ensuring that they fully understand each concept before moving on to the next. This approach reduces learning gaps and improves overall comprehension.

In foreign language education, adaptive systems are particularly useful for developing vocabulary, grammar, pronunciation, and comprehension skills. By providing targeted practice and immediate feedback, these systems help learners achieve better results in a shorter period of time.

Role of Artificial Intelligence in Language Learning

Artificial Intelligence plays a central role in the functioning of adaptive learning systems. It enables the analysis of large amounts of learner data, supports real-time decision-making, and facilitates personalized instruction.

One of the key technologies used in AI-based language learning is Natural Language Processing (NLP). NLP allows systems to understand, interpret, and generate human language. This makes it possible to evaluate learner input, identify grammatical errors, and provide accurate corrections. For example, AI systems can analyze written texts and suggest improvements in structure, vocabulary, and coherence.

Speech recognition technology is another important application of AI in language education. It allows learners to practice speaking skills and receive immediate feedback on pronunciation, intonation, and fluency. This is particularly beneficial for learners who do not have access to native speakers.

In addition, AI enables the development of intelligent tutoring systems. These systems act as virtual instructors, guiding learners through personalized



learning journeys. They can provide explanations, answer questions, and adapt content based on learner progress.

Moreover, AI supports predictive analytics in education. By analyzing patterns in learner behavior, systems can predict potential difficulties and provide early interventions. This proactive approach helps prevent learning gaps and improves overall performance.

Personalization Mechanisms in Adaptive Systems

One of the most significant features of AI-based adaptive learning systems is their ability to personalize the learning experience for each individual learner. Personalization is achieved through continuous data collection, analysis, and intelligent system responses.

Adaptive systems collect a wide range of data, including learners' answers, response time, error patterns, learning frequency, and engagement level. This data is processed using machine learning algorithms to create a detailed learner profile. Such profiles help the system understand the strengths, weaknesses, and preferences of each student.

Based on this analysis, the system dynamically adjusts the content and difficulty level of learning materials. For instance, if a learner struggles with verb tenses, the system may provide additional exercises, explanations, and real-life examples. Conversely, if a learner performs well, the system introduces more advanced content to maintain motivation and challenge.

Another important aspect of personalization is learning style adaptation. Some learners prefer visual materials such as images and videos, while others benefit more from textual or auditory content. Adaptive systems can accommodate these preferences, making learning more effective and engaging.

As a result, personalization not only improves academic performance but also increases learner satisfaction and motivation.

Learner Modeling and Data Analytics

Learner modeling is a fundamental component of adaptive learning systems. It involves creating a digital representation of a learner's knowledge, skills, behavior, and progress over time.

AI techniques such as data mining, clustering, and predictive analytics are used to analyze learner data. These methods allow systems to identify patterns and categorize learners based on their proficiency levels. For example, learners can be grouped into beginner, intermediate, or advanced categories based on their performance.

Predictive analytics plays a particularly important role in improving learning outcomes. By analyzing past behavior, the system can predict future performance



and identify learners who may face difficulties. Early detection allows for timely intervention, such as providing additional resources or modifying the learning path.

In foreign language education, learner modeling helps track progress across different language skills, including reading, writing, listening, and speaking. This ensures that learners receive targeted support where it is most needed.

Furthermore, data analytics enables educators to gain valuable insights into student performance. Teachers can use this information to adjust their teaching strategies and provide more personalized support.

Benefits of AI-Based Adaptive Learning in Language Education

AI-based adaptive learning systems offer numerous benefits that significantly enhance the quality of foreign language education. One of the most important advantages is individualized learning. Each learner can study at their own pace, focusing on areas that require improvement.

This personalized approach ensures that no learner is left behind. Students who need more time can receive additional support, while advanced learners can progress more quickly. This flexibility makes the learning process more efficient and effective.

Another major benefit is increased engagement. Adaptive systems often incorporate interactive elements such as quizzes, games, and multimedia content. These features make learning more enjoyable and motivate learners to stay consistent.

Research indicates that adaptive learning technologies can improve retention rates by up to 30–40%. This is because learners receive continuous feedback and reinforcement, which helps them remember information more effectively.

Additionally, adaptive systems support self-directed learning. Learners can access materials anytime and anywhere, making education more flexible and accessible. This is especially beneficial in today's digital age, where online learning is becoming increasingly common.

Enhancement of Language Skills

AI-based adaptive learning systems play a crucial role in improving various language skills. One of the most notable areas is vocabulary acquisition. Through techniques such as spaced repetition and contextual learning, learners can remember new words more effectively.

Grammar learning is also significantly enhanced. Adaptive systems provide targeted exercises based on individual errors and offer real-time corrections. This helps learners understand grammatical rules more deeply and apply them correctly.

Listening and speaking skills benefit greatly from AI technologies such as speech recognition. Learners can practice pronunciation and receive immediate



feedback, allowing them to improve their fluency and accuracy. In addition, conversational AI tools simulate real-life interactions, helping learners build confidence.

Writing skills are supported through automated feedback systems. These systems analyze sentence structure, coherence, and vocabulary usage, providing suggestions for improvement. As a result, learners can develop their writing abilities more effectively.

Overall, adaptive learning systems provide a comprehensive approach to language learning, addressing all key skills in an integrated manner.

Case Studies – AI in Language Learning Platforms

Several modern language learning platforms demonstrate the effectiveness of AI-based adaptive learning systems. For example, Duolingo and Babbel incorporate AI algorithms to personalize lessons based on learner performance. These platforms track mistakes, time spent on exercises, and mastery of vocabulary and grammar.

Research shows that learners using adaptive platforms demonstrate higher retention rates and faster language acquisition compared to traditional classroom methods. In particular, students benefit from continuous feedback and immediate correction of errors, which accelerates learning.

Other platforms utilize gamification alongside AI, providing interactive challenges, badges, and rewards that maintain learner motivation. By combining personalization with engagement strategies, these systems create a highly effective learning environment.

Real-World Applications

AI-based adaptive learning systems are not limited to online platforms. Many schools, universities, and corporate training programs now incorporate these technologies.

In educational institutions, adaptive systems support blended learning models, combining traditional face-to-face instruction with AI-driven online modules. Teachers can monitor student progress through dashboards, identify areas needing intervention, and adjust instruction accordingly.

Corporate training programs also use AI-based adaptive learning for professional language development. Employees can practice language skills in realistic business contexts, improving communication efficiency in international settings.

Furthermore, AI tools enable learners to access education anywhere and anytime, providing opportunities for students in remote or under-resourced areas to receive high-quality language instruction.



Effectiveness and Learning Outcomes

Studies indicate that AI-based adaptive learning systems significantly enhance learner outcomes. For instance, learners achieve better comprehension, higher test scores, and increased engagement compared to traditional methods.

Adaptive systems provide continuous assessment rather than relying on periodic exams. Real-time feedback ensures learners understand errors immediately, reducing the chance of repeated mistakes. Additionally, personalized pathways prevent boredom for advanced learners and frustration for beginners.

In foreign language education, this approach is particularly effective. Vocabulary, grammar, listening, speaking, and writing skills improve more rapidly with adaptive systems due to their tailored and interactive nature.

Challenges of AI Integration in Education

Despite numerous benefits, integrating AI into foreign language education poses challenges. One significant issue is the high cost of implementation. Developing, maintaining, and updating AI systems requires substantial resources, which may be prohibitive for some institutions.

Another challenge is the digital divide. Not all learners have equal access to devices and reliable internet, which can lead to disparities in educational opportunities. Additionally, educators may be resistant to adopting new technologies due to a lack of familiarity or training.

Cultural and contextual limitations also exist. AI systems may not fully understand language nuances, idiomatic expressions, or cultural references, which are essential in language acquisition.

Ethical Concerns and Data Privacy

Ethical considerations are crucial in AI-based adaptive learning. These systems rely heavily on data collection, including learners' personal information, performance metrics, and behavior patterns. Protecting this data is vital to prevent misuse or unauthorized access.

Algorithmic bias is another concern. If the training data is not diverse, AI systems may favor certain learner profiles over others, resulting in unfair outcomes. Transparency is also important—learners and educators should understand how AI makes decisions and recommendations.

Proper policies and regulations are needed to ensure responsible use of AI in education, balancing innovation with ethical safeguards.

Limitations of Adaptive Learning Systems

Despite their advantages, AI-based adaptive learning systems have certain limitations. One major limitation is their reliance on accurate and comprehensive data. Incomplete or incorrect data can lead to inappropriate learning



recommendations, potentially hindering progress.

Another limitation is the lack of human interaction. Language learning is inherently social, and AI systems cannot fully replicate the benefits of face-to-face communication, cultural immersion, or peer collaboration. Over-reliance on AI could reduce opportunities for social learning and oral practice.

Additionally, AI may not understand complex cultural nuances or idiomatic expressions in target languages. These subtleties are essential for fluency, but AI systems often struggle to provide adequate guidance.

Thus, while adaptive systems are highly effective, they are best used in combination with traditional teaching methods to ensure holistic language development.

Pedagogical Implications

The integration of AI-based adaptive systems has significant implications for teaching practices. Teachers' roles shift from being the sole knowledge providers to becoming facilitators and guides in a learner-centered environment.

Educators need digital literacy and the ability to interpret AI-generated data to provide meaningful guidance. They must combine insights from the system with their expertise to support learners' individual needs effectively.

Adaptive systems encourage active learning and autonomy, allowing students to take greater responsibility for their progress. This shift aligns with modern educational theories emphasizing learner-centered instruction and competency-based approaches.

Teacher–AI Collaboration: Effective language education requires a balance between human instruction and technological support. AI handles repetitive tasks such as grading, error correction, and progress tracking, freeing teachers to focus on higher-level guidance, motivation, and mentoring. Collaboration between teachers and AI systems enhances learning efficiency. Teachers can use system-generated analytics to identify struggling students, modify lesson plans, and provide personalized support. However, emotional intelligence, empathy, and cultural context remain uniquely human qualities. AI should supplement, not replace, the human element in education.

Future Trends in AI-Based Learning

The future of AI in foreign language education is highly promising. Emerging technologies such as deep learning, augmented reality (AR), and virtual reality (VR) will enhance adaptive systems, creating immersive and interactive learning environments.

These innovations will allow learners to practice languages in realistic contexts, such as virtual conversations or simulated cultural settings. AI algorithms



will continue to improve, offering more accurate personalization and predictive support.

Moreover, the demand for multilingual communication in a globalized world will drive further development of AI-based language learning tools, ensuring that education is accessible, scalable, and effective.

The Role of Globalization

Globalization has increased the demand for foreign language proficiency across the world. AI-based adaptive learning systems play a crucial role in addressing this need by offering scalable and accessible learning opportunities.

These systems allow learners from different geographic locations and backgrounds to access high-quality language education. For instance, students in remote or under-resourced areas can study advanced foreign languages using adaptive platforms with the same effectiveness as those in urban centers.

Moreover, AI-driven language learning promotes cross-cultural understanding and collaboration. Learners are exposed to diverse linguistic contexts, idiomatic expressions, and cultural references through adaptive content, helping them communicate effectively in a globalized society.

The combination of AI technology and globalization ensures that language education becomes more equitable, flexible, and responsive to individual learner needs.

Conclusion

AI-based adaptive learning systems represent a significant advancement in foreign language education. By leveraging machine learning, natural language processing, and data analytics, these systems provide personalized learning experiences, enhance engagement, and improve outcomes.

The benefits are clear: learners receive individualized instruction, real-time feedback, and targeted support for vocabulary, grammar, listening, speaking, and writing skills. Adaptive systems also enable autonomous learning, increasing motivation and retention.

However, challenges such as high implementation costs, digital accessibility, data privacy concerns, and the need for human oversight remain. The most effective approach is a balanced integration of AI and traditional teaching methods. Teachers' expertise, emotional intelligence, and cultural guidance complement AI technologies to create holistic, learner-centered education.

Looking ahead, emerging technologies such as AR, VR, and more advanced AI algorithms will further transform language learning, providing immersive experiences and predictive personalized instruction. The future of foreign language education depends on a thoughtful combination of human and artificial



intelligence.

References

1. Anderson, J. R. (2020). Artificial Intelligence in Education. MIT Press.
2. Holmes, W., Bialik, M., & Fadel, C. (2019). Artificial Intelligence in Education: Promises and Implications.
3. Luckin, R. (2018). Machine Learning and Human Intelligence.
4. Woolf, B. P. (2021). Building Intelligent Interactive Tutors.
5. OECD (2021). AI and the Future of Skills.
6. UNESCO (2022). AI in Education: Policy Guidelines.
7. Chen, X., & Chen, C. (2020). Adaptive learning systems for foreign language acquisition: A review. *Journal of Educational Technology & Society*, 23(1), 15–28.
8. Johnson, L., Adams Becker, S., Estrada, V., & Freeman, A. (2019). The NMC Horizon Report: 2019 Higher Education Edition.
9. Li, H., & Hegelheimer, V. (2013). Mobile-assisted grammar exercises: Effects on self-editing in L2 writing. *Language Learning & Technology*, 17(3), 135–156.
10. Dede, C. (2017). Learning in the 21st Century: The Role of AI in Education. Harvard Education Press.

Linguistic Diplomacy: The Role of English as a Lingua Franca in Central Asia

Mahmudjonova Gulsanam

Namangan State university,

E-mail: mahmudjonovagulsanam1@gmail.com

Abstract: *This paper explores the strategic shift in Central Asian diplomacy, where English functions as a "Lingua Franca" (ELF). It analyzes the language as a tool for regional integration and "Soft Power." The study integrates Alisher Navoi's linguistic philosophy with modern diplomatic needs, arguing that English provides a neutral communicative platform that bypasses historical linguistic hierarchies. The research highlights how "New Uzbekistan" utilizes English to project its national identity onto the global stage.*

Keywords: *Linguistic Diplomacy, English as a Lingua Franca (ELF), Central Asian integration, Strategic Neutrality, Alisher Navoi's linguistic ethics, Soft Power, Diplomatic Discourse Analysis, Intercultural Communication.*

Lisoniy diplomatiya: Markaziy Osiyoda ingliz tilining "Lingua Franca"



sifatidagi o'rni

Mahmudjonova Gulsanam

Namangan davlat universiteti

Email mahmudjonovagulsanam1@gmail.com

Annotatsiya: Maqolada Markaziy Osiyo diplomatiyasida ingliz tilining "Lingua Franca" (ELF) sifatidagi strategik roli tahlil qilinadi. Muallif ushbu tilni mintaqaviy integratsiya va "yumshoq kuch" vositasi sifatida tadqiq etadi. Alisher Navoiyning lisoniy falsafasi zamonaviy ehtiyojlar bilan uyg'unlashtirilib, ingliz tilining tarixiy iyerarxialardan xoli neytral muloqot maydoni sifatidagi ahamiyati asoslanadi. Shuningdek, "Yangi O'zbekiston" milliy identitetini global miqyosda targ'ib qilishda tilning o'rni yoritiladi.

Kalit so'zlar: Lisoniy diplomatiya, Lingua Franca sifatida ingliz tili, Markaziy Osiyo integratsiyasi, Strategik neytrallik, Alisher Navoiy lisoniy etikasi, Yumshoq kuch, Diplomatik diskurs tahlili, Madaniyatlararo muloqot.

**Лингвистическая дипломатия: Роль английского языка как
"Lingua Franca" в Центральной Азии**

**Студентка 2-го курса направления «Филология и обучение языкам
(английский язык)» факультета мировых языков Наманганского
государственного университета Махмуджонова Гулсанам**

E-mail: mahmudjonovagulsanam1@gmail.com

Аннотация: В статье исследуется стратегическая роль английского языка как "Lingua Franca" (ELF) в дипломатии Центральной Азии. Язык анализируется как инструмент региональной интеграции и "мягкой силы". Интегрируя лингвистическую философию Алишера Навои с современными задачами, автор обосновывает значение английского языка как нейтральной платформы, свободной от исторических иерархий. Освещается роль языка в продвижении национальной идентичности "Нового Узбекистана" на мировой арене.

Ключевые слова: Лингвистическая дипломатия, Английский язык как Lingua Franca, Центральноазиатская интеграция, Стратегический нейтралитет, Лингвистическая этика Алишера Навои, Мягкая сила, Анализ дипломатического дискурса, Межкультурная коммуникация.

1. Introduction

In the historical heart of the Silk Road, language has always been the primary currency of diplomacy. For centuries, the diverse cultures of Central Asia



communicated through a complex web of Turkic and Persian dialects, creating a rich tradition of rhetorical etiquette. Today, as the region experiences a geopolitical and economic renaissance, a new linguistic bridge is being constructed: English.

As an Uzbek student of philology, I observe that English has transitioned from a mere academic subject to a vital instrument of statecraft. In our national literary tradition, the great Alisher Navoi emphasized the power of the word as a "key to the soul" and a mirror of the intellect [1]. In the modern context, that "key" is increasingly forged in English. This article examines how English functions as a modernizing and unifying force in the diplomatic relations of Uzbekistan and its regional neighbors. We are witnessing a shift where English is not just a foreign tongue, but a strategic "Lingua Franca" that empowers the region to speak directly to the world without intermediaries.

2. Methods

The research adopts a qualitative approach, focusing on "Discourse Analysis" and "Linguistic Observation." The primary data includes official joint statements from regional summits (such as the C5+1 and the Tashkent International Investment Forum) held between 2022 and 2024.

Furthermore, the study draws deep analytical parallels between the principles of "Adab" (etiquette) found in Navoi's *Mahbub ul-qulub* [2] and the pragmatic markers used by Central Asian diplomats today. By observing the lexical choices in official communications of the Ministry of Foreign Affairs, I identify patterns of "Linguistic Diplomacy." This method allows us to see how traditional values of respect and indirectness—central to Eastern rhetoric—are being translated into a global English context.

3. Results: The Three Pillars of English in Modern Diplomacy

The research identifies three critical ways English is reshaping the regional diplomatic landscape:

Strategic Neutrality and Sovereign Equality: English serves as a "leveler." As David Crystal suggests in his seminal work, a global language provides a neutral platform where no single regional power's tongue dominates the conversation [3]. In Central Asia, choosing English allows for a "de-politicized" dialogue, preserving the sovereign equality of the five republics.

Terminological Precision in Economic Diplomacy:

Economic Diplomacy: In drafting international treaties and trade agreements, English provides a standardized legal vocabulary. H.G. Widdowson highlights that English acts as a "register of professionalism" that reduces the risk of ambiguity [4]. For Uzbekistan's "open doors" policy, English is the linguistic guarantee that ensures legal clarity in complex regional negotiations.



Soft Power and National Branding: Utilizing English allows Uzbek diplomats to project the "Yangi O'zbekiston" (New Uzbekistan) narrative directly to a global audience [5]. It enables our leaders to articulate national reforms in a language that resonates with international institutions.

4. Discussion: Speaking English with an Uzbek Heart

The growing use of English in our region should be understood primarily as a result of increasing global integration rather than cultural submission. In sectors such as diplomacy, higher education, science, and international trade, English serves as a common working language that facilitates communication across different linguistic backgrounds. In Uzbekistan, its expansion is closely linked to policy reforms that prioritize foreign language competence, particularly in education and public administration, as a way to strengthen international cooperation and access global knowledge.

At the same time, the use of English by Uzbek speakers reflects locally grounded communicative practices. Evidence from intercultural pragmatics suggests that second-language users often transfer elements of their native communication styles into the target language. In the Uzbek context, this is visible in the preference for indirectness, the mitigation of negative or critical statements, and the maintenance of respectful and hierarchical forms of address, especially in formal settings such as дипломатический discourse. These features do not hinder communication; rather, they shape a distinct pragmatic style within English that remains effective in international contexts.

This pattern can be further interpreted through the legacy of Alisher Navoi. In the 15th century, Navoi promoted the literary status of the Turkic language while also demonstrating high proficiency in Persian, which was widely used in cultural and administrative domains. His writings, including diplomatic correspondence, show a consistent sensitivity to audience, tone, and context—what is described as “rhetorical empathy” [6]. This indicates that multilingual communication, when managed strategically, does not weaken cultural identity but can instead reinforce it while enabling broader interaction.

From a theoretical perspective, these observations align with the concept of English as a Lingua Franca (ELF). Research in this field shows that English, as used globally, is shaped by its users and is not limited to native-speaker norms. As Seidlhofer argues, it functions as a shared communicative resource that adapts to different linguistic and cultural environments [7]. Empirical studies further demonstrate that variation in usage—whether grammatical, phonological, or pragmatic—does not necessarily reduce intelligibility, particularly among non-native speakers communicating in international settings.



Overall, the findings suggest that the use of English in Uzbekistan is both functional and adaptive. It enables participation in global communication while simultaneously reflecting culturally specific norms of interaction. This supports the view that language use in international contexts is not a process of replacement, but one of integration, where global and local elements coexist within actual communicative practice.

5. Conclusion

In conclusion, English as a Lingua Franca has become a practical necessity for Central Asian diplomacy. It is not just an advantage, but a working tool for engaging with the international community, supporting regional stability, and expanding economic and political cooperation.

For a candidate of the Alisher Navoi Scholarship, mastering this tool can be seen as a modern form of *fasahat*—the ability to speak clearly, appropriately, and with awareness of context. Today, this includes not only language skills but also intercultural understanding and sensitivity.

At the same time, using English does not mean losing national identity. It allows Uzbekistan to express its values and perspectives in a way that is accessible to others. Used effectively, it helps ensure that the country's voice remains clear, respectful, and influential in the global community.

References:

1. Navoiy, Alisher. (2011). Mahbub ul-qulub. Mukammal asarlar to'plami, 10-jild. Toshkent: G'afur G'ulom nomidagi nashriyot-matbaa ijodiy uyi.
2. Zamonov, A. (2022). Temuriylar davri diplomatiyasi. Toshkent: Fan va Texnologiya.
3. Crystal, D. (2003). English as a Global Language. Cambridge University Press.
4. Widdowson, H. G. (2003). Defining Issues in English Language Teaching. Oxford University Press.
5. Mirziyoyev, Sh. M. (2023). BMT Bosh Assambleyasining 78-sessiyasidagi nutqi.
6. Navoiy, Alisher. (1491). Munshaot. Mukammal asarlar to'plami. Toshkent.
7. Seidlhofer, B. (2011). Understanding English as a Lingua Franca. Oxford University Press.



**ADABIY JARAYONLARNI MADANIYATSHUNOSLIK VA
SIVILIZATSION YONDASHUVLAR ASOSIDA TAHLIL QILISH.**

Kuliyeva Dilshoda Alijon qizi
NamDU, Amaliy xorijiy tillar kafedrası mudiri, PhD
Email: kulievadilshoda98@gmail.com

Ergasheva Nurjohon Shuhratjon qizi
Namangan davlat universiteti Adabiyotshunoslik(ingliz adabiyoti)
mutaxassisligi 1-kurs magistranti
nurjahonturaeva@gmail.com

Annotatsiya: Mazkur maqolada adabiy jarayonlar madaniyatshunoslik va sivilizatsion yondashuvlar prizmasi orqali tahlil qilinadi. Tadqiqotda madaniyat va sivilizatsiya tushunchalarining nazariy asoslari yoritilib, ularning adabiy matn qurilishidagi o'rnini ilmiy asoslab beriladi. Maqolaning markaziy qismida Amerika adabiyoti sivilizatsion kontekstda o'rganiladi, xususan, Stiven Kingning "The Shining" asari va boshqa adiblar ijodi misolida gotik elementlarning evolyutsiyasi tadqiq etiladi. Muallif gotikani shunchaki janr emas, balki sivilizatsiya inqirozlari va ijtimoiy-madaniy qo'rquvlarning badiiy in'ikosi sifatida talqin qiladi. Natijada, adabiy asarlarni sivilizatsion paradigmalari asosida o'rganishning metodologik ahamiyati isbotlanadi.

Kalit so'zlar: adabiy jarayon, madaniyatshunoslik, sivilizatsion yondashuv, Amerika adabiyoti, Stiven King, gotik elementlar, "The Shining", badiiy dunyoqarash, madaniy kod, ijtimoiy-madaniy muhit.

**ANALYSIS OF LITERARY PROCESSES BASED ON CULTURAL AND
CIVILIZATIONAL APPROACHES**

Kuliyeva Dilshoda Alijon qizi
Head of the Department of Applied Foreign Languages, Namangan State
University, PhD
Email: kulievadilshoda98@gmail.com
Ergasheva Nurjohon Shuhratjon qizi
First-year master student, majoring in Literary Studies (English Literature),
Namangan State University
Email: nurjahonturaeva@gmail.com

Abstract: This article analyzes literary processes through the lens of culturological and civilizational approaches. The research elucidates the theoretical foundations of culture and civilization, providing a scientific basis for their role in the construction of literary texts. The central part of the article examines American



literature within a civilizational context, specifically exploring the evolution of Gothic elements in Stephen King's "The Shining" and the works of several other authors. The author interprets the Gothic not merely as a genre, but as an artistic reflection of civilizational crises and socio-cultural anxieties. Consequently, the study substantiates the methodological significance of analyzing literary works based on civilizational paradigms.

Keywords: literary process, culturology, civilizational approach, American literature, Stephen King, Gothic elements, "The Shining", artistic worldview, cultural code, socio-cultural environment.

АНАЛИЗ ЛИТЕРАТУРНЫХ ПРОЦЕССОВ НА ОСНОВЕ КУЛЬТУРОЛОГИЧЕСКОГО И ЦИВИЛИЗАЦИОННОГО ПОДХОДОВ

Кулиева Дилшода Алижон кизи

Заведующая кафедрой прикладных иностранных языков,

Наманганский государственный университет, PhD

Email: kulievadilshoda98@gmail.com

Эргашева Нуржахон Шухратжон кизи

магистрант 1 курса, специальность «Литературоведение

(английская литература)»,

Наманганский государственный университет

Email: nurjahonturaeva@gmail.com

Аннотация: В данной статье анализируются литературные процессы через призму культурологического и цивилизационного подходов. В исследовании освещаются теоретические основы понятий культуры и цивилизации, научно обосновывается их роль в построении литературного текста. Центральная часть статьи посвящена изучению американской литературы в цивилизационном контексте, в частности, исследуется эволюция готических элементов на примере романа Стивена Кинга «Сияние» и произведений ряда других авторов. Автор интерпретирует готику не просто как жанр, а как художественное отражение цивилизационных кризисов и социокультурных страхов. В результате обосновывается методологическая значимость изучения литературных произведений на основе цивилизационных парадигм.

Ключевые слова: литературный процесс, культурология, цивилизационный подход, американская литература, Стивен Кинг, готические элементы, «Сияние», художественное мировоззрение, культурный код, социокультурная среда.

Kirish



Bugungi kunda adabiyotshunoslik fanining chegaralari kengayib, matnlarni faqat filologik emas, balki kengroq kontekstda — madaniyatshunoslik va sivilizatsiyalararo muloqot prizmasi orqali tadqiq etish muhim ahamiyat kasb etmoqda. Har qanday adabiy asar o'zi mansub bo'lgan sivilizatsiyaning intellektual mahsuli va o'sha davr madaniy kodlarining tashuvchisidir. Shu bois, adabiy jarayonlarni sivilizatsion yondashuv asosida tahlil qilish, asarning tub mohiyatini anglashda yangi ufqlar ochadi. Madaniyatshunoslik — jamiyatning ma'naviy va moddiy boyliklari, qadriyatlari va an'analari tizimini o'rgansa, sivilizatsion yondashuv ushbu madaniy qatlamlarning tarixiy taraqqiyot bosqichlari, ijtimoiy tuzilishi va global miqyosdagi o'rniga urg'u beradi. Adabiyotda bu yondashuv yozuvchi uslubi ortida turgan tarixiy xotira, milliy o'zlik va sivilizatsiyaga xos bo'lgan dunyoqarashni ochib berishga xizmat qiladi. Mazkur maqolada biz aynan ushbu metodologik tamoyillar asosida Amerika adabiyoti namunalari, xususan, zamonaviy adabiyotning yirik vakili Stiven King ijodini tahlilga tortamiz. Nima uchun aynan ushbu mavzu tanlandi? Chunki "gotika" janri va undagi elementlar shunchaki qo'rquv vositasi emas, balki muayyan sivilizatsiya inqirozlarining, inson ruhiyatidagi ma'naviy bo'shliqlarning madaniy in'ikosidir. Ishning davomida Amerika gotika an'alarining zamonaviy ko'rinishlari Stiven Kingning mashhur "The Shining" (Yaltiroq) asari misolida ko'rib chiqiladi. Shuningdek, mavzuni to'laroq yoritish maqsadida gotik elementlarning evolyutsiyasi boshqa qator adiblar asarlari bilan qiyosiy tahlil qilinadi. Bu esa Amerika sivilizatsiyasiga xos bo'lgan "urban gotikasi" va inson ongi ostidagi qo'rquvlarning madaniy transformatsiyasini chuqur tushunishga yordam beradi.

ADABIYOTLAR TAHLILI

Adabiy jarayonlarni sivilizatsion va madaniyatshunoslik paradigmalarida o'rganish masalasi jahon va milliy adabiyotshunoslikda chuqur ildizlarga ega. Mazkur yo'nalishdagi fundamental qarashlar quyidagi uchta asosiy guruhga bo'linadi:

Sivilizatsiyaning falsafiy-nazariy asoslari: Adabiy asarni sivilizatsion kontekstda tushunish uchun Samuel Huntingtonning "Sivilizatsiyalar to'qnashuvi" (The Clash of Civilizations) asari metodologik manba bo'lib xizmat qiladi. U madaniyatni sivilizatsiyaning o'zagi sifatida talqin etadi, bu esa Amerika adabiyotidagi ichki va tashqi konfliktlarni G'arb sivilizatsiyasining ma'naviy inqirozi sifatida tahlil qilish imkonini beradi. Arnold Toynbee o'zining "Tarix tahlili" (A Study of History) asarida sivilizatsiya rivojini "*Chaqiriq va Javob*" prinsipi asosida tushuntiradi [2, 112-b]. Ushbu yondashuv Stiven Kingning "The Shining" asaridagi Overlook mehmonxonasini jamiyatning ma'naviy tanazzuliga berilgan noto'g'ri "javob" sifatida baholash uchun nazariy baza bo'ladi. Oswald



Spengler esa "Yevropaning quyoshi botishi" asarida klassik madaniyatning yemirilishi bilan sivilizatsiyaning boshlanishi (texnokratiya va instinktlar g'alabasi) o'rtasidagi bog'liqlikni ochib beradi, bu King asarlaridagi "dahshat" elementlarining sivilizatsion mohiyatini yoritadi.

"Sivilizatsiya tushunchasining tarixiy taraqqiyoti va uning moddiy hayot bilan bog'liqligi Fernand Braudel tomonidan jamiyatning uzoq muddatli barqaror tuzilmasi sifatida tavsiflangan [9, 34-b]. Shu bilan birga, madaniyatning o'yin xarakteri va ramziy ma'nolari Johan Huizinga tadqiqotlarida sivilizatsiyani shakllantiruvchi asosiy omillardan biri sifatida ko'rsatib o'tilgan [10, 15-b]."

Madaniyatshunoslik va Yangi tarixchilik: Adabiy matnni madaniy kod sifatida o'rganishda Stephen Greenblattning "Yangi tarixchilik" (New Historicism) nazariyasi muhim o'rin tutadi. U adabiyotni o'sha davrning siyosiy va madaniy qudrati bilan uzviy bog'liqlikda ko'radi. Terry Eagletonning "Madaniyat tushunchasi" (The Idea of Culture) asari esa adabiy jarayonlarning ijtimoiy-sivilizatsion ildizlarini tushunishda eng ishonchli manbalardan biridir. O'zbek adabiyotshunosligida Ulug'bek Hamdam o'zining ilmiy izlanishlarida (masalan, "*Badiiy tafakkur tadriji*" kabi ishlarida) adabiyotni milliy va umumbashariy madaniy sivilizatsiyalar chorrahasi sifatida tahlil qiladi va adabiy jarayonni ruhning sivilizatsion harakati sifatida baholaydi [5, 12-b].

Amerika gotikasi va Stiven King ijodi tadqiqotchilari: Amerika gotikasining o'ziga xos sivilizatsion tabiatini Leslie Fiedler "Amerika romanida sevgi va o'lim" asarida tushuntirib bergan. U gotikani "tarixiy aybdorlik hissi" (tub joy aholi va qullikka asoslangan tarix) mahsuli deb biladi [4, 189-b]. Stiven King ijodini madaniyatshunoslik nuqtayi nazaridan eng chuqur o'rgangan olim Tony Magistrale adib asarlarini "Amerika sivilizatsiyasining sotsiomadaniy tanqidi" sifatida talqin qiladi [3, 56-b]. Shuningdek, Heidi Strengell "Dissecting Stephen King" kitobida klassik gotik elementlarning zamonaviy Amerika madaniyati bilan sintezini ilmiy jihatdan asoslab bergan.

METODOLOGIYA

Ushbu tadqiqotning metodologik asosi adabiyotshunoslik, madaniyatshunoslik va sivilizatsion yondashuvlarning fanlararo sinteziga tayanadi. Tadqiqot obyekti sifatida tanlangan Stiven Kingning "The Shining" asari shunchaki badiiy matn emas, balki ijtimoiy-madaniy kodlar tizimi sifatida tahlil qilindi. Tadqiqotda quyidagi metodologik yondashuvlar qo'llanildi. Sivilizatsion-paradigma yondashuvi: S. Huntington va A. Toynbee nazariyalariga tayangan holda, asardagi konfliktlar G'arb sivilizatsiyasining ma'naviy inqirozi prizmasi orqali o'rganildi. Metodologik jihatdan "Overlook" mehmonxonasi Amerika sivilizatsiyasining mikromodeli sifatida talqin qilindi. Mehmonxonaning hindular



qabristoni ustiga qurilganligi motivi orqali sivilizatsiyaning tarixiy poydevori va undagi "kollektiv aybdorlik" hissi sivilizatsion tahlil metodi yordamida ochib berildi. Kulturologik va Semiotik tahlil orqali esa T.Eagleton va S.Greenblattning madaniyatshunoslik konsepsiyalaridan kelib chiqib, asardagi gotik elementlar-arvohlar, qonli vizual tasvirlar, labirint, madaniy belgilar va sotsiomadaniy tabular in'ikosi sifatida tahlil qilindi. Metodologiya asardagi qo'rquv elementlarini shunchaki estetik vosita emas, balki sivilizatsiya o'z ichiga yashirgan "eskirgan yovuzlik" va "madaniy xotira" ko'rinishlarini aniqlashga yo'naltirildi. Sotsiomadaniy interpretatsiya: T. Magistrale yondashuviga muvofiq, asardagi Jek Torrens obrazi orqali individual ongning sivilizatsion bosim ostida parokandalikka uchrashi tahlil etildi. Bunda insonning madaniyatdan (tartib va oilaviy qadriyatlardan) yovvoyilikka (xaos va zo'ravonlikka) qaytishi sivilizatsiyaning teskari evolyutsiyasi sifatida metodologik jihatdan asoslandi. "Amerika gotikasi an'analarining zamonaviy talqinida Allan Lloyd-Smith ushbu janrni milliy psixologiyadagi jarohatlarning in'ikosi deb baholaydi [11, 88-b]. Jerrold E. Hogle esa gotika adabiyotidagi 'arvohlar' aslida sivilizatsiya o'z o'tmishida bostirgan xotiralarning qayta uyg'onishidir, deb ta'kidlaydi [12, 12-b]." Qiyosiy-tarixiy tahlil: L. Fiedler va H. Strengellning nazariyalariga tayanib, Amerika adabiyotidagi klassik gotika an'analarining zamonaviy "urban gotikasi"ga aylanish jarayoni qiyosiy o'rganildi. Ushbu metod King ijodida an'anaviy gotik motivlarning zamonaviy texnogen sivilizatsiya sharoitida qanday transformatsiyaga uchraganini ko'rsatishga xizmat qildi. U. Hamdamning badiiy tafakkur tadriji haqidagi qarashlaridan foydalanib, asardagi qahramon ruhiyatining sivilizatsiyalar chorrahasidagi evolyutsiyasi tahlil qilindi. Bu esa asar tahlilini nafaqat G'arb, balki umuminsoniy madaniy transformatsiyalar kontekstida ham baholash imkonini berdi.

NATIJALAR VA MUHOKAMA

O'tkazilgan tadqiqot natijalari shuni ko'rsatadiki, Stiven Kingning "The Shining" asari shunchaki "dahshat" (horror) janri chegarasidan chiqib, Amerika sivilizatsiyasining chuqur madaniy va ijtimoiy inqirozlarini o'zida aks ettiradi. Tahlillar davomida quyidagi muhim natijalar aniqlandi: Overlook mehmonxonasi Amerika tarixidagi turli davrlarni ya'ni kolonizatsiya, 1920-yillar depressiyasi, urushdan keyingi davrlarni o'zida mujassam etgan sivilizatsion qobiqdir. Mehmonxonaning Jek Torrensga ta'siri — bu o'tmishdagi "sivilizatsiyalashgan yovuzlik"ning hozirgi zamon ustidan hukmronlik qilishga urinishidir. S. Huntington nazariyasiga ko'ra, bu yerda o'tmish va bugun o'rtasidagi "sivilizatsiyalar to'qnashuvi" yuz beradi. Shuningdek, asardagi an'anaviy gotik elementlar (yopiq bino, arvohlar) zamonaviy madaniyatshunoslik nuqtayi



nazaridan qayta ishlangan. King gotikani inson ongi ostidagi "madaniy bostirilgan qo'rquvlar" bilan bog'laydi. Masalan, asardagi labirint — bu nafaqat jismoniy tuzilma, balki insonning o'z sivilizatsiyalashgan qiyofasini yo'qotib, hayvoniy instinktlar ichida adashib qolishi ramzidir. Muhokamalar davomida ma'lum bo'ldiki, Jek Torrensning inqirozi — bu faqatgina ruhiy xastalik emas, balki "sivilizatsiyadan uzilgan inson" fojiasidir. A. Toynbee ta'biri bilan aytganda, u o'zining ijtimoiy-ma'naviy "chaqiriqlariga" javob bera olmaydi. Sivilizatsiyaning asosiy ustuni bo'lgan "oila" instituti Overlook kabi destruktiv (buzuvchi) madaniy makon ta'sirida parokanda bo'ladi. L. Fiedler qarashlaridan kelib chiqib muhokama qilinsa, asar mazmuniga singdirilgan hindular qabristoni motivi Amerika sivilizatsiyasining poydevoridagi "tarixiy aybdorlik"ni ko'rsatadi. Bu esa asarni nafaqat qo'rqinchli hikoya, balki milliy o'zlikni anglash va o'tmish xatolarini madaniy qayta ishlashga qaratilgan asar sifatida talqin qilish imkonini beradi. "Douglas E. Winter King ijodini tahlil qilar ekan, adibning dahshat elementlari orqali kundalik hayotning mo'rtligini ko'rsatish mahoratiga yuqori baho bergan [13, 42-b]. Sharon A. Russellning fikricha, 'The Shining' asaridagi asosiy fojia qahramonning jamiyat va oila oldidagi sivilizatsion majburiyatlarining parokanda bo'lishi bilan bog'liqdir [14, 101-b]."

XULOSA

Adabiy jarayonlarni madaniyatshunoslik va sivilizatsion yondashuvlar asosida tadqiq etish, badiiy asarning nafaqat estetik qimmatini, balki uning ijtimoiy-tarixiy salmog'ini ochib berishda fundamental ahamiyatga ega. Stiven Kingning "The Shining" asari misolida o'tkazilgan tahlillar quyidagi yakuniy xulosalarga kelish imkonini beradi: Tadqiqot davomida "Overlook" mehmonxonasi shunchaki voqealar sodir bo'ladigan joy emas, balki Amerika sivilizatsiyasining tarixiy ziddiyatlari, madaniy inqirozlari va kollektiv qo'rquvlarini o'zida mujassam etgan ramziy makon ekanligi isbotlandi. Bu makon insoniyat erishgan yutuqlar (madaniyat) va uning tubida yashirin yotgan vahshiylik (xaos) o'rtasidagi doimiy kurash maydonidir.

Stiven King klassik gotika an'analarini zamonaviy sivilizatsiya muammolari bilan sintez qila olgan. Asardagi dahshat elementlari shunchaki o'quvchini qo'rqitishga emas, balki jamiyatning ma'naviy tanazzuli va inson ruhiyatining sivilizatsion bosim ostida parokandalikka uchrashini ko'rsatishga xizmat qiladi. Tadqiqotda qo'llanilgan kulturologik yondashuv asardagi har bir detal — hindular qabristonidan tortib, qahramonning ijodiy inqirozigacha — Amerika sivilizatsiyasiga xos bo'lgan o'ziga xos madaniy kodlar ekanligini ochib berdi. Bu esa asarni "dahshatli hikoya" darajasidan "ijtimoiy-madaniy tashxis" darajasiga



ko‘taradi.

Samuel Huntington, Toni Magistrale va Ulug‘bek Hamdam kabi olimlarning nazariyalariga tayanilgan holda o‘tkazilgan tahlil, adabiyotshunoslikda sivilizatsion yondashuvning naqadar samarali ekanligini tasdiqlaydi. Bu yondashuv adabiyotni kengroq — tarixiy, madaniy va falsafiy kontekstda o‘rganish imkonini beradi.

Xulosa qilib aytganda, Stiven King ijodidagi gotik elementlar Amerika sivilizatsiyasining ichki inqirozlarini aks ettiruvchi badiiy vositadir. Mazkur maqolada taklif etilgan tahlil usuli nafaqat King ijodini, balki boshqa zamonaviy adabiy jarayonlarni ham madaniyatshunoslik prizmasi orqali chuqurroq anglashga yordam beradi.

Foydalanilgan adabiyotlar

1. Samuel P. Huntington Huntington, S. P. *The Clash of Civilizations and the Remaking of World Order*. — New York: Simon & Schuster, 1996. — 367 p.
2. Arnold J. Toynbee Toynbee, A. J. *A Study of History: Abridgement of Volumes I–VI*. — Oxford: Oxford University Press, 1987. — 617 p.
3. Tony Magistrale Magistrale, T. *Hollywood’s Stephen King*. — New York: Palgrave Macmillan, 2003. — 232 p.
4. Leslie A. Fiedler Fiedler, L. A. *Love and Death in the American Novel*. — New York: Stein and Day, 1966. — 512 p.
5. Ulugbek Hamdam Hamdam, U. *Badiiy tafakkur tadriji*. — Toshkent: Yangi asr avlodi, 2012. — 256 b.
6. Stephen King King, S. *The Shining*. — New York: Doubleday, 1977. — 447 p.
7. Oswald Spengler Spengler, O. *The Decline of the West*. — Oxford: Oxford University Press, 1991. — 480 p.
8. Terry Eagleton Eagleton, T. *The Idea of Culture*. — Oxford: Blackwell Publishing, 2000. — 168 p.
9. Heidi Strengell Strengell, H. *Dissecting Stephen King: From the Gothic to Literary Naturalism*. — Madison: University of Wisconsin Press, 2005. — 310 p.
10. Stephen Greenblatt Greenblatt, S. *Renaissance Self-Fashioning: From More to Shakespeare*. — Chicago: University of Chicago Press, 2005. — 332 p.
11. Fernand Braudel Braudel, F. *A History of Civilizations*. — New York: Penguin Books, 1995. — 600 p.
12. Johan Huizinga Huizinga, J. *Homo Ludens: A Study of the Play-Element in Culture*. — Boston: Beacon Press, 1955. — 220 p.



13. Allan Lloyd-Smith Lloyd-Smith, A. *American Gothic*. — London: Continuum, 2004. — 210 p.
14. Jerrold E. Hogle Hogle, J. E. *The Cambridge Companion to Gothic Fiction*. — Cambridge: Cambridge University Press, 2002. — 344 p.
15. Douglas E. Winter Winter, D. E. *Stephen King: The Art of Darkness*. — New York: New American Library, 1984. — 304 p.
16. Sharon A. Russell Russell, S. A. *Stephen King: A Critical Companion*. — Westport: Greenwood Press, 1996. — 280 p.

THE IMPORTANCE OF COMMUNICATIVE LANGUAGE TEACHING IN DEVELOPING SPEAKING SKILLS OF PRIMARY SCHOOL STUDENTS

Ermirzayeva Madinabonu Shavkatjon qizi

Student of Namangan state university

Email: madinaermirzayeva485@gmail.com

ABSTRACT

This article explores the development of primary school students' speaking skills in English as a Foreign Language (EFL) classes and explains the pedagogical conditions necessary for its effective organization. The study analyzes the theoretical foundations, core principles, and practical implementation of Communicative Language Teaching (CLT), emphasizing its role and importance in the learning process. It also examines why teachers should actively engage young learners in speaking tasks, reviews different types of speaking activities (role-plays, problem-solving tasks, interviews, storytelling, and discussions), their specific advantages for primary learners, and the complementary roles of both teachers and students in the learning process. The findings demonstrate that CLT significantly increases learners' confidence, fluency, motivation, and real-life communicative competence when implemented with age-appropriate techniques and supportive classroom conditions.

Keywords: Communicative Language Teaching (CLT), English as a Foreign Language (EFL), speaking skills, primary education, role-play, problem-solving, fluency, short attention span, student-centered learning, young learners.

BOSHLANG'ICH SINF O'QUVCHILARINING NUTQ KO'NIKMALARINI RIVOJLANTIRISHDA KOMMUNIKATIV TIL O'QITISHNING AHAMIYATI

Ermirzayeva Madinabonu Shavkatjon qizi

Namangan Davlat Universiteti talabasi

Email: madinaermirzayeva485@gmail.com



ANNOTATSIYA

Ushbu maqola boshlang'ich sinf o'quvchilarining ingliz tilini chet tili sifatida (EFL) o'rganish jarayonida og'zaki nutq ko'nikmalarini rivojlantirish masalasini yoritadi hamda uni samarali tashkil etish uchun zarur bo'lgan pedagogik sharoitlarni izohlaydi. Tadqiqotda Kommunikativ til o'qitish (Communicative Language Teaching – CLT) yondashuvining nazariy asoslari, asosiy tamoyillari va amaliy qo'llanilishi tahlil qilinib, uning ta'lim jarayonidagi o'rni va ahamiyati yoritiladi. Shuningdek, o'qituvchilarning yosh o'quvchilarni nutqiy faoliyatlarga faol jalb etishi zarurligi asoslanadi, gapirish faoliyatining turli shakllari (rolli o'yinlar, muammoni hal qilish topshiriqlari, intervyular, hikoya qilish va munozaralar), ularning boshlang'ich sinf o'quvchilari uchun afzalliklari hamda o'qituvchi va o'quvchilarning ta'lim jarayonidagi o'zaro hamkorlikdagi rollari ko'rib chiqiladi. Tadqiqot natijalari shuni ko'rsatadiki, CLT yondashuvi yoshga mos metodlar va qo'llab-quvvatlovchi sinf muhiti asosida qo'llanilganda o'quvchilarning o'ziga bo'lgan ishonchi, ravon nutqi, motivatsiyasi va real hayotdagi kommunikativ kompetensiyasini sezilarli darajada oshiradi.

Kalit so'zlar: Kommunikativ til o'qitish (CLT), ingliz tilini chet tili sifatida o'qitish (EFL), gapirish ko'nikmalari, boshlang'ich ta'lim, rolli o'yin, muammoni hal qilish, ravonlik, qisqa diqqat davomiyligi, o'quvchi markazli ta'lim, yosh o'quvchilar.

ЗНАЧЕНИЕ КОММУНИКАТИВНОГО ОБУЧЕНИЯ ЯЗЫКУ В РАЗВИТИИ РЕЧЕВЫХ НАВЫКОВ УЧАЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ

Эрмирзаева Мадинабону Шавкатжон кизи
студентка Наманганский государственный университет
Email: madinaermirzayeva485@gmail.com

АННОТАЦИЯ

В данной статье рассматривается развитие навыков говорения у учащихся начальной школы на уроках английского языка как иностранного (EFL), а также объясняются педагогические условия, необходимые для эффективной организации данного процесса. В исследовании анализируются теоретические основы, ключевые принципы и практическая реализация коммуникативного подхода в обучении языку (Communicative Language Teaching – CLT), подчеркивается его роль и значение в образовательном процессе. Также рассматриваются причины, по которым учителям следует активно вовлекать младших школьников в речевую деятельность,



анализируются различные виды заданий на говорение (ролевые игры, задания по решению проблем, интервью, рассказывание историй и дискуссии), их преимущества для учащихся начальной школы, а также взаимодополняющие роли учителей и учащихся в процессе обучения. Результаты исследования показывают, что коммуникативный подход значительно повышает уверенность учащихся, беглость речи, мотивацию и коммуникативную компетенцию в реальных жизненных ситуациях при условии использования возрастосообразных методов и благоприятной образовательной среды.

Ключевые слова: коммуникативное обучение языку (CLT), английский язык как иностранный (EFL), навыки говорения, начальное образование, ролевая игра, решение проблем, беглость речи, короткая продолжительность внимания, обучение, ориентированное на учащегося, младшие школьники.

INTRODUCTION

In today's globalized world, the ability to communicate effectively in English has become one of the most essential skills for success in education and future careers. For primary school students learning English as a Foreign Language (EFL), developing strong speaking skills is particularly important because it lays the foundation for all other language competencies. However, teaching speaking to young learners presents unique challenges. Children in primary grades are energetic, have short attention spans, often feel shy or anxious about making mistakes, and lack sufficient exposure to authentic language use.

Traditional grammar-translation and teacher-centered methods frequently fail to meet these needs, as they focus heavily on accuracy and rote memorization rather than meaningful communication. As a result, many young EFL learners can read and write but struggle to speak confidently in real-life situations. One of the most effective and widely recognized approaches that addresses these challenges is **Communicative Language Teaching (CLT)**. CLT shifts the focus from linguistic forms to meaningful interaction and real-life language use. It encourages students to use the language actively through pair work, group discussions, role-plays, and problem-solving tasks. This article examines the theoretical foundations of CLT, its practical application in primary EFL classrooms, the specific conditions required for successful implementation, and the benefits it brings to young learners' speaking development.

Literature Review

The development of speaking skills in primary school EFL learners has received increasing attention in recent decades as educators recognize that



effective oral communication is central to language acquisition and real-life use. Traditionally, English teaching in many contexts relied on grammar-translation and audio-lingual methods, which emphasized accuracy, rote memorization, and teacher-centered instruction rather than meaningful interaction [1]. These approaches often resulted in learners who could read and write but struggled to speak fluently and confidently in real-life situations.

A major shift occurred with the emergence of **Communicative Language Teaching (CLT)** in the 1970s and 1980s. CLT moved the focus from linguistic forms to communicative competence — the ability to use language appropriately and effectively in social and functional contexts [2]. According to Richards and Rodgers, CLT is not a single method but a set of principles that prioritize interaction, meaning, and learner involvement over the mere mastery of grammatical structures [3]. This paradigm shift has been particularly influential in primary education, where young learners need engaging, meaningful, and age-appropriate activities to develop speaking skills.

Cameron (2001) argues that young learners acquire language most effectively when it is embedded in meaningful, purposeful activities rather than abstract grammar rules. She emphasizes that children have short attention spans and learn best through play, stories, and real-life tasks. Therefore, CLT techniques such as role-plays, problem-solving activities, interviews, and storytelling are especially suitable for primary classrooms because they create authentic communication opportunities while maintaining learner motivation [4].

Harmer (2007) further supports this view by highlighting that CLT encourages active participation and reduces learners' anxiety about making mistakes. In traditional classrooms, students often remain passive listeners; CLT, however, promotes pair work, group discussions, and collaborative tasks that require genuine language use. This student-centered approach helps young learners build confidence and fluency gradually [5].

Brown (2007) identifies several key characteristics of effective CLT in primary settings: meaningful interaction, negotiation of meaning, information gap activities, and the integration of language with content. He notes that when speaking tasks are linked to learners' interests and real-life experiences, participation and retention rates increase significantly [6].

Recent studies have also examined the practical challenges of implementing CLT with young EFL learners. Pinter (2017) points out that teachers play a crucial role as facilitators rather than controllers. They must create a supportive, low-anxiety environment, provide scaffolding, and gradually move from controlled practice to freer communication. Without proper teacher training and appropriate



materials, CLT can become superficial or ineffective [7].

In the Uzbek context, although CLT has been introduced in national curricula, its practical application in primary schools remains limited. Many teachers still rely on traditional methods due to large class sizes, limited resources, and insufficient training in communicative approaches. This gap highlights the need for more research on how CLT can be effectively adapted to local conditions while addressing the specific characteristics of young learners, such as short attention spans and the need for playful, interactive tasks.

Overall, the reviewed literature consistently shows that Communicative Language Teaching offers a powerful framework for developing speaking skills in primary EFL classrooms. When implemented with careful attention to age-appropriate activities, teacher guidance, and meaningful contexts, CLT significantly enhances learners' confidence, fluency, motivation, and real-life communicative competence.

METHODS

This study employed a qualitative research design supported by a systematic literature review and practical classroom observations. The theoretical framework was constructed on the works of key scholars such as Cameron (2001), Harmer (2007), Richards and Rodgers (2014), and Brown (2007).

Data were collected through the following methods:

- Systematic analysis of 35 recent scholarly articles, books, and research reports on CLT in primary education published between 2000 and 2025.
- Direct classroom observation of 18 EFL lessons (grades 1–4) in which CLT techniques were applied during the 2025–2026 academic year.
- Semi-structured interviews with 12 experienced EFL teachers working with young learners.
- Documentation and analysis of student participation levels, motivation, and speaking performance before and after CLT implementation.

The collected data were analyzed using thematic analysis. Themes were identified and categorized according to CLT principles, types of speaking activities, pedagogical conditions, and learning outcomes. Particular attention was paid to age-specific characteristics of primary learners, such as short attention spans and the need for meaningful, playful activities.

RESULTS

The analysis revealed several important findings:

1. CLT significantly improves student participation and confidence. Students who regularly took part in CLT activities showed a 65–70% increase in voluntary



speaking compared to traditional lessons.

2. Interest-based and real-life tasks produce the highest engagement. When topics were connected to children's personal interests (sports, animals, food, family, games), participation and fluency levels rose dramatically.
3. Short, varied, and interactive activities are most effective. Activities lasting 5–12 minutes maintained high attention and motivation, while longer grammar drills led to fatigue and disengagement.
4. Specific CLT techniques proved highly successful: role-plays and simulations generated the highest level of engagement and natural language use; problem-solving tasks developed critical thinking, negotiation, and teamwork skills; interviews and surveys improved spontaneous interaction and questioning skills; storytelling and short presentations enhanced fluency and organized speech.
5. The teacher's role as facilitator is crucial. Teachers who provided positive feedback, created a safe environment, and acted as guides rather than controllers achieved the best results in developing students' speaking skills.

DISCUSSION

The results strongly confirm that Communicative Language Teaching is highly suitable and effective for primary school EFL learners. CLT creates meaningful contexts for language use, which perfectly matches the natural way young children acquire language — through play, interaction, and real-life experience. The short attention span of children is effectively addressed by using varied, dynamic, and game-like activities rather than long, abstract grammar explanations.

However, successful CLT implementation requires specific pedagogical conditions: a supportive, low-anxiety classroom atmosphere where mistakes are viewed as part of learning; age-appropriate, meaningful, and interesting materials and tasks; teachers who are well-trained in CLT principles and classroom management; and a balanced approach that gradually combines fluency-focused activities with contextual grammar support. While some educators criticize CLT for paying less attention to grammatical accuracy, this study shows that when CLT is implemented thoughtfully, both fluency and accuracy can develop together. Grammar is not ignored but taught in meaningful contexts, which actually helps children understand and remember it better.

CONCLUSION

This study demonstrates that Communicative Language Teaching is a powerful, effective, and learner-centered approach for developing speaking skills among primary school EFL students. By focusing on real communication, active participation, and meaningful tasks, CLT transforms passive learners into active,



confident, and motivated speakers. Teachers play a central role in creating engaging, supportive, and age-appropriate learning environments. When implemented correctly with proper guidance and materials, CLT not only improves linguistic competence but also fosters critical thinking, creativity, collaboration, and lifelong learning skills in young learners.

Recommendations:

- EFL teachers should integrate more CLT activities into daily lessons.
- Pre-service and in-service training programs for primary English teachers should emphasize CLT methodology and practical techniques.
- Curriculum developers should design materials that combine meaningful content with communicative tasks suitable for young learners.
- Schools should create supportive conditions (smaller classes, flexible seating, and positive assessment) to facilitate CLT implementation.

References

1. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
2. Savignon, S. J. (2002). *Interpreting communicative language teaching*. Yale University Press.
3. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
4. Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.
5. Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Longman.
6. Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy* (3rd ed.). Pearson Longman.
7. Pinter, A. (2017). *Teaching young language learners* (2nd ed.). Oxford University Press.

QO`QON ADABIY MUHITINING YOSHLAR MA`NAVIY KAMOLOTIDAGI O`RNI (MUQUMIY MISOLIDA)

Obidova Maxfuza Adashaliyevna
University of business and science
O`zbek tili yo`nalishi 2-bosqich talabasi

Annotatsiya:

Ushbu maqola O`zbek adabiyotining yuksalishida adabiy muhitlarning, xususan Qo`qon adabiy muhitining o`rni va uning yoshlar ma`naviy kamolotidagi ta`sirini Muqumiy ijodi misolida tahlil qiladi. Tadqiqotda Muqumiyning hayoti,



ijodiy faoliyati, hajviy va lirik asarlarida ilgari surilgan g'oyalar, ilm-marifatga chaqiriqlari adabiy-tarixiy va tematik tahlil usullari orqali o'rganiladi. Natijalar Muqumiyning jamiyatdagi kamchiliklarni tanqid qilishi, insonparvarlik goyalarini targ'ib qilishi hamda yoshlarni ilm olishga, o'z ustida ishlashga undaganligini ko'rsatadi. Muhokama qismida Muqumiy g'oyalarining bugungi kun yoshlari uchun dolzarbligi va uning merosi zamonaviy ta'lim-tarbiya jarayonlarida tutgan o'rnini baholanadi. Xulosa qilib aytganda, Muqumiyning ijodiy merosi yoshlarning ma'naviy-axloqiy rivojlanishida muhim ahamiyat kasb etadi.

Kalit sozlar: Adabiy muhit, Qo`qon, Muqumiy, ma'naviy kamolot, yoshlar, satira, lirika, ilm, ma`rifat.

KIRISH

O'zbek adabiyotining yuksalishida adabiy muhitlarning o'rnini beqiyosdir [3, 4]. Bu muhitlar adabiy jarayonlarning rivojlanishida markaziy rol o'ynab, iste'dodli ijodkorlarning shakllanishi va ularning asarlarida jamiyatning aks etishiga zamin yaratgan [4]. Shulardan biri Qo`qon adabiy muhiti bolib, u dastlab Amir Umarxon davrida yuzaga kelgan va uning hukmronligi davrida eng gullagan hamda taraqqiy etgan [3, 4]. Bu davrda Uvaysiy, Nodira, Fazliy, Maxmur, Amiriy kabi ijod ahli o'zlarining beqiyos asarlarini yaratganlar [4]. Keyinchalik, Muqumiy, Muhyi, Zavqiy, Fitrat kabi ko'plab iste'dodli shoir va adiblar ham ushbu muhitda ijod qilishgan [3, 4]. Qo`qon adabiy muhiti ijodkorlari serqirraligi, insonparvarlik g'oyalari, jamiyat hayoti, insoniy fazilatlar, axloqiy qadriyatlar va ma`rifatparvarlik g'oyalarini ilgari surishlari bilan ajralib turadi [3]. Ular o'z asarlari orqali oddiy xalqning turmush tarzini, orzu-intilishlarini aks ettirishgan [4]. Ushbu maqolaning maqsadi – Qo`qon adabiy muhitining yoshlar ma'naviy kamolotidagi o'rnini, xususan, buyuk shoir Muhammad Aminxo'ja Muqumiy ijodi misolida tahlil qilish, uning asarlarida ilgari surilgan g'oyalarning bugungi kun yoshlari tarbiyasidagi ahamiyatini baholashdan iborat.

Tadqiqot Metodologiyasi

Ushbu tadqiqot sifatli (qualitative) yondashuvga asoslangan bolib, adabiy-tarixiy va tematik tahlil usullaridan foydalanilgan. Tadqiqot obyekti sifatida Muqumiyning hajviy va lirik asarlari, shuningdek, uning hayoti va ijodiy faoliyatiga oid manbalar tanlangan.

Adabiy-tarixiy tahlil: Muqumiyning ijodiy faoliyati Qo`qon adabiy muhiti va o'sha davrning ijtimoiy-siyosiy sharoitlari kontekstida o'rganilgan. Bu uning asarlaridagi g'oyalarning kelib chiqish sabablarini tushunishga yordam bergan.

Tematik tahlil: Muqumiy asarlaridagi asosiy mavzular – ijtimoiy tanqid, insonparvarlik, ilm-ma`rifatga chaqiriq, axloqiy qadriyatlar va yoshlar tarbiyasi



bilan bog'liq g'oyalar chuqur tahlil qilingan. Xususan, uning "Ilm izla", "o'rgan", "o'z ustingda ishlagin" kabi chaqiriqlari va ilm-ma'rifatga oid she'riy misralari alohida o'rganilgan.

Qiyosiy tahlil: Muqumiy yashagan davrdagi sharoitlar va bugungi zamonaviy davrdagi imkoniyatlar qiyosiy jihatdan ko'rib chiqilib, uning g'oyalarining dolzarbligi baholangan.

Ma'lumotlar Muqumiyning "Tanlangan asarlar" toplami [1], O'zbek mumtoz adabiyoti namunalari [2], umumiy o'rta talim maktablari uchun darsliklar [3] va O'zbek adabiyoti tarixi [4] kabi manbalardan olingan.

Natijalar

Tadqiqot natijalari Muqumiyning Qo'qon adabiy muhitidagi o'rni va yoshlar ma'naviy kamolotidagi ta'sirini quyidagi jihatlarda namoyon etadi:

Muqumiyning hayoti va ijodi

Muqumiy (toliq ismi Muhammad Aminxoja Muqumiy) 1850 yilda Qo'qon shahrida tug'ilgan. Otasi oddiy hunarmand bo'lgan. U yoshligidan ilmga chanqoq bo'lib, maktab va madrasa talimini olgan, arab va fors tillarini yaxshi o'zlashtirgan. Mumtoz adabiyot namunalari maroq bilan o'zlashtirgan. O'sha davrdagi qiyin sharoitlarga qaramay, o'qib-izlanishdan, ijod qilishdan to'xtamagan [1, 4]. Xalq dardini o'z dardi deb bilgan, zodagon va amaldorlarning oddiy xalqqa nisbatan jabru zulmlarini satira va yumor orqali tasvirlagan.

Hajviy ijodida ijtimoiy tanqid

Muqumiyning dunyoqarashi va intilishlari muhit o'rtasidagi ziddiyat uning ijodida tanqidiy yo'nalishni maydonga keltirgan. Bu uning hajviyotida ko'proq aks etgan. Hajviyoti mazmunan satira va yumorga bo'linadi [4]. Satiralarida chor amaldorlari, ayrim mahalliy boylarning kirdikorlari ochib tashlangan ("Tanobchilar", "To'y", "Moskovchi boy ta'rifida", "Hajvi Viktor boy", "Voqeai Viktor" va boshqalar). "Saylov (Adabiyot)", "Dar mazammati zamona" kabi asarlarida o'lkaga kirib kelayotgan kapitalistik va g'ayriaxloqiy munosabatlar hamda ularning oqibatlari ko'rsatilgan. U ot, arava, loy, pashsha, bezgak kabi mavzularda 30 ga yaqin hajviy asar yaratgan [1, 4]. Ularda shoir turmushning qoloq va chirkin tomonlari, ijtimoiy ongda nuqsonlar ustidan kulgan, mustamlakachilik azobi, harobalikni zaharxandalik bilan tasvirlagan ("Devonamen", "Ko'samen", "Hayron qildi loy", "Pash-shalar", "Shikoyati bezak" va boshqalar) [1].

Ilm va ma'rifat targ'iboti:

Muqumiy lirik shoir bolib, muhabbat mavzusi uning lirikasida asosiy o'rin tutgan [1]. "Oshiq bo'libman", "Ayrilmasun", "O'zim har joydaman", "Aqlu hush uchdi boshimdin..." kabi she'rlari bunga misol bo'la oladi [1].



Muqumiy yoshlarni bekorchilikdan, vaqtlarini behuda sarflashlaridan qaytargan. Ularni kitob o`qishga, hunar organishga chaqirgan [1, 4]. Uning she`riyatida "Ilm izla", "o`rgan", "o`z ustingda ishlagin" kabi g`oyalar tez-tez uchraydi. Shoir ilmni insonning bezagi deb bilgan va jaholatdan uzoqlashishga chaqirgan [1]:

Ilm aylagil o`zingga ziynat,
Jahldin yiroq bo`l har soat.
O`qib-o`rgan, ey ko`ngil, har dam,
Ilm birla toparsan sharofat. [1]

Muqumiy ilm olish bilan birga ma`rifatli bo`lishni ham muhim hisoblagan. Ma`rifatli insonlarni faqat bilimligina emas, balki odob-axloqli, jamiyat uchun foydasi tegadigan insonlar deb bilgan. Uning ijodida marifat ham muhim o`rin tutganini quyidagi misralar ifodalaydi:

Ma`rifat aylagil o`zingga ziynat,
Bo`lmagil jaholat ichra g`aflat.
Aql ila topilur har kamolat,
Ma`rifatsiz yoq insonga qiymat. [1]

Muhokama

Muqumiyning ijodiy merosi va g`oyalari bugungi kunda ham o`z ahamiyatini yo`qotmagan. Uning ilm-marifatga, axloqiy qadriyatlarga va ijtimoiy adolatga chaqiriqlari zamonaviy yoshlar tarbiyasida muhim o`rin tutadi.

G`oyalarning dolzarbligi:

Muqumiyning ilmga chanqoqlik, o`z ustida ishlash va ma`rifatli bo`lishga intilish g`oyalari hozirgi yoshlar uchun ham juda muhimdir. Bugungi zamonaviy davrda muvaffaqiyatga erishish uchun bilim va tafakkur asosiy omillardir. Uning jamiyatdagi kamchiliklarni ochiq tanqid qilishga chorlovchi hajviy asarlari yoshlarda tanqidiy fikrlashni shakllantirishga xizmat qiladi [1].

Tarixiy sharoitlar va zamonaviy imkoniyatlar qiyosi:

Muqumiy va uning zamondoshlari nashriyotlar va adabiyotlar kamligi sababli oz asarlarini xalqqa yetkazishda katta qiyinchiliklarga duch kelishgan. Ular o`z mablag`larini sayohatlarga sarflab, ilm-ma`rifatni asarlari orqali tarqatishga harakat qilishgan. Zamonaviy maktablar ochilishiga va yoshlarni talim olishiga intilishgan [4].

Hozirgi kunda esa yoshlar uchun barcha sharoitlar yaratilgan. Zamonaviy texnologiyalar, nashriyotlar, o`zbek tiliga tarjima qilingan jahon adabiyoti namunalari bilan boyitilgan kutubxonalar, kitoblarning elektron versiyalari mavjud. Respublika miqyosida kitobxonlik tanlovlari uyushtiriladi. Yoshlarimiz zamonaviy binolarda, barcha sharoitlarga ega bo`lgan maktab, litsey va



universitetlarda talim olishmoqda. Bu Muqumiy, Muhyi, Zavqiy, Fitrat va boshqa ijodkorlarning orzu-armonlari ushalishi, mehnatlarining samarasi deb baholanishi mumkin.

Qo`qon adabiy muhiti vakillari tomonidan yaratilgan asarlar maktab darsliklariga kiritilgan [3], universitet talabalari tomonidan o`rganilmoqda. Bu asarlarni o`qish orqali zamonamizning tinchligiga, yoshlarimizning ilm olishga chanqoqliklariga shukrona keltiriladi. Yoshlikda olingan bilim kelajak uchun zamin bolishini anglash, Qo`qon adabiy muhiti vakillarining mehnatlari, yoshlarning ilm-marifatli bolishiga intilishlari besamar ketmaganligini anglatadi.

Xulosa

Xulosa qilib aytganda, Qo`qon adabiy muhiti, xususan Muqumiy ijodi yoshlar manaviy kamolotida beqiyos o`rin tutadi. Muqumiy o`zining hajviy va lirik asarlari orqali jamiyatdagi illatlarni tanqid qilgan, insonparvarlik, axloqiy qadriyatlar va eng muhimi, ilm-marifat g`oyalarini ilgari surgan. Uning ilm-marifatga chaqiriqlari, yoshlarni o`qishga, o`rganishga va o`z ustida ishlashga undovchi g`oyalari bugungi kunda ham o`z dolzarbligini yoqotmagan. Muqumiyning merosi zamonaviy yoshlarning bilimli, marifatli va axloqli shaxs bolib voyaga yetishida muhim manba bolib xizmat qiladi. Qoqon adabiy muhiti vakillarining say-harakatlari natijasida bugungi kunda yoshlar uchun yaratilgan keng imkoniyatlar ularning ilm-marifatga intilishlarini yanada kuchaytirmoqda.

Foydalanilgan adabiyotlar:

1. Muqumiy "Tanlangan asarlar" –Toshkent: G.G'ulom nomidagi Adabiyot va san`at nashriyoti. 1987 yil.
2. O`zbek mumtoz adabiyoti namunalari-Toshkent: O`qituvchi nashriyoti 2005 yil.
3. Adabiyot (umumiy o`rta ta`lim maktablari uchun darslik)-Toshkent: Sharq nashriyoti.
4. O`zbek adabiyoti tarixi-Toshkent: Fan va texnologiya nashriyoti, 2010 yil.

PRAGMATIC FEATURES OF COMPLIMENTS AND RESPONSES IN ENGLISH

Farog`at Karimova Sattarbergan qizi,

“Ingliz tili va adabiyoti” kafedrasida o`qituvchisi, PhD

farokhatkarimova@gmail.com +998995020520

Feruza Yaxshimuratova Jumaniyoz qizi

“Filologiya va tillarni o`qitish”(ingliz tili) yo`nalishi bitiruvchisi

feruzayaxshimuratova2003@gmail.com +998951904810

Abu Rayhon Beruniy nomidagi Urganch davlat universiteti



Annotatsiya

Ushbu maqola ingliz tilida komplimentlarning pragmatik xususiyatlarini va ularga beriladigan javoblarni ilmiy jihatdan tahlil qilishga bag'ishlangan. Tadqiqot nutq aktlari nazariyasi, pozitiv muloyimlik tamoyillari va discourse tahlili asosida olib borilgan. Maqolada komplimentlarning sintaktik tuzilishi, tematik yo'nalishlari va kommunikativ funksiyalari ko'rib chiqiladi. Shuningdek, ingliz tilida komplimentlarga javob berishning asosiy strategiyalari — qabul qilish, rad etish va murosaga kelish — misollar orqali tahlil qilinadi. Tadqiqot natijalari komplimentlar ijtimoiy hamjihatlikni mustahkamlashda muhim pragmatik vosita ekanligini ko'rsatadi.

Abstract

This article presents a scientific analysis of the pragmatic features of compliments and compliment responses in English. The study is grounded in speech act theory, positive politeness principles, and discourse analysis. The syntactic structures, thematic orientations, and communicative functions of compliments are examined in detail. Furthermore, the primary strategies of compliment responses in English—acceptance, rejection, and deflection—are analyzed through authentic examples. The findings demonstrate that compliments serve as significant pragmatic instruments in reinforcing social solidarity and managing interpersonal relationships.

Аннотация

Настоящая статья посвящена научному анализу прагматических особенностей комплиментов и реакций на них в английском языке. Исследование основано на теории речевых актов, принципах позитивной вежливости и дискурс-анализе. В статье рассматриваются синтаксические структуры, тематические направления и коммуникативные функции комплиментов. Анализируются основные стратегии реакции на комплименты — принятие, отклонение и уклонение — с опорой на аутентичные примеры. Результаты исследования показывают, что комплименты являются важным прагматическим инструментом укрепления социальной солидарности.

Kalit so'zlar / Keywords / Ключевые слова

O'zbek: *pragmatika, maqtov, maqtovga javob, muloqot aktlari, pozitiv muloyimlik, til xulq-atvori, nutqiy akt.*

English: *pragmatics, compliment, compliment response, speech acts,*



positive politeness, linguistic behaviour, illocutionary act.

Русский: *прагматика, комплимент, реакция на комплимент, речевые акты, позитивная вежливость, языковое поведение, иллокутивный акт.*

INTRODUCTION

Pragmatics, as a subfield of linguistics, focuses on the contextual meaning of language and how speakers use utterances to achieve communicative goals. Among the diverse range of speech acts studied within pragmatics, compliments occupy a particularly prominent position due to their social and interpersonal significance. A compliment is broadly defined as a speech act that positively evaluates something associated with the addressee, thereby reinforcing social bonds and affirming solidarity³⁵.

The systematic study of compliments and compliment responses (CCRs) in English has attracted considerable scholarly attention since the pioneering works of the 1970s and 1980s. Researchers have examined the syntactic formulas that compliments typically follow, the semantic categories they invoke, and the strategic responses that interlocutors employ when receiving praise³⁶. Understanding CCRs is essential not only for theoretical linguistics but also for applied fields such as second language acquisition, intercultural communication, and sociolinguistics.

This article aims to provide a comprehensive pragmatic analysis of compliments in English, drawing on speech act theory, politeness theory, and corpus-based evidence. The discussion is organized into sections covering theoretical frameworks, the structure and taxonomy of compliments, their pragmatic functions, response strategies, and cross-cultural implications.

THEORETICAL FRAMEWORK

The analysis of compliments in English is grounded in two foundational theoretical pillars: speech act theory and politeness theory. Austin's performative hypothesis established that utterances do not merely describe reality but perform actions. Searle later systematized this insight, classifying speech acts into assertives, directives, commissives, expressives. Compliments are categorized as expressives, since they express the speaker's psychological state — specifically, a positive evaluation — without imposing an obligation on the hearer.

Grice's Cooperative Principle, with its maxims of quantity, quality, relation, and manner, provides another analytical lens.³⁷ Compliments often exploit or deliberately flout these maxims for rhetorical effect. For instance, an overly

³⁵Austin, J. L. (1962). *How to Do Things with Words*. Oxford: Oxford University Press.

³⁶Searle, J. R. (1969). *Speech Acts: An Essay in the Philosophy of Language*. Cambridge: Cambridge University Press.

³⁷Grice, H. P. (1975). *Logic and conversation*. In P. Cole & J. Morgan (Eds.), *Syntax and Semantics, Vol. 3: Speech Acts* (pp. 41–58). New York: Academic Press.



effusive compliment may violate the maxim of quality, yet still be understood as genuine praise through contextual inference.

Leech's politeness principle introduces the concept of the tact maxim and the approbation maxim, both of which are directly implicated in complimenting behaviour.³⁸ According to Leech, compliments function to maximize the expression of beliefs favorable to the hearer, thereby reinforcing positive face. Brown and Levinson's influential politeness model further situates compliments as positive politeness strategies, used to attend to the hearer's positive face wants — the desire to be liked, admired, and approved of.³⁹

SYNTACTIC STRUCTURE AND TAXONOMY OF COMPLIMENTS

A landmark contribution to the linguistic study of compliments in American English was made by Manes and Wolfson, who identified a set of recurring syntactic formulas.⁴⁰ Through corpus analysis of naturally occurring data, they established that approximately 53% of all compliments conform to the pattern [NP is/looks (really) ADJ], as in 'Your dress looks amazing.' A further 16% follow the pattern [I (really) like/love NP], and around 14% use [PRO is (really) a ADJ NP], as in 'That is such a beautiful painting.'

These findings reveal a high degree of formulaic predictability in complimenting behaviour, suggesting that speakers draw on a restricted repertoire of syntactic patterns. Knapp, Hopper, and Bell extended this taxonomy to include compliments addressing four primary domains: appearance, performance, possessions, and personality.⁴¹ The domain of appearance is by far the most frequently complimented in English-speaking cultures, often encompassing references to clothing, hairstyle, and physical attributes.

Holmes further observed that compliments in English are systematically gendered in their distribution.⁴² Women were found to give and receive compliments significantly more often than men, and to use a broader range of adjectives and syntactic structures. Male complimenting behaviour tends to focus more on performance and possessions, while female compliments more frequently target appearance. This gendered dimension highlights the social embeddedness of compliment behaviour.

³⁸Leech, G. N. (1983). *Principles of Pragmatics*. London: Longman.

³⁹Brown, P., & Levinson, S. C. (1987). *Politeness: Some Universals in Language Usage*. Cambridge: Cambridge University Press.

⁴⁰Manes, J., & Wolfson, N. (1981). The compliment formula. In F. Coulmas (Ed.), *Conversational Routine* (pp. 115–132). The Hague: Mouton.

⁴¹Knapp, M. L., Hopper, R., & Bell, R. A. (1984). Compliments: A descriptive taxonomy. *Journal of Communication*, 34(4), 12–31.

⁴²Holmes, J. (1988). Paying compliments: A sex-preferential positive politeness strategy. *Journal of Pragmatics*, 12(4), 445–465.



PRAGMATIC FUNCTIONS OF COMPLIMENTS

Beyond their surface form, compliments serve a variety of pragmatic functions in discourse. At the most fundamental level, compliments function as solidarity-building devices, strengthening interpersonal ties between interlocutors. Wolfson's ethnographic research demonstrated that compliments are deployed strategically in transitional social encounters — between acquaintances or in contexts where relationships are being negotiated.⁴³

Compliments also serve as indirect speech acts, performing illocutionary goals beyond the literal meaning. For example, the utterance 'I really love your jacket' may simultaneously function as a compliment, a request (implying a wish to borrow or buy the item), or a conversational opener. Boyle's analysis of phatic compliments further demonstrates that many compliment-like utterances are primarily oriented toward maintaining social contact rather than conveying sincere evaluation.⁴⁴

In institutional and professional discourse, compliments serve instrumental functions such as motivating employees, reinforcing desired behaviour, or establishing rapport with clients. In pedagogical contexts, teacher compliments directed at students can function as positive feedback, though their effectiveness depends heavily on their perceived sincerity and specificity. The pragmatic richness of compliments thus extends well beyond interpersonal conversation

COMPLIMENT RESPONSE STRATEGIES

The study of compliment responses (CRs) has been equally productive. Pomerantz's seminal analysis identified a fundamental tension in responding to compliments: accepting the compliment risks appearing immodest, while rejecting it may be perceived as an accusation of the complimenter's insincerity.⁴⁵ This dilemma generates a characteristic range of response strategies.

Herbert classified compliment responses into three broad categories: acceptance, non-acceptance, and deflection.⁴⁶ Acceptance responses, such as 'Thank you' or 'I'm glad you like it,' are the most direct and transparent. Non-acceptance includes outright rejection ('No, it isn't') and qualification ('It's really not that good'). Deflection strategies involve shifting the credit to someone else ('My mother made it'), minimizing the compliment ('It was nothing really'), or returning the compliment ('You look great too').

⁴³Wolfson, N. (1983). An empirically based analysis of complimenting in American English. In N. Wolfson & E. Judd (Eds.), *Sociolinguistics and Language Acquisition* (pp. 82–95). Rowley: Newbury House.

⁴⁴Boyle, R. (2000). 'You've worked with Elizabeth Taylor!': Phatic functions and implicit compliments. *Journal of Pragmatics*, 32(4), 295–321.

⁴⁵Pomerantz, A. (1978). Compliment responses: Notes on the co-operation of multiple constraints. In J. Schenkein (Ed.), *Studies in the Organization of Conversational Interaction* (pp. 79–112). New York: Academic Press.

⁴⁶Herbert, R. K. (1989). The ethnography of English compliments and compliment responses: A contrastive sketch. In W. Olesky (Ed.), *Contrastive Pragmatics* (pp. 3–35). Amsterdam: John Benjamins.



Holmes reported that in American and New Zealand English, acceptance is the most frequent response strategy, particularly among women, while deflection and qualification are more common among men and in formal contexts. Golato's conversational analysis of CCRs in English and German further revealed that response strategies are not isolated choices but are negotiated interactionally, with both parties co-constructing the evaluative meaning of the compliment sequence.⁴⁷

Cross-cultural studies have highlighted significant variation in response norms. Lorenzo-Dus found that Spanish speakers were considerably more likely than British English speakers to reject or deflect compliments, reflecting different cultural norms regarding modesty and self-promotion.⁴⁸ These findings underscore the importance of pragmatic competence in cross-cultural communication and second language learning.

CONCLUSION

This article has examined the pragmatic features of compliments and compliment responses in English from multiple theoretical and empirical perspectives. Drawing on speech act theory, politeness theory, and discourse analysis, the study has demonstrated that compliments are syntactically formulaic, thematically constrained, and pragmatically multifunctional. They serve as expressive speech acts that simultaneously build solidarity, manage face, and perform indirect illocutionary goals.

Compliment response strategies reflect a complex negotiation between the competing demands of modesty and agreement, mediated by gender, social distance, cultural norms, and contextual factors. Overall, the study of compliments provides a rich window onto the intersection of grammar, social cognition, and cultural practice in human language use.

REFERENCES

1. Austin, J. L. (1962). *How to Do Things with Words*. Oxford: Oxford University Press.
2. Boyle, R. (2000). 'You've worked with Elizabeth Taylor!': Phatic functions and implicit compliments. *Journal of Pragmatics*, 32(4), 295–321.
3. Brown, P., & Levinson, S. C. (1987). *Politeness: Some Universals in Language Usage*. Cambridge: Cambridge University Press.
4. Golato, A. (2005). *Compliments and Compliment Responses: Grammatical Structure and Sequential Organization*. Amsterdam: John Benjamins.

⁴⁷Golato, A. (2005). *Compliments and Compliment Responses: Grammatical Structure and Sequential Organization*. Amsterdam: John Benjamins.

⁴⁸Lorenzo-Dus, N. (2001). Compliment responses among British and Spanish university students: A contrastive study. *Journal of Pragmatics*, 33(1), 107–127.



5. Grice, H. P. (1975). Logic and conversation. In P. Cole & J. Morgan (Eds.), *Syntax and Semantics*, Vol. 3: Speech Acts (pp. 41–58). New York: Academic Press.
6. Herbert, R. K. (1989). The ethnography of English compliments and compliment responses: A contrastive sketch. In W. Olesky (Ed.), *Contrastive Pragmatics* (pp. 3–35). Amsterdam: John Benjamins.
7. Holmes, J. (1988). Paying compliments: A sex-preferential positive politeness strategy. *Journal of Pragmatics*, 12(4), 445–465.
8. Knapp, M. L., Hopper, R., & Bell, R. A. (1984). Compliments: A descriptive taxonomy. *Journal of Communication*, 34(4), 12–31.
9. Leech, G. N. (1983). *Principles of Pragmatics*. London: Longman.
10. Lorenzo-Dus, N. (2001). Compliment responses among British and Spanish university students: A contrastive study. *Journal of Pragmatics*, 33(1), 107–127.
11. Manes, J., & Wolfson, N. (1981). The compliment formula. In F. Coulmas (Ed.), *Conversational Routine* (pp. 115–132). The Hague: Mouton.
12. Pomerantz, A. (1978). Compliment responses: Notes on the co-operation of multiple constraints. In J. Schenkein (Ed.), *Studies in the Organization of Conversational Interaction* (pp. 79–112). New York: Academic Press.
13. Searle, J. R. (1969). *Speech Acts: An Essay in the Philosophy of Language*. Cambridge: Cambridge University Press.
14. Wolfson, N. (1983). An empirically based analysis of complimenting in American English. In N. Wolfson & E. Judd (Eds.), *Sociolinguistics and Language Acquisition* (pp. 82–95). Rowley: Newbury House.
15. Yus, F. (2011). *Cyberpragmatics: Internet-Mediated Communication in Context*. Amsterdam: John Benjamins.

OG‘ZAKI NUTQNI RIVOJLANTIRISHDA ONLINE MULOQOTDAN FOYDALANISH METODIKASI

Xilola Raximova Kadamboyevna

“Ingliz Tili va adaboyoti” kafedrasida katta o‘qituvchisi
rahimova.hilola.78@gmail.com +998997368899

Jabbarova Maqsuda Jurabek qizi

Filologiya va tillarni o‘qitish (ingliz tili) yo‘nalishi bitiruvchisi
maqsudajabbarova449@gmail.com +998888590200

Abu Rayhon Beruniy Nomidagi Urganch davlat universiteti
Xorijiy filologiya fakulteti

Annotatsiya: Mazkur maqolada og‘zaki nutqni rivojlantirishda online muloqot vositalaridan foydalanishning metodologik asoslari ilmiy nuqtai nazardan tahlil qilinadi. Tadqiqot internet texnologiyalari va zamonaviy pedagogik yondashuvlar kesishmasida yuzaga keladigan didaktik imkoniyatlarni ochib beradi: video konferensiya platformalari, audio chatlar, onlayn forumlar va ijtimoiy



tarmoqlar o'rganuvchilarga haqiqiy kommunikativ muhitni taqdim etishi, ularning so'zlashuv faolligini hamda nutqiy tashabbuskorligini oshirishi mumkinligi asoslanadi. Maqolada O'zbekiston va xorijiy tajriba tahlil qilinib, sinxron va asinxron formatlarning o'ziga xos metodologik xususiyatlari belgilab beriladi. Shuningdek, amaliy tavsiyalar va pedagogik shartlar

Kalit so'zlar: og'zaki nutq, online muloqot, kommunikativ kompetensiya, raqamli texnologiyalar, interaktiv o'qitish, sinxron va asinxron formatlar, til amaliyoti.

Abstract: This article examines the methodological foundations of using online communication tools for the development of oral speech among learners. The research reveals the didactic potential arising at the intersection of internet technologies and modern pedagogical approaches: it substantiates that video conferencing platforms, audio chats, online forums, and social networks can provide learners with an authentic communicative environment, increase their verbal activity and speech initiative. The article analyses Uzbek and foreign experience, defines the methodological characteristics of synchronous and asynchronous formats, and offers practical recommendations and pedagogical conditions for their effective implementation.

Keywords: oral speech, online communication, communicative competence, digital technologies, interactive learning, synchronous and asynchronous formats, language practice.

Аннотация: В данной статье рассматриваются методологические основы применения средств онлайн-коммуникации для развития устной речи обучающихся. Исследование раскрывает дидактический потенциал, возникающий на пересечении интернет-технологий и современных педагогических подходов: обосновывается, что платформы видеоконференций, аудиочаты, онлайн-форумы и социальные сети способны создавать аутентичную коммуникативную среду, повышать речевую активность и инициативность учащихся. В статье проводится анализ узбекистанского и зарубежного опыта, определяются методологические особенности синхронных и асинхронных форматов, а также предлагаются практические рекомендации и педагогические условия их эффективного применения.

Ключевые слова: устная речь, онлайн-общение, коммуникативная компетенция, цифровые технологии, интерактивное обучение, синхронные и асинхронные форматы, языковая практика.

KIRISH

Hozirgi kunda raqamli texnologiyalar barcha sohalarda, jumladan, ta'lim jarayonida ham o'ziga xos o'rin egalladi. Xususan, chet tillari, ona tili va adabiyot, shuningdek, muloqot madaniyatini o'qitish metodikasida online muhitning imkoniyatlaridan foydalanish masalasi tobora dolzarb tus olmoqda. O'zbekiston Respublikasida amalga oshirilayotgan ta'lim islohotlari ¹ kommunikativ kompetensiyani shakllantirish va og'zaki nutqni rivojlantirishni ustuvor yo'nalish



sifatida belgilagan bo‘lib, bu borada innovatsion metodikalarni izlab topish va amaliyotga joriy etish zarurati tobora kuchaymoqda.

Og‘zaki nutqning rivojlantirilishi — pedagogikaning eng murakkab va ko‘p qirrali muammolaridan biri. Klassik didaktikada bu muammo asosan sinf-dars tizimi doirasida hal etilgan bo‘lib, o‘quvchi va tinglovchi bevosita muloqot jarayoniga jalb etilgan. Biroq raqamli asrda, ayniqsa COVID-19 pandemiyasi davrida masofaviy ta‘limning keng yoyilishi bilan birga online muhitning nutqni rivojlantirishdagi roli yangicha tadqiq etilishi zaruriyati vujudga keldi.[2,30-b] Xorijiy manbalarda (Warschauer, 1996; Chapelle, 2001; Blake, 2013; Godwin-Jones, 2019) bu masala tadqiq qilingan bo‘lsa-da, o‘zbek tilshunoslik va metodika maktabining o‘ziga xos terminologiyasi va an‘analari nuqtai nazaridan mazkur muammo yetarlicha ishlanmagan.[3,8-25 b].

Tadqiqotning maqsadi: og‘zaki nutqni rivojlantirishda online muloqot vositalaridan foydalanishning metodologik asoslarini ilmiy jihatdan asoslab berish, sinxron va asinxron formatlarning didaktik imkoniyatlarini taqqoslash hamda amaliy tavsiyalar ishlab chiqish.

Tadqiqotning vazifalari: (1) og‘zaki nutq rivojlantirishning nazariy asoslarini ko‘rib chiqish; (2) online muloqot vositalarining turlari va xususiyatlarini tahlil qilish; (3) sinxron va asinxron metodlarning o‘ziga xosligini belgilash; (4) amaliy tajriba va eksperimental ma‘lumotlarga asoslangan tavsiyalar ishlab chiqish.

Og‘zaki nutqni rivojlantirishning nazariy-metodologik asoslari

Og‘zaki nutq — insonning kommunikativ faoliyatining eng qadimiy va eng muhim shakli bo‘lib, u nafaqat fikr almashish vositasi, balki ijtimoiy munosabatlar, shaxs shakllanishi va kognitiv rivojlanishning asosiy kanalidir. Psixolingvistik tadqiqotlar (Vigotskiy, 1934; Luriya, 1979) nutqning ichki va tashqi shakllarini farqlab, uning rivojlanishida ijtimoiy muhit va interaktsiyaning hal qiluvchi rolini ko‘rsatib bergan[4,224-b]. O‘zbek pedagogika ilmida esa R.Qodirov, N.Mahmudov, A.Nurmonov singari olimlar og‘zaki nutq madaniyatini alohida pedagogik kategoriya sifatida ajratib, uning rivojlantirilishida tizimli yondashuv zarurligini asoslab bergan.[5,368-b].

Kommunikativ yo‘naltirilgan metodika (communicative language teaching) nuqtai nazaridan nutq faoliyati to‘rtta asosiy ko‘nikma — tinglab tushunish, so‘zlash, o‘qish va yozish — ning dialektik birligi sifatida talqin etiladi. Og‘zaki nutq mazkur to‘rtta ko‘nikmaning ikkitasini — so‘zlash va tinglab tushunishni — o‘z ichiga qamrab oladi. Binobarin, og‘zaki nutqni rivojlantirish metodikasi bu ikkala ko‘nikmani parallel tarzda, o‘zaro uzviy bog‘liq holda takomillashtirish tamoyiliga asoslanmog‘i lozim.

Online muloqotning lingvopedagogik tasnifi va imkoniyatlari

Online muloqot vositalarini pedagogik nuqtai nazardan ikkita asosiy mezon bo‘yicha tasniflash maqsadga muvofiq: vaqt omili va ishtirokchilar soni. Vaqt omili bo‘yicha sinxron (real vaqt rejimidagi) va asinxron (kechiktirilgan) muloqot formatlarini farqlash qabul qilingan (Hampel & Stickler, 2005) [6,311-326 b]. Sinxron formatlarga video konferensiya platformalari (Zoom, Google Meet, Microsoft Teams), audio chatlar va jonli efirlar kiradi; asinxron formatlarga esa



yozma muhokama forumlari, audio/video xabarlar, podcast va soʻzlab berilgan vazifalar taalluqlidir.

Sinxron formatlar ogʻzaki nutqni rivojlantirish uchun quyidagi didaktik imkoniyatlarni beradi: real muloqot vaziyatini modellashtirish; tezkor fikr almashish va zudlik bilan tuzatishlar kiritish; notiqlik qoʻrquvini yengib oʻtish uchun psixologik muhit yaratish; turli madaniyat va til muhiti vakillari bilan haqiqiy kommunikatsiyani taʼminlash. Bundan tashqari, video konferensiya muhiti paralingvistik omillar — mimika, imo-ishoralar, koʻz bilan aloqa — ning ogʻzaki nutqda tutgan oʻrni haqida ham taʼlimni amalga oshirishga imkon beradi.

Asinxron formatlar esa quyidagi xususiyatlari bilan ajralib turadi: oʻquvchiga koʻproq tayyorgarlik vaqti berilishi; nutq mahsulotini qayta tinglash va tahlil qilish imkoniyati; vaqt va joy jihatidan mustaqillik; introvert shaxslar uchun qulay psixologik sharoit. Tadqiqotchilar (Payne & Whitney, 2002; Satar & Ozdener, 2008) sinxron va asinxron formatlarning bir-birini toʻldiruvchi xarakter kasb etishini, shuning uchun ulardan kompleks tarzda foydalanish eng yuqori natijalarga olib kelishini taʼkidlaydilar.[7,595-613 b].

Online muloqotdan foydalanishning metodologik tamoyillari

Online muhitda ogʻzaki nutqni rivojlantirish metodikasining samaradorligi quyidagi asosiy tamoyillarga rioya etishga bogʻliq.

Birinchi tamoyil — autentiklik tamoyili. Online muloqot mashgʻulotlarida сунъий, laboratoriya xarakteridagi vazifalar emas, balki real hayotiy muloqot vaziyatlariga maksimal darajada yaqin boʻlgan stsenariylar qoʻllanilishi lozim. Bu maqsadda chet el universitetlari talabalari yoki ona tili vakillari bilan tandem-muloqot loyihalari (tandem learning), jumladan, Oʻzbekiston universitetlarining xorijiy muassasalar bilan hamkorligida tashkil etilayotgan virtual almashinuv dasturlari muhim metodologik vosita boʻlib xizmat qiladi. [8,1-23 b].

Ikkinchi tamoyil — interaktivlik va koʻp tomonlamalik tamoyili. Nutq faoliyati mohiyatan dialogikdir; shuning uchun online mashgʻulotlar monologik bayon emas, balki haqiqiy dialog va polilog muhitida qurilmogʻi kerak. Kichik guruhlarda oʻtkaziladigan virtual muhokamalar, debatlar, rolly oʻyinlar va muammoli stsenariylar bu talabni toʻla-toʻkis qondira oladi.

Uchinchi tamoyil — refleksivlik tamoyili. Online muhit oʻquvchiga oʻz nutqini yozib olish va qayta tinglash imkonini beradi, bu esa nutq xatolarini oʻz-oʻzidan anglab yetish (self-monitoring) va oʻz-oʻzini baholash (self-assessment) koʻnikmalarini shakllantiradi. Refleksiv jurnal, audio portfolio va peer-feedback amaliyotlari mazkur tamoyilni amaliyotda tatbiq etishning samarali usullari hisoblanadi. [9, 2-11 b]

Toʻrtinchi tamoyil — progressivlik va differentsiallik tamoyili. Har bir oʻquvchining nutq rivojlanishi individual traektoriya boʻylab amalga oshadi; shuning uchun online platformalar individuallashtirish va differentsiallashtirish imkoniyatlaridan unumli foydalanilmogʻi zarur. Adaptiv texnologiyalar va sunʼiy intellekt asosidagi nutq tahlili tizimlari bu borada yangi perspektivalar ochmoqda. [10,1-5 b].

Oʻzbekistonda va xorijda amaliy tajriba



O'zbekiston Respublikasida so'nggi yillarda, xususan, 2020–2024 yillarda masofaviy ta'lim amaliyotining kengayishi bilan birga online muloqot vositalaridan ta'lim jarayonida foydalanish keskin ortdi. Zoom platformasi orqali o'tkazilgan darslarning og'zaki nutqqa ta'sirini o'rganish maqsadida Toshkent davlat o'zbek tili va adabiyoti universiteti, O'zbekiston davlat jahon tillari universiteti va boshqa oliy ta'lim muassasalarida qator eksperimental tadqiqotlar amalga oshirildi [11,98-b]. Ushbu tadqiqotlar shuni ko'rsatdiki, video konferensiya formatidagi mashg'ulotlarda faol ishtirok etgan talabalar nutqiy tashabbuskorlik, prosodk jihatdan to'g'ri ifodalash va munozara madaniyati ko'rsatkichlari bo'yicha nazorat guruhiga nisbatan ancha yuqori natijalarni ko'rsatdi.

Xorijiy tajribaga nazar solinsa, Yevropa, Shimoliy Amerika va Osiyo mamlakatlari oliygohlarida telecollaboration (virtual hamkorlik) yondashuvi keng qo'llanilib, u o'quvchilarga turli mamlakatlardan sherik bilan birgalikda loyiha ustida ishlash, jonli suhbatlar olib borish va nutq ko'nikmalarini real kommunikatsiya sharoitida takomillashtirish imkonini beradi (O'Dowd, 20180). Jumladan, Ispaniya va AQSh universitetlari o'rtasidagi virtual almashinuv loyihalarida ishtirok etgan talabalar spontan nutq suyuqligida (fluency) va diskursiv kompetensiyada sezilarli o'sish ko'rsatganligi qayd etilgan.

Online nutq mashg'ulotlarini loyihalashda pedagogik shartlar Online muloqot vositalaridan foydalanishning samarali bo'lishi uchun bir qator pedagogik shartlarning ta'minlanishi zarurligini ilmiy adabiyotlar va amaliy tajriba ko'rsatmoqda. Bu shartlar qatoriga quyidagilar kiradi: o'qituvchining raqamli kompetensiyasi va texnologik savodxonligi; talabalar uchun qulay va barqaror texnik muhitning yaratilishi; nutqiy vazifalar mazmunining kognitiv qiyinchilik va qiziqarlilik jihatidan muvozanatda bo'lishi; baholash mezonlari va feedback berishning shaffof tizimi; madaniyatlararo sezgirlik va kommunikativ etikaning shakllantirish.[13,62-82 b].

Alohida e'tibor qaratish lozim bo'lgan masala — tarmoqli milliy tengsizlik (digital divide) muammosidir. O'zbekistonning hududiy xususiyatlarini inobatga olgan holda, barcha o'quvchilarning yuqori tezlikdagi internet va zamonaviy qurilmalar bilan ta'minlanmagan ekanligini hisobga olish zarur; shuning uchun asinxron formatlar yoki past tarmoqli ulanish sharoitida ham ishlaydigan vositalarning qo'llanilishi metodologik jihatdan muhim.

XULOSA

Yuqoridagi tahlil va mulohazalar shuni ko'rsatadiki, online muloqot vositalari og'zaki nutqni rivojlantirishda muhim didaktik salohiyatga ega bo'lib, ulardan to'g'ri va metodologik jihatdan asoslangan tarzda foydalanilganda o'quvchilarning kommunikativ kompetensiyasi sezilarli darajada oshishi mumkin. Sinxron formatlar spontan nutq, dialog va jonli muloqot ko'nikmalarini rivojlantirishda ustunlik qilsa, asinxron formatlar tayyorgarlikni, nutqning planli tashkil etilishini va o'z-o'zini nazorat qilish qobiliyatini mustahkamlashda samarali vosita bo'lib xizmat qiladi.

Metodologik xulosa sifatida aytish joizki, online muloqot vositalaridan



foydalanishning muvaffaqiyati, avvalambor, ularning o'quv maqsadlariga muvofiq tanlash va ulardan pedagogik jihatdan puxta loyihalangan faoliyat tizimida qo'llashga bog'liq. Texnologiyaning o'zi nutqni rivojlantirmaydi — faqat to'g'ri metodologiya va malakali o'qituvchi yo'nalishida qo'llanilgan holda texnologiya ta'lim samaradorligini oshiruvchi kuchaytirgichga aylanadi.

Kelajakdagi tadqiqotlar uchun quyidagi yo'nalishlar istiqbolli deb hisoblanadi: sun'iy intellekt asosidagi nutq tahlili tizimlarining og'zaki nutq mashg'ulotlarida qo'llanilishi; virtual reallik (VR) va ko'paytirilgan reallik (AR) texnologiyalarining nutq rivojlantirishdagi imkoniyatlari; shuningdek, O'zbekistonning turli hudud va ta'lim bosqichlarida online metodikaning adaptatsiyasi masalalari.

FOYDALANILGAN ADABIYOTLAR RO'YXATI

1. O'zbekiston Respublikasining «Ta'lim to'g'risida»gi Qonuni (2020). — Toshkent: O'zbekiston Respublikasi Qonun hujjatlari ma'lumotlari milliy bazasi. URL: <https://lex.uz>.
2. UNESCO (2020). Education in a post-COVID world: Nine ideas for public action. — Paris: UNESCO. — 30 b.
3. Blake R. (2013). Brave new digital classroom: Technology and foreign language learning. — Georgetown University Press. — 224 b.; Chappelle C. (2001). Computer applications in second language acquisition. — Cambridge University Press. — 216 b.; Godwin-Jones R. (2019). Riding the digital wilds: Learner autonomy and informal language learning // Language Learning & Technology. — Vol. 23. — № 1. — B. 8–25; Warschauer M. (1996). Computer-assisted language learning: An introduction // Fotos S. (ed.) Multimedia language teaching. — Tokyo: Logos International. — B. 3–20.
4. Luria A.R. (1979). The making of mind: A personal account of Soviet psychology. — Harvard University Press. — 224 b.; Vigotskiy L.S. (1934/1982). Myshleniye i rech'. — Moskva: Pedagogika. — 504 b.
5. Mahmudov N., Nurmonov A. (2012). O'zbek tilshunosligi tarixi. — Toshkent: O'qituvchi. — 368 b.; Qodirov R. (2009). Nutq madaniyati va uslubiyat. — Toshkent: Akademiya. — 256 b.
6. Hampel R., Stickler U. (2005). New skills for new classrooms: Training tutors to teach languages online // Computer Assisted Language Learning. — Vol. 18. — № 4. — B. 311–326.
7. Payne J.S., Whitney P.J. (2002). Developing L2 oral proficiency through synchronous CMC: Output, working memory and interlanguage development // CALICO Journal. — Vol. 20. — № 1. — B. 7–32; Satar H.M., Ozdener N. (2008). The effects of synchronous CMC on speaking proficiency and anxiety // Modern



Language Journal. — Vol. 92. — № 4. — B. 595–613.

8. O'Dowd R. (2018). From telecollaboration to virtual exchange: State-of-the-art and the role of UNICollaboration in moving forward // Journal of Virtual Exchange. — Vol. 1. — B. 1–23.

9. Lam W.Y.K. (2006). Designing portfolio assessment for EFL classrooms // English Teaching Forum. — Vol. 44. — № 3. — B. 2–11.

10. Chen X. (2020). Artificial intelligence in language learning: New possibilities and new challenges // Language Learning & Technology. — Vol. 24. — № 3. — B. 1–5.

11. Hasanov J. (2022). Masofaviy ta'lim sharoitida ingliz tili og'zaki nutqini rivojlantirish metodikasi (magistrlik dissertatsiyasi). — Toshkent: O'zbekiston Davlat Jahon Tillari Universiteti. — 98 b.

12. O'Dowd R. (2018). Ko'rsatilgan manba.

13. Guichon N., Wigham C.R. (2016). A semiotic perspective on webconferencing-supported language teaching // ReCALL. — Vol. 28. — № 1. — B. 62–82.

VIRTUAL PLATFORMALAR ORQALI OG'ZAKI NUTQNI RIVOJLANTIRISH IMKONIYATLARI

Xilola Raximova Kadamboyevna,

“Ingliz tili va adabiyoti” kafedrasi katta o'qituvchisi
rahimova.hilola.78@gmail.com +998997368899

Komilova Shoxlo Bobomurod qizi

“Filologiya va tillarni o'qitish” (ingliz tili) yo'nalishi bitiruvchisi
komilovashoxlo@gmail.com +998930852457

Abu Rayhon Beruniy nomidagi Urganch davlat universiteti

Xorijiy filologiya fakulteti

Annotatsiya: Ushbu maqolada virtual platformalarning og'zaki nutqni rivojlantirishdagi didaktik imkoniyatlari va metodologik jihatlari ilmiy asosda tahlil qilinadi. Tadqiqot zamonaviy ta'lim texnologiyalari, kommunikativ tilshunoslik va psixolingvistika sohalari tutashmasida yuzaga kelgan dolzarb muammoni ko'rib chiqadi: raqamli muhitda tashkil etilgan nutqiy faoliyat an'anaviy auditoriya sharoitiga nisbatan qanday afzalliklarga ega ekanligi va mazkur afzalliklarni metodologik jihatdan samarali tatbiq etish yo'llari ochib beriladi. Maqolada Zoom, Microsoft Teams, Google Meet, Flipgrid, Padlet singari platformalarning nutq rivojlanishiga ta'siri empirik tadqiqotlar va o'zbekiston hamda xorijiy pedagogik amaliyot asosida muhokama qilinib, amaliy tavsiyalar



ishlab chiqiladi.

Kalit soʻzlar: virtual platforma, ogʻzaki nutq, kommunikativ kompetensiya, raqamli taʼlim muhiti, sinxron va asinxron muloqot, nutqiy faollik, interaktiv texnologiyalar, til amaliyoti.

Аннотация: В данной статье проводится научно обоснованный анализ дидактических возможностей и методологических аспектов применения виртуальных платформ для развития устной речи. Исследование рассматривает актуальную проблему, возникающую на стыке современных образовательных технологий, коммуникативной лингвистики и психолингвистики: обосновывается, каким образом речевая деятельность, организованная в цифровой среде, обладает преимуществами по сравнению с традиционными аудиторными условиями, и каковы методологически эффективные пути реализации этих преимуществ. В статье на основе эмпирических исследований и педагогического опыта Узбекистана и зарубежных стран анализируется влияние таких платформ, как Zoom, Microsoft Teams, Google Meet, Flipgrid и Padlet, на развитие устной речи, а также разрабатываются практические рекомендации.

Ключевые слова: виртуальная платформа, устная речь, коммуникативная компетенция, цифровая образовательная среда, синхронная и асинхронная коммуникация, речевая активность, интерактивные технологии, языковая практика.

Abstract: This article provides a scientifically grounded analysis of the didactic potential and methodological aspects of using virtual platforms for the development of oral speech. The study addresses a topical problem arising at the intersection of modern educational technologies, communicative linguistics, and psycholinguistics: it substantiates how speech activity organized in a digital environment holds advantages over traditional classroom settings, and explores methodologically effective ways of realizing these advantages. Drawing on empirical research and pedagogical experience from Uzbekistan and abroad, the article examines the impact of platforms such as Zoom, Microsoft Teams, Google Meet, Flipgrid, and Padlet on oral speech development, and proposes practical recommendations.

Keywords: virtual platform, oral speech, communicative competence, digital learning environment, synchronous and asynchronous communication, verbal activity, interactive technologies, language practice.

Raqamli texnologiyalarning taʼlim jarayoniga jadal kirib kelishi zamonaviy pedagogika oldiga mutlaqo yangi metodologik masalalarni qoʻymoqda; xususan, ogʻzaki nutqni rivojlantirish metodikasi bu oʻzgarishlardan chetda qolmadi. Virtual



platformalar dastlab asosan yozma muloqot vositasi sifatida qabul qilingan bo'lsa-da, vaqt o'tishi bilan ularning nutq rivojlanishiga ko'rsatadigan ijobiy ta'siri tobora aniqroq namoyon bo'lib bordi. Mazkur jarayonning ilmiy-nazariy asoslanishi va amaliy metodologiyasini ishlab chiqish esa bugungi kunda O'zbekiston ta'lim fanining ustuvor yo'nalishlaridan biriga aylandi. [1, 98-b.].

O'zbekiston Respublikasining 2022–2026 yillarga mo'ljallangan «Yangi O'zbekiston» taraqqiyot strategiyasida [2,2-b.] raqamli ta'lim muhitini kengaytirish va o'quvchilarning kommunikativ kompetensiyasini oshirish alohida ustuvor vazifa sifatida belgilangan. Aynan shu sababdan virtual platformalar orqali og'zaki nutqni rivojlantirish masalasi nafaqat nazariy, balki milliy ta'lim siyosati nuqtai nazaridan ham ahamiyatli ilmiy muammo hisoblanadi.

Xorijiy ilmiy adabiyotda ushbu yo'nalish Warschauer , Chapelle , Blake , O'Dowd kabi olimlarning asarlarida yoritilgan bo'lsa-da, [3,3-20-b.], o'zbek tilshunoslik va metodika maktabining milliy terminologiyasi, o'quv an'analari va mahalliy sharoitga xos ehtiyojlari nuqtai nazaridan mazkur muammo yetarlicha tadqiq etilmagan. Binobarin, ushbu maqolaning asosiy maqsadi virtual platformalarning og'zaki nutq rivojlanishiga ta'sirini ilmiy nuqtai nazardan asoslab berish, ularning didaktik imkoniyatlarini tasniflab ko'rsatish va amaliy pedagogik tavsiyalar ishlab chiqishdan iborat.

Tadqiqotning ilmiy yangiligi shundan iboratki, unda birinchi marta o'zbekiston ta'lim kontekstida virtual platformalarning og'zaki nutqqa ta'siri tizimli tarzda tahlil qilinib, sinxron va asinxron formatlarning differentsial didaktik imkoniyatlari belgilab beriladi; shuningdek, milliy ta'lim an'analari bilan uyg'un metodologik model taklif etiladi.

Virtual platforma tushunchasi va uning lingvopedagogik talqini

«Virtual platforma» atamasi pedagogika va tilshunoslik fanlarida turlicha talqin etiladi. Keng ma'noda u internet tarmog'i orqali foydalanuvchilar o'rtasida real vaqt yoki kechiktirilgan rejimda matn, audio, video formatlarida muloqot va hamkorlikni ta'minlovchi dasturiy-texnik muhitni anglatadi. Torroq, didaktik nuqtai nazardan esa virtual platforma — o'quv faoliyatining maqsadli tashkil etilishiga mo'ljallangan, pedagogik boshqaruv funksiyasiga ega bo'lgan raqamli vosita sifatida ta'riflanishi maqsadga muvofiq .[4, 311-326.].

Lingvopedagogik jihatdan virtual platformalarni ikkita asosiy mezon bo'yicha tasniflash qabul qilingan: birinchidan, vaqt omili bo'yicha sinxron va asinxron platformalar farqlanadi; ikkinchidan, kommunikatsiya yo'nalishi bo'yicha bir tomonlama (monologik), ikki tomonlama (dialogik) va ko'p tomonlama (polilogik) muhitlar ajratiladi. Og'zaki nutqni rivojlantirish maqsadlari uchun ikkinchi mezon ayniqsa muhim ahamiyat kasb etadi, zeroки nutq rivojlanishi



mohiyatan dialogik xarakterdagi interaktsiya asosida yuz beradi. [5, 637-b.]

Virtual platformalarning ogʻzaki nutq rivojlanishi uchun muhimligi shundaki, ular oʻquvchiga anʼanaviy sinf auditoriyasiga qaraganda ancha turli-tuman va muqobil muloqot vaziyatlarini taqdim etadi: turli madaniyat vakillari bilan real suhbat, professional kontekstda bayon qilish, ijodiy monolog yoki munozarada ishtirok etish imkoniyatlari shular jumlasidandir. Mazkur imkoniyatlar nutq koʻnikmalarini sunʼiy emas, balki organik tarzda rivojlantirishga zamin hozirlaydi

Sinxron virtual platformalar va ularning nutq rivojlanishidagi roli

Sinxron virtual platformalar — Zoom, Microsoft Teams, Google Meet, Cisco Webex va shunga oʻxshashlar — ogʻzaki nutqni rivojlantirish uchun eng toʻgʻridan-toʻgʻri raqamli muhitni yaratadi, chunki ular real vaqtda ovozli va koʻrinishli (video) muloqotni taʼminlaydi. Ushbu platformalarning nutq rivojlanishiga taʼsirini oʻrganish boʻyicha oʻtkazilgan xorijiy empirik tadqiqotlar [6, 21-42-b, 595-613-b.] shuni koʻrsatdiki, ular orqali muntazam mashgʻulotlarda ishtirok etgan oʻquvchilar ogʻzaki nutqning quyidagi koʻrsatkichlari boʻyicha sezilarli oʻsish namoyish etdi: nutq suyuqligi (fluency), prosodik toʻgʻrilik, soʻz zahirasini faollashtirish hamda dialogik reaktivlik.

Breakout rooms (kichik guruhchalarga boʻlinish) funksiyasi sinxron platformalarning ayniqsa qadrlı pedagogik xususiyatini tashkil etadi, zero u katta guruhdagi uyatchanlik va nutq qoʻrquvini (glossophobia) sezilarli darajada kamaytiradi. Psixologik tadqiqotlar [7, 283-305b.] nutqiy tashvish (language anxiety) oʻquvchilarning kommunikativ kompetensiyasini rivojlantirish surʼatiga toʻgʻridan-toʻgʻri salbiy taʼsir koʻrsatishini isbotlagan; kichik virtual guruhlar esa bu toʻsiqni bartaraf etishning samarali vositasi ekanligi amaliyotda tasdiqlangan.

Oʻzbekiston universitetlarida oʻtkazilgan kuzatuv va soʻrovnoma asoslangan tadqiqotlar [8, 45-52b] ham sinxron platformalarning nutq rivojlanishiga ijobiy taʼsirini tasdiqladi: koʻpgina talabalar Zoom orqali xorijiy sheriklar bilan olib borgan suhbatlar ularning ingliz tilidagi erkin soʻzlash qobiliyatini anʼanaviy dars sharoitiga qaraganda tezroq rivojlantirishiga koʻmaklashganini qayd etdi. Biroq tadqiqotlar shu bilan birga muayyan cheklolarni ham koʻrsatdi: internetning barqarorligi, koʻz bilan aloqaning ekran orqali sezilishidagi ogʻirlik, texnologik savodsizlik kabi omillar sinxron muloqotning toʻliq samarasini kamaytirishi mumkin.

Asinxron virtual platformalar: nutqiy mustaqillik va oʻz-oʻzini boshqarish

Asinxron virtual platformalar — Flipgrid, VoiceThread, Padlet (audio/video funksiyalari), Loom va shunga oʻxshashlar — nutqni rivojlantirishda



boshqacharoq, ammo kamroq muhim bo'lmagan yondashuvni ifodalaydi. Ushbu platformalarda o'quvchi audio yoki video xabar yozib qoldiradi, uni tahlil qiladi yoki boshqa ishtirokchilarning xabarlariga javob beradi; bu jarayon vaqtdan mustaqil tarzda amalga oshadi. Asinxron formatning asosiy pedagogik afzalligi — o'quvchiga tayyorgarlik uchun yetarli vaqt berishi va nutq mahsulotini qayta tinglash, tahlil qilish hamda takomillashtirish imkoniyatini yaratishidadir [9, 2-11b.].

Payne va Whitney tomonidan olib borilgan tadqiqotlarda [10,7-32b.] asinxron audio/video vazifalarni muntazam bajarib borgan o'quvchilar, ayniqsa tayyorlangan monolog, hikoya qilish va argumentli bayon ko'nikmalarida ancha yuqori natijalarni ko'rsatganligini qayd etildi. Bundan tashqari, asinxron platformalar o'quvchiga o'z nutqini eshitish — ya'ni meta-lingvistik xabardorlik (metalinguistic awareness) ni oshirish — imkonini beradi, bu esa nutqiy xatolar ustida ongli ishlashning samarali yo'lidir.

Flipgrid platformasida tashkil etilgan peer feedback (tengdoshlar fikr-mulohazasi) amaliyoti asinxron formatning yana bir muhim imkoniyatini ochib beradi: o'quvchilar nafaqat o'z nutqiy mahsulotlarini tahlil qiladilar, balki boshqalarning nutq namunalarini baholab, ularga konstruktiv fikr-mulohaza bildirib, o'z navbatida tinglab tushunish ko'nikmalarini ham mustahkamlaydilar. Mazkur ikki tomonlama jarayon nutq rivojlanishini kognitiv va affektiv jihatdan bir vaqtda qo'llab-quvvatlaydi [11,1-9b.].

Virtual platformalarda nutq rivojlantirishning metodologik modeli

Virtual platformalar orqali og'zaki nutqni rivojlantirishning samarali metodologik modelini qurish uchun quyidagi asosiy komponentlarni bir tizimga birlashtirish zarur: maqsad va mazmun komponenti, texnologik vosita komponenti, pedagogik metodlar komponenti va baholash-nazorat komponenti. Ushbu to'rt komponentning bir-biriga mutanosibli metodologik yaxlitlikni ta'minlaydi va o'quv jarayonini tasodifiy texnik eksperimentdan maqsadli pedagogik tizimga aylantiradi.

Maqsad va mazmun komponenti nutqiy vazifalarning autentiklik, kognitiv yuklanish va kommunikativ yo'naltirilganlik mezonlariga mos kelishini talab etadi. Ya'ni virtual muhitda bajarilgan nutqiy topshiriqlar real hayotiy muloqot senariylarini — intervyu, taqdimot, muhokama, muammo yechish, ma'lumot so'rashni imitatsiya qilmog'i lozim. Bunday yondashuv o'quvchini mexanik takrorlashdan xalos etib, nutqni haqiqiy maqsad yo'lida qo'llashga undaydi.[12, 183-b.].

Texnologik vosita komponenti borasida o'qituvchi platformani pedagogik maqsadga muvofiqlik, foydalanish qulayligi, texnik barqarorlik va o'quvchilar



uchun mavjudlik mezonlari asosida tanlashi lozim. o'zbekiston sharoitida internetning hududiy tafovutlarini hisobga olgan holda, past o'tkazish quvvatida ham ishlaydigan yengilroq platformalarga (Google Meet, Telegram video qo'ngiroqlari) ustuvorlik berish maqsadga muvofiq[13,3025-3034b.].

Pedagogik metodlar komponenti quyidagi metodlarni o'z ichiga olishi lozim: task-based language teaching (vazifaga asoslangan o'qitish), peer interaction (tengdoshlar o'rtasidagi muloqot), scaffolding (bosqichma-bosqich qo'llab-quvvatlash) va reflektiv amaliyot. Mazkur metodlarning virtual muhitga moslashtirilgan shakllari — masalan, Zoom orqali rolli o'yin, Flipgrid yordamida reflektiv jurnal yuritish yoki Padlet'da fikrlar to'plami — o'quvchini nutqiy jihatdan faol va mustaqil sub'ektga aylantiradi.

Baholash-nazorat komponenti esa formativ (jarayonga yo'naltirilgan) va summativ (yakuniy) baholash usullarini uyg'un tarzda qo'llashni nazarda tutadi. Virtual muhitda audio-video portfolio, nutq yozuvini tahlil qilish asosidagi o'z-o'zini baholash, shuningdek, o'qituvchining real vaqtdagi izoh va tuzatishlari (corrective feedback) mazkur komponentning asosiy vositalarini tashkil etadi[14, 62-82-b.].

O'zbekiston ta'lim amaliyotida virtual platformalardan foydalanish: holat va istiqbol

O'zbekistonda virtual platformalardan ta'lim maqsadida foydalanish, ayniqsa, 2020 yilgi pandemiya davridan boshlab tezlashdi. Oliy ta'lim muassasalarida — Toshkent davlat o'zbek tili va adabiyoti universiteti, o'zbekiston davlat jahon tillari universiteti, milliy universitetlarda — Zoom, Google Classroom, Microsoft Teams platformalari keng joriy etildi; shuningdek, umumta'lim maktablarida ham onlayn darslar o'tkazish tajribasi kengaydi [15, 33-41b.].

Amalga oshirilgan kuzatishlar va so'rovnomalar bir qator ijobiy tendentsiyalarni ko'rsatdi: talabalar virtual muloqot orqali boshqa madaniyat vakillari bilan munosabatga kirishish imkoniyatiga ega bo'ldi; o'qituvchilar yangi texnologik vositalarni o'zlashtirdi; ta'lim jarayoni auditoriya chegarasidan chiqib, hayotiy muloqot muhiti bilan boyidi. Biroq shu bilan birga qator tizimli muammolar ham aniqlandi: o'qituvchilarning virtual muhitda nutq rivojlantirishga yo'naltirilgan maxsus metodologiyaga egalik darajasi past ekanligi; internet infratuzilmasining hududiy tengsizligi; shuningdek, o'quvchilarning ba'zi hollarda kamera oldida so'zlashdan uyalishi, ya'ni virtual nutqiy tashvish (virtual communication apprehension) hodisasining kuzatilishi.[15, 33-41-b.].

Istiqbol nuqtai nazaridan qaraganda, o'zbekistonda virtual platformalardan og'zaki nutqni rivojlantirish maqsadida to'laqonli va tizimli foydalanishni



ta'minlash uchun bir qator ustuvor tadbirlarni amalga oshirish zarur: o'qituvchilarni virtual didaktika bo'yicha maxsus tayyorgarlikdan o'tkazish; platformalardan foydalanishga mo'ljallangan milliy metodik qo'llanmalar yaratish; xorijiy universitetlar bilan virtual almashinuv dasturlarini kengaytirish. Bundan tashqari, sun'iy intellekt asosidagi nutq tahlili vositalarining (Pronunciation Coach, ELSA Speak va boshqalar) dars jarayoniga integratsiyasi istiqbolli yo'nalish sifatida ko'zda tutilmog'i lozim.

XULOSA

Yuqorida bayon etilgan ilmiy tahlil va mulohazalar asosida quyidagi xulosalarga kelish mumkin: virtual platformalar og'zaki nutqni rivojlantirishda o'ziga xos va an'anaviy ta'lim muhiti bilan almashtirib bo'lmaydigan didaktik imkoniyatlar majmuasini taqdim etadi; biroq bu imkoniyatlar faqat metodologik jihatdan puxta loyihalangan va pedagog tomonidan maqsadli boshqarilgan sharoitda to'liq samaraga erishadi.

Sinxron va asinxron formatlarning har biri o'zining alohida kuchli jihatlariga ega: sinxron muloqot spontan nutq, dialog madaniyati va real muloqotda ishonch hosil qilish uchun ustun bo'lsa; asinxron format tayyorlangan monolog, nutqiy refleksiya va o'z-o'zini nazorat qilish ko'nikmalarini mustahkamlashda samaraliroqdir. Shu sababdan ikkala formatni bir-birini to'ldiruvchi didaktik tizim sifatida qo'llash gibril metodologiyaning asosini tashkil etmog'i lozim.

O'zbekiston ta'lim amaliyoti uchun maqolada taklif etilgan metodologik model quyidagicha xulosalanadi: virtual platformalar asosidagi nutq rivojlantirish jarayoni maqsad, mazmun, texnologiya, metod va baholash komponentlarining uzviy birligi sifatida qurilmog'i; o'qituvchi esa texnologiyani passiv qo'llovchi emas, balki raqamli pedagogik muhitni faol loyihalashtirishchi sifatida harakat qilmog'i zarur. Bunday yondashuv milliy ta'lim an'analari bilan zamonaviy raqamli pedagogikaning organik sintezini ta'minlaydi.

Kelgusidagi ilmiy tadqiqotlar uchun quyidagi yo'nalishlar istiqbolli deb hisoblanadi: sun'iy intellekt asosidagi nutq tahlili vositalarini virtual mashg'ulotlarga integratsiyalash imkoniyatlarini o'rganish; o'zbekistonning turli ta'lim bosqichlarida virtual nutq metodikasining samaradorligini eksperimental jihatdan tekshirish; shuningdek, virtual muloqotda madaniyatlararo kompetensiya va og'zaki nutqning o'zaro munosabatlarini tadqiq etish.

FOYDALANILGAN ADABIYOTLAR Ro'YXATI

1. Blake R.J. (2013). Brave new digital classroom: Technology and foreign language learning. — 2nd ed. — Washington D.C.: Georgetown University Press. — 224 b.
2. Chapelle C.A. (2001). Computer applications in second language



acquisition. — Cambridge: Cambridge University Press. — 216 b.

3. Guichon N., Wigham C.R. (2016). A semiotic perspective on webconferencing-supported language teaching // *ReCALL*. — Vol. 28. — № 1. — B. 62–82.

4. Hampel R., Stickler U. (2005). New skills for new classrooms: Training tutors to teach languages online // *Computer Assisted Language Learning*. — Vol. 18. — № 4. — B. 311–326.

5. Hasanov J.X. (2022). Masofaviy ta'lim sharoitida ingliz tili og'zaki nutqini rivojlantirish metodikasi: magistrlik dissertatsiyasi. — Toshkent: o'zDJTU. — 98 b.

6. Jauregi K., de Graaff R., van den Bergh H., Kriz M. (2012). Native speaker peers as resources for oral interaction practices in synchronous and asynchronous communication // *Language Learning & Technology*. — Vol. 16. — № 1. — B. 21–42.

7. Lam W.Y.K. (2006). Designing portfolio assessment for EFL classrooms // *English Teaching Forum*. — Vol. 44. — № 3. — B. 2–11.

8. MacIntyre P.D., Gardner R.C. (1994). The subtle effects of language anxiety on cognitive processing in the second language // *Language Learning*. — Vol. 44. — № 2. — B. 283–305.

9. Mirzayeva D.A. (2024). o'zbekiston oliy ta'lim muassasalarida virtual platformalardan foydalanish holati: tahlil va tavsiyalar // *Pedagogika va psixologiya*. — № 1. — B. 33–41.

10. O'Dowd R. (2018). From telecollaboration to virtual exchange: State-of-the-art and the role of UNICollaboration in moving forward // *Journal of Virtual Exchange*. — Vol. 1. — B. 1–23.

11. O'zbekiston Respublikasi Prezidentining 2022 yil 28 yanvardagi «2022–2026 yillarga mo'ljallangan Yangi o'zbekiston taraqqiyot strategiyasi to'g'risida»gi PF-60-son Farmoni. — Toshkent, 2022.

12. Payne J.S., Whitney P.J. (2002). Developing L2 oral proficiency through synchronous CMC: Output, working memory and interlanguage development // *CALICO Journal*. — Vol. 20. — № 1. — B. 7–32.

13. Satar H.M., Ozdener N. (2008). The effects of synchronous CMC on speaking proficiency and anxiety // *Modern Language Journal*. — Vol. 92. — № 4. — B. 595–613.

14. Vigotskiy L.S. (1934/2010). *Myshleniye i rech'*. — Moskva: AST. — 637 b.

CHET TILLARINI O'QITISHDA "NATIVE" VA "NON-NATIVE"



O'QITUVCHILAR SAMARADORLIGI: PSIXOLOGIK VA METODIK TAHLIL

Raxmonova Mubinabonu Tursinboy qizi

Namangan Davlat Universiteti,

Jaxon tillari fakulteti talabasi

e-mail: raxmonovamubinabonu6@gmail.com

Annotatsiya

Ushbu maqolada chet tillarini o'qitishda ona tili sohibi bo'lgan (native) va ona tili sohibi bo'lmagan (non-native) o'qituvchilarning pedagogik samaradorligi tahlil qilinadi. Tadqiqotda o'qituvchilarning psixologik tayyorgarligi, metodik yondashuvlari va o'qituvchilarning qabul qilish darajasi o'rganiladi. Natijalar shuni ko'rsatadiki, samaradorlik o'qituvchining kelib chiqishi bilan emas, balki uning pedagogik kompetensiyasi va kognitiv strategiyalari bilan belgilanadi.

Kalit so'zlar: Native o'qituvchi, non-native o'qituvchi, madaniy nuanslar, native speakerism, co-teaching.

Kirish

Bugungi kunda ingliz va boshqa xalqaro tillarni o'rganishga bo'lgan talab ortib bormoqda. Shu bilan birga, "native" (ona tili sohibi) va "non-native" (ona tili sohibi bo'lmagan) o'qituvchilar o'rtasidagi raqobat va ularning o'qitish sifatiga ta'siri ta'lim sohasidagi eng ko'p muhokama qilinadigan mavzulardan biridir. An'anaga ko'ra, native o'qituvchilar tilni mukammal bilishi va madaniy kontekstni chuqur tushunishi tufayli afzal ko'rilgan. Biroq, zamonaviy tadqiqotlar shuni ko'rsatadiki, non-native o'qituvchilar tilni o'rganish jarayonini boshdan kechirganliklari sababli, o'qituvchilarga qiyin bo'lgan grammatik va leksik jihatlarni tushuntirishda ko'proq metodik moslashuvchanlikka ega [1].

Ushbu maqolaning maqsadi – ikki toifa o'qituvchilarning psixologik va metodik jihatdan taqqoslab, ularning ta'lim sifatiga ta'sirini tahlil qilishdir.

Metodlar

Ushbu tadqiqotda sifat va miqdoriy tahlil usullari (mixed-methods research) qo'llanildi. 70 nafar til o'rganuvchi talabalar o'rtasida o'tkazilgan so'rovnoma orqali o'qituvchining kelib chiqishi ularning motivatsiyasiga qanday ta'sir qilishi aniqlandi. 4 ta turli auditoriyada o'qituvchilarning dars o'tish uslublari tahlil qilindi.

Native va non-native bo'lmagan o'qituvchilarning talabalari o'rtasida so'rovnomalar tashkillashtirildi va ularning fikri o'zaro taqqoslashtirildi.

Natijalar:

Tadqiqot natijalari shuni ko'rsatdiki: 4 ta auditoriyadagi o'qituvchilarning 75% i non-native o'qituvchilar grammatik qoidalarni tushuntirishda ko'proq ustunlikka ega ekanligini aytadilar. O'qituvchilarning ta'kidlashicha ular ona tili va



o'rganilayotgan til o'rtasidagi farqlarni tushunib, talabalardagi tushunmovchiliklarni tezroq bartaraf etishadi [2]. Ammo o'quvchilarning qolgan 25% native o'qituvchilar o'quvchilarda muayyan tilda erkin muloqot qila olish qiyin emas degan taassurotni yuzaga keltirishi haqida aytishadi.



Intervyulardan ma'lum bo'ladiki, ba'zi talabalar native o'qituvchilarning nutqiy tezligi va tilga oid ayrim murakkab iltimoiy so'zlarni nutqlarida qo'llaganliklari tufayli "psixologik to'siq" his qilishini aytadilar. Non-native o'qituvchilar esa o'quvchilar uchun "muvaffaqiyatli o'rganuvchi modeli" (successful learner model) sifatida xizmat qiladi [3]. Native o'qituvchilar madaniy nuanslarni (slang, idiomalar) yetkazishda yaqqol ustunlikka egaliklarini ham ta'kidlash mumkin.

Muhokama

Olingan natijalar shuni ko'rsatadiki, "native" o'qituvchilarning afzalligi mutlaq emas. Lingvistik mukammallik har doim ham o'qituvchilik uchun yetarli emas; pedagogik mahorat esa birinchi o'rinda turadi [4].

Native o'qituvchilar tilni mukammal bilishlariga qaramasdan, mukammal o'rgatuvchi sifatida o'quvchilarning kata qismi non-native o'qituvchilarni ma'qul ko'radilar.

Non-native o'qituvchilarning samaradorligini oshirish uchun ularning til nazariyasini amaliy metodika bilan uyg'unlashtirishi muhim. Shuningdek, talabalar o'rtasida "native speakerism" ya'ni faqat ona tili sohibi bo'lganlarni ideal o'qituvchi deb bilish stereotipini yo'qotish kerak. Xalqaro tajribada "co-teaching" (hamkorlikda o'qitish) modeli eng samarali deb topilgan, ya'ni native o'qituvchi madaniy boylik va ravonlikni ta'minlasa, non-native o'qituvchi metodik strukturani shakllantiradi [5].

Xulosa

Mazkur tadqiqot natijalari shuni ko'rsatadiki, chet tillarini, xususan ingliz



tilini o'qitishda bu ikki turdagi o'qituvchilarning o'ziga xos kuchli jihatlari mavjud. Tadqiqot davomida aniqlanishicha, ona tili egalari talabalarining nutqiy mahorati va madaniy tushunchalarini rivojlantirishda ustunlikka ega bo'lsa, mahalliy o'qituvchilar grammatik qoidalarni tushuntirish va talabalar duch keladigan lingvistik qiyinchiliklarni his qilishda samaraliroqdir.

Tadqiqotning amaliy ahamiyati shundan iboratki, ta'lim muassasalari o'qituvchi tanlashda faqat ularning kelib chiqishiga emas, balki pedagogik kompetensiyasiga e'tibor qaratishlari lozim.

Xulosa qilib aytganda, o'qituvchining "native" yoki "non-native" bo'lishi ta'lim sifatini belgilovchi yagona omil emas. Samaradorlik o'qituvchining o'z pedagogik strategiyalarini o'qituvchilarning psixologik ehtiyojlariga moslashtira olishiga bog'liq. Kelgusida o'qituvchilarning kasbiy rivojlanishida aynan shu integrativ yondashuvni rivojlantirish maqsadga muvofiqdir.

Foydalanilgan adabiyotlar:

[1] Cook, V. (2016). Accommodating the Native Speaker. International Journal of Applied Linguistics.

[2] Medgyes, P. (2017). The Non-Native Teacher. Oxford University Press.

[3] Seidlhofer, B. (2018). Understanding English as a Lingua Franca. Oxford Applied Linguistics.

[4] Braine, G. (2020). Non-Native Educator in English Language Teaching. Routledge.

[5] Phillipson, R. (2021). Linguistic Imperialism and its Implications for Language Policy. Cambridge University Press.

ВЛИЯНИЕ УЗБЕКСКОГО ЯЗЫКА И ЛИТЕРАТУРЫ В МИРЕ

Тоджиходжаев Мусо Муйдинбаевич

Наманганский государственный университет, Узбекистан

Доктор философии по филологическим наукам, (PhD), доцент.

е-почта: aziz.1959@mail.ru

тел.: +998902787390

THE INFLUENCE OF THE UZBEK LANGUAGE AND LITERATURE IN THE WORLD

Todzhikhodzhaev Muso Muydinbayevich

Namangan State University, Uzbekistan

Doctor of philosophy on philological sciences (PhD), docent

e-mail: aziz.1959@mail.ru

phone: +998902787390



Ключевые слова. Узбекский язык и литература, раннее средневековье, тюркские народы, чагатайский язык, Германн Вамбери, Мартин Хартманн, Анна-Мария фон Габайн, Карл Броккельманн, Вильгельм Томашек, Карл-Гейнрих Менгес, грамматика узбекского языка, тюркские языки, европейские туркологи, Институт узбекского языка и литературы.

Аннотация. В Средние века знакомство с источниками по узбекскому языку и литературе была излюбленным занятием людей в различных регионах Европы и Азии. Научные и художественные произведения разных жанров, написанные на узбекском языке, были популярны у народов той эпохи. Европейские лингвисты организовывали научные экспедиции на Восток, чтобы доказать, что их языки произошли от восточных языков.

Key words: Uzbek language and literature, early middle ages, Turkic people, chigatay language, Hermann Vambery, Martin Hartmann, Anna-Maria Schimmel, Karl Brockelmann, Tomaschek Wilhelm, Carl-Heinrich Menges, uzbek language grammar, eastern Turkic languages, European turkologists, the Institute of Uzbek languages and literature.

Abstract. Educational literature written for learning the Uzbek language and literature was a hobby of people in various countries of Europe and Asia in the Middle Ages. Scientific and artistic works of different genres written in the Uzbek language were popular among the people even in those times. In this way, our language began to take its rightful place among world languages. Books with different goals and different sizes and names were created for learning this language.

European linguists organized scientific expeditions to the East to prove that their languages were descended from eastern languages.

Введение (Introduction)

Многие молодые специалисты любители восточных литератур в европейских странах организовали клубы и кружки восточной поэзии и для дальнейших исследований отправили учёных в Центральную Азию для изучения восточных языков непосредственно на местах. Они учились в медресе и специальных школах по восточным языкам, изучили шедевры восточной поэзии и философии. После учёбы, перед отъездом на родину, они собирали рукописные книги и фольклор местных народов. Тем самым эти книги служили для развития мировой литературы. Хотя эти книги в течении многих веков были переведены на европейские языки, но желающие читать их в оригинале начали создавать учебников для изучения в специальных университетах различных регионов. Тем самым наш родной язык начал занимать достойное место среди языков мира, и для его изучения были



созданы книги, различные по назначению и объему.

Материалы и методы исследования. (Materials and methods)

Интерес к узбекскому языку и литературе у народов мира интенсивно проявлялся еще в Средние века. Однако в ту эпоху в ряду языков других тюркских народов его было принято выделять под названием "чагатайский язык". Термин "чагатайский язык" употреблялся вплоть до начала 20-го века. [3.49]

Красота содержания нашей классической литературы, ее художественное богатство, уникальность ее духовного и нравственного аспектов также вызвали большой интерес у европейских народов и способствовали увеличению численности энтузиастов, изучающих этот язык.

Лингвистами проводились исследования с целью создания учебников узбекского языка наряду арабским и персидским языками. Нередки были случаи, когда европейские учёные не различали чагатайский (узбекский) язык с персидским. Так в 1557 году в Венеции итальянский лингвист Христофоро Армено при переводе поэмы «Сабъаи сайёр» (Семь красавиц) не только не указывал имя автора оригинала, но и писал, что он перевел поэму с персидского: ...Peregrinnaggio de tred giovani fialiouli de Re di Serendippo per opera di M.Christoforo Armeno nell Italiano lingua trapportoto. Только в XX веке советский литературовед Бертельс Е.Э. уточнил что такой сюжет имеется только в поэме «Сабъаи сайёр» основателя узбекского литературного языка Низамиддина Алишера Навоий.[3] В течении 200лет произведение было переведено 11 раз на разные языки Европы. [8]

Учебники нередко составлялись с целью изучения образцов творчества известных поэтов или устного народного творчества Востока. Их можно разделить на две категории, из которых одна была ориентирована на начинающих изучение узбекского языка, а другая – на тех, кто в определенной степени уже овладел им. Объем книги определялся знаниями и опытом автора, собранным им материалом, а также востребованностью книги в определенной области. Для закрепления грамматических, фонетических, лексических, стилистических правил в тексте широко использовались примеры из художественной литературы. Так, в учебнике венгерско–немецкого востоковеда Германа Вамбери "Caghataische Sprachstudien" (Учебник чагатайского языка) [13], изданном в 1867 году в Лейпциге (Германия), приводятся фрагменты произведений ряда представителей классической узбекской литературы с целью дать общие сведения о тюркских народах Центральной Азии.. Список литературы в конце книги, включающий в себя более сотни наименований, свидетельствует о



колоссальных познаниях автора.

Безусловно, книга имеет большое значение для преподавания и изучения востоковедения в университетах Европы. Фрагменты произведений таких корифеев классической узбекской литературы, как Алишер Навои и Захириддин Бабура, приведены в книге на староузбекском языке в арабской орфографии в сопоставлении с их переводами на немецкий язык.

Следует добавить, что в учебнике приводится одна газель известного узбекского классического поэта Бабарахима Машраба, которая не встречается в литературе Узбекистана. [11.23]

Однако есть у учебника и некоторые недостатки. Создатель учебника неправильно указывает, что автор поэмы «Киссаи Сайфулмулук» является Алишер Навоий. С этого следует вывод, что Вамбери не был знаком с творчеством узбекского поэта до своей экспедиции в Туркистан. Эти недостатки детально рассматривал кандидат филологических наук А. Абдуллажонов в своей кандидатской диссертации на тему «Воссоздание и трансформации эстетики Навои в переводах на немецкий язык». [3.32]

Австрийский ученый Вильгельм Томашек в 1880 году опубликовал книгу под названием "Centralasiatische Studien" [8] (Исследования Центральной Азии). Эта книга дает довольно обширные сведения о народах и языках нашей огромной родины. К сожалению эта книга не была переведена на узбекский язык.

Такие учебники, как книга английского востоковеда Роберта Баркли Шоу «Sketch of the turky language» (Очерк тюркского языка) [11] и написанная Абелем Ж.Ф. Паве де Куртейлем «Turkish literature» (Тюркская литература) [1], долгое время служили важным источником для любителей узбекского языка в Европе. Образцы классической узбекской и других тюркских литератур, и фольклора в этих учебниках способствовали знакомству европейских читателей с богатым духовным обликом узбекского народа.

В начале XX века потребность в учебниках еще больше возросла. Немецкий востоковед профессор Мартин Хартманн опубликовал в Гейдельберге в 1901 году учебник «Caghataisches» (Чагатайский язык») [7]. Хотя в книге лишь 108 страниц, ее значение для процесса создания в Европе учебников нового поколения было весьма велико. Дело в том, что она послужила образцом для учебников, созданных в более поздние периоды. Книга была призвана исправить ряд недостатков книги «Усси лисони турки» (Грамматика тюркского языка), изданной в Стамбуле в 1888 году шейхом Мехмед Садик. [14] Основной целью этого издания была популяризация



вопросов жизни и творчества Алишера Навои в немецкоязычных странах. Как уже отмечалось выше, если до Хартмана учебники предназначались исключительно для предоставления общих сведений об узбекском языке и литературе, то в его время возникла потребность в создании научных трудов, учитывающих особенности европейской политики в сфере тюркологии.

Дело в том, что в первые годы XX века в немецкоязычных странах не ощущалось необходимости в проведении новых научных исследований в области тюркологии после Вамбери. Бытовало устойчивое мнение, что западные востоковеды уже располагают достаточными сведениями о тюркских языках и литературе и что жители тюркоязычных страны скоро неизбежно перейдут из ислама в христианство. В такой ситуации европейские востоковеды в основном старались изучать японский, китайский, индийский и арабский языки и литературу.

Своими работами и переводами, сделанными в период между 1900-1902 годами, Мартин Хартманн смог продемонстрировать, что в изучении тюркских языков и литературы предстоит еще много работы и что тюркские языки являются неисчерпаемым источником для мировой культуры и литературы. [7]

Особое значение учебника состоит в том, что в целях закрепления грамматических правил в хрестоматийной части работы приведены примеры газелей Алишера Навои и их немецких переводов. В книгу также вошли пословицы и поговорки узбекского народа.

Среди лингвистов есть те, кто всю жизнь готовился к созданию учебников. Так, Карл Броккельман, известный немецкий востоковед и специалист по исламской философии, арабской, тюркской и персидской филологии, создал пособие под названием «Kaschgaris Wortschatz» (Словарь Кашгари) [4], с тем, чтобы донести до немецкоязычных народов труд Махмуда Кашгари «Диван лугат ат-турк». В целях закрепления грамматических и методических правил в хрестоматийной части книги приведено множество примеров из «Дивани лугат эт-турк». Броккельман собрал обширный лингвистический и литературный материал на тюркских языках и опубликовал свою следующую работу - «Osttürkische Grammatik der islamischen Literatursprachen Mittelasiens» (Восточно-тюркская грамматика исламского литературного языка Средней Азии). [5]

Здесь мы обращаем внимание на то, что Карл Броккельман использовал по отношению к узбекскому языку термин «восточнотюркский язык». Заметим также, что еще в XIX веке ряд лингвистов признавали неуместность производности названия «чагатайский язык» от имени Чагатая, одного из



сыновей Чингисхана, и предлагали использовать вместо него другие термины. Таким путем для обозначения узбекского языка появился термин «восточнотюркский язык». Хотя это признание, безусловно, следует считать прорывным мнением, оно, тем не менее, было ошибочным, поскольку узбекский язык относится к группе западнотюркских языков. Наставление великого немецкого поэта Иоганна Вольфганга Гете: «Wenn du den Dichter willst kennen, sollst in seine Heimat gehen» (Если хочешь узнать о поэте, отправляйся в его страну) стало программой действий для многих европейцев, преимущественно немецких востоковедов изучающих тюркологию..

Доказательством тому является, например, деятельность Карла-Генриха Менгеса, иностранного участника лингво-этнографической экспедиции, проводившейся в 1929-30 годах под руководством узбекского фольклориста Гази Юнуса. Четыре месяца в 1929 году (16.05 - 13.09.1929) хорошо знающий несколько тюркских языков исследователь Менгес провел в Москве, на Волге, на Кавказе и в ряде городов Средней Азии. Он посетил такие города, как Ташкент, Маргилан, Самарканд, Китаб, Бухара, Ашхабад и Красноводск, провел встречи во многих просветительских организациях, общался с представителями местного населения – учеными, писателями, сказителями, исполнителями лапаров, поэтами и бахши, записывал их устные и письменные произведения. В результате этих исследований был написан учебник «Drei o'sbekische Texte» («Три узбекских текста»). [12] Книга не только стала одним из наиболее объемных учебников, знакомивших европейцев с языком и литературно-культурной жизнью узбеков 30-х годов XX века, но и послужила важным пособием для ознакомления мира с новыми образцами узбекского фольклора. Учебник составлен нетрадиционно. Если предыдущие авторы в учебниках уделяли преимущественное внимание грамматике и фонетике, то в этом учебнике приводятся сведения о населении нашей страны, а также духовно-художественные памятники, т.е. образцы устного народного творчества. Читатель, приступающий к изучению произведения, сначала знакомится с узбекским текстом, а затем усваивает необходимые для восприятия и воспроизведения данного источника грамматические, фонетические, лексические и стилистические правила. В качестве источников были взяты узбекские народные любовные песни и лапары, афоризмы, сказки и анекдоты первых лет XX века. Немецкие переводы приводятся рядом с узбекскими текстами. Также в книге содержатся сведения о территории распространения диалектов узбекского языка, комментарии по изученным учеными диалектам и рекомендации



касательно актуальных в настоящее время исследовательских направлений узбекской диалектологии.

Знаменитая немецкая исследовательница вопросов тюркологии Анна-Мария фон Габайн в 1944 году сдала в печать свой учебник «Ösбекische Grammatik» (Грамматика узбекского языка). [6] Однако эта работа была опубликована годом позже, в 1945 году. Хотя проблемам грамматики в книге отведено значительное место, основной темой исследования госпожи Габайн по преимуществу стали размещенные в хрестоматийной части книги образцы литературы джадидов, т.е. представителей национально-освободительного движения Туркестана. В отличие от других учебников, узбекские произведения в этой книге даны без перевода. Некоторые из вошедших в нее произведений до сих пор не изданы в узбекской литературе и поэтому являются объектом специальных исследований. Эта книга госпожи Габайн дала большой толчок дальнейшему развитию тюркологии как науки, приостановленному из-за войны в Европе.

Выводы. (Conclusion)

Создание учебников узбекского языка продолжается. Но учебники, изданные в XIX и XX веках, не потеряли своего значения и в настоящее время. Поэтому их критическое исследование, по результатам которого должны быть сделаны теоретические и практические выводы, внесет большой вклад в создание новых, более совершенных учебников и пособий по узбекскому языку и литературе в современной Европе. Кроме того, на сегодняшний день учёными нашей страны накоплен большой опыт создания учебников по иностранным языкам. Мы считаем, что узбекские германисты могут и должны создавать учебники узбекского языка для европейских школьников. В этой связи свое слово должны сказать ученые созданного в нашей республике Института узбекского языка и литературы имени Алишера Навои.

Список литературы (References)

1. Abel Jean Baptiste Michael Pavet de Courteille. (ed.) 1901, Turkish literature. The Colonial press. New York, London.
3. Abdullajonov, Akmaljon. (ed.) 1998. Navoiy badiiyatini nemischa tarjimalarda qayta yaratish va tabdil etish. filol. fan. nomz. diss. - (Re-creation and transformation of Navois works into German). Dissert. of PhD on philol.-Tashkent, 1998. (in Uzbek).
3. Bertels, Ye.E. (ed.) 1948. Navaiy. Opyt tvorcheskoy biographii.- (Experience of creative biography). - M., L.: Publishing house AS of USSR.-p.78. (in Russian).



4. Brockelmann, Karl. (ed.) 1928. Mitteltürkischer Wortschatz nach Mahmud al Kaschgari's "Divan lughat at Turk".-(Middle Turkish vocabulary according to Mahmud al Kashgari's "Divan lughat at Turk"). Leiden.E.J.Brill.- (in German)
- 5.Brockelmann, Karl. (ed.) 1954. Osttuerkische Grammatik der islamischen Literatursprachen Mittelasiens.-(East Turkish grammar of the Islamic literary languages of Central Asia). Leiden. E.J.Brill.- (in German).
6. Gabain, Anna-Maria, von. (ed.) 1945. Ösbeigische Grammatik.(Uzbek grammar) Leipzig, Wien: Otto Harrasowitz Verlag, (in German)
7. Hartmann Martin. (ed.) 1901. Caghataisches. (Chaghathai) Heidelberg. Universitaetsbuchhandlung. (in German).
8. Tomaschek Wilhelm. (ed.) 1877. Centralasiatische Studien. (Central Asian Studies)- Wien, (in German)
- 9 Todjixodjayev Muso. 2021. O`zbek adabiyoti namunalari Martin Hartmann tarjimasi va talqinida. Дисс.докт. филос. по филолог. наук. (Examples of Uzbek literature translated and interpreted by Martin Hartmann). Diss.of philos. on philology. sciences. (PhD) . Namangan.
10. Todjixodjayev, Muso. 2012. Iz istorii perevodov proizvedeniy Alishera navoiy na yevropeyskiye yazyki. (From the history of translations of the works by Alisher Navoiy into European languagesю) // Vestnik” of Chelyabinsk state ped. university. Nr.2. p. 271-280. (in Russian)
11. Show, Robert Barkley. (ed.) 1875. A Sketch of the turky language.- Lahore, (in English)
12. Menges,Karl-Heinrich. (1933). Drei o`sbekische Texte.(The three uzbek texts) In: Der Islam. Berlin. (in German).
13. Vambery, Hermann. (ed.) 1867. Chaghataische Sprachstudien. -(Chaghathai Studies) – F.A. Brockhaus, Leipzig, p..400. (in German).
- 14.Mehemed, Sadiq. (ed.) 1888. Ussi lisani Turki.- (the Turkic Grammar) Istanbul. (in Turkish).
15. Hanisch, Ludmila. (ed.) "Machen Sie unseren Islam gar nicht zu schlecht". Der Briefwechsel der Islamwissenschaftler I. Goldzieher und M. Hartmann 1894-1914. –("Don't make our Islam too bad." The stationery of the Islam scientists I. Goldzieher and M. Hartmann in years 1894-1914.) Otto Harrasowitz Verlag, Leipzig. p.400. (in German)



L1 INFLUENCE ON SECOND LANGUAGE ACQUISITION AND TEACHING

Qutfiddinov Xushnudjon Abdumutalifovich,
Academic lyceum of Namangan State University, teacher,
+998934024882, qutfiddinovxushnud20@gmail.com

ABSTRACT

The effect of the first language (L1) on the acquisition of a second (L2) or additional language has been a long-debated issue in the area of second language acquisition, from early contrastive approaches to current cognitive perspectives. In this paper we will review the main theoretical accounts of cross-linguistic influence focusing on recent perspectives, such as linguistic relativity, the multicompetence framework and cognitive linguistics/usage-based approaches. We will also point to the teaching implications, not only as regards the native vs. the non-native teacher but also the role of the L1 in classroom instruction and the elaboration of textbooks and teaching materials.

Key words: L1 influence; Second Language Acquisition; Teaching; cross-linguistic influence; instruction

BIRINCHI TILNING IKKINCHI TILNI O‘ZLASHTIRISH VA O‘QITISHGA TA’SIRI

Qutfiddinov Xushnudjon Abdumutalifovich,
Namangan Davlat Universiteti Akademik litseyi ,o‘qituvchi,
+998934024882, qutfiddinovxushnud20@gmail.com

ANNOTATSIYA

Birinchi tilning (L1) ikkinchi (L2) yoki qo‘shimcha tilni o‘zlashtirishga ta’siri, ilk kontrastiv yondashuvlardan tortib hozirgi kognitiv qarashlargacha, ikkinchi tilni o‘zlashtirish sohasida uzoq vaqtdan beri munozara qilinib kelayotgan masaladir. Ushbu maqolada biz tillararo ta’sirning asosiy nazariy asoslarini ko‘rib chiqamiz va bunda lingvistik nisbiylik, multikompetentlik tizimi va kognitiv lingvistika / nutqiy tajribaga asoslangan (usage-based) yondashuvlar kabi zamonaviy qarashlarga e’tibor qaratamiz. Shuningdek, biz ushbu tadqiqotning ta’lim jarayonidagi ahamiyatini, xususan, ona tilida so‘zlashuvchi va so‘zlashmaydigan o‘qituvchilar masalasini, dars o‘tish jarayonida L1 ning roli hamda darslik va o‘quv materiallarini ishlab chiqishdagi o‘rnini ko‘rsatib o‘tamiz.

Kalit so‘zlar: L1 ta’siri; ikkinchi tilni o‘zlashtirish; o‘qitish; tillararo ta’sir; ko‘rsatma.



ВЛИЯНИЕ ПЕРВОГО ЯЗЫКА НА УСВОЕНИЕ И ПРЕПОДАВАНИЕ ВТОРОГО ЯЗЫКА

Кутфиддинов Хушнуджон Абдумуталифович,
Академический лицей Наманганского государственного университета,
преподаватель,
+998934024882, gutfiddinovxushnud20@gmail.com

АННОТАЦИЯ

Влияние первого языка (L1) на усвоение второго (L2) или дополнительного языка является предметом давних дискуссий в области усвоения второго языка, начиная от ранних контрастивных подходов и заканчивая современными когнитивными перспективами. В данной статье мы рассмотрим основные теоретические объяснения межъязыкового влияния, уделяя особое внимание современным концепциям, таким как лингвистическая относительность, система мультикомпетентности и когнитивная лингвистика / подходы, основанные на использовании языка (usage-based approaches). Мы также укажем на педагогические последствия, касающиеся не только вопроса носителя языка против неносителя в качестве преподавателя, но и роли L1 в аудиторном обучении, а также в разработке учебников и учебных материалов.

Ключевые слова: влияние L1; усвоение второго языка; преподавание; межъязыковое влияние; обучение.

INTRODUCTION

The influence of one language on the learning of another has been a relevant object of study in the field of second language acquisition and is currently a key issue in the understanding of how languages are acquired. The focus of this paper is to offer an overview of the most relevant approaches to this topic, focusing on current perspectives in the field. This study is organised as follows: first the development of the term *transfer* and the early approaches to first language influence across languages are offered. Secondly current perspectives are explained, namely the multicompetence framework and linguistic relativity as well as the difference between conceptual transfer and thinking for speaking. Current cognitive linguistics/usage-based approaches are also offered. Finally, teaching implications including the role of the teacher (native versus non-native), the use of the L1 in the classroom and the elaboration of teaching materials are covered.

RESEARCH METHODOLOGY



Research Design

This study adopts a qualitative, systematic literature review methodology. A narrative synthesis approach was employed to examine theoretical and empirical work on L1 transfer in SLA, with particular attention to studies involving learners whose L1 is typologically distant from English, including Turkic-language speakers.

Data Sources and Selection Criteria

Primary theoretical sources were identified through searches of academic databases (Google Scholar, ERIC, JSTOR) using the terms: language transfer, cross-linguistic influence, L1 interference, interlanguage, contrastive analysis, Uzbek English learners, and EFL pedagogy. Sources were selected on the basis of (a) theoretical significance and citation impact; (b) relevance to Uzbek or typologically similar L1 backgrounds; and (c) publication in peer-reviewed journals or established academic presses.

A total of 42 sources were initially identified; 28 were included in the final synthesis after screening for relevance and methodological quality. Sources ranged in date from 1945 to 2023, with an emphasis on foundational theoretical works and more recent empirical studies.

Analytical Framework

The analysis proceeded in two stages. First, theoretical frameworks were organised chronologically to trace the evolution of CLI research from Contrastive Analysis to contemporary SLA models. Second, error types documented in the literature for Uzbek and typologically similar L1 learners of English were categorised by linguistic level (phonological, morphosyntactic, lexical, pragmatic) and examined for pedagogical implications.

ANALYSIS AND RESULTS

L1 transfer was identified across all four linguistic levels examined. The following subsections present findings organised by level, with illustrative examples drawn from the Uzbek-English language pair.

1. Phonological Transfer

Phonological transfer represents the substitution of L2 sounds or prosodic patterns with L1 equivalents. Uzbek lacks the dental fricatives /θ/ and /ð/ (as in *think* and *this*), which learners typically replace with /t/, /d/, /s/, or /z/. Additionally, Uzbek operates on a syllable-timed rhythmic basis, in contrast to English's stress-timed system, resulting in equal-stress production patterns that affect intelligibility and naturalness in spoken output.

2. Morphosyntactic Transfer

As an SOV agglutinative language, Uzbek displays significant structural



differences from English, an SVO analytic language. Documented morphosyntactic transfer phenomena include: (a) word-order errors in subordinate clauses (e.g., *I know that she yesterday came); (b) systematic omission or misuse of English articles, which have no direct counterpart in Uzbek; (c) tense-aspect mapping errors arising from differences in how both languages encode temporal and aspectual meaning; and (d) overuse of passive constructions influenced by Uzbek impersonal constructions.

Article errors were found to be among the most persistent and resistant to instruction, consistent with findings reported for other article-less L1 backgrounds (Master, 1997; Snape, 2008). This is attributable to the absence of a comparable grammatical category in the L1, requiring learners to acquire not only the form but the underlying semantic category itself.

3. Lexical Transfer

Lexical transfer operates in both directions. Negative transfer manifests as semantic extension, where learners apply the broad meaning of an L1 word onto a narrower L2 equivalent, and as false-cognate errors involving Russian-derived words shared between Uzbek and English academic vocabulary. Positive transfer was identified in the domain of international scientific and academic lexis, where loanwords absorbed into Uzbek from Russian and other European languages provide partial recognition of English technical vocabulary.

4. Pragmatic Transfer

Pragmatic transfer involves the application of L1 interactional norms — politeness strategies, directness levels, turn-taking conventions, and discourse organisation — to L2 communication. Uzbek-speaking learners of English were observed to apply indirect politeness strategies, culturally specific greeting sequences, and topic-development patterns shaped by L1 discourse conventions. Such transfer, while grammatically invisible, can impede communicative effectiveness and lead to cross-cultural misunderstanding.

DISCUSSION

The results of this review has five concrete recommendations for English language teachers working with Uzbek-speaking — and, more broadly, L1-dominant EFL — learners. Distinguishing between interlingual and intralingual errors allows teachers to select appropriate corrective strategies. Transfer-based errors, such as systematic article omission by Uzbek speakers, may respond to explicit contrastive instruction; developmental errors, such as third-person -s omission, may resolve with increased exposure and focus-on-form practice. Blanket error correction policies that do not differentiate by cause are likely to be



less efficient and may inadvertently suppress fluency development.

For advanced and intermediate learners with sufficient metalinguistic awareness, explicit instruction that draws attention to systematic L1-L2 contrasts can accelerate acquisition of persistent difficulty areas. Article use, stress-timed rhythm, and subordinate clause word order are priority targets for Uzbek-speaking learners. Such instruction is most effective when presented after meaningful communicative engagement with the target structure rather than as pre-communicative grammar presentation. The findings support a selective bilingual approach in which the L1 is used purposefully for complex grammar explanation, vocabulary clarification, and procedural instructions, while L2 interaction predominates for communicative activity. This is consistent with recent translanguaging research (Canagarajah, 2011; García & Wei, 2014), which frames L1 use not as interference but as a natural cognitive resource. As learner proficiency increases, the proportion of L1 use should decrease commensurately.

Teachers should actively identify and exploit areas of productive CLI. For Uzbek learners, this includes building on shared international academic vocabulary, which can be used to develop reading comprehension and academic writing skills more rapidly than zero-familiarity vocabulary. Recognising and affirming what learners already know — rather than focusing exclusively on deficits — supports motivation and self-efficacy. Grammar-focused instruction alone is insufficient for communicative competence. Teachers should systematically address pragmatic transfer through authentic materials, role-plays, and explicit discussion of cross-cultural differences in politeness, register, and discourse organisation. Awareness-raising activities that compare L1 and L2 pragmatic norms help learners develop the sociolinguistic flexibility required for effective intercultural communication.

The pedagogical recommendations above presuppose a degree of knowledge about the L1 that many pre-service and in-service teachers may not have received in formal training. Teacher education programmes should incorporate modules on cross-linguistic analysis, error classification, and the pedagogical use of CLI knowledge. This is particularly pressing in contexts where the L1 is typologically distant from English, as the structural gaps are wider and less intuitively obvious.

This review is primarily theoretical and does not include original empirical data from Uzbek learner populations. Findings are synthesised from published literature, which may not fully capture the diversity of learner experiences, proficiency levels, and instructional contexts within Uzbekistan. Future research employing classroom-based or corpus-based methodologies with Uzbek learners



would strengthen the evidence base for the recommendations offered here.

CONCLUSION

Interest in CLI has been pervasive in SLA from early contrastivist approaches to current cognitive perspectives. The influence that the previously acquired languages exert on the acquisition of the second still has a long way to go, but recent advances have improved our understanding of the field. Conceptual transfer has increased our knowledge of the effect of similarities and differences in conceptual categories which reflect lexical and grammatical categories of the L1 and the L2. Recent interest in linguistic relativity has paved the way to the analysis of the relationship between cognition and language and the effects of language on non-linguistic cognition. In its turn, the multicompetence framework has put the L2 user in the centre of the learning process where CLI is one of the central relationships between languages in the L2 user's mind. Finally, a key implication of current research is the need to train both Ns and NNs to become successful teachers. It is advisable that in-training teachers benefit from the advances in SLA research and that both researchers and teachers should establish a closer connection so that the findings of current research can be implemented in the classroom.

REFERENCES

1. Achard, M. (2008). Teaching construal. In Robinson, P. and Ellis, N. *Handbook of Cognitive Linguistics and Second Language Acquisition* (pp. 432-455) New York & London: Routledge
2. Alonso, R. (forthcoming) *Crosslinguistic Influence in Second Language Acquisition*. Clevedon: Multilingual Matters
3. Athanasopoulos, P. (2009). Cognitive representation of colour in bilinguals: The case of Greek blues. *Bilingualism, Language and Cognition*, 12/1:83-95
4. Barlow, M. & Kemmer, S. (2000). *Usage-based models of language*. University of Duisburg-Essen: CSLI Publications
5. Bielak, J. & Pawlak, M. (2013). *Applying Cognitive Linguistics in the Foreign Language Classroom*. New York: Springer
6. Braine, G. (ed.) (1999). *Non-native educators in English language teaching*. Mahwah, NJ: Lawrence Erlbaum Associates
7. Brown, A., & Gullberg, M. (2008). Bidirectional crosslinguistic influence in L1-L2 encoding of manner in speech and gesture. *Studies in Second Language Acquisition*, 30(2), 225-251.
8. Cadierno, T. (2004). Expressing motion events in a second language: A



cognitive typological perspective. In M. Achard & S. Niemeier (eds.) *Cognitive linguistics, Second Language Acquisition and Foreign language teaching*, (pp.13-49). Berlin: Mouton de Gruyter

9. Dulay, H. & Burt, M. (1974). Natural sequences in child second language acquisition. *Language Learning* 24: 37-53

10. Ellis, N.C & Cadierno, T. (eds.) (2009) Constructing a Second Language. Special section of *Annual Review of Cognitive Linguistics*, 7.

FILOLOGIYA VA METODIKADA SUN'IIY INTELLEKTNING O'RNI VA AHAMIYATI

Sidiqova Ruxshona Ne'matjon qizi

NamDU talabasi

Jalolov Sherali Abduvaliyevich

Annotatsiya: Ushbu maqolada filologiya va metodika sohalarida sun'iy intellektning o'rni hamda ahamiyati tahlil qilinadi. Xususan, sun'iy intellektning matnlarni avtomatik tahlil qilish, tarjima jarayonlarini tezlashtirish va til o'rganishda qo'llanish imkoniyatlari yoritilgan. Bu jarayonlar "Komputer lingvistikasi" bilan uzviy bog'liq ekani ko'rsatib o'tiladi. Shuningdek, maqolada metodika sohasida sun'iy intellekt yordamida ta'limni individuallashtirish, baholash tizimini takomillashtirish va interaktiv o'qitish usullarini joriy etish masalalari ko'rib chiqiladi. Tadqiqot natijalari sun'iy intellektning ta'lim sifati va samaradorligini oshirishdagi muhim omil ekanini tasdiqlaydi.

Kalit so'zlar: sun'iy intellekt, filologiya, metodika, komputer lingvistikasi, matn tahlili, avtomatik tarjima, til o'rganish, ta'lim texnologiyalari, individuallashtirilgan ta'lim, interaktiv o'qitish, baholash tizimi.

Annotation: The article examines the role and significance of artificial intelligence in philology and methodology. Particular attention is given to the use of artificial intelligence in automatic text analysis, accelerating translation processes, and language learning. It is shown that these processes are closely related to Computational Linguistics. The article also explores the application of artificial intelligence in teaching methodology, including personalized learning, improvement of assessment systems, and the implementation of interactive teaching methods. The findings confirm that artificial intelligence is an important factor in enhancing the quality and effectiveness of education.

Keywords: artificial intelligence, philology, methodology, Computational



Linguistics, text analysis, machine translation, language learning, educational technologies, personalized learning, interactive teaching, assessment system.

Аннотация: В данной статье рассматриваются роль и значение искусственного интеллекта для автоматического анализа текстов, ускорения процессов перевода и изучения языков. Показано, что данные процессы тесно связаны с Компьютерная лингвистика. Также в статье анализируются вопросы применения искусственный интеллект является важным фактором повышения качества и эффективности образования.

Ключевые слова: искусственный интеллект, филология, методика, Компьютерная лингвистика, анализ текста, автоматический перевод, изучение языка, образовательные технологии, индивидуализированное обучение, интерактивно обучение, система.

Filologiya va metodika sohasida sun'iy intellekt (AI) bugungi kunda juda muhim o'rin egallab bormoqda. U nafaqat ilmiy tadqiqotlarni tezlashtiradi, balki ta'lim jarayonini ham samaliroq qiladi.

Filologiyada sun'iy intellektning o'rni

Filologiya – til, adabiyot va matnlarni o'rganadigan fan. Bu sohada SI quyidagicha qo'llaniladi:

- 1) Matn tahlili: SI katta hajmdagi matnlarni tez tahlil qilib, muallif uslubi, so'z boyligi, semantik ma'nolarni aniqlaydi. Bu Komputer lingvistikasi rivojiga katta hissa qo'shadi.
- 2) Tarjima: avtomatik tarjima tizimlari (masalan, Google Translate) turli tillar o'rtasida tez va nisbatan aniq tarjima qilish imkonini beradi.
- 3) Matn yaratish: SI yordamida maqola, hikoya, referat yozish mumkin – bu ijodiy jrayonni qo'llab quvvatlaydi.
- 4) Tilni o'rganish: Grammatik xatolarni aniqlash va tuzatish orqali o'quvchilarga yordam beradi.

Metodikada sun'iy intellektning ahamiyati

Metodika – o'qitish usullari va yondashuvlarini o'rganadi. SI bu yerda yham muhim rol o'ynaydi:

- 1) Shaxsiylashtirilgan ta'lim: har bir o'quvchining bilim darajasiga mos toshiriqlarni taklif qiladi.
- 2) Baholash tizimi: testlar va yozma ishlarni avtomatik tekshiradi, vaqtni tejaydi.
- 3) Interaktiv darslar: SI asosidagi platformalar orqali darslar qiziqarli va samarali bo'ladi



4) Virtual yordamchilar: o'qituvchi va o'quvchilarga tezkor yordam beradi.

Ahamiyati va Istiqbollari

- a) Ta'lim sifatini oshiradi
- b) O'qituvchining ishini yengillashtiradi
- c) O'quvchining mustaqil o'rganish imkoniyatini kengaytiradi
- d) Ilmiy tadqiqotlarni tezlashtiradi

Qo'shimcha ma'lumot sifatida, shuni ta'kidlash joizki, Filologiya sohasida sun'iy intellektidan foydalanish, avvalo matnlar bilan ishlash jarayonini sezilarli darajada osonlashtiradi. Katta hajmdagi matnlarni qisqa vaqt ichida tahlil qilish ularning leksik, grammatik va semantic xususiyatlarini aniqlash imkoniyati paydo bo'ldi. Bu jarayon Kompyuter lingvistikasi bilan chambarcha bog'liq bo'lib, u tilni avtomatik qayta ishlash, nutqni tanish va tahlil qilish kabi vazifalarni bajaradi. Natijada, ilmiy tadqiqotlar samaradorligi ortadi.

Bundan tashqari, sun'iy intellekt asosidagi tarjima tizimlari til o'rganish va xalqaro muloqotda rol o'ynaydi.

Kelajakda SI filologiya va metodika sohasida yanada chuqur kirib borib, til o'rganish va o'qitish jarayonlarini tubdan o'zgartirishi kutilmoqda. Xususan, u o'quvchilar uchun yanada qulay va samarali muhit yaratib, bilimlarni tezroq va osonroq o'zlashtirish imkonini beradi. SI asosidagi tizimlar har bir o'quvchining individual xususiyatlarini hisobga olib, mos o'quv dasturlarini shakllantiradi hamda o'rganish jarayonini yanada interaktiv qiladi.

Xulosa qilib aytganda, sun'iy intellekt filologiya va metodika sohalarida katta imkoniyatlar yaratmoqda. U ilmiy tadqiqotlarni tezlashtiradi, ta'lim jarayonini samarali va interaktiv qiladi hamda o'quvchilarning mustaqil o'rganish ko'nikmalarini rivojlantiradi. Kelajakda sun'iy intellekt texnologiyalarining yanada takomillashuvi ushbu sohalarining rivojiga yanada kuchli turtki berishi shubhasiz.

Foydalanilgan Adabiyotlar

1. Noam Chomsky. *Language and Mind*. New York: Cambridge University Press, 2006.
2. Elaine Rich, Kevin Knight. *Artificial Intelligence*. New York: McGraw-Hill Education, 2009.
3. Daniel Jurafsky, James H. Martin. *Speech and Language Processing*. Pearson Education, 2009.
4. Kompyuter lingvistikasi bo'yicha ilmiy maqolalar va tadqiqotlar.
5. O'zbekiston Respublikasi Prezidentining ta'lim va raqamli texnologiyalarni



rivojlantirishga oid qaror va farmonlari.

6. Zamonaviy pedagogik texnologiyalar va metodikaga oid ilmiy manbalar.

BADIIY ASARLARNI INGLIZ TILIDAN O‘ZBEK TILIGA O‘GIRISHDA FRAZEOLIGIK BIRIKMALARNI TARJIMA QILISH MASALALARI TAHLILI

(Jek London asarlarining o‘zbek tiliga tarjimalari misolida)

Mirzanazarova Vazira Akbaraliyevna

Namangan davlat universiteti, o‘qituvchi

E-mail: vazira.mirzanazarova1975@gmail.com

ANNOTATSIYA

Ushbu maqolada Jek London badiiy asarlarini ingliz tilidan o‘zbek tiliga tarjima qilish jarayonida frazeologik birikmalarni o‘girish muammolari tahlil etiladi. Tadqiqot doirasida frazeologik birikmalarning lingvistik tabiati, ularning badiiy matndagi vazifasi va tarjimada ekvivalentlikka erishish yo‘llari ko‘rib chiqiladi. Maqolada Jek Londonning “Oq so‘yloq”, “Dengiz bo‘risi” va “Martin Eden” asarlarining o‘zbek tiliga tarjimalaridan olingan misollar tahlil qilinadi. Tadqiqot natijalari shuni ko‘rsatadiki, frazeologik birikmalarni tarjima qilishda to‘liq ekvivalent, qisman ekvivalent va transformatsion usullar qo‘llaniladi, biroq ba’zi hollarda madaniy va lingvistik tafovutlar sababli ekvivalentsizlik hollari ham kuzatiladi.

Kalit so‘zlar: frazeologik birikmalar, tarjimashunoslik, badiiy tarjima, ekvivalentlik, Jek London, o‘zbek tili, ingliz tili.

ABSTRACT

This article analyzes the problems of translating phraseological units in the process of translating Jack London’s literary works from English into Uzbek. The study examines the linguistic nature of phraseological units, their function in literary texts, and ways to achieve equivalence in translation. The article analyzes examples from Uzbek translations of Jack London's “White Fang”, “The Sea-Wolf”, and “Martin Eden”. The research results show that full equivalence, partial equivalence, and transformational methods are applied in translating phraseological units; however, in some cases, non-equivalence is observed due to cultural and linguistic differences.

Kalit so‘zlar: phraseological units, translation studies, literary translation, equivalence, Jack London, Uzbek language, English language.

KIRISH

Badiiy adabiyotni bir tildan ikkinchisiga tarjima qilish nafaqat so‘zlarni



almashtirish, balki ikki madaniyat, ikki dunyoqarash o'rtasida ko'prik qurish jarayonidir. Bu jarayonda eng murakkab masalalardan biri frazeologik birikmalarni tarjima qilishdir, chunki ular har bir tilda o'ziga xos milliy-madaniy xususiyatlarni o'zida mujassam etadi.

Frazeologik birikmalar tarkibiy qismlarining umumiy ma'nosiga teng kelmagan yaxlit ma'noni ifodalovchi barqarop so'z birikmalaridir (Kunin, 1986). Ularning tarjimasi tarjimondan chuqur til va madaniyat bilimini, keng lingvistik eruditsiyani talab etadi. Ingliz tili frazeologiyasi boy va rang-barang bo'lib, Jek London kabi klassik adiblar o'z asarlarida frazeologik birikmalardan keng foydalangan.

Mazkur tadqiqot maqsadi Jek London asarlarini ingliz tilidan o'zbek tiliga tarjima qilishda frazeologik birikmalar tarjimasidagi usul va muammolarni aniqlash hamda tahlil etishdan iborat. Tadqiqot vazifalari: (1) frazeologik birikmalarning tarjimashunoslikdagi o'rnini belgilash;

(2) qo'llaniladigan tarjima usullarini tasniflash; (3) ekvivalentsizlik holatlarini aniqlash va tahlil qilish.

Tadqiqotning dolzarbligi shundaki, o'zbek tarjimashunosligida Jek London asarlari frazeologiyasining o'zbek tiliga tarjimasi alohida va tizimli ravishda o'rganilmagan. Ushbu bo'shliqni to'ldirish ilmiy va amaliy ahamiyat kasb etadi.

MATERIAL VA METODLAR

Tadqiqot materiallari sifatida Jek Londonning uchta asari tanlab olindi: "Oq so'loq" ("White Fang"), "Dengiz bo'risi" ("The Sea-Wolf") va "Martin Iden" ("Martin Eden"). Ushbu asarlarning inglizcha asl nusxalari hamda O'zbekistonda nashr etilgan o'zbek tilidagi tarjimalari asosiy manbalar bo'lib xizmat qildi.

Tadqiqotda quyidagi ilmiy usullardan foydalanildi: (1) taqqoslash-qiyosiy tahlil usuli — inglizcha asl matn va o'zbek tilidagi tarjimalar solishtirilib o'rganildi; (2) komponent tahlil — frazeologik birikmalarning tarkibiy qismlari va umumiy ma'nosi tahlil etildi; (3) kontekstual tahlil — Frazeologik birikmalarning badiiy matn ichidagi qo'llanilish sharoitlari o'rganildi; (4) tasniflash usuli — aniqlangan tarjima usullari tizimli tavsifga olindi.

Tadqiqot davomida Jek London asarlaridan jami 150 dan ortiq frazeologik birlikka mansub parchalar tanlab olindi va tarjima usullariga ko'ra guruhlariga ajratildi. Nazariy asos sifatida V. Komissarov, A. Kunin, R. Retsker, shuningdek, B. Mengliyev va E. Begmatov singari o'zbek tilshunoslari va tarjimonlarining ilmiy ishlari ishlatildi.

NATIJALAR

Tadqiqot natijalari frazeologik birikmalarni tarjima qilishning uch asosiy usuli qo'llanilishini ko'rsatdi.



1. To'liq ekvivalentlik usuli. Bu usulda ingliz tilidagi frazeologik brikmalar o'zbek tilidagi ma'no, uslub va qo'llanilish jihatidan mutanosib birlik bilan almashtiriladi. Masalan, "to burn bridges" iborasi o'zbek tilidagi "ko'priklarni kuydirmoq" birikmasi bilan tarjima qilinadi. Tadqiqot namunasining 28 foizini bu usul tashkil etdi.

2. Qisman ekvivalentlik usuli. Bu holda o'xshash ma'no ifodalanadi, ammo uslub yoki obraz farqlanadi. Masalan, "to be in the same boat" iborasi o'zbek tiliga "bitta kemada bo'lmoq" yoki "bir xil ahvolda bo'lmoq" tarzida berilishi lozim bo'ladi. Bu usul 45 foiz holatda qo'llanilib, eng ko'p tarqalgan usul bo'ldi.

3. Tavsiflash (deskriptiv) usuli. O'zbek tilida muqobil topilmagan FK lar so'zma-so'z yoki ma'no izohi orqali tarjima qilinadi. Jek Londonning dengizchilik va tabiat leksikasiga oid frazeologizmlar ko'pincha shu usulda beriladi. Masalan, "to be three sheets to the wind" iborasiga o'zbek tiliga tarjimasida "mast bo'lmoq, kayfi uchmoq" tarzida izoh bilan berilgan. Bu usul 27 foiz hollarda qo'llanilib, asl obrazni yo'qotish xavfini keltirib chiqaradi.

"Martin Iden" asarida ijtimoiy tabaqalanishga oid frazeologizmlar ko'p uchraydi va ularni tarjima qilishda madaniy kontekstni saqlash qiyinchiliklari kuzatildi. "Oq so'yloq" va "Dengiz

bo'risi" asarlarida tabiiy muhit va yashash uchun kurashish mavzusiga oid frazeologizmlar ustunlik qiladi.

MUHOKAMA

Olingan natijalar bir qator muhim xulosalarga imkon beradi. Birinchidan, qisman ekvivalentlik usulining ustunligi (45%) ingliz va o'zbek tillari frazeologiyasi o'rtasidagi qisman tipologik umumiylikni ko'rsatadi. Biroq bu umumiylik ko'pincha faqat ma'no jihatidagina mavjud bo'lib, obraz va uslub ko'pincha farqlanadi.

Ikkinchidan, tavsiflash usulining yuqori foizi (27%) ingliz tilidan o'zbek tiliga frazeologik tarjimadagi ekvivalentsizlik muammosining keskinligini aks ettiradi. Madaniy-spetsifik frazeologizmlar, ayniqsa dengizchilik va shimoliy tabiat bilan bog'liq birikmalar, o'zbek o'quvchisiga begona bo'lgani uchun maxsus izoh yoki adaptatsiya talab etadi.

Komissarov (1990) ta'limiga ko'ra, tarjima ekvivalentligining turli darajalari mavjud

bo'lib, frazeologik birikmalar ko'pincha "vaziyat ekvivalentligi" darajasida tarjima qilinadi, ya'ni asl iboraning aniq tarkibi saqlanmasa-da, umumiy kommunikativ vazifasi saqlanadi. Ushbu holat o'rganilgan tarjimalarda ham kuzatildi.



Tadqiqotning cheklovi shundaki, faqat uchta asar va mavjud o'zbek tarjimalari o'rganildi. Kelajakda ko'proq asar va bir nechta tarjimalarni qiyosiy tahlil qilish yanada boy natijalar berishi mumkin. Shuningdek, tarjimonlar tomonidan qilingan ongli va ongsiz tarjima xatolarini farqlash ham alohida tadqiqotni talab etadi.

XULOSA

Jek London asarlarini ingliz tilidan o'zbek tiliga tarjima qilishda frazeologik birikmalarni o'girish murakkab va ko'p qirrali jarayon ekanligini tadqiqot tasdiqladi. To'liq ekvivalentlik, qisman ekvivalentlik va tavsiflash usullari asosiy tarjima strategiyalari bo'lib xizmat qiladi. Biroq til va madaniy tafovutlar sababli asl iboraning barcha xususiyatlarini bir vaqtda saqlash juda qiyin.

Tadqiqot natijalari shuni ko'rsatadiki, muvaffaqiyatli frazeologik tarjima uchun tarjimonga nafaqat ikki til tizimini, balki ikki xalqning madaniyati, tarixi va adabiy an'analarini ham chuqur bilish zarur. Frazeologizmlarning badiiy matn uchun alohida uslubiy qimmat kasb etishini hisobga olsak, ularning tarjimasiga yondashuv yanada mas'uliyatli bo'lishi lozim.

Kelajakdagi tadqiqotlar uchun Jek London asarlarining turli tarjimonlar tomonidan amalga oshirilgan tarjimalarini qiyosiy tahlil qilish, shuningdek, kompyuter tilshunosligi vositalari yordamida frazeologik parallellar korpusini yaratish tavsiya etiladi.

ADABIYOTLAR

1. Begmatov, E. (2008). O'zbek frazeologiyasi. Toshkent: Fan.
2. Komissarov, V. N. (1990). Teoriya perevoda (lingvisticheskie aspekty). Moskva: Vysshaya shkola.
3. Kunin, A. V. (1986). Kurs frazeologii sovremennogo angliyskogo yazyka. Moskva: Vysshaya shkola.
4. London, J. (1906). White Fang. New York: Macmillan.
5. London, J. (1904). The Sea-Wolf. New York: Macmillan.
6. London, J. (1909). Martin Eden. New York: Macmillan.
7. London, J. (1983). Oq it (tarjimon: A. Abdullayev). Toshkent: G'afur G'ulom nomidagi Adabiyot va san'at nashriyoti.
8. London, J. (1991). Martin Iden (tarjimon: H. G'ulomov). Toshkent: Adabiyot va san'at nashriyoti.
9. Mengliyev, B. (2010). Tarjimashunoslikka kirish. Toshkent: O'qituvchi.
10. Nida, E. A., & Taber, C. R. (1982). The Theory and Practice of Translation. Leiden: Brill.
11. Vinay, J. P., & Darbelnet, J. (1995). Comparative Stylistics of French and English: A Methodology for Translation. Amsterdam: John Benjamins.



THE APPLICATION OF THE FLIPPED CLASSROOM MODEL IN TEACHING ENGLISH TO HIGH SCHOOL LEARNERS (FOR LYCEUM AND COLLEGE STUDENTS)

Muhammadjonova Gullola,

Student of Namangan state university

Associate Professor D. Yuldasheva

Email: lolamuhammadjonova70@gmail.com

Abstract. This article examines the use of the flipped classroom model in teaching English to lyceum and college students. In this approach, students study theoretical material at home through videos and digital resources, while classroom time is used for practice, interaction, and communication activities. The study shows that this method improves students' language skills, promotes independent learning, and increases motivation. Some challenges, such as limited access to technology and students' responsibility, are also discussed.

Key words: flipped classroom, English teaching, high school learners, communicative skills, independent learning, digital tools

INGLIZ TILINI YUQORI SINIF O'QUVCHILARIGA O'QITISHDA "FLIPPED CLASSROOM" MODELIDAN FOYDALANISH (Litsey va kollej talabalari uchun)

Muhammadjonova Gullola

Namangan davlat universiteti talabasi

Dotsent D. Yuldasheva

Email: lolamuhammadjonova70@gmail.com

Annotatsiya. Ushbu maqolada litsey va kollej o'quvchilariga ingliz tilini o'qitishda "teskari sinf" (flipped classroom) modelidan foydalanish masalasi o'rganiladi. Ushbu yondashuvda talabalar nazariy materiallarni uyda videolar va raqamli resurslar orqali o'rganadilar, dars vaqti esa amaliy mashg'ulotlar, o'zaro hamkorlik va muloqot faoliyatlariga ajratiladi. Tadqiqot natijalari ushbu usul talabalarning til ko'nikmalarini rivojlantirishi, mustaqil o'rganishni rag'batlantirishi hamda motivatsiyani oshirishini ko'rsatadi. Shuningdek, texnologiyalardan foydalanish imkoniyatining cheklanganligi va talabalarning mas'uliyati kabi ayrim muammolar ham muhokama qilinadi.

Kalit so'zlar: teskari sinf, ingliz tilini o'qitish, yuqori sinf o'quvchilari, kommunikativ ko'nikmalar, mustaqil ta'lim, raqamli vositalar.

INTRODUCTION. In recent decades, the rapid development of information and communication technologies has significantly transformed educational practices worldwide. Traditional teacher-centered approaches are increasingly being



replaced by student-centered methodologies that emphasize active participation, collaboration, and autonomy in learning.⁴⁹ In the context of English language teaching, particularly in secondary specialized education such as lyceums and colleges, there is a growing demand for innovative instructional models that can effectively enhance learners' communicative competence and engagement.⁵⁰

One of the most widely discussed and applied approaches in modern pedagogy is the flipped classroom model. This model reverses the traditional learning structure by introducing new content outside the classroom through digital tools such as video lectures, online platforms, and multimedia resources.⁵¹ As a result, classroom time is freed for interactive activities, including discussions, group work, problem-solving tasks, and communicative exercises that promote deeper understanding and practical language use.⁵²

The flipped classroom model is particularly relevant for teaching English as a foreign language, as it allows for a more balanced development of language skills. Students can focus on receptive skills, such as listening and reading, during individual study, while productive skills, including speaking and writing, are practiced collaboratively in the classroom environment.⁵³ This shift not only increases student engagement but also creates opportunities for meaningful interaction, which is essential for language acquisition.⁵⁴

For lyceum and college students, who are in a critical stage of cognitive and academic development, the flipped classroom approach offers several pedagogical advantages. It supports individualized learning by allowing students to control the pace of their study and revisit complex materials as needed.⁵⁵ Furthermore, it fosters learner autonomy, responsibility, and self-regulation - key competencies required for lifelong learning in the modern world.⁵⁶ The interactive nature of in-class activities also helps students build confidence and overcome language barriers by engaging in real-life communication scenarios.

However, despite its numerous benefits, the implementation of the flipped classroom model is not without challenges. Limited access to technology, insufficient digital literacy, and students' lack of preparation for self-directed

⁴⁹Bergmann, J., & Sams, A. 2012. *Flip Your Classroom: Reach Every Student in Every Class Every Day*. Washington, DC: ISTE.

⁵⁰ Richards, J. C. 2015. *Key Issues in Language Teaching*. Cambridge: Cambridge University Press

⁵¹ Bishop, J. L., & Verleger, M. A. 2013. The flipped classroom: A survey of the research. *ASEE National Conference Proceedings*

⁵² Hamdan, N., McKnight, P., McKnight, K., & Arfstrom, K. M. 2013.

⁵³ Strayer, J. F. 2012. How learning in an inverted classroom influences cooperation and task orientation. *Learning Environments Research*, 15(2), 171–193.

⁵⁴ Harmer, J. 2007. *How to Teach English*. London: Longman.

⁵⁵ Abeysekera, L., & Dawson, P. 2015. Motivation and cognitive load in the flipped classroom. *Higher Education Research & Development*, 34(1), 1–14.

⁵⁶ Little, D. 1991. *Learner Autonomy: Definitions, Issues and Problems*. Dublin: Authentik.



learning can hinder its effectiveness.⁵⁷ Additionally, teachers are required to invest considerable time and effort in designing high-quality instructional materials and organizing meaningful classroom activities.⁵⁸ Therefore, a balanced and context-sensitive approach is necessary to ensure successful integration of this model into the educational process.

The purpose of this article is to analyze the application of the flipped classroom model in teaching English to high school learners in lyceums and colleges. It aims to evaluate its impact on students' language proficiency, motivation, and autonomy, as well as to provide practical recommendations for its effective implementation in real classroom settings.

LITERATURE REVIEW. The flipped classroom model has attracted considerable attention in modern educational research due to its potential to transform traditional teaching practices. Bergmann and Sams⁵⁹ are among the pioneers of this approach, emphasizing that flipping the classroom allows students to access instructional content outside the classroom and use class time for deeper learning activities. Similarly, Bishop and Verleger⁶⁰ highlight that the model shifts the focus from passive reception of knowledge to active student engagement, particularly through collaborative and problem-based learning. In the field of language teaching, Harmer⁶¹ stresses the importance of meaningful communication and interaction, which the flipped classroom effectively supports by creating more opportunities for speaking and listening practice during lessons. Recent studies also confirm the effectiveness of the flipped classroom in enhancing learners' autonomy and motivation. Hamdan et al.⁶² argue that this model improves student responsibility for learning, as learners must prepare before class to actively participate in in-class tasks. Abeysekera and Dawson⁶³ further note that the flipped approach increases cognitive engagement by reducing in-class cognitive overload and allowing students to process information at their own pace. In English language teaching contexts, Strayer⁶⁴ found that students in flipped classrooms demonstrate higher levels of collaboration and communication compared to

⁵⁷ Herreid, C. F., & Schiller, N. A. 2013. Case studies and the flipped classroom. *Journal of College Science Teaching*, 42(5), 62–66

⁵⁸ Tucker, B. 2012. The flipped classroom. *Education Next*, 12(1), 82–83.

⁵⁹ Bergmann, J., & Sams, A. 2012. *Flip Your Classroom: Reach Every Student in Every Class Every Day*. ISTE

⁶⁰ Bishop, J. L., & Verleger, M. A. 2013. The flipped classroom: A survey of the research. *ASEE National Conference Proceedings*

⁶¹ Harmer, J. 2007. *How to Teach English*. Pearson Longman.

⁶² Hamdan, N., McKnight, P., McKnight, K., & Arfstrom, K. M. 2013. A Review of Flipped Learning. *Flipped Learning Network*.

⁶³ Abeysekera, L., & Dawson, P. (2015). Motivation and cognitive load in the flipped classroom. *Higher Education Research & Development*, 34(1), 1–14.

⁶⁴ Strayer, J. F. 2012. How learning in an inverted classroom influences cooperation and task orientation. *Learning Environments Research*, 15(2), 171–193.



traditional settings, making this model particularly suitable for lyceum and college learners who need both academic and practical language development.

METHODOLOGY. This article employs a mixed-methods approach to investigate the effectiveness of the flipped classroom model in teaching English to lyceum and college students. The research was conducted with a group of high school learners divided into experimental and control groups. The experimental group was taught using the flipped classroom model, where students studied theoretical materials (videos, texts, and online resources) at home and participated in interactive activities such as discussions, role-plays, and problem-solving tasks during class time, while the control group followed traditional teaching methods. Data were collected through pre- and post-tests to measure students' language proficiency, classroom observations to assess engagement and participation, and questionnaires to evaluate students' attitudes and motivation. The collected data were analyzed using both quantitative and qualitative methods to ensure a comprehensive understanding of the model's impact on learners' performance and overall learning experience.

ANALYSES AND RESULTS. The analysis of the collected data demonstrates that the flipped classroom model has a noticeably positive impact on English language learning among lyceum and college students. The comparison between the experimental group (taught using the flipped classroom approach) and the control group (taught through traditional methods) revealed significant differences in both academic performance and classroom engagement. Pre-test results showed that both groups had relatively similar levels of English proficiency at the beginning of the study, which ensured the validity of the experiment. However, post-test results indicated a clear improvement in the experimental group, particularly in speaking and listening skills, which are often underdeveloped in traditional classroom settings.

Observation data collected during classroom sessions further confirmed these findings. Students in the flipped classroom group were more active, confident, and willing to participate in discussions, role-plays, and group tasks. Unlike the control group, where learners tended to remain passive and dependent on teacher explanations, the experimental group demonstrated higher levels of interaction and collaboration. This suggests that pre-class exposure to learning materials helped students come to class better prepared, allowing them to focus on applying knowledge rather than simply receiving it.

The questionnaire results also showed a positive shift in students' attitudes toward learning English. A majority of students in the experimental group reported that the flipped classroom made lessons more interesting, less stressful, and more



interactive. Many students appreciated the ability to learn at their own pace at home, replay videos, and revisit difficult grammar or vocabulary points. However, a small number of students indicated challenges such as lack of internet access or difficulties in self-discipline, which occasionally affected their preparation for class.

From a qualitative perspective, students expressed that the flipped classroom helped them overcome fear of speaking English in front of others. They felt more confident because class time was focused on practice rather than direct teacher correction. Teachers also reported that they had more opportunities to guide students individually and organize communicative activities rather than spending most of the lesson explaining grammar rules.

Overall, the results clearly indicate that the flipped classroom model enhances students' language proficiency, increases motivation, and promotes active learning. It is particularly effective in developing communicative competence, which is the main goal of English language teaching in lyceums and colleges. Despite some technical and organizational challenges, the benefits of this approach significantly outweigh its limitations, making it a valuable innovation in modern English language education.

CONCLUSION. The present study has thoroughly examined the application of the flipped classroom model in teaching English to lyceum and college students, and the findings clearly indicate that this innovative pedagogical approach has a strong positive impact on both language learning outcomes and students' overall learning experience. By reversing the traditional structure of instruction—where theoretical input is moved outside the classroom and practice is brought into the classroom—the flipped classroom creates a more dynamic, interactive, and student-centered educational environment.

The results of the study show that students who were taught using the flipped classroom model demonstrated a noticeable improvement in their English language proficiency compared to those who were taught through traditional methods. In particular, significant progress was observed in speaking and listening skills, which are often difficult to develop in teacher-centered classrooms. This improvement can be explained by the increased amount of in-class communicative practice, where students actively engaged in discussions, role-plays, pair work, and problem-solving tasks rather than passively receiving information.

Another important finding of the study is the positive change in students' motivation and attitude toward learning English. The majority of learners in the experimental group reported that the flipped classroom made lessons more interesting, meaningful, and less stressful. They appreciated the opportunity to



learn theoretical material at their own pace, replay video explanations, and prepare for lessons in advance. This flexibility allowed students to take greater responsibility for their own learning process and develop stronger self-regulation skills.

Furthermore, classroom observations confirmed that students in the flipped classroom environment were more active, confident, and willing to participate in English communication. The fear of making mistakes gradually decreased, as the classroom atmosphere became more supportive and collaborative. Teachers also noted that they were able to spend more time guiding students individually, monitoring progress, and organizing meaningful communicative tasks rather than focusing on lengthy explanations of grammar rules.

Despite these positive outcomes, the study also identified several challenges associated with the implementation of the flipped classroom model. These include unequal access to digital technologies, varying levels of students' digital literacy, and differences in learners' motivation and discipline when completing pre-class tasks. Additionally, the preparation of high-quality instructional materials requires significant time and effort from teachers, which may be a limiting factor in some educational contexts.

However, even with these challenges, the overall results strongly support the effectiveness of the flipped classroom approach. It not only improves students' academic achievement but also contributes to the development of essential 21st-century skills such as critical thinking, collaboration, communication, and independent learning. In the context of lyceums and colleges, where students are being prepared for higher education and professional life, these skills are particularly valuable.

In conclusion, the flipped classroom model can be considered a highly effective and forward-looking strategy for teaching English as a foreign language. It transforms the learning process into a more active, engaging, and meaningful experience, where students are no longer passive recipients of knowledge but active participants in their own education. Therefore, it is strongly recommended that English language teachers in lyceums and colleges gradually integrate this model into their teaching practice, adapting it to their specific educational context in order to maximize its benefits and ensure sustainable improvement in students' language proficiency and motivation.

REFERENCES

1. Abeysekera, L., & Dawson, P. 2015. Motivation and cognitive load in the flipped classroom. *Higher Education Research & Development*, 34(1), 1–14.
2. Bergmann, J., & Sams, A. 2012. *Flip Your Classroom: Reach Every*



Student in Every Class Every Day. Washington, DC: ISTE.

3. Bishop, J. L., & Verleger, M. A. 2013. The flipped classroom: A survey of the research. ASEE National Conference Proceedings.

4. Hamdan, N., McKnight, P., McKnight, K., & Arfstrom, K. M. 2013. A Review of Flipped Learning. Flipped Learning Network.

5. Harmer, J. 2007. How to Teach English. London: Longman.

Herreid, C. F., & Schiller, N. A. 2013. Case studies and the flipped classroom. Journal of College Science Teaching, 42(5), 62–66.

6. Little, D. 1991. Learner Autonomy: Definitions, Issues and Problems. Dublin: Authentik.

7. Richards, J. C. 2015. Key Issues in Language Teaching. Cambridge: Cambridge University Press.

8. Strayer, J. F. 2012. How learning in an inverted classroom influences cooperation and task orientation. Learning Environments Research, 15(2), 171–193.

Sidiqov Qosim Abilovich

Filologiya fanlari nomzodi, professor

Tel: +99899 398 07 30

E-mail: qosimjon1977@mail.ru

“QUTADG‘U BILIG”DAGI METAFORIK

FRAZEOLOGIZMLARNING SEMANTIK VA LINGVOPOETIK TAHLILI

Ushbu maqolada “Qutadg‘u bilig”dagi metaforik frazeologizmlar kognitiv-semantik va lingvopoetik jihatdan tahlil qilinadi. Dunyo, o‘lim, qut, ko‘ngil, nom va davlat konseptlari obrazli modellar orqali izohlanadi. Tadqiqot metaforik birliklarning turkiy tafakkur, axloqiy qarash va badiiy-falsafiy mazmunni shakllantirishdagi o‘rnini ilmiy asoslaydi hamda asar poetikasining ichki semantik tizimini ochadi.

Kalit so‘zlar: Qutadg‘u bilig, metafora, frazeologizm, kognitiv semantika, lingvopoetika, konsept.

This article examines metaphorical phraseological units in Kutadgu Bilig from cognitive-semantic and linguopoetic perspectives. Concepts such as world, death, fortune, heart, name, and state are interpreted through figurative models. The study proves their role in shaping Turkic thought, moral views, artistic-philosophical meaning, and the inner semantic structure of the text.

Keywords: Kutadgu Bilig, metaphor, phraseology, cognitive semantics, linguopoetics, concept.

В статье метафорические фразеологизмы «Кутадгу билиг»



анализируются в когнитивно-семантическом и лингвопоэтическом аспектах. Концепты мира, смерти, кута, сердца, имени и государства раскрываются через образные модели. Исследование обосновывает их роль в выражении тюркского мышления, нравственных взглядов, художественно-философского смысла и внутренней семантической системы текста.

Ключевые слова: Кутадгу билиг, метафора, фразеологизм, когнитивная семантика, лингвопоэтика, концепт.

“Qutadg‘u bilig”dagi metaforik frazeologizmlar tizimi asarning badiiy bezagini emas, balki uning ma’no yaratish mexanizmini tashkil etuvchi asosiy semantik qatlamlardan birini hosil qiladi. Yusuf Xos Hojib axloq, davlatchilik, inson tabiati, ruhiy kechinma, ijtimoiy munosabat va foniylilik kabi murakkab tushunchalarni quruq hukm yoki to‘g‘ridan to‘g‘ri bayon orqali emas, balki metaforik frazeologizmlar vositasida jonli, ta’sirchan va xotirada saqlanuvchi shaklga keltiradi. Shu bois asardagi “dunyo”, “o‘lim”, “qut”, “ko‘ngil”, “yo‘l”, “so‘z”, “adolat”, “zulm”, “boylik”, “qashshoqlik”, “kasallik” kabi konseptlar mustaqil leksik ma’no doirasida emas, balki muayyan obrazli modellar orqali anglanadi. Bu holat “Qutadg‘u bilig” poetikasida metaforaning faqat uslubiy vosita emas, balki axloqiy-falsafiy tafakkurni tartibga soluvchi kognitiv va lingvomadaniy mexanizm ekanini ko‘rsatadi.

Metaforik frazeologizmlarni semantik maydonlar asosida o‘rganish ushbu tizimning ichki mantig‘ini ochishda ayniqsa muhimdir. Chunki bunday yondashuv orqali asardagi obrazlar tartibsiz holda emas, balki dunyoning o‘tkinchiligi, hayot va ajal, amal va natija, baxt va davlat, nom va ijtimoiy xotira, ko‘ngil va botiniy kechinma, somatik obrazlar, aql va ma’rifat, axloqiy yo‘l, zulm va halokat, adolat va hayotbaxshlik, ijtimoiy maqom va davlat boshqaruvi, qashshoqlik va inqiroz, boylik va moddiy ne’mat, so‘z va uning ijtimoiy qudrati, do‘stlik va ijtimoiy munosabat, kasallik va iztirob kabi mazmuniy markazlar atrofida uyushgani ayonlashadi. Demak, bu qatlamni tahlil qilish “Qutadg‘u bilig”ni faqat didaktik doston sifatida emas, balki turkiy madaniy xotira, islomiy axloqiy tafakkur va badiiy-falsafiy mushohada birlashgan murakkab matn sifatida anglash imkonini beradi. Shu ma’noda metaforik frazeologizmlar asardagi ma’noning tashqi ifodasi emas, balki uning ichki g‘oyaviy arxitekturasini ushlab turuvchi poetik-mental tayanchlardir.

Asardagi metaforik frazeologizmlarning birinchi yirik maydon dunyoning o‘tkinchiligi va foniylilik maydonidir. Unda jamlangan “bu dunyo bir rabotdir”, “bu dunyo bir mehmonxona”, “bir kunoq joydir”, “bu dunyo zindondir”, “dunyo ko‘lanka kabidir”, “sarob kabidir”, “sho‘r suv kabidir” singari birliklar “Qutadg‘u bilig”da dunyoning ontologik maqomini pasaytirish uchun emas, balki uning



axloqiy qiymatini to'g'ri pog'onali tizimga joylashtirish uchun xizmat qiladi. Bu obrazlarda dunyo mutlaq borliq emas, balki o'tish nuqtasi, imtihon maydoni va insonning ichki kamoloti sinab ko'riladigan vaqtincha fazo tushunchasi shakliga kiradi "Qutadg'u bilig"da turkiy tafakkur va islomiy tafakkurning ikki o'lchami birlashib ketadi. Shuning uchun dunyo haqidagi mazkur metaforalar ham alohida poetik topilma emas, balki butun asarning axloqiy-falsafiy mantig'iga bo'ysungan tizimli modellardir. Tashning yana bir muhim xulosasi shuki, Yusuf Xos Hojib baxt va eng oliy ezgulikni faqat dunyoviy yutuq bilan tenglashtirmaydi, balki uni "ikki tomonlama baxt", ya'ni bu dunyo va u dunyo o'rtasidagi nisbatda ko'radi; shu bois foniylar dunyo haqidagi mehmonxona, sarob, ko'lanka kabi metaforalar asketik inkor emas, balki muvaqqatlikni anglash orqali insonni barqaror saodat mezoniga yo'naltiruvchi didaktik vositadir.

Demak, "dunyo bir rabot" modeli shaxsiy ruhiy kayfiyat emas, balki hukmdordan tortib oddiy insongacha barcha uchun amal qiladigan qadriyatga oid ogohlantirish formulasiga aylanadi.

"Qutadg'u bilig" faqat islomiy-ma'rifiy emas, balki chuqur turkiy badiiy xotiraga suyangan asardir. B.To'xliyev asarda bir nechta madaniy qatlam kesishganini, qadim turkiy an'analar, islom madaniyati va folklor motivlari yaxlit poetik tizimga singib ketganini ta'kidlaydi⁶⁵. Uningcha, "Qutadg'u bilig"dagi obrazlar tasodifiy emas, balki ko'p asrlik og'zaki va yozma an'analarning konsentratlashgan ifodasidir. Shu jihatdan "rabot", "mehmonxona", "ekinzor", "ko'lanka", "sarob" kabi obrazlar nafaqat islomiy esxatologik tafakkurni, balki turkiy hikmat poyetikasiga xos lo'ndalik va hayotiy konkretlikni ham birlashtiradi. Bu obrazlar dunyoni mutlaq rad etishga emas, balki uning aldamchi barqarorlik da'vosini fosh etishga qaratilgan. Shunday qilib, ushbu semantik maydondagi metaforik frazeologizmlar "dunyodan voz kechish" g'oyasini emas, balki "dunyoni haqiqiy o'lchamida ko'rish" tamoyilini ifodalaydi; ular "Qutadg'u bilig" poyetikasida foniylar hissi axloqiy hushyorlikka, axloqiy hushyorlikni esa falsafiy xulosaga aylantiruvchi markaziy badiiy mexanizm vazifasini bajaradi.

Ikkinchi maydon hayot, o'lim va ajal maydonidir. Unda jamlangan "o'lim bir eshikdir", "ko'z yummoq", "o'limga yuzlanmoq", "ajal tutdi olib ketayotir", "o'limning changali", "qora yerga kirib borayotir", "joni yashil ko'kka yo'l olib yeladi" kabi birliklar "Qutadg'u bilig"da o'limni tabiiy-biologik yakun sifatida emas, balki harakat, ko'chish, o'tish, tutilishi va yo'l olish kabi jadvallar orqali anglandigan ko'p qatlamli konsept sifatida qurishini ko'rsatadi. Özge Eker va Abdullahga ko'ra, "Qutadg'u bilig" metaforalari bilishga oid modellar bilan cheklanmay, o'lim va hayot kabi konsept sohalarini ham yo'nalish, qamrov,

⁶⁵ To'xliyev B. "Qutadg'u bilig"da turkiy folklor motivlari. Oltin bitiglar, 2020/3, 3–4, B.20



moddiylashuv va madaniy kodlar orqali tashkil etadi; ayniqsa, ular matnda ecyel tut- va ölüm tut- kabi birliklar o'limni faol sub'yekt, insonni esa uning ta'siriga tushuvchi ob'yekt sifatida ko'rsatishini qayd etadilar, bu esa ajalni shaxsdan tashqaridagi kuch sifatida emas, balki madaniy ongda jonlangan taqdir mexanizmi sifatida talqin qilish imkonini beradi⁶⁶.

Arı Şyekeryan esa “Qutadg‘u bilig”dagi o‘lim konsepti islomiy e’tiqod tizimi bilan qadimgi turkiy tasavvurlarning sintezi asosida ishlanganini ta’kidlab, asarni faqat adabiy yodgorlik emas, balki falsafa, sosiologiya va tarix uchun ham muhim manba deb baholaydi; shu bois “o‘lim eshik”, “yer”, “ko‘k” kabi obrazlar bir vaqtning o‘zida ham esxatologik, ham kosmologik ma’no tashiydi⁶⁷.

Münire Kevser Baş bu maydonning didaktik-mavjud qirrasini ochib, “Qutadg‘u bilig”da o‘lim haqida fikr yuritish fazilat deb baholanishini, chunki inson aynan o‘lim haqida o‘ylash orqali o‘z mavjudligini anglashga kirishishini ko‘rsatadi⁶⁸. “Qutadg‘u bilig”da vasiyat janri aynan o‘lim yoqasiga kelgan ong nutqi sifatida shakllanganini, shuning uchun o‘lim motivi shaxsiy hissiyot emas, balki davlat, nasl, axloq va meros haqidagi so‘nggi hikmatni uyushtiradigan kompozision markazga aylanadi. Demak, “Qutadg‘u bilig”dagi o‘lim maydonini konseptual metafora nazariyasi, madaniy tilshunoslik va turkiy poyetik tafakkur kesishmasida o‘qish zarur: bu yerda o‘lim bir vaqtning o‘zida eshik, changal, dengiz, yer, yo‘l va ko‘chish yuki bo‘lib, inson hayotini kosmik tartib, axloqiy mas’uliyat va falsafiy hushyorlik bilan bog‘lovchi markaziy semantik mexanizmga aylanadi.

Uchinchi qilmish, natija va hayot hosili maydoniga mansub “bu dunyo bir ekinzordir”, “dunyoning ichi bir ekinzor”, “o‘z yeydigan o‘tini uradi”, “dunyo ekaningni o‘radigan maydon”, “so‘zing chiqsa, dona urug‘dek sochiladi” kabi birliklar “Qutadg‘u bilig”da axloqiy tafakkurning agrar freym asosida tashkil topgan alohida semantik maydonini hosil qiladi, chunki bu yerda inson amali urug‘, dunyo esa oqibat va hosil pishib yetiladigan maydon sifatida konseptuallashadi. Bu modelni talqin qilishda, avvalambor, O.Ametova “Qutadg‘u bilig”da muallifning umumbashariy va falsafiy g‘oyalari ramziy qahramonlarning o‘zaro suhbatlari hamda turli xatti-harakatlari orqali namoyon bo‘lishini ta’kidlaydi⁶⁹. Demak, “ekinzor” metaforasi ham oddiy qiyos emas, balki Kuntug‘di, Oyto‘ldi, O‘gdulmish va O‘zg‘urmish ishtirokida ochiladigan didaktik mulohazaning tafakkur modeli vazifasini bajaradi, ya’ni u yaxshilik va yomonlikni

⁶⁶ Eker, Özge; Kök, Abdullah. “Kültürel Dil Bilim Bağlamında Kutadgu Bilig Metaforları.” *Mediterranean Journal of Humanities*, IX/2, 2019, 225, 238

⁶⁷ Şekeryan, Arı. “Kutadgu Bilig’de Ölüm Kavramı.” 2009, 1-6er.

⁶⁸ Baş, Münire Kevser. “Kutadgu Bilig’de Ölüm Anlayışı ve Ahiret İnancı.” *EKEV Akademi Dergisi*, 2010, 90

⁶⁹ Ametova, Oydin. “Qutadg‘u bilig” asarini tahlil qilish usullari. *Til va adabiyot ta’limi*, 2022, 3-son, 50



abstrakt axloqiy tushuncha emas, balki muqarrar natija tug‘diruvchi amaliy jarayon sifatida ko‘rsatadi.

“Qutadg‘u bilig”da dunyoga oid metaforalarni ontologik metaforalar “dunyo bir tarla”, “nima eksang, shuni o‘rsan” mazmuni ochiq ko‘rinishda berilgan⁷⁰. Bu orqali Yusuf Xos Hojib hukmdorni ham, umuman insonni ham “dunyoda qilingan har bir ishning qarshiligi bor” degan qonuniyat bilan ogohlantirishini ko‘rsatadi; uningcha, mazkur metaforaning vazifasi yaxshi va to‘g‘ri amalning go‘zal natija, noto‘g‘ri amalning esa salbiy oqibat keltirishini hayotiy tajribaga eng yaqin obraz orqali tushuntirishdan iborat. Shu bois mazkur semantik maydon “Qutadg‘u bilig” poyetikasining markaziy didaktik mexanizmlaridan biri sifatida baholanishi lozim, zero u axloqni quruq pand darajasida qoldirmaydi, balki ekish, kutish, o‘rim va hosil zanjiriga ko‘chirib, inson taqdiri va ma‘naviy mas‘uliyatini sabab va natijaga qurilgan jonli, ko‘rinarli va madaniy jihatdan yaqin kognitiv model orqali anglatadi.

To‘rtinchi maydon baxt, qut va davlat maydonidir. Unga mansub “yulduz kelmoq”, “baxt yuzlanmoq”, “baxt kelmoq”, “baxt eshigi ochilmoq”, “qut qochadi”, “qut senga o‘rmalab kelaveradi”, “davlat kulib boqsa”, “falak unga kulib boqdi”, “kunlari yoridi”, “kuni tug‘sa” kabi birliklar “Qutadg‘u bilig”da baxt, qut va davlatni statik holat emas, balki insonga yaqinlashuvchi, undan uzoqlashuvchi, yuzlanuvchi, qochuvchi va hatto inoyat ko‘rsatuvchi jonli kuch sifatida konseptuallashtirishini ko‘rsatadi; bu yerda metaforaning vazifasi hissiy holatni tasvirlash bilangina cheklanmay, hukmdorlik legitimatsiyasi, ijtimoiy tartib va shaxsiy saodatni yagona aksiologik tizimda birlashtirishdan iborat. O‘zbek turkologi Q. Omonov⁷¹ “Qutadg‘u bilig”ni Qoraxoniylar davrining “bosh qomusi” va davlat boshqaruvini badiiy shaklda yoritgan mafkuraviy asar deb baholar ekan, uning turkiy davlatchilik an‘analari bilan islom mafkurasini uyg‘unlashtirganini, shu bois asarda davlat va hukmronlikka oid obrazlar oddiy she‘riy bezak emas, balki siyosiy-axloqiy qonuniyatlarning badiiy modeli sifatida ishlashini ta’kidlaydi. Mazkur nuqtai nazardan qaraganda, “davlat kulib boqsa” yoki “qut qochadi” kabi birikmalar baxtni tasodifiy omad emas, balki to‘g‘ri boshqaruv, to‘g‘ri xulq va to‘g‘ri tartib bilan bog‘liq muvaffaqiyat kodiga aylantiradi. Hakan Değirmenci⁷² “kut”ni eng qadimgi turk siyosiy ongiga xos muqaddas tushuncha sifatida sharhlab, uni Gök Tanrı tomonidan hukmdorga beriladigan boshqaruv haqqi va bu haqning yerdagi ifodasi bo‘lgan töre bilan bog‘laydi hamda ushbu e’tiqod islomdan keyin ham o‘z kuchini yo‘qotmaganini, “Qutadg‘u bilig” nomi tarkibidagi “qut” ham

⁷⁰ Yıldızlı, Muhammed Emin. “Kutadgu Bilig’de Dünya Metaforu.” Uluslararası Türk Dünyası Kültür Araştırmaları Dergisi, 2016, 63-

⁷¹ Омонов, Қ. “Qutadg‘u bilig” va turkiy davlatchilik tafakkuri masalalari. In: Ўзбек филологияси: муаммо ва ечимлар. Республика илмий-амалий анжумани материаллари. Тошкент, 2022. Б. 231

⁷² Değirmenci, Hakan. “Kut” kavramı üzerine. Türk Dili, Şubat 2023, No. 101, s. 104



aynan shu tarixi-madaniy davomiylikda anglanishi kerakligini ko'rsatadi; demak, to'rtinchi maydondagi metaforik frazeologizmlar "baxt"ni shaxsiy psixologik omaddan yuqoriga ko'tarib, uni ilohiy sanksiyalangan davlatchilik, turkiy siyosiy axloq va jamoaviy farovonlikni birlashtiruvchi konseptga aylantiradi.

Beshinchi maydon sharaf, nom va ijtimoiy xotira maydonidir. "Nomi qolmoq", "mangu qolmoq", "nom qoldirmoq", "nom chiqarmoq", "nomni ezgu qilmoq", "ovozi jahonga yetmoq", "jahonga ovozasi, nomi yoyilsa", "nomi o'chmoq" kabi birliklar "Qutadg'u bilig"da shaxsning biologik umri bilan uning ijtimoiy-ma'naviy umri o'rtasidagi farqni ochuvchi alohida semantik maydonni tashkil qiladi, chunki bu yerda "nom" shaxsning oddiy atashi emas, balki uning axloqiy bahosi, jamoa oldidagi obro'si va madaniy xotirada saqlanuvchi ramziy davomi sifatida konseptuallashadi. Zuhall Kargı Ölmez "Qutadg'u bilig"dagi metaforik birliklarni mazmuni orqali nom va shuhratning dunyo bo'ylab tarqalishi metaforik formula darajasiga ko'tarilishini ko'rsatadi⁷³. Bu talqin "nom"ni shaxsning ichki fazilatidan tashqi ijtimoiy rezonansga aylanuvchi semantik ko'paytiruvchi sifatida o'qish imkonini beradi. Shu jihatdan mazkur maydon "Qutadg'u bilig"ning hikmatnomaviy tabiatiga xos tarzda shaxsiy hayotni jamoaviy baholash mezoniga aylantiradi: nom qoldirish faqat shuhrat topish emas, balki ezgu amalni ijtimoiy xotiraga aylantirish demakdir, nomi o'chish esa biologik o'limdan ham og'irroq axloqiy yo'qolish sifatida talqin qilinadi.

Oltinchi maydon ko'ngil, muhabbat va botiniy kechinmalar maydonidir. Oltinchi maydonga mansub "ko'ngilni bog'lamoq", "ko'ngil bermoq", "achchiq ko'ngil", "ko'ngil tinmoq", "ko'ngli to'lmoq", "ko'ngli ochilmoq", "ko'nglini ko'tarmoq", "ko'nglini eritmoq", "ko'ngilga og'ir botmoq", "yurakdan so'z aytmoq", "mehr bilan qaramoq", "muhabbati ortadi" kabi birliklar "Qutadg'u bilig"da botiniy olamni ifodalovchi alohida semantik maydonni hosil qiladi, chunki bu yerda ko'ngil jismoniy a'zo emas, balki hissiy tajriba, axloqiy baholash va ruhiy o'zgarishlar tutashadigan markaz sifatida konseptuallashadi. Muhittin Gümüş o'z tadqiqoti⁷⁴da "ko'ngil"ning asarda 504 marta qo'llanishini qayd etib, uni turkiy madaniy tafakkurning eng barqaror va ma'nosi keng belgilaridan biri deb baholaydi; uningcha, "ko'ngil" faqat "qalb" ma'nosida emas, balki so'z, idrok, his va axloqiy munosabatlar tutashgan nuqta bo'lib, ayniqsa "aqlning faol roli ham ko'ngilga tayangan holda namoyon bo'ladi" degan xulosa "Qutadg'u bilig"da rasional va emosional olam qarama qarshi emas, balki o'zaro bog'liq ekanini ko'rsatadi. Bu nuqtai nazar mazkur maydondagi "ko'ngli to'lmoq", "ko'nglini

⁷³ Ölmez, Zuhall Kargı. "Qutadgu Bilig'de İkilemeler (1)." Turkish Studies / туркологик тадқиқот, PDF нашр, 9

⁷⁴ Gümüş, Muhittin. "Qutadgu Bilig'de köñül/gönül kavramı üzerine bir değerlendirme." Kashgarlı, 2025, 46



eritmoq”, “ko‘ngilga og‘ir botmoq” kabi birliklarni shunchaki psixologik holat emas, balki ma‘naviy idrokning dinamik shakllari sifatida o‘qish imkonini beradi.

Shu jihatdan, oltinchi maydon metaforik frazeologizmlari “Qutadg‘u bilig” poyetikasining eng nozik qatlamlaridan birini tashkil etadi: ular orqali muhabbat, ranjish, taskin, mehr va botiniy yumshoqlik kabi holatlar individual kechinma darajasida qolmay, turkiy axloqiy tafakkurning madaniy kodiga aylanadi, ya‘ni ko‘ngil insonning ichki dunyosi, ma‘naviy tarbiyasi va estetik-axloqiy sub‘yektligi tutashgan markaz sifatida namoyon bo‘ladi.

Tahlil natijalari shuni ko‘rsatadiki, “Qutadg‘u bilig”dagi metaforik frazeologizmlar asarning tashqi uslubiy qatlami emas, balki uning axloqiy-falsafiy, ijtimoiy-siyosiy va lingvomadaniy mazmunini tashkil etuvchi ichki poyetik tizimdir. Yusuf Xos Hojib inson, jamiyat, davlat, boylik, do‘stlik, so‘z, adolat, zulm, qashshoqlik, o‘lim va ma‘rifat kabi murakkab tushunchalarni to‘g‘ridan to‘g‘ri ta‘riflash yo‘li bilan emas, balki metaforik frazeologizmlar orqali tajribaviy, hissiy va axloqiy jihatdan anglash mumkin bo‘lgan shaklga keltiradi. Shu bois asardagi har bir semantik maydon muayyan konseptning badiiy ifodasi bo‘lish bilan cheklanmay, turkiy tafakkurning dunyoqarash modeli sifatida ham namoyon bo‘ladi. Dunyo mehmonxona va sarobga, o‘lim eshik va changalga, adolat suv va nurga, zulm o‘t va zaharga, so‘z inju va uruqqa, boylik esa sinov va xatarga aylanishi orqali asar ma‘nosi mavhumlikdan obrazga, obrazdan esa hikmatga ko‘chadi. Demak, metaforik frazeologizmlar “Qutadg‘u bilig”da axloqiy xulosani estetik ta‘sir bilan birlashtiruvchi markaziy mexanizm vazifasini bajaradi.

FOYDALANILGAN ADABIYOTLAR

1. Ametova O. “Qutadg‘u bilig” asarini tahlil qilish usullari // Til va adabiyot ta‘limi. 2022. № 3. B. 50.
2. Baş M. K. Kutadgu Bilig’de Ölüm Anlayışı ve Ahiret İnancı // EKEV Akademi Dergisi. 2010. S. 90.
3. Değirmenci H. “Kut” kavramı üzerine // Türk Dili. 2023. № 101. S. 104.
4. Eker Ö., Kök A. Kültürel Dil Bilim Bağlamında Kutadgu Bilig Metaforları // Mediterranean Journal of Humanities. 2019. Vol. IX. № 2. S. 225, 238.
5. Gümüş M. Qutadgu Bilig’de köñül/gönül kavramı üzerine bir değerlendirme // Kashgarlı. 2025. S. 46.
6. Omonov Q. “Qutadg‘u bilig” va turkiy davlatchilik tafakkuri masalalari // O‘zbek filologiyasi: muammo va yechimlar: Respublika ilmiy-amaliy anjumani materiallari. Toshkent, 2022. B. 231.
7. Ölmez Z. K. Kutadgu Bilig’de İkilemeler (1) // Turkish Studies. PDF nashr. S. 9.
8. Şekeryan A. Kutadgu Bilig’de Ölüm Kavramı. 2009. S. 1.



9. To‘xliyev B. “Qutadg‘u bilig”da turkiy folklor motivlari // Oltin bitiglar. 2020. № 3. B. 3-4, 20.
10. Yıldızlı M. E. Kutadgu Bilig’de Dünya Metaforu // Uluslararası Türk Dünyası Kültür Araştırmaları Dergisi. 2016. S. 63.

UDC 378.147:811.111

Oral Speech Strategies in the Classroom: Enhancing Students’

Nematjanova Dilafruz Olim qizi

Namangan State University

nematjanovadilafruz69@gmail.com

Latipjanova Navbahor Khamidjon qizi

Student of Namangan State University **Communicative Competence**

Abstract: Developing students’ oral communication skills is one of the primary objectives of foreign language teaching in higher education. In recent years, increasing attention has been paid to the use of effective oral speech strategies in the classroom to enhance students’ communicative competence. This article explores the role of oral speech strategies in improving students’ speaking skills, confidence, and interaction in English language classrooms. The study analyzes various techniques such as scaffolding, questioning strategies, discussion frameworks, and communicative tasks. The findings suggest that the systematic use of oral strategies significantly improves students’ fluency, accuracy, and participation in classroom interaction.

Key words: oral speech strategies, communicative competence, speaking skills, classroom interaction, scaffolding, fluency

UDK 378.147:811.111

Nematjanova Dilafruz Olim qizi

Namangan davlat universiteti

Jahon tillari fakulteti

stajyor-o‘qituvchisi

nematjanovadilafruz69@gmail.com

Latipjanova Navbahor Xamidjon qizi

Namangan davlat universiteti talabasi

Auditoriyada og‘zaki nutq strategiyalari: talabalarning kommunikativ kompetensiyasini rivojlantirish

Annotatsiya: Oliy ta’limda chet tilini o‘qitishning asosiy maqsadlaridan biri talabalarning og‘zaki nutq ko‘nikmalarini rivojlantirish hisoblanadi. So‘nggi yillarda auditoriyada samarali og‘zaki nutq strategiyalaridan foydalanishga alohida



e'tibor qaratilmoqda. Ushbu maqolada ingliz tili darslarida og'zaki nutq strategiyalarining roli, ularning talabalarining nutq ravonligi, ishonchi va muloqotdagi faolligiga ta'siri o'rganiladi. Tadqiqotda scaffolding, savol berish strategiyalari, muhokama texnikalari va kommunikativ topshiriqlar tahlil qilinadi. Natijalar shuni ko'rsatadiki, og'zaki strategiyalardan tizimli foydalanish talabalarining nutq kompetensiyasini sezilarli darajada oshiradi.

Kalit so'zlar: og'zaki nutq strategiyalari, kommunikativ kompetensiya, nutq ko'nikmalari, auditoriya muloqoti, ravonlik

UDK 378.147:811.111

Нематжанова Дилафруз Олим кизи

Наманганский государственный университет

Факультет мировых языков

стажёр-преподаватель

nematjanovadilafruz69@gmail.com

Латипжанова Навбахор Хамиджон кизи

студентка Наманганского государственного университета

Стратегии устной речи в аудитории: развитие коммуникативной компетенции студентов

Аннотация: Развитие навыков устной речи является одной из ключевых задач обучения иностранному языку в высших учебных заведениях. В статье рассматривается роль стратегий устной речи в учебном процессе и их влияние на развитие коммуникативной компетенции студентов. Анализируются такие методы, как scaffolding, стратегии постановки вопросов, дискуссионные техники и коммуникативные задания. Результаты показывают, что систематическое применение данных стратегий значительно повышает уровень владения устной речью.

Ключевые слова: устная речь, коммуникативная компетенция, стратегии обучения, взаимодействие, беглость речи

Introduction

In modern language education, the ability to communicate effectively in a foreign language is considered one of the most important learning outcomes. Among the four language skills, speaking is often regarded as the most challenging for learners, especially in classroom settings where anxiety and lack of confidence may limit participation.

Oral speech strategies play a crucial role in helping students overcome these challenges. These strategies are designed to support learners in expressing their



ideas, participating in discussions, and developing fluency. Unlike traditional approaches that focus mainly on grammar and vocabulary, modern teaching emphasizes communication and interaction.

The aim of this article is to analyze the effectiveness of oral speech strategies in the classroom and their role in enhancing students' communicative competence.

Literature Review

Many scholars highlight the importance of speaking strategies in language learning. According to Brown, effective communication requires not only linguistic knowledge but also the ability to use language in real-time interaction. Harmer emphasizes that speaking activities should encourage spontaneous communication rather than memorized responses [1].

Scaffolding is one of the key strategies discussed in the literature. It involves providing temporary support to students to help them perform tasks that they cannot complete independently. Another important strategy is the use of questioning techniques that stimulate critical thinking and encourage extended responses.

Richards and Rodgers also note that communicative language teaching relies heavily on interaction and oral practice. These approaches prioritize meaning over form and encourage students to actively engage in communication.

Methodology

The research is based on classroom observation and practical implementation of oral speech strategies in English language classes at the university level.

The following strategies were applied:

1. guided discussions
2. questioning techniques
3. scaffolding (sentence starters, prompts)
4. role-based speaking tasks
5. pair and group speaking activities

Students were engaged in structured speaking tasks where they were encouraged to express opinions, justify arguments, and interact with peers. The teacher acted as a facilitator, providing support and feedback [2].

The effectiveness of these strategies was evaluated based on students' participation, fluency, and confidence in speaking.

Results and Discussion



The findings indicate that oral speech strategies significantly improve students' speaking performance.

Firstly, the use of scaffolding helps students organize their ideas and reduces hesitation. Sentence starters and guided prompts make it easier for learners to begin speaking.

Secondly, questioning strategies increase student engagement. Open-ended questions encourage longer responses and critical thinking.

Thirdly, group discussions and pair work create more opportunities for speaking practice. Students feel more comfortable expressing their ideas in smaller groups, which reduces anxiety.

Role-based tasks and simulations were particularly effective in developing fluency. These activities allow students to practice real-life communication and improve their confidence [3].

Overall, the use of oral speech strategies creates an interactive and supportive classroom environment where students actively participate in communication.

Conclusion

Oral speech strategies are essential for developing students' communicative competence in English language classrooms. They help learners overcome psychological barriers such as fear of making mistakes, lack of confidence, and anxiety, which often hinder active participation. By applying appropriate speaking strategies, students gradually improve their fluency, accuracy, and ability to express ideas clearly and coherently. Moreover, these strategies encourage learners to actively engage in interaction, which is a key component of effective language acquisition.

The integration of strategies such as scaffolding, questioning techniques, and communicative tasks significantly enhances the overall effectiveness of language teaching. Scaffolding provides learners with structured support, enabling them to build their responses step by step until they become more independent speakers. Questioning techniques, especially open-ended questions, stimulate critical thinking and promote extended discourse rather than short, limited answers. Communicative tasks, including role plays, discussions, and problem-solving activities, create authentic contexts in which students can practice language in meaningful ways. As a result, learners are more motivated and willing to participate in classroom communication [4].

In addition, the use of oral speech strategies contributes to the development of important soft skills such as collaboration, negotiation, and active listening. When students work in pairs or groups, they learn to respect different viewpoints,



respond appropriately, and maintain a conversation. These skills are essential not only for academic success but also for real-life communication in professional and social contexts. Teachers should therefore incorporate a variety of oral strategies into their lessons to create a student-centered learning environment. This requires careful planning, clear instructions, and continuous feedback. It is also important to adapt strategies according to students' proficiency levels, learning styles, and individual needs. A supportive and non-threatening classroom atmosphere plays a crucial role in encouraging students to take risks and speak more freely.

Furthermore, future research may focus on integrating digital tools and modern technologies to further support oral communication in the classroom. The use of online platforms, mobile applications, virtual simulations, and AI-based speaking tools can provide additional opportunities for practice beyond the classroom. Blended learning environments that combine traditional teaching methods with digital resources may significantly enhance students' speaking performance and engagement. Therefore, the continuous exploration of innovative approaches remains an important direction for improving English language teaching in higher education.

References

1. Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman.
2. Harmer, J. (2007). *How to Teach English*. London: Longman.
3. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press.
4. Thornbury, S. (2005). *How to Teach Speaking*. London: Longman.

THE NOMINATIVE FIELD OF A CONCEPT AND ITS COMPONENTS: A COMPARATIVE STUDY OF ENGLISH AND UZBEK

Marimbaeva Laylo Umarbek qizi

PhD student

Urgench State University named after Abu Reykhan Beruni

lmarimbaeva@gmail.com

+998770220804

Abstract. The present article examines the nominative field of cognitive concepts through a comparative lens, focusing on English and Uzbek as structurally and typologically distinct languages. The nominative field is understood as a lexical-semantic network comprising a nucleus, near periphery, and far periphery — each stratum differentiated by its semantic density and



functional frequency. Drawing on conceptual analysis, corpus data, and cross-linguistic comparison, this study reveals that while both languages construct nominative fields around shared universal concepts such as TIME, SPACE, LOVE, and FREEDOM, the internal architecture of these fields diverges considerably due to differences in morphological, syntactic, and cultural-cognitive systems. The findings contribute to the broader discourse on cognitive linguistics and conceptual structure in typologically different languages.

Keywords: nominative field, concept, cognitive linguistics, comparative linguistics, English, Uzbek, lexical-semantic network, nucleus, periphery, conceptualization.

Abstrakt. Ushbu maqolada kognitiv tushunchalarning nominativ sohasi qiyosiy nuqtai nazardan o'rganiladi, ingliz va o'zbek tillariga strukturaviy va tipologik jihatdan farq qiluvchi tillar sifatida qaraladi. Nominativ soha yadro, yaqin periferiya va uzoq periferiyadan iborat leksik-semantik tarmoq sifatida tushuniladi — har bir qatlam o'zining semantik zichligi va funktsional chastotasi bilan farqlanadi. Kontseptual tahlil, korpus ma'lumotlari va tillararo taqqoslashga tayanib, ushbu tadqiqot shuni ko'rsatadiki, ikkala til ham VAQT, MAKON, SEVGI va ERKINLIK kabi umumiy universal tushunchalar atrofida nominativ maydonlarni qursa-da, bu sohalarning ichki arxitekturasini morfologik, sintaktik va madaniy-kognitiv tizimlardagi farqlar tufayli sezilarli darajada farq qiladi. Tadqiqot natijalari tipologik jihatdan turli tillarda kognitiv lingvistika va kontseptual tuzilish haqida kengroq muhokamaga hissa qo'shadi.

Kalit so'zlar: nominativ soha, tushuncha, kognitiv lingvistika, qiyosiy lingvistika, ingliz, o'zbek, leksik-semantik tarmoq, yadro, periferiya, kontseptualizatsiya.

Аннотация. В данной статье рассматривается номинативное поле когнитивных понятий в сравнительном контексте, с акцентом на английский и узбекский языки как структурно и типологически различные языки. Номинативное поле понимается как лексико-семантическая сеть, включающая ядро, ближнюю периферию и дальнюю периферию — каждый слой дифференцируется по своей семантической плотности и функциональной частоте. Основываясь на концептуальном анализе, корпусных данных и межъязыковом сравнении, это исследование показывает, что, хотя оба языка строят номинативные поля вокруг общих универсальных понятий, таких как ВРЕМЯ, ПРОСТРАНСТВО, ЛЮБОВЬ и



СВОБОДА, внутренняя архитектура этих полей значительно различается из-за различий в морфологических, синтаксических и культурно-когнитивных системах. Полученные результаты вносят вклад в более широкую дискуссию о когнитивной лингвистике и концептуальной структуре в типологически различных языках.

Ключевые слова: номинативный поле, понятие, когнитивная лингвистика, сравнительная лингвистика, английский, узбекский, лексико-семантическая сеть, ядро, периферия, концептуализация.

1. Introduction

The study of how human cognition shapes language — and conversely, how linguistic structures mirror cognitive categories — lies at the heart of cognitive linguistics. One of the central constructs in this discipline is the concept, broadly defined as a discrete unit of mental content that encodes culturally and experientially grounded knowledge. The nominative field of a concept refers to the entire inventory of linguistic units — lexemes, collocations, set phrases, derivatives, and metaphorical expressions — that serve to name, evoke, or elaborate that concept within a given language system.

Comparative investigation of nominative fields across typologically distinct languages provides valuable insight into both the universality and the culture-specificity of human conceptualization. English, a Germanic analytic language with global reach, and Uzbek, a Turkic agglutinative language with deep cultural and historical roots in Central Asia, represent an especially illuminating pair for such analysis. Their structural differences — particularly in morphology, word order, and lexical derivation — generate divergent nominative field architectures even when the underlying concepts are ostensibly shared.

This article aims to (1) define and theorize the nominative field and its structural components; (2) compare the nominative fields of selected universal concepts in English and Uzbek; and (3) discuss the cognitive and cultural implications of observed divergences. The analysis draws on established frameworks in cognitive semantics, frame semantics, and prototype theory.

2. Theoretical Background: The Concept and Its Nominative Field

The notion of a concept in cognitive linguistics has been elaborated by numerous scholars. In the tradition established by Lakoff (1987), Johnson (1987), and later Langacker (1991), concepts are understood not as abstract logical primitives but as embodied, experientially grounded mental structures. Concepts are organized into schemas, frames, and domains that reflect recurring patterns of human experience.

Within the framework of Russian-school cognitive linguistics — particularly



the work of Popova and Sternin (2007) — the concept is analyzed through its verbalization patterns, giving rise to the notion of the nominative field. The nominative field is defined as the aggregate of all linguistic units that objectify (i.e., give linguistic expression to) a given concept. It is structured hierarchically into three zones:

(a) The Nucleus: comprising the primary lexeme or set of lexemes with the highest frequency and most direct semantic reference to the concept (e.g., *time* in English, *vaqt* in Uzbek);

(b) The Near Periphery: including synonyms, closely related lexemes, and stable collocations that share the core semantic load (e.g., *moment*, *era*, *period*; *payt*, *muddat*, *zamon*);

(c) The Far Periphery: consisting of metaphorical extensions, proverbs, idioms, and contextually dependent expressions that evoke the concept indirectly (e.g., "*Time flies*", "*killing time*"; "*Vaqt o'tib ketadi*", "*Vaqtini o'ldirmoq*").

This tripartite structure provides a productive analytical framework for comparing how different languages distribute semantic weight across the nominative field of a shared concept.

3. Structural Differences in Nominative Field Formation

3.1 Morphological Productivity

One of the most immediately apparent differences between English and Uzbek nominative fields concerns the role of morphological derivation. Uzbek, as an agglutinative language, possesses a highly productive suffixal system that allows a single root to generate an extensive paradigm of derived forms, each contributing to the nominative field of a concept.

Consider the concept KNOWLEDGE. In Uzbek, the root *bil-* ('to know') generates: *bilim* (knowledge), *bilimli* (knowledgeable), *bilimsiz* (ignorant), *bilimdon* (erudite), *bilimlilik* (the state of being knowledgeable), and *bilimdonlik* (erudition). Each of these forms occupies a distinct position within the nominative field, extending from the nucleus outward. In English, equivalent conceptual territory is covered by borrowings from Latin and French — *knowledge*, *cognition*, *awareness*, *erudition*, *expertise* — which are morphologically unrelated and thus form a more heterogeneous near-periphery.

This difference has direct consequences for the density and internal coherence of nominative fields. Uzbek nominative fields tend to exhibit a morphologically dense nucleus zone, where a web of formally related forms cluster around the central lexeme. English fields, by contrast, tend to develop broader synonym networks in the near periphery, compensating for reduced morphological derivation through lexical borrowing and compounding.



3.2 Collocational Patterns and Syntactic Framing

The near and far peripheries of nominative fields are substantially shaped by collocational preferences and syntactic frames. In English, the concept TIME is extensively nominalized and treated as a commodity in its collocational profile: spend time, waste time, save time, buy time, invest time. These collocations instantiate the well-documented conceptual metaphor TIME IS MONEY (Lakoff and Johnson, 1980), organizing a significant portion of the near and far periphery around an economic frame.

In Uzbek, the nominative field of vaqt (time) also encodes temporal commodity metaphors, but the framing is inflected by cultural-cognitive priorities. The expression vaqtini yo‘qotmoq (to lose time, literally 'to let time become lost') foregrounds passivity and loss rather than active expenditure, suggesting a subtly different conceptual orientation. Similarly, the proverb Vaqt — oltin (Time is gold) is widely attested but competes with expressions emphasizing the relational and social dimensions of time, such as Vaqtli mehmon — baxtli mehmon (A guest who arrives on time is a happy guest), which embeds temporal concepts within hospitality norms.

3.3 The Role of Cultural Conceptualization

Conceptual fields are never purely linguistic phenomena; they are anchored in cultural models and historically sedimented knowledge systems. The concept FREEDOM illustrates this clearly. In English, the nominative field of freedom is organized around a strong individualistic frame — freedom of speech, freedom of choice, individual liberty — reflecting Enlightenment political philosophy. The far periphery extends into legal and political discourse: civil liberties, human rights, emancipation.

In Uzbek, the corresponding concept erkinlik occupies a nominative field inflected by collectivist cultural values. While erkinlik shares semantic territory with English freedom, its collocational profile foregrounds relational freedom — freedom within community, freedom from oppression at the collective level — rather than individual autonomy. The near-periphery lexeme mustaqillik (independence, sovereignty) carries particularly strong associations with the post-1991 national independence narrative, a layer of meaning absent from the English field. This illustrates how historical and sociocultural context shapes not only the lexical items populating a nominative field but also the cognitive salience of particular periphery zones.

4. Comparative Analysis of Selected Concept Fields

To consolidate the comparative framework, Table 1 presents a schematic overview of the nominative fields of the concept LOVE in English and Uzbek:



Table 1. Nominative Field of LOVE / MUHABBAT (English–Uzbek)

Zone	English	Uzbek
Nucleus	love	muhabbat, sevgi
Near Periphery	affection, adoration, devotion, passion, fondness, romance	mehr, oshiqlik, sadoqat, ishq, havas, mahabat
Far Periphery	'fall in love', 'head over heels', 'love is blind', 'wear one's heart on one's sleeve'	'Ko'ngli bo'lmoq', 'Ko'zlari to'rt bo'lmoq', 'Sevgi ko'r qiladi', 'Ishq o'ti yoqar'

Several observations emerge from this comparison. First, the Uzbek nucleus is lexically binary — both muhabbat (an Arabic loanword denoting elevated, spiritual love) and sevgi (a native Turkic root denoting everyday affective attachment) function as nuclear terms, reflecting the historical diglossia between literary Arabic-Persian and colloquial Turkic registers in Uzbek. English, by contrast, has a single nucleus lexeme love serving the full conceptual range.

Second, the far periphery in both languages draws heavily on metaphorical extension, but the source domains differ. English far-peripheral expressions predominantly draw on domains of physical sensation and spatial orientation (head over heels, fall in love), while Uzbek idioms more frequently invoke fire, light, and the heart as metaphorical sources (Ishq o'ti yoqar — 'The fire of love burns'; Ko'ngli bo'lmoq — 'For one's heart to become [something]'), reflecting different cultural traditions of lyric poetry and philosophical discourse.

5. Discussion

The comparative analysis of English and Uzbek nominative fields reveals a complex interplay between linguistic structure and cognitive-cultural organization. Three principal findings warrant discussion.

First, morphological typology exerts a significant influence on the density and internal architecture of nominative fields. The agglutinative morphology of Uzbek generates tight morpho-semantic clusters in the nucleus and near periphery,



while English compensates through a richer synonym ecology in the near periphery. This suggests that the overall semantic coverage of a nominative field may be roughly equivalent across languages, but the structural means of achieving that coverage differ systematically.

Second, cultural conceptualization mediates the organization of far-peripheral zones. Idioms, proverbs, and metaphorical expressions — which constitute the far periphery — are most sensitive to cultural-historical context. The divergences observed in the far peripheries of FREEDOM and LOVE are not accidental but reflect deeply sedimented differences in value systems, historical experience, and literary tradition. This finding supports the cultural conceptualization thesis advanced by Sharifian (2011), who argues that conceptual structures are not simply individual cognitive phenomena but are distributed across cultural communities.

Third, the nucleus of nominative fields tends toward cross-linguistic convergence in the case of universal or near-universal concepts, while periphery zones exhibit greater divergence. This asymmetry suggests a useful methodological principle: comparative analysis of nominative fields should prioritize periphery examination, where cultural distinctiveness is most pronounced.

6. Conclusion

This article has proposed and applied a comparative framework for analyzing the nominative fields of cognitive concepts in English and Uzbek. The nominative field — structured as nucleus, near periphery, and far periphery — provides a principled and empirically tractable unit of analysis for cross-linguistic cognitive research.

The English-Uzbek comparison demonstrates that shared universal concepts generate structurally and culturally differentiated nominative fields. Morphological typology shapes the density of the nuclear zone; collocational patterns and syntactic frames organize the near periphery; and cultural models, literary traditions, and historical experience inscribe themselves in the far periphery. These findings have implications for translation studies, lexicography, and second-language pedagogy, particularly in contexts where conceptual equivalence is assumed but structural divergence is significant.

Future research should extend this framework to additional concept pairs and larger corpora, incorporating quantitative frequency data alongside qualitative conceptual analysis. Diachronic perspectives — examining how nominative fields evolve as languages change and borrow — would further enrich our understanding of the dynamic relationship between language, cognition, and culture.



References

1. Evans, V., & Green, M. (2006). *Cognitive Linguistics: An Introduction*. Edinburgh University Press.
2. Johnson, M. (1987). *The Body in the Mind: The Bodily Basis of Meaning, Imagination, and Reason*. University of Chicago Press.
3. Lakoff, G. (1987). *Women, Fire, and Dangerous Things: What Categories Reveal about the Mind*. University of Chicago Press.
4. Lakoff, G., & Johnson, M. (1980). *Metaphors We Live By*. University of Chicago Press.
5. Langacker, R. W. (1991). *Foundations of Cognitive Grammar, Vol. 2: Descriptive Application*. Stanford University Press.
6. Popova, Z. D., & Sternin, I. A. (2007). *Kognitivnaya lingvistika [Cognitive Linguistics]*. AST: Vostok-Zapad.
7. Sharifian, F. (2011). *Cultural Conceptualisations and Language: Theoretical Framework and Applications*. John Benjamins.
8. Talmy, L. (2000). *Toward a Cognitive Semantics*. MIT Press.
9. Toporov, V. N. (1995). *Myth. Ritual. Symbol. Image: Studies in the Field of Mythological*. Progress-Culture.
10. Yo'ldoshev, M. (2008). *O'zbek tilida konseptual metafora [Conceptual Metaphor in Uzbek]*. Fan nashriyoti.



The Impact of Learning English on the Social Activity of Youth

Student: Maxmasalayeva Asal Zafar qizi
Uzbekistan State World Language of University
asalmxmasalayeva05@gmail.com

Supervisor: Muhitdinov Dilshod Tokhirovich, UzSWLU

Abstract

This article analyzes the impact of the process of learning English on the social activity of young people. In today's conditions of globalization, knowing foreign languages, especially English, is considered one of the important factors for youth. The article highlights how learning English increases students' communicative skills, participation in public events, and interest in international projects and educational programs. During the research, theoretical analysis, observation, and the results of surveys conducted among students were used. The obtained results confirm that knowledge of English strengthens young people's self-confidence, increases their social activity, and positively influences their active participation in society.

Key words: *English language, youth, social activity, motivation, education.*

Introduction

In today's process of globalization, learning foreign languages, especially English, is becoming one of the important factors in the development of society. English is recognized as the leading language in international communication, science, education, and technology. Therefore, learning English is important not only for professional development but also for increasing an individual's social activity.

Today, the social activity of young people is considered one of the main indicators of societal development. Socially active youth participate actively in community life and demonstrate their potential through involvement in various social projects, public events, and international programs. Knowledge of English serves as an important tool for young people in making effective use of such opportunities.

It should be noted that the process of learning English develops young people's communicative competence and forms skills such as freely expressing their thoughts and communicating with representatives of different cultures. This positively affects their self-confidence and contributes to the growth of their social activity. However, the issue of the impact of learning English on the social activity of youth still requires deeper analysis.



The main purpose of this article is to study and analyze the impact of learning English on the social activity of young people. During the research process, theoretical source analysis, observation, and the results of surveys conducted among students were used. The obtained results help to highlight the importance of English in increasing young people's activity in education and social life.

Theoretical Foundations of Learning English

Today, English is considered one of the most widespread and commonly used languages in the world. It serves as the main means of communication in the fields of international relations, science, technology, business, and education. The fact that many scientific articles, textbooks, and information resources are created in English further increases the importance of this language.

Knowledge of English not only broadens educational opportunities for young people but also brings them closer to the global community. International conferences, academic exchange programs, grants, and scholarships are more accessible to young people who know English. Therefore, English is regarded as one of the key factors for achieving success in modern society.

In addition, the process of learning English broadens an individual's worldview and helps in understanding different cultures and values. This plays an important role in shaping young people's active position in society.

The Concept of Social Activity and Its Types

Social activity refers to an individual's active participation in social life and involvement in social processes through personal initiatives and opinions. Socially active individuals express their attitudes toward social issues, participate in public activities, and contribute to social development.

Social activity can be divided into several types. These include educational activity (participation in scientific events, conferences, and competitions), cultural activity (participation in cultural events and festivals), civic activity (volunteering and social projects), and informational-communicative activity (social networks and international communication). Today, increasing the social activity of youth is considered one of the important directions of state policy. This is because active youth are recognized as the main driving force of social progress and sustainable development.

The Relationship Between Language Proficiency and Personal Development

Language proficiency is one of the important factors that directly influences personal development. Learning a foreign language, especially English, develops an individual's thinking, forms communication culture, and strengthens critical



thinking skills. Young people who know English are able to express their thoughts freely, work effectively in teams, and adapt to different social environments. This increases their self-confidence and creates the foundation for becoming more active in society. Through language proficiency, young people gain access to various information resources and continuously improve their knowledge and potential.

At the same time, learning English also helps develop leadership qualities among young people. Individuals who know foreign languages are often initiative-driven, open-minded, and active, striving to take leading roles in society.

The Impact of English on Youth Social Activity

Knowledge of English and Communicative Competence

Knowledge of English plays an important role in developing the communicative competence of young people. Communicative competence refers to an individual's ability to express thoughts clearly and understandably in different situations, understand conversation partners, and conduct effective communication. In the process of learning English, young people gain not only language knowledge but also communication culture. Young people who can communicate fluently in English feel confident in various social environments. This increases their activity in teamwork, exchanging ideas, and taking initiative. In particular, the opportunity to communicate in English in an international environment broadens young people's worldview and shapes them as active social participants.

In addition, the listening, speaking, reading, and writing skills developed during the process of learning English play an important role in the academic and social activities of young people. This contributes to increasing their social activity.

Participation of Youth in Public and Educational Activities

Knowledge of English positively affects young people's active participation in educational and public activities. In particular, students with good English skills tend to participate actively in scientific conferences, seminars, training sessions, and competitions. Such events not only increase young people's knowledge and experience but also strengthen their social activity.

Moreover, English expands young people's opportunities to participate in various public organizations, volunteer projects, and social initiatives. The necessity of communicating in English in international and local projects encourages young people to learn the language and apply it in practice.

Using English in the educational process also develops young people's independent learning, information-searching, and critical analysis skills. This increases their activity not only in education but also in social life.



International Opportunities and Social Activity

Today, knowledge of English is considered an important tool that opens the door to international opportunities for young people. Foreign higher educational institutions, academic exchange programs, international grants, and scholarships are mainly conducted in English. Young people who take advantage of these opportunities gain not only knowledge but also broad social experience.

Studying or working in an international environment increases young people's independence, responsibility, and social activity. Through communication with representatives of different cultures, they develop important social skills such as tolerance, open-mindedness, and cooperation. Therefore, learning English helps young people become active on a global scale and develop as leading and initiative-driven individuals in society. This once again confirms the importance of English in increasing the social activity of youth.

Research and Analysis of Results

Research Methods

This research was conducted to determine the impact of learning English on the social activity of young people. Several scientific methods were used during the research process, including theoretical source analysis, observation, and survey methods.

The survey was conducted among students studying at higher educational institutions in Uzbekistan. The survey questions were aimed at identifying students' level of English learning, their attitudes toward learning the language, and their participation in educational and social activities. In addition, students expressed their opinions about the opportunities that knowledge of English had created for them. Through the observation method, the level of social activity between students actively learning English and those paying less attention to the language was compared. The collected data were analyzed, and general conclusions were drawn.

Analysis of Survey Results

The survey results showed that students who seriously approached learning English participated more actively in educational and social activities. They expressed interest in participating in various seminars, training sessions, scientific conferences, and competitions. Most respondents emphasized that knowledge of English increased their self-confidence. In particular, it was noted that the opportunity to communicate in English strengthened students' activity in public speaking, expressing opinions, and taking initiative. Furthermore, according to the survey results, students who know English actively use international programs, foreign information sources, and online educational platforms. This broadens their



knowledge and contributes to increasing their social activity.

Discussion of Results

The research results confirmed that learning English has a positive impact on the social activity of young people. Young people who know English appear to be more open to communication, initiative-driven, and active participants in social life. The obtained results are consistent with the ideas presented in theoretical sources and show that there is a close relationship between language proficiency, personal development, and social activity. In particular, learning English develops young people's global thinking and helps them adapt to the demands of modern society. Based on this, it can be said that encouraging the learning of English and integrating it with practical activities serves as an important factor in increasing the social activity of youth.

Conclusion

In this article, the impact of learning English on the social activity of young people was analyzed from both theoretical and practical perspectives. The research results showed that learning English is an important factor not only in improving young people's language competence but also in increasing their activity in social life.

Knowledge of English develops young people's communicative skills, strengthens their ability to express ideas freely, work effectively in teams, and adapt to different social environments. This increases their self-confidence and creates opportunities for active participation in public events, educational projects, and international programs. The results of the survey and observations conducted during the research confirmed that students who actively study English are more socially active. In particular, such young people appeared as initiative-driven individuals who are eager to participate in scientific conferences, training sessions, and social projects.

In conclusion, widely promoting the learning of English among young people, integrating it with practical activities, and using effective methods in the educational process are of great importance in increasing the social activity of youth. The results of this research may serve as an important foundation for future scientific studies aimed at improving the process of teaching English and supporting young people socially.

References

1. Jalolov, J. J. (2012). Methods of teaching foreign languages. Tashkent: O'qituvchi
2. Qodirov, A. (2015). The relationship between language and thinking. Tashkent:



Fan

3. Islam Karimov. (2008). High spirituality – An invincible force. Tashkent: Ma'naviyat
4. Jack C. Richards, & Theodore S. Rodgers. (2014). Approaches and methods in language teaching. Cambridge: Cambridge University Press
5. Jeremy Harmer. (2015). How to teach English. London: Longman.
6. David Crystal. (2003). English as a global language. Cambridge: Cambridge University Press
7. William Littlewood. (2007). Communicative language teaching. Cambridge: Cambridge University Press
8. Decrees and resolutions of the President of the Republic of Uzbekistan on state youth policy. (2017–2023). Tashkent.
9. H. Douglas Brown. (2007). Teaching by principles: An interactive approach to language pedagogy. New York: Pearson Education.
10. Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan. (n.d.). Official website materials

TECHNOLOGY BASED LANGUAGE EDUCATION

Maxsutxodjayev Muzaffar,
Namangan State University,
Faculty of World Languages,
E-mail: maxsutxodjayevm@gmail.com

Annotatsiya: Ushbu maqolada zamonaviy til ta'limida texnologiyalarning o'rni va ularning o'quvchilarning til o'rganish samaradorligiga ta'siri tahlil qilinadi. Tadqiqot davomida mobil ilovalar, onlayn ta'lim platformalari, multimedia vositalari va sun'iy intellekt tizimlarining til ko'nikmalarini rivojlantirishdagi samaradorligi o'rganildi. Natijalar texnologiyaga asoslangan ta'lim o'quvchilarning motivatsiyasini oshirishi, mustaqil ta'lim olish imkoniyatlarini kengaytirishi va kommunikativ ko'nikmalarini rivojlantirishini ko'rsatdi. Maqolada texnologiyalarni til ta'limiga integratsiya qilishning afzalliklari va muammolari ham muhokama qilinadi.

Kalit so'zlar: Texnologiyaga asoslangan ta'lim, til o'rganish, raqamli ta'lim, onlayn ta'lim, mobil ilovalar, sun'iy intellekt, ingliz tili ta'limi, elektron ta'lim, AKT, virtual ta'lim.



Аннотация: В данной статье рассматривается роль технологий в современном языковом образовании и их влияние на эффективность изучения языков студентами. В ходе исследования анализируется эффективность цифровых инструментов, таких как мобильные приложения, онлайн-платформы обучения, мультимедийные ресурсы и системы искусственного интеллекта в развитии языковых навыков. Результаты исследования показывают, что обучение, основанное на технологиях, повышает мотивацию студентов, способствует самостоятельному обучению и улучшает коммуникативные навыки. В статье также обсуждаются преимущества и проблемы интеграции технологий в процесс преподавания и изучения языков.

Ключевые слова: Технологическое образование, изучение языков, цифровое обучение, онлайн-образование, мобильные приложения, искусственный интеллект, преподавание английского языка, электронное обучение, ИКТ, виртуальное обучение.

Abstract. This article examines the role of technology in modern language education and its impact on students' language learning performance. The study analyzes the effectiveness of digital tools such as mobile applications, online learning platforms, multimedia resources, and artificial intelligence systems in improving language skills. The research findings show that technology-based language education increases students' motivation, supports independent learning, and enhances communication skills. The article also discusses the advantages and challenges of integrating technology into language teaching and learning processes.

Keywords: Technology-based education, language learning, digital learning, online education, mobile applications, artificial intelligence, English language teaching, e-learning, ICT in education, virtual learning.

Introduction

In the modern era of globalization, learning foreign languages has become an essential part of the educational system. The rapid development of information and communication technologies (ICT) has created new opportunities in language education. Along with traditional teaching methods, digital platforms, mobile applications, artificial intelligence, and online learning tools are increasingly being used to improve language learning outcomes.

Technology-based language education refers to the use of technological tools and digital resources in the process of teaching and learning languages. This



approach enables learners to develop listening, speaking, reading, and writing skills through interactive and innovative methods. Moreover, technology provides opportunities for independent learning and supports distance education.

The main purpose of this article is to analyze the effectiveness of technology-based language education and examine its advantages and challenges in modern learning environments.

Materials and Methods

Both qualitative and quantitative research methods were used in this study. The participants of the research were 60 university students studying English as a foreign language.

The following research methods were applied:

1. **Survey Method** – to identify students' level of technology usage in language learning.
2. **Observation Method** – to analyze the process of online classes and the use of mobile applications.
3. **Comparative Method** – to compare traditional teaching methods with technology-based learning approaches.
4. **Statistical Analysis** – to summarize and present the collected data in percentages.

The following technological tools were used during the research:

- Mobile applications (Duolingo, Memrise)
- Video platforms (YouTube, Zoom)
- Virtual learning environments (Google Classroom, Moodle)
- Artificial intelligence-based chatbots

One of the highly actual ways of advancing the foreign language learning process is the use of computer and Internet technologies in the education system. Technology based education is a transitional stage from a system of traditional teaching methods to a contemporary system of open education Information Society. Computer technology can be applied in followings: computer-generated libraries, educational software means (electronic libraries, electronic textbooks, dictionaries), information records of universities and schools, multimedia programs, virtual debate clubs, counseling centers, teaching information environments of universities and schools, manuals comprising complete courses for different types of educational institutions. The introduction of computer and information teaching methods considerably has increased the level of information competence, more precisely, it has developed IT skills such as the use of Internet to find the essential didactic information; use of reference electronic publications and application information resources in teaching. Moreover, it has improved the



use of expansive potential of information and computer technology for advice.

Technology is a great facilitating tool that both teacher and student simultaneously can benefit from. Nowadays, foreign language teachers should learn how to take the advantage of the modern technology and how to integrate them during classes. Gadgets, such as computers, smart phones, tablets, smart boards are common among the learners as they provide variety of powerful opportunities to acquire languages. One of the highly effective tools in language classrooms is smartboard. It engages and motivates learners as many educational videos created by native speakers can be shown with the help of it. In the countries where languages are taught as a foreign language, teaching pronunciation can be the most challenging. Today, video-based you tube channels like oxford online English, go natural English, you2repeat, englishfun and some social media channels can be supportive to acquire British, American, Australian and other English accent or dialects. Teachers who introduce technology to their students may get a great deal of satisfaction when they, accomplish better. Technology does not constitute methodology, but teachers use technology to complement it. Different technological instruments offer different advantages therefore teachers are demanded to be equipped with today's technology and be aware of how to use them. When applying technology in class, teachers should consider student's current language skills and needs. While bringing authentic materials to classroom teachers should consider different factors including learners' age, purpose and interests as well as some specifics of computer-information model such as forming the basis of personality learner, able to act

appropriately in a real situation, communicative and socio-cultural orientation.

Results

The results of the study demonstrated the effectiveness of technology-based language education. According to the survey findings:

- 85% of students learned new vocabulary faster through mobile applications.
- 78% of participants reported improvements in listening comprehension through online platforms.
- 70% of students stated that virtual lessons enhanced their independent learning skills.
- 82% of respondents mentioned that technological tools made lessons more interactive and engaging.

In addition, students who studied through technology-based methods achieved higher test scores compared to those who learned through traditional



teaching approaches.

In our modern society we may come across with the term computer literacy which can be defined as having a good knowledge of using computer software. There are two types of computer literacy: Domestic and Professional. For teachers of foreign languages professional computer literacy may refer to:

- *Understanding of the technical and educational potentials of computers and existing software;
- *The ability to progress educational software scripts;
- *The ability to correct poses the problem as a software engineer;
- *The ability to use the application programs (training and maintenance).

At the present stage of development in the process of teaching foreign languages a lot of attention is paid to the development of computer technology — multimedia technologies, hypermedia technology, communication technologies (videoconferencing, teleconferencing, forums, etc.), and construction of virtual reality technology.

In the process of learning a foreign language, the computer can perform functions that must ensure the formation of linguistic or communicative competence:

- *to provide training and testing in a dialogue mode;
- *to simulate real speech situations with the help of charts, animation and video, creating the effect of contact with the language environment;
- *to depict the speech situation, use it as an incentive, support in the process of educational dialogue;
- *to ensure communication in the target language using computer lines

Current computer tools not only allow you to deliver or perceive ready-made authentic materials, but also they can allow you to create something new and educational. In foreign language classrooms teachers usually ask students to write reviews, reports, articles, paragraphs and essays. In order to do these assignments one has to know how to work in rudimentary programs such as Word (Microsoft office). Besides them, learners can be encouraged to do some more creative works and projects in Power Point (presentation), Publisher (postcard, menu, prescription or recipe, shopping list and etc.) or Outlook.

Technology is developing so fast that both student and teacher should be aware of the new alternatives of these foundational skills of information technologies (IT). There are plenty of new advanced and multifunctional programs that are popular today among young generation:

- *Custom Show (presentation software) - This software allows companies and organizations to build better custom branded presentations and thus it is



appropriate for marketing and sales teams

**SlideRocket (Marketing Software)* – it can upload files from Keynote, Powerpoint, PDF, Excel and other formats. Even though it has good metrics and online delivery, its interface is complex and limited for creating better looking presentations

*Prezi (personal)- it is an alternative of powerpoint that holds the concept of zooming and transitions to new spaces on a slide without moving to a new slide. It provides people with creating better style and effect in their presentations.

*Slideshare - is an application used by sales professionals and other presenters worldwide to present and share PowerPoints via their chosen devices. Its features comprise cloud storage integration, sharing and tracking views, broadcasting or presenting over the web and creating annotations on the slides.

*Haiku Deck - is a template-based platform that allows people to generate well-designed presentations.

Furthermore, it is easy to use and has fast onboarding process.

*SlideDog - mainly takes all of your documents, presentations, pictures, or video and places them into a play list that can be moved around and presented in a seamless way. The advantage of this software is that it makes transitioning smooth and can share across multiple devices.

*Powtoon (Animation Presentation Software) is probably one of the leaders among other software programs because it allows consumers to create presentations and videos that are animated, stimulating and appealing.

*Knowledge Vision - Knowledge Vision is one of the newest players on the block when it comes to creating better looking presentations that are customizable. However it has many tools so that it can be difficult to learn and use.

* Windows Movie Maker is free video editing software by Microsoft. Being a part of Windows Essentials software suite, it offers the ability to create and edit videos as well as to publish them on OneDrive, Facebook, YouTube and etc.

*Project – provides with the ability to weave together stories dripping with style and personality from Flickr photos, tweets, YouTube or Vimeo videos, and any media stored on your own personal computer.

Discussion

The findings indicate that technology significantly improves the effectiveness of language education. Multimedia tools and authentic digital materials play an important role in developing pronunciation and listening comprehension skills.

Furthermore, mobile applications and online platforms provide learners with greater opportunities for self-study and flexible learning. Artificial intelligence-



based systems also support personalized learning by automatically analyzing learners' mistakes and offering feedback.

However, some challenges still exist. Limited internet access, insufficient technical equipment, and low digital literacy may negatively affect the effectiveness of technology-based education.

Therefore, successful integration of technology into language education requires both strong pedagogical strategies and adequate technological infrastructure.

There are some more software programs that are widely used for self-study and self-improvement by individuals in educational institutions and workplace. Modern schedules in foreign language teaching institutions include the subject ICT (information communication technologies) on which students can learn how to use technology from A to Z. Due to several project works and group assignments, students usually come across with technological challenge; they can be asked to make presentations about some topics, to take a video of an interview or talk, to create their own blog or website and etc. If students master foreign languages through computer skills during the completion of these assignments later they can apply their IT skills in workplace.

There is a good quantity of computer training programs to master English language classes: "Triple play plus in English", "English on holidays", "English Gold", "Tutor", "English Discoveries", "Professor Higgins", "Reward", "Talk to Me!". "Learn to Speak English", "Hello, America!", "Bridge to English", "English for communication", "Talking Oxford Dictionary", "English Puzzle", "English in three steps" and others. With the introduction and testing of thematic vocabulary, such as shopping, food, clothing and others, you can use the computer program "Triple play plus in English", "English on holidays", "English Gold".

Many applications on mobile phones made the acquisition of foreign languages easier today. Language courses as Busuu, Duolingo, Babble; flashcards as Tinycards, AnkiApp, Memrise; game Mindsnack; chat and social applications as HelloTalk, HiNative are the most popular among language learners in current days. Language learners can find standardised courses based on popular textbooks or vocabulary frequency lists as well as less expected vocabulary collections in these applications. They can improve their language skills through chatting and sharing knowledge with other people who are learning target language.

Conclusion

Technology-based language education is considered an innovative and effective approach in modern education. It increases students' motivation, creates an interactive learning environment, and helps improve language skills.



The results of the research confirm that technological tools positively influence the quality of language learning. In particular, mobile applications, virtual platforms, and artificial intelligence systems make the learning process more efficient and accessible.

In the future, wider implementation of technology in education and the development of teachers' digital competencies will remain important priorities.

USED LITERATURE:

1. Warschauer, M. (2000). *The Changing Global Economy and the Future of English Teaching*. TESOL Quarterly.
2. Chapelle, C. A. (2003). *English Language Learning and Technology*. John Wiley & Sons.
3. Blake, R. (2013). *Brave New Digital Classroom: Technology and Foreign Language Learning*. Georgetown University Press.
4. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press.
5. Kukulska-Hulme, A. (2012). *Mobile Learning and Language Teaching*. Springer.
6. Bax, S. (2003). CALL – past, present and future. *System Journal*, 31(1), 13–28.
7. Hubbard, P. (2009). *Computer Assisted Language Learning*. Routledge.
8. Ahmad, K. et al. (1985). *Computers, Language Learning and Language Teaching*. Cambridge University Press.
9. The use of computer technologies in learning foreign languages // Молодой ученый. <https://moluch.ru/archive/135/37872/>
<https://www.lingualift.com/blog/best-language-learning-apps/>

COMPREHENSIVE PEDAGOGICAL FRAMEWORKS FOR ENHANCING COMMUNICATIVE COMPETENCE IN SECONDARY EDUCATION: A MULTI-DIMENSIONAL ANALYSIS

Xamidullayeva Muattar Xayrullo kizi
Student of Namangan State University.

Abstract: This research paper provides an exhaustive exploration of the methodologies required to cultivate advanced communication skills in high school students. Moving beyond basic linguistic acquisition, the study examines the cognitive, psychological, and social dimensions of verbal interaction. By



evaluating Task-Based Learning, Content and Language Integrated Learning, and the Flipped Classroom model, this paper establishes a comprehensive framework for educators. The study integrates quantitative data from long-term classroom observations and qualitative feedback from focus groups. The ultimate goal is to propose a pedagogical shift that prioritizes functional fluency, strategic competence, and rhetorical clarity over mere grammatical accuracy.

Keywords: Communicative Language Teaching, Task-Based Learning, Secondary Education, Oral Proficiency, Pedagogical Interventions, Socio-Linguistic Competence, Adolescent Psychology, Metacognitive Strategies, Classroom Discourse.

Introduction

In the contemporary globalized landscape, the ability to communicate effectively is a fundamental prerequisite for academic success and professional integration. For high school students, developing these skills transcends mere linguistic accuracy; it involves mastering sociolinguistic nuances, strategic competence, and rhetorical clarity. High school represents a unique developmental stage where students are moving from concrete operational thinking to formal operational thinking. However, this cognitive leap is often hindered by social anxiety and the fear of peer judgment. Traditional teaching methods that rely on front-led instruction often exacerbate this anxiety, leading to a phenomenon known as Foreign Language Anxiety.

Methodology and Instructional Interventions

According to Social Constructivism, learning is inherently a social process. The Zone of Proximal Development suggests that students develop communication skills most effectively when interacting with peers in a collaborative environment. Communicative competence is a multi-layered construct involving grammatical, sociolinguistic, discourse, and strategic domains. While grammatical competence covers the rules of morphology and syntax, sociolinguistic competence ensures the appropriate use of language in diverse social contexts. Strategic competence remains a vital but often neglected area, focusing on the verbal and non-verbal strategies used to compensate for breakdowns in communication. To investigate the most effective methods for developing these skills, a multi-faceted pedagogical study was conducted. The research focused on several primary instructional interventions. The Task-Based Learning framework involved shifting the classroom focus from forms to functions, where students were given real-world tasks that required spontaneous verbal interaction. Furthermore, the Flipped Classroom model was utilized to move instructional grammar and vocabulary components to homework, dedicating



classroom hours exclusively to high-output activities such as simulations and Socratic circles. Formal debating was also integrated to teach rhetorical strategies and the use of persuasive language, requiring students to anticipate counter-arguments and maintain cognitive flexibility.

Results and Data Analysis

The implementation of interactive methodologies yielded measurable improvements in student performance. Data analysis showed a statistically significant increase in utterance complexity and lexical diversity. The following table illustrates the comparative growth observed across different methodological implementations:

Methodology	Fluency Gain	Accuracy Gain	Confidence Increase
Traditional Lecture	10%	15%	5%
Task-Based Learning	45%	12%	60%
Formal Debate	30%	25%	55%
Self-Recording/Reflection	15%	40%	20%

Quantitative survey data indicated a substantial reduction in performance anxiety after repeated exposure to peer-led communicative tasks. While minor grammatical errors persisted, the communicative intent remained clear, representing a higher degree of functional competence. The teacher's speaking time was significantly reduced, allowing student-talk time to rise and shift from simple responses to sustained discourse.

Discussion and Critical Synthesis

The findings suggest that communication skills are not taught in the traditional sense but are acquired through consistent, meaningful practice. The Task-Based Learning approach proves particularly effective because it mirrors real-world challenges, forcing students to utilize their existing linguistic resources to achieve a specific goal. The success of role-play simulations and formal debates suggests that high school students benefit from purposeful interaction in a controlled environment. However, the educator's role remains critical; the teacher must transition from an instructor to a facilitator, providing corrective feedback only after the communicative task is completed to avoid disrupting the flow of thought.

Conclusion and Recommendations

In conclusion, secondary education must prioritize interactive, student-led methodologies to equip learners with the interpersonal tools necessary for the demands of the 21st-century academic and professional world. High school curricula should allocate significant portions of class time to guided speaking tasks and integrate peer-to-peer feedback to enhance critical listening. Assessment



reform is equally vital, moving toward evaluating interactional competence rather than just isolated speech. By creating a classroom environment where the language is treated as a living tool for connection, educators can ensure that the next generation is prepared for the global stage.

REFERENCES

1. Brown, H. D. (2014). Principles of Language Learning and Teaching.
2. Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching.
3. Ellis, R. (2003). Task-based Language Learning and Teaching. Oxford University Press.
4. Krashen, S. D. (1982). Principles and Practice in Second Language Acquisition.
5. Nunan, D. (2004). Task-Based Language Teaching. Cambridge University Press.
6. Richards, J. C., & Rodgers, T. S. (2001). Approaches and Methods in Language Teaching.
7. Thornbury, S. (2005). How to Teach Speaking. Longman.
8. Willis, J. (1996). A Framework for Task-Based Learning.

THE ROLE OF REALISM IN SOMERSET MAUGHAM'S PSYCHOLOGICAL NOVEL "OF HUMAN BONDAGE".

Rashidova Muhayyo Ibrohim qizi

mail:muhayyorashidova09@gmail.com

Namangan Davlat Pedagogika Instituti talabasi

Ilmiy rahbar: Boltabayeva Ma'rifatxon Baxromjon qizi

Annotation: This article explores the depiction of realism in Somerset Maugham's *Of Human Bondage*. The author portrayed his own life experiences and hardships through the image of the novel's protagonist Philip Carey, an orphaned boy with a stammer. Maugham deliberately moves away from the traditional concept of a positive hero. Without any romantic, he portrays in a true-to-life manner the weakness of human will, the inability to subordinate emotions to reason, and the idea that every individual is made up of various flaws and shortcomings. The work teaches each reader to face reality boldly and to look at real life with deeper insight. It conveys the idea that no person is perfect, yet every individual strives to achieve that perfection throughout the course of their life.

Key words: experience, orphanhood, national positive hero, flawlessness, sentiment, flaws, outlook on life, willpower.

Аннотация: Данная статья посвящена изображению реализма в романе Сомерсета Моэма «Время страстей человеческих». Автор отразил



собственный жизненный опыт и пережитые трудности в образе главного героя произведения — осиротевшего мальчика с заиканием, Филипа Кэри. Моэм намеренно отходит от традиционного понятия положительного героя. Без какой-либо романтизации он жизненно и правдиво изображает слабость человеческой воли, неспособность подчинить чувства разуму, а также то, что каждая личность состоит из разнообразных ошибок и недостатков. Произведение учит каждого читателя смотреть в лицо действительности и глубже воспринимать настоящую жизнь. В нём раскрывается мысль о том, что ни один человек не совершенен, однако каждый на протяжении всей своей жизни стремится к этому совершенству.

Ключевые слова: Опыт, сиротство, традиционный, положительный, герой, совершенство, чувства, недостатки, мировоззрение, взгляд жизнь, сила воли.

Anotatsiya: Ushbu maqola Somerset Maughamning *Of Human Bondage* asaridagi realism tasviri haqida keltirilgan. Yozuvchi o'zining hayotiy tajribalari, boshidan kechirgan qiyinchiliklarini bamisoli asar qahrramoni duduq, yetim Filip Keri timsolida tasvirlagan. Maugham asarda an'anaviy ijobiy qahramon tushunchasidan qochadi. Inson irodasining zaifligi va his tuyg'ularini mantiqqa bo'ysunmasligini, har bir shaxs turli xil xato hamda kamchilliklardan iborat ekanligi haqida hech qanday romantikaga berilmay hayotiy tarzda yoritib bergan. Asar har bir o'quvchiga reallikka tik boqish, haqiqiy hayotga teran nazar solib qarashni o'rgatadi. Hech bir inson mukammal emas, lekin shu mukammallikka hayoti davomida erishishga harakat qilishi haqida yoritib berilgan.

Kalit so'zlar: tajriba, yetimlik, an'anaviy ijobiy qahramon, inson irodasi, mukammallik, his-tuyg'ular, mantiqqa bo'ysunmaslik, kamchilliklar, hayotiy qarash, bo'ysunmas harakter, o'zaro bog'liqlik.

Realism is an artistic and literary movement that aims to represent subject matter truthfully, avoiding speculative fiction and supernatural elements. It focuses on depicting everyday life, social realities, and ordinary people exactly as they are, without idealizing or romanticizing them. Somerset Maugham's novel is especially psychological is considered one of the greatest examples of realism in literature. Realism means showing life exactly as it is, without making it look perfect or overly romantic. Maugham uses this style to tell a deeply human story. Realism is not just about describing the world; it is about depicting the psychological and social truths of human existence. In this novel, namely *Of Human Bondage*, Somerset Maugham moves away from the romanticized Victorian novel. Instead, he presents a raw, often painful experience of a young man trying to find his soul. In old stories, heroes were always perfect. They were handsome, brave, and always



did the right thing. But Maugham does not do this. His hero Philip Carey has a disabled foot. This makes him feel shy and unhappy. This is the first sign of realism in the book. It shows that life is not always fair. It proves that even a hero can be physically and emotionally broken.

The story begins with a young boy named Philip Carey. His life starts with a lot of sadness and pain. When he is only a small child, he loses both of his parents. This means he has no one to give him the love and warmth that a child needs. Because he is an orphan, he is sent to live in a small town with his uncle, Mr. William Carey. His uncle is a vicar, but he is not a kind or gentle man. He is very strict, cold, and cares more about money and rules than about Philip's feelings. The house is very quiet and lonely. Philip does not feel at home there because his uncle and aunt do not know how to show love to a young boy.

In addition to his sadness, Philip has a physical problem called a clubfoot. This means his foot is twisted, and he cannot walk normally. He limps when he moves. This disability is his biggest bondage because other children are often mean to him. They tease him and make fun of his limp. This makes Philip feel very ashamed of his body. In his mind because he is bullied, Philip becomes very shy. He hides away from people and prefers to stay alone. He feels that he is different and that he will never be as good as the other boys. Because Philip has no friends and a cold family, he starts to spend all his time reading books. [1] Books become his escape from the real world. This makes him very smart and gives him a big imagination, but it also makes him a very sensitive and thin-skinned person. He grows up feeling that the world is a cruel place, and he is always looking for someone to truly love and accept him.

However, the most important and the saddest part of the plot is that associated with the love relationship between Philip Carey and a girl named Mildred Rogers. This is not a normal or happy love story. It is a story of how a person can become a slave to their own feelings. The golden age Mildred was incredibly popular in the early 20th century. In the United States, it was one of the top 10 most popular names for girls from 1903 to 1926. [2] .Currently, it is considered a grandmother name. However, like many vintage names such as Evelyn or Hazel, it is slowly gaining interest among parents who like retro styles.

In the novel, William Carey is one of the most important secondary characters. He represents the religious, traditional, and cold environment that Philip Carey grows up in. William Carey is a clergyman a priest in the small, fictional town of Blackstable. After Philip's parents die, William becomes Philip's legal guardian. However, he does not take this responsibility because of love, but rather because it is his duty. Although he is a man of God, he is very stingy with



money. He cares more about his own comfort and his bank account than Philip's needs. For example, he tries to spend as little as possible on Philip's education. He preaches about Christian love and sacrifice in church, but at home, he is cold, insensitive, and egoistic. He doesn't understand the emotional struggles of a young, disabled boy like Philip.

Philip is a very limited view of the world. He believes everyone should follow a traditional path Church or Office work and thinks Philip's interest in art and Paris is a waste of time. The story of Philip and Mildred begins in a very ordinary and unromantic place. At this point in the novel, Philip Carey is a medical student in London. He is lonely and feels a bit bored with his daily routine of studying and attending classes. One afternoon, his friend Dunsford invites him to a tea shop called the ABC Tea Shop. Philip does not expect anything special to happen. He is just looking for a place to have tea and talk with his friend. However, this simple visit to a tea shop changes his life forever. When Philip first sees Mildred, she is working as a waitress. It is important to note that it was not love at first sight. In fact, Philip's first impression of her is actually quite negative.

After many attempts, Philip finally asks Mildred to go to the theater with him. At first, she says no, which makes him want her even more. Eventually, she agrees, but only because she wants a free meal and entertainment. This meeting is the most famous part of the book because it shows the irrationality of human emotion. Philip is an intelligent man, but he becomes a slave to a woman who is inferior to him in every way. The meeting at the tea shop represents the moment Philip enters his emotional prison. From this day forward, his life becomes a cycle of pain, jealousy, and sacrifice. Mildred becomes the symbol of everything that holds him back from true happiness. Philip meets Mildred at a simple tea shop. [3] He doesn't like her at first, but her coldness attracts him. What starts as a small curiosity quickly turns into a destructive obsession that lasts for years.

During their first date, Philip realized that Mildred was not a good person. She was shallow, she only talked about money, and she was very selfish. But even though he knew she was a bad person, he could not stop his heart from wanting her. Philip did not start his life in poverty. After his parents died, he was left with a modest amount of money from his father's life insurance. However, because he was still a minor, his Uncle William had legal control over this money.

Even though his income was small, Philip spent a large portion of it on Mildred buying her expensive gifts, paying for her meals, and eventually supporting her and her childhood. Philip's financial journey shows that money is a form of freedom. At first, he was a slave to his uncle's control, then to his own greed and obsession, and finally to a low-paying job. Only after he lost everything



and gained his inheritance did he realize that true independence is not about having millions, but about having enough to live a simple, meaningful life. Mildred's most dominant trait is her selfishness. She only cares about her own comfort and needs.

She only comes back to Philip when she is pregnant, sick, or has no money. As soon as she gets what she wants, she leaves him again or treats him badly. She tries to act sophisticated, but she is actually uneducated and has cheap tastes.

In conclusion *Of Human Bondage* is a story about Philip's journey to find happiness. After many years of suffering and making mistakes, he finally understands a great lesson: life doesn't have to be perfect or follow a big plan to be beautiful. By letting go of his painful past and his obsession with Mildred, Philip finds peace in a simple life. The novel shows us that we become truly free only when we accept ourselves and the reality around us.

References

1. J Quronov, D. Adabiyotshunoslik nazariyasi asoslari. Toshkent: Akademnashr, 2018. B 340 .
2. Maugham *Of Human Bondage*. George H. Doran Company. Original work published 1915 .P 20 .
3. Holden P. Maugham and the Literary Establishment. University of South Carolina Press. 2006. P 14.
4. Meyers J. Somerset Maugham: A Life. Alfred A. Knopf. 2004. P 55 .
5. Whitehead J. Maugham: A Critical Study. Barnes & Noble Books 1987. P 18.
6. Project Gutenberg. *Of Human Bondage* by W. Somerset Maugham. Retrieved from Gutenberg org 2011. P 85.
7. Marifatkhon Boltabayeva. (2025). The Clash Of Religious and Secular Views In Graham Greene's Works. Emergent: Journal of Educational Discoveries and Lifelong Learning (EJEDL), 6(3), 8. <https://doi.org/10.47134/emergent.v4i1.64>
8. Archer Stanley "The Persian Rug in *Of Human Bondage*." *English Literature in Transition, 1880-1920*, P 181.
9. Curtis, Anthony and Somerset Maugham. Marshall Cavendish, 1989.
10. Morgan, Ted. Maugham: A Biography. Simon and Schuster, 1980. P 74 .
11. Britannica -<https://www.britannica.com>.



DESIGNING A BLENDED LEARNING MODEL TO DEVELOP LEXICAL COMPETENCE IN MEDICAL ENGLISH

Rashidova Nodira Khabibullayevna

Doctor of Philosophy (PhD) in Pedagogical Sciences, Professor of Namangan State University

Abstract: The rapid globalization of healthcare has increased the demand for medical professionals who can effectively communicate in English, particularly in specialized contexts. Lexical competence the ability to understand and use vocabulary accurately and appropriately is a core component of communicative competence in Medical English. This article proposes a blended learning model that integrates traditional face-to-face instruction with digital learning environments to enhance lexical competence among medical students. The model combines explicit vocabulary instruction, contextualized practice, corpus-based learning, and technology-supported self-study. The paper discusses the theoretical foundations of lexical acquisition, outlines the structure of the blended model, and provides practical strategies for implementation. The findings suggest that a well-designed blended approach can significantly improve learners' retention, comprehension, and application of medical terminology.

Keywords: Blended learning, lexical competence, Medical English, vocabulary acquisition, ESP (English for Specific Purposes), digital learning, corpus-based instruction

Introduction

In modern medical education, proficiency in English is no longer optional. Medical professionals must engage with international research, collaborate across borders, and communicate with diverse patient populations. A critical aspect of this proficiency is lexical competence, particularly the mastery of specialized terminology and phraseology used in medical contexts. Traditional language teaching methods often fail to provide sufficient exposure to authentic medical language use. Conversely, purely online learning environments may lack the guided support necessary for complex vocabulary acquisition. Blended learning, which combines in-person and digital instruction, offers a promising solution to this challenge.

Lexical Competence in Medical English: Lexical competence involves not only knowledge of word meanings but also the ability to use vocabulary accurately in context. In Medical English, this includes:

- Technical terms (e.g., diagnosis, prognosis)
- Semi-technical vocabulary (e.g., administer, examine)



- Collocations (e.g., acute pain, chronic condition)
- Abbreviations and acronyms (e.g., ICU, ECG)

Principles of Vocabulary Acquisition: Research in second language acquisition emphasizes:

- Repetition and spaced learning
- Contextualization
- Active engagement
- Multi-modal input (visual, auditory, textual)

Blended Learning in ESP: Blended learning integrates classroom instruction with digital tools such as learning management systems (LMS), mobile apps, and online corpora. It allows for:

- Personalized learning paths
- Flexible pacing
- Continuous assessment
- Increased learner autonomy

The Proposed Blended Learning Model: Structure of the Model: The model consists of three interconnected components:

Face-to-Face Instruction:

- Introduction of core medical vocabulary
- Guided practice through role-plays and case studies
- Immediate feedback from instructors

Online Learning Environment:

- Interactive vocabulary exercises
- Video-based medical scenarios
- Discussion forums for collaborative learning

Self-Directed Learning:

- Use of flashcards and spaced repetition systems
- Engagement with medical journals and podcasts
- Corpus-based exploration of authentic language use

Corpus-Based Learning: Students analyze real medical texts using corpora to identify common word patterns and collocations.

Task-Based Activities: Tasks such as patient interviews, case presentations, and medical report writing encourage active use of vocabulary. Tools such as Quizlet, Moodle, and mobile apps support vocabulary retention and practice outside the classroom. Regular quizzes, peer assessments, and reflective journals help track progress and reinforce learning.

Benefits of the Model:

- Enhances retention through repeated exposure



- Encourages contextual understanding of vocabulary
- Promotes learner autonomy
- Bridges the gap between theory and practice
- Supports diverse learning styles

Challenges and Considerations:

- Requires access to reliable technology
- Demands teacher training in digital tools
- Needs careful alignment between online and offline components
- May require additional time for course design

All in all, the integration of blended learning into Medical English instruction provides a dynamic and effective approach to developing lexical competence. By combining structured classroom teaching with flexible digital resources, learners can achieve deeper understanding and more practical application of medical vocabulary. Future research should focus on empirical validation of the model and its adaptability across different educational contexts.

REFERENCES

1. Nation, I. S. P. (2013). *Learning Vocabulary in Another Language*. Cambridge University Press.
2. Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge University Press.
3. Thornbury, S. (2002). *How to Teach Vocabulary*. Pearson Education.
4. Coxhead, A. (2011). Academic vocabulary in ESP. *Journal of English for Academic Purposes*, 10(2), 89–98.
5. Graham, C. R. (2006). Blended learning systems: Definition, current trends, and future directions. In *Handbook of Blended Learning*.
6. Dudeney, G., & Hockly, N. (2012). *ICT in ELT: How Did We Get Here and Where Are We Going?* ELT Journal.
7. Wang, Y., & Chen, N. S. (2009). Criteria for evaluating synchronous learning management systems. *Educational Technology & Society*, 12(1), 1–13.
8. Hyland, K. (2006). *English for Academic Purposes: An Advanced Resource Book*. Routledge.

FILOLOGIYA VA METODIKADA

SUN'IY INTELLEKTNING O'RNI VA AHAMIYATI

Maxmudjanova Muxlisa Ulug'bekovna

Namangan davlat universiteti talabasi, Email: abdabe955@gmail.com

Ilmiy rahbar: Samandarov Sherzod Sultanovich, Email: shera_77@mail.ru



Annotatsiya: Ushbu maqolada sun'iy intellekt texnologiyalarining filologiya va ta'lim metodikasidagi o'rni hamda ahamiyati keng tahlil qilinadi. Shuningdek, kompyuter lingvistikasi, raqamli gumanitar fanlar, avtomatlashtirilgan tahlil va shaxsiylashtirilgan ta'lim tizimlarining ilmiy va amaliy jihatlari yoritiladi. Zamonaviy ta'lim jarayonida sun'iy intellektdan foydalanish imkoniyatlari, afzalliklari va mavjud muammolari asosli ravishda bayon etiladi.

Kalit so'zlar: sun'iy intellekt, filologiya, metodika, kompyuter lingvistikasi, shaxsiylashtirilgan ta'lim, neyrotarmoqlar.

Abstract: This article examines the role and significance of artificial intelligence technologies in philology and educational methodology. It analyzes the application of computer linguistics, digital humanities, automated text analysis, and personalized learning systems in modern academic research and teaching processes. The study highlights both the advantages and challenges of integrating artificial intelligence into the educational environment.

Key words: Artificial intelligence, computer linguistics, methodology, digital humanities, automated analysis, personalized learning.

Аннотация: В данной статье рассматривается роль и значение технологий в филологии и образовательной методике. Анализируются возможности применения компьютерной лингвистики, цифровых гуманитарных наук, автоматизированного анализа текстов и систем персонализированного обучения в современном образовании и научных исследованиях.

Ключевые слова: Искусственный интеллект, компьютерная лингвистика, методика, цифровые гуманитарные науки, автоматизированный анализ, персонализированное обучение.

Kirish: XXI asr axborot texnologiyalari asri sifatida e'tirof etilmoqda. Bugungi kunda sun'iy intellekt turli sohalarida, xususan, tibbiyot, iqtisodiyot, muhandislik va ta'lim tizimida keng qo'llanilmoqda. Ayniqsa, gumanitar fanlar tizimida, jumladan filologiya va metodika yo'nalishlarida sun'iy intellektning ahamiyati tobora ortib bormoqda. Sun'iy intellekt — bu kompyuter tizimlarining inson aqliy faoliyatiga xos bo'lgan jarayonlarni modellashtirish qobiliyatidir. Ushbu texnologiya mashinaviy o'rganish (machine learning), tabiiy tilni qayta ishlash (NLP) va neyron tarmoqlar kabi yo'nalishlarga asoslanadi.

Filologiya — til, nutq va adabiyot hodisalarini o'rganadigan murakkab fanlar tizimi bo'lib, u matnni tahlil qilish, tarjima qilish, semantik va stilistik jihatlarni aniqlash kabi jarayonlarni o'z ichiga oladi. An'anaviy usullarda bu jarayonlar ko'p vaqt va kuch talab etadi. Sun'iy intellekt esa ushbu jarayonlarni avtomatlashtirib, ilmiy tadqiqotlar samaradorligini oshirish imkonini



bermoqda. Filologiya va metodika sohaslarining raqamli transformatsiyasi bugungi kunda faqat texnologik jarayon emas, balki konseptual o'zgarish sifatida ham qaralmoqda. Til va tafakkur o'rtasidagi murakkab munosabatlarni sun'iy tizimlar orqali modellashtirish masalasi ilmiy doiralarda keng muhokama qilinmoqda. Bu esa gumanitar fanlarning an'anaviy chegaralarini kengaytirib, ularni interdisiplinar yondashuv asosida qayta shakllantirish zaruratini yuzaga keltiradi.

Asosiy qism

Filologiyada sun'iy intellektning o'rni

Filologiya sohasida sun'iy intellekt texnologiyalarining joriy etilishi tilshunoslik va adabiyotshunoslik tadqiqotlarida tub burilish yasadi. Ayniqsa, matnlarni avtomatik qayta ishlash, tarjima qilish va semantik tahlil qilish jarayonlari ancha soddalashdi. Virtual yordamchilar va sun'iy intellekt asosidagi chatbotlar

Virtual yordamchilar va sun'iy intellekt asosidagi chatbotlar o'quvchilarga dars jarayonida turli savollarga tezkor javob berish, uy vazifalarini bajarishda yo'l-yo'riq ko'rsatish va boshqa o'quv faoliyatlarida yordam berish orqali o'qituvchining ishini yengillashtiradi. Bu yordamchilar sun'iy intellekt algoritmlari yordamida foydalanuvchining savollariga mos javoblarni topadi va ta'lim jarayonini tezlashtiradi.

Shunday ekan sun'iy intellekt asosida ishlovchi tizimlar undan foydalanuvchilar uchun quyidagi imkoniyatlarni taqdim etadi:

matnlarni avtomatik tarjima qilish, nutqni aniqlash va matnga aylantirish, matn mazmunini semantik jihatdan tahlil qilish, muallif uslubini aniqlash, plagiatni tekshirish. Bu jarayonlar asosan kompyuter lingvistikasi orqali amalga oshiriladi. Kompyuter lingvistikasi tilni matematik va algoritmik modellar asosida o'rganadi. Natijada katta hajmdagi matnlar qisqa vaqt ichida tahlil qilinadi.

Metodikada sun'iy intellektning ahamiyati

Ta'lim metodikasida sun'iy intellektning qo'llanilishi o'quv jarayonini yangi bosqichga olib chiqmoqda. Ayniqsa, shaxsiylashtirilgan ta'lim tizimlari orqali har bir o'quvchining individual xususiyatlari hisobga olinadi.

Shaxsiylashtirilgan ta'limning asosiy afzalliklari quyidagilardan iborat: o'quvchilarning bilim darajasiga mos topshiriqlar berilishi, individual o'rganish tezligining hisobga olinishi, bilimdagi bo'shliqlarni aniqlash va to'ldirish, mustaqil o'rganishni rivojlantirish. Bunday tizimlar o'qituvchining ishini yengillashtiradi va ta'lim samaradorligini oshiradi. Shu bilan birga, sun'iy intellekt asosida yaratilgan platformalar o'quvchilarga doimiy tahlil va tavsiyalar berib boradi. Bunga misol tariqasida moslashuvchan (adaptiv) fikr-mulohazani keltirishimiz mumkin. Bu borada AI tizimlari o'quvchilarning javoblarini tahlil



qilib, individual ehtiyojlarga mos darhol fikr bildiradi. Masalan, o'quvchi grammatik xato qilsa, tizim nafaqat uni to'g'rilaydi, balki qoida haqida tushuntirish beradi va qo'shimcha mashqlar taklif qiladi. Bu tezkor fikr-mulohaza o'rganishni mustahkamlaydi va til tuzilmalarini yaxshiroq o'zlashtirishga yordam beradi.

Sun'iy intellekt yordamida murakkab masalalarni tushuntirish jarayoni ancha sodda va tushunarli bo'lishi mumkin. O'quvchilarga murakkab tushunchalarni turli xil interaktiv simulyatsiyalar va vizual vositalar orqali o'rgatish samaradorligini oshiradi. Shu orqali o'quvchilarning qiziqishi va darsga jalb qilinishi kuchayadi. Shu bilan birgalikda, o'quvchilarni motivatsiyalash sun'iy intellekt asosida o'quvchilarni ta'lim jarayoniga jalb qilish uchun o'yinlashtirish (gamifikatsiya) metodlaridan foydalanish mumkin. Bu usul o'quvchilarning qiziqishini oshiradi va o'quv jarayoniga faolroq jalb qiladi. O'yin elementlari orqali o'quvchilar darslarni qiziqarli va interaktiv tarzda o'zlashtirishlari mumkin.

Raqamli gumanitar fanlar va avtomatlashtirilgan tahlil

Raqamli gumanitar fanlar filologiya va axborot texnologiyalarining kesishgan nuqtasida paydo bo'lgan yangi ilmiy yo'nalish hisoblanadi. Ushbu yo'nalishda katta hajmdagi matnlar ustida avtomatlashtirilgan tahlil olib boriladi. Avtomatlashtirilgan tahlil quyidagi bosqichlarni o'z ichiga oladi; matnlar korpusini yaratish, statistik va lingvistik tahlil, kalit so'zlarni aniqlash, diskurs va stilistik tahlil. Natijada, ilmiy tadqiqotlar tezlashadi va aniqligi oshadi. Masalan, minglab adabiy asarlarni qisqa vaqt ichida tahlil qilish imkoniyati paydo bo'ladi. Bu esa filologik tadqiqotlarda yangi natijalarga erishishga yordam beradi. Sun'iy intellekt, xususan, tabiiy tilni qayta ishlash (NLP) texnologiyalari orqali katta hajmdagi matnlarni avtomatik tahlil qilish imkonini beradi. Bu esa adabiyotshunoslik, tarix, lingvistika kabi sohalarida yangi ilmiy natijalarga erishishni osonlashtiradi. Masalan, AI yordamida matnlarda yashirin mavzularni aniqlash, mualliflikni taxmin qilish yoki til o'zgarishlarini kuzatish mumkin. Bu esa inson tomonidan bajarilishi qiyin va vaqt talab qiladigan jarayonlarni tez va samarali amalga oshirish imkonini yaratadi.

Sun'iy intellektning afzalliklari va muammolari

Sun'iy intellekt texnologiyalarining keng qo'llanilishi bir qator afzalliklarni yuzaga keltiradi misol tariqasida: katta hajmdagi ma'lumotlarni tez qayta ishlash, vaqt va resurslarni tejash, ta'lim jarayonini samarali tashkil etish, ilmiy tadqiqotlarni tezlashtirish. Biroq, ayrim muammolar ham mavjud; sun'iy intellekt inson tafakkurini to'liq almashtira olmaydi, ayrim hollarda noto'g'ri natijalar berishi mumkin, texnologiyaga haddan tashqari bog'liqlik yuzaga keladi. Shu sababli, sun'iy intellektdan foydalanishda inson omili doimo muhim ahamiyat kasb etadi. Shu bilan birga, O'zbekiston ta'lim tizimida sun'iy intellekt texnologiyalarini



keng joriy etish istiqbollari yuqori. Kelgusida AI asosida darsliklar yaratish, avtomatik baholash tizimlarini joriy etish, o'quvchilarning individual rivojlanish xaritalarini shakllantirish rejalashtirilgan. Bu esa mamlakatda ta'lim sifatini oshirish va xalqaro raqobatbardoshlikni kuchaytirishga xizmat qiladi.

Boshqa tarafdin qaraydigan bo'lsak, sun'iy intellekt texnologiyalaridan foydalanish jarayonida muvozanatni saqlash muhim ahamiyat kasb etadi. Ta'lim jarayonining to'liq avtomatlashtirilishi o'quvchining mustaqil tahlil qilish, mantiqiy fikrlash va ijodiy yondashuv ko'nikmalarining yetarli darajada shakllanmasligiga olib kelishi mumkin. Ayniqsa, filologiya yo'nalishi matnni chuqur anglash, kontekstual tafakkur va subyektiv talqinni talab etuvchi fan sifatida inson omilining ustuvorligini taqozo etadi. Shu sababli, sun'iy intellektdan foydalanish ilmiy va pedagogik faoliyatda qo'llab-quvvatlovchi vosita darajasida bo'lishi, asosiy tahliliy va ijodiy jarayonlar esa inson tafakkuri bilan bog'liq holda amalga oshirilishi maqsadga muvofiqdir.

Xulosa: Umuman olganda, zamonaviy ilm-fan taraqqiyoti shuni ko'rsatadiki, texnologik yondashuvlar gumanitar sohalar bilan uyg'unlashganda yanada samarali natijalar beradi. Filologiya va metodika kabi yo'nalishlarda innovatsion vositalardan foydalanish ilmiy izlanishlarning tezkorligi va aniqligini oshirishga xizmat qiladi, shu bilan birga ta'lim jarayonining sifat jihatdan yangi bosqichga chiqishini ta'minlaydi.

Shu nuqtai nazardan qaraganda, texnologiyalar va inson tafakkuri o'rtasidagi muvozanatni saqlash ilmiy rivojlanishning eng muhim omillaridan biri bo'lib qoladi. Kelajakda ushbu uyg'unlik yanada chuqurlashib, filologik tadqiqotlar va pedagogik amaliyotning yanada kengayishiga zamin yaratadi.

Foydalanilgan adabiyotlar ro'yxati

1. Abduazizov, A. A. Tilshunoslik nazariyasi. – Toshkent: O'qituvchi, 2010.
2. O'zbekiston Milliy ensiklopediyasi. "Sun'iy intellekt" maqolasi. – Toshkent, 2017.
3. O'zbekiston Respublikasi Prezidentining 2021-yil 17-fevraldagi PQ-4996-son qarori. "Sun'iy intellekt texnologiyalarini joriy etish shart-sharoitlarini yaratish chora-tadbirlari to'g'risida."
4. www.publication.net
5. Jurafskiy.D.,Martin J.H. Speech and language processing -Stanford University 2023.
6. www.inlibrary.com
7. Jumabek Alikhanov youtube sahifasidan (sun'iy intellect ozi nima)

**TALAFFUZ O'RGATISHDA AN'ANAVIY "IMITATSIYA" METODI VA
ZAMONAVIY "VIZUAL AKUSTIK QAYTA ALOQA"
TEXNOLOGIYASINING QIYOSIY TAHLILI**

Xilola Raximova Kadamboyevna,

“Ingliz tili va adabiyoti” kafedrası katta o‘qituvchisi
rahimova.hilola.78@gmail.com +998997368899

Otaboyeva Nafisa oybek qizi

“Filologiya va tillarni o‘qitish” (ingliz tili) yo‘nalishi bitiruvchisi
nafisaotaboyeva6@gmail.com +998952152035

Abu Rayhon Beruniy nomidagi Urganch davlat universiteti

Xorijiy filologiya fakulteti

Annotatsiya: Ushbu maqolada chet tillarini o'qitishda talaffuzni shakllantirish jarayonida keng qo'llanilib kelingan an'anaviy imitatsiya metodining imkoniyatlari hamda uning zamonaviy vizual akustik qayta aloqa (VAF — Visual Acoustic Feedback) texnologiyasi bilan qiyosiy tahlili amalga oshirilgan. Tadqiqotning metodologik asosini psixolingvistik va didaktik yondashuvlar, shuningdek, eksperimental o'qitish natijalari tashkil etadi. Maqolada imitatsiya metodining nazariy poydevori, uning ustunliklari va cheklovlari ko'rsatib o'tilgan; vizual akustik qayta aloqa texnologiyasining ovoz to'lqinlari tasviri orqali o'quvchiga beruvchi o'z-o'zini nazorat qilish mexanizmi chuqur tahlil etilgan. Eksperimental ma'lumotlar shuni ko'rsatadiki, VAF texnologiyasidan foydalanilgan guruhlarda fonema idroki aniqligi va talaffuz sifati sezilarli darajada yuksaladi. Maqola xulosasida ikkala yondashuvning kombinatsiyalashgan qo'llanishiga doir pedagogik tavsiyalar berilgan.

Kalit so'zlar: imitatsiya metodi, vizual akustik qayta aloqa, talaffuz o'qitish, fonetik kompetentsiya, ovoz to'lqini tasviri, psixolingvistika, chet tilini o'qitish metodikasi.

Аннотация: В данной статье проводится сравнительный анализ традиционного метода имитации, широко применяемого в процессе формирования произношения при обучении иностранным языкам, и современной технологии визуальной акустической обратной связи (VAF). Методологической основой исследования служат психолингвистические и дидактические подходы, а также результаты экспериментального обучения. В работе раскрыта теоретическая база метода имитации, определены его преимущества и ограничения; подробно проанализирован механизм самоконтроля, обеспечиваемый технологией VAF посредством визуализации звуковых волн. Экспериментальные данные свидетельствуют о том, что в



группах, использующих технологию VAF, точность восприятия фонем и качество произношения существенно повышаются. В заключении статьи даются педагогические рекомендации по комбинированному применению обоих подходов.

Ключевые слова: метод имитации, визуальная акустическая обратная связь, обучение произношению, фонетическая компетенция, визуализация звуковых волн, психолингвистика, методика преподавания иностранных языков.

Abstract: This article presents a comparative analysis of the traditional imitation method — extensively employed in pronunciation instruction within foreign language pedagogy — and the contemporary Visual Acoustic Feedback (VAF) technology. The methodological framework encompasses psycholinguistic and didactic perspectives alongside empirical data from experimental teaching sessions. The paper delineates the theoretical underpinnings of the imitation method, identifies its pedagogical advantages and inherent limitations, and provides an in-depth examination of the self-monitoring mechanism afforded by VAF technology through the real-time visualization of sound waveforms. Experimental evidence indicates that learners in VAF-integrated groups demonstrate statistically significant improvements in phoneme perception accuracy and overall pronunciation quality. The article concludes with pedagogical recommendations regarding the combined application of both instructional approaches.

Keywords: imitation method, visual acoustic feedback, pronunciation teaching, phonetic competence, sound wave visualization, psycholinguistics, foreign language teaching methodology.

Kirish

Chet tillarini o'qitish amaliyotida talaffuz kompetentsiyasini shakllantirishning metodologik asoslari XX asrning o'rtalaridan boshlab keng muhokama qilinib kelmoqda. Behavioristik ta'lim nazariyasiga tayanuvchi an'anaviy imitatsiya metodi — tinglab, idrok etib, qaytarish tamoyiliga asoslangan — uzoq yillar davomida yagona va samarali vosita sifatida tan olingan. Biroq tilshunoslik va kognitiv psixologiya sohasidagi yangi yondashuvlar imitatsiya metodining bir qator cheklangan tomonlarini aniqladi hamda o'quvchilarga talaffuz jarayonida o'z ovozi ko'rish, ya'ni akustik parametrlarni vizual shaklda kuzatish imkonini beruvchi VAF texnologiyasining pedagogik qo'llanilishi asoslab berildi.

Ushbu tadqiqot O'zbekiston ta'lim tizimida ingliz tili va boshqa xorijiy tillarni o'qitish kontekstida yuqorida keltirilgan ikki yondashuvni qiyosiy tahlil qilish hamda ularning kuchli va zaif tomonlarini empirik dalillar asosida belgilash



maqsadida amalga oshirilgan. Tadqiqotning dolzarbligi shundan iboratki, raqamli ta'lim vositalari tobora keng joriy etilayotgan bir sharoitda o'qituvchi va metodistlar uchun asoslangan tavsiyalar ishlab chiqish zaruriyati keskin namoyon bo'lmoqda.

Maqolaning ilmiy yangiligi sifatida quyidagilarni ko'rsatish mumkin: O'zbekiston kontekstida VAF texnologiyasini qo'llashning pedagogik samaradorligi birinchi marta eksperimental tekshiruv orqali asoslanmoqda; imitatsiya va VAF metodlari o'rtasidagi farqlar kognitiv yuklanish nazariyasi hamda motorli o'rganish nazariyasi nuqtai nazaridan talqin etilmoqda.[15, 257-285 b.], [13, 225-260 b.].

Adabiyotlar va ilmiy manbalar tahlili

An'anaviy imitatsiya metodining nazariy ildizlari behavioristik til o'rganish nazariyasiga borib taqaladi. Skinner [14, 478b.] o'zining stimulus-javob-mustahkamlash sxemasi doirasida til xulq-atvorini sharhlagan bo'lsa, Lado talaffuzni shakllantirish uchun eshitib takrorlash usulining ustuvorligini asosladi. Shu bilan birga, Lenneberg [9, 489b.] tanqidiy davr gipotezasini ilgari surdi: unga ko'ra, talaffuzni ona-til darajasida egallab olish uchun optimal davr bolalik va o'smirlik yoshiga to'g'ri keladi. Krashen [7, 202b.] esa o'z kirish gipotezasida faqat aytib berilgan talaffuz namunasini eshitib o'zlashtirish — ya'ni tushunilgan kirish (comprehensible input) — yetarli emasligini va kognitiv nazorat mexanizmining ham jalb etilishi zarurligini ta'kidladi.

VAF texnologiyasining ilk ko'rinishlari nutqni qayta ishlash sohasidagi nazariy izlanishlar bilan bog'liq. Pisoni va Lazarus ko'rsatib o'tganidek, vizual ko'rinishdagi akustik ma'lumot o'quvchiga o'z talaffuzining maxsus xususiyatlarini (parda balandligi, davomiylik, qattiqlik) ongli ravishda boshqarishga imkon beradi. Buna [5, 211-238 b.] o'tkazgan tadqiqotlarda VAF texnologiyasining ingliz tilidagi urg'u va intonatsiyani shakllantirish samaradorligi imitatsiya guruhiga nisbatan 27% yuqori ekanligi aniqlandi. Shunga o'xshash natijalar Gut tomonidan ham tasdiqlangan bo'lib, uning eksperimental guruhlarda o'tkazilgan tadqiqoti VAF texnologiyasi yordamida o'quvchilarning o'z fonologik xatolarini mustaqil aniqlash darajasi sezilarli oshishini ko'rsatdi [6, 304 b.].

O'zbek tilshunosligi kontekstida Mirzayev [11, 67-74 b.] ingliz tilidagi fonemalarni o'rganishda o'zbek tiliga xos ko'chirma ta'sirni (transfer) o'rganib, an'anaviy imitatsiya metodining bu muammoni bartaraf etishda yetarli bo'lmay qolishi mumkinligini ta'kidladi. Azimov va Shchukina esa o'rta Osiyo ta'lim kontekstida vizual ko'rsatuvlardan foydalanish samaradorligini qayd etdi. Shunday qilib, adabiyotlar tahlili imitatsiya va VAF metodlari o'rtasidagi qiyosiy empirik tadqiqotlar soni hali etarli emasligini ko'rsatib, ushbu maqolaning dolzarbligini



yanada mustahkamlaydi [1, 448 b.].

Tadqiqot metodologiyasi

Tadqiqot 2025-2026 yillarda Urganch tuman 20-sonli umumiy o'rta ta'lim maktabida olib borildi. Eksperimental namunani A1–A2 til darajasidagi 120 nafar o'quvchi (12-17 yosh) tashkil etdi; ular tasodifiy usulda uchta guruhga bo'lindi: (1) an'anaviy imitatsiya metodi qo'llanilgan nazorat guruhi ($n=40$); (2) faqat VAF texnologiyasi qo'llanilgan tajriba guruhi ($n=40$); (3) kombinatsiyalashgan metod qo'llanilgan guruh ($n=40$). O'quv jarayoni 12 hafta davomida, haftasiga 3 soatdan amalga oshirildi.

Samaradorlikni o'lchash uchun uchta mezon ishlatildi: birinchidan, Praat dasturi (Boersma & Weenink, 2022) yordamida o'lchangan fonemik aniqlik ko'rsatkichi; ikkinchidan, ikki ekspert tomonidan mustaqil ravishda baholangan talaffuz sifati (Likert shkalasi, 1–5 ball); uchinchidan, o'quvchilarning o'z-o'zini baholash natijalari. Ma'lumotlar SPSS 26 dasturida dispersiyani tahlil qilish (ANOVA) va juft taqqoslash (post-hoc Tukey testi) vositalari orqali statistik qayta ishlandi. Barcha guruhlar o'rtasidagi boshlang'ich farqlar ahamiyatsiz ($p>0.05$) ekanligi tasdiqlandi.

VAF texnologiyasi sifatida Praat dasturining real vaqt rejimidagi spektrograf va to'lqin shakli tasviri (oscilloscope) moduli, shuningdek, WASP (Waveform and Spectrogram and Pitch) dasturi qo'llanildi. Imitatsiya guruhi an'anaviy model-takrorlash-tuzatish sxemasi bo'yicha, ekspert o'qituvchi nazoratida ishladi.

An'anaviy imitatsiya metodining mohiyati

Imitatsiya metodi o'z ildizi bilan audio-lingual yondashuvga borib taqaladi. Metodning asosiy tamoyili shundan iboratki, o'quvchi to'g'ri talaffuz namunasini eshitadi, uni xotirada saqlaydi va so'ngra takrorlaydi; o'qituvchi esa qayta aloqa sifatida verbal tuzatish beradi. Bu jarayon psixomotorik o'rganish nazariyasi nuqtai nazaridan izohlanadi: motor dasturlarni (motor programs) maqsadli harakat orqali shakllantirishda takrorlash muhim rol o'ynaydi [13, 225-260 b.]. Metodning quyidagi afzalliklari qayd etilgan: (a) yuqori texnologik talab qo'ymasligi; (b) sinfda darhol qo'llanish imkoniyati; (c) o'qituvchi bilan jonli muloqot sharoitida emotsional-motivatsion ta'sirni ta'minlashi.

Shu bilan birga, imitatsiya metodi bir qator cheklovlarga ega. Birinchidan, o'quvchi faqat eshitish orqali idrok etgan noto'g'ri talaffuz namunasini o'z ongli nazoratidan tashqarida qayta ishlab chiqarishi mumkin [2, 1-29 b.]. Ikkinchidan, o'qituvchining verbal qayta aloqasi ko'pincha kechiktirilgan bo'ladi va o'quvchi o'z xatosini ayni chiqarilgan paytda anglash imkoniga ega bo'lmaydi. Uchinchidan, sinfda ko'p o'quvchi bo'lganida individual diqqat kamayadi. To'rtinchidan, o'zbek



tiliga xos fonetik muhit (masalan, «o'», «g'», «q» undoshlari) ingliz tilidagi ayrim fonemalar uchun noto'g'ri ko'chirma ta'sir ko'rsatishi va bu ko'chirma ta'sirni faqat imitatsiya orqali bartaraf etish qiyinlashishi mumkin.

Vizual akustik qayta aloqa (VAF) texnologiyasining mohiyati

VAF texnologiyasi, o'z mohiyatiga ko'ra, o'quvchiga ovoz chiqarish vaqtining o'zida kompyuter ekranida o'z ovozinin akustik tasvirini (to'lqin shakli, parda (pitch), formantlar) kuzatish imkonini beradi. Bu orqali o'quvchi o'z talaffuzini maqsadli namuna bilan vizual ravishda solishtira oladi, ya'ni qayta aloqa faqat eshitish orqali emas, balki ko'rish orqali ham yetkaziladi. Neyrobiologik nuqtai nazardan, ko'rish va eshitish ma'lumotlarining bir vaqtda qayta ishlaniishi (multisensory integration) talaffuz namunasini xotirada mustahkamlashni tezlashtiradi [3, 145-153 b.]. Shuningdek, VAF texnologiyasi o'quvchiga o'z xatosini bevosita va kechikmasdan aniqlash — ya'ni real vaqt rejimidagi qayta aloqani (real-time feedback) qabul qilish — imkonini beradi, bu esa yuqoridagi imitatsiya metodining ikkinchi cheklovini bartaraf etadi.

VAF texnologiyasining amaliy sinov natijalariga ko'ra, o'quvchilar parda balandligi (pitch) va davomiylik (duration) parametrlarini nazorat qilishda ayniqsa sezilarli yutuqlarga erishdilar. Buna tadqiqotida ingliz tilini ikkinchi til sifatida o'rganayotgan ishtirokchilar parda balandligi nazoratida imitatsiya guruhiga qaraganda 31% yuqori natija ko'rsatdi. Gut esa VAF texnologiyasi bilan ishlagan o'quvchilarning ovoz chiqarish paytida o'z xatolarini mustaqil aniqlash ko'rsatkichi 45%ga oshganini qayd etdi. Biroq VAF texnologiyasi ham o'z cheklovlaridan xoli emas: kompyuter uskunalariga egalik qilish zaruriyati, o'quvchida texnik ko'nikma talab etilishi, sinfda ekranga murojaat qilish asosiy muloqotdan diqqatni chalg'itishi va nihoyat, o'quvchining texnik tahlildan tashqari jonli muloqot ko'nikmalarini rivojlantirish ehtiyoji shular jumlasidandir.

Muhokama va talqin

Olingan natijalarni Swellerning kognitiv yuklanish nazariyasi nuqtai nazaridan tahlil qilish shuni ko'rsatadiki, imitatsiya metodi o'quvchiga fonetik namunani faqat eshitish kanali orqali yetkizadi, bu esa eshitish xotirasiga ortiqcha kognitiv yuklanish (extraneous cognitive load) hosil qiladi. VAF texnologiyasi ko'rish kanalini ham jalb etishi orqali bu yuklanishni «ikki kanalli qayta ishlash» [10, 210 b.] tamoyili asosida taqsimlaydi va shu tariqa fonetik namunani uzoq muddatli xotirada mustahkamlashni osonlashtiradi.

Motorli o'rganish nazariyasi nuqtai nazaridan esa VAF texnologiyasi orqali ta'minlangan real vaqt qayta aloqasi (real-time feedback) motor dasturni (motor program) tezroq va aniqroq shakllantirishga olib keladi; chunki o'quvchi har bir o'tkazmadagi xatosini unib ketmasdan tuzatish imkoniga ega bo'ladi. Imitatsiya



metodida esa tuzatish odatda ketma-ket bir necha takrorlashdan so'ng yuz beradi, bu davrda esa noto'g'ri motor dastur o'quvchi xotirasida mustahkamlanib ulgurishi mumkin.

O'zbekiston kontekstiga xos muammo sifatida o'zbek-ingliz fonetik interferenciyasini (tovush ko'chirmasini) ko'rsatish lozim. O'zbek tilida mavjud bo'lmagan ingliz tilidagi /æ/, /ɪ/, /ʌ/ unlilar va /θ/, /ð/ undoshlarini o'zlashtirish imitatsiya metodi orqali qiyinroq kechadi, chunki eshitish orqali idroki kam differentsiatsiyaga ega bo'lgan fonemalarni ajratib olish murakkab. VAF texnologiyasi esa bu fonemalar uchun formant tahlili va to'lqin shakli ko'rinishi orqali aniq vizual farq ko'rsata oladi va o'quvchi maqsadli fondagi fonemaning akustik etaloni bilan o'zining talaffuzini bir ko'rishda taqqoslay oladi.

Xulosa va takliflar

Ushbu tadqiqot natijalariga asoslanib, quyidagi xulosalar shakllandi. Birinchidan, an'anaviy imitatsiya metodi talaffuzni o'qitishda o'z ahamiyatini saqlab qoladi: uning emotsional-kommunikativ o'lchami, o'qituvchi bilan jonli muloqot imkoniyati va texnik talab qo'ymasligi muhim pedagogik afzalliklardir. Ikkinchidan, VAF texnologiyasi fonetik kompetentsiyaning akustik-fonologik tomonini rivojlantirishda imitatsiya metodiga qaraganda statistik jihatdan sezilarli yuqori natijalar beradi; ayniqsa parda nazorati, davomiylik va o'z-o'zini baholash ko'rsatkichlari bo'yicha ustunlik yaqqol namoyon bo'ladi. Uchinchidan, eng samarali yondashuv — imitatsiya va VAF texnologiyasining kombinatsiyalashgan qo'llanishi — barcha o'lchangan ko'rsatkichlar bo'yicha yetakchi natija ko'rsatdi.

Pedagogik tavsiyalar sifatida quyidagilar belgilandi: (1) O'rta va oliy ta'lim muassasalarida til o'qitish markazlarini Praat yoki WASP dasturi o'rnatilgan kompyuterlar bilan jihozlash; (2) o'qituvchilarni VAF texnologiyasidan foydalanish bo'yicha malaka oshirish kurslarini tashkil etish; (3) dars tuzilmasida imitatsiya bosqichini (birinchi 15–20 daqiqa) VAF bosqichi bilan (keyingi 15–20 daqiqa) ketma-ket qo'llash; (4) O'zbekiston ta'lim standartlarida fonetik kompetentsiya mezonlarini akustik parametrlar orqali aniqlash bo'yicha normativ hujjatlarni yangilash.

Kelgusida olib boriladigan tadqiqotlarda uzoq muddatli (bir yildan ortiq) natijalar, turli yosh guruhleri va turli xorijiy tillarni o'rganishda ushbu texnologiyaning qiyosiy tahlili amalga oshirilishi maqsadga muvofiq.

FOYDALANILGAN ADABIYOTLAR

1. Azimov E.G., Shchukina A.N. Noviy slovar metodicheskix terminov i ponyatiy. — Moskva: IKAR, 2009. — 448 b.
2. Baddeley, A. Working memory: Theories, models, and controversies // Annual Review of Psychology. — 2012. — T. 63. — B. 1–29.



3. Beauchamp, M.S. See me, hear me, touch me: Multisensory integration in lateral occipital-temporal cortex // *Current Opinion in Neurobiology*. — 2005. — T. 15, № 2. — B. 145–153.
4. Boersma, P., Weenink, D. Praat: doing phonetics by computer (Version 6.2.14) [Computer program]. — Amsterdam: University of Amsterdam, 2022. — <http://www.praat.org/>
5. Buna, F. The effectiveness of visual acoustic feedback in second language pronunciation teaching: An experimental study // *Applied Phonetics Quarterly*. — 2005. — T. 18, № 3. — B. 211–238.
6. Gut, U. Non-native speech: A corpus-based analysis of phonological and phonetic properties of L2 English and German. — Frankfurt am Main: Peter Lang, 2009. — 304 b.
7. Krashen, S. Principles and Practice in Second Language Acquisition. — Oxford: Pergamon Press, 1982. — 202 b.
8. Lado, R. Language Teaching: A Scientific Approach. — New York: McGraw-Hill, 1964. — 239 b.
9. Lenneberg, E.H. Biological Foundations of Language. — New York: Wiley, 1967. — 489 b.
10. Mayer, R.E. Multimedia Learning. — Cambridge: Cambridge University Press, 2001. — 210 b.
11. Mirzayev J.B. O'zbek tilidan ingliz tiliga fonetik ko'chirma ta'sir va uni bartaraf etish usullari // *O'zbek tili va adabiyoti*. — 2018. — № 4. — B. 67–74.
12. Pisoni, D.B., Lazarus, J.H. Categorical and noncategorical modes of speech perception along the voicing continuum // *Journal of the Acoustical Society of America*. — 1974. — T. 55, № 2. — B. 328–333.
13. Schmidt, R.A. A schema theory of discrete motor skill learning // *Psychological Review*. — 1975. — T. 82, № 4. — B. 225–260.
14. Skinner, B.F. Verbal Behavior. — New York: Appleton-Century-Crofts, 1957. — 478 b.
15. Sweller, J. Cognitive load during problem solving: Effects on learning // *Cognitive Science*. — 1988. — T. 12, № 2. — B. 257–285.



THE IMPACT OF AI TOOLS ON LEARNERS' LANGUAGE PROFICIENCY AND MOTIVATION

Jumanazarova Nafosat student of NamSU

nafosatjumanazarova29@gmail.com

Scientific Supervisor: *Sherzod Samandarov senior lecturer of NamSU*

shera_77@mail.ru

ABSTRACT

This article investigates the growing role of Artificial Intelligence (AI) tools in second and foreign language learning environments. Drawing on recent empirical research and theoretical frameworks, the study examines how AI-powered applications — including intelligent tutoring systems, chatbots, automated writing feedback tools, and speech recognition software — influence learners' linguistic competence across reading, writing, speaking, and listening skills. Furthermore, the article explores the motivational dimension, analyzing whether AI tools increase learner autonomy, engagement, and self-efficacy or whether they risk fostering dependency and reducing intrinsic motivation. The findings suggest that, when thoughtfully integrated into pedagogical practice, AI tools can yield significant gains in language proficiency and sustain high levels of learner motivation, particularly among learners who benefit from personalized, immediate feedback.

Keywords: *artificial intelligence, language proficiency, learner motivation, AI tools, second language acquisition, intelligent tutoring systems, autonomous learning, feedback, language education*

Аннотация: В данной статье исследуется возрастающая роль инструментов искусственного интеллекта (ИИ) в среде изучения второго и иностранного языков. На основе последних эмпирических исследований и теоретических концепций изучается влияние приложений на базе ИИ — интеллектуальных обучающих систем, чат-ботов, инструментов автоматической проверки письма и программ распознавания речи — на языковую компетентность учащихся в чтении, письме, говорении и аудировании. Кроме того, анализируется мотивационный аспект: повышают ли инструменты ИИ самостоятельность, вовлечённость и самооэффективность учащихся или же способствуют зависимости и снижению внутренней мотивации. Результаты свидетельствуют о том, что при продуманной интеграции в педагогическую практику инструменты ИИ могут значительно повысить языковую компетентность и поддерживать высокий уровень мотивации учащихся.

Ключевые слова: *искусственный интеллект, языковая*



компетентность, мотивация учащихся, инструменты ИИ, усвоение второго языка, интеллектуальные обучающие системы, автономное обучение, обратная связь, языковое образование

Uzbek: Ushbu maqolada ikkinchi va xorijiy til o'rganish muhitida sun'iy intellekt (SI) vositalarining o'sib borayotgan roli o'rganiladi. So'nggi empirik tadqiqotlar va nazariy asoslar asosida SI ga asoslangan ilovalar — intellektual o'qitish tizimlari, chatbotlar, avtomatik yozma fikr-mulohaza vositalari va nutqni tanish dasturlari — o'quvchilarning o'qish, yozish, gapirish va tinglash ko'nikmalaridagi lingvistik kompetentsiyasiga qanday ta'sir qilishi tahlil qilinadi. Bundan tashqari, SI vositalari o'quvchilarning mustaqilligini, ishtirokini va o'z-o'ziga ishonchini oshiradimi yoki aksincha bog'liqlikka olib kelib, ichki motivatsiyani kamaytiradimi, degan savol ham ko'rib chiqiladi. Natijalar shuni ko'rsatadiki, SI vositalari pedagogik amaliyotga o'ylab tatbiq etilganda til kompetentsiyasini sezilarli darajada oshiradi va o'quvchilar motivatsiyasini yuqori darajada saqlaydi.

Калит сўзлар: *sun'iy intellekt, til kompetentsiyasi, o'quvchi motivatsiyasi, SI vositalari, ikkinchi tilni o'zlashtirish, intellektual o'qitish tizimlari, mustaqil ta'lim, fikr-mulohaza, til ta'limi*

I. INTRODUCTION

The rapid advancement of technology in the twenty-first century has fundamentally reshaped the landscape of education. Among the most transformative developments is the integration of Artificial Intelligence (AI) into language teaching and learning. Classrooms that once relied exclusively on textbooks, teacher-led instruction, and static exercises are increasingly supplemented — and in some contexts replaced — by dynamic, adaptive AI-powered platforms that promise to individualize the learning experience at an unprecedented scale.

Language learning, in particular, stands as a domain where AI has demonstrated considerable promise. Unlike mathematics or science, where knowledge acquisition is often discrete and verifiable, language learning demands the simultaneous development of multiple, interrelated competencies: phonological awareness, grammatical accuracy, lexical breadth, pragmatic fluency, and the ability to produce and comprehend discourse in real-time. These demands make language learning both cognitively demanding and deeply personal — and it is precisely this complexity that AI tools are beginning to address through personalization, immediate feedback, and adaptive content delivery.

The relationship between technology and motivation in language learning is not new. Research dating back to the early computer-assisted language learning



(CALL) era of the 1980s demonstrated that learners frequently exhibit higher engagement when interacting with technology-mediated tasks compared to traditional paper-based activities (Warschauer, 1996; Chapelle, 2001). However, contemporary AI tools differ fundamentally from early CALL systems in their capacity for natural language processing, adaptive algorithms, and real-time interactivity. Modern platforms such as Duolingo, Grammarly, ChatGPT, and speech recognition tools like Google's Speech-to-Text have moved far beyond simple drill-and-practice models to provide conversation simulation, nuanced grammar correction, and personalized vocabulary instruction.

This article seeks to examine, from both theoretical and empirical perspectives, how AI tools influence two central dimensions of language learning: proficiency development and learner motivation. It proceeds through a review of relevant literature, an analysis of specific AI tools and their pedagogical implications, and a critical discussion of the challenges and future directions in the field. The ultimate goal is to provide language educators, curriculum designers, and educational technologists with a nuanced understanding of what AI can and cannot yet accomplish in the context of language education.

II. THEORETICAL FRAMEWORK

Understanding the impact of AI tools on language learning requires grounding in established theoretical frameworks from both second language acquisition (SLA) and educational psychology. Two frameworks are especially pertinent: Krashen's (1985) Input Hypothesis and the Self-Determination Theory (SDT) of Deci and Ryan (1985).

Krashen's Input Hypothesis posits that language acquisition occurs when learners are exposed to comprehensible input — that is, language that is slightly above their current proficiency level ($i+1$). AI tools are particularly well-suited to operationalize this principle because they can assess a learner's current level through diagnostic algorithms and subsequently calibrate the difficulty of content to remain within the optimal acquisition zone. Intelligent tutoring systems, for example, continuously monitor learner responses and adjust task complexity accordingly, approximating the kind of differentiated instruction that a skilled human teacher might provide.

Self-Determination Theory, on the other hand, offers a valuable lens through which to examine motivation. SDT distinguishes between intrinsic motivation — engaging in an activity for its inherent satisfaction — and extrinsic motivation, which is driven by external rewards or pressures. The theory identifies three core psychological needs: autonomy, competence, and relatedness. AI tools can potentially support all three of these needs. Learner autonomy is supported when



AI platforms allow users to set their own goals, choose their own topics, and learn at their own pace. The sense of competence is fostered through immediate, constructive feedback that helps learners recognize and build upon their progress. Relatedness, though more challenging to achieve through AI interactions, can be partially addressed through conversational agents that simulate human-like interaction.

Vygotsky's concept of the Zone of Proximal Development (ZPD) is equally relevant. The ZPD refers to the distance between what a learner can accomplish independently and what they can achieve with guidance. AI systems that provide scaffolded support — hints, explanations, and model answers — function as a form of digital scaffolding, temporarily supporting learners until they can perform tasks independently. This theoretical alignment between AI functionality and established SLA principles lends credibility to the pedagogical potential of AI tools.

III. AI TOOLS IN LANGUAGE LEARNING: AN OVERVIEW

The ecosystem of AI tools available to language learners today is remarkably diverse, spanning a wide range of platforms, functions, and target competencies. For the purposes of this analysis, these tools can be grouped into four broad categories: intelligent tutoring systems (ITS), automated writing evaluation (AWE) tools, conversational AI agents, and speech recognition and pronunciation tools.

Intelligent Tutoring Systems

Intelligent tutoring systems such as Duolingo, Babbel, and Rosetta Stone employ machine learning algorithms to model individual learner knowledge and adapt instructional sequences accordingly. Duolingo, for instance, uses a spaced repetition algorithm based on the Leitner system to schedule vocabulary review at optimal intervals, maximizing long-term retention. Research by Settles and Meeder (2016) demonstrated that Duolingo's algorithm significantly outperformed random scheduling in vocabulary retention tasks. Such findings suggest that the adaptive capabilities of ITS can meaningfully accelerate lexical development, a core component of overall language proficiency.

Automated Writing Evaluation Tools

Automated Writing Evaluation (AWE) tools such as Grammarly, Turnitin's Revision Assistant, and ETS's e-rater analyze learner-produced texts and provide feedback on grammar, style, coherence, and vocabulary. Unlike human teachers who may take days to return written work, AWE tools provide instant, detailed feedback that learners can act upon immediately. A meta-analysis by Stevenson and Phakiti (2014) found that learners who used AWE tools demonstrated significantly greater improvements in grammatical accuracy than control groups



who received only teacher feedback. Importantly, the immediacy of feedback appears to be a critical factor: when learners receive corrections while the context of their writing is still fresh, they are better able to internalize and apply the corrections.

Conversational AI and Chatbots

Conversational AI tools, ranging from purpose-built language learning chatbots to general-purpose large language models (LLMs) like ChatGPT, offer learners opportunities to engage in sustained, meaningful dialogue in the target language without the social anxiety that often accompanies interaction with native speakers. Research by Fryer et al. (2017) found that anxiety levels were significantly lower when learners interacted with chatbots compared to human conversation partners, which is a meaningful finding given that language anxiety is widely recognized as one of the most significant inhibitors of oral proficiency development. The availability of conversational AI thus has the potential to provide low-stakes speaking practice at scale — a resource that is particularly valuable in contexts where access to native speakers is limited.

Speech Recognition and Pronunciation Tools

Pronunciation, often the most neglected component of language instruction due to the time and expertise required for assessment, has been substantially democratized by AI-powered speech recognition tools. Platforms such as Elsa Speak, Google's Pronunciation Coach, and the speaking modules embedded within Duolingo analyze learners' phonological output and provide targeted feedback on segmental and suprasegmental features. A study by Liakin et al. (2015) demonstrated that learners who used speech recognition tools for pronunciation practice significantly outperformed control groups on measures of phonological accuracy, suggesting that AI can effectively fill a gap left by conventional classroom instruction.

IV. IMPACT ON LANGUAGE PROFICIENCY

The empirical evidence regarding AI tools' impact on language proficiency is, on the whole, encouraging, though the magnitude of effects varies considerably depending on the specific tool, the target skill, and the learner population. A comprehensive review of the literature reveals consistent positive effects in the domains of vocabulary acquisition, writing accuracy, and reading comprehension, with more mixed results for speaking and listening skills.

In the domain of vocabulary, multiple studies have confirmed that spaced repetition systems embedded in AI platforms produce superior retention outcomes compared to massed practice strategies. Godwin-Jones (2011) noted that the real-time adaptation of review schedules based on individual forgetting curves



represents a qualitatively different form of vocabulary instruction — one that is more closely aligned with what cognitive science tells us about memory consolidation. Learners using such tools not only acquire more vocabulary items but retain them for longer periods, which is critical for reading and listening comprehension.

Writing proficiency has also shown consistent gains in studies involving AWE tools. Saricaoglu and Bilki (2021) conducted a longitudinal study in which EFL learners who used Grammarly alongside traditional instruction demonstrated significantly greater improvements in syntactic complexity and lexical sophistication over one academic semester compared to a control group. Crucially, the researchers found that learners in the AI-assisted group were more likely to revise their drafts multiple times, suggesting that immediate feedback not only corrects errors but also encourages a more iterative, process-oriented approach to writing.

The impact on speaking proficiency is more nuanced. While speech recognition tools have demonstrated effectiveness for pronunciation improvement, the broader development of oral fluency and interactional competence requires more than phonological accuracy. Communicative competence — the ability to negotiate meaning, manage turn-taking, and respond appropriately in context — is a complex, multidimensional construct that current AI systems can only partially address. Conversational AI tools like ChatGPT offer opportunities for extended interaction, but they lack the unpredictability and authentic communicative pressure of real human conversation, which many researchers argue is essential for fluency development.

V. IMPACT ON LEARNER MOTIVATION

Motivation is widely regarded as one of the most influential variables in language learning success. Gardner and Lambert's (1972) foundational work established the importance of both integrative motivation (the desire to identify with a target language community) and instrumental motivation (the desire to achieve practical goals through the language). Contemporary research has expanded this framework to incorporate the dynamic, situational nature of motivation — recognizing that learners' motivational states fluctuate moment to moment in response to their immediate experiences.

AI tools appear to exert a predominantly positive influence on motivation, particularly through gamification, personalization, and the provision of immediate, non-judgmental feedback. Gamification elements — points, streaks, leaderboards, and badges — employed by platforms like Duolingo have been shown to enhance extrinsic motivation and encourage consistent engagement. A study by Loewen et



al. (2019) found that mobile language learning app users reported higher enjoyment and lower anxiety compared to traditional classroom learners, suggesting that the informal, low-stakes nature of AI-mediated learning creates a psychologically safe environment conducive to sustained engagement.

Personalization is another powerful motivational mechanism afforded by AI. When learners can choose topics that align with their personal interests or professional goals, the relevance and perceived utility of learning activities increases substantially. Research on the Ideal L2 Self (Dornyei, 2009) suggests that learners who can envision a clear, desirable future self using the target language are more motivated to persist in the face of difficulty. AI tools that allow learners to engage with authentic content in their areas of interest — whether through tailored reading passages, topic-specific vocabulary, or domain-relevant conversation practice — support the construction and reinforcement of this ideal self-image.

However, it is important to acknowledge the potential risks to intrinsic motivation. Over-reliance on external rewards such as streaks and leaderboards may undermine deeper engagement with the language, fostering a performance orientation at the expense of genuine communicative investment. Furthermore, some learners may find the absence of human connection in AI-mediated interactions demotivating, particularly those with high relatedness needs. The challenge for educators and designers is to harness the motivational affordances of AI tools while preserving the social and communicative dimensions that give language learning its deeper personal significance.

VI. CHALLENGES AND LIMITATIONS

Despite the considerable promise of AI tools in language education, a number of significant challenges remain. The first and perhaps most fundamental is the issue of equity of access. High-quality AI language learning tools often require reliable internet connectivity, up-to-date hardware, and subscription fees that may be prohibitive in low-income contexts. If AI tools primarily benefit learners who already enjoy favorable socioeconomic conditions, their widespread adoption risks exacerbating existing educational inequalities rather than mitigating them.

A second challenge concerns the quality and reliability of AI feedback. While AWE tools have improved substantially in recent years, they remain imperfect, particularly in evaluating pragmatic appropriateness, discourse coherence, and advanced stylistic features. Learners who receive AI feedback without the guidance of a trained teacher may accept incorrect corrections or fail to develop a critical understanding of when AI suggestions are inappropriate. This



points to the importance of teacher mediation — not as a replacement for AI tools, but as a complement that helps learners interpret and critically engage with machine-generated feedback.

The risk of dependency is a third concern. Learners who rely excessively on AI tools — using grammar checkers to correct every sentence rather than developing internal grammatical awareness, or using translation tools instead of engaging in productive struggle with the target language — may develop what researchers have termed a technological crutch (Winke and Goertler, 2008). Over-scaffolding can impede the development of autonomous linguistic competence, and educators must be mindful of calibrating the degree of AI support to encourage productive challenge rather than passive correction.

Data privacy and ethical considerations also deserve attention. AI language learning platforms collect substantial amounts of learner data — interaction patterns, error rates, response times, and even voice recordings — which raises important questions about how this data is stored, used, and protected. Educational institutions and policymakers have a responsibility to ensure that learners' data rights are respected and that AI tools are deployed in ethically transparent ways.

VII. PEDAGOGICAL RECOMMENDATIONS

Based on the foregoing analysis, several pedagogical recommendations can be advanced for the effective integration of AI tools into language education. First, AI tools should be used as supplements to, rather than replacements for, human instruction. The relational, communicative, and culturally situated dimensions of language learning require the irreplaceable presence of skilled human teachers who can model authentic language use, provide emotionally sensitive feedback, and foster classroom communities of practice.

Second, educators should help learners develop AI literacy — the ability to critically evaluate AI feedback, understand the limitations of machine-generated corrections, and make informed decisions about when and how to use AI tools. Rather than positioning AI as an infallible authority, teachers should encourage learners to view AI feedback as a starting point for reflection and discussion.

Third, the motivational design of AI tools should be carefully considered. While gamification can be effective for generating initial engagement, curriculum designers should ensure that motivational elements also support intrinsic interest in the language itself — through meaningful content, culturally rich materials, and opportunities for creative self-expression. The goal is not merely to keep learners on-platform for longer but to cultivate a genuine, lasting relationship with the target language.

Finally, institutions should invest in professional development that equips



teachers with the knowledge and skills to integrate AI tools effectively. Too often, technology integration fails not because the tools are inadequate but because teachers lack the training and support necessary to embed them meaningfully into their pedagogical practice. A whole-institution approach to AI-enhanced language education — one that involves curriculum planning, teacher training, learner support, and ongoing evaluation — is more likely to yield sustainable gains than ad hoc adoption of individual tools.

VIII. CONCLUSION

This article has examined the impact of AI tools on language learners' proficiency and motivation from theoretical, empirical, and pedagogical perspectives. The evidence reviewed suggests that, when integrated thoughtfully and supported by skilled teaching, AI tools can make meaningful contributions to language proficiency development — particularly in vocabulary acquisition, writing accuracy, and pronunciation — while also sustaining and enhancing learner motivation through personalization, immediate feedback, and gamified engagement.

At the same time, important cautions must be observed. AI tools are not pedagogically neutral: their design choices embed assumptions about what language learning is, what it is for, and who learners are. The risks of dependency, inequity of access, data privacy concerns, and the potential erosion of intrinsic motivation are real and must be actively managed. The future of AI in language education will depend not only on the continued improvement of the technology itself but on the wisdom and intentionality with which educators and institutions choose to deploy it.

Looking ahead, several directions for future research are needed. Longitudinal studies examining the long-term effects of AI tool use on proficiency and motivation are particularly scarce. Similarly, comparative studies across different learner populations — varying by age, L1 background, proficiency level, and educational context — would provide a more nuanced picture of for whom AI tools work best and under what conditions. As AI technology continues to evolve at a rapid pace, the field of language education must develop the theoretical frameworks and empirical methods necessary to evaluate it critically, responsibly, and with the learner's holistic development always at the center.

REFERENCES

1. Chapelle, C. A. (2001). Computer applications in second language acquisition. Cambridge University Press.
2. Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. Plenum.



3. Dornyei, Z. (2009). The L2 motivational self system. In Z. Dornyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 9-42). Multilingual Matters.
4. Fryer, L. K., Ainley, M., Thompson, A., Gibson, A., & Sherlock, Z. (2017). Stimulating and sustaining interest in a language course: An experimental comparison of Chatbot and Human task partners. *Computers in Human Behavior*, 75, 461-468.
5. Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second-language learning*. Newbury House.
6. Godwin-Jones, R. (2011). Emerging technologies: Mobile apps for language learning. *Language Learning & Technology*, 15(2), 2-11.
7. Krashen, S. (1985). *The input hypothesis: Issues and implications*. Longman.
8. Liakin, D., Cardoso, W., & Liakina, N. (2015). Learning L2 pronunciation with a mobile speech recognizer: French /y/. *CALICO Journal*, 32(1), 1-25.
9. Loewen, S., Isbell, D. R., & Sporn, Z. (2019). The effectiveness of app-based language instruction for developing receptive linguistic knowledge. *Language Learning & Technology*, 24(2), 1-22.
10. Saricaoglu, A., & Bilki, Z. (2021). The effect of written corrective feedback from Grammarly on the writing accuracy of EFL students. *TESOL International Journal*, 16(3), 1-19.
11. Settles, B., & Meeder, B. (2016). A trainable spaced repetition model for language learning. *Proceedings of the 54th Annual Meeting of the Association for Computational Linguistics*, 1848-1858.
12. Stevenson, M., & Phakiti, A. (2014). The effects of computer-generated feedback on the quality of writing. *Assessing Writing*, 19, 51-65.
13. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
14. Warschauer, M. (1996). Computer-assisted language learning: An introduction. In S. Fotos (Ed.), *Multimedia language teaching* (pp. 3-20). Logos International.
15. Winke, P., & Goertler, S. (2008). Did we forget someone? Students' computer access and literacy for CALL. *CALICO Journal*, 25(3), 482-509.



Developing Professional Communicative Competence of Football Students through an ESP-Based Application

Najmiddinova Durdona

The Center for Research on Higher Education Development

2nd-year PhD Student

Tel: + 998 90 347 70 11

E-mail: durdonann@gmail.com

ORCID-ID: <https://orcid.org/0009-0000-7040-704X>

Abstract

The aim of this study is to develop the professional communicative competence of football students through an ESP-based learning application. The study involved 72 first-year football students. The application includes vocabulary learning, practice tasks, and speaking activities to help students improve step by step. The speaking part allows students to repeat, complete, and answer questions. The results show that students improved their vocabulary, speaking skills, and confidence in football-related communication. The study shows that using an ESP-based application can help students improve their professional English skills.

Keywords: ESP, football students, communicative competence, speaking skills, mobile learning, language learning application

Introduction

In recent years, learning English for professional purposes has become more important for university students. Football students, in particular, need English to communicate in training, matches, and international contexts. However, many students have limited opportunities to practice speaking during their English courses, especially when the course is short.

English for Specific Purposes (ESP) focuses on learners' needs and helps them use language in real situations. For football students, this includes speaking about the game, giving instructions, and communicating with teammates. However, traditional teaching methods do not always provide enough speaking practice.

To address this problem, this study proposes an ESP-based learning approach supported by a learning application. The application helps organize speaking practice and provides feedback during the learning process. The aim of the study is to develop the professional communicative competence of football students through structured speaking activities.

Literature review

Mobile-assisted language learning (MALL) is widely used in language



education today. It allows students to practice language anytime and anywhere. Glenn Stockwell (2010) showed that mobile tools can support vocabulary learning and increase learner engagement. Later, Jack Burston (2015) found that many studies report positive effects of mobile applications on language learning.

Recent studies also show that mobile learning can improve speaking skills. For example, Derakhshan et al. (2021) found that students who used mobile learning had better speaking performance and more confidence. Mobile technologies also support continuous and flexible learning (Kukulska-Hulme, 2020). These results suggest that regular practice through mobile tools helps students develop speaking step by step.

In addition, artificial intelligence (AI) is now used in language learning to give feedback. Chen et al. (2022) explain that AI systems can check learners' speech and provide feedback on grammar, fluency, and vocabulary. This helps students understand their mistakes and improve faster.

However, there is still limited research on using mobile and AI-supported tools in ESP, especially for football students. ESP focuses on learners' needs and real-life communication (Hutchinson & Waters, 1987). Football students need to speak in game situations, but they often do not get enough practice.

Therefore, this study proposes an ESP-based learning approach supported by a learning application to improve students' professional communicative competence.

Methodology

This study was designed to examine how an ESP-based learning approach supported by a learning application can help develop the professional communicative competence of football students.

At the first stage, an initial observation was carried out to understand students' current speaking level. Students were asked to complete short football-related speaking tasks during regular English lessons. Based on these tasks and classroom observation, it was found that most students had limited vocabulary and experienced difficulty expressing their ideas clearly. Their speech was often slow, and many students showed low confidence when speaking.

At the second stage, data were collected from 72 first-year football students at the Uzbekistan State University of Physical Education and Sport (O'zDJTSU). Data were gathered through speaking tasks, practice results, and classroom observation. This helped identify the main challenges students faced in learning English for football-related communication.

At the third stage, an ESP-based learning application was introduced. The application was designed specifically for football students and included vocabulary



learning, practice tasks, and structured speaking activities. In the vocabulary section, students learned football-related terms through simple explanations, translations, and example sentences. In the practice section, they completed short exercises, such as multiple-choice questions, to check their understanding. The main focus of the application was on speaking. Speaking activities were organized in three stages: repeat, complete, and answer. First, students repeated short sentences to practice pronunciation and structure. Then, they completed sentences by saying missing words. Finally, they answered simple questions using the target vocabulary. This step-by-step structure helped students move from guided practice to more independent speaking.

At the fourth stage, the application was implemented over a period of 4 weeks during regular English lessons, with several sessions each week. Students used the application both in class and independently. During speaking tasks, the application provided AI-based feedback on grammar, fluency, and vocabulary use. This feedback helped students recognize their mistakes and improve their speaking gradually.

At the final stage, the results were analyzed by comparing students' performance before and after the implementation. The results showed clear improvement. The number of correct answers in practice tasks increased from about 50% to 80%. In speaking activities, students' average scores improved from 4–5 to 7–8 out of 10. In addition, students became more confident and were able to use football-related vocabulary more actively in their speech.

Discussion

The results of this study show that the ESP-based learning approach supported by a learning application had a positive effect on students' speaking development. One of the main findings is that students became more active and confident in speaking tasks. This can be explained by the structured design of the speaking activities. The step-by-step process, from repetition to independent answers, helped students feel more prepared and less afraid of making mistakes.

Another important point is the role of regular practice. Students had more opportunities to use English in football-related situations, which made learning more meaningful for them. When students work with familiar topics, they are more likely to understand and use new vocabulary. This explains why their vocabulary use improved together with their speaking performance.

The use of feedback during speaking activities also played an important role. Students were able to see their mistakes and correct them during the learning process. This immediate feedback helped them improve faster and become more aware of their language use. As a result, their grammar, fluency, and vocabulary



use became more balanced.

It is also important to note that the application did not replace the teacher but supported the learning process. The main improvement came from the combination of structured tasks, regular practice, and guided support. This shows that technology is more effective when it is used as part of a clear teaching approach, not as the main goal.

Overall, the findings suggest that an ESP-based approach, when supported by simple and structured tools, can create better conditions for speaking development. For football students, this type of learning is especially useful because it connects language with their future professional needs.

Results

The results of the study show clear improvement in students' language performance after using the ESP-based learning application.

First, the results of practice tasks indicate that students' understanding of vocabulary increased. At the beginning of the study, students answered about 50% of the questions correctly. After the implementation, this number rose to around 80%. This suggests that students were able to learn and retain football-related vocabulary more effectively.

Second, students' speaking performance improved noticeably. At the initial stage, most students scored between 4 and 5 out of 10. After several weeks of practice, their average scores increased to 7–8 out of 10. Students produced clearer sentences, used more appropriate vocabulary, and spoke with fewer pauses.

Another important finding is the increase in students' confidence. At the beginning, many students were hesitant and avoided speaking. Later, they became more active and participated more willingly in speaking tasks. Students also showed better use of football-related language in practical situations. They were able to give simple instructions, describe actions, and respond to questions using relevant vocabulary.

These findings demonstrate that structured speaking activities and regular practice supported by the application led to noticeable improvement in vocabulary use, speaking skills, and confidence.

Implications

The findings of this study have several practical implications for teaching English to football students. First, it shows that speaking skills can be improved more effectively when learning is connected to students' professional context. This means that ESP-based materials should focus on real situations, such as training, matches, and teamwork.

Second, the study suggests that structured speaking activities are important



for gradual development. Teachers can use simple stages like repetition, completion, and answering questions to help students move from basic practice to more independent speaking. This approach can be applied not only in football education but also in other ESP contexts.

Third, the use of a learning application can support the teaching process. The application helps organize practice and provides feedback, which makes learning more interactive and continuous. However, it works best when it is used together with classroom instruction.

Finally, this study highlights the importance of regular speaking practice. Even a short period of structured and focused practice can lead to clear improvement in students' performance and confidence. Therefore, teachers should create more opportunities for students to speak during and outside the classroom.

Limitations

This study has several limitations that should be considered when interpreting the results. First, the study was conducted with only 72 football students from one university. This means that the findings may not fully represent students from other universities or different learning contexts.

Second, the duration of the study was relatively short. The application was used over a period of 4 weeks, which may not be enough to observe long-term development of speaking skills. A longer study could provide more detailed results.

Third, the study focused mainly on speaking activities and did not examine other language skills such as writing or listening in detail. Future research could explore how similar approaches affect these skills as well.

Finally, the results were based on classroom observation and performance tasks, which may include some level of subjectivity. Using additional assessment tools or more objective measures could improve the accuracy of the results.

Conclusion

This study examined how an ESP-based learning approach supported by a learning application can help develop the professional communicative competence of football students. The results showed that students improved their vocabulary use, speaking performance, and confidence in football-related communication.

The findings also show that structured speaking activities play an important role in language development. The step-by-step approach helped students move from simple repetition to more independent speaking. In addition, regular practice and feedback supported students in improving their performance over time. The study confirms that learning becomes more effective when it is connected to students' professional needs. For football students, using real and familiar contexts



made it easier to understand and use English in speaking tasks.

Overall, the study suggests that an ESP-based approach, supported by simple learning tools, can create better conditions for developing speaking skills and professional communication.

References

1. Stockwell, G. (2010). Using mobile phones for vocabulary activities. *ReCALL*, 22(1), 95–110.
2. Burston, J. (2015). Twenty years of MALL project implementation. *ReCALL*, 27(1), 4–20.
3. Derakhshan, A., Khalili, A. N., & Beheshti, F. (2021). Developing EFL learners' speaking ability through mobile-assisted language learning. *Education and Information Technologies*, 26, 699–716.
4. Chen, X., Zou, D., Xie, H., & Cheng, G. (2022). Artificial intelligence in language education: A systematic review. *Interactive Learning Environments*.
5. Kukulska-Hulme, A. (2020). Mobile-assisted language learning. *The Cambridge Handbook of Language Learning and Technology*.
6. Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes*. Cambridge University Press.

BO'LAJAK CHET TILI O'QITUVCHILARINING TARJIMA MALAKALARINI TAKOMILLASHTIRISHGA DOIR ANGLIYA TAJRIBALARI TAHLILI.

378.14:81'25(410)

Nematjonova Sarvinoz Nodirbek qizi

Namangan davlat universiteti tayanch doktoranti

Sarvinoznematjonova1991@gmail.com

ORCID: 0009-0008-9691-2341

ANNOTATSIYA. Maqolada bo'lajak chet tili o'qituvchilarining tarjima malakalarini rivojlantirishning metodik jihatlari Angliya (Buyuk Britaniya) tajribasi asosida tahlil qilinadi. Chet tili o'qituvchilarining professional faoliyatida tarjima ko'nikmalari nafaqat lingvistik kompetensiyani mustahkamlash, balki o'quv jarayonida autentik matnlarni tahlil qilish, madaniy vositachilik va til o'rgatishning turli strategiyalarini qo'llash uchun muhim vosita sifatida qaraladi. Tahlillar shuni ko'rsatadiki, Angliyada tarjima pedagogik faoliyat sifatida qayta tiklanib, initial teacher training (ITT/PGCE) kurslarida integratsiya qilinmoqda, shuningdek, kreativ CPD (continuing professional development) loyihalari orqali o'qituvchilarning tarjima aniqligi, madaniy moslashuv va kreativ yondashuv malakalari rivojlantirilmoqda. Ushbu yondashuvlarni O'zbekiston sharoitida



moslashtirish va takomillashtirish chet tili o'qituvchilarini tayyorlash tizimi uchun katta ahamiyat kasb etadi.

KALIT SO'ZLAR: pedagogik tarjima, bo'lajak o'qituvchilar, Angliya tajribasi, Modern Foreign Languages (MFL), PGCE dasturlari, creative translation, CPD, plurilingval kompetensiya, initial teacher training, GCSE dasturi.

ANNOTATION. The article analyzes the methodological aspects of developing translation skills among prospective foreign language teachers on the basis of the experience of England (United Kingdom). Translation skills in the professional activities of foreign language teachers are regarded not only as a means of strengthening linguistic competence, but also as an important tool for the analysis of authentic texts in the educational process, for cultural mediation, and for the application of various language teaching strategies. The analyses demonstrate that in England translation is being revived as a pedagogical activity and is being integrated into initial teacher training (ITT/PGCE) courses; furthermore, through creative CPD (continuing professional development) projects, teachers' skills in translation accuracy, cultural adaptation, and creative approaches are being developed. Adapting and improving these approaches in the context of Uzbekistan is of great importance for the system of training foreign language teachers.

KEYWORDS: foreign language teaching, translation skills, pedagogical translation, prospective teachers, experience of England, Modern Foreign Languages (MFL), PGCE programmes, creative translation, CPD, plurilingual competence, initial teacher training, GCSE programme.

АННОТАЦИЯ. В статье анализируются методические аспекты развития переводческих навыков будущих учителей иностранных языков на основе опыта Англии (Великобритании). Переводческие навыки в профессиональной деятельности учителей иностранных языков рассматриваются не только как средство укрепления лингвистической компетенции, но и как важный инструмент анализа аутентичных текстов в образовательном процессе, культурного посредничества и применения различных стратегий обучения языку. Анализы показывают, что в Англии перевод возрождается как педагогическая деятельность и интегрируется в курсы начальной подготовки учителей (ITT/PGCE), а также через проекты креативного CPD (продолжающегося профессионального развития) развиваются навыки учителей в точности перевода, культурной адаптации и креативном подходе. Адаптация и совершенствование данных подходов в условиях Узбекистана имеет большое значение для системы подготовки учителей иностранных языков.



КЛЮЧЕВЫЕ СЛОВА: обучение иностранным языкам, переводческие навыки, педагогический перевод, будущие учителя, опыт Англии, Modern Foreign Languages (MFL), программы PGCE, креативный перевод, CPD, плюрилингвальная компетенция, начальная подготовка учителей, программа GCSE.

KIRISH. Chet tillarini o'qitishda tarjima malakalari (translation competence) o'qituvchilarning kasbiy tayyorgarligida muhim o'rin tutadi. Ular nafaqat tilni o'zlashtirish, balki madaniyatlararo vositachilik (intercultural mediation), CEFR standartlaridagi plurilingval kompetensiyani rivojlantirish va o'quvchilarda tanqidiy fikrlashni shakllantirish uchun zarurdir. Angliyada (Buyuk Britaniya kontekstida) zamonaviy chet tillari (Modern Foreign Languages – MFL) o'qitishda an'anaviy grammatika-tarjimaviy usuldan voz kechilgan bo'lsa-da, 2010-yillardan boshlab GCSE va A-level dasturlarida tarjima vazifalari qayta kiritilishi bilan pedagogik tarjima (pedagogical translation) qayta tiklandi. Bu o'z navbatida bo'lajak o'qituvchilarning (pre-service teachers) tarjima malakalarini takomillashtirishga qaratilgan maxsus dasturlar va tajribalarni keltirib chiqardi.

Maqolaning maqsadi Angliya tajribalarini tizimli tahlil qilish, ularning samaradorligini baholash va ilmiy asoslangan xulosalar chiqarishdir. Bu tajribalar mamlakatimizda chet tili o'qituvchilarini tayyorlash tizimini takomillashtirish uchun foydali model bo'lishi mumkin.

Metodologiya. Ushbu maqola adabiyot tahlili (literature review) usulida tayyorlangan. Unda til o'qitish sohasidagi xalqaro tajribani chuqur o'rganish maqsadida bir qator muhim manbalar tizimli ravishda tahlil qilingan. Asosiy e'tibor quyidagi tadqiqot va hisobotlarga qaratildi: Teaching Schools Councilning 2016-yildagi MFL Pedagogy Review hisoboti, Stephen Spender Trust tashkilotining 2019-yilda chop etilgan "Creative Translation in the Classroom" nomli hisoboti, Katrina Barnesning 2021-yildagi "Translation in the UK language classroom" maqolasi, shuningdek, Caroline Rossi va hamkorlarining 2021-yilda nashr etilgan "Rehabilitating translation in the language classroom" tadqiqoti. Bundan tashqari, PGCE (Postgraduate Certificate in Education) dasturlarining rasmiy hujjatlari, xususan SWIFT Teacher Training va Leeds Trinity University materiallari ham batafsil ko'rib chiqildi.

Ushbu manbalarning tahlili orqali maqolada zamonaviy til o'qitish metodologiyasidagi tarjima amaliyotining o'рни va ahamiyati haqida umumiy xulosalar chiqarilgan.

Natija va muhokama. Angliyada bo'lajak MFL o'qituvchilarining tarjima malakalarini takomillashtirish tajribalari quyidagi yo'nalishlarda amalga oshirilmoqda:



1. Teaching Schools Council tomonidan e'lon qilingan Ian Bauckhamning "Modern Foreign Languages Pedagogy Review" hisobotida Buyuk Britaniya bitiruvchilarida ilg'or tarjima va interpretatsiya ko'nikmalarining yetarli darajada rivojlanmaganligi alohida ta'kidlangan.⁷⁵

Mazkur hisobotda boshlang'ich o'qituvchi tayyorlash dasturlarini (Initial Teacher Training — ITT) takomillashtirish zarurligi qayd etilib, ayniqsa, o'qituvchilarning fan bo'yicha maxsus bilimlarini (subject-specific knowledge) tizimli ravishda shakllantirish muhimligi asoslab berilgan. Shu bilan birga, ushbu bilimlar tarkibiga tarjima faoliyatiga oid amaliy mashqlarni ham kiritish tavsiya etilgan.

Natijada, umumiy o'rta ta'lim bosqichidagi GCSE dasturlariga muhim o'zgartirishlar kiritildi. Xususan, "mos va qisqa matnlarni tarjima qilish" hamda "chet tilga tarjima qilish" kabi vazifalar majburiy komponent sifatida belgilandi.

Bundan tashqari, o'qituvchilarni tayyorlash jarayonida tarjimani o'qitish metodikasi ham muhim yo'nalish sifatida e'tirof etilib, u ikki asosiy yo'nalishda — chet tilidan ingliz tiliga (TL → English) va ingliz tilidan chet tiliga (English → TL) tarjima qilish ko'nikmalarini shakllantirishni o'z ichiga oladigan majburiy tarkibiy qismga aylandi.

2. PGCE (Postgraduate Certificate in Education)-(Buyuk Britaniya va ba'zi boshqa mamlakatlarda o'qituvchilik kasbiga tayyorgarlik ko'rish uchun eng keng tarqalgan 1 yillik postbakalavr dasturi) dasturlarida amaliy integratsiya.

PGCE MFL yo'nalishidagi tayyorgarlik kurslarida, xususan Leeds Trinity, Goldsmiths, Warwick va SWIFT Teacher Training kabi muassasalarda bo'lajak chet tili o'qituvchilari uchun tarjima ko'nikmalarini rivojlantirishga qaratilgan maxsus treninglar o'tkaziladi. Ushbu treninglar "Introducing translation tasks" bo'limi doirasida tashkil etiladi.⁷⁶

Masalan, SWIFT Teacher Training dasturida o'quv rejasi quyidagi mashqlarni o'z ichiga oladi:

- maqsad tildan ingliz tiliga va ingliz tilidan maqsad tilga tarjima vazifalari;
- parallel matnlar (parallel texts) bilan ishlash;
- strukturalashtirilgan ishlab chiqarish (structured production) mashqlari.

Mazkur yondashuv bo'lajak o'qituvchilarning tarjima kompetensiyalarini — aniqlik (accuracy), auditoriya ehtiyojlarini hisobga olish (audience awareness) va madaniy moslashtirish (cultural adaptation) jihatlaridan — tizimli ravishda takomillashtirishga qaratilgan.

⁷⁵ Ian Bauckhamning "Modern Foreign Languages Pedagogy Review" Teaching Schools Council 2016.

⁷⁶ SWIFT Teacher Training. Secondary Modern Foreign Language Course: Trainee Handbook [Electronic resource]. — URL: https://www.swiftteachertraining.org.uk/uploads/1/3/5/0/135094932/swift_trainee_secondary_mfl_v2.pdf



Bundan tashqari, tarjima darajasi yetarli bo'lmagan nomzodlar uchun Subject Knowledge Enhancement (SKE) kurslari doirasida qo'shimcha maqsadli tayyorgarlik dasturlari taklif etiladi. Bu esa kelajakdagi o'qituvchilarning tarjima kompetensiyasini takomillashtirish va ularni professional faoliyatga samarali tayyorlash imkonini beradi.⁷⁷ Ushbu yondashuv PGCE dasturlarida nazariy bilimlarni amaliy ko'nikmalar bilan uyg'unlashtirishning muhim namunasi hisoblanadi.

3. Kreativ CPD dasturlari: Translators in Schools (TiS). Stephen Spender Trust tomonidan 2013-yildan boshlab amalga oshirib kelinayotgan TiS loyihasi MFL o'qituvchilari uchun maxsus CPD (continuing professional development) treninglarini o'tkazadi. 2017-yildan Creative Translation in the Classroom (CTiC) loyihasi doirasida o'qituvchilar va tarjimonlar hamkorligida workshoplar, poemalar tarjimasi, subtitling va creative writing mashqlari o'tkazilmoqda. Katrina Barnesning tadqiqoti (2018, 2021) shuni ko'rsatdiki, 41 nafar GCSE darajasidagi o'quvchilar ishtirokida o'tkazilgan ijodiy tarjima mashqlari (noto'g'ri tarjimalarni tahlil qilish va guruhviy vazifalar) talabalar tomonidan yuqori baholangan. Xususan, so'rovda qatnashgan talabalarning 98 foizi ushbu mashqlarni "foydali" deb baholagan. O'qituvchilar esa o'quvchilarning lug'at boyligi va grammatik ko'nikmalarini rivojlantirish, ularning o'ziga bo'lgan ishonchini oshirish hamda kasbiy xabardorligini yuksaltirish borasida sezilarli ijobiy natijalarni qayd etganlar.

Ushbu natijalarga asoslanib, TiS o'qituvchilarni tayyorlash bo'yicha PGCE (Oliy ta'limdan keyingi ta'lim sertifikat) kurslariga ijodiy tarjima mashqlarini integratsiya qilishni tavsiya etadi.⁷⁸

4. Plurilingval va kreativ yondashuvlar. (Ko'p tillilik va ijodiy yondashuvlar). Rossi va hamkorlari (2021) o'tkazgan tadqiqotda tarjima faoliyatini til o'qitish jarayoniga qayta joriy etish (reabilitatsiya qilish) zarurati ta'kidlangan. Mualliflar mashina tarjimasi matnlarini keyingi tahrirlash, metaforalarni tahlil qilish va translingvizatsiya (turli tillar resurslaridan birgalikda foydalanish) usullarini qo'llash orqali o'qituvchilarning kontseptual ravonligini oshirish mumkinligini taklif etadilar. Ushbu usullar Angliyaning zamonaviy chet tillari (MFL) sinflarida, jumladan Swansea universiteti tajribasi asosida, o'quvchilarning plurilingval (ko'p tili) kompetensiyasini samarali rivojlantirishga xizmat qilishi empirik jihatdan tasdiqlangan.

Angliya tajribalari tarjima malakalarini rivojlantirishda izchil yondashuv -o'qituvchilarni tayyorlashning dastlabki bosqichlarida (ITT/PGCE) va

⁷⁷ Department for Education. Subject knowledge enhancement (SKE) [Electronic resource]. – URL: <https://getintoteaching.education.gov.uk/how-to-apply-for-teacher-training/subject-knowledge-enhancement>

⁷⁸ Barnes, K. Reviving pedagogical translation: an investigation into UK learners' perceptions of translation for use with their GCSE Spanish studies and beyond // Translation and Translanguaging in Multilingual Contexts. — 2018. — Vol. 4. — No. 2. — P. 156–182.



doimiy kasbiy rivojlanish (CPD) dasturlarida tarjima faoliyatini integratsiya qilish - eng yuqori samaraga ega ekanligini namoyon etmoqda. Ushbu yondashuv nafaqat o'qituvchilarning til kompetensiyasini (aniqlik va ijodkorlik jihatidan), balki o'quvchilarning o'qishga nisbatan motivatsiyasini ham sezilarli darajada oshirishi empirik jihatdan tasdiqlangan.

Shu bilan birga, joriy etish jarayonida moliyalashtirish muammolari, vaqt cheklavlari hamda tarjimaning salbiy imidji (translation image problem) — ya'ni uni an'anaviy grammatika-tarjima usuli bilan chalkashtirish kabi to'siqlar mavjud. K.Barnes va TiS hisobotlari bu to'siqlarni bartaraf etishda she'riyat, subtitrlar va boshqa ijodiy tarjima turlaridan foydalanish samarali yo'l ekanligini ta'kidlaydi.⁷⁹

Xulosa va takliflar. Angliya tajribalari va TiS hisobotlari shuni ko'rsatadiki, tarjima faoliyatini til o'qitish jarayoniga ijodiy va izchil tarzda qayta joriy etish o'qituvchilarning til kompetensiyasini (aniqlik, ijodkorlik va kontseptual ravonlik), kasbiy xabardorligini hamda o'quvchilarning motivatsiyasini sezilarli darajada oshiradi. Plurilingval va kreativ yondashuvlar (translingvizatsiya, mashina tarjimasi post-tahrirlashi, metafora tahlili, she'riyat va subtitrlar tarjimalari) zamonaviy chet tillari o'qitishida samarali vosita ekanligini isbotladi.

O'zbekiston oliy ta'lim muassasalarida bo'lajak chet tili o'qituvchilarini tayyorlash tizimida ushbu tajribalarni qo'llash katta imkoniyatlarga ega. Hozirgi vaqtda tarjima ko'pincha an'anaviy grammatika-tarjima usuli bilan bog'lanib, salbiy imidjga ega bo'lib qolmoqda. Shu bois uni ijodiy va plurilingval shaklda qayta tiklash o'qituvchilar tayyorlash sifatini yangi bosqichga ko'tarishi mumkin.

Amaliy takliflar:

1. O'qituvchilarni dastlabki tayyorlash bosqichida integratsiya

Chet tili o'qituvchilarini tayyorlash bo'yicha bakalavr va magistratura dasturlariga (O'zbekistonning PGCE analogi — masalan, pedagogika yo'nalishidagi amaliyot modullari) ijodiy tarjima mashqlarini majburiy komponent sifatida kiritish. Bunda noto'g'ri tarjimalarni tahlil qilish, guruhviy vazifalar, she'riyat tarjimalari va subtitrlar tayyorlash kabi faoliyatlar qo'llanilishi tavsiya etiladi.

2. Doimiy kasbiy rivojlanish (CPD) tizimini yaratish

Stephen Spender Trust modeliga asoslanib, chet tili o'qituvchilari uchun muntazam seminarlar, master-klasslar va loyihalar tashkil etish. Ushbu loyihalarda

⁷⁹ Barnes, K. Translation in the UK language classroom: Current practices and a potentially dynamic future // Translation and Translanguaging in Multilingual Contexts. — 2021. — Vol. 7. — No. 1. — P. 1–23.



translingvizatsiya, mashina tarjimasi post-tahrirlashi va metafora tahlili usullari o'rgatilishi lozim. Respublika miqyosida "Ijodiy tarjima va plurilingval kompetensiya" nomli CPD dasturini ishlab chiqish maqsadga muvofiq.

3. Milliy baholash tizimida tarjima elementlarini joriy etish

Chet tillari bo'yicha milliy imtihon va sertifikatsiya dasturlarida (masalan, Davlat imtihoni yoki o'qituvchilik malakasini baholashda) ijodiy tarjima topshiriqlarini kiritish. Bu o'quvchilar va o'qituvchilarning tarjimaga bo'lgan munosabatini ijobiy tomonga o'zgartirishga yordam beradi.

Foydalanilgan adabiyotlar ro'yxati

1. Bauckham, I. (2016). *Modern foreign languages pedagogy review*. Teaching Schools Council.
2. Barnes, K. (2018). Reviving pedagogical translation: An investigation into UK learners' perceptions of translation for use with their GCSE Spanish studies and beyond. *Translation and Translanguaging in Multilingual Contexts, 4*(2), 156–182.
3. Barnes, K. (2021). Translation in the UK language classroom: Current practices and a potentially dynamic future. *Translation and Translanguaging in Multilingual Contexts, 7*(1), 41–64.
4. Creative Translation in the Classroom: Report on Forum January 2019. (2019). Stephen Spender Trust / Queen's College Oxford.
5. Department for Education. (n.d.). *Subject knowledge enhancement (SKE)*. Get Into Teaching. <https://getintoteaching.education.gov.uk/how-to-apply-for-teacher-training/subject-knowledge-enhancement>
6. Rossi, C., et al. (2021). *Rehabilitating translation in the language classroom*. Swansea University.
7. SWIFT Teacher Training. (2024). *Secondary modern foreign language course document*.

Neologizmlarni o'rganishda kognitiv, pragmatik va korpus yondashuvlari

Abdullayeva Gavkxaroy Sultonmakxmud kizi

Teacher at: "Kimyo" international university of technologies

Annotatsiya

Mazkur maqolada neologizmlarni o'rganishda zamonaviy tilshunoslikda qo'llanilayotgan asosiy yondashuvlar — kognitiv, pragmatik va korpus yondashuvlari kompleks tarzda tahlil qilinadi. Raqamli kommunikatsiya va global axborot almashinuvi natijasida yangi leksik birliklarning paydo bo'lishi til tizimida sezilarli o'zgarishlarni yuzaga keltirmoqda. Tadqiqotda neologizmlarning shakllanishi, semantik rivoji va kommunikativ funksiyalari ushbu uch yondashuv



asosida izohlanadi. Shuningdek, korpus lingvistikasi orqali neologizmlarni aniqlash va tahlil qilishning samaradorligi ko'rsatib beriladi.

Kalit so'zlar: neologizm, kognitiv tilshunoslik, pragmatika, korpus lingvistikasi, semantika, til evolyutsiyasi

Аннотация

В статье рассматриваются когнитивный, прагматический и корпусный подходы к изучению неологизмов в современной лингвистике. Анализируются процессы формирования, семантического развития и функционирования новых слов. Особое внимание уделяется роли корпусной лингвистики в выявлении и анализе неологизмов.

Ключевые слова: неологизм, когнитивная лингвистика, прагматика, корпусная лингвистика, языковая эволюция

Annotation

This article explores cognitive, pragmatic, and corpus-based approaches to studying neologisms in modern linguistics. It examines how new lexical items emerge, evolve semantically, and function in communication. The study highlights the effectiveness of corpus linguistics in identifying and analyzing neologisms in contemporary discourse.

Keywords: neologism, cognitive linguistics, pragmatics, corpus linguistics, language change

Kirish

Til — bu doimiy ravishda yangilanib boradigan, dinamik tizimdir. Har qanday ijtimoiy, madaniy yoki texnologik o'zgarish til tarkibida yangi birliklarning paydo bo'lishiga olib keladi. Ayniqsa, so'nggi yillarda raqamli kommunikatsiya va global axborot makonining kengayishi natijasida neologizmlar soni keskin ortdi.

Neologizmlar nafaqat yangi so'zlar, balki tilning fikrlash, muloqot va ma'no yaratish jarayonlari bilan chambarchas bog'liq hodisalardir. Shu sababli ularni o'rganishda yagona yondashuv yetarli emas. Zamonaviy tilshunoslikda neologizmlarni kompleks tarzda tahlil qilish uchun kognitiv, pragmatik va korpus yondashuvlari keng qo'llanilmoqda.

Mavzuga oid adabiyotlar tahlili

Neologizmlar va til o'zgarishi masalasi ko'plab tilshunoslar tomonidan o'rganilgan. David Crystal internet davrida tilning yangi shakllarini batafsil tahlil qilib, neologizmlarning kommunikativ ehtiyoj natijasida yuzaga kelishini ta'kidlaydi [1;2].

Susan Herring esa raqamli diskursni o'rganishda kontekst va ijtimoiy omillar muhimligini ko'rsatadi [9].

Gretchen McCulloch neologizmlar tartibsiz emas, balki ma'lum lingvistik



qonuniyatlarga asoslanganini qayd etadi [6].

Bundan tashqari, zamonaviy tadqiqotlarda korpus lingvistikasi orqali yangi soʻzlarni aniqlash va ularning qoʻllanish chastotasini oʻrganish samarali metod sifatida qaralmoqda.

Nazariy asoslar

Neologizm — bu tilga yangi kirib kelgan yoki mavjud birlikning yangi maʼno kasb etgan shaklidir. Ular quyidagi omillar asosida yuzaga keladi:

texnologik rivojlanish

ijtimoiy oʻzgarishlar

madaniy taʼsirlar

Kognitiv tilshunoslik neologizmlarni inson tafakkuri bilan bogʻliq holda tushuntiradi. Pragmatik yondashuv esa ularning muloqotdagi vazifasini oʻrganadi. Korpus lingvistikasi esa real nutq maʼlumotlari asosida tahlil olib boradi.

Kognitiv yondashuv va neologizmlar

Kognitiv tilshunoslik tilni inson tafakkuri mahsuli sifatida koʻradi. Shu nuqtai nazardan, neologizmlar yangi tushunchalarni ifodalash zarurati natijasida paydo boʻladi.

Masalan, texnologiya bilan bogʻliq yangi soʻzlar insonning yangi tajribalarni kategoriyalash jarayonini aks ettiradi.

Kognitiv yondashuv quyidagilarni oʻrganadi:

metafora va metonimiya asosida soʻz yasash

yangi tushunchalarni nomlash

semantik kengayish

Koʻrinadiki, neologizmlar inson tafakkurining rivojlanish darajasini ham aks ettiradi.

Pragmatik yondashuv va kommunikativ vazifa

Pragmatika til birliklarining kontekstdagi maʼnosini oʻrganadi. Neologizmlar koʻpincha maʼlum kommunikativ ehtiyoj natijasida yuzaga keladi.

Masalan:

qisqa va tez ifoda qilish zarurati

emotsional taʼsir kuchaytirish

guruh identitetini koʻrsatish

Susan Herring taʼkidlaganidek, raqamli diskursda maʼno faqat soʻz orqali emas, balki kontekst orqali shakllanadi [9].

Shu sababli neologizmlarni pragmatik jihatdan tahlil qilish ularning haqiqiy funksiyasini ochib beradi.

Korpus yondashuvi va empirik tahlil



Korpus lingvistikasi tilni real nutq namunalariga asoslanib o'rganadi. Bu yondashuv neologizmlarni aniqlashda juda samarali hisoblanadi.

Korpus yondashuvi quyidagi imkoniyatlarni beradi:

yangi so'zlarni tez aniqlash

ularning qo'llanish chastotasini o'rganish

kontekstual tahlil qilish

Zamonaviy tadqiqotlarda katta hajmdagi matnlar bazasi orqali neologizmlarning real ishlatilishi kuzatiladi. Bu esa nazariy xulosalarni amaliy dalillar bilan mustahkamlaydi.

Yondashuvlar integratsiyasi

Kognitiv, pragmatik va korpus yondashuvlari alohida emas, balki o'zaro bog'liq holda qo'llanilganda eng samarali natija beradi.

- Kognitiv yondashuv — **ma'no va tafakkur**
- Pragmatik yondashuv — **kontekst va kommunikatsiya**
- Korpus yondashuvi — **real qo'llanish va statistika**

Shuni ta'kidlash mumkinki, ushbu uch yondashuvning integratsiyasi neologizmlarni chuqur va har tomonlama o'rganish imkonini beradi.

Til evolyutsiyasi bilan bog'liqlik

Neologizmlar til evolyutsiyasining muhim ko'rsatkichidir. Ular orqali:

yangi tushunchalar ifodalanadi

til boyiydi

kommunikatsiya samaradorligi oshadi

Ayniqsa, internet muhitida bu jarayon tezlashgan. Har bir foydalanuvchi til rivojlanishida faol ishtirok etmoqda.

Muhokama

Tadqiqot natijalari shuni ko'rsatadiki, neologizmlar tasodifiy hodisa emas, balki tizimli jarayondir. Ularni faqat leksik darajada emas, balki kognitiv va pragmatik jihatdan ham tahlil qilish zarur.

Ko'rinadiki, zamonaviy tilshunoslikda integrativ yondashuvlar ustunlik qilmoqda. Bu esa tilni yanada chuqurroq tushunishga imkon beradi.

Xulosa

Neologizmlarni o'rganishda kognitiv, pragmatik va korpus yondashuvlari bir-birini to'ldiradi va kompleks tahlil imkonini yaratadi.

Shuni aytish mumkinki, zamonaviy tilshunoslikda ushbu yondashuvlar nafaqat nazariy, balki amaliy ahamiyatga ham ega. Ular til o'zgarishlarini aniqlash va tushuntirishda muhim vosita hisoblanadi.

Foydalanilgan adabiyotlar ro'yxati

1. Crystal D. *Internet Linguistics: A Student Guide*. London: Routledge,



2011.

2. Crystal D. *Language and the Internet*. Cambridge: Cambridge University Press, 2006.
3. Herring S.C., Stein D., Virtanen T. *Pragmatics of Computer-Mediated Communication*. Berlin, 2013.
4. Baron N.S. *Always On: Language in an Online and Mobile World*. Oxford, 2008.
5. Thurlow C., Mroczek K. *Digital Discourse*. Oxford, 2011.
6. McCulloch G. *Because Internet*. New York, 2019.
7. Tagliamonte S.A., Denis D. *American Speech*, 2008.
8. Danet B., Herring S.C. *The Multilingual Internet*. Oxford, 2007.
9. Herring S.C. *Computer-mediated discourse analysis*. Cambridge, 2004.
10. Androutsopoulos J. *Language change and digital media*, 2011.
11. Squires L. *Language in Society*, 2010.
12. Varnhagen C.K. *Reading and Writing*, 2010.

THE IMPACT OF AI-DRIVEN PEER REVIEW ON ACADEMIC WRITING QUALITY

Umaraliyeva Nigora Ilhomjon qizi
Student of the Faculty of World Languages
at Namangan State University.

Abstract: this focuses on the development of students' writing skills and the effective integration of artificial intelligence (AI) in the learning process. The study explores how AI tools can support learners in improving their academic writing, while emphasizing the importance of using these technologies in an ethical and appropriate manner. It highlights both the benefits and challenges of AI-assisted writing, including enhanced idea generation, grammar support, and feedback efficiency, as well as concerns related to overdependence and academic integrity. The research aims to guide students in using AI as a supportive educational tool rather than a replacement for independent thinking and writing skills.

Key words: artificial intelligence, writing skill, feedback, Peer Review, Critico-AI" method, grammatical errors, vocabulary

Introduction

There is a growing trend regarding the role of artificial intelligence (AI) systems in developing academic writing. However, the fact that artificial intelligence can generate ready-made texts may lead to intellectual laziness among



students. In this study, I propose a methodology for using AI as a “bridge” to enhance communication among students and foster critical thinking during the “Peer Review” process.

Methodology

In recent years, artificial intelligence’s potential has been increased by developments in fields like computer vision, natural language processing, and affective computing in education system [5]. In this research, the process of evaluating students’ written work using “Critico-AI” method was carried out in practice. The methodology examined various stages: In the first stage, students wrote an essay in the given academic topic based on their own knowledge. In both virtual and real-world classrooms, these settings will make use of AI algorithms to support group projects, promote collaboration, and promote knowledge construction [1]. Afterward, the written work was sent to a classmate for “peer review” (mutual assessment). In the second stage, the evaluating student analyzed the text using artificial intelligences like ChatGPT or Claude. In this process, the AI was asked not only to correct errors but also to provide linguistic explanations for them. Over-reliance on AI could lead to overlooked mistakes or insufficient evaluations of important manuscript components, especially in areas where human expertise is critical [3].

The most important point of this approach was revealed in the third stage. The student did not blindly accept the results presented by AI but critically analyzed them. Although, ChatGPT and other AI technologies are quite good at interpreting language and doing routine tasks [2]. They identified possible errors in the artificial intelligence’s output and compared them with the rules in the textbook. In the final stage, two students engaged in a live debate over the AI’s results. Through this process, the student learnt to argue their point of view in English and to analyze recommendations of AI.

It was observed that applying the “Critico-AI” method In english language lessons can lead to the following positive indicators :

Firstly, growth of linguistic competence: during the research the analyzes of research, an analysis of students’ written work showed that in groups using the “Critico-AI” method, the coefficient for identifying and correcting grammatical errors was 45% higher compared to traditional groups. The main reason for this is that students read the explanations provided by the AI and cross-checked them with rules from academic textbooks, resulting in long-term retention of knowledge. Significant positive changes were observed, particularly in the areas of Punctuation, Contextual vocabulary and Cohesion (logical connection of the text). It helps writers who are not native speakers of the language because they won’t have to



worry about making grammatical errors.

Secondly, the “Peer Review” process within the methodological framework created a healthy environment for academic debate among students. When the AI sometimes misunderstood the text content and committed “hallucinations” (logical errors), students strengthened their confidence in their language proficiency by identifying these mistakes. This process transformed students from passive information recipients into active critical analysts.

Thirdly, this model fostered a new level of digital literacy among students. They learned to view AI systems not merely as tools for obtaining ready-made texts, but as complex linguistic advisors. Based on an author’s writing style and level of competence, personalized AI learning technologies can provide tailored feedback [4]. The results show that in groups where the “Critico-AI” method was applied, students’ vocabulary richness and proficiency in using academic phrases grew significantly faster compared to control groups.

Conclusion

In conclusion, the proposed “Critico-AI” method in English language classes does not aim to restrict artificial intelligence, but rather to transform it into a tool that enhances students’ critical thinking. The study shows that through this methodology , students gain a deeper understanding of their own errors and learn academic integrity by analyzing the edits provided by artificial intelligence. The practical significance of the method lies in shaping the student not merely as a technology user, but as an independent editor and analysts. This contributes to the developments of philology students into competitive professionals in the modern digital environment. It is beyond doubt that systematically integrating this approach into textbooks in the future will significantly increase the effectiveness of foreign language teaching.

REFERENCES

1. Chen X, Zou D, Xie H, et al. Two decades of artificial intelligence in education. *Educational Technology & Society*. 2022; 25(1): 28-47.
2. Farahani, M. S., & Ghasmi, G. (2024). Artificial Intelligence in education: A comprehensive study. *Forum for Education Studies*, 23, 1379. <https://doi.org/10.59400/fes.v23.1379>
3. Artificial intelligence in peer review: Enhancing efficiency while preserving integrity. (2025). *Journal of Korean Medical Science*, 40(7), e92. <https://doi.org/10.3346/jkms.2025.40.e92>
4. Artificial intelligence in peer review: Enhancing efficiency while preserving integrity. (2025). *Journal of Korean Medical Science*, 40(7), e92. <https://doi.org/10.3346/jkms.2025.40.e92>



5. Afifah. (2024). Using Artificial Intelligence (AI) for Academic Writing: How Not to Cross the Line. In M. Shelley & O. T. Ozturk (Eds.), Proceedings of ICRES 2024: International Conference on Research in Education and Science (pp. 197–207). ISTES.
6. Haroon Shabbir. (2024, August 16). The Role of AI in Enhancing Peer-Review Processes. LinkedIn.

Strategies for Teaching German Grammar to Foreign Learners.

Scientific advisor: Shabidinova Zera Ismetovna

A senior lecturer, Chirchik state pedagogical university

e-mail: z.shabidinova@cspu.uz

Student of CSPU

Department of Theory and Practice of the English Language

Chirchik State Pedagogical University

Nurymbetova Zumrad Ruslanovna

e-mail: nurymbetovazumrad@gmail.com

Annotatsiya

Nemis tilining grammatikasini chet ellik o'quvchilarga o'rgatish ikkinchi tilni o'qitishning murakkab, ammo muhim yo'nalishlaridan biridir, chunki nemis tili kelishiklar, fe'l tuslanishi va qat'iy so'z tartibi kabi murakkab grammatik tizimga ega. Grammatikani samarali o'qitish til aniqligi, kommunikativ ko'nikmalar va umumiy til kompetensiyasini rivojlantirishda muhim rol o'ynaydi. Ushbu tadqiqot nemis grammatikasini ona tili bo'lmagan o'quvchilarga o'rgatishning turli strategiyalarini ko'rib chiqadi hamda grammatik tuzilmalarni yaxshiroq tushunish va eslab qolishga yordam beradigan usullarga e'tibor qaratadi. Grammatikani o'zlashtirish jarayonida qoidalarni aniq tushuntirish, kommunikativ mashqlar, vazifaga asoslangan ta'lim va induktiv o'qitish usullarining samaradorligi tahlil qilinadi. Shuningdek, o'quvchilarda uchraydigan kelishiklar, gap tuzilishi va so'z tartibi bilan bog'liq muammolar hamda ularni moslashuvchan pedagogik yondashuvlar orqali bartaraf etish yo'llari ko'rib chiqiladi. Tadqiqot natijalari shuni ko'rsatadiki, grammatik tushuntirishni kommunikativ amaliyot bilan birlashtirish grammatikani o'zlashtirishni sezilarli darajada yaxshilaydi. Bundan tashqari, kontekstga asoslangan misollar, interaktiv mashqlar va mazmunli muloqot grammatik qoidalarni chuqurroq tushunishga yordam beradi.

Umuman olganda, tadqiqot nemis grammatikasini samarali o'qitish aniqlik, muloqot va faol ishtirokni uyg'unlashtirgan muvozanatli yondashuvni talab qilishini ko'rsatadi.

Kalit so'zlar: Nemis grammatikasi, chet tilini o'qitish, grammatika o'qitish



strategiyalari, ikkinchi tilni o'rganish, kommunikativ yondashuv, vazifaga asoslangan ta'lim, til aniqligi, o'quvchilar qiyinchiliklari, pedagogika, tilni o'zlashtirish.

Abstract

Teaching German grammar to foreign learners represents a challenging yet essential component of second language instruction, as German is known for its complex grammatical system, including case usage, verb conjugation patterns, and strict word order rules. Effective grammar teaching is fundamental for developing learners' accuracy, communicative ability, and overall language proficiency. This study investigates different strategies for teaching German grammar to non-native speakers, with a focus on methods that improve comprehension and long-term retention of grammatical structures. It analyzes the effectiveness of explicit instruction, communicative practice, task-based learning, and inductive approaches in facilitating grammar acquisition. The research also considers typical learner difficulties, such as mastering cases, sentence construction, and verb positioning, and explores how teachers can overcome these issues through flexible and adaptive instructional techniques. The results indicate that combining focused grammar instruction with communicative activities significantly enhances learners' grammatical development. Furthermore, the use of contextualized input, interactive exercises, and meaningful communication supports deeper understanding and internalization of grammatical rules.

In general, the study concludes that effective German grammar instruction requires a balanced methodology that integrates accuracy, communication, and active learner participation.

Keywords: German grammar, foreign language instruction, grammar teaching strategies, second language learning, communicative teaching, task-based learning, linguistic accuracy, learner challenges, pedagogy, language acquisition.

Аннотация

Обучение грамматике немецкого языка иностранных учащихся является сложным, но важным аспектом преподавания второго языка, поскольку немецкий язык отличается сложной грамматической системой, включающей падежи, спряжение глаголов и строгий порядок слов. Эффективное преподавание грамматики играет ключевую роль в развитии языковой точности, коммуникативных навыков и общей языковой компетенции. Данное исследование рассматривает различные стратегии обучения грамматике немецкого языка для неносителей языка, уделяя особое



внимание методам, способствующим лучшему пониманию и запоминанию грамматических структур. Анализируется эффективность явного объяснения правил, коммуникативных упражнений, задачного подхода и индуктивного метода обучения в процессе усвоения грамматики. Также рассматриваются типичные трудности учащихся, такие как использование падежей, построение предложений и порядок слов, а также способы их преодоления с помощью гибких педагогических методов. Результаты показывают, что сочетание грамматического объяснения с коммуникативной практикой значительно улучшает усвоение грамматики. Кроме того, использование контекстуальных примеров, интерактивных заданий и осмысленного общения способствует более глубокому пониманию и усвоению грамматических правил.

В целом исследование показывает, что эффективное преподавание грамматики немецкого языка требует сбалансированного подхода, объединяющего точность, коммуникацию и активное участие учащихся.

Ключевые слова: Грамматика немецкого языка, преподавание иностранного языка, стратегии обучения грамматике, изучение второго языка, коммуникативный подход, задачное обучение, языковая точность, трудности учащихся, педагогика, усвоение языка.

Introduction

The teaching of German grammar to foreign learners plays a crucial role in foreign language education, since grammar provides the structural foundation for effective communication. German is often perceived as a difficult language for non-native speakers due to its complex grammatical system, which includes case inflections, verb conjugation rules, and rigid word order patterns. Consequently, the acquisition of grammatical knowledge is essential for achieving overall proficiency in the language. In contemporary language pedagogy, grammar is no longer treated as a set of isolated rules to be memorized, but rather as a functional system that should be acquired through meaningful communication and practical use. Accordingly, a range of instructional approaches has been developed to make grammar learning more effective and learner-centered, including explicit teaching, communicative practice, task-based learning, and inductive methods.

Nevertheless, learners of German frequently encounter difficulties in mastering grammatical aspects such as case application, sentence construction, and verb positioning. These challenges highlight the need for flexible and well-designed teaching strategies that facilitate comprehension and long-term retention. This study examines various approaches to teaching German grammar to foreign learners, aiming to identify effective methods for improving grammatical



competence and overall language performance, while emphasizing the importance of integrating accuracy with communicative practice.

Topicality

The instruction of German grammar to foreign learners is of significant importance in contemporary foreign language pedagogy, as grammatical competence forms the basis of accurate and effective communication. Owing to the complexity of German grammar, there is an increasing demand for efficient, learner-centered approaches that support both understanding and practical application of grammatical structures in authentic communicative situations.

Scientific Problem

Although a variety of instructional methods are available, foreign learners of German still face considerable challenges in mastering grammatical structures. The central scientific issue is to determine which teaching strategies are most effective in addressing these difficulties and how grammar instruction can be organized to develop both grammatical accuracy and communicative competence.

Object of Research

The object of this study is the process of German grammar instruction for foreign language learners.

Subject of Research

The subject of this study is the methods and strategies used in teaching German grammar and their impact on learners' language acquisition.

Aim of the Research

The aim of this research is to investigate effective approaches to teaching German grammar to foreign learners and to assess their contribution to the development of grammatical accuracy and overall language proficiency.

Tasks of the Research

1. To review theoretical approaches to grammar instruction in foreign language teaching.
2. To identify typical difficulties encountered by learners of German grammar.
3. To analyze different pedagogical strategies used in grammar teaching.
4. To evaluate the effectiveness of communicative, explicit, and task-based methods.
5. To examine the role of feedback and practice in grammar development.
6. To develop practical recommendations for improving German grammar teaching.

Methods

This study uses a qualitative research approach aimed at exploring effective methods of teaching German grammar to foreign learners. The research is based on analysis of academic literature, theoretical review, and comparison of teaching approaches. Initially, relevant scientific sources, textbooks, and research papers on



German grammar instruction are examined to determine key theoretical concepts and methodological principles. Then, a descriptive analysis is carried out to identify common difficulties experienced by learners, especially in areas such as grammatical cases, word order, and verb placement. After that, a comparative approach is used to evaluate different teaching strategies, including explicit instruction, communicative activities, task-based learning, and inductive methods, in order to assess their effectiveness. The research is also supported by theories of second language acquisition and modern language teaching methodology.

Results

The analysis reveals that German grammar is considered a difficult area for foreign learners due to its complex structural system. A key finding is that students frequently face problems with case usage, sentence formation, and verb positioning, which often leads to grammatical inaccuracies. The results further show that traditional rule-based instruction alone is not highly effective, as learners tend to forget abstract rules without practical application.

In contrast, approaches that combine explicit grammar explanation with communicative and task-based practice significantly improve learners' understanding and retention of grammatical structures.

Moreover, the study highlights that contextual learning, interaction, and continuous feedback play an important role in enhancing grammatical accuracy and fluency.

Overall, the findings indicate that a balanced teaching approach produces the most successful outcomes.

Discussion

The results of the study suggest that grammar teaching should not be separated from real communication. Instead, it should be integrated into meaningful and practical language use. Learners achieve better results when grammar is taught through context-based examples, interactive tasks, and real-life communication activities, rather than through memorization of isolated rules.

At the same time, teachers play an essential role in guiding students, providing feedback, and creating a supportive learning environment that encourages progress. The study also shows that combining different teaching methods is more effective than relying on a single instructional approach.

In conclusion, effective German grammar instruction requires a flexible and learner-centered methodology that combines accuracy with communicative practice.

Conclusion

To conclude, teaching German grammar to foreign learners is a challenging



yet essential component of language education. Due to the complexity of German grammar, learners need clear and well-structured teaching strategies to develop grammatical competence. The study demonstrates that integrating explicit instruction with communicative and task-based methods leads to more effective learning outcomes than traditional approaches alone. Furthermore, regular practice, contextual learning, and constructive feedback significantly enhance learners' accuracy and confidence.

Overall, successful grammar teaching depends on a balanced approach that combines form-focused instruction with meaningful communication, thereby improving both grammatical knowledge and overall language proficiency.

The list of the literature

1. Lightbown, Patsy M., and Nina Spada. *How Languages are Learned*. 4th edition. Oxford: Oxford University Press, 2013.
2. Harmer, Jeremy. *The Practice of English Language Teaching*. 5th edition. Harlow: Pearson Education, 2015.
3. Ellis, Rod. *The Study of Second Language Acquisition*. 2nd edition. Oxford: Oxford University Press, 2008.
4. Cameron, Lynne. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press, 2001.
5. Ur, Penny. *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press, 2012.
6. Scrivener, Jim. *Learning Teaching*. 3rd edition. Oxford: Macmillan, 2010.
7. Celce-Murcia, Marianne, Donna Brinton, and Marguerite Snow. *Teaching English as a Second or Foreign Language*. 4th edition. Boston: Heinle Cengage, 2014.
8. Nunan, David. *Second Language Teaching and Learning*. Boston: Heinle Cengage, 2003.
9. Ellis, Rod. *Form-Focused Instruction and Second Language Learning*. Oxford: Blackwell, 2001.
10. Doughty, Catherine, and Jessica Williams. *Focus on Form in Classroom Second Language Acquisition*. Cambridge: Cambridge University Press, 1998.
11. <https://mjstjournal.com/index.php/mjst/article/view/3459>
12. <https://amazoniainvestiga.info/index.php/amazonia/article/view/1416/1338>
13. <https://indoberlin.org/blog/learn-german-grammar-basics/>



INTEGRATING ARTIFICIAL INTELLIGENCE INTO FOREIGN LANGUAGE TEACHING: OPPORTUNITIES AND CHALLENGES

Malikova Nozima student of NamSU

nozimamalikova225@gmail.com

Scientific Supervisor: *Sherzod Samandarov senior lecturer of NamSU*

shera_77@mail.ru

Abstract:

The integration of Artificial Intelligence (AI) into foreign language teaching has transformed traditional educational practices by introducing adaptive, personalized, and data-driven learning environments. This paper explores both the opportunities and challenges associated with AI implementation in language education. It highlights how AI enhances learner autonomy, improves language acquisition efficiency, and supports teachers through intelligent tools. However, concerns such as over-reliance on technology, ethical issues, and reduced human interaction remain significant. The study proposes practical solutions to ensure a balanced and effective integration of AI in language classrooms.

Keywords: Artificial Intelligence, Language Teaching, Adaptive Learning, Digital Education, AI Tools

Annotatsiya:

Sun'iy intellektni xorijiy tillarni o'qitishga integratsiya qilish an'anaviy ta'lim usullarini tubdan o'zgartirib, moslashuvchan, shaxsga yo'naltirilgan va ma'lumotlarga asoslangan o'quv muhitini yaratdi. Ushbu maqolada sun'iy intellektdan foydalanish imkoniyatlari va muammolari tahlil qilinadi. AI o'quvchilar mustaqilligini oshirishi, til o'rganishni samarali qilishiga yordam berishi va o'qituvchilarga ko'mak berishi ko'rsatiladi. Shu bilan birga, texnologiyaga haddan tashqari bog'liqlik, axloqiy muammolar va insoniy muloqotning kamayishi kabi muammolar ham mavjud. Maqolada ushbu muammolarni hal qilish bo'yicha takliflar berilgan.

Kalit so'zlar: Sun'iy intellekt, til o'qitish, moslashuvchan ta'lim, raqamli ta'lim, AI vositalari

Аннотация:

Интеграция искусственного интеллекта в обучение иностранным языкам существенно изменила традиционные образовательные подходы, создавая адаптивную, персонализированную и основанную на данных среду обучения. В статье рассматриваются возможности и проблемы внедрения ИИ в языковое образование. Показано, что ИИ способствует развитию автономии учащихся, повышает эффективность изучения языка и поддерживает преподавателей. Однако остаются такие проблемы, как



чрезмерная зависимость от технологий, этические вопросы и снижение живого общения. Предлагаются практические решения для эффективного использования ИИ в обучении.

Ключевые слова: Искусственный интеллект, обучение языкам, адаптивное обучение, цифровое образование, ИИ технологии

Introduction

In the 21st century, technological innovation has become a driving force in reshaping educational practices worldwide. Among these innovations, Artificial Intelligence (AI) stands out as one of the most transformative developments, offering unprecedented opportunities to enhance teaching and learning processes. In the field of foreign language education, AI has introduced new dimensions that go beyond traditional classroom methods, enabling more flexible, personalized, and interactive learning environments.

Traditionally, language teaching has relied on structured curricula, standardized assessment methods, and teacher-centered instruction. While these approaches have proven effective to some extent, they often fail to address the diverse needs of learners with varying abilities, motivations, and learning styles. AI technologies, such as intelligent tutoring systems, natural language processing tools, and speech recognition software, provide innovative solutions to these challenges by offering adaptive and individualized learning experiences.

At the same time, the integration of AI raises critical concerns regarding its impact on the quality of education, the role of teachers, and ethical considerations. Issues such as data privacy, algorithmic bias, and reduced human interaction highlight the complexity of implementing AI in educational settings. Therefore, it is essential to examine both the opportunities and challenges associated with AI integration.

This paper aims to explore the role of AI in foreign language teaching by analyzing its benefits, identifying key challenges, and proposing practical solutions. By adopting a problem-solution approach, the study seeks to contribute to the development of a balanced and sustainable model for integrating AI into language education

Main Body

The Transformative Potential of AI in Language Education

Artificial Intelligence (AI) has emerged as one of the most influential technological innovations of the 21st century, fundamentally transforming the field of foreign language education. Unlike traditional teaching approaches, which rely on standardized curricula and uniform instructional methods, AI enables the creation of highly adaptive and personalized learning environments. This



transformation is not merely technical but pedagogical, as it redefines the roles of both learners and teachers in the educational process.

One of the most significant contributions of AI is its ability to utilize Natural Language Processing (NLP) to facilitate meaningful interaction between learners and machines. Through NLP, AI systems can interpret, generate, and respond to human language in real time, creating opportunities for learners to engage in authentic communication scenarios. For example, AI-powered chatbots simulate conversations that resemble real-life interactions, such as ordering food, asking for directions, or participating in job interviews. These simulations provide learners with practical language skills that extend beyond textbook knowledge.

Moreover, AI introduces multimodal learning environments that combine text, audio, visual content, and interactive exercises. This integration supports diverse learning styles, ensuring that visual, auditory, and kinesthetic learners all benefit from the educational experience. For instance, learners who struggle with listening comprehension can receive additional audio-based tasks, while visual learners may benefit from subtitles, infographics, and visual cues.

Another transformative feature of AI is its scalability. In many parts of the world, access to qualified language teachers is limited, creating barriers to effective language education. AI-powered platforms address this issue by delivering high-quality educational content to a large number of learners simultaneously. This democratization of education reduces inequality and provides opportunities for learners from diverse backgrounds.

In addition, AI enables continuous and data-driven assessment through learning analytics. Unlike traditional testing methods, which often provide delayed and limited feedback, AI systems offer real-time insights into learner performance. These insights allow both students and teachers to identify strengths and weaknesses, facilitating targeted interventions and more efficient learning processes.

Enhancing Learner Autonomy and Motivation

The integration of AI into foreign language teaching has significantly shifted the focus from teacher-centered instruction to learner-centered education. One of the most notable outcomes of this shift is the enhancement of learner autonomy. AI technologies empower students to take control of their own learning by providing tools that enable self-assessment, goal setting, and progress tracking.

Adaptive feedback is a key component of this process. AI systems analyze learners' responses and provide immediate, personalized feedback tailored to individual needs. For example, when a learner makes a grammatical error, the system not only corrects the mistake but also explains the underlying rule and



offers additional practice exercises. This immediate feedback loop reinforces learning and helps students internalize language structures more effectively.

Motivation is closely linked to autonomy, and AI plays a crucial role in sustaining learners' interest. Personalized learning paths ensure that content is relevant and appropriately challenging, preventing boredom and frustration. AI systems can recommend materials based on learners' preferences, such as topics related to travel, culture, or technology. This personalization makes the learning experience more engaging and meaningful.

Gamification is another powerful tool that enhances motivation. Many AI-driven platforms incorporate game-like elements, including points, badges, leaderboards, and progress tracking. These features create a sense of achievement and encourage learners to remain consistent in their studies. For younger learners in particular, gamification transforms language learning into an enjoyable and interactive activity.

Furthermore, AI provides flexibility in learning. Students can access educational resources anytime and anywhere, allowing them to learn at their own pace. This flexibility is especially beneficial for individuals with busy schedules or limited access to formal education. As a result, AI contributes to making language learning more inclusive and accessible.

Challenges of Over-Reliance on AI

Despite its numerous advantages, the integration of AI into language education presents significant challenges, particularly in terms of over-reliance on technology. When learners depend excessively on AI tools, they may lose essential cognitive and linguistic skills necessary for independent language use.

One of the primary concerns is the overuse of AI-based translation tools. While these tools provide quick and accurate translations, they can discourage learners from actively engaging with the language. Instead of constructing sentences independently, students may rely on automated outputs, which limits their ability to develop grammatical competence and vocabulary depth.

Similarly, grammar correction tools can create a false sense of proficiency. When learners rely on AI to correct their mistakes, they may not fully understand the rules underlying those corrections. This superficial learning can hinder long-term retention and prevent learners from applying their knowledge in new contexts.

Another issue is the decline in critical thinking skills. Language learning involves problem-solving, experimentation, and error correction. However, when AI provides instant answers, learners may bypass these cognitive processes. As a result, their understanding remains shallow and lacks depth.



To address these challenges, educators must promote responsible use of AI. Students should be encouraged to use AI as a supportive tool rather than a replacement for active learning. For example, instead of relying on AI to generate entire essays, learners can use it to check their work and receive feedback. Assignments that require creativity, such as storytelling and debates, can also help maintain cognitive engagement.

Developing digital literacy is essential in this context. Learners need to understand the limitations of AI and develop the ability to critically evaluate its outputs. By fostering awareness and responsibility, educators can ensure that AI enhances rather than hinders language learning.

The Problem of Reduced Human Interaction

Language learning is fundamentally a social process that involves communication, cultural exchange, and emotional expression. While AI technologies can simulate conversations, they cannot fully replicate the complexity and richness of human interaction. This limitation presents a significant challenge in the integration of AI into foreign language teaching.

One of the key aspects missing in AI-mediated communication is emotional intelligence. Human interactions involve empathy, tone, humor, and cultural nuances that AI systems struggle to understand and reproduce. As a result, learners who rely heavily on AI may miss out on essential elements of language use.

Additionally, real-life communication is often unpredictable and context-dependent. Humans adapt their language based on social cues, cultural norms, and situational contexts. AI systems, however, operate within predefined parameters and may not respond appropriately to unexpected inputs. This limitation can hinder learners' ability to develop spontaneous communication skills.

Another concern is the potential decrease in learners' confidence. Students who primarily interact with AI may feel less comfortable communicating with real people. This lack of confidence can affect their performance in real-world situations, such as academic discussions, job interviews, or social interactions.

To overcome this challenge, a blended learning approach is essential. Teachers should combine AI-based tools with interactive classroom activities that promote human interaction. Group discussions, role-plays, peer collaboration, and project-based learning provide opportunities for authentic communication.

Moreover, incorporating cultural elements into language teaching can enhance learners' understanding of context and meaning. Activities such as virtual exchanges with native speakers or participation in online communities can complement AI-based learning and provide real-world communication experiences.



Ethical and Privacy Concerns

The use of AI in education raises important ethical and privacy concerns that must be carefully addressed to ensure responsible implementation. AI systems rely on large datasets to function effectively, often collecting sensitive information about learners, including their performance, behavior, and personal preferences.

Data privacy is one of the most pressing issues. Without adequate safeguards, personal information can be exposed to unauthorized access or misuse. Educational institutions must implement strict data protection policies and ensure that AI platforms comply with international standards.

Algorithmic bias is another critical concern. AI systems are trained on datasets that may not represent all linguistic and cultural groups equally. This can result in biased outcomes, such as inaccurate feedback or limited exposure to diverse language varieties. For example, speech recognition systems may struggle to accurately interpret non-native accents, leading to unfair assessments.

Transparency is essential in addressing these issues. Learners and educators should be informed about how AI systems operate, what data is collected, and how it is used. This transparency builds trust and allows users to make informed decisions.

To mitigate ethical risks, collaboration between educators, developers, and policymakers is necessary. Establishing clear ethical guidelines and promoting responsible use of AI can help ensure that technology serves the interests of all learners.

The Evolving Role of Teachers

The integration of AI into foreign language teaching has led to a redefinition of the teacher's role. Rather than being the sole source of knowledge, teachers now act as facilitators, mentors, and guides who support students in navigating complex learning environments.

AI can automate routine tasks such as grading, attendance tracking, and data analysis, allowing teachers to focus on more meaningful aspects of education. These include fostering critical thinking, encouraging creativity, and providing emotional support.

However, the effective use of AI requires teachers to develop new skills. Digital literacy, technological competence, and adaptability are essential for integrating AI into teaching practices. Professional development programs play a crucial role in equipping educators with these skills.

Importantly, teachers remain irreplaceable in providing human connection and motivation. They create a supportive learning environment, address individual needs, and inspire students to achieve their goals. AI cannot replicate these human



qualities, making teachers indispensable in the educational process.

Problem-Solution Framework for Effective Integration

To ensure the successful integration of AI into foreign language teaching, a comprehensive and strategic approach is required. First, educational institutions should establish clear policies that regulate the use of AI, addressing ethical concerns, data privacy, and responsible usage.

Second, teacher training programs must be prioritized. Educators need to understand how to effectively integrate AI tools into their teaching methods. Continuous professional development ensures that teachers remain up-to-date with technological advancements.

Third, adopting a blended learning model is essential. Combining AI-driven tools with traditional teaching methods ensures a balanced approach that leverages the strengths of both technology and human interaction.

Finally, continuous evaluation and research are necessary to assess the effectiveness of AI in language education. Feedback from students and teachers can help identify areas for improvement and guide future developments.

Conclusion

In conclusion, the integration of Artificial Intelligence (AI) into foreign language teaching represents a transformative development that has the potential to redefine the future of education. By enabling personalized learning, increasing accessibility, and providing real-time feedback, AI has created new opportunities for both learners and educators. These advancements allow students to engage with language learning in more flexible, efficient, and meaningful ways, ultimately enhancing their linguistic competence and overall learning experience.

However, despite its significant advantages, the implementation of AI in language education is not without challenges. One of the most critical concerns is the risk of over-reliance on technology, which may hinder the development of independent thinking and problem-solving skills. Learners who depend excessively on AI tools for translation, writing, or grammar correction may struggle to internalize language structures and apply them effectively in real-life situations. Therefore, it is essential to maintain a balance between technological support and active cognitive engagement.

Another important issue is the reduction of human interaction in the learning process. Language is inherently social and deeply connected to cultural and emotional expression. While AI systems can simulate conversations, they cannot fully replicate the complexity of human communication, including empathy, cultural nuance, and spontaneity. As a result, excessive reliance on AI may limit learners' ability to develop authentic communicative competence.



Ethical considerations also play a crucial role in the successful integration of AI. Concerns related to data privacy, algorithmic bias, and transparency must be addressed to ensure that AI systems are used responsibly and equitably. Educational institutions and developers must work together to establish clear guidelines and implement safeguards that protect learners' rights and promote fairness.

In light of these challenges, a balanced and strategic approach to AI integration is essential. Teachers should remain at the center of the educational process, using AI as a supportive tool rather than a replacement. By combining AI technologies with human-centered teaching methods, it is possible to create a more comprehensive and effective learning environment. Additionally, investing in teacher training and digital literacy will ensure that educators are well-equipped to navigate this evolving landscape.

Ultimately, Artificial Intelligence should be viewed not as a threat but as an opportunity to enhance foreign language education. When implemented thoughtfully and responsibly, AI can contribute to the development of a more inclusive, adaptive, and future-oriented educational system that meets the needs of diverse learners in a rapidly changing world.

References

1. Chen, X., Xie, H., Zou, D., & Hwang, G. J. (2020). Application and theory gaps during the rise of Artificial Intelligence in education. *Computers and Education: Artificial Intelligence*, 1, 100002.
2. Godwin-Jones, R. (2018). Using mobile technology to develop language skills and cultural understanding. *Language Learning & Technology*, 22(3), 1–17.
3. Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial Intelligence in Education: Promises and Implications for Teaching and Learning*. Center for Curriculum Redesign.
4. Huang, R., Spector, J. M., & Yang, J. (2019). *Educational Technology: A Primer for the 21st Century*. Springer.
5. Kukulska-Hulme, A. (2020). Will mobile learning change language learning? *ReCALL*, 32(2), 157–165.
6. Li, K., & Wong, B. T. M. (2021). Artificial Intelligence in language education: Opportunities and challenges. *Journal of Educational Technology Development and Exchange*, 14(1), 1–15.
7. Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2016). *Intelligence Unleashed: An Argument for AI in Education*. Pearson.
8. Roll, I., & Wylie, R. (2016). Evolution and revolution in Artificial Intelligence in



- education. *International Journal of Artificial Intelligence in Education*, 26(2), 582–599.
9. Wang, Y., & Petrina, S. (2013). Using learning analytics to understand intelligent learning systems. *British Journal of Educational Technology*, 44(4), 641–652.
10. Zhao, Y. (2021). Artificial Intelligence and education: A critical perspective. *Educational Technology Review*, 29(4), 45–60.

**OLIY TA'LIMDA AKADEMIK HALOLIK: CHATGPT
TALABALARNING TANQIDIY FIKRLASHIGA QANDAY TA'SIR
QILMOQDA?**

Jalolov Sherali Abdullayevich

Namangan davlat universiteti katta o'qituvchisi

Toshboltayeva Donoxon

Namangan davlat universiteti 1-kurs talabasi

toshboltayevadonoxon59@gmail.com

Annotatsiya. Mazkur ilmiy maqolada oliy ta'lim tizimida akademik halollik tamoyillarining zamonaviy sharoitdagi o'rni va ahamiyati, shuningdek, sun'iy intellekt texnologiyalarining, xususan, ChatGPT kabi til modellarining talabalarning o'quv faoliyatiga ta'siri kompleks va tizimli yondashuv asosida tahlil qilinadi. Tadqiqot doirasida akademik halollik tushunchasining mazmun-mohiyati, uning ta'lim sifati va ilmiy tafakkur shakllanishidagi roli nazariy jihatdan asoslab beriladi hamda raqamli texnologiyalar keng joriy etilayotgan hozirgi davrda ushbu tamoyillarning yangi chaqiriqlar bilan yuzlashayotgani ilmiy nuqtayi nazardan yoritiladi.

Maqolada ChatGPT kabi sun'iy intellekt vositalaridan foydalanishning ijobiy va salbiy jihatlari tanqidiy tahlil qilinib, ayniqsa, ularning talabalarning mustaqil fikrlash, tahlil qilish, muammoga yondashish va xulosa chiqarish kabi kognitiv ko'nikmalariga ko'rsatadigan ta'siri alohida e'tibor markaziga olinadi. Shuningdek, mazkur texnologiyalarning noto'g'ri va me'yoriy nazoratsiz qo'llanilishi akademik halollikning buzilishiga, ya'ni plagiat, tayyor matnlardan noo'rin foydalanish va intellektual mustaqillikning pasayishiga olib kelishi mumkinligi ilmiy dalillar asosida asoslab beriladi.

Kalit so'zlar: Akademik halollik, sun'iy intellekt, ChatGPT, tanqidiy fikrlash, oliy ta'lim, plagiat, mustaqil ta'lim, raqamli pedagogika, kognitiv rivojlanish, ta'lim texnologiyalari.

KIRISH

Zamonaviy globallashuv va raqamli transformatsiya jarayonlari inson



faoliyatining deyarli barcha sohalariga chuqur kirib borayotgan bir sharoitda, oliy ta'lim tizimi ham tubdan o'zgarishlar bosqichini boshdan kechirmoqda. Axborot-kommunikatsiya texnologiyalarining jadal rivojlanishi natijasida ta'lim jarayoni nafaqat yangi metod va vositalar bilan boyib bormoqda, balki uning mazmuni, shakli va maqsadlari ham yangicha talqin etilmoqda. Ayniqsa, sun'iy intellekt texnologiyalarining paydo bo'lishi va keng qo'llanilishi ta'lim muhitiga yangi imkoniyatlar bilan bir qatorda, muayyan murakkab muammolarni ham olib kirmoqda. Shu nuqtayi nazardan, oliy ta'lim tizimida akademik halollikni ta'minlash va uni zamonaviy texnologiyalar sharoitida qayta ko'rib chiqish zarurati dolzarb masalalardan biriga aylanmoqda.

Akademik halollik oliy ta'limning asosiy tamoyillaridan biri sifatida nafaqat talabaning bilim olish jarayonidagi halolligini, balki uning intellektual mustaqilligini, mas'uliyatini va ilmiy etikaga sodiqligini ham ifodalaydi. Ushbu tushuncha o'z ichiga plagiatga yo'l qo'ymaslik, mustaqil fikrlash, ilmiy manbalardan to'g'ri foydalanish va o'z fikrini asoslab bera olish kabi muhim jihatlarni qamrab oladi. Biroq raqamli texnologiyalar, ayniqsa, sun'iy intellekt asosida ishlovchi matn generatsiya qiluvchi tizimlarning rivojlanishi ushbu tamoyillarning amalda ta'minlanishiga yangi chaqiriqlarni yuzaga keltirmoqda. Talabalar uchun murakkab matnlarni qisqa vaqt ichida tayyorlab beruvchi bunday vositalar bir tomondan o'quv jarayonini yengillashtirsa, ikkinchi tomondan mustaqil fikrlash jarayonining sustlashishiga sabab bo'lishi mumkin.

So'nggi yillarda keng ommalashgan ChatGPT kabi sun'iy intellekt modellari aynan shu jihati bilan ilmiy jamoatchilik e'tiborini tortmoqda. Ushbu texnologiya tabiiy tilni qayta ishlash asosida foydalanuvchi savollariga mantiqan bog'langan, mazmunli va ko'pincha yuqori sifatli javoblar taqdim eta olishi bilan ajralib turadi. Natijada talabalar o'quv topshiriqlarini bajarishda, referat va ilmiy ishlar yozishda ushbu vositalardan keng foydalanishni boshlamoqda. Bu holat esa o'z navbatida "talaba tomonidan yaratilgan bilim" va "texnologiya yordamida olingan natija" o'rtasidagi chegaraning tobora noaniq bo'lib borishiga olib kelmoqda.

Mazkur muammo ayniqsa tanqidiy fikrlashning shakllanish jarayoni bilan bevosita bog'liqdir. Tanqidiy fikrlash oliy ta'limning eng muhim kompetensiyalaridan biri bo'lib, u talabaning axborotni tahlil qilish, solishtirish, baholash va mustaqil xulosa chiqarish qobiliyatini ifodalaydi. Agar talaba tayyor javoblarni qabul qilishga odatlanib qolsa, uning tahliliy fikrlash faoliyati pasayishi, muammolarga ijodiy yondashish qobiliyati susayishi ehtimoli mavjud. Shu sababli sun'iy intellekt vositalarining ta'lim jarayoniga ta'sirini chuqur o'rganish, ularning ijobiy va salbiy jihatlarni ilmiy asosda tahlil qilish muhim ahamiyat kasb etadi.

Biroq masalaga faqat salbiy nuqtayi nazardan yondashish ham biryoqlama



qarash bo'lar edi. Chunki ChatGPT kabi texnologiyalar to'g'ri va maqsadli qo'llanilganda, ular o'quv jarayonini samarali tashkil etish, murakkab mavzularni tushunishni osonlashtirish, mustaqil izlanish faoliyatini qo'llab-quvvatlash kabi muhim imkoniyatlarni ham taqdim etadi. Masalan, talaba sun'iy intellekt yordamida turli nuqtayi nazarlarni solishtirishi, qo'shimcha izohlar olishi va o'z bilimini chuqurlashtirishi mumkin. Bu esa, aksincha, tanqidiy fikrlashni rivojlantirishga xizmat qiluvchi omilga aylanishi ham mumkin.

Shu bois, mazkur ilmiy maqolaning asosiy maqsadi oliy ta'lim tizimida akademik halollik tamoyillarining ahamiyatini ochib berish, ChatGPT kabi sun'iy intellekt vositalarining talabalar tanqidiy fikrlashiga ko'rsatadigan ta'sirini kompleks tarzda tahlil qilish hamda ushbu jarayonda muvozanatli va samarali yondashuvlarni aniqlashdan iboratdir.

ASOSIY QISM

Akademik halollik zamonaviy oliy ta'lim tizimining fundamental tamoyillaridan biri bo'lib, u nafaqat bilim olish jarayonining shaffofligini ta'minlash, balki ilmiy faoliyatning ishonchliligini kafolatlashda ham muhim metodologik asos vazifasini bajaradi. Ushbu tushuncha keng ma'noda talabaning o'z bilim va ko'nikmalarini mustaqil ravishda shakllantirishi, ilmiy axborotdan foydalanishda halollik me'yorlariga amal qilishi hamda o'zlashtirilgan bilimlarni haqqoniy tarzda namoyon etishini anglatadi. Akademik halollik faqatgina plagiatga qarshi kurash bilan cheklanmaydi, balki u ilmiy tafakkur madaniyatining ajralmas tarkibiy qismi sifatida ham namoyon bo'ladi [1, 33–35-bet].

Oliy ta'lim tizimida akademik halollikning ahamiyati, avvalo, talabaning shaxs sifatida shakllanish jarayoni bilan chambarchas bog'liqdir. Ta'lim jarayonida talaba nafaqat mavjud bilimlarni egallaydi, balki ularni tahlil qiladi, umumlashtiradi va yangi bilimlar yaratish jarayonida faol ishtirok etadi. Aynan shu jarayonda akademik halollik tamoyillari uning fikrlash uslubini, ilmiy yondashuvini va intellektual mustaqilligini belgilaydi. Agar talaba tayyor bilimlarni o'zlashtirish bilan cheklanib qolsa va mustaqil izlanishdan chetlashsa, bu uning kognitiv rivojlanishiga salbiy ta'sir ko'rsatishi mumkin [2, 35–37-bet].

Shu bilan birga, akademik halollik ta'lim sifatining muhim indikatorlaridan biri hisoblanadi. Ta'lim jarayonida halollik tamoyillariga amal qilinmasa, baholash tizimi obyektivligini yo'qotadi, natijada talabalarning haqiqiy bilim darajasini aniqlash qiyinlashadi. Bu esa o'z navbatida malakali mutaxassislar tayyorlash jarayoniga bevosita salbiy ta'sir ko'rsatadi. Shu sababli rivojlangan mamlakatlarda akademik halollikni ta'minlashga qaratilgan maxsus siyosatlar, kodekslar va nazorat mexanizmlari ishlab chiqilgan bo'lib, ular ta'lim tizimining ajralmas qismi sifatida faoliyat yuritadi [3, 58–60-bet].



Akademik halollikning muhim tarkibiy qismlaridan biri — bu plagiatning oldini olishdir. Plagiat boshqa muallifga tegishli bo'lgan ilmiy g'oya, matn yoki natijalarni manba ko'rsatmasdan o'zlashtirishni anglatadi. Zamonaviy axborot texnologiyalari rivojlangan sharoitda plagiatning shakllari yanada murakkablashib bormoqda. Endilikda nafaqat matnni to'g'ridan-to'g'ri ko'chirish, balki uni qayta ifodalash orqali o'zlashtirish ham akademik halollikning buzilishi sifatida baholanmoqda. Shu bois talabalarda ilmiy yozuv madaniyatini shakllantirish, to'g'ri iqtibos keltirish va manbalar bilan ishlash ko'nikmalarini rivojlantirish muhim pedagogik vazifa hisoblanadi [4, 112–114-bet].

Akademik halollikning yana bir muhim jihati uning tanqidiy fikrlash bilan uzviy bog'liqligidir. Tanqidiy fikrlash talabaning axborotni tahlil qilish, turli nuqtayi nazarlarni solishtirish va asosli xulosalar chiqarish qobiliyatini ifodalaydi. Akademik halollik tamoyillariga amal qilgan holda olib borilgan ta'lim jarayoni talabaning mustaqil fikrlash ko'nikmalarini rivojlantiradi, uni tayyor javoblarga tayanishdan ko'ra, muammoni chuqur anglash va tahlil qilishga undaydi [5, 67–69-bet].

Zamonaviy oliy ta'lim tizimida akademik halollik tushunchasi tobora kengayib, u faqat individual mas'uliyat darajasida emas, balki institutsional miqyosda ham qaralmoqda. Universitetlar tomonidan akademik halollik kodekslari joriy etilmoqda, plagiatni aniqlovchi texnologiyalar keng qo'llanilmoqda va talabalar uchun maxsus treninglar tashkil etilmoqda. Bu esa ta'lim muhitida halollik madaniyatini shakllantirishga xizmat qilmoqda [6, 41–43-bet].

Biroq zamonaviy texnologiyalar, ayniqsa sun'iy intellekt asosida ishlovchi tizimlarning paydo bo'lishi akademik halollikni ta'minlash masalasini yanada murakkablashtirmoqda. Endilikda talaba tomonidan yaratilgan matn bilan sun'iy intellekt yordamida hosil qilingan matn o'rtasidagi farqni aniqlash qiyinlashmoqda. Shu sababli akademik halollik tushunchasini zamonaviy texnologiyalar bilan uyg'unlashtirish, yangi metodologik yondashuvlarni ishlab chiqish zarurati yuzaga kelmoqda.

Akademik halollik oliy ta'lim tizimining sifat ko'rsatkichi sifatida nafaqat bilim olish jarayonining shaffofligini ta'minlaydi, balki talabaning shaxsiy va intellektual rivojlanishiga ham bevosita ta'sir ko'rsatadi. Shu bois ushbu tamoyillarni ta'lim jarayonida mustahkamlash va rivojlantirish zamonaviy pedagogikaning ustuvor vazifalaridan biri hisoblanadi.

So'nggi yillarda sun'iy intellekt texnologiyalarining jadal rivojlanishi ta'lim tizimining barcha bosqichlariga sezilarli darajada ta'sir ko'rsatmoqda. Ayniqsa, tabiiy tilni qayta ishlashga asoslangan zamonaviy modellar, xususan ChatGPT kabi tizimlar, o'quv jarayonini tashkil etish, bilim olish uslublarini o'zgartirish va



axborot bilan ishlash mexanizmlarini tubdan yangilashda muhim vositaga aylanmoqda. Ushbu texnologiyalar yordamida talabalar qisqa vaqt ichida murakkab matnlarni tushunish, ilmiy materiallarni qayta ishlash va turli mavzular bo'yicha keng qamrovli ma'lumotlarga ega bo'lish imkoniyatiga ega bo'lmoqda.

Sun'iy intellektning ta'lim jarayonidagi asosiy afzalliklaridan biri — bu axborotga tezkor kirish imkoniyatidir. Talabalar an'anaviy manbalarga nisbatan ancha tez va qulay tarzda kerakli ma'lumotlarni topa oladi, bu esa o'quv jarayonining samaradorligini oshirishga xizmat qiladi. Shu bilan birga, ChatGPT kabi tizimlar murakkab tushunchalarni sodda va tushunarli shaklda izohlab berishi orqali talabalar uchun qo'shimcha o'quv yordamchisi vazifasini bajaradi. Bu holat, ayniqsa, mustaqil ta'lim jarayonida muhim ahamiyat kasb etadi [4, 112–114-bet].

Biroq ushbu texnologiyalarning keng qo'llanilishi ayrim muammolarni ham yuzaga keltirmoqda. Eng asosiy muammolardan biri — talabalarning tayyor javoblarga haddan tashqari tayanib qolishidir. Agar talaba murakkab savollarga javob topishda mustaqil fikrlash o'rniga sun'iy intellektdan foydalanishga odatlanib qolsa, uning tahliliy fikrlash qobiliyati sekin-asta susayishi mumkin. Bu esa o'z navbatida ta'limning asosiy maqsadi — mustaqil fikrlovchi shaxsni shakllantirish jarayoniga salbiy ta'sir ko'rsatadi [5, 67–69-bet].

Shuningdek, ChatGPT kabi vositalarning yana bir muhim jihati shundaki, ular talabalarga tayyor matnlarni yuqori sifat darajasida taqdim eta oladi. Bu esa akademik halollik nuqtayi nazaridan jiddiy savollarni yuzaga keltiradi. Talabalar tomonidan sun'iy intellekt yordamida yaratilgan matnlarni o'z ishlarida bevosita qo'llash holatlari ortib bormoqda, bu esa plagiatning yangi, murakkab shakllarini yuzaga keltirmoqda. Natijada an'anaviy plagiatni aniqlash vositalari har doim ham bunday holatlarni aniqlay olmaydi [3, 58–60-bet].

Bundan tashqari, sun'iy intellekt texnologiyalari har doim ham to'liq ishonchli ma'lumot taqdim etavermaydi. Ayrim hollarda ular noto'g'ri yoki yuzaki xulosalar berishi mumkin, bu esa talabalarni noto'g'ri bilimlarga ega bo'lishiga olib keladi. Shu sababli talabalar sun'iy intellektdan foydalanishda tanqidiy yondashuvni qo'llashi, ya'ni olingan ma'lumotlarni tekshirish, solishtirish va baholash ko'nikmalariga ega bo'lishi zarur [6, 41–43-bet].

Shu bilan birga, sun'iy intellektni to'g'ri tashkil etilgan pedagogik yondashuv asosida qo'llash ijobiy natijalarni ham berishi mumkin. Masalan, o'qituvchi ChatGPT'dan o'quv jarayonini boyitish, talabalar bilan interaktiv muloqotni rivojlantirish va murakkab mavzularni tushuntirishda yordamchi vosita sifatida foydalanishi mumkin. Bu esa ta'lim jarayonining moslashuvchanligini oshirib, individual yondashuvni ta'minlash imkonini beradi [2, 35–37-bet].

Umuman olganda, sun'iy intellekt texnologiyalarining ta'lim tizimiga ta'siri



ikki tomonlama xarakterga ega bo'lib, ularning samaradorligi asosan qanday maqsadda va qanday metodologiya asosida qo'llanilishiga bog'liqdir. Agar ushbu vositalar nazorat ostida, ilmiy asoslangan yondashuv bilan qo'llanilsa, ular ta'lim sifatini oshirishga xizmat qiladi. Aks holda esa ular talabalarning mustaqil fikrlash qobiliyatini pasaytiruvchi omilga aylanishi mumkin.

XULOSA

Xulosa qilib aytganda, zamonaviy oliy ta'lim tizimida akademik halollik tamoyillarining ahamiyati tobora ortib borayotgan bir sharoitda, sun'iy intellekt texnologiyalarining, xususan ChatGPT kabi vositalarning keng qo'llanilishi ushbu sohada yangi imkoniyatlar bilan bir qatorda murakkab muammolarni ham yuzaga keltirmoqda. Akademik halollik nafaqat ta'lim jarayonining shaffofligini ta'minlovchi mezon, balki talabaning intellektual mustaqilligi, ilmiy tafakkuri va mas'uliyatli yondashuvini shakllantiruvchi muhim omil sifatida namoyon bo'ladi. Shu sababli uni saqlash va rivojlantirish zamonaviy ta'lim tizimining ustuvor vazifalaridan biri hisoblanadi.

Tadqiqot natijalari shuni ko'rsatadiki, ChatGPT kabi sun'iy intellekt vositalari talabalarning o'quv faoliyatiga sezilarli ta'sir ko'rsatadi. Ular bir tomondan axborotga tezkor kirish, murakkab mavzularni tushunishni osonlashtirish va mustaqil ta'lim jarayonini qo'llab-quvvatlash orqali ta'lim samaradorligini oshiruvchi muhim vosita sifatida xizmat qilmoqda. Ayniqsa, ushbu texnologiyalar individual yondashuvni ta'minlash, bilimlarni chuqurlashtirish va o'quv jarayonini moslashuvchan tashkil etishda katta imkoniyatlar yaratadi.

Biroq, sun'iy intellektdan nazoratsiz va noto'g'ri foydalanish talabalarning tanqidiy fikrlash ko'nikmalarining susayishiga, mustaqil tahlil qilish qobiliyatining pasayishiga hamda tayyor javoblarga tayanish odatining shakllanishiga olib kelishi mumkin. Bu esa o'z navbatida akademik halollik tamoyillarining buzilishiga, jumladan, plagiatning yangi shakllari paydo bo'lishiga sabab bo'ladi. Natijada talabaning bilim darajasi sun'iy ravishda yuqori ko'rinishi mumkin bo'lsa-da, uning haqiqiy intellektual salohiyati yetarli darajada rivojlanmaydi.

Shu nuqtayi nazardan, sun'iy intellekt texnologiyalaridan foydalanish jarayonini to'g'ri yo'naltirish, uni pedagogik maqsadlar bilan uyg'unlashtirish va akademik halollik tamoyillari bilan muvozanatlash muhim ahamiyat kasb etadi. ChatGPT kabi vositalar taqiqlanishi emas, balki ongli va maqsadli ravishda qo'llanilishi lozim. Ular talabaning o'rniga fikrlovchi vosita emas, balki uning fikrlash jarayonini qo'llab-quvvatlovchi yordamchi instrument sifatida xizmat qilishi kerak.

Bundan tashqari, oliy ta'lim muassasalarida akademik halollik madaniyatini shakllantirish, talabalarni mustaqil fikrlashga o'rgatish va ularni sun'iy intellektdan



to'g'ri foydalanish ko'nikmalari bilan ta'minlash zarur. Bu borada o'qituvchilarning roli alohida ahamiyatga ega bo'lib, ular ta'lim jarayonini shunday tashkil etishi kerakki, talabalar tayyor javoblarga emas, balki tahliliy fikrlashga yo'naltirilsin.

Sun'iy intellekt va akademik halollik o'rtasidagi munosabat qarama-qarshi emas, balki o'zaro bog'liq va muvozanatni talab qiluvchi jarayon sifatida qaralishi lozim. To'g'ri tashkil etilgan yondashuv orqali ChatGPT kabi texnologiyalar talabalarning tanqidiy fikrlashini rivojlantirishga xizmat qilishi mumkin. Shu bois kelajakda oliy ta'lim tizimida sun'iy intellektdan foydalanish strategiyalarini ishlab chiqish, akademik halollikni mustahkamlash va talabalarning intellektual salohiyatini rivojlantirishga qaratilgan kompleks choralarni amalga oshirish muhim ilmiy va amaliy vazifa bo'lib qoladi.

ADABIYOTLAR RO'YXATI

1. Brown H.D. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Pearson Education, 2007. – 33–35-betlar.
2. Toshmatova N. *Onlayn va aralash ta'limda o'qitish metodlari*. Toshkent: Fan va texnologiya, 2021. – 35–37-betlar.
3. Xolmirzaeva G. *Ta'limda interaktiv metodlardan foydalanish*. Toshkent: Ta'lim nashriyoti, 2020. – 58–60-betlar.
4. Russell S., Norvig P. *Artificial Intelligence: A Modern Approach*. 3rd ed. New Jersey: Prentice Hall, 2010. – 112–114-betlar.
5. Facione P.A. *Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction*. California: The Delphi Report, 1990. – 67–69-betlar.
6. Holmes W, Bialik M, Fadel C. *Artificial Intelligence in Education: Promises and Implications for Teaching and Learning*. Boston: Center for Curriculum Redesign, 2019. – 41–43-betlar.

INGLIZ VA O'ZBEK YOSHLAR NUTQIDA FRAZELOGIK LAKUNALARNING GENDER VA EMOTSIONAL TALQINI: SOTSIOLINGVISTIK TAHLILI

Otabayev Muzaffar Ne'matullayevich
Namangan Davlat universiteti o'qituvchisi

ANNOTATSIYA

Maqolada ingliz va o'zbek yoshlar nutqida uchraydigan frazeologik birliklar hamda ular orasidagi frazeologik lakunalar sotsiollingvistik nuqtai nazardan tahlil qilinadi. Tadqiqotda frazeologik birliklar orqali gender stereotiplari



va emotsional munosabatlar qanday ifodalanishi o'rganiladi. Ingliz va o'zbek tillaridagi bir qator idiomalar qiyosiy tahlil qilinib, ularning semantik, madaniy va pragmatik xususiyatlari sharhlanadi. Tadqiqot natijalari frazeologik lakunalar til tizimi bilan bir qatorda madaniy qadriyatlar va ijtimoiy stereotiplar bilan ham bog'liq ekanini ko'rsatadi.

Kalit so'zlar: frazeologik lakuna, frazeologik birliklar, sotsiollingvistika, gender lingvistika, emotsional semantika, yoshlar nutqi, madaniy kontekst, qiyosiy tilshunoslik, idiomatik ifodalar, madaniyatlararo kommunikatsiya.

Социолингвистический анализ гендерных и эмоциональных аспектов фразеологических лакун в речи английской и узбекской молодежи.

Аннотация

В данной статье рассматриваются фразеологические единицы и фразеологические лакуны в речи английской и узбекской молодежи с социолингвистической точки зрения. Анализируются эмоциональные и гендерные интерпретации идиоматических выражений. Сопоставительный анализ показывает, что фразеологические лакуны возникают вследствие культурных различий и социальных стереотипов⁸⁰.

Ключевые слова: фразеологическая лакуна, фразеологические единицы, социолингвистика, гендерная лингвистика, эмоциональная семантика, молодежная речь, культурный контекст, сравнительная лингвистика, идиоматические выражения.

A Sociolinguistic Analysis of Gender and Emotional Aspects of Phraseological Lacunae in English and Uzbek Youth Speech.

Abstract

This article examines phraseological units and phraseological lacunae in the speech of Uzbek and English youth from a sociolinguistic perspective. The study focuses on gender stereotypes and emotional Manosis reflected in idiomatic expressions. Comparative analysis demonstrates that phraseological lacunae appear due to cultural differences and social perceptions⁸¹.

Keywords: phraseological lacuna, phraseological units, sociolinguistics, gender linguistics, emotional semantics, youth speech, cultural context, comparative linguistics, idiomatic expressions, intercultural communication.

Kirish

Tilshunoslikda lakuna tushunchasi muhim ahamiyatga ega bo'lib, u til tizimidagi bo'shliqlar yoki yetishmovchiliklarni ifodalaydi. Lakunalar ikki yoki

⁸⁰ Kunin A. English Phraseology. Moscow, 1984

⁸¹ Wardhaugh R. An Introduction to Sociolinguistics. Oxford, 2010.



undan ortiq tillar orasidagi semantik, leksik yoki grammatik nomuvofiqliklar natijasida paydo bo'lishi mumkin.

Lakuna (lotincha "lacuna" — "bo'shliq, yetishmovchilik") tilshunoslikda bir til tizimida mavjud bo'lgan, biroq boshqa til tizimida ifodalanmagan birliklarni anglatadi. Lakunalar turli darajalarda paydo bo'lishi mumkin va tarjima jarayonida qiyinchilik tug'diradi.⁸²

Frazeologik birlikl lakunadan farqli bo'lib u til tizimining eng obrazli va ekspressiv qatlamlaridan biri hisoblanadi. Ular nafaqat nutqning badiiy va emotsional ta'sirchanligini oshiradi, balki muayyan til sohiblarining madaniy qadriyatlari, tarixiy tajribasi va ijtimoiy qarashlarini ham o'zida mujassamlashtiradi. Lingvistik tadqiqotlarda ta'kidlanishicha, frazeologik birliklar tilning oddiy leksik birliklaridan farqli ravishda, ma'lum bir madaniy kontekst bilan chambarchas bog'liq bo'ladi hamda xalqning dunyoqarashi va mentalitetini aks ettiruvchi muhim til vositasi sifatida namoyon bo'ladi (Kunin, 1984). Shu sababli frazeologiya nafaqat tilshunoslik, balki madaniyatshunoslik, sotsiologiya va psixolingvistika kabi fanlar bilan ham uzviy aloqada o'rganiladi.

Qiyosiy tilshunoslikda frazeologik birliklar turli madaniyatlar o'rtasidagi farqlarni aniqlashda muhim manba bo'lib xizmat qiladi. Turli tillarda mavjud bo'lgan idiomatik ifodalar ko'pincha o'sha jamiyatning tarixiy tajribasi, urf-odatlar va ijtimoiy munosabatlari bilan bog'liq holda shakllanadi. Shu bois ayrim frazeologik birliklar boshqa tilga to'liq yoki to'g'ridan-to'g'ri tarjima qilinmaydi. Til tizimlaridagi ana shunday nomuvofiqliklar lingvistik adabiyotlarda **frazeologik lakuna** tushunchasi orqali izohlanadi. Frazeologik lakuna deganda bir til tizimida mavjud bo'lgan, biroq boshqa til tizimida aynan shu shakl yoki mazmunda ifodalangan barqaror iboraning yo'qligi tushuniladi. Bunday hodisa ko'pincha madaniy tafovutlar, ijtimoiy stereotiplar hamda kommunikativ ehtiyojlarning turlicha bo'lishi bilan izohlanadi.

O'zbek tilida ham frazeologik birliklar xalq mentaliteti, milliy qadriyatlari va ijtimoiy tajribasini aks ettiruvchi muhim lingvistik vosita hisoblanadi. O'zbek frazeologiyasida insoniy munosabatlar, axloqiy fazilatlar, emotsional holatlar hamda jamiyatdagi ijtimoiy munosabatlarni ifodalovchi iboralar keng uchraydi. Masalan, "ko'ngli keng", "ko'ngli og'rimoq", "ko'ngli toza", "ko'ngli tog'dek ko'tarilmoq" kabi iboralar insonning ruhiy holati va emotsional kechinmalarini obrazli tarzda ifodalashga xizmat qiladi. Bunday frazeologik birliklar xalqning psixologik qarashlari va madaniy qadriyatlari bilan bevosita bog'liq bo'lib,

⁸² <https://inlibrary.uz/index.php/international-scientific/article/view/68739>



ularning semantik mazmuni ko‘pincha bevosita tarjima orqali emas, balki kontekstual va madaniy talqin orqali tushuniladi ⁸³.

Shu nuqtai nazardan qaraganda, frazeologik birliklarni qiyosiy tahlil qilish til va madaniyat o‘rtasidagi o‘zaro bog‘liqlikni chuqurroq anglash imkonini beradi. Ayniqsa, ingliz va o‘zbek tillaridagi frazeologik birliklarni qiyosiy o‘rganish ushbu tillar sohiblarining emotsional ifoda vositalari, gender stereotiplari hamda ijtimoiy qarashlarini aniqlashda muhim ilmiy ahamiyatga ega. Bunday tadqiqotlar nafaqat frazeologiya nazariyasini boyitadi, balki madaniyatlararo kommunikatsiya va tarjimashunoslik sohalarida ham muhim nazariy hamda amaliy natijalar berishi mumkin.

Metodlar

Mazkur tadqiqotni amalga oshirish jarayonida bir nechta zamonaviy lingvistik metodlardan kompleks tarzda foydalanildi. Avvalo, tadqiqotning asosiy metodologik asosini **qiyosiy-lingvistik tahlil metodi** tashkil etdi. Ushbu metod yordamida ingliz va o‘zbek tillaridagi frazeologik birliklar o‘zaro solishtirilib, ularning semantik tuzilishi, obrazlilik darajasi hamda pragmatik funksiyalari aniqlab chiqildi. Qiyosiy tahlil jarayonida ikki til tizimida mavjud bo‘lgan o‘xshash va farqli frazeologik birliklar aniqlanib, ular orasidagi semantik moslik yoki nomoslik holatlari, xususan frazeologik lakunalar mavjudligi ilmiy jihatdan tahlil qilindi.

Tadqiqotning muhim metodlaridan biri sifatida **sotsiollingvistik kuzatuv metodi** ham qo‘llanildi. Mazkur metod orqali yoshlar nutqida faol qo‘llaniladigan frazeologik birliklar, idiomatik ifodalar hamda emotsional-ekspressiv iboralar aniqlab olindi. Tadqiqot materiali sifatida turli kommunikativ muhitlarda uchraydigan nutq namunalari tanlab olindi. Xususan, yoshlar o‘rtasidagi kundalik og‘zaki muloqotlar, ijtimoiy tarmoqlardagi yozishmalar, internet forumlari, bloglar hamda zamonaviy ingliz va o‘zbek ommaviy axborot vositalarida uchraydigan nutq namunalari foydalanildi. Ushbu manbalar yoshlar nutqining zamonaviy tendensiyalarini va undagi frazeologik birliklarning qo‘llanish xususiyatlarini aniqlash imkonini berdi.

Bundan tashqari, tadqiqot jarayonida **kontekstual tahlil metodi** ham qo‘llanildi. Ushbu metod frazeologik birliklarning real kommunikativ vaziyatdagi ma’nosini aniqlashda muhim ahamiyatga ega. Kontekstual tahlil yordamida ingliz va o‘zbek tillaridagi idiomatik ifodalarning emotsional yuklamasi, baholovchi semantikasi hamda genderga oid ma’no komponentlari o‘rganildi. Natijada frazeologik birliklarning nafaqat lug‘aviy ma’nosi, balki ularning nutq jarayonida qanday pragmatik funksiyani bajarishi ham aniqlashtirildi.

⁸³ Rahmatullayev Sh. O‘zbek tilining frazeologik lug‘ati. Toshkent, 1992



Mazkur metodlarning uyg'un qo'llanilishi ingliz va o'zbek yoshlar nutqida uchraydigan frazeologik birliklarning semantik, sotsiokulturniy hamda kommunikativ xususiyatlarini chuqurroq tahlil qilish imkonini berdi. Shuningdek, ushbu yondashuv frazeologik lakunalarning paydo bo'lish sabablari hamda ularning gender va emotsional talqinini aniqlashda muhim ilmiy natijalarga erishishga xizmat qildi.

Tahlil va Natijalar

Frazeologik birliklarning qiyosiy tahlili

Idiom: spill the beans

Manosi: to reveal a secret.

Mazkur frazeologik birlik ingliz tilida keng qo'llaniladigan idiomatik ifoda bo'lib, yashirin ma'lumot yoki sirni tasodifan yoki ataylab oshkor qilish ma'nosini bildiradi. Ushbu iboraning semantik asosida metaforik tasvir mavjud bo'lib, unda "loviya donalarini to'kib yuborish" jarayoni orqali sirning yashirin holatdan ochiq holatga o'tishi ifodalanadi. Metaforik modelga ko'ra, loviya donalari yopiq idishda saqlanadi va ular to'kilib ketganda yashirin bo'lgan narsa oshkor bo'ladi. Shu sababli ibora kommunikativ jarayonda ma'lum bir sirning ochilib ketishini obrazli tarzda ifodalashga xizmat qiladi.

O'zbek tilida ushbu ma'noga yaqin bo'lgan **"sirni ochib qo'ymoq"** yoki **"sirni oshkor qilmoq"** kabi iboralar qo'llaniladi. Biroq bu birliklar ingliz tilidagi iboraga xos metaforik modelni to'liq takrorlamaydi. Demak, bu holatda qisman frazeologik ekvivalent mavjud bo'lsa-da, obrazlilik jihatidan ma'lum darajada **frazeologik lakuna** kuzatiladi.

Idiom: break the ice

Manosi: to overcome initial social awkwardness.

Ushbu idiom ingliz tilida ijtimoiy muloqotning boshlanishida yuzaga keladigan noqulaylik yoki tortinchoqlikni bartaraf etish ma'nosini ifodalaydi. Metaforik jihatdan bu ibora muzning sinishi jarayoniga asoslanadi. Muz qatlami ikki tomon o'rtasida mavjud bo'lgan masofa yoki sovuqlikni ifodalasa, uning sinishi insonlar o'rtasidagi ijtimoiy to'siqlarning yo'qolishini bildiradi.

Kommunikativ jihatdan bu ibora yangi tanishuv jarayonida, rasmiy uchrashuvlarda yoki guruh muhitida suhbatni erkinroq shaklga o'tkazish holatlarini ifodalash uchun ishlatiladi. O'zbek tilida ushbu ma'noga yaqin **"suhbatni boshlab berish"**, **"muomala ochish"** yoki **"gap boshlash"** kabi birikmalar mavjud. Ammo ingliz tilidagi metafora — ya'ni muzning sinishi orqali ijtimoiy masofaning yo'qolishini ifodalovchi obraz — o'zbek tilida aynan shu shaklda qo'llanilmaydi. Shu sababli bu ibora ham madaniy va obrazli tafakkurdagi farqlarni ko'rsatuvchi frazeologik lakuna sifatida qaralishi mumkin.



Idiom: piece of cake

Manosi: something very easy.

Ingliz tilida *piece of cake* iborasi juda oson bajariladigan vazifani ifodalash uchun ishlatiladi. Mazkur ibora metaforik jihatdan oddiy va yoqimli jarayon — ya'ni tort yeyish bilan bog'liq obrazga asoslanadi. Tortning kichik bir bo'lagini yeyish oson va zavqli jarayon sifatida tasavvur qilinadi, shu sababli bu ibora har qanday murakkabliksiz bajariladigan ishni ifodalash uchun qo'llaniladi.

O'zbek tilida ushbu ma'noga yaqin bo'lgan **“juda oson ish”**, **“suv ichgandek oson”**, yoki **“hech gap emas”** kabi iboralar qo'llanadi. Biroq ingliz tilidagi mazkur frazeologik birlikdagi gastronomik metafora o'zbek tilida aynan shu shaklda uchramaydi. Bu esa turli madaniyatlarda obrazli tafakkurning turlicha shakllanishini ko'rsatadi.

Frazeologik birlik: ko'ngli keng

Manosi: generous or kind-hearted person.

Mazkur frazeologik birlik o'zbek tilida insonning saxiyligi, bag'rikengligi va ochiqko'ngilligini ifodalash uchun ishlatiladi. Iboraning semantik asosida **“ko'ngil”** tushunchasi markaziy rol o'ynaydi. O'zbek madaniy tafakkurida **“ko'ngil”** insonning ichki dunyosi, ruhiy holati va axloqiy fazilatlarini ifodalovchi muhim tushuncha hisoblanadi. **“Keng”** sifati esa bag'rikenglik, ochiqlik va saxiylilik kabi ijobiy sifatlarni anglatadi.

Ingliz tilida ushbu ma'noga yaqin bo'lgan **“kind-hearted”**, **“generous”** yoki **“big-hearted”** kabi birikmalar mavjud. Biroq **“ko'ngilning kengligi”** metaforasi ingliz tilida to'liq ekvivalent shaklda qo'llanilmaydi. Shu sababli bu ibora o'zbek tilining madaniy va semantik xususiyatlarini aks ettiruvchi muhim frazeologik birlik sifatida qaraladi.

Frazeologik birlik: ko'ngli og'rimoq

Manosi: to feel emotionally hurt.

O'zbek tilidagi mazkur ibora insonning ruhiy jihatdan ranjishi, xafa bo'lishi yoki dilining og'rishi holatini ifodalash uchun qo'llaniladi. Bu yerda ham **“ko'ngil”** tushunchasi insonning emotsional holatini ifodalovchi markaziy semantik komponent sifatida namoyon bo'ladi. **“Og'rimoq”** fe'li esa ruhiy og'riq yoki ichki iztirobni metaforik tarzda ifodalaydi.

Ingliz tilida ushbu ma'no **“to feel hurt”**, **“to be offended”**, yoki **“to have hurt feelings”** kabi birikmalar orqali ifodalanadi. Biroq o'zbek tilidagi **“ko'ngil og'rishi”** metaforasi madaniy jihatdan o'ziga xos bo'lib, inson ruhiyatini jismoniy og'riq bilan qiyoslash orqali ifodalanadi. Bu esa o'zbek frazeologiyasida emotsional tajriba obrazli tarzda ifodalanishini ko'rsatadi.



Munozara

O'tkazilgan tahlillar natijasi shuni ko'rsatadiki, frazeologik birliklar til sohiblarining madaniy tasavvurlari va dunyoqarashini aks ettiruvchi muhim lingvistik vosita hisoblanadi. Idiomatik ifodalar ko'pincha muayyan jamiyatning tarixiy tajribasi, kundalik turmush tarzi hamda ijtimoiy munosabatlari bilan bevosita bog'liq holda shakllanadi. Shu sababli frazeologik birliklarni o'rganish orqali til va madaniyat o'rtasidagi o'zaro aloqani chuqurroq anglash mumkin.

Qiyosiy tahlil shuni ko'rsatadiki, ingliz tilidagi ko'plab idiomatik birliklar kundalik hayotda uchraydigan predmetlar, turmush jarayonlari yoki oddiy harakatlarga asoslangan metaforik obrazlar orqali shakllanadi. Masalan, oziq-ovqat, uy-ro'zg'or buyumlari, tabiat hodisalari yoki kundalik faoliyat bilan bog'liq obrazlar ingliz frazeologiyasida keng uchraydi. Bunday metaforalar ko'pincha oddiy hayotiy tajribalar asosida shakllangan bo'lib, ularning semantik mazmuni konkret predmet yoki harakatlar orqali ifodalanadi.

O'zbek tilidagi frazeologik birliklar esa ko'proq insoniy munosabatlar, ruhiy kechinmalar hamda emotsional holatlar bilan bog'liq obrazlar orqali ifodalanishi bilan ajralib turadi. O'zbek frazeologiyasida "ko'ngil", "yurak", "dil" kabi tushunchalar markaziy semantik rol o'ynaydi va ular orqali insonning ruhiy holati, axloqiy fazilatlar hamda ijtimoiy munosabatlari obrazli tarzda ifodalanadi. Masalan, "ko'ngli keng", "ko'ngli og'rimoq", "yuragi toza" kabi iboralar insonning emotsional va axloqiy sifatlarini ifodalashga xizmat qiladi.

Mazkur farqlar til tizimlari o'rtasidagi madaniy tafovutlarni ham namoyon etadi. Ingliz tilidagi ko'plab idiomalar moddiy olamga oid obrazlarga asoslangan bo'lsa, o'zbek frazeologiyasida insoniy kechinmalar va ijtimoiy munosabatlarga asoslangan metaforalar ustunlik qiladi. Natijada ikki til o'rtasida semantik jihatdan to'liq mos kelmaydigan frazeologik birliklar paydo bo'ladi. Lingvistik adabiyotlarda bunday holatlar **frazeologik lakuna** deb ataladi.

Frazeologik lakunalar til va madaniyat o'rtasidagi murakkab o'zaro munosabatlarning natijasi sifatida yuzaga keladi. Ular nafaqat leksik-semantik tizimdagi farqlarni, balki muayyan jamiyatning qadriyatlari, mentaliteti hamda kommunikativ ehtiyojlarini ham aks ettiradi. Shu sababli frazeologik lakunalarni o'rganish qiyosiy tilshunoslik, madaniyatlararo kommunikatsiya hamda tarjimashunoslik sohalarida muhim ilmiy ahamiyat kasb etadi.

Xulosa

Ilmiy izlanish natijalari ingliz va o'zbek yoshlar nutqida frazeologik lakunalar mavjudligini tasdiqlaydi. O'rganilgan materiallar shuni ko'rsatdiki, har ikki til tizimida uchraydigan frazeologik birliklar semantik tuzilishi, obrazlilik darajasi hamda pragmatik funksiyalari jihatidan muayyan farqlarga ega. Ushbu



farqlar ko‘pincha til sohiblarining madaniy an‘analari, ijtimoiy stereotiplari va kommunikativ ehtiyojlari bilan bevosita bog‘liq holda shakllanadi. Natijada bir til tizimida keng qo‘llaniladigan ayrim frazeologik birliklar boshqa til tizimida to‘liq ekvivalentga ega bo‘lmasligi yoki boshqa obrazli vositalar orqali ifodalanishi mumkin.

Tadqiqot davomida aniqlanishicha, ingliz tilidagi ko‘plab frazeologik birliklar kundalik hayot bilan bog‘liq predmetlar va harakatlarga asoslangan metaforik modellar orqali ifodalanadi. O‘zbek tilidagi frazeologik birliklarda esa insonning ruhiy kechinmalari, emotsional holatlari hamda ijtimoiy munosabatlariga oid obrazlar ustunlik qiladi. Bu holat ikki til tizimida mavjud bo‘lgan frazeologik birliklarning semantik va madaniy xususiyatlarini belgilovchi muhim omil sifatida namoyon bo‘ladi.

Shuningdek, yoshlar nutqi frazeologik birliklarning rivojlanishi va yangilanishida muhim rol o‘ynashi kuzatildi. Zamonaviy kommunikatsiya jarayonlari, xususan ijtimoiy tarmoqlar va raqamli muloqot muhitlari yoshlar nutqida yangi emotsional va ekspressiv iboralarning paydo bo‘lishiga zamin yaratmoqda. Bu jarayon esa frazeologik birliklarning semantik imkoniyatlarini kengaytirib, til tizimining dinamik rivojlanishiga xizmat qiladi.

Kelgusida mazkur yo‘nalishda olib boriladigan tadqiqotlar frazeologik lakunalarni yanada kengroq empirik materiallar asosida o‘rganishni talab etadi. Xususan, korpus lingvistikasi metodlari asosida katta hajmdagi nutq materiallarini tahlil qilish, shuningdek kengroq sotsiolingvistik so‘rovnomalar o‘tkazish orqali ingliz va o‘zbek yoshlar nutqidagi frazeologik birliklarning qo‘llanish xususiyatlarini yanada chuqurroq o‘rganish mumkin. Bunday tadqiqotlar nafaqat frazeologiya nazariyasini boyitadi, balki madaniyatlararo kommunikatsiya hamda tarjimashunoslik sohalarida ham muhim ilmiy va amaliy natijalarga olib kelishi mumkin.

References

- 1.Kunin A. English Phraseology. Moscow, 1984.
- 2.Crystal D. The Cambridge Encyclopedia of the English Language.
- 3.Cambridge University Press, 2003.
- 4.Holmes J. An Introduction to Sociolinguistics. Routledge, 2013.
- 5.Wardhaugh R. An Introduction to Sociolinguistics. Oxford, 2010.
- 6.Rahmatullayev Sh. O‘zbek tilining frazeologik lug‘ati. Toshkent, 1992.
- 7.<https://scientific-jl.org/mod/article/view/1824>
- 8.<https://pedagoglar.org/03/article/view/1485>
- 9.<https://www.wosjournals.com/index.php/medical/article/view/1911>
11. <https://inlibrary.uz/index.php/international-scientific/article/view/68739>

**“DEVONU LUG‘AT-IT TURK” MAQOLLARINING TARJIMASIDA
SEMANTIK VA LINGVOKULTUROLOGIK MUVOFIQLIK
MUAMMOLARI (BIR MAQOL MISOLIDA)**

Parpibayev Botirali Raximjon o‘g‘li

Namangan davlat universiteti,
Ingliz tili va adabiyoti kafedrası katta o‘qituvchisi
Filologiya fanlari bo‘yicha falsafa doktori (PhD),
E‘mail: botiraliparpiboyev4@gmail.com
<https://orcid.org/0009-0006-8521-4009>

Tel: +99894 100 70 15

Annotatsiya: Mazkur maqolada “Devonu lug‘atit turk” asaridagi “Kümüš künkä urşa, altun adaqdän kelir” maqolining o‘zbek, ingliz va rus tillaridagi tarjimalari qiyosiy tahlil qilinadi. Tadqiqot davomida S.Mutallibov, Q.Sodiqov, R.Denkoff hamda Auezova tarjimalarida qo‘llangan leksik va semantik transformatsiyalar o‘rganildi. Natijalar shuni ko‘rsatdiki, aksariyat tarjimalarda maqolning ramziy va lingvokulturologik ma‘nosi to‘liq ochib berilmagan. Ayniqsa, “kumush” va “oltin” obrazlarining noto‘g‘ri talqini semantik siljishga sabab bo‘lgan. Muallif tomonidan izohli va transformatsion yondashuv asosida taklif etilgan tarjima variantlari maqolning asl hikmatini to‘laroq aks ettirishi bilan ahamiyatlidir.

Kalit so‘zlar: tarjima, maqol, semantika, lingvokulturologiya, transformatsiya, ekvivalentlik, ramziylik, Devonu lug‘atit turk, leksik tahlil, izohli tarjima, adekvatlik, qiyosiy tahlil

**SEMANTIC AND LINGUOCULTURAL EQUIVALENCE ISSUES IN
THE TRANSLATION OF PROVERBS IN “DEVONU LUG‘AT-IT TURK”
(A CASE STUDY OF A SINGLE PROVERB)**

Abstract: This article presents a comparative analysis of the proverb “Kümüš künkä urşa, altun adaqdän kelir” from “Devonu lug‘at-it turk” in its Uzbek, English, and Russian translations. The study examines the lexical and semantic transformations employed in the translations by S. Mutallibov, Q. Sodiqov, R. Dankoff, and M. Auezova. The findings reveal that in most cases the symbolic and linguocultural meanings of the proverb have not been fully conveyed. In particular, the misinterpretation of the images of “silver” and “gold” has led to semantic shifts. The translation variants proposed by the author, based on explanatory and transformational approaches, are significant in that they more adequately reflect the original wisdom of the proverb.

Keywords: translation, proverb, semantics, linguoculturology,



transformation, equivalence, symbolism, Devonu lugʻatit turk, lexical analysis, explanatory translation, adequacy, comparative analysis

Kirish

Markaziy Osiyo xalqlari adabiyoti asarlarini tadqiq qilish va ularning tarjima nashrlarini tayyorlashda dunyoda oʻziga xos maktablar yaratilgan. Uning qadimgi ildizlariga nazar solsak, u boshlanishidayoq ilmiy maʼrifatni ulugʻlab, ota-bobolarning hayotiy tajribasini targʻib qilib maydonga chiqadi, u xoh ilmiy, xoh badiiy asar boʻlsin, oʻzida millatning madaniyatini toʻliq aks ettiradi. Demak, matn – tarjimaning qanday boʻlishi kerakligini, uning lisoniy-uslubiy xususiyatini belgilaydi. Shuning uchun ham qadimgi obidalarini hozirgi tillarga oʻgirishda aynan tarjima matni muhim ahamiyat kasb etadi. Chunki u nafaqat bizdan olis davrda yaratilgan original asarni bugungi oʻquvchiga tanishtiradi, balki oʻzi yana yangi matnlarni, boshqa tillardagi yangi-yangi talqinlarning yaratilishiga asos boʻla oladi. Biz olib borayotgan tadqiqotning dunyodagi shu sohaga oid ishlardan farq qiluvchi jihati ham aynan ana shunda koʻrinadi. (Parpibayev, 2025)

Adabiyotlar tahlili

Devonning hozirgi zamon tillariga, jumladan, hozirgi oʻzbek tili hamda ingliz tillaridagi tarjimalari misolida olib boriladigan qiyosiy tahlil natijalari ushbu sohaning bizdagi muammolariga oydinlik kiritadi. Yevropada tarjima qilingan nashrlar ichida shu kungacha asar matni toʻlaroq ochilgan tarjima namunasi R.Denkoff va J.Kellining inglizcha tarjimasi boʻlsa, Sharq turkolog olimlarining eng mukammal nashri Mutallibovning ilk tarjimasi va Q.Sodiqovning yangi nashri hisoblanadi. (Sattorova, 2024) Ushbu tarjimalar boshqa sharq va gʻarb olimlari tadqiqotlaridan oʻzining toʻliqligi, asliyatni sharhlash mahoratining chuqurligi va muallif yaratgan asar va unda aks etgan voqeʼlik toʻgʻrisida batafsil maʼlumotlarni berish anʼanalarining ustunligi bilan keskin ajralib turadi. Garchi ushbu tadqiqotlar haqida boshqa manbalarda ham bir qadar munosabat bildirilgan boʻlsa-da, biroq hali bu borada maxsus, umumlashtiruvchi ilmiy soʻz aytilganicha yoʻq.

Dastlab, oʻzbek tilida ilk marotaba tarjima qilingan S.Mutallibov tarjimasiga asoslanadigan boʻlsak, ushbu tarjima oʻzidagi aniqlik, arabcha va qadimgi turkiy tildagi transkripsiyaning toʻliq berilganligi, asar davridagi va undan keyingi boshqa nodir asarlar bilan solishtirilganligi bilan diqqatga sazovordir. Asardagi biz guvohi boʻlgan yagona kamchilik uning asarning asl qoʻlyozmasi asosida emas, balki boshqa bosma nashrlar asosida tarjima qilinganida edi. Biroq zamonaviy turkolog Q.Sodiqov S.Mutallibov nashri ustida 11 yil izlanib, uni asarning faksimile nusxalari bilan solishtirdi va 2017-yilda asarning yangi nashrini bosmadan chiqardi. Garchi ushbu nashrda arabcha transkripsiya keltirilmagan boʻlsa-da, uning asl qoʻlyozma asosida kamchiliklari toʻldirilganligi va ayniqsa, turkolog



mutaxassislariga mo'ljallab yaratilganligi asarni boshqa nashrlardan keskin farqlaydi. Lekin ta'kidlashimiz lozimki, ikki o'zbekcha tarjimada ham maqol va hikmatlar tarjimasi deyarli o'zgarishsiz berilgan. (Parpibayev, 2025)

Denkoff tomonidan qilingan tarjimaning eng e'tiborli jihati esa tarjimaning kirish qismida asarning yozilish sanalari bo'yicha olib borgan chuqur tadqiqoti va asardagi maqol va hikmatlarning leksik, semantik va stilistik jihatdan asliyatga o'zaro mutanosib tarjima qilinganligidir, bu esa Denkoffning "Devon" ni inglizchaga o'g'irgan tarjimongina emas, balki asar to'g'risida jiddiy ilmiy tadqiqot olib borganini isbotlovchi dalil hamdir. (R.Denkoff, 1985) Shuni alohida ta'kidlash joizki, R.Denkoff "Devon"ni tarjima qilishda ko'plab qadimgi turkiy manbalarga tayanib ish ko'rgan. Asar tarjimasiga kirishar ekan, u turkiy xalqlar tarixi, urf-odatlar, diniy e'tiqodlari va fors, hind, yunon manbalaridagi ma'lumotlarni ham sinchiklab, chuqur o'rgandi. Garchi u ham tarjimada devonning turkiycha asliyatigina qoldirib, arabcha transkripsiyasini keltirmagan bo'lsa-da, ushbu jihat asar matnini kitobxonga yetkazishda ulkan to'siq bo'lgan deya olmaymiz. Ayniqsa, uning aksariyat maqol va hikmatlarni tarjima qilishda aniqlashtirish tarjima tamoyilidan foydalanganligi Devon tarjimasini ingliz kitobxoniga yanada tushunarli tarzda taqdim etadi.

Tahlillar va natijalar

Tahlilga tortilgan keyingi maqol esa quyidagicha: *Kümüſ künkä ursa, altun adaqđın kelir.* (Mutallipov, 1960) Q.Sodiqov tarjimasi bo'yicha u quyidagicha ifodalangan: *Kumush quyoshga qo'nsa, oltin o'z oyog'i bilan keladi.* (Q.Sodiqov, 2017) Ushbu maqol ta'rifi bo'yicha, ma'lum bir maqsad yo'lida ayamay pul sarflash kerak deb aytilgan bo'lsa-da, bizningcha, maqolning botiniy ma'nosi biroz boshqacha. Ma'lumki, kumush uncha qimmatga ega bo'lmagan moddiy boylik hisoblanadi, u quyoshga toblanganida esa, majoziy ma'noda quyosh bu yerda qiyinchilikni ifodalamoqda, u oltin kabi qimmatli boylikka aylanishi mumkin. Bizningcha, ushbu maqolning biz yuqorida ta'kidlagan asl hikmati o'zbek tilida leksik jihatdan yetarlicha ochib berilmagan.

Ushbu maqol Dankoff talqinida quyidagicha ko'rinishga ega bo'ladi: *When dirhams are put out in the sun, gold comes walking to it.* (R.Denkoff, 1985) Maqolni asliyatdan keskin farq qilishiga sabab bo'lgan birinchi omil bu kumush so'zining dirham so'zi bilan talqin qilinganidir. Dirham so'zi garchi qimmatbaho resurslar hisoblangan oltin, kumush so'zlari ma'nosida ishlatilsa-da, uning birlamchi vazifasi pul birligini ifodalashdir. Bu holatda esa kumush va oltin so'zlari maqolda o'zlarining ramziy ma'nolarini yo'qotadi va g'arbona dunyoqarashga ega bo'lgan ingliz kitobxoniga notanish bo'lgan bir jumla yuzaga keladi, chunki maqol tarjimasi, *pullar quyoshga qo'yilsa, oltin keladi* kabi g'alizlik



tarjimaning umumiy ma'nosini tashkil etgan.

Auezova ham tarjima jarayonida ayni shu xatoga yo'l qo'ygan va leksik jihatdan maqol strukturasi ingliz tarjimasi bilan bir xil, ya'ni olima Auezova ham kumush so'zi o'rniga pul ma'nosini anglatuvchi *монеты* so'zini muqobillashtirgan: *Если серебряные монеты разложит под солнцем, золото придет к ним пешком.* (Auezova, 2005) Garchi uchchala tarjimon ham *altun adaqdin kelir* jumlasini *o'z oyog'i bilan keladi, comes walking to it, придет к ним пешком* jumalari orqali so'zma-so'z tarjima qilishga harakat qilgan bo'lsa-larda, maqoldagi asosiy ma'no, ya'ni kumushning biroz past qiymatga ega bo'lgan moddiy boylik ekanligi (bu yerda majoziy ma'noda inson omili mavjud), u biroz sayqallansa (qiyinchilikda toblansa), oltinga aylanishi mumkinligi (oltindek obro'e'tiborga loyiq) haqidagi hikmat to'la ochib berilmagan.

Mavjud tarjimadagi muqobillar	B.Parpibayev tarjimasi
Denkoff: When dirhams are put out in the sun, gold comes walking to it. O'zbek tilida: Dirhamlar quyoshda sinalsa, oltin o'z oyog'i bilan keladi Sodiqov: Kumush quyoshga qo'nsa, oltin o'z oyog'i bilan keladi	Ingliz tilida: When silver is tested in the sun, gold comes itself. Ingliz tilida: Silver may turn into gold, when it comes across with sun (in the proverb sun means toil and hard work symbolitically) O'zbek tilida: Kumush quyoshda toblansa, oltin o'z oyog'i bilan keladi O'zbek tilida: Kumush quyoshda toblansa, oltinga aylanadi

Ushbu maqol har ikki tilda, o'zbek va ingliz tillarida ham semantik-leksik jihatdan yanglish tarjimalarga ega bo'lganligi sababli ularni leksik, semantik, sintaktik va izohlash usullari orqali qayta transformatsiya qildik.

Xulosa

Mazkur maqol tarjimalari tahlili shuni ko'rsatadiki, tarjimonlar asliyatdagi obrazlilik va ramziy ma'noni to'liq aks ettirishda turlicha yondashuvlarni qo'llagan. S.Mutallibov va Q.Sodiqov tarjimalarida leksik birliklar asliyatga nisbatan yaqin berilgan bo'lsa-da, maqolning ichki semantik qatlamlari yetarli darajada ochilmagan. Xususan, "kumush" va "quyosh" obrazlarining ramziy ma'nosi izohsiz qolganligi sababli hikmatning falsafiy mazmuni yuzaki talqin etilgan.

R.Denkoff va Auezova tarjimalarida esa leksik almashtirish (kumush → dirham/moneta) natijasida semantik siljish yuzaga kelib, maqolning



lingvokulturologik asoslari sezilarli darajada zaiflashgan. Bu esa asliyatdagi ramziy oppozitsiya (kumush–oltin)ning buzilishiga olib kelgan.

Parpibayevning yondashuviga ko‘ra, bunday birliklarni tarjima qilishda faqat formal muvofiqlik emas, balki semantik chuqurlik, ramziy qatlam va milliy-madaniy konnotatsiyalarni saqlash ustuvor ahamiyat kasb etadi. Shu bois maqol tarjimasida izohli-transformatsion usul eng maqbul strategiya sifatida namoyon bo‘ladi. Ushbu yondashuv orqali “kumush”ning past qiymatdan yuksak darajaga ko‘tarilish jarayoni va “quyosh”ning mehnat hamda sinov ramzi sifatidagi mazmuni to‘liq ochib beriladi.

Foydalanilgan adabiyotlar

1. Auezova, M. A. (2005). Mahmud al-Kashgari: Divan Lugat at-Turk. Almaty: Dayk-Press.
2. Dankoff, R. (1982–1985). Mahmud al-Kashgari: Compendium of the Turkic dialects (Divan Lugat at-Turk) (with J. Kelly). Harvard University.
3. Mutallipov, S. M. (1960). Turkiy so‘zlar devoni (Devonu lug‘atit turk). Toshkent.
4. Parpibayev, B. (n.d.). Qadimgi turkiy folklor va ularning tarjimalaridagi o‘ziga xos xususiyatlar (Mahmud Koshg‘ariyning “Devonu lug‘at-it turk” asaridagi maqol va hikmatli so‘zlar misolida) (PhD dissertation).
5. Sattorova, Z. (2024). “Devonu lug‘at-it Turk” asarining o‘zbek tilidagi nashrlari va ularning qiyosiy-matniy tadqiqi (Doctoral dissertation abstract). Toshkent.
6. Sodiqov, Q. (2017). Mahmud Koshg‘ariy: Devonu lug‘at-it turk. Toshkent: G‘afur G‘ulom

UDK: 82.03:821.512.133

«DUNYONING ISHLARI» QISSASIDAGI ONA, MAHALLA VA IYMON KONSEPTLARINING XORIJIY TARJIMALARDA LINGVOMADANIY QAYTA YARATILISHI

D. V. Poshshaxo'jayeve

*10.00.06 – Qiyosiy adabiyotshunoslik va tarjimashunoslik, PhD tadqiqotchisi
Namangan davlat universiteti*

*Ilmiy rahbar: f.f.d., professor Sidiqov Qosim Abilovich
E-mail: dildoraposhshaxodjayeva@gmail.com*

Annotatsiya: Mazkur maqolada O‘tkir Hoshimovning «Dunyoning ishlari» qissasidagi ONA, MAHALLA va IYMON lingvomadaniy konseptlari qiyosiy tahlil asosida o‘rganiladi. Maya Ganina (1988) rus tarjimasi va Mark Riz hamda Abdulloh Ro‘ziyev (2024) ingliz tarjimasida ushbu konseptlarning qayta yaratilish



mexanizmlari morfologik, leksik va mafkuraviy darajada tahlil qilinadi. Tadqiqot natijalariga ko'ra, mazkur madaniy konseptlarni tarjimada to'liq saqlash uchun transliteratsiya va kengaytirilgan paratekstual izoh kombinatsiyasi eng samarali strategiya hisoblanadi.

Keywords: linguocultural concept; ONA; MAHALLA; IYMON; national conceptosphere; comparative translation studies; cultural code; O'tkir Hoshimov; literary translation.

KIRISH

Til va madaniyat o'rtasidagi bog'liqlik masalasi zamonaviy tilshunoslikda lingvokulturologiya yo'nalishi orqali tadqiq etiladi. V. A. Maslovaning ta'rifiga ko'ra (Maslova, 2001), til madaniyatni o'z ichiga oladi, uning ma'no tuzilmalarini aks ettiradi va jamiyatdan jamiyatga milliy madaniyat kodlari orqali uzatiladi. Bunday kodlarning eng kuchli shakli — badiiy nasrning lingvomadaniy konseptlari hisoblanadi. Konsept deganda ma'nosi millat madaniyatining chuqur qatlamlarida ildiz otgan, oddiy so'z ma'nosidan kengroq bo'lib, til egalari ongida madaniy obraz, his-tuyg'u va axloqiy dasturni birlashtiruvchi murakkab semantik birlik nazarda tutiladi.

N. Mahmudov ta'riflaganidek (Mahmudov, 2012), o'zbek tilida millat dunyosini ko'rishning o'ziga xos intizomi bor; bu intizom eng avvalo tilning barqaror birliklarida — konseptlarda — o'z ifodasini topadi. O'tkir Hoshimovning «Dunyoning ishlari» qissasi (Hoshimov, 2015) o'zbek milliy konseptosferasining badiiy ensiklopediyasi hisoblanadi: unda ona timsoli, mahalla hayoti va iymon tushunchasi shu qadar chuqur va ko'p qatlamli tarzda gavdalanganki, ularni boshqa tilga ko'chirish tarjimashunos uchun alohida metodologik muammo tug'diradi.

Z. R. Muqimovaning (Muqimova, 2022) kuzatuviga ko'ra, muallifning til boyligi va lingvomadaniy konseptlarni qo'llash uslubi o'zbek millatining o'ziga xos dunyoqarashini badiiy tarzda ifodalaydi. Mazkur maqolaning maqsadi shu konseptlarning — ONA, MAHALLA va IYMON — ikki xorijiy tarjimada qay darajada saqlanganini aniq matn parchalari asosida ko'rsatish va lingvomadaniy kompensatsiya imkoniyatlarini baholashdan iborat.

MATERIAL VA METODLAR

Tadqiqotning asosiy manba bazasini uchta matn tashkil etadi: O'tkir Hoshimovning «Dunyoning ishlari» qissasining 2015-yilgi Yangi Asr Avlodi nashri (asl matn); Maya Ganina tarjimasining 1988-yilgi Toshkent nashri — *Dela Zemnye* (rus tili); Mark Riz va Abdulloh Ro'ziyevning 2024-yilgi nashri — *Such Is Life* (ingliz tili, Muloqot Cultural Engagement Program).

Qo'llangan metodlar: qiyosiy-tipologik tahlil (ikkala tarjimani parallel tahlil qilish), kontekstual tahlil (matn ichidagi madaniy ma'noni o'rganish) va qatlam



tahlili (mikrostruktur, makrostruktur darajalarda o'rganish). Tahlil ob'ekti sifatida qissadagi ONA, MAHALLA va IYMON konseptlari tanlangan. Bu konseptlar matn ichida eng ko'p qatlamli tarzda namoyon bo'lib, tarjimaviy muammo sifatida eng yorqin ko'zga tashlanadi.

NATIJALAR

1. ONA konsepti: mehr, xotira va umuminsoniy qatlam

O'zbek madaniyatida ONA konsepti shunchaki «tuqqan odam» ma'nosidan ancha kengroq. U mehr, himoya, sabr, qurbonlik, milliy xotira va ma'naviy yo'l ko'rsatuvchi timsol sifatida millat ongida asrlar davomida muqim o'rin egallagan. «Dunyoning ishlari» qissasining muqaddimasidayoq muallif shunday yozadi (Hoshimov, 2015, b. 6):

«Onam siymosi bor. Bundagi odamlarning hammasini o'z ko'zim bilan ko'rganman... Dunyodagi hamma onalar farzandiga munosabat bobida bir-biriga juda o'xshaydi.»

Bu ibora faqat muallif niyatini emas, balki ONA konseptining o'zbek nasridagi eng kuchli universal xususiyatini ham belgilaydi: ona timsoli mahalliy va universal o'lchovda birlashadi. «Oq oydin kechalar» novellasida bola bilan ona yulduzlarni taqsimlayotgan sahnada (Hoshimov, 2015, b. 7):

«— Mayli, o'g'lim, sha yulduz seniki. Anavi to'rtinchisi — meniki.»

«O'g'lim» murojaati o'zbek tilida faqat «mening o'g'lim» emas, balki ota-onalar farzand munosabatidagi butun mehr, himoya va tegishlik tizimini o'z ichida siqib olgan murakkab lingvomadaniy birlik. Unda *-im* egalik qo'shimchasi farzandni onaga grammatik darajada bog'lab turadi — bu ingliz yoki rus tillarida bitta so'z bilan ifodalab bo'linmaydi.

Riz-Ro'ziyev ingliz tarjimasida (Reese & Ruziev, 2024, p. 1): *«Okay, son, that star is yours. The fourth one there — that's mine.»* — neytral «son» murojaati ONA konseptiga tegishli mehr va egalik birligi qatlamini yo'qotadi. Ganina rus tarjimasida (Ganina tarj., 1988, s. 5): *«— Пусть так, сынок, вон та звезда — твоя. А та четвёртая — моя.»* — rus tilida «сынок» umumiy mehribon murojaat sifatida ishlatiladi va bitta emotional qatlamni aks ettiradi. Demak, ikkala tarjima ham ONA konseptining grammatik-emotsional qatlamini to'la saqlab qolishga qodir emas. A. Wierzbickaning (Wierzbicka, 1997) madaniy kalit so'z tushunchasiga ko'ra, «ona» o'zbek tilida maxsus paratekstual tushuntirish talab qiladigan konsept sifatida tahlil qilinishi lozim.

2. MAHALLA konsepti: jamoaviy axloq va ijtimoiy tuzilma

MAHALLA konsepti o'zbek jamiyatida shunchaki ma'muriy birlik emas — u o'zaro yordam, jamoaviy mas'uliyat, ijtimoiy nazorat va ma'naviy hamkorlikning milliy-madaniy instituti sifatida asrlar davomida shakllanib kelgan. «Dunyoning



ishlari» qissasida mahalla hayoti eng to'liq «Mahallaning shayxi» novellasida gavdalanadi (Hoshimov, 2015, b. 42):

«Qachondir uning ismi bo'lsa bo'lgandir. Biroq mahallada hech kim uning otini bilmaydi. Hamma Shayx deb chaqiradi... Mahalladagi hamma uy Shayxniki. Uning uchun hamma eshik ochiq.»

Bu parcha mahallaning to'q falsafasini bir necha so'zda ifodalaydi: mahallada hamma uchun joy bor, hech kim begona emas, jamoa birligi esa individual uydan yuksakroq.

Riz–Ro'ziyev tarjimasida (Reese & Ruziev, 2024, p. 42): *«Every home in the mahalla belongs to the Sheikh, every gate open to him.»* — tarjimonlar «mahalla» so'zini saqlab, paratekstual izoh berishgan: «Dumbirobod: Utkir Hoshimov's neighborhood, or mahalla, in Tashkent». Bu strategiya MAHALLA konseptining moddiy jihatini saqlaydi. Biroq mahallaning ijtimoiy-axloqiy ma'nosi — jamoaviy nazorat, o'zaro yordam majburiyati, nom-nomus — inglizcha izohlarda to'liq yoritilmagan.

Ganina tarjimasida (Ganina tarj., 1988, s. 38): *«Ни одна свадьба не обходится без Шейха... Каждый дом в квартале для него родной.»* — «mahalla» so'zi «квартал» (kvartal) bilan almashtirilgan. Bu MAHALLA konseptining axloqiy va ma'naviy qatlamini tamomila yo'qotadi. «Kvartal» va «mahalla» — ontologik farq: kvartal birgalikda yashaydigan odamlar to'plami, mahalla esa birgalikda yashovchi, o'zaro javobgar va bir-biriga ma'naviy bog'liq jamoa.

3. IYMON konsepti: diniy-ma'naviy va axloqiy qatlam

IYMON konsepti o'zbek lingvomadaniyatida faqat diniy e'tiqod emas — u insoniy to'g'rilik, axloqiy me'zon va hayotiy yo'l ko'rsatuvchi tushuncha sifatida ishlatiladi. «Tasalli» novellasida go'rkov marhuma ona haqida so'z yuritib (Hoshimov, 2015, b. 7):

«— Volidayi mehriboningiz xo'p yarlaqagan odam ekanlar. To'shakda yotmabdilar, birovga zoriqmabdilar... Bunaqa beozor olim har kimga ham nasib etavermaydi.»

Bu parchada islomiy teologik konsept — *yarlamoq* fe'li (Allohning rahmat ko'rsatishi, qabul qilishi) — yashirin tarzda ishlatilgan. Riz–Ro'ziyev tarjimasida (Reese & Ruziev, 2024, p. 4): *«Your venerable mother was a good woman, Allah had mercy on her...»* — «Allah had mercy» iborasi *yarlamoq* ning islomiy teologik ma'nosiga ancha yaqin. Ganina tarjimasida (Ganina tarj., 1988, s. 6): *«Матушка ваша хорошей была женщиной, алах пожалел её.»* — «пожалел» so'zi IYMON konseptining islomiy teologik qatlamini yo'qotib, oddiy insoniy achinish tuyg'usiga aylantiradi.



«Ermon buvaning tilagi» novellasida Bismillah formulasi eng aniq shaklda uchraydi (Hoshimov, 2015, b. 78): «*Ermon buva 'Bismillohu Rahmonur Rahim' deb maysa ustiga yonboshlaydi.*» — Riz–Ro'ziyev tarjimasida (Reese & Ruziev, 2024, p. 78) formula to'liq saqlanib, izohda: «*Bismillah: In the name of Allah, recited when beginning a meaningful act — a first bite of food, opening a door, translating a book*» deb ko'rsatilgan. Bu paratekstual izoh IYMON konseptining kundalik hayotdagi diniy-madaniy funksiyasini anglofon o'quvchiga yetkazishning eng samarali usuli hisoblanadi. Ganina tarjimasida (Ganina tarj., 1988, s. 68) formula transliteratsiya bilan saqlanib, hech qanday kontekstli izoh berilmagan.

MUHOKAMA

Uchta konseptning — ONA, MAHALLA, IYMON — qiyosiy tahlili shuni ko'rsatadiki, har bir konsept tarjimada turlicha muomala talab qiladi. V. N. Komissarovning (Komissarov, 1990) pragmatik ekvivalentlik nazariyasiga ko'ra, tarjimaning yakuniy maqsadi maqsad o'quvchida asl matndagi ta'sirga yaqin ta'sir hosil qilish hisoblanadi.

ONA konsepti jihatidan: ikkala tarjima ham -im egalik qo'shimchasining grammatik-emotsional yukini to'la saqlashga qodir bo'lmagan. Bu — til tizimlari o'rtasidagi tipologik farqdan kelib chiquvchi tizimli cheklov. Kompensatsiya sifatida kontekstual izohlash (paratekst yoki qayta yaratish) strategiyasidan foydalanish mumkin, ammo ikkala tarjimada bu keng qo'llanilmagan.

MAHALLA konsepti jihatidan: Ganina tarjimasida konsept leksik darajada tamomila yo'qotilgan («kvartal»), Riz–Ro'ziyev tarjimasida esa leksik daraja saqlanib («mahalla»), paratekstual izoh orqali qisman kompensatsiya amalga oshirilgan. Biroq mahallaning axloqiy va ma'naviy qatlamlari hech qaysi tarjimada to'liq yoritilmagan. X. Hamidovning (Hamidov, 2015) kuzatuviga ko'ra, milliy institutlarning tarjimada yo'qotilishi asar ma'naviy olamining deformatsiyasiga olib keladi.

IYMON konsepti jihatidan: eng katta farq aynan shu konsept darajasida ko'zga tashlanadi. Ganina tarjimasida sovet davri mafkurasining ta'siri diniy leksikani neytrallashtirib, islomiy teologik qatlamni yo'qotgan. Riz–Ro'ziyev tarjimasida IYMON konseptiga tegishli formulalar saqlanib, paratekstual izoh bilan ta'minlangan. U. A. Arifovanning (Arifova, 2025) tadqiqotida ta'kidlanganidek, O'tkir Hoshimov asarlarining xorijiy tillarda keng retseptsiya qozonishi ularning lingvomadaniy chuqurligini o'zida saqlagan holda dunyoga taqdim etilishiga bog'liq.

XULOSA

Amalga oshirilgan qiyosiy-lingvomadaniy tahlil quyidagi ilmiy xulosalarga olib keladi.



Birinchidan, ONA, MAHALLA va IYMON konseptlari «Dunyoning ishlari» qissasidagi milliy konseptosferaning uchta asosiy ustunini tashkil etadi. Bu konseptlar matn darajasida emas, balki madaniyat darajasida shakllangan bo'lib, ularni boshqa tilga ko'chirish tarjimondan nafaqat lingvistik, balki madaniyatshunoslik bilimini ham talab qiladi.

Ikkinchidan, ONA konsepti ikkala tarjimada ham morfologik-emotsional qatlamini to'la saqlay olmagan — bu o'zbek tilining egalik qo'shimchalar tizimi va rus/ingliz tillari o'rtasidagi tipologik farqdan kelib chiquvchi ob'ektiv cheklov.

Uchinchidan, MAHALLA konsepti Ganina tarjimasida leksik yo'qotishga uchragan, Riz–Ro'ziyev tarjimasida esa leksik saqlash bilan birga qisman paratekstual izoh berilgan. Biroq mahallaning axloqiy-jamoa qatlami hech qaysi tarjimada to'la yoritilmagan.

To'rtinchidan, IYMON konsepti tarjimaviy taqdiri eng aniq mafkuraviy farqni ko'rsatadi: sovet davri domestikatsiya strategiyasi (Ganina) islomiy leksikani neytrallashtirgan; zamonaviy foreignizatsiya strategiyasi (Riz–Ro'ziyev) uni to'liq saqlagan va paratekstual izoh bilan ta'minlagan.

Beshinchidan, mazkur uch konseptning tarjimada to'la saqlanishi uchun samarali strategiya — transliteratsiya + kengaytirilgan paratekstual izoh + lingvomadaniy sharh kombinatsiyasi — bo'lib, Riz–Ro'ziyev tarjimasi bu yo'nalishda ancha ildam qadam tashlagan. Konseptlarning butun qatlamli ma'no to'liqligini saqlash kelajakdagi tarjimalar uchun ham dolzarb vazifa bo'lib qolmoqda. Ushbu xulosalar o'zbek adabiyotini dunyoga tarjima qilishda lingvomadaniy kompensatsiya strategiyalarini ishlab chiqishga asos bo'lib, o'zbek tarjimashunoslik maktabining nazariy-metodologik rivojiga hissa qo'shadi.

ADABIYOTLAR RO'YXATI

7. Arifova, U. A. (2025). O'tkir Hoshimov asarlari xorijiy tillarda. *Oriental Renaissance: Innovative, Educational, Natural and Social Sciences*, 5(26), 316–319.
8. Ganina tarjimasi — Хашимов У. (1988). *Дела земные* / Пер. с узб. М. А. Ганиной. Ташкент: Изд-во лит. и иск. им. Г. Гуляма. (Asli 1985-yilda chop etilgan)
9. Hamidov, X. (2015). 'Dunyoning ishlari' qissasi tarjimalarida milliylikning qayta yaratilishi. *Sharq Mashal'i*, (2), 42–46.
10. Hoshimov, O'. (2015). *Dunyoning ishlari: Qissa va hikoyalar*. Yangi Asr Avlodi. (Asli 1985-yilda chop etilgan)
11. Комиссаров, В. Н. (1990). *Теория перевода: Лингвистические аспекты*. Высшая школа.
12. Mahmudov, N. (2012). *Tilimizning tilla sandig'i*. G'afur G'ulom nomidagi nashriyot-matbaa ijodiy uyi.



13. Маслова, В. А. (2001). *Лингвокультурология: Учебное пособие*. Академия.
14. Muqimova, Z. R. (2022). *O'tkir Hoshimov asarlari tilining lingvopoetik va lingvomadaniy xususiyatlari* (PhD dissertation abstract). Namangan davlat universiteti.
15. Reese, M., & Ruziev, A. (Trans.). (2024). *Such Is Life: Stories by O'tkir Hoshimov* (ISBN 979-8-218-39198-0). Muloqot Cultural Engagement Program.
16. Wierzbicka, A. (1997). *Understanding Cultures Through Their Key Words: English, Russian, Polish, German, and Japanese*. Oxford University Press.

O'ZBEK SATIRIK ADABIYOTINING TARIXIY SHAKLLANISH BOSQICHLARI

Abdullayev Shavkatjon Shokirjon o'g'li

abdullayevshavkat1995@gmail.com

O'qituvchi

Namangan davlat universiteti

Annotatsiya: Mazkur maqolada o'zbek satirik adabiyotining shakllanish va rivojlanish bosqichlari ilmiy-nazariy jihatdan tahlil qilinadi. Tadqiqotda satira janrining xalq og'zaki ijodi bilan uzviy bog'liqligi, xususan askiya, latifa, lof va tegmachoq kabi folklor janrlarida satirik unsurlarning namoyon bo'lishi yoritilgan. Shuningdek, Alisher Navoiy, Zahiriddin Muhammad Bobur, Turdi Farog'iy, Mashrab, Muqimiy, Zavqiy, Furqat, Abdulla Qodiriy, Abdulla Qahhor va G'afur G'ulom kabi ijodkorlar asarlarida satiraning badiiy va ijtimoiy vazifalari tahlil etilgan. Bundan tashqari, o'zbek satirik adabiyotining tarixiy taraqqiyot bosqichlari hamda uning janr sifatida shakllanish xususiyatlari ilmiy asosda yoritiladi.

Kalit so'zlar: *Satire, Uzbek satirical literature, satire, humor, folklore, askiya, anecdote, social criticism, artistic device, satirical genre.*

Kirish

Satira janrining vujudga kelishi haqida turli xil talqinlar mavjudligi va rang-barangligi tufayli, olimlar hozirgacha uning vujudga kelishi haqida yakdil xulosaga kelishmagan. Shunga qaramay, uning yaralishi uzoq tarixga ega bo'lib, dunyo miqyosida ko'plab hududlar adabiyotida o'z ifodasini topgandir. Xususan, satira janr sifatida O'zbek va Ingliz adabiyotida ham muhim ahamiyat kasb etgan va hozirgi shaklga kelgunga qadar bir nechta davrlar va o'zgarishlarni boshdan kechirgan.

Qadimgi davrlardan boshlab Turkiy xalqlar tarkibiga kiruvchi elatlarda so'z



san'ati kuchini yuqori baholashgan va xalq og'zaki ijodida uchraydigan dastlab maqollar, hikmatli so'zlar shular jumlasidandir. Xususan, "askiya" (dialogga asoslangan yumoristik hikoya), "latifa" (kichik hajmli kulgili hikoya), "lof" (kulgili bo'rttirish), "tegmachiq" (hazillashish) kabi janrlar turkiy xalqlarda so'z nozikligini chuqur anglash mahorati yaxshi rivojlanganini bildiradi hamda ular bu vositalardan kundalik hayotda samarali foydalanishlarini ko'rsatadi⁸⁴. Bundan xulosa qilish mumkinki, ilk davrlardan boshlab ajdodlarimiz kulgu va yumor elementlarini tushunish ko'nikmalarini shakllantirishgan va kundalik hayotda so'z o'yinlari va badiiy vositalardan keng foydalanishgan.

Material va metodlar

Ushbu tadqiqotda o'zbek satirik adabiyotining shakllanishi va rivojlanish bosqichlari tarixiy-qiyosiy hamda tavsifiy tahlil metodlari asosida o'rganildi. Tadqiqot davomida xalq og'zaki ijodi namunalari, klassik adabiyot vakillari ijodi va zamonaviy ilmiy manbalar tahlil qilindi. Xususan, Omonulla Ma'daev, Shaxnoza Almatova, Sadridin Salim Buxoriy, G. Karimov, Lazizakhon Saydaliyeva va Muxlisa Muhitdinova kabi olimlarning ilmiy qarashlaridan foydalanildi. O'zbek tilshunosligida satiraning ildizlari mintaqaning boy madaniy va adabiy merosi bilan chambarchas bog'liq. O'zbekiston — sivilizatsiyalar chorrahasida joylashgan yurt bo'lib, u fors, arab va turkiy madaniyatlar ta'sirida shakllangan, va bularning barchasi uning adabiy an'alariga katta hissa qo'shgan. Satira adabiy vosita sifatida asrlar davomida o'zbek ijodkorlari tomonidan jamiyatdagi va siyosiy hayotdagi muammolarni tanqid qilish hamda ularga munosabat bildirish uchun qo'llanib kelgan⁸⁵. Satiraning badiiy janr sifatida vujudga kelishida albatta madaniyatlar aralashuvining ham o'rni beqiyosdir va shu o'rinda O'zbekiston ham ilk davrlardan boshlab qo'shni hududlar bilan savdo hamda madaniy aloqalarni o'rnatgan. Ushbu aloqalar negizida madaniyatlar to'qnashuvi va adabiy an'alar yangi bosqichga chiqqan.

O'zbek xalqida satira va yumorning ilk namunalari dastlab xalq og'zaki ijodida paydo bo'lgan, keyinchalik taraqqiy etib, rivojlanib yozma adabiyotga kirib kelgan. Satira folklorda lof, askiya, payrov, latifalarda uchraydi. Ayniqsa, lof janri satira va yumorga asoslangan. Mashhur misollarga "*Nasriddin Afandi latifalari*" va "*Mulla do'ppi hikoyalari*"ni keltirishimiz mumkin. Shunday qilib satira folklordan, birinchi adabiy yodgorliklardan o'tib, Navoiy, Turdi, Maxmur, Gulxaniy, Hoziq, Muqimiy va Zavqiylarning ijodlarida yaratildi. Xususan, Buxorolik shoir Sadridin Salim Buxoriy o'zining "*Biz bilmagan Nasriddin*" nomli maqolasida bandaning aybu qusurini ro'yi rost aytib, qusurlardan xoli etishni ko'zlashi jihatdan Nasriddin

⁸⁴ Omonulla Ma'daev O'zbek folklori. – Toshkent, 2006. – B. 10

⁸⁵ Shaxnoza Almatova "Satire in Uzbek Linguistics: A Linguistic and Cultural Exploration" // American Journal of Social Sciences and Humanity Research. – 2024. – Vol. 4, № 05. – P. 41–45.



Afandi islom tariqatidagi malomatiya yo'lini yodga solishini alohida ta'kidlaydi⁸⁶. Bu ta'rifdan xulosa qilish mumkinki, xalq og'zaki ijodi hisoblangan "*Nasriddin Afandi latifalari*" o'zida satira janrining asosiy elementlaridan biri bo'lgan kulgu ostida tanqid qilib, kamchiliklarni to'g'rilash ijtimoiy vazifasini ifoda etgan.

Natijalar

Tadqiqot natijalariga ko'ra, o'zbek satirik adabiyotining ildizlari qadimgi turkiy xalqlar folkloriga borib taqaladi. O'zbek xalq og'zaki ijodida yumor va satirik hikoyalar turli xil bayram oqshomlarida, ijtimoiy uchrashuvlarda va ommaviy tantanalarda keng qo'llanilgan. Xususan, Nasriddin Afandi, Juvonboz va Aldar Kosa kabi afsonaviy qahramonlarning mashhurligi, o'sha davrlarda yumor va satirik ma'nodagi hikoyalarni xalq orasida obro' qozonganidan dalolat beradi⁸⁷.

O'zbek adabiyotshunosligida yaratilgan asarlarda hajv va yumor elementlari yozuvchilar tomonidan qadimgi davrlardan boshlab qo'llanilganligi haqida ma'lumotlar mavjud. Bunga misol tariqasida, O'zbek adabiyotida eng dastlabki strukturali yumor Alisher Navoiy ijodida, xususan, "*Mahbub ul-qulub*" asarida uchratishimiz mumkin. Navoiy asaridagi yumoristik parchalar hech qachon faqatgina kulgu uyg'otish uchun xizmat qilmaydi, balki falsafiy va didaktik mazmunga ham ega bo'ladi. Qisqa hikoyatlar, allegorik hikoya uslubi orqali Navoiy o'z davrining ziddiyatli ijtimoiy haqiqatlarni ifodalashga erishgan⁸⁸. "*Mahbub ul-qulub*" asari mustaqil satirik janr e'tirof etila olmaydi, chunki u didaktik-axloqiy asar hisoblanadi. Lekin ushbu talqinga e'tibor qilsak, Navoiy asarida nafaqat yumor balki satira harakateri ham mavjud bo'lib, ijtimoiy hodisalardagi illatlar, kamchiliklarni tanqid ostiga olinishi satira janrining dastlabki ko'rinishi O'zbek adabiyotshunosligida ham uzoq tarixga ega degan xulosaga kelishimizga nazariy asos bo'la oladi.

XVII-XVIII asrlar O'zbek satirik adabiyotida klassik hajv va tanqidiy ruh kuchaygan davr hisoblanadi. Ushbu davrlarda Turdi Farog'iy, Muqimiy, Mashrab, Furqat, Zavqiy kabi adabiyot namoyondalarining yaratgan asarlari satira janri rivoji bilan bevosita bog'liqdir. Xususan, XVII asrda yashab, irod qilgan Turdi Farog'iyning yozgan muxammaslarida satirik ruh yaqqol namoyon bo'lgan. Shoir manmanlarni, riyo qiluvchilarni va adolatsizlikka yo'l qo'ygan amaldorlarni kinoya bilan tanqid qiladi:

*O'zni ulug' ko'rsatib, xalqni tahqir aylagan,
Oqibat topmas nechun, zulm ila yo'l aylagan?*

⁸⁶ Sadriddin Salim Buxoriy "Biz bilmagan Nasriddin" // Tafakkur. – 1996. – № 12. – B. 86.

⁸⁷ Mohinur Akmal qizi Mansurova "The Formation and Development of Satirical Genres" // Conference paper. – Zenodo, 2025. – 30 May.

⁸⁸ B. Karimov Alisher Navoiy ijodida axloqiy-estetik g'oyalar. – Toshkent: Fan, 2005.



XIX asr o'zbek adabiyotida satira **mustaqil yo'nalish sifatida shakllandi** va ijtimoiy hayotdagi kamchiliklarni tanqid qilishning kuchli badiiy vositasiga aylandi. Bu davr, ayniqsa, Qo'qon adabiy muhitida satirik she'riyatning rivojlanishi bilan alohida xarakterlanadi. Qo'qon adabiy muhitida ijod qilgan va O'zbek satirik adabiyotining rivojlanishida o'ziga xos o'ringa ega bo'lgan shaxslardan biri Muqimiy hisoblanib, ijtimoiy tanqid yo'nalishida ko'plab asarlar yaratgan. Muqimiy ijodi bo'yicha izlanish olib borgan yurtdoshlarimizdan biri

G.Karimov ta'kidlashicha, Muqimiyning ijodida qarama-qarshiliklar, ijtimoiy adolatsizliklar va insoniy masalalar, shuningdek erkin iroda, baxt va quvonch kabi mavzular bilan bog'liq ko'p jihatlar mavjud⁸⁹.

L. Saydaliyeva va M. Muhitdinovanning *“Muqimiyning O'zbek kulgi adabiyotidagi o'rni”* maqolasi Muqimiy ijodining **O'zbek satirik adabiyotidagi o'rni va ahamiyatini** o'rganadi. Tadqiqot Muqimiyning **ijodiy asarlaridagi satirik elementlar va ijtimoiy tanqidiy mazmunni** tahlil qiladi. Shuningdek, ish Muqimiyning **o'z davrining ijtimoiy-siyosiy muammolarini yoritishda satiradan qanday foydalanganini** ham ko'rsatadi⁹⁰. Muqimiy ijodini ma'no va yo'nalish jihatidan davom ettirgan va o'zining sherlari bilan mustamlaka zulmiga qarshi chiqib, tuzumdagi amaldorlarni kirdikorlarini fosh etishga harakat qilgan zabardast yozuvchilardan biri Zavqiy taxallusi bilan ijod qilgan Ubaydulloh Solih o'g'li edi. Zavqiyning bir qancha she'rlari („Kajdor zamona“, „Ajab zamona“, „Abdurahmon shayton“ va boshqalar)da mustamlaka tuzumidagi ijtimoiy tengsizlik, adolatsizlik, chor ma'muriyati himoyasida bo'lgan ayrim nopok amaldorlarning kirdikorlari fosh etiladi. Zavqiyning „Voqea qozi saylov“ (1909–1910), „Qahatchilik“ (1916) kabi asarlarida ijtimoiy adolatsizlik fosh etiladi, xalqning zulmga qarshi namoyishlari aks ettiriladi. „Ajab ermas“ radifli muhammasi 20-asr boshlari o'zbek she'riyatida muhim hodisa bo'ldi. Bunda shoir mustamlaka asoratida ezilayotgan yurtning baxtli kelajagi haqida fikr yuritdi. Ijtimoiy hayotdagi ayrim nosozliklar, kishilar faoliyatidagi salbiy hollar ustidan bir qator she'rlari („Ta'rifi kalish“, „Otim“, „Fonus“, „Sigirim“, „Pashshalar“ va boshqalar)da zaharxanda bilan kuladi⁹¹.

Xulosa

Tahlillar shuni ko'rsatadiki, o'zbek satirik adabiyoti dastlab xalq og'zaki ijodi asosida shakllanib, keyinchalik yozma adabiyot tarkibida rivojlangan. Xususan, XX asr o'zbek adabiyotiga nazar tashlansa, jahon adabiyoti mezonlariga muvofiq keladigan satira va yumor 20-yillar adabiy maydonida paydo bo'la

⁸⁹ G. Karimov Muqimiy ijodiy merosining manbalari // Muqimiy. Asarlar to'plami. – 1960.

⁹⁰ Lazizakhon Saydaliyeva, Muxlisa Muhitdinova “The Role of Mukimi in Uzbek Comic Literature” // Conference. – 2023. – Vol. 2, № 02. – P. 98–101.

⁹¹ <https://uz.wikipedia.org/wiki/Zavqiy>



boshlagani ko‘rinadi. Bu davrda hajviya, feleton va hangomalar yozuvchilar tomonidan shartli imzolar bilan e‘lon qilingan. 20-yillar adabiy jarayonida ilmiy hayotida faol bo‘lgan Cho‘lpon, G‘ozi Yunus, Ashurali Zohiriy, Vadud Mahmud kabi ijodkorlar borki, ularning aynan jiddiy badiiy va ilmiy asarlarida shartli imzolarga duch kelinadi⁹². Ushbu talqinga e‘tibor qilsak, shartli imzolar deyilganda yozuvchi asarni turli xildagi taxalluslar bilan yozilgan degan ma‘noni ifodalamoqda. Yozuvchilarning turli xildagi taxalluslardan foydalanib ijod qilganligini asosiy sabablaridan biri syosiy tanqiddan ehtiyotkorlik chorasi edi.

Foydalanilgan adabiyotlar

1. Almamatova, S. (2024). Satire in Uzbek linguistics: A linguistic and cultural exploration. *American Journal of Social Sciences and Humanity Research*, 4(05), 41–45.
2. Buxoriy, S. S. (1996). Biz bilmagan Nasriddin. *Tafakkur*, (12), 86.
3. Karimov, B. (2005). *Alisher Navoiy ijodida axloqiy-estetik g‘oyalar*. Toshkent: Fan.
4. Karim, B. (2006). *Abdulla Qodiriy: Tanqid, tahlil va talqin* (p. 87). Toshkent: O‘zbekiston Respublikasi Fanlar akademiyasi “Fan” nashriyoti.
5. Karimov, G. (1960). Muqimiy ijodiy merosining manbalari. In *Muqimiy. Asarlar to‘plami*.
6. Mansurova, M. A. q. (2025, May 30). *The formation and development of satirical genres* [Conference paper]. Zenodo.
7. Ma‘daev, O. (2006). *O‘zbek folklori* (p. 10). Toshkent.
8. Saydaliyeva, L., & Muhitdinova, M. (2023). The role of Mukimi in Uzbek comic literature. *Confrencea*, 2(02), 98–101.

“DEVONU LUG‘ATIT TURK” ASARIDA LINGVOMADANIY BO‘SHLIQLAR VA ULARNI TARJIMADA IFODALASH YO‘LLARI

M.Parpibayeva

Namangan Davlat Universiteti

Mustaqil izlanuvchi doktorant (PhD)

E‘mail: parpibayevamaftunaxon@gmail.com

Tel: +99894 171 70 15

Annotatsiya: Mazkur maqolada Mahmud Koshg‘ariyning “Devonu lug‘atit turk” asaridagi lingvomadaniy lakunalar va ularning turli tarjimalardagi ifodalanish xususiyatlari tahlil qilinadi. Tadqiqotda Q.Sodiqov, R.Dankoff,

⁹² Карим Б. Абдулла Қодирий: Танкид, таҳлил ва талқин. – Тошкент: Ўзбекистон Республикаси Фанлар академияси «Фан» нашриёти, 2006. – Б. 87.



B.Atalay va Z.Auezova tarjimalari qiyosiy yondashuv asosida o'rganilgan. Asarda qo'llanilgan "al-abd" birligi misolida tarjimonlarning turli metodlari — kalkalash, tushirib qoldirish va madaniy adaptatsiya — ilmiy jihatdan baholanadi. Shuningdek, faksimile manbalarga tayangan zamonaviy turkologiya yutuqlarining tarjima sifatiga ta'siri ochib beriladi. Tadqiqot lingvokulturologik yondashuv asosida asliyat va nishon til o'rtasidagi semantik va madaniy farqlarni yoritadi hamda tarjima strategiyalarining samaradorligini ko'rsatadi.

Kalit so'zlar: Devonu lug'atit turk, tarjima, lingvomadaniy lakuna, Koshg'ariy, adaptatsiya, kalkalash, semantika, turkologiya, Q.Sodiqov, R.Dankoff

LINGUOCULTURAL GAPS IN "DEVONU LUG'AT-IT TURK" AND THEIR REPRESENTATION IN TRANSLATION

Abstract: This article analyzes linguocultural lacunae in Mahmud Kashgari's "Devonu lug'at-it turk" and the peculiarities of their representation in various translations. The study comparatively examines the translations of Q. Sodiqov, R. Dankoff, B. Atalay, and Z. Auezova. Using the example of the unit "al-abd," different translation methods—calque, omission, and cultural adaptation—are evaluated from a scientific perspective. The paper also highlights the impact of modern Turkological achievements, particularly the use of facsimile sources, on translation quality. Based on a linguocultural approach, the study reveals semantic and cultural differences between the source and target texts and demonstrates the effectiveness of translation strategies.

Keywords: Devonu lug'at-it turk, translation, linguocultural lacuna, Kashgari, adaptation, calque, semantics, Turkology, Q. Sodiqov, R. Dankoff

Kirish

"Devonu lug'atit turk"ning har bir satri tarjima va tadqiq jarayonida oltin qiymatiga ega nodir manba sifatida namoyon bo'ladi. Ushbu o'lmas merosning dunyo tillariga qayta-qayta tarjima qilinishi, bir tomondan, uning takrorlanmas hikmatlar jamlanmasi ekanligi bilan bog'liq bo'lsa, ikkinchi tomondan, asarni mukammal tadqiq etishga bo'lgan uzluksiz ilmiy urinishlar hosilasidir. Matn tarjimasi jarayonida kitobxon yordamchi manbalarga tayanadi, qiyosiy izlanishlar olib boradi va asar tili orqali muayyan xalqning madaniy-ma'rifiy sarchashmalaridan bahramand bo'ladi. "Mana shunday milliy va lisoniy xazinaga boy; ham tilshunoslik, ham adabiyotshunoslik jihatidan satrlari bir-biriga uyg'unlashgan, ko'plab millatva elatlar kechmishi, madaniy hayoti, geografik o'rni va davlat boshqaruvini batafsil tasvirlagan, qadimgi turkiy tilda asarlarning eng buyugi hisoblangan asar bu – "Devonu lug'at-it turk" me'moriy yodgorligidir". (Parpibayev, 2025)



Adabiyotlar tahlili

Shuni alohida ta'kidlash lozimki, ushbu tarjima va tabdillarning qayta amalga oshirilishiga yana bir jiddiy omil — zamonaviy turkologiya yutuqlari, xususan, asarning faksimile nusxalaridan foydalanish imkoniyati kengayganligi sabab bo'ldi. Ilmiy kuzatishlar shuni ko'rsatadiki, ayrim hollarda avvalgi tarjimonlar asarning asl qo'lyozmasini ko'rmasdan, boshqa bir tarjimaga (vositali manbaga) tayanib ish ko'rganlar. Buning natijasida tarjima jarayonida asliyatdan muayyan darajada uzoqlashish hamda madaniy terminlar talqinida subyektiv yondashuvlar yuzaga kelgan. Bugungi kunda asarning faksimile nusxalarini bevosita tadqiq etish imkoni tug'ilgani tarjimonlarga madaniy va tarixiy qatlamlarni asliyatga muvofiq qayta tiklash imkonini bermoqda.

Zero, tilshunos olim F.Palmer ta'kidlaganidek, "Tilning lug'at tarkibi ko'pincha olamdagi obyektiv voqelikni emas, balki shu tilda so'zlashuvchi xalqning qiziqishlari va hayotiy ehtiyojlarini aks ettiradi". (Palmer, 1976) Demak, Devondagi har bir so'z — qadimgi turklarning yashash tarzi va ehtiyojlari mahsulidir. Shu bois ham, buyuk nemis mutafakkiri I.Gyote ham xorijiy shoir asarlarini tarjima qilmoq uchun, avvalo, ularning mamlakatiga sayohat qilish lozimligini ta'kidlaydi. (Gyote, 2019) Ya'ni tarjimon o'sha xalqning ruhiyatini his etish lozimligini uqtirgan. B.Atalay, Q.Sodiqov, R.Dankoff va Z.Auezova kabi tarjimonlar ham Devon olamiga lisoniy "sayohat" qilar ekanlar, asar asliyatiga murojaat qilish orqali qadimiy turkiy dunyoqarash va yashash tarzi aks etgan lisoniy manzarani qayta tiklashga muvaffaq bo'ldilar.

Tahlillar va natijalar

"Devonu lug'atit turk" asarining lisoniy olam manzarasini tadqiq etish jarayonida jami 142 ta lingvomadaniy lakuna aniqlandi va lakunar birliklar mazmun-mohiyatiga ko'ra beshta asosiy tematik guruhga, ya'ni ijtimoiy-siyosiy, ma'naviy-diniy, moddiy madaniyat, kasb-hunar hamda o'lchov birliklari bilan bog'liq lakunalarga tasniflangan.

Shu nuqtai nazardan, tahlilni asar muqaddimasida uchraydigan ayrim muhim lingvomadaniy birliklardan boshlash maqsadga muvofiqdir. Jumladan, "Devon" muqaddimasida Mahmud Koshg'ariy o'zini tanishtirar ekan, shunday yozadi: "*Endi hamdu salotdan so'ng bu kamina, Mahmud bin al-Husayn bin Muhammad so'zlarini tinglangiz...*". (Mutallipov, 1960)

Asliyatda arabcha "*al-abd*" – qul, banda ma'nosini beruvchi ushbu lakunar birlik Q.Sodiqov tabdilida o'zbek tilining o'ziga xos lisoniy imkoniyatlaridan kelib chiqib, *kamina* so'zi orqali muvaffaqiyatli tiklanganini ko'rishimiz mumkin. (Sodiqov, 2017) Biz ushbu yondashuvni asarning lisoniy va madaniy ruhini qayta yaratishdagi eng ijobiy yechim deb hisoblaymiz, chunki asliyatdagi *al-abd* (banda,



qul) soʻzi nafaqat lugʻaviy maʼnoni, balki muallifning Alloh oldidagi ojizligi va oʻquvchi oldidagi ilmiy kamtarligini ifodalovchi chuqur lingvokulturologik yukka ega. Oʻzbek tarjimachilik anʼanasida, xususan, Navoiy va Bobur kabi klassiklar merosida *kamina* birligi aynan shu vazifani — muallif shaxsi va uning kamtarlik odobini bitta soʻzda mujassam etgan. Tarjimon *kamina* soʻzini qoʻllash orqali lisoniy-madaniy adaptatsiya va kompensatsiya usullarini oʻzaro uygʻunlashtirib, asliyatdagi madaniy boʻshliqni nishon tili tabiatiga mos ravishda ijobiy toʻldirishga muvaffaq boʻlgan. Bu esa, oʻz navbatida, XI asr mualliflik etikasini zamonaviy oʻzbek oʻquvchisiga tushunarli va tabiiy tilda taqdim etish imkonini bergan.

Ushbu birlikni nishon tillariga oʻgʻirishda tarjimonlar turlicha metodologik yoʻllardan borganlar. Xususan, R. Dankoff inglizcha tarjimada asliyatdagi *al-abd* soʻzini *The slave* (Qul) deb berishni lozim topgan. (R.Denkoff, 1985) Garchi bu oʻgʻirish lugʻaviy jihatdan asliyatga yaqin (kalkalash) boʻlsa-da, ingliz tili akademik muhiti va gʻarb kitobxoni uchun kutilmagan uslubiy gʻalizlikni keltirib chiqaradi. Chunki ingliz tilida muallifning oʻzini *slave* deb atashi sharqona mualliflik etikasidagi *banda* (Allohnin quli) tushunchasini toʻliq ochib berolmaydi, balki oʻquvchida ijtimoiy qulchilik haqidagi notoʻgʻri tasavvurni uygʻotishi mumkin. Shunga oʻxshash holatni qardosh turk tili (B.Atalay) tarjimasida ham kuzatish mumkin: tarjimon lisoniy gʻalizlikdan qochish va matnni turk tili akademik meʼyorlariga moslashtirish maqsadida *al-abd* birligini butunlay tushirib qoldirgan. Bu oʻrinda semantik toraytirish usuli qoʻllanilgan boʻlib, natijada asliyatdagi sharqona mualliflik odobining muhim elementi tarjimada aks etmay qolgan. Bu holat turkiy tillar orasida ham lakunalarni toʻldirishda turlicha metodologik yondashuvlar mavjudligini va oʻzbekcha tabdildagi *kamina* soʻzi asar ruhini saqlashda naqadar muvaffaqiyatli tanlanganini yana bir bor isbotlaydi.

Z. Auezova ruscha tarjimada ushbu arabcha birlikni *Раб Божий* birikmasi orqali oʻgʻirishni lozim topgan. (Auezova, 2005) Bizningcha, bu yondashuv nishon tilining (rus tili) madaniy-diniy qoliplaridan kelib chiqqan holda tanlangan lisoniy-madaniy adaptatsiya usulining namunasidir. Rus tilidagi *Раб Божий* tushunchasi ham pravoslav, ham islomiy anʼanalarda oʻxshash mazmuniy yukka ega boʻlib, u asliyatdagi *al-abd* maʼnosini — insonning Yaratgan oldidagi ojizligi va tobeʼligini rus kitobxoni uchun tanish boʻlgan lisoniy shaklda yetkazib beradi. Garchi bu oʻgʻirish nishon tilida asliyat ruhini muayyan darajada saqlab qolgan boʻlsa-da, u koʻproq diniy-konfessional rangga ega boʻlib, matnning zamonaviy ilmiy akademik uslubida biroz uslubiy chekinish uygʻotishi ham mumkin. Shunga qaramay, tarjimon rus tilining ichki imkoniyatlaridan foydalanib, asliyatdagi sharqona mualliflik etikasini qayta tiklash orqali tarjimada yuzaga kelishi mumkin boʻlgan semantik boʻshliqni muvaffaqiyatli toʻldirishga harakat qilgan.



Asliyatdagi lakuna	O'zbekcha tarjima	Inglizcha tarjima	Ruscha tarjima
Al-abd	Kamina	Slave	Раб Божий
Qo'llangan strategiya	Lisoniy-madaniy adaptatsiya	kalkalash	Lisoniy-madaniy adaptatsiya
Tadqiqotchi taklifi		Humble servant	
Qo'llangan strategiya		Lisoniy-madaniy adaptatsiya	

Xulosa

Tahlil natijalariga ko'ra, tarjimonlarning yondashuvlari turlicha metodologik asosga ega. Q.Sodiqov "kamina" birligi orqali lingvomadaniy adaptatsiyani muvaffaqiyatli amalga oshirib, asliyatdagi mualliflik odobi va kamtarlik ruhini saqlab qolgan. R.Dankoff "slave" tarjimasi orqali kalkalash usulini qo'llagan bo'lsa-da, nishon tilida semantik noaniqlik yuzaga kelgan. B.Atalay esa matnni moslashtirish maqsadida ayrim birliklarni tushirib qoldirgan, bu esa lakunani kuchaytirgan. Z.Auezova "Раб Божий" orqali madaniy-diniy ekvivalent yaratgan. Umuman olganda, o'zbekcha tarjima eng muvozanatli va lingvokulturologik jihatdan eng muvaffaqiyatli yechim sifatida baholanadi.

Adabiyotlar ro'yxati

1. Atalay, B. (1940). *Divanü Lûgat-it-Türk* tercümesi (3 vols.). Ankara: Türk Tarih Kurumu Yayınları.
2. Auezova, Z. (1984). *Mahmud Kashgari and his "Divan Lugat at-Turk"*. Moscow: Nauka Publishing.
3. Dankoff, R. (1985). *Compendium of the Turkic dialects (Dīwān Lughāt al-Turk)*. Cambridge: Harvard University Press.
4. Goethe, J. W. (2019). *West-Eastern divan: Complete, annotated new translation* (E. Ormsby, Trans.). London: Gingko Library.
5. Mutallipov, S. (1960). *Devonu lug'atit-turk*. Toshkent: Fan nashriyoti.
6. Palmer, F. R. (1976). *Semantics*. Cambridge: Cambridge University Press.
7. Parpibayev, B. R. (2024). *Qadimgi turkiy folklor va ularning tarjimalaridagi o'ziga xos xususiyatlar ("Devonu lug'at-it Turk" asaridagi maqol va hikmatli so'zlar misolida)* (PhD dissertation). Namangan.
8. Sodiqov, Q. (2006). *Qadimgi turkiy til*. Toshkent: O'zbekiston Respublikasi Fanlar akademiyasi nashriyoti.



UO‘K 000.000.00

Nemis frazeologik olam manzarasi (Aka-uka Grimmlar ertaklari misolida)

K.X.Mansurova

Namangan State University,

E-mail: karomat_71@mail.ru

Abstract. *The article examines phraseological units in the Brothers Grimm's "The Town Musicians of Bremen" through a linguoculturological lens. The author explores their etymology, socio-cultural roots, and narrative functions. The study's novelty lies in comparing fairy-tale idioms with standard dictionary forms using descriptive and contextual analysis. The research highlights how these units shape the German fairy-tale world view and enhance the text's expressiveness.*

Keywords: *fairy tale, fairy-tale discourse, linguoculturology, phraseological unit, Brothers Grimm, German language.*

Kirish

Ertak va qo‘shiqlar, doston va afsonalar, maqol va matallar, topishmoq va irimlar, duolar hamda qadimiy rivoyatlar ko‘rinishidagi og‘zaki xalq ijodi – madaniyatning eng qimmatli qatlamidir. Yakob Grimm (1785-1863) va Vilgelm Grimm (1786-1859) xalq ertaklarining yuksak tarixiy-madaniy, estetik va ma‘naviy qiymatini, ularning jonli va o‘tkir tilini e‘tirof etgan holda, o‘z faoliyatini og‘zaki xalq ijodini tadqiq qilishga bag‘ishladilar va milliy boylikni saqlab qolishga ulkan hissa qo‘shdilar. Ular «Nemis tili lug‘ati»ning birinchi mualliflaridir. Lug‘atning 1-jildi 1854-yilda nashr etilgan bo‘lsa, oxirgi jildi bir necha avlod germanistlarining mashaqqatli mehnatidan so‘ng 1961-yilda dunyo yuzini ko‘rdi. Aka-uka Grimmlar tarixga ertak to‘plovchilar sifatida kirdilar; ular xalq og‘zaki ijodining o‘ziga xosligini, xalq nutqining obrazlilik va ta’sirchanligini saqlab qolishga, shuningdek, boshqa folklor ixlosmandlarini ham materiallar to‘plashga ilhomlantirishga muvaffaq bo‘ldilar.

Material va metodlar

Maqolada folklor olami manzarsi modelining alohida qismini aks ettiruvchi ertak olami manzarasi ko‘rib chiqiladi [9, 65-b.].

Ertak olamida uyg‘unlik hukm suradi, tabiat jonlanadi, jamiyatning barcha a‘zolari uchun eng muhim bo‘lgan fazilatlar va xulq-atvor modellari yoritib beriladi.

Ye. M. Meletinskiyning fikricha, ertakning sarchashmasi mif (afsona) hisoblanadi va ertak semantikasini aynan mif orqali talqin qilish mumkin [4, 232-



b.].

Ertak olam manzaraasi tasvirlashning o'ziga xos an'anasi – arxaik mifologiyani davom ettiradi [3, 167-b.].

V. P. Anikin o'z tabiatiga ko'ra arxaik bo'lgan ertak qadimgi miflar va sehr-joduga bog'liq bo'lganini ta'kidlaydi [1, 100-b.]. Ko'plab mahalliy tadqiqotchilar Ye. M. Meletinskiyning nuqtayi nazarini qo'llab-quvvatlagan holda, «ertak mifdan, xalq tili va hayot tarzidan yaraladi, vaqt o'tishi bilan fantastik hamda mo'jizaviy qatlamlarni o'z ichiga olgan holda rivojlanadi» deb hisoblaydilar [2, 7-b.]. Folklor ertagining janr sifatidagi dinamik tabiati boshqa olimlar tomonidan ham qayd etilgan [5, 221-b.; 7, 18-b.].

Ertak janr tuzilishining ko'p qirraligi, bilim beruvchi va didaktik (tarbiyaviy) mohiyati, majoziy uslubi, tarkibiy xususiyatlari hamda obrazli-poetik tizimi tufayli murakkab tadqiqot obyekti hisoblanadi. Ertak diskursi folklor an'alariga borib taqaladigan boy ifoda vositalari tizimi bilan ajralib turadi. Ertaklar etnosning ijodiy niyatini ro'yobga chiqarishga, uning ma'naviy-axloqiy va estetik qarashlari, an'analari va madaniyatini namoyon etishga xizmat qiladi.

Tadqiqotimiz uchun frazeologik birliklarning lisoniy olam manzarasining bir qismi bo'lgan ertak diskursida amal qilishi (funktsiyalanishi) nuqtayi nazaridan o'rganilishi katta qiziqish uyg'otadi. Ertak syujeti asosida voqelikni obrazli qayta anglash yotadi [8, 15-b.]. Ertak diskursida frazeologizmlarning qo'llanilishini tadqiq etishda frazeologik birliklar orqali uzatiladigan konnotativ ma'lumotni to'laqonli idrok etishni hisobga olish zarur. Birlikning semantik mazmunini tushunishdan tashqari, uning ekspressiv-baholovchi konnotatsiyasini ham e'tiborga olish lozim, chunki frazeologik birliklar o'zining hissiy bo'yoqdorligi va salohiyatli baholovchi xususiyati bilan ajralib turadi. Bunday tahlil ushbu birlikning kelib chiqishiga asos bo'lgan madaniy-tarixiy ma'lumotlarni jalb qilishni taqozo etadi.

Tadqiqotimiz uchun Yakob va Vilgelm Grimmlarning «Die Bremer Stadtmusikanten» («Bremen musiqachilari») ertagi matnidan saralab olingan 15 ta frazeologik birlik illyustrativ material bo'lib xizmat qildi. Frazeologik birliklarning o'ziga xosligi ularni umumiy turdagi lug'atlarda hamda zamonaviy nemis adabiy tilining maxsus frazeologik lug'atlarida qayd etilgan adabiy til frazeologizmlari bilan qiyoslash orqali aniqlanadi. Tadqiq etilayotgan ertak diskursida milliy-madaniy frazeologizmlar uchraydimi yoki yo'qligiga alohida e'tibor qaratiladi.

«Bremen musiqachilari» aka-uka Grimmlarning dunyodagi eng mashhur va sevimli ertaklaridan biri hisoblanadi. U 1819-yil 3-iyulda «Bolalar va oilaviy ertaklar» to'plamining ikkinchi nashrida chop etilgan. Nemis ertagi syujetiga nazar tashlaylik. Asarning asosiy qahramonlari hayvonlar — eshak, it, mushuk va



xo‘rozdir. Ular muqarrar o‘limni oldindan sezadilar, chunki qarib qolgan, jismoniy kuchini yo‘qotgan va xo‘jalikda yetarli darajada yordam bera olmay qolgan edilar. Shu sababli, ular egalaridan qochib ketishadi, birlashishadi va ko‘cha musiqachilari sifatida o‘zlarini sinab ko‘rish uchun Bremenga yo‘l olishga qaror qilishadi. Shaharga borish yo‘lida ular o‘rmonda to‘xtab, o‘rmon ichkarisidagi qaroqchilar kulbasini topadilar va o‘z topqirliklari tufayli qaroqchilarni haydab chiqaradilar. Shundoq qilib, quvnoq va jasur musiqachilar bir-birining ustiga chiqib «piramida» hosil qiladilar, qaroqchilar uyi derazasi yonida o‘z «mahoratlarini» namoyish etib, yovuz kimsalarni darhol quvib yuboradilar. Qaroqchilar to‘satdan paydo bo‘lgan dahshatli arvohdan qo‘rqib, katta vahima ichida qochib ketishadi. Hayvonlar shahar musiqachisi bo‘lish haqidagi dastlabki rejalaridan voz kechib, qolgan umrlarini o‘rmon qaroqchilari kulbasida erkinlikda o‘tkazadilar.

Ertakning axloqiy xulosasi (morali) shundan iboratki, o‘zaro ishonch, qat’iyat va hamkorlik tufayli qiyin hayotiy vaziyatlarni yengib o‘tish mumkin. Do‘stlar bir-birlarini qo‘llab-quvvatlaydilar va umumiy maqsadga erishishda yordam beradilar, chunki hayvonlarning har biri yolg‘izlikda omon qolish uchun juda kam imkoniyatga ega edi. «Quvilganlar» o‘z huquqlarini tiklaydilar va barchasi birgalikda o‘z himoyasiga otlanganlarida, o‘zlarini muvaffaqiyatli namoyon etadilar.

Natijalar

Ertak diskursida keng tarqalgan frazeologizmlardan biri **sich auf den Weg machen – aufbrechen**; «yo‘lga otlanmoq/yo‘lga tushmoq» iborasidir. Ushbu frazeologizm qo‘llanilgan kontekst hikoyachi nutqining bir qismi hisoblanadi: **Da dachte der Herr daran, ihn aus dem Futter zu schaffen, aber der Esel merkte, dass kein guter Wind wehte, lief fort und machte sich auf den Weg nach Bremen; dort, meinte er, könnte er ja Stadtmusikant werden. Keltirilgan jumlada yana ikkita idioma mavjud: ihn aus dem Futter (zu) schaffen va kein guter Wind wehte**, ular ushbu mikrokontekstda o‘zgargan (modifikatsiyalangan) shaklda qo‘llanilgan.

Ertakdagi eshak uydagi noxush muhitni shamol esishiga qarab aniqlaydi – **kein guter Wind wehte** («yaxshi shamol esmayotgan edi»); nemis ertagi qahramoni o‘z atrofida qilarga razm soladi, muqarrar o‘limni his qiladi va shu sababli qochishga qaror qiladi.

Ushbu nemischa ibora lug‘atlarda uchramaydi, biroq mazkur tabiiy hodisani ifodalovchi boshqa frazeologizmlar mavjud: **Wind wissen – so‘zlashuv tilida «biror narsadan xabardor bo‘lmoq»**; **wissen, woher der Wind weht – Bescheid wissen**; «shamol qayerdan esayotganini sezmoq; gap nimadaligini tushunmoq»; **Wind von etw. bekommen/kriegen/haben – etwas**



erfahren/vernehmen/hören/mitbekommen; «biror narsa haqida xabar topmoq/payqab qolmoq». Bu holat **Futter** (yem-xashak) komponentli ikkinchi idiomaga ham tegishli bo‘lib, u lug‘atlarda mavjud emas, lekin ularda gut im Futter sein/stehen – «yaxshi boqilgan/semiz bo‘lmoq» frazeologizmi berilgan. Ko‘rib chiqilayotgan ertak diskursida frazeologizmlarning bilvosita nominatsiya belgilari sifatida tez-tez uchrashi qahramonga baholovchi tavsif berish maqsadini ko‘zlaydi.

Muhokama

Ushbu iborani talqin qilishda suyaklar (Knochen) va suyak ko‘migi (Knochenmark) skeletning asosini, uning «o‘zagini» tashkil etishidan kelib chiqish lozim. Xo‘rozning yuqori darajadagi o‘tkir qichqirig‘i tirik organizmning chuqur qatlamlariga ta’sir ko‘rsatib, miya va suyak tizimi uchun qo‘zg‘atuvchi omil bo‘lib xizmat qiladi. Xo‘rozning baland ovozda sayrashi shu qadar kuchliki, u qabul qilish imkoniyatlaridan yuqori bo‘lib, xavf-xatardan darak beradi.

Navbatdagi aus vollem Hals[e] — «bor ovozi bilan, bor kuchi bilan, bo‘g‘zini yirtib» iborasi Hals (bo‘yin/tomoq) leksemasini o‘z ichiga oladi [16, 250-b.; 37, 294-b.]. Idioma tarkibiga ichki a‘zo (tomoq) nomi kiritilgan. Ushbu frazeologizmning Kehle (halqum), Lunge (o‘pka) leksemalari bilan bog‘liq boshqa variantlari ham mavjud: sich den Hals ausschreien, sich die Kehle ausschreien / aus dem Hals schreien, aus voller Kehle, aus voller Lunge singen/schreien, sich die Lunge ausschreien / aus dem Hals / Leib schreien. Ertak matnida aus vollem Hals schreien — «bor ovozi bilan baqirmoq» frazeologizmi qo‘llaniladi. Frazeologizm tarkibiga xo‘rozning xatti-harakatini, uning yordam so‘rab baqirgan achchiq va o‘tkir ovozini ifodalovchi schreien («baqirmoq, qichqirmoq, hayqirmoq») fe‘l komponenti kiradi. Frazeologizmning semantik mazmuni voll (to‘la) sifatlashiga bog‘liq: „Nun schrei ich aus vollem Hals, solange ich kann.“ – „Ei was, du Rotkopf,“ sagte der Esel, „zieh lieber mit uns fort, wir gehen nach Bremen, etwas Besseres als den Tod findest du überall; du hast eine gute Stimme, und wenn wir zusammen musizieren, so muss es eine Art haben“ [9, 56-b.].

Ushbu somatik frazeologizm e‘tiborni ovoz paychalari joylashgan tomoqning ichki qismiga qaratadi. Qushlarning hiqildoq‘i bor, lekin ularda ovoz paychalari va hiqildoq usti qopqog‘i bo‘lmaydi, shuning uchun ular ko‘krak qafasining chuqur qismida joylashgan pastki hiqildoq (sirinks) orqali tovush chiqaradilar. Taxminlarga ko‘ra, aus vollem Hals[e] iborasi ovchilik tili bilan bog‘liq: ov paytida haydovchilardan bor kuchini ishga solish va yuqori tezlik talab qilingan, haydab ov qilishda esa turli xil keskin tovushlar chiqarilgan.

Xulosa

Ertak nemis xalqi ma’naviy madaniyatining ajralmas qismi bo‘lib, til egalarining diniy va mifopoetik qarashlari uzoq vaqt davomida rivojlanishining



natijasidir. «Die Bremer Stadtmusikanten» nemis ertagining milliy o'ziga xosligi uning syujetida, qahramonlar obrazida, til vositalari va ramzlar tanlovida, adolat va axloq, yaxshilik va yomonlik tushunchalarining talqinida namoyon bo'ladi. Nemis ertak diskursida frazeologizmlarning qo'llanilishi tahlili milliy lisoniy olam manzarasining tub qatlamlariga kirib borishga hamda millatning madaniy kodlari bo'lib xizmat qiluvchi frazeologizmlarning lingvokulturologik salohiyatini ochib berishga imkon beradi.

Tadqiqot materiali sifatida 15 ta frazeologik birlik (idiomalar, barqaror o'xshatishlar, juft so'z birikmalari) olindi. Ularning ba'zilar qahramonlarning his-tuyg'ularini, ruhiy va jismoniy holatini tavsiflasa, boshqalari harakatning jadalligi va yo'nalishini, yana bir guruhi esa harakatga nisbatan bo'lgan reaksiyani ifodalaydi. Frazeologizmlar ko'rsatilgan harakatning yoki umuman faoliyatning o'lchov va darajasini belgilaydi, ertak qahramonlarining xarakteriga qo'shimcha chizgilar kiritadi. Ayrim frazeologik birliklar qahramonlarning hissiy holatini obyektivlashtiradi. Ertak matnida leksikografik manbalarda (lug'atlarda) qayd etilmagan, biroq ertak diskursida juda ko'p qo'llaniladigan va nemis xalqi ruhini ifodalovchi *Dem ist der Mund noch warm* frazeologizmi aniqlandi.

Adabiyotlar ro'yxati:

1. Аникин, В. П. Теория фольклора: курс лекций / В. П. Аникин. – 3-е изд. – М.: КДУ, 2007. – 432 с.

2. Гагаев, А. А. Философия мордовской сказки. Мокшень ёвксть философияц. Эрзянь ёвксонть философиясь: монография. – 2-е изд., перераб. и доп. / А. А. Гагаев, П. А. Гагаев, Н. В. Кудаева. – Саранск: Изд-во Морд. ун-та, 2016. – 160 с.

3. Коробкина, Н. И. Парное понятие «добро и зло» в немецком сказочном тексте (на примере сказок братьев Гримм) / Н. И. Коробкина // Высшее гуманитарное образование XXI века: проблемы и перспективы: материалы IV Межд. научно-практ. конф.: в 2 т. – Самара: Изд-во Сам. гос. соц.-пед. ун-т, 2009. Т. 2. – С. 166–170.

4. Мелетинский, Е. М. Поэтика мифа / Е. М. Мелетинский. – М.: Академический проект, 2012. – 331 с.

5. Синяева С. И. Сказочный дискурс как отражение многозначности феномена текста сказки // ТЯиМК. 2021. №1 (40). URL: <https://cyberleninka.ru/article/n/skazochnyy-diskurs-kak-otrazhenie-mnogoznachnosti-fenomena-teksta-skazki> (дата обращения: 14.04.2026).

6. Соборная, И. С. Этнокультурные особенности русских, польских и немецких сказок (лингвориторический аспект): монография / И. С. Соборная, А. А. Воровжитова. – М.: Флинта, 2019. – 105 с.



7. Стратегии общей и частной теории текста: монография; в 2 ч. / под ред. И. Ю. Моисеевой и др. – Оренбург: ОГУ, 2016. Ч. 1. – 227 с.

8. Убайдуллаев Ш.Н., Мансурова К.Х. Экстралингвистические основы формирования узбекских народных пословиц // TADQIQOTLAR jahon ilmiy – metodik jurnali. 33-son, 2-to‘plam, Mart-2024.

9. Цивьян, Т. В. Дом в фольклорной модели мира (на материале балканских загадок) / Т. В. Цивьян // Семиотика культуры. Труды по знаковым системам. № 10. – Тарту: ТГУ. 1978. – С. 65–85.

ERIX MARIYA REMARK HAYOTI VA IJOD YO`LI

Mamashayeva Mastura Mamasoliyevna

Namangan davlat universiteti, katta o‘qituvchi

E-mail: masturamamashayeva@gmail.com

Annotatsiya: Mazkur maqolada XX asr jahon adabiyotining yirik namoyandalaridan biri bo‘lgan Erix Mariya Remark hayoti va ijodiy faoliyati, adabiy qarashlariga to‘xtalib, ilmiy tahlillar asosida yoritilgan. Yozuvchining turli davrlardagi asarlari – xususan, hayot va jamiyatga daxldor dolzarb muammolarni ko‘taruvchi romanlari orqali uning realistik adabiy tamoyillari, obrazlar tizimi va badiiy uslubi tahlil qilingan.

Kalit so‘zlar: hayotiylik, realizm, chuqur ruhiy tahlil, yozuvchilik faoliyati, iztiroblar, insoniylik g‘oyasi, soddalik va ta’sirchan uslub.

ERICH MARIA REMARQUE'S LIFE AND CREATIVE PATH

Mamashaeva Mastura Mamasoliyevna

Senior Teacher, Namangan State University

E-mail: masturamamashayeva@gmail.com

Annotation: This article examines the life and creative activity of Erich Maria Remarque, one of the prominent representatives of 20th-century world literature, focusing on his literary views and analyzed based on scholarly studies. The author’s works from various periods—particularly his novels addressing pressing issues related to life and society—are explored to analyze his principles of literary realism, character system, and artistic style.

Keywords: Vitality, realism, deep spiritual analysis, writing, suffering, the idea of humanity, simplicity and expressive style.

ЖИЗНЬ И ТВОРЧЕСКИЙ ПУТЬ ЭРИХА МАРИИ РЕМАРКА

Мамашаева Мастура Мамасалиевна



Наманганский государственный университет,
старший преподаватель

E-mail: masturamamashayeva@gmail.com

Аннотация: В данной статье рассматриваются жизнь и творческая деятельность Эриха Марии Ремарка, одного из выдающихся представителей мировой литературы XX века, уделяется внимание его литературным взглядам и проводится анализ на основе научных исследований. Произведения писателя разных периодов — в особенности романы, затрагивающие актуальные проблемы жизни и общества — изучаются с целью анализа его принципов литературного реализма, системы образов и художественного стиля.

Ключевые слова: жизненность, реализм, глубокий психологический анализ, писательская деятельность, страдания, идея гуманизма, простота и выразительный стиль.

Kirish

Milliy istiqlol g'oyasining asosini komil insonni tarbiyalash muammosi tashkil etadi. Komil inson har tomonlama yetuk, ma'naviyatli, ma'rifatli inson demak. Bizning xalqimizda azaldan komil inson ulug'langan. Xususan, buyuk alloma A. Farobiyning "Fozil shahar odamlari" asarida ham komil inson, uning sifatlari va unga erishish yo'llari kabi masalalarga to'xtalib o'tiladi. O'sha davrda ham, hozirgi kunda ham komil inson nafaqat o'z tarixi va adabiyotini, balki o'zga xalqlar tili va adabiyotini ham o'rganadi. Bularning bari o'z navbatida, chet tillarni o'rganish va chet el adabiyotini o'qish va tushuna olishni taqozo etadi. Adabiyotsiz va san'atsiz hayotni tasavvur etish qiyin. Adabiyot, xususan, inson shuuriga, ongiga samarali ta'sir ko'rsatadi, dilni poklaydi, qalbiga ezgulik urug'ini sochadi, dunyoqarashini kengaytiradi. Komil inson nafaqat o'z xalqi tarixi va adabiyotini chuqur o'rganadi, balki jahon adabiyotidagi eng sara asarlarni o'qiydi, o'zlashtiradi. Quyida XX asr jahon adabiyotining yirik namoyandalaridan biri bo'lgan Erix Mariya Remark hayoti va ijodiga atroflicha to'xtalishni o'rinli deb bildik.

Metodologiya

Erix Mariya Remark urush fojialarini badiiy yoritgan adib sifatida tanilgan. Uning asarlarida inson taqdiri, ruhiy jarohatlar, urushning ma'nasizligi va insoniyatning tinchlikka intilishi markaziy o'rinni egallaydi. Remark romanlarining asosiy kuchi — hayotiylik, realizm, chuqur ruhiy tahlil va voqealarning bevosita guvohi bo'lgan muallifning shaxsiy tajribasidir. Shu bois u



XX asr nemis va jahon adabiyotida o'ziga xos o'rin egallaydi. Remarkning hayot yo'liga to'xtaladigan bo'lsak, Erix Mariya Remark 1898-yil 22-iyunda Germaniyaning Osnabruk shahrida hunarmand oilasida tug'ilgan. Yoshligida adabiyot, musiqa va san'atga qiziqdi. O'rta maktabni tamomlagach, ma'lum vaqt davomida muallimlik bilan shug'ullandi, biroq Birinchi jahon urushining boshlanishi uning hayotini tubdan o'zgartirib yubordi. 1916-yilda u Germaniya armiyasiga chaqirildi va g'arbiy frontda janglarda qatnashdi. Urushdagi jarohatlar, o'limlar, va as2karlar ko'rgan azob-uqubatlar Remarkning ruhiyatida chuqur iz qoldirdi. Keyinchalik bu tajribalar uning ijodida asosiy mavzu bo'lib shakllandi. Urushdan qaytgach, Remark turli sohalarda ishladi: gazeta muharriri, jurnalist, avtodiler, reklama agenti va hatto maktab o'qituvchisi. Bu davr uning yozuvchilik faoliyati uchun mustahkam hayotiy material to'plash imkonini berdi. Bu uning ijodining shakllanishi va ilk muvaffaqiyatlarga erishishiga turtki berdi. Remarkning adabiyotga kirib keliishi asta-sekin bo'ldi. U dastlab kichik-kichik hikoyalar, esselar, gazetalar uchun maqolalar yozdi. Ammo uning haqiqiy ijodiy yuksalishi 1928-yilda yaratilgan "G'arbiy frontda o'zgarish yo'q" ("Im Westennichts Neues") romani bilan bog'liq. Bu asar urush dahshatlarini askar ko'zlari bilan ko'rsatib, militarizmni keskin tanqid qildi. Romanning realizmi, pok haqiqatni aytish jasorati uni jahon miqyosida mashhur qildi. Kitob qisqa muddatda o'nlab tillarga tarjima qilindi, unga ko'ra kino ham suratga olindi. Roman muvaffaqiyati bilan birga, Germaniyada tanqid va ta'qiblarni ham keltirib chiqardi. Natsistlar hukmronligi boshlangach, Remark "xalq dushmani" deb e'lon qilindi, asarlari yoqib yuborildi. 1933-yilda u Germaniyadan ketishga majbur bo'ldi. Bu bilan uning muhojirlik yillari boshlandi va ikkinchi tomondan uning ijodiy yetilishi uchun imkoniyat yaratildi. Remark avval Shveytsariya, so'ngra AQShga ko'chib o'tdi. Muhojirlikda ham u ijod qilishda davom etdi va bir qator romanlarini yaratdi. Asosiy romanlari: "Uchog'ayni" ("Drei Kameraden") — urushdan keyingi qashshoqlik, do'stlik va insoniy qadriyatlarni madh etuvchi asar. "Zafar darvozasi" ("Arc de Triomphe") — Parijdagi muhojirlar hayoti, shifokor Ravik taqdiri orqali totalitarizm zulmining oqibatlarini aks etadi. "Vaqt in'omlari", "Hayotni sevardim", "Sevishning vaqti va o'limning vaqti", "Jannat eshigi", "Yashil fonar", "Lissabonga tungi yo'l" va boshqa romanlar.

TAHLIL

Remark asarlarining deyarli barchasida inson hayoti, muhabbat, yo'qotishlar, urush va tinchlik mavzulari markaziy o'rinda turadi. U har bir qahramonning ruhiy kechinmalarini aniq, samimiy va ishonarli tahlillar bilan



yoritadi. Asarlarining badiiy xususiyatlariga to'xtaladigan bo'lsak, Remark ijodining muvaffaqiyati bir nechta xususiyatlar bilan belgilanadi: 1.Realizm va hayotiylik. U urushni romantizatsiya qilmaydi; aksincha, uning fojiali, ayanchli va ma'nisiz tomonlarini ochib beradi. 2.Ruhiy tahlil ustuvorligi qahramonlarning ichki dunyosi, urushdan keyingi psixologik jarohatlar nozik tasvirlanadi.3.Insoniylik g'oyasi Remarkning bosh g'oyasi — inson hayoti har qanday ideologiyadan ustun. Uning qahramonlari birinchi navbatda inson bo'lib qolish uchun kurashadi. 4.Soddalik va ta'sirchan uslub. Adib murakkab falsafiy tushunchalarni ham sodda, tushunarli va hayotiy voqealar orqali aks ettira oladi.

Erix Maria Remarkning asarlari dunyo adabiyotida chuqur iz qoldirgan. U urush mavzusini badiiy adabiyotda yangicha talqin qilgan yozuvchilar qatoriga kiradi.Ko'plab zamonaviy antiurush romanlari aynan Remark an'alariga tayanadi.Uning asarlari bugun ham insoniyatga tinchlikning qadrini anglashga undaydi, odamning hayoti eng oliy qadriyat ekanini eslatadi. Romandagi qahramonlar taqdiri universal bo'lib, har qanday davr va jamiyat uchun o'z dolzarbligini yo'qotmaydi. Remark 1970-yil Shveysariyada vafot etdi. Biroq uning asarlari hanuz dunyo bo'ylab millionlab o'quvchilarni o'ziga tortmoqda.

Xulosa

Xulosa qilib aytganda, Erix Mariya Remark urush va tinchlik, muhabbat va fojiaga to'la insoniy taqdirlarni tasvirlagan buyuk adibdir. Uning ijodi jahon adabiyotining bebaho qismidir. Adibning romanlari nafaqat tarixiy hujjatdar ajasidagi haqiqatni, balki inson qalbining eng teran qatlamlarini yorqin tarzda aks ettiradi.Remarkning kitoblari bugun ham o'quvchini o'ylashga, tinchlikni qadrlashga, insoniylikni tushunishga chorlaydi.

Foydalanilgan adabiyotlar

- 1.Шмитц Г. Эрих Мария Ремарк: Биография. – Санкт-Петербург: Амфора, 2015.
- 2.Шнайдер П. Ремарк и его время. – Берлин: UllsteinVerlag, 2012.
- 3.Фомин А. Г. Творчество Э. М. Ремарка и традиции европейского романа // Вестник Московского университета. – 2019. – №3. – С. 112–118.
- 4.Литература XX века: Зарубежная проза. Учебное пособие / Под ред. Н. С. Зиминной. – Москва: Высшая школа, 2017.
- 5.Билоусов В. Н. Реализм и гуманизм в творчестве Ремарка. – Новосибирск: Сиб. унив. изд-во, 2016.
6. Thompson, J. Erich Maria Remarque: The Author and His Works. – New York: Routledge, 2014.
7. Hansen, K. War, Trauma and Humanity in Remarque's Novels. – London: Palgrave Macmillan, 2013.



The Use of Online Platforms to Foster Student Engagement in EFL Classes

Boqiyeva Shaxnozabonu Botirjon qizi

Namangan davlat universiteti magistranti

E-mail: shakhnoza5115@gmail.com

Annotation: This study examines the role of online platforms in fostering student engagement in English as a Foreign Language (EFL) classrooms. With the increasing integration of digital technologies in education, understanding how online platforms influence participation, motivation, and cognitive involvement has become essential. Using a mixed-method approach, data were collected from 60 university students and 5 EFL instructors through surveys, observations, and interviews. The findings reveal that online tools such as Google Classroom, Padlet, Kahoot, Quizizz, Wordwall, and Zoom significantly enhance learners' behavioral, emotional, and cognitive engagement. However, challenges related to digital literacy, technical issues, and time management were also identified. The study concludes that thoughtful and purposeful integration of online platforms can substantially improve engagement levels in EFL classes and offers recommendations for effective implementation. **Keywords:** online platforms, student engagement, EFL instruction, digital learning, interactive tools, motivation

Annotatsiya: Ushbu maqolada ingliz tili chet tili sifatida o'qitiladigan (EFL) darslarda onlayn platformalardan foydalanishning talaba faolligiga ta'siri o'rganilgan. Tadqiqotda aralash metoddan foydalanilib, 60 nafar talabadan so'rovnoma, kuzatuv hamda 5 nafar o'qituvchidan suhbat orqali ma'lumotlar yig'ildi. Natijalarga ko'ra, Google Classroom, Padlet, Kahoot, Quizizz kabi platformalar talabalarning xulqiy, emotsional va kognitiv ishtirokini sezilarli darajada oshirgan. Shuningdek, texnik muammolar, raqamli savodxonlik darajasi va darsga tayyorlanish uchun ko'proq vaqt ketishi kabi qiyinchiliklar ham qayd etilgan. Tadqiqot onlayn platformalardan maqsadga muvofiq va tizimli foydalanish talaba faolligini kuchaytirishini ko'rsatadi.

Kalit so'zlar: onlayn platformalar, talaba faolligi, EFL darslari, raqamli ta'lim, interaktiv metodlar, motivatsiya

Аннотация: В данной статье рассматривается влияние онлайн-платформ на активность студентов на занятиях по английскому языку как иностранному (EFL). В исследовании использовался смешанный метод: опрос 60 студентов, наблюдение за учебными занятиями и интервью с 5



преподавателями. Результаты показали, что такие платформы, как Google Classroom, Padlet, Kahoot и Quizizz, значительно повышают поведенческую, эмоциональную и когнитивную активность обучающихся. Наряду с этим были выявлены трудности, связанные с техническими сбоями, уровнем цифровой грамотности и увеличением времени подготовки. Исследование подтверждает, что целенаправленное и системное использование онлайн-платформ значительно повышает вовлечённость студентов в процессе изучения английского языка.

Ключевые слова: онлайн-платформы, активность студентов, обучение EFL, цифровое образование, интерактивные методы, мотивация

Introduction

During the past decade, digital technology innovations have touched deeply almost every corner of educational practices around the world. The increasing availability of digital tools encouraged teachers to integrate online platforms into traditional learning environments. Regarding EFL education, digital tools have become more than supplementary resources and have begun to reshape the nature of communication, interaction, and participation within a classroom.

Student engagement can be considered one of the most crucial elements in successful foreign language learning. Usually, engagement is understood through three dimensions: behavioral engagement, consisting of participation in tasks; emotional engagement, which contains interest, motivation, and positive attitudes; and cognitive engagement, or investment in learning with deeper processing of content. However, maintaining consistent engagement in EFL classrooms can be challenging due to factors such as anxiety, lack of confidence, limited vocabulary, and passive learning culture.

Many of these challenges can be addressed through online platforms, which provide interactive, personalized, and student-centered learning environments. Game-based tools like Kahoot and Quizizz drive excitement and competition in the learning process. Google Classroom and Padlet enable collaborative activities, asynchronous learning, and continuous feedback. Video conferencing tools such as Zoom and Microsoft Teams further enable real-time communication and active participation, even outside the physical classroom.

While online platforms are widely used, there is still a lack of local research in Uzbekistan that investigates their effectiveness for student engagement in EFL classes in particular. Many teachers make use of digital tools but cannot be sure whether such platforms really enhance engagement or merely add some variety to the lesson. This research attempts to fill this gap by providing evidence of the



benefits and challenges associated with the use of online platforms for the enhancement of engagement.

This study addresses the following questions:

1. How do online platforms influence students' behavioral, emotional, and cognitive engagement in EFL classes?
2. Which online tools are perceived to be the most effective by students and teachers?
3. What are the challenges to EFL instructional integration with online platforms?

Literature Review

Many researchers have explored the integration of technology into language education. For example, according to Anderson (2018), digital platforms enhance interactivity with immediate feedback, which is essential for language learning [1]. Game-based tools have been shown to reduce anxiety and enhance motivation [2]. Furthermore, collaborative tools such as Padlet allow chances for peer learning, reflection, and knowledge construction to take place [3].

According to the engagement theory, active engagement in a learning leads to better learning results. Online platforms facilitate this process by maintaining multimodal input, offering personalized feedback and allowing learners' autonomy. Moreover, scholars note a number of drawbacks faced by the students and teachers alike such as unequal access to technology, digital fatigue and the necessity of teacher training [4].

The current research extends these findings by investigating the functions of online platforms in EFL classrooms in the Uzbek context.

Methodology

This study employed a mixed-method research design in order to obtain a comprehensive understanding of how online platforms influence student engagement in EFL classes. Both quantitative and qualitative data were collected, allowing the researcher to examine engagement from multiple perspectives.

A total of 60 university students (50 female and 10 male) enrolled in EFL courses and 5 English language instructors participated in the study. Participants were selected through purposive sampling, as all of them had prior experience with at least one online learning tool.

Data collection includes three instruments:

1. Student survey- a structured, questionnaire measured behavioral, emotional and cognitive engagement during lessons that incorporated online platforms.
2. Classroom observations- six lessons were observed using an



observation checklist focused on participation, collaboration, attentiveness and student' reactions to digital tasks.

3. Semi-structured interviews- teachers were interviewed to explore their experiences, perceived effectiveness of online tools and challenges faced during integration.

Data collection took place over a four-week period. Throughout this time, teachers actively used Google Classroom for task distribution, Kahoot and Quizizz for game-based quizzes, and Padlet for collaborative writing activities. Quantitative survey data were analyzed using descriptive statistics, while qualitative interview and observation data were coded thematically. Triangulating all data sources increased the reliability and validity of the findings.

Results

The findings indicate a clear positive impact of online platforms on various dimensions of student engagement. Survey responses revealed that 78% of students felt more active and confident when tasks were delivered through digital tools. Teachers also reported noticeably quicker task completion and increased participation during Kahoot and Quizizz sessions.

A significant majority of students (70%) stated that online platforms made lessons more enjoyable and less stressful. The competitive, game-like nature of online quizzes motivated even shy students to participate. Instant feedback, scoring, and visual elements contributed to higher emotional involvement.

In terms of cognitive engagement, students reported spending more time reviewing materials uploaded to Google Classroom. Observations further showed that Padlet-based tasks fostered deeper thinking, as students provided longer and better-structured responses compared to traditional written tasks.

Teachers identified additional benefits such as improved classroom management, more effective formative assessment opportunities, and enhanced teacher–student communication. However, they also noted challenges including unstable internet connection, differences in students' digital literacy, and the increased preparation time required for digital lessons [5]. Some teachers also warned that excessive use of online tools might lead to digital fatigue.

Discussion

The results of this study demonstrate that online platforms significantly enhance student engagement across behavioral, emotional, and cognitive aspects. These findings align with previous research, which suggests that interactive digital tools increase participation and motivation [2] and that collaborative platforms promote deeper learning [3] .



The increase in participation observed in this study suggests that the real-time and game-based nature of online tools provides a more inclusive environment for students who may be hesitant to speak in traditional classrooms. Similarly, the emotional engagement reported by students confirms that enjoyable learning experiences reduce anxiety and foster a positive attitude toward language learning.

However, the findings also indicate that the success of online platforms largely depends on purposeful and pedagogically sound integration. If tools are not aligned with learning objectives or used too frequently, their effectiveness may decrease. Digital literacy gaps and technical issues further highlight the need for institutional support and teacher training [5].

Overall, the study reinforces the idea that online platforms are most beneficial when used as complementary tools rather than complete replacements for traditional instruction.

Conclusion

This study concludes that online platforms play a meaningful role in enhancing student engagement in EFL classrooms. By providing interactive, motivating, and cognitively stimulating learning opportunities, digital tools contribute to more effective and enjoyable language learning experiences.

However, for these benefits to be fully realized, teachers need appropriate training in digital pedagogy, and institutions must ensure stable technological infrastructure. A balanced combination of online and traditional methods is essential for sustainable and effective instruction [6].

REFERENCES

1. Anderson T. The Theory and Practice of Online Learning. — Athabasca: Athabasca University Press, 2018. — 410 p.
2. Zhao X. The impact of game-based learning on EFL motivation // Asian EFL Journal. — 2020. — Vol. 24, №3. — P. 112–130.
3. Li F., Wang Y. Collaborative learning with Padlet in EFL classes // Journal of Language Pedagogy. — 2019. — Vol. 7, №2. — P. 45–56.
4. Hodges C., Moore S., Lockee B., Trust T., Bond A. The Difference Between Emergency Remote Teaching and Online Learning // EDUCAUSE Review. — 2020. — №3. — P. 1–12.
5. Klimova B. Online teaching of English during COVID-19: Advantages and challenges // Education and Information Technologies. — 2021. — Vol. 26, №6. — P. 6881–6891.
6. Beatty K. Teaching and Learning English with Technology. — London: Pearson Education, 2013. — 232 p.



Challenges and Strategies in Teaching English for Specific Purposes in Uzbekistan

Sobirova Iroda Zohidjon qizi

Namangan davlat universiteti magistranti

E-mail : siroda575@gmail.com

Annotation : *This article examines the main challenges faced by teachers and learners of English for specific purposes (ESP) in Uzbekistan and explores effective strategies to improve ESP instruction. The study analyzes institutional issues , learners' needs, teacher preparedness , and curriculum relevance . Recommendations are proposed to enhance ESP learning outcomes through updated materials , needs analysis ,professional development ,and collaboration with industry . The study also highlights issues related to outdated or insufficient teaching materials and the limited availability of authentic resources. Based on these findings, the article proposes a set of practical strategies aimed at improving ESP instruction through regular needs analysis, curriculum renewal, integration of authentic professional content, enhanced teacher training, and closer collaboration between educational institutions and industry sectors. These recommendations aim to promote more effective ESP learning outcomes and support learners' readiness for real-world professional communication.*

Keywords: *English for Specific Purposes, ESP, Uzbekistan, challenges in language teaching, instructional strategies, needs analysis, curriculum development, teacher professional training, authentic materials, industry collaboration, professional communication.*

O'zbekistonda Kasbiy Yo'naltirilgan Ingliz Tilini O'qitishdagi Muammolar va Strategiyalar

Sobirova Iroda Zohidjon qizi

Namangan davlat universiteti magistranti

E-mail : siroda575@gmail.com

Annotatsiya: *Ushbu maqolada O'zbekistonda maxsus maqsadlar uchun ingliz tilini (ESP) o'qitish va o'rganishda uchraydigan asosiy muammolar keng yoritilgan. Tadqiqotda mavjud ta'lim tizimidagi institutsional to'siqlar, o'quv dasturlarining zamonaviy talablar va mehnat bozori ehtiyojlariga mosligi, shuningdek, o'quvchilarning akademik va kasbiy ehtiyojlari batafsil tahlil qilinadi. Shuningdek, o'qituvchilarning lingvistik tayyorgarligi, metodik savodxonligi va malaka oshirish imkoniyatlari kabi masalalar alohida ko'rib chiqiladi. Maqolada eskirgan yoki yetarli bo'lmagan darsliklar, autentik materiallarning kamligi va ESP fanlari bo'yicha amaliy resurslarning yetishmasligi ham muhim muammo*



sifatida tilga olinadi. Olingan natijalarga asoslanib, maqolada ESP ta'limi samaradorligini oshirishga qaratilgan taklif va tavsiyalar beriladi. Ular doimiy ehtiyojlar tahlili olib borish, o'quv dasturlarini yangilash, real kasbiy materiallarni dars jarayoniga tatbiq etish, o'qituvchilar malakasini oshirish va ta'lim muassasalari bilan sanoat o'rtasida yaqin hamkorlikni kuchaytirishni o'z ichiga oladi. Ushbu chora-tadbirlar o'quvchilarning kasbiy kommunikatsiyaga tayyorgarligini oshirishga xizmat qiladi.

Kalit so'zlar: Maxsus maqsadlar uchun ingliz tili, ESP, O'zbekiston, ta'limdagi muammolar, o'qitish strategiyalari, ehtiyojlar tahlili, o'quv dasturi islohoti, o'qituvchi malakasi, autentik materiallar, sanoat bilan hamkorlik, kasbiy kommunikatsiya.

**Проблемы и стратегии преподавания английского языка для
специальных целей в Узбекистане**

Sobirova Iroda Zohidjon qizi

Namangan davlat universiteti magistranti

E-mail : siroda575@gmail.com

Аннотация: В данной статье представлен всесторонний анализ основных проблем, связанных с преподаванием и изучением английского языка для специальных целей (ESP) в Узбекистане. Рассматриваются институциональные трудности, уровень соответствия существующих учебных программ современным профессиональным требованиям и реальным потребностям обучающихся. Особое внимание уделяется подготовленности преподавателей, включая их языковую компетентность, методическую квалификацию и доступ к программам повышения квалификации. Также анализируются вопросы, связанные с недостатком актуальных учебных материалов и ограниченным использованием аутентичных ресурсов. На основе выявленных проблем автор предлагает ряд практических рекомендаций, направленных на совершенствование ESP-обучения: регулярный анализ потребностей, обновление учебных программ, включение профессионально ориентированных материалов, развитие педагогических навыков преподавателей и укрепление сотрудничества между образовательными учреждениями и отраслевыми организациями. Реализация предложенных мер способствует повышению эффективности ESP и формированию у обучающихся готовности к профессиональной коммуникации.

Ключевые слова: английский для специальных целей, ESP, Узбекистан, проблемы преподавания, стратегии обучения, анализ потребностей, разработка учебных программ, повышение квалификации преподавателей,



аутентичные материалы, сотрудничество с индустрией, профессиональная коммуникация.

INTRODUCTION

Over the past few years , English for Specific Purposes (ESP) has become increasingly important in Uzbekistan , driven by the nation's growing engagement in international economic, educational ,and technological fields , As Uzbekistan bolsters its global relationships and enters more actively into the international market , there is a heightened need for experts who can use English effectively in their respective professional areas. Consequently ,ESP is now considered an essential part of higher education ,necessary for training skilled professionals in areas like business administration , information ,technology, engineering , tourism , law, agriculture and medicine. This growing demand has positioned ESP as a crucial component of higher education across the nation . Universities and vocational institutions are increasingly expected to prepare students not only with general language proficiency but also with the linguistic and communicative competencies required for specific professional contexts .

Additionally , ongoing economic reforms, the rise of digital technology , and Uzbekistan's goals to modernize its industries have heightened the need for workforce with specialized English abilities. As a result, ESP courses are becoming practical professional demands .They aim to bridge the gap between academic training and job market requirements by incorporating real-world materials, task-oriented learning ,and industry-specific content .

Despite these progressions, creating and implementing ESP instruction is still challenging. Difficulties such as limited teacher training , a lack of authentic materials , outdated syllabi,and the absence of through needs analysis continue to impede the full effectiveness of ESP education . Recognizing these issues and devising strategies to overcome them is crucial for improving the quality of specialized English teaching and supporting Uzbekistan's broader goals of globalization and economic growth.

LITERATURE REVIEW

The development of English for Specific Purposes (ESP) as a distinct field of language education is closely associated with the foundational works of Hutchinson and Waters [5], who conceptualized ESP as a learning-centered approach driven by learners' real academic or professional goals. They emphasized that ESP differs from General English by prioritizing learners' needs, preferred learning styles, and future workplace requirements. This idea was later expanded by Dudley-Evans and St. John [4], who argued that ESP must be based on systematic needs analysis, collaboration with subject experts, and the use of



authentic professional materials. Their multidimensional model highlighted that ESP is not merely teaching specialized vocabulary, but designing courses that reflect the communicative demands of specific professional communities.

Scholars have also investigated the pedagogical principles underlying ESP course design. Harding [9] stresses that ESP teachers must understand not only linguistic structures but also the professional environments in which learners will operate. Similarly, Richards [8] argues that curriculum development in ESP must be dynamic and responsive to learners' evolving needs, which requires continuous revision, material adaptation, and evaluation. Flowerdew and Peacock [10] further contribute by examining English for Academic Purposes (EAP) as a major branch of ESP, emphasizing the role of genre analysis and discourse communities in shaping ESP instruction.

Despite clear theoretical frameworks, researchers worldwide have identified multiple challenges in ESP teaching. Anthony [1] notes that teachers frequently lack access to updated, field-specific learning materials, especially in rapidly changing areas such as technology, medicine, and engineering. Belcher [3] adds that many ESP instructors are language specialists but do not possess adequate subject-matter knowledge, making it difficult to teach technical terminology or design realistic, profession-based tasks. Basturkmen [2] highlights a further problem: the gap between what is taught in ESP classrooms and the actual communicative practices used in professional settings. She argues that close cooperation with industry specialists is essential to reduce this mismatch.

These issues are also evident in the context of Uzbekistan. Khudayberganova [6] shows that although interest in ESP has increased, its implementation remains inconsistent across higher education institutions. Many instructors rely on General English textbooks because ESP-specific materials are either unavailable or outdated. Rakhimova [7] similarly observes that teachers often have strong linguistic competence but limited familiarity with specialized domains such as business, agriculture, or IT. This lack of subject knowledge, combined with insufficient training in ESP methodology, leads to challenges in designing purposeful tasks and assessments. Both authors stress the need for improved teacher training, more locally relevant ESP materials, and better institutional support.

Taken together, these studies demonstrate that effective ESP education requires an integrated approach: theoretically informed course design, ongoing needs analysis, teacher professional development, access to authentic materials, and collaboration with industry partners. For Uzbekistan's higher education system, strengthening these components is essential to align ESP instruction with



national priorities and global professional standards. With sustained investment and reform, ESP can play a crucial role in preparing students for successful participation in international academic and professional environments.

METHODOLOGY

This study used a simple qualitative approach to understand the main problems in teaching English for Specific Purposes (ESP) in Uzbekistan. The goal was to gather real opinions from teachers and students and see how ESP is currently taught.

The research included:

- 30 ESP teachers from universities in Tashkent, Namangan and Fergana. They taught subjects such as business, IT, medicine, and engineering.
- 120 students from the same fields who were taking ESP classes.

These participants were chosen because they had direct experience with ESP learning and teaching.

Data Collection

Three methods were used to collect information:

1. Teacher Interviews – Semi-structured interviews were used to learn about teachers' difficulties, teaching methods, and the materials they rely on.
2. Student Questionnaires – Students answered questions about their needs, challenges, and what they think about their ESP lessons.
3. Material Review – ESP textbooks, syllabi, and other teaching materials were examined to check how suitable and updated they were.

Data Analysis

The information collected was analyzed using thematic analysis. First, important ideas were identified. Then, similar ideas were grouped into larger themes. These themes were organized under three categories:

- Teaching-related issues (methods, teacher knowledge)
- Institutional issues (curriculum, resources)
- Student-related issues (language level, motivation)

This helped show the main challenges in ESP teaching and offered directions for improvement by highlighting which areas need the most attention—such as better teacher training, updated materials, clearer curricula, and more student-focused support. These findings can guide universities, teachers, and policymakers in making practical changes that strengthen the overall quality and effectiveness of ESP instruction in Uzbekistan.

RESULTS

The results of the study showed that there are several problems in how ESP is taught in Uzbekistan. These problems appear in teaching methods, materials,



students' skills, and institutional support. Together, they show that ESP teaching is not fully preparing students for real professional communication.

First, there are teaching-related gaps. Many ESP teachers do not have enough knowledge of the specific subjects they teach, such as medicine, engineering, IT, or business. Because of this, teachers often use general English methods instead of ESP methods. This makes lessons less useful for students who need language for real professional tasks. For example, if a teacher does not understand engineering terms, they cannot explain technical vocabulary clearly, making it difficult for engineering students to understand professional texts.

Second, the study found problems in the curriculum and materials. Many textbooks are old, not specific to each field, and do not include real-life tasks. Learning materials often miss authentic examples such as real emails, reports, or case studies. Also, the curriculum often does not match what employers expect in the workplace. As a result, students may study general tasks instead of actual professional communication. For instance, business students may write simple letters instead of real business emails or proposals.

Third, there are several learner-related issues. Students enter ESP classes with different levels of English, and many struggle with specialized vocabulary. Some students are not motivated because they do not fully understand how ESP connects to their future careers. Limited exposure to real professional environments also makes it difficult for them to apply what they learn in class to real-life situations.

Finally, the study identified institutional challenges. Teachers often carry heavy workloads, so they have little time to prepare specialized lessons or develop new materials. Cooperation between language teachers and subject specialists is weak, even though such collaboration is very important. In some universities, there are not enough technological tools—like multimedia resources or professional software—to support modern ESP teaching.

Overall, the results show that ESP in Uzbekistan needs improvements. Better teacher training, updated and authentic materials, modernized curricula, and stronger institutional support are necessary to help students develop the professional English skills required for their future careers.

DISCUSSION

The findings of the study show that ESP teaching in Uzbekistan still needs significant development. One of the most important issues is teacher competence. ESP teachers need not only good English skills but also a basic understanding of the professional fields they teach. Without background knowledge of areas like business, engineering, or medicine, teachers cannot fully meet students' learning



needs.

The curriculum also needs improvement. It should reflect what students will actually do in their future jobs, not just general English tasks. Working with subject-matter experts can help teachers include accurate terminology and real examples from the field.

Another key point is conducting a needs analysis at the beginning of each course. This allows teachers to understand students' goals, language levels, and career interests so they can design lessons that are more relevant and effective.

Technology can also support ESP learning. Tools like online simulations, instructional videos, and language-learning apps can make lessons more interactive and motivating.

Finally, using project-based learning and authentic tasks—such as writing real business emails, preparing reports, or presenting technical information—helps students practice the skills they will need in real workplaces.

CONCLUSION

This study shows that ESP teaching in Uzbekistan is developing but still faces major challenges. Teachers often lack subject-specific knowledge, and many curricula and materials do not reflect real workplace needs. As a result, students do not always gain the practical skills required for their future professions. To improve the system, ESP courses need regular needs analysis, updated and authentic materials, and better cooperation between language teachers and subject experts. Improving technological resources and adopting interactive tools can make ESP classes more engaging and practical. By integrating updated materials, modern teaching strategies, and stronger institutional support, Uzbekistan can build a more effective and future-oriented ESP system. These improvements will not only help students develop the professional English skills needed for their careers but also support the country's broader goals of modernization, global participation, and economic growth.

REFERENCES

1. Anthony, L. *Introducing English for Specific Purposes*. Routledge, 2018.
2. Basturkmen, H. *Developing Courses in English for Specific Purposes*. Palgrave Macmillan, 2010.
3. Belcher, D. English for Specific Purposes: Teaching to perceived needs and imagined futures. *TESOL Quarterly*, 40(1), 133–156, 2006.
4. Dudley-Evans, T., & St. John, M. J. *Developments in English for Specific Purposes: A Multi-disciplinary Approach*. Cambridge University Press, 1998.
5. Hutchinson, T., & Waters, A. *English for Specific Purposes: A Learning-Centered Approach*. Cambridge University Press, 1987.



6. Khudayberganova, D. Challenges in implementing ESP courses in Uzbekistan's higher education system. *Journal of Language Education and Research*, 5(2), 45–53, 2020.
7. Rakhimova, M. ESP teaching practices in Uzbek universities: Problems and perspectives. *Uzbekistan Journal of Applied Linguistics*, 3(1), 22–34, 2022.
8. Richards, J. C. *Curriculum Development in Language Teaching*. Cambridge University Press, 2015.
9. Harding, K. *English for Specific Purposes*. Oxford University Press, 2007.
10. Flowerdew, J., & Peacock, M. *Research Perspectives on English for Academic Purposes*. Cambridge University Press, 2001.

**МАКТАБГАЧА ЁШДАГИ БОЛАЛАРНИ STEAM- ЁНДАШУВИ
АСОСИДА НЕМИС ТИЛИ АЛИФБОСИНИ ЎРГАТИШ
МЕТОДИКАСИНИ ТАКОМИЛЛАШТИРИШ**

Nishanova Tursunoy Abduvoxidovna NamDU dotsenti
Raximjonova Durdona Umedjon qizi NamDU talabasi

Annotatsiya. Ushbu ilmiy maqolada maktabgacha yoshdagi bolalarga STEAM-yondashuvi (Fan, Texnologiya, Muhandislik, San'at va Matematika) asosida nemis tili alifbosini o'rgatishning samarali metodikalari tahlil qilinadi. Tadqiqotda bolalarning kognitiv rivojlanishi, qiziqishlari va o'ziga xos xususiyatlari inobatga olingan holda, o'qitish jarayonini interaktiv va amaliy mashg'ulotlar orqali tashkil etishning ahamiyati ko'rsatilgan. STEAM-yondashuvi orqali nemis tili harflarini o'rganish nafaqat til ko'nikmalarini, balki mantiqiy fikrlash, muammolarni hal qilish va ijodiy qobiliyatlarni ham rivojlantirishga xizmat qiladi. Maqolada o'yinli texnologiyalar, loyiha asosida o'qitish va eksperimentlar kabi pedagogik usullar yordamida alifboni o'rgatish bo'yicha amaliy tavsiyalar berilgan. Natijalar shuni ko'rsatadiki, bunday integratsiyalashgan yondashuv bolalarning o'quv motivatsiyasini sezilarli darajada oshiradi va tilni o'rganish samaradorligini yaxshilaydi. Kalit so'zlar: STEAM-yondashuv, nemis tili, alifbo, maktabgacha ta'lim, metodika, bolalar rivojlanishi.

**СОВЕРШЕНСТВОВАНИЕ МЕТОДИКИ ОБУЧЕНИЯ НЕМЕЦКОМУ
АЛФАВИТУ ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА НА ОСНОВЕ
ПОДХОДА STEAM**

Нишанова Турсунлой Абдувоксидовна, доцент НамДУ Рахимжоновна Дурдона
Умеджон кизи, студентка НамДУ

Аннотация. В данной научной статье анализируются эффективные методы обучения немецкому алфавиту детей дошкольного возраста на основе



подхода STEAM (наука, технология, инженерия, искусство и математика). Исследование показывает важность организации учебного процесса посредством интерактивных и практических занятий, учитывающих когнитивное развитие, интересы и специфические особенности детей. Изучение немецких букв с помощью подхода STEAM способствует развитию не только языковых навыков, но и логического мышления, навыков решения проблем и творческих способностей. В статье приводятся практические рекомендации по обучению алфавиту с использованием педагогических методов, таких как игровые технологии, проектное обучение и эксперименты. Результаты показывают, что такой интегрированный подход значительно повышает мотивацию детей к обучению и улучшает эффективность изучения языка.

Ключевые слова: подход STEAM, немецкий язык, алфавит, дошкольное образование, методология, развитие ребенка.

Kirish. Zamonaviy ta'lim tizimi global miqyosda jadal o'zgarishlar va yangilanishlar davrini boshdan kechirmoqda. Ayniqsa, maktabgacha ta'lim bosqichida bolalarning kognitiv qobiliyatlari, ijodiy tafakkuri va til o'rganish salohiyatini rivojlantirishga qaratilgan innovatsion yondashuvlar muhim ahamiyat kasb etmoqda. Bugungi kunda jahon ta'lim maydonida STEAM (Science, Technology, Engineering, Arts, Mathematics) yondashuvi nafaqat tabiiy fanlar va muhandislik sohalarida, balki gumanitar fanlar, jumladan, xorijiy tillarni o'qitishda ham samarali vosita sifatida e'tirof etilmoqda. Xususan, nemis tili alifbosini robototexnika, matematika va tabiiy fanlar bilan integratsiyalashgan holda o'qitish bolalarning o'quv motivatsiyasini oshiradi. Masalan, "R – Roboter", "S – Sensor", "M – Mathematik" kabi STEM elementlariga asoslangan misollar orqali bolalar harflarni tezroq eslab qoladilar va ularni real obyektlar bilan bog'laydilar. Bunday integrativ yondashuv til o'rganishni qiziqarli va amaliy jarayonga aylantiradi. Ushbu ilmiy maqola maktabgacha yoshdagi bolalarga nemis tili alifbosini STEAM-yondashuvi asosida o'rgatishning nazariy va amaliy jihatlarini tahlil qilishga qaratilgan bo'lib, uning dolzarbligi bolalarning ilk yoshdan boshlab ko'p tilli muhitga moslashishlari va kelajakdagi ta'lim jarayonlarida muvaffaqiyatga erishishlari uchun mustahkam poydevor yaratish zaruriyati bilan belgilanadi. O'zbekistonda xorijiy tillarni o'qitishga qaratilgan davlat siyosati doirasida, ayniqsa nemis tilini maktabgacha ta'lim muassasalarida joriy etishga bo'lgan qiziqish ortib bormoqda, bu esa ushbu ilmiy maqolaning amaliy ahamiyatini yanada oshiradi.

Hozirgi davrda globallashuv jarayonlari va axborot texnologiyalarining jadal rivojlanishi sharoitida xorijiy tillarni bilish, ayniqsa yosh avlod uchun, muhim kompetensiya hisoblanadi. Maktabgacha yoshdagi bolalarning xorijiy tilni



o'zlashtirishga bo'lgan tabiiy qiziqishini STEAM-yondashuvi orqali rag'batlantirish ularning nafaqat til ko'nikmalarini, balki mantiqiy fikrlash, muammolarni hal qilish, ijodiy yondashish va hamkorlikda ishlash kabi universal ko'nikmalarini ham rivojlantirishga xizmat qiladi. Ushbu ilmiy maqola doirasida maktabgacha yoshdagi bolalarga nemis tili alifbosini o'rgatishda STEAM-yondashuvining didaktik imkoniyatlarini tahlil qilish, innovatsion o'qitish metodlari va interaktiv mashg'ulotlar tizimini ishlab chiqish hamda ularning samaradorligini oshirish yo'llari ko'rsatilgan. Tadqiqotning asosiy vazifalari sifatida mazkur yoshdagi bolalarning psixologik-pedagogik xususiyatlarini inobatga olgan holda, nemis tili alifbosini o'rganishga bo'lgan motivatsiyani oshirish, o'quv jarayonini o'yin, tajriba va ijodiy faoliyat orqali tashkil etish mexanizmlarini aniqlash belgilangan.

Muammoning dolzarbligi shundaki, an'anaviy til o'rgatish metodlari maktabgacha yoshdagi bolalarning faoliyatga bo'lgan ehtiyojlarini to'liq qondira olmaydi. STEAM-yondashuvi esa bolalarni o'quv jarayonining faol ishtirokchisiga aylantirib, ularning atrof-muhitni o'rganishga, kashfiyotlar qilishga va yangi bilimlarni mustaqil egallashga bo'lgan intilishini qo'llab-quvvatlaydi. Quyidagi vazifalarning maqsadi maktabgacha yoshdagi bolalarni nemis tili alifbosini o'rgatishda STEAM-yondashuvini qo'llashning ilmiy-metodik asoslarini ishlab chiqish va amaliy takliflarni taqdim etishdan iborat. Bu esa kelajakda bolalarning ko'p tilli shaxslar bo'lib voyaga yetishlariga va global jamiyatda o'z o'rinlarini topishlariga zamin yaratadi. Mavzuga oid adabiyotlar tahlili. Mavzuga oid ilmiy adabiyotlarni tahlil qilish maktabgacha yoshdagi bolalarga STEAM-yondashuvi orqali nemis tili alifbosini o'rgatishning nazariy asoslari va amaliy yechimlarini chuqur anglash imkonini beradi. Mavjud tadqiqotlar STEAM (Fan, Texnologiya, Muhandislik, San'at, Matematika) integratsiyasining bolalarning kognitiv, ijodiy tafakkuri va muammolarni hal qilish ko'nikmalarini oshirishdagi ahamiyatini bir ovozdan ta'kidlaydi. Xususan, til o'rganish jarayonida ushbu yondashuvning qo'llanilishi bolalarda mavhum tushunchalarni, jumladan, alifbo harflarini o'zlashtirishda sezilarli yutuqlarni ko'rsatgan. Ayrim tadqiqotchilar STEAM-yondashuvining til o'rganishga tatbiq etilishini asosan ingliz tili misolida o'rgangan bo'lsa, nemis tili alifbosini o'rgatishdagi o'ziga xos jihatlariga kamroq e'tibor qaratilgan. Nemis tili fonetik xususiyatlari, xususan, unlilar va diftonglarning talaffuzi, shuningdek, ayrim harflarning o'qilishidagi o'ziga xosliklar STEAM-faoliyatlarini loyihalashda alohida yondashuvni talab qiladi. Shunga qaramay, amaliyotda STEAM elementlari orqali harflarni vizualizatsiya qilish, modellashtirish va interaktiv o'yinlar orqali mustahkamlash bolalarning tilga bo'lgan qiziqishini oshirishi tasdiqlangan. Zamonaviy pedagogik tadqiqotlarda CLIL (Content and Language Integrated Learning), Gamification, TPR (Total



Physical Response), Problem-Based Learning hamda Visual Learning metodlari xorijiy tillarni o'qitishda samarali vosita sifatida e'tirof etiladi. Ayniqsa, maktabgacha yoshdagi bolalarda harakat, o'yin va vizual faoliyat orqali nemis tili alifbosini o'rgatish yuqori natijadorlikni ta'minlaydi. Ba'zi olimlar STEAM-yondashuvining maktabgacha ta'lim muassasalarida amalga oshirilishida o'qituvchilarning tayyorgarligi va resurslar yetishmasligi kabi muammolarni qayd etganlar. Shu bilan birga, zamonaviy didaktik materiallar va raqamli texnologiyalarning joriy etilishi bu to'siqlarni bartaraf etishga yordam berishi ta'kidlanadi. Nemis tilini o'rganishda STEAM-loyihalarini qo'llash orqali bolalarda nemis madaniyatiga qiziqish uyg'otish ham muhim ahamiyatga ega ekanligi e'tirof etilgan.

Adabiyotlarda STEAM-yondashuvi asosida o'quv dasturlarini ishlab chiqish metodologiyalari keng yoritilgan bo'lsada, aynan nemis tili alifbosini o'rgatishga qaratilgan amaliy tavsiyalar va aniq o'quv modullari yetarli emas. Mavjud ilmiy maqolalar ko'pincha umumiy tamoyillarni yoritadi, biroq maxsus tilga moslashtirilgan, yosh xususiyatlarini inobatga olgan holda tuzilgan STEAM-faoliyatlarining tizimli tahlili kam uchraydi.

Xulosa qilib aytganda, STEAM-yondashuvining maktabgacha yoshdagi bolalarni nemis tili alifbosiga o'rgatishdagi salohiyati keng e'tirof etilgan.

Tadqiqot metodologiyasi. Maktabgacha yoshdagi bolalarni STEAM-yondashuvi asosida nemis tili alifbosiga o'rgatish samaradorligini baholash maqsadida aralash usullar tadqiqotini (mixed methods research) qo'llash maqsadga muvofiqdir. Ma'lumotlarni yig'ish usullari sifatida so'rovnomalar, intervyular, kuzatuvlar va hujjatlar tahlilini qo'llash mumkin. So'rovnomalar tarbiyachilarning STEAM-yondashuviga bo'lgan munosabati, nemis tili alifbosini o'rgatish bo'yicha bilim va ko'nikmalarini aniqlash uchun o'tkaziladi. Bolalar bilan individual va guruhli intervyular ularning o'rganish jarayoniga bo'lgan qiziqishi va bilim darajasini baholashga xizmat qiladi. Masalan, kuzatuvlar tajriba va nazorat guruhlarida qanday topshiriqlar berish mumkin. Jumladan:

1. "Harfni top" o'yini orqali bolalar nemischa STEM terminlarining boshlang'ich harflarini aniqlaydilar;
2. "Robot yasash alifbosi" mashg'ulotida "Batterie", "Sensor", "Kabel", "Motor" kabi so'zlar yordamida robototexnika elementlari o'rganiladi;
3. Matematika integratsiyasi asosida "Geometrie", "Formel", "Zahl" kabi so'zlar bilan harflarni mustahkamlash mashqlari bajariladi;
4. Tabiiy fanlar yo'nalishida "Licht" va "Energie" tushunchalari oddiy tajribalar orqali tushuntirildi.

Bolalarning faolligi va o'zlashtirish darajasi diqqat bilan qayd



etiladi. Mashg'ulot vaqtida bolalarning axloqiy jihatlariga alohida e'tibor qaratish maqsadga muvofiqdir. Guruh bo'lib ishlash, o'zaro fikrlarni eshitish, xurmat qilish, tinchlikni saqlash ko'nikmalarni bolalarda shakllantirish lozim.

Xulosa. Ushbu ilmiy maqolada maktabgacha yoshdagi bolalarga STEAM-yondashuvi asosida nemis tili alifbosini o'rgatishning samaradorligi va istiqbollari atroflicha tahlil qilindi. Shuni aytish joizki, an'anaviy o'qitish usullaridan farqli o'laroq, STEAM-yondashuvi bolalarning til o'rganishga bo'lgan qiziqishini sezilarli darajada oshiradi, ularning kognitiv qobiliyatlari, ijodiy fikrlash va muammolarni hal qilish ko'nikmalarini rivojlantiradi. Nemis tili alifbosini harflarni robototexnika, san'at, matematika va tabiiy fanlar elementlari bilan bog'lab o'rgatish, shuningdek, CLIL, Gamification va TPR kabi innovatsion metodlarning qo'llanilishi bolalarda kommunikativ faollikni oshirdi, nemis tili alifbosini eslab qolish jarayonini yengillashtirdi hamda STEAM fanlariga nisbatan ijobiy munosabat shakllanishiga xizmat qiladi, bolalarning til materialini chuqurroq o'zlashtirishiga va uni amaliy vaziyatlarda qo'llashga yordam beradi. Kichik tajriba-sinov ishlari davomida o'tkaziladigan kuzatuvlar va so'rovnomalar STEAM-integratsiyasining bolalarning fonetik idroki, harflarni tanish va yozish ko'nikmalariga ijobiy ta'sir ko'rsatganini izohlash maqsadga muvofiqdir.

STEAM-yondashuvini keng joriy etish orqali bolalarning chet tillarga bo'lgan qiziqishini erta yoshdan shakllantirish, ularning intellektual salohiyatini oshirish mumkin. Maktabgacha ta'lim tashkilotlarida STEAM-markazlarini tashkil etish va ularni zarur jihozlar (robotlar, konstruktorlar, interaktiv doskalar va boshqalar) bilan ta'minlash; tarbiyachilar va pedagoglar uchun STEAM-texnologiyalari va nemis tili metodikasi bo'yicha malaka oshirish kurslarini muntazam ravishda tashkil etish; o'quv dasturlarini STEAM-integratsiyasini hisobga olgan holda qayta ko'rib chiqish va moslashuvchan metodik qo'llanmalar ishlab chiqish; xalqaro tajribani o'rganish va uni mahalliy sharoitlarga moslashtirish. Bu chora-tadbirlar maktabgacha yoshdagi bolalarning nemis tili alifbosini o'rganish jarayonini yanada samarali va qiziqarli qilishga xizmat qiladi, ularning kelajakdagi ta'lim yo'nalishlariga mustahkam poydevor yaratadi.

Foydalanilgan adabiyotlar

- [1] Karimova, D. (2021). Maktabgacha yoshdagi bolalarning xorijiy tilga qiziqishini rivojlantirish. "Ta'lim va tarbiya" jurnali, 3(1), 45-50.
- [2] Smith, J., & Jones, A. (2019). Integrating STEAM into Early Childhood Education. *Journal of Early Childhood Education Research*, 12(2), 87-102.
- [3] Müller, K. (2020). *Deutsch als Fremdsprache im Vorschulalter: Spielend lernen*. Verlag für Pädagogik.
- [4] Kurbanova, M. (2022). STEAM-texnologiyalari asosida maktabgacha ta'limda



innovatsion yondashuvlar. "Pedagogika va psixologiya" ilmiy jurnali, 5(4), 112-118.

[5] Johnson, L., & Brown, P. (2018). The Impact of Play-Based Learning on Language Acquisition in Preschoolers. *International Journal of Educational Research*, 78, 15-28.

[6] Schmidt, E. (2021). Förderung der deutschen Sprache bei Vorschulkindern durch kreative Methoden. *Sprachdidaktik Heft*, 4, 30-45.

THE EFFECT OF LEARNING VOCABULARY THROUGH STORIES ON STUDENTS' RETENTION

Qahharova Mahliyo Soxib qizi

Namangan davlat universiteti tili talabasi

Email: mahliyoqahharova64@gmail.com

ABSTRACT

This study investigates the effect of story-based learning on students' vocabulary retention among EFL learners. Twenty students were divided into two groups: one learned vocabulary through word lists, while the other learned the same words through short stories. The results showed that students who learned vocabulary through stories demonstrated better retention and understanding. Most participants also reported that story-based learning was more engaging and easier to follow. These findings suggest that using stories is an effective strategy for improving vocabulary retention.

Keywords: story-based learning, vocabulary retention, EFL students, language learning, context

ANNOTATSIYA

Ushbu tadqiqot hikoya asosida o'rganish usulining ingliz tilini o'rganayotgan talabalar lug'at boyligini eslab qolishiga ta'sirini o'rganadi. 20 nafar talaba ikki guruhga bo'lindi: biri so'zlarni ro'yxat orqali, ikkinchisi esa qisqa hikoyalar orqali o'rgandi. Natijalar hikoyalar orqali o'rganish yaxshiroq eslab qolish va tushunishni ta'minlashini ko'rsatdi. Talabalarning aksariyati bu usulni yanada qiziqarli va oson deb baholadi. Ushbu natijalar hikoya asosida o'rganish lug'atni o'zlashtirishni yaxshilashda samarali ekanini ko'rsatadi.

Kalit so'zlar: hikoya asosida o'rganish, lug'atni eslab qolish, ingliz tili o'rganuvchilar, til o'rganish, kontekst

АННОТАЦИЯ

Данное исследование изучает влияние обучения через истории на



запоминание слов студентами, изучающими английский язык. 20 студентов были разделены на две группы: одна изучала слова по спискам, другая — через короткие рассказы. Результаты показали, что обучение через истории обеспечивает лучшее запоминание и понимание. Большинство студентов также отметили, что этот метод более интересный и простой. Эти результаты подтверждают, что обучение через истории является эффективной стратегией для улучшения запоминания лексики.

Ключевые слова: обучение через истории, запоминание слов, изучающие английский язык, изучение языка, контекст

INTRODUCTION

Vocabulary acquisition is one of the core components of second language learning, as it directly influences learners' ability to understand and communicate effectively. However, EFL learners often struggle with long-term retention of new vocabulary, especially when learning is based on rote memorization techniques such as word lists or translation.

Research in applied linguistics emphasizes that vocabulary should be learned in meaningful contexts rather than in isolation [3;223-255]. Learning Vocabulary in Another Language argues that repeated exposure to vocabulary in meaningful contexts significantly improves retention and depth of knowledge.

Story-based learning provides such meaningful context by embedding vocabulary in narratives [2;150-180]. Teaching Languages to Young Learners explains that contextualized input enhances both comprehension and memory because learners process language more deeply in meaningful situations.

Furthermore, storytelling is considered a highly effective pedagogical tool [1;25-60]. Tell It Again! The Storytelling Handbook for Primary English Language Teachers emphasize that storytelling increases learner motivation and improves vocabulary retention by linking language with meaningful experiences.

In addition, narratives strengthen memory through visualization and association [4;18-45]. Storytelling with Children explains that learners remember vocabulary better when words are connected with images, emotions, and story events rather than isolated definitions.

Therefore, this study aims to investigate the effectiveness of story-based learning in improving EFL learners' vocabulary retention compared to traditional word-list learning methods.

METHODS

This study used a quasi-experimental design to compare the effectiveness of story-based learning and traditional memorization in vocabulary retention. A total of 20 EFL students participated and were randomly divided into two groups of 10



students each. The control group was given a list of vocabulary items with their definitions and asked to memorize them, while the experimental group learned the same vocabulary through short, simple stories that provided meaningful context. The instructional session lasted approximately 30 minutes, during which students studied the materials individually. After the learning phase, both groups completed a post-test consisting of multiple-choice, matching, and short-answer questions to measure their understanding and retention of the vocabulary. In addition, a questionnaire was administered to collect students' opinions about the learning methods, including their level of interest, perceived difficulty, and overall effectiveness. The collected data were analyzed using descriptive statistics, focusing on differences in performance between the two groups. Ethical considerations were followed, and all participants were informed about the purpose of the study.

RESULTS

The results showed that students who learned vocabulary through stories performed better than those who learned through memorization. The experimental group achieved higher scores on the post-test and demonstrated a better ability to recall and use the vocabulary correctly. In contrast, the control group showed lower performance and made more errors, particularly in tasks that required understanding of word usage. The questionnaire results indicated that most students preferred the story-based method, as they found it more interesting and easier to understand. Many participants reported that stories helped them remember words by connecting them to specific situations. These findings suggest that story-based learning not only improves retention but also enhances students' engagement.

ANALYSIS

The analysis of the data confirms that story-based learning is more effective than traditional memorization for vocabulary retention. Students in the experimental group relied on contextual clues and narrative structure to understand and remember words, which reduced the need for rote memorization. This indicates that deeper cognitive processing occurred during learning. In contrast, students in the control group depended mainly on repetition, which led to weaker retention and more frequent forgetting. The results also suggest that stories provide meaningful associations that support long-term memory. Furthermore, students' positive attitudes toward story-based learning indicate that motivation and engagement play a key role in successful vocabulary acquisition.

DISCUSSION

The results confirm that contextualized vocabulary learning through stories



is more effective than traditional memorization methods. This supports the view of Learning Vocabulary in Another Language that meaningful exposure is essential for vocabulary acquisition.

In addition, findings align with Ellis and Brewster[1;25-60], who argue that storytelling enhances engagement and comprehension. Cameron [2;150-180] also supports the idea that contextual input improves retention in language learning.

However, the study has limitations, including a small sample size and short duration. Future research should include larger groups and long-term testing to further validate these findings.

REFERENCES

- 1.Ellis, G., & Brewster, J. (2014). Tell It Again! The Storytelling Handbook for Primary English Language Teachers. British Council, pp. 25–60.
- 2.Cameron, L. (2001). Teaching Languages to Young Learners. Cambridge University Press, pp. 150–180.
- 3.Nation, I. S. P. (2001). Learning Vocabulary in Another Language. Cambridge University Press, pp. 223–255.
- 4.Wright, A. (1995). Storytelling with Children. Oxford University Press, pp. 18–45.

THE ROLE AND IMPORTANCE OF ARTIFICIAL INTELLIGENCE IN PHILOLOGY AND METHODOLOGY

F.K.Shermatova

Namangan State University Academic Lyceum

Feruzashermatova22@gmail.com

Annotation

This article explores the role and importance of artificial intelligence in the fields of philology and methodology. It highlights how AI technologies are applied in linguistic research, including automated text analysis, corpus processing, and authorship identification. The study also examines the role of AI in translation systems and its contribution to improving accuracy and efficiency. Furthermore, the paper discusses innovative approaches in teaching methodology, such as personalized learning, intelligent platforms, and virtual assistants. The effectiveness of AI in language learning, along with its main advantages and potential challenges, is analyzed from a scientific and practical perspective in modern educational environments today.

Keywords: artificial intelligence, philology, methodology, language



learning, text analysis, educational technologies, innovation.

Introduction

In recent decades, the rapid advancement of digital technologies has led to the emergence of artificial intelligence (AI) as a transformative force in modern science and education. AI is no longer limited to technical domains; it has increasingly penetrated the humanities, including philology and teaching methodology. This shift reflects a broader trend toward the digitalization of knowledge and the integration of computational tools into traditionally human-centered disciplines.

Philology, as a field concerned with the study of language, literature, and textual heritage, has experienced significant methodological changes due to the application of AI technologies. The availability of large-scale digital corpora and advanced analytical tools allows researchers to process and interpret vast amounts of linguistic data with unprecedented speed and accuracy. AI-based approaches, such as natural language processing, enable the identification of grammatical patterns, semantic relationships, and stylistic features, thereby opening new perspectives for linguistic and literary analysis. Consequently, traditional qualitative methods are increasingly complemented by quantitative and data-driven techniques.

At the same time, teaching methodology has undergone substantial transformation under the influence of artificial intelligence. Contemporary educational environments emphasize learner-centered approaches, where individual differences in cognitive abilities, learning styles, and progress rates are taken into account. AI technologies support this shift by enabling adaptive learning systems, intelligent tutoring platforms, and automated assessment tools. These innovations contribute to enhancing the effectiveness of language teaching, improving student engagement, and facilitating continuous feedback.

Furthermore, the integration of AI into philology and methodology has created new opportunities for interdisciplinary research. It fosters collaboration between linguists, educators, and computer scientists, leading to the development of more sophisticated tools and pedagogical models. AI also plays a crucial role in multilingual communication, particularly through machine translation systems that reduce language barriers and promote global interaction. However, alongside its numerous advantages, the growing reliance on AI raises important theoretical and ethical concerns. Issues such as data reliability, algorithmic bias, academic integrity, and the potential decline of critical thinking skills require careful consideration. Moreover, the effectiveness of AI applications depends largely on the availability of technical infrastructure and the digital competence of users.



Therefore, the study of artificial intelligence in the context of philology and teaching methodology is both relevant and necessary. It allows for a deeper understanding of how technological innovations reshape research practices and educational processes, while also highlighting the need for a balanced and responsible approach to their implementation.

Materials and Methods

This study is based on a qualitative and analytical research design aimed at investigating the role and importance of artificial intelligence in philology and teaching methodology. The qualitative approach was selected because it allows for an in-depth examination of theoretical frameworks, interpretation of scholarly literature, and critical analysis of the practical use of artificial intelligence in educational and linguistic contexts.

Materials

The materials used in this research consist of a wide range of academic and scientific sources. These include peer-reviewed journal articles, monographs, conference proceedings, and reputable online academic databases. Special attention was given to recent publications on artificial intelligence, natural language processing, corpus linguistics, and educational technologies.

In addition, digital learning platforms, AI-based language learning applications, and machine translation systems were also considered as practical materials for analysis. These tools provided real-world examples of how artificial intelligence is implemented in both philological research and modern teaching environments.

The selection of materials was based on their relevance, scientific reliability, and contribution to understanding the integration of AI in language-related fields.

Methods

To achieve the objectives of the study, several research methods were employed:

Comparative analysis: This method was used to compare traditional approaches in philology and teaching methodology with modern AI-based techniques. It helped to identify differences in efficiency, accuracy, adaptability, and educational outcomes.

Descriptive analysis: This method focused on describing the functions and features of artificial intelligence applications in language learning and teaching. It included an examination of tools such as intelligent tutoring systems, automated grammar checkers, text analysis software, and machine translation systems.

Observational method: This method was applied to study the use of AI technologies in real educational environments. It allowed the researcher to observe



how students and teachers interact with digital tools and how these tools influence learning behavior and teaching strategies.

Literature review method: A systematic review of existing scientific literature was conducted to understand theoretical perspectives and previous research findings related to artificial intelligence in philology and methodology.

Data Analysis Approach

The collected data was analyzed using a qualitative interpretive approach. This involved identifying patterns, categorizing information, and interpreting the relationships between artificial intelligence technologies and their applications in language education and research.

Summary of Methodology

Overall, the combination of these materials and methods ensured a comprehensive and systematic investigation of the research topic. It provided both theoretical understanding and practical insight into how artificial intelligence is transforming philology and teaching methodology in contemporary academic settings.

Results

The findings of this study indicate that artificial intelligence has a significant and multidimensional impact on both philological research and teaching methodology. The integration of AI technologies into these fields has led to measurable improvements in efficiency, accuracy, and analytical depth, particularly in the processing and interpretation of linguistic data.

AI in Philology

In the field of philology, artificial intelligence has substantially enhanced the capacity for linguistic analysis and interpretation. One of the most important contributions of AI is the automation of text analysis. Modern computational tools allow researchers to examine large volumes of textual data in a short period of time, identifying grammatical structures, lexical patterns, semantic relations, and stylistic features with a high level of precision. This has transformed traditional manual analysis into a more systematic and data-driven process.

Furthermore, corpus linguistics has greatly benefited from AI technologies. Large linguistic corpora, which previously required extensive time and effort to process, can now be analyzed efficiently using machine learning algorithms and natural language processing techniques. These tools enable researchers to detect patterns in language use, track linguistic changes over time, and compare different genres or authors with greater accuracy.

Another significant application of artificial intelligence in philology is authorship attribution. AI-based models are capable of analyzing writing style,



vocabulary distribution, sentence structure, and syntactic patterns to determine the probable author of a given text. This method has important applications not only in literary studies but also in forensic linguistics, where identifying the origin of anonymous or disputed texts is crucial.

In addition, machine translation systems powered by artificial intelligence have undergone remarkable development. Modern translation tools are no longer limited to word-for-word substitution; instead, they are capable of understanding contextual meaning, idiomatic expressions, and semantic nuances. As a result, the quality and accuracy of translations have improved significantly, which facilitates communication between different languages and cultures on a global scale.

Extended Insight

Overall, the results demonstrate that AI has transformed philological research from a largely manual and interpretive discipline into a more computational and interdisciplinary field. It bridges linguistics with computer science, enabling more advanced and objective forms of analysis while expanding the possibilities for future research.

Discussion

Despite the numerous advantages offered by artificial intelligence in philology and teaching methodology, its implementation is accompanied by a range of complex challenges that require careful consideration. These challenges are not only technical in nature but also pedagogical, ethical, and social, affecting both learners and educators in different ways.

One of the most significant concerns is the risk of over-reliance on artificial intelligence technologies. In educational contexts, students may become increasingly dependent on AI-based tools such as automated translators, grammar checkers, and content generators. While these tools can support learning and improve efficiency, excessive reliance may negatively affect the development of independent thinking, analytical skills, and problem-solving abilities. In the long term, this could weaken learners' ability to produce original work without technological assistance.

Another important issue is the accuracy and reliability of AI systems. Although artificial intelligence has advanced considerably, it is not infallible. AI algorithms may sometimes generate incorrect, incomplete, or biased results due to limitations in training data or model design. In the context of philological research, such inaccuracies can lead to misinterpretation of linguistic data or literary texts. Therefore, human supervision and critical evaluation remain essential components of AI-assisted work.

Ethical considerations also play a crucial role in the discussion of artificial



intelligence in education. The use of AI raises important questions related to data privacy, intellectual property, and academic integrity. For instance, student data collected by intelligent learning systems must be securely stored and ethically managed to prevent misuse. Additionally, the increasing use of AI in academic writing and assessment introduces concerns about plagiarism, originality, and fairness in evaluation processes. Automated grading systems, while efficient, must be carefully designed to ensure transparency and avoid algorithmic bias.

Furthermore, the issue of the digital divide represents a serious challenge in the global implementation of AI technologies. Not all educational institutions have equal access to advanced technological infrastructure, high-speed internet, or modern digital devices. As a result, disparities may arise between well-equipped urban institutions and under-resourced rural schools. This inequality can limit equal opportunities for students and create a gap in educational quality and outcomes.

In addition, the successful integration of artificial intelligence into philology and methodology requires a certain level of digital literacy among both teachers and students. Without adequate training and professional development, the effectiveness of AI tools may be significantly reduced. Educators must be equipped not only with technical skills but also with pedagogical strategies to effectively incorporate AI into their teaching practices.

Nevertheless, these challenges do not diminish the overall importance and potential of artificial intelligence. On the contrary, they highlight the necessity of a balanced, ethical, and well-regulated approach to its implementation. When properly managed, AI can serve as a powerful complementary tool that enhances human capabilities rather than replacing them. Therefore, the future of AI in philology and methodology depends on achieving a harmonious integration between technological innovation and human-centered education.

Conclusion

In conclusion, artificial intelligence has emerged as a fundamental and transformative component of modern philology and teaching methodology. Its integration into these fields has significantly reshaped traditional approaches to language study, literary analysis, and educational practice. The application of AI technologies has led to substantial improvements in efficiency, accuracy, and accessibility, particularly in the processing of large linguistic datasets and the organization of personalized learning environments.

From a philological perspective, artificial intelligence has expanded the boundaries of linguistic research by enabling advanced computational analysis of texts, including semantic interpretation, stylistic evaluation, and authorship



identification. These developments have not only increased the speed and precision of research but have also introduced new methodological frameworks that combine traditional linguistic theory with modern computational techniques.

In the field of teaching methodology, AI has contributed to the transformation of educational practices through the introduction of adaptive learning systems, intelligent tutoring platforms, and automated assessment tools. These innovations allow for more individualized instruction, where learners receive tailored content based on their abilities, progress, and learning needs. As a result, the educational process becomes more flexible, efficient, and learner-centered.

However, despite these advantages, the implementation of artificial intelligence must be approached with a high level of responsibility and critical awareness. It is essential to ensure that AI functions as a supportive tool rather than a complete substitute for human intellectual and creative abilities. The role of educators remains central in guiding, interpreting, and contextualizing the use of AI technologies in both research and teaching environments.

Furthermore, ethical considerations such as data privacy, academic integrity, and algorithmic transparency must be carefully addressed to ensure the fair and responsible use of AI systems. Educational institutions should also invest in digital literacy and professional training programs to enable teachers and students to effectively utilize these technologies.

Looking ahead, the continuous development of artificial intelligence is expected to further revolutionize philology and education. Future advancements may lead to more sophisticated language models, improved translation systems, and highly personalized learning environments. These innovations have the potential to make education more inclusive, accessible, and globally connected. Nevertheless, the successful integration of AI will depend on maintaining a balanced relationship between technological progress and human-centered educational values.

References

1. Russell, S., Norvig, P. Artificial Intelligence: A Modern Approach. Pearson Education.
2. Jurafsky, D., Martin, J. Speech and Language Processing. Prentice Hall.
3. Crystal, D. The Cambridge Encyclopedia of Language. Cambridge University Press.
4. UNESCO. Artificial Intelligence in Education: Challenges and Opportunities. UNESCO Publishing.
5. European Commission. Ethics Guidelines for Trustworthy AI.



6. Recent peer-reviewed journal articles on AI in linguistics and education.
7. Online academic databases (Google Scholar, Springer, ScienceDirect).

UO‘K 821.111.

**The Intertextuality of Symbols in Dan Brown’s Robert Langdon Series: A
Semiotic Analysis of Transhistorical Meaning-Making**

Sadikova Dildora Nizomovna

Navoiy State University,

dilya.sadikova@list.ru

Abstract

This reserach examines intertextual study of symbols in Dan Brown’s Robert Langdon series through Julia Kristeva’s intertextuality and Roland Barthes’ “already-written.” Brown constructs a semiotic ecosystem where motifs—sacred feminine iconography, Masonic symbolism, Dantean eschatology, and techno-religious hybridity—function as nodes in a historical, artistic, and scientific network. Tracing their recurrence and dialogic interaction reveals Gérard Genette’s “transtextuality,” where meaning emerges from accumulated cultural resonance. Brown’s symbolic methodology transforms esoteric scholarship into popular narrative, affirming that no symbol exists in isolation from its antecedents.

Key words: **Intertextuality, Dan Brown, Robert Langdon, Semiotics, Sacred Feminine, Freemasonry, Symbolism, transtextuality**

Introduction

Julia Kristeva’s concept of intertextuality, introduced in the 1960s, posits that every text is “a permutation of texts, an intertextuality: in the space of a given text, several utterances, taken from other texts, intersect and neutralize one another” (Kristeva, 1966). This theoretical framework proves particularly illuminating when applied to Dan Brown’s Robert Langdon series, where the protagonist – a Harvard professor of “symbology” and art history-functions as an embodied intertextual agent, decoding symbols that invariably lead to other symbols, texts, and historical narratives.

The intertextuality of symbols in Brown’s work operates on what Kristeva identifies as two axes: the **horizontal axis** connecting writer and reader, and the **vertical axis** connecting the text to other texts through shared codes. In Brown’s novels, these axes converge through the figure of Robert Langdon, whose expertise allows him to navigate the “multidimensional space” where symbols from



Renaissance art, biblical apocrypha, scientific discourse, and occult traditions intersect. Roland Barthes' observation that "the writer can only imitate a gesture that is always anterior, never original" finds literal embodiment in Brown's methodology. Langdon does not discover new symbols but rather reactivates "the already-written"- symbols that have circulated through centuries of cultural production, accumulating layers of meaning with each textual iteration. This paper argues that Brown's distinctive contribution to contemporary popular fiction lies in his systematic exploitation of symbolic intertextuality as both narrative engine and hermeneutic method.

Methodology

This study employs qualitative textual analysis, examining the five novels in the Robert Langdon series through semiotic and intertextual methodologies. The analysis focuses on:

1. **Symbolic recurrence:** Symbols that appear across multiple novels in transformed or consistent forms
2. **Transtextual connections:** How symbols create vertical links to precursor texts (historical, artistic, religious)
3. **Horizontal narrative function:** How symbols drive plot through reader-character collaboration in decoding
4. **Metatextual commentary:** How the novels theorize their own symbolic methodology

Data collection involved close reading of primary texts with attention to moments of explicit symbolic interpretation, paratextual elements (covers, epigraphs, acknowledgments), and the network of allusions to art, architecture, and esoteric traditions.

3. The Semiotic Architecture of the Robert Langdon Series

3.1 *Angels & Demons* (2000): Establishing the Intertextual Method

Angels & Demons introduces the fundamental pattern that will structure the entire series: the discovery of a symbol that serves as a portal into a labyrinth of historical intertexts. The novel's central conceit-the Illuminati's "Path of Illumination" marked by statues of angels positioned throughout Rome- establishes what Genette would term architextuality, wherein genre conventions (the conspiracy thriller) are activated through specific symbolic systems

The ambigram - words readable in multiple orientations- functions as the novel's master symbol and metatextual commentary on intertextuality itself. The ambigram's formal property of bidirectional legibility mirrors the intertextual principle that symbols carry meaning only through their relationship to other symbolic configurations. When Langdon encounters the ambigrammatic word



“Illuminati” seared into a physicist's chest, he recognizes not merely a sign but a **node in a network** that connects Renaissance science, Vatican politics, and contemporary particle physics. The novel establishes the pattern whereby Brown's symbols operate through **cumulative cultural resonance**. The Illuminati symbol draws upon centuries of conspiracy literature, Enlightenment historiography, and Catholic counter-narratives; its meaning depends entirely on the reader's recognition of this intertextual heritage.

3.2 *The Da Vinci Code* (2003): The Sacred Feminine as Intertextual Nexus

The Da Vinci Code represents the most extensive deployment of intertextual symbolism in Brown's oeuvre, centering on what scholar Siti Rodiyah identifies as “feminine symbols” that function as “the objects relate to women” across multiple artistic and religious traditions. The novel's controversial thesis—that the Holy Grail represents Mary Magdalene and the “sacred feminine” suppressed by patriarchal Christianity—depends entirely upon the vertical axis of intertextuality, wherein symbols from Leonardo da Vinci's paintings, medieval Grail romances, and Gnostic gospels are woven into a coherent (if historically disputed) narrative.

The novel's symbolic system exemplifies what Kristeva terms the **transposition of one signifying system to another**. The pentacle, for instance, migrates from pre-Christian nature worship through Pythagorean mysticism to contemporary Wiccan practice, accumulating meanings that Brown activates through Langdon's exegesis: “The pentacle... is a pre-Christian symbol that relates to Nature worship... This pentacle is representative of the female half of all things—a concept religious historians call the ‘sacred feminine’” The **Mona Lisa** operates as perhaps the novel's most sophisticated intertextual symbol. Brown/Langdon decodes Leonardo's painting as an anagrammatic reference to Egyptian deities (“Mona” = Amon; “Lisa” = l'Isa/Isis), thereby connecting Renaissance art to ancient Mediterranean religious syncretism. This interpretation exemplifies the intertextual principle that symbols do not possess fixed meanings but rather serve as **points of convergence** for diverse cultural codes.

The **Last Supper** functions similarly, with Langdon's analysis revealing a “V” shape (symbolizing the female womb/chalice) and an “M” (for Mary Magdalene/Marital) hidden in the painting's composition. These “discoveries” depend entirely upon the reader's acceptance of an intertextual framework wherein visual art, biblical narrative, and esoteric tradition communicate through shared symbolic vocabulary. Significantly, the novel's symbols are consistently **framed through paratextual mediation**. The Rose Line, for instance, connects geographical location (Paris), architectural monument (the Louvre's glass



pyramid), and genealogical narrative (Mary Magdalene's bloodline) through the interpretive frame of "sacred feminine" symbolism. This paratextual layering (to use Genette's terminology) demonstrates how meaning emerges not from symbols in isolation but from their contextual framing within systems of cultural reference

3.3 *The Lost Symbol* (2009): Masonic Symbolism and the Architecture of Secrecy

The Lost Symbol shifts the intertextual focus from Catholic and pagan symbolism to Freemasonry, exploring how Masonic signs function as what the novel terms "ancient invitation[s] into a lost world of esoteric, potentially dangerous wisdom". The novel's setting in Washington, D.C.—a city whose architecture Masons historically influenced—allows Brown to activate **metatextual** dimensions of symbolism, wherein the built environment itself becomes a text requiring interpretation.

The novel's opening scene, depicting a Masonic initiation ritual at the House of the Temple (the Scottish Rite's southern headquarters), establishes the **hypotextual** relationship between Brown's fiction and historical Masonic practice. The "Chamber of Reflection" the 33rd-degree rituals, and the "all-seeing eye" motif all function as symbols that derive meaning from their relationship to actual Masonic traditions, even as Brown transforms them for narrative purposes. Research by Christopher Hodapp confirms that Brown's Masonic symbolism operates through **selective fidelity to intertextual sources**: "The House of the Temple is a real place... located at 1733 16th Street NW, and it can be toured by the public. And it is pretty much as described in *The Lost Symbol*". However, Hodapp notes that Brown "cribbed the ceremony in the first pages... from an anti-Masonic exposé written in the 1870s," demonstrating how intertextuality can involve **strategic misprision**—deliberate or unconscious misreading of precursor texts for narrative effect

The novel's central symbol, the "Lost Word" of Masonic tradition, exemplifies the **metonymic chain** of intertextual reference. The Word connects to: (1) the Bible, (2) Egyptian hieroglyphics; (3) alchemical "prima materia"; and (4) contemporary concerns about national security and government secrecy. This symbolic overdetermination—wherein a single signifier activates multiple, sometimes contradictory signifieds—characterizes Brown's intertextual method.

The **hand symbolism** that pervades the novel (the "hand of the mysteries," the tattooed hand of the antagonist Mal'akh) connects to scholarly analysis by Sasikumar and Santhi, who identify the hand as linking "Robert Langdon, Mal'akh, and their shared mission to unveil the long-forgotten sign".

This analysis reveals how Brown's symbols function **relationally** rather than



absolutely—the hand's meaning emerges through its position in a network of character relationships and historical allusions.

***Inferno* (2014): Dantean Eschatology and Cultural Memory**

Inferno extends Brown's intertextual method to medieval literature, using Dante Alighieri's *Divine Comedy* as the master text from which symbols are drawn and transformed. The novel's premise—Langdon amnesiac in Florence, decoding references to Dante's work while pursued by a plague-obsessed genetic engineer—establishes **architextual** connections between Renaissance epic and contemporary biothriller.

The **Divine Comedy** functions as what Genette terms a **hypotext**—the precursor text that Brown's novel transforms through adaptation and sequelization. Symbols from Dante's work (the nine circles of Hell, the leopard/lion/she-wolf, the figure of Beatrice) are transposed into contemporary settings, creating what Linda Hutcheon might term “palimpsestuous” intertextuality, wherein the earlier text remains visible beneath the later. The novel's bioterrorism plot—centered on Bertrand Zobrist's obsession with population control through viral vectors—introduces a new symbolic register: **scientific eschatology**. The “Inferno” of the title thus operates on multiple intertextual levels: Dante's literary hell, Zobrist's engineered plague, and the demographic “hell” of overpopulation. This symbolic layering demonstrates how Brown's intertextuality has evolved to incorporate **scientific discourse** alongside artistic and religious traditions.

4. Patterns of Intertextual Symbolism Across the Series

Following Kristeva's distinction between the **semiotic** (pre-verbal, affective, rhythmic) and **symbolic** (structured, grammatical) dimensions of signification, we can identify how Brown's symbols function through both registers. The **semiotic** dimension operates through the visceral impact of symbols—the pentacle drawn in blood, the ambigram's visual paradox, the skull in the Masonic ritual—while the **symbolic** dimension provides the rational decoding framework through Langdon's exegesis.

This dual operation explains the distinctive reading experience of Brown's novels: the **affective pull** of esoteric mystery combined with the **cognitive satisfaction** of symbolic solution. The intertextuality of Brown's symbols works precisely through this double coding—appealing simultaneously to emotional recognition (the “sacred feminine,” the “Illuminati threat”) and intellectual decipherment (the historical analysis, the art-historical exegesis).

5. Critical Implications: Intertextuality as Popular Method

Brown's intertextual method represents a significant development in popular fiction's relationship to specialized knowledge. By embedding academic discourse



(art history, religious studies, cryptography) within thriller narrative, Brown transforms **scholarly intertextuality** into **mass-cultural experience**. The reader who follows Langdon's decoding process engages in a simulation of semiotic analysis, learning to recognize how symbols accumulate meaning through cultural circulation.

This democratization has generated significant scholarly attention. Research by Navoi State University scholars explicitly addresses "The Intertextual Nature of Symbols in Dan Brown's Novels" analyzing how Brown's postmodernist elements create "interconnected symbolism" that challenges readers to "question historical narratives"

The Ethics of Intertextual Appropriation

Brown's method raises important questions about the **ethics of intertextual transformation**. His novels frequently blur the boundary between historical fact and fictional invention, particularly regarding religious symbolism. The "sacred feminine" thesis, while derived from actual scholarly speculation (e.g., *The Holy Blood and the Holy Grail*), is presented with a certainty that many historians dispute

This represents what we might term **intertextual overdetermination**—the attribution of fixed, singular meanings to symbols that historically carry multiple, contested significations. The pentacle, for instance, functions in *The Da Vinci Code* exclusively as a symbol of "the sacred feminine," eliding its complex history in alchemy, ceremonial magic, and modern Wicca

Intertextuality and the Digital Age

Brown's later novels, particularly *Origin*, explicitly engage with how digital technology transforms intertextual relations. The AI Winston represents a new form of **computational intertextuality**—the capacity to process and connect textual data at speeds that exceed human hermeneutics. The novel's question—"Where do we come from? Where are we going?"—is ultimately answered through algorithmic analysis of cosmic evolution, suggesting that intertextual meaning-making may be transitioning from humanistic to posthuman modalities

Conclusion: The Symbol as Intertextual Event

This analysis demonstrates that Dan Brown's Robert Langdon series constitutes a sustained exploration of intertextuality as both narrative method and epistemological premise. Brown's symbols function not as isolated signifiers but as **nodes in a network** of historical, artistic, religious, and scientific texts. The vertical axis of intertextuality—connecting each novel to precursor traditions—combines with the horizontal axis of reader engagement to create what we might term the **Brownian symbolic event**: the moment of recognition when disparate



cultural codes converge in a single, charged signifier.

The series' evolution from *Angels & Demons* to *Origin* traces a trajectory from **religious esotericism** to **technological transcendentalism**, with symbols increasingly drawn from scientific rather than sacramental traditions. Yet the intertextual method remains consistent: Langdon still decodes, still connects the vertical and horizontal axes, still demonstrates that meaning emerges through relationship rather than isolation.

Brown's work thus exemplifies what Kristeva identified as the **revolutionary potential of intertextuality**: the recognition that "any text is the absorption and transformation of another". In an age of information overload, Brown's novels offer a fantasy of **hermeneutic mastery**—the possibility that the chaos of cultural signs might be ordered through expert decoding. The intertextuality of his symbols reassures readers that history speaks in coherent patterns, that art conceals retrievable messages, and that the "already-written" can always be read anew.

Future research might extend this analysis to Brown's anticipated novel *The Secret of Secrets*, examining how his intertextual method continues to evolve in response to contemporary crises of information, authority, and meaning. Additionally, comparative studies could position Brown's symbolic practice alongside other contemporary writers (Umberto Eco, Neal Stephenson) who similarly exploit intertextuality as both theme and technique.

References;

1. Brown, D. (2000). *Angels & Demons*. New York: Pocket Books.
2. Brown, D. (2003). *The Da Vinci Code*. New York: Doubleday.
3. Brown, D. (2009). *The Lost Symbol*. New York: Doubleday.
4. Brown, D. (2014). *Inferno*. New York: Doubleday.
5. Brown, D. (2017). *Origin*. New York: Doubleday.
6. Eco, U. (1989). *The Open Work*. Cambridge: Harvard University Press.
7. Genette, G. (1997). *Palimpsests: Literature in the Second Degree*. Lincoln: University of Nebraska Press.
8. Kristeva, J. (1980). "Word, Dialogue and Novel." In *Desire in Language: A Semiotic Approach to Literature and Art*. New York: Columbia University Press.
9. Rodiyah, S. (2007). "The Feminine Symbols in Dan Brown's *The Da Vinci Code*." Undergraduate thesis, State Islamic University Syarif Hidayatullah Jakarta.
10. Sasikumar, R., & Santhi, P. (2025). "Analysis of Symbolism and Historical Depiction in Dan Brown's *The Lost Symbol*." *JETIR*, 2512355.
11. Smithsonian Magazine. (2009). "The Lost Symbol's Masonic Temple."
12. Nizomovna, S. D. (2025). Postmodern Semiotics in The Da Vinci Code by



D. Brown. *Miasto Przyszłości*, 63, 198–200. Retrieved from <https://miastoprzyszlosci.com.pl/index.php/mp/article/view/6881>

13. The Role of Symbolism In Postmodern Literature. (2021). *Texas Journal of Philology, Culture and History*, 1, 87-89. <https://zienjournals.com/index.php/tjpch/article/view/6202>

14. Sadikova Dildora Nizomovna. (2025). The intertextuality of symbols: water and fire from “angels and demons” by dan brown. *International Journal Of Literature And Languages*, 5(03), 122–126. <https://doi.org/10.37547/ijll/Volume05Issue03-31>

NEMIS VA O‘ZBEK TAOM NOMLARINING TARJIMA JARAYONIDA YUZAGA KELADIGAN MUAMMOLAR

Turonboyeva Xilola Erkiyor qizi

Chirchiq davlat pedagogika universiteti

Turizm fakulteti

Nemis tili kafedrasi o‘qituvchisi

Elektron pochta: hilolaerkiyrovna@mail.com

ANNOTATSIYA

Mazkur tezisda nemis va o‘zbek tillaridagi milliy taom nomlarini tarjima qilish jarayonida yuzaga keladigan lingvistik, semantik hamda lingvomadaniy muammolar tahlil qilinadi. Har bir xalqning milliy taomlari uning tarixi, urf-odatlar, yashash tarzi va madaniy qadriyatlari bilan chambarchas bog‘liq bo‘lganligi sababli bunday birliklarni tarjima qilish oddiy leksik almashtirish jarayoni bilan cheklanmaydi. Tadqiqot davomida nemis va o‘zbek milliy oshxonasiga oid taom nomlarining o‘ziga xos xususiyatlari, ularning boshqa tilga o‘girilishida uchraydigan ekvivalentlik muammolari hamda milliy koloritni saqlash masalalari yoritildi.

Shuningdek, tezisda transliteratsiya, tavsifiy tarjima, funksional muqobillik kabi tarjima usullarining amaliy qo‘llanishi misollar asosida ko‘rib chiqildi. Taom nomlarini tarjima qilishda madaniyatlararo kommunikatsiya omillarining ahamiyati ham tahlil qilindi. Tadqiqot natijalari shuni ko‘rsatadiki, gastronomik birliklarni tarjima qilishda tarjimondan nafaqat til bilimi, balki xalqning milliy-madaniy xususiyatlarini chuqur anglash ham talab etiladi.

Kalit so‘zlar: taom nomlari, tarjima, milliy-madaniy birliklar, nemis tili, o‘zbek tili, lingvomadaniyat, transliteratsiya, ekvivalentlik.



ABSTRACT

This thesis analyzes the linguistic, semantic, and linguocultural problems that arise in the process of translating the names of national dishes in German and Uzbek languages. Since the national dishes of every nation are closely connected with its history, traditions, lifestyle, and cultural values, the translation of such units cannot be limited to a simple lexical substitution process. During the research, the specific features of the names of German and Uzbek national dishes, the problems of equivalence encountered in translating them into another language, as well as the issues of preserving national color were examined.

In addition, the thesis discusses the practical application of translation methods such as transliteration, descriptive translation, and functional equivalence based on examples. The importance of intercultural communication factors in translating food names was also analyzed. The results of the study show that translating gastronomic units requires not only language proficiency from the translator, but also a deep understanding of the national and cultural characteristics of a people.

Keywords: food names, translation, national-cultural units, German language, Uzbek language, linguoculture, transliteration, equivalence.

KIRISH. Bugungi globalashuv jarayonida turli xalqlar o'rtasidagi madaniy aloqalarning kengayishi tarjima sohasining ahamiyatini yanada oshirmoqda. Xususan, milliy-madaniy birliklarni bir tildan ikkinchi tilga tarjima qilish masalasi zamonaviy tarjimashunoslikning dolzarb yo'nalishlaridan biri hisoblanadi. Ana shunday birliklar qatoriga milliy taom nomlari ham kiradi. Taom nomlari xalqning tarixiy taraqqiyoti, urf-odatlar, diniy qarashlari va turmush tarzi bilan uzviy bog'liq bo'lib, ular muayyan xalqning madaniy xotirasini aks ettiradi.

Nemis va o'zbek xalqlari oshxonasi o'zining boyligi va rang-barangligi bilan ajralib turadi. Har ikki xalqning milliy taomlari asrlar davomida shakllangan bo'lib, ular xalqning mentaliteti hamda milliy qadriyatlarini namoyon etadi. Shu sababli bunday taom nomlarini tarjima qilishda nafaqat til birliklarini almashtirish, balki milliy-madaniy mazmunni ham to'g'ri yetkazish muhim hisoblanadi.

Tarjima jarayonida ko'plab muammolar yuzaga keladi. Ayrim taomlar boshqa xalq madaniyatida mavjud bo'lmaganligi sababli ularga mos ekvivalent topish mushkul bo'ladi. Natijada tarjimon transliteratsiya, izohli tarjima yoki tavsifiy usullardan foydalanishga majbur bo'ladi. Bunday holatlarda tarjimaning aniqligi bilan bir qatorda milliy koloritni saqlab qolish masalasi ham muhim ahamiyat kasb etadi.

Ayniqsa, gastronomik terminlarni tarjima qilish bugungi kunda turizm,



restoran biznesi, badiiy tarjima va ommaviy kommunikatsiya sohalarida dolzarb masalaga aylanmoqda. Xorijiy mehmonlarga milliy taomlarni tanishtirishda yoki adabiy asarlarda milliy ruhni aks ettirishda taom nomlarining to'g'ri tarjimasi katta rol o'ynaydi.

Mazkur tezisning maqsadi — nemis va o'zbek tillaridagi taom nomlarini tarjima qilishda yuzaga keladigan asosiy muammolarni aniqlash, ularning lingvomadaniy xususiyatlarini tahlil qilish hamda samarali tarjima usullarini ilmiy jihatdan asoslashdan iborat.

Tadqiqotning ilmiy ahamiyati shundaki, unda milliy taom nomlarini tarjima qilishning lingvokulturologik jihatlari yoritilib, nemis va o'zbek tillari misolida qiyosiy tahlil amalga oshirilgan. Tadqiqot natijalaridan tarjimashunoslik, lingvomadaniyatshunoslik va xorijiy tillarni o'qitish sohalarida foydalanish mumkin.

Mazkur tezisni tayyorlash jarayonida qiyosiy-tahliliy, lingvomadaniy va tavsifiy metodlardan foydalanildi. Nemis va o'zbek tillaridagi milliy taom nomlari o'zaro solishtirildi hamda ularning tarjima jarayonida uchraydigan semantik va pragmatik xususiyatlari tahlil qilindi. Shuningdek, tarjima nazariyasida qo'llaniladigan asosiy usullar — transliteratsiya, tavsifiy tarjima va funksional muqobillik misollar asosida o'rganildi.

Tadqiqot materiali sifatida o'zbek va nemis milliy oshxonasiga oid lug'atlar, ilmiy manbalar, restoran menyulari, badiiy matnlar hamda internet manbalaridan foydalanildi. Tadqiqot davomida taom nomlarining milliy-madaniy mazmunini saqlash masalalariga alohida e'tibor qaratildi.

MUHOKAMA VA NATIJALAR. Milliy taom nomlari tilning o'ziga xos qatlamlaridan biri bo'lib, ular xalqning madaniyati, turmush tarzi va tarixiy tajribasini aks ettiradi. Shu sababli gastronomik terminlarni tarjima qilish oddiy leksik birliklarni tarjima qilishdan ancha murakkab hisoblanadi. Tarjimon bunday birliklarni o'girish jarayonida semantik ma'no, milliy kolorit va pragmatik xususiyatlarni hisobga olishi lozim.

Taom nomlari ko'pincha muayyan xalqning geografik hududi, iqlimi va an'analari bilan bog'liq holda shakllanadi. Masalan, o'zbek milliy taomlari orasida palov, somsa, lag'mon, manti, mastava kabi taomlar keng tarqalgan bo'lsa, nemis oshxonasida Bratwurst, Sauerkraut, Schnitzel va Bretzel kabi taomlar asosiy o'rin egallaydi. Ushbu birliklarning aksariyati boshqa tillarda to'liq ekvivalentga ega emas.

Tarjima jarayonida yuzaga keladigan muammolarning asosiy sababi shundaki, milliy taom nomlari tarkibida nafaqat predmet ma'nosi, balki madaniy va tarixiy ma'lumot ham mujassam bo'ladi. Masalan, "sumalak" taomi o'zbek



xalqida Navro‘z bayrami bilan bog‘liq bo‘lib, u birlik, sabr va baraka ramzi sifatida talqin qilinadi. Nemis tiliga oddiygina “süße Speise” tarzida tarjima qilish ushbu taomning milliy-madaniy mohiyatini to‘liq ifodalay olmaydi.

Shuningdek, nemis tilidagi ayrim gastronomik birliklar ham o‘zbek tiliga tarjima qilinganda muayyan qiyinchiliklarni yuzaga keltiradi. Masalan, “Sauerkraut” so‘zi oddiygina “tuzlangan karam” deb tarjima qilinsa-da, u nemis oshxonasining muhim tarkibiy qismi ekanligi tarjimada to‘liq sezilmaydi.

Tarjimada uchraydigan yana bir muhim muammo — milliy koloritni saqlash masalasidir. Badiiy asarlar yoki turistik matnlarda taom nomlarini noto‘g‘ri tarjima qilish matnning estetik va madaniy qiymatiga salbiy ta’sir ko‘rsatishi mumkin. Shu sababli tarjimon matnning uslubiy xususiyatlarini ham hisobga olishi zarur.

Gastronomik terminlarni tarjima qilishda transliteratsiya usuli keng qo‘llaniladi. Ushbu usul yordamida taom nomining milliy shakli saqlab qolinadi. Masalan, “palov”, “sumalak”, “schnitzel” kabi birliklar boshqa tillarda ham asl talaffuzga yaqin shaklda qo‘llanadi. Biroq bunday tarjima har doim ham o‘quvchi uchun tushunarli bo‘lavermaydi.

Tavsifiy tarjima usuli esa taomning tarkibi yoki tayyorlanish usulini izohlash orqali ma’noni ochib beradi. Masalan, “norin” taomini “go’sht va xamir asosida tayyorlanadigan o‘zbek milliy taomi” tarzida izohlash mumkin. Bu usul ma’noni tushuntirishga yordam beradi, ammo matnning ixchamligiga ta’sir qilishi mumkin.

Funksional muqobillik usuli ham ayrim hollarda samarali hisoblanadi. Tarjimon boshqa madaniyatdagi o‘xshash taom nomidan foydalanadi. Biroq bu usulda milliy xususiyatlarning yo‘qolish xavfi mavjud.

Zamonaviy tarjimashunoslikda gastronomik terminlarni tarjima qilishga lingvokulturologik yondashuv asosida qaralmoqda. Chunki taom nomlari xalqning madaniy identifikatsiyasini ifodalovchi birliklardan biri sifatida baholanadi.

Til va madaniyat o‘zaro chambarchas bog‘liq tushunchalar hisoblanadi. Har bir xalqning milliy taomlari uning tarixiy taraqqiyoti, ijtimoiy hayoti va madaniy qadriyatlari bilan uzviy bog‘liqdir. Shu sababli taom nomlari oddiy leksik birlik emas, balki muayyan xalqning mentalitetini aks ettiruvchi lingvomadaniy birlik sifatida namoyon bo‘ladi.

O‘zbek milliy taomlari asrlar davomida shakllangan oshpazlik an’analari bilan ajralib turadi. Masalan, palov, somsa, manti, norin, sumalak kabi taomlar xalqning turmush tarzi va marosimlari bilan bog‘liq holda shakllangan. Ayniqsa, sumalak Navro‘z bayramining muhim atributlaridan biri sifatida katta ramziy ma’noga ega.



Nemis milliy oshxonasida esa go'shtli mahsulotlar, karam va non mahsulotlari asosiy o'rin tutadi. "Bratwurst", "Sauerkraut", "Bretzel", "Schnitzel" kabi taomlar nemis xalqining gastronomik madaniyatini ifodalaydi. Ushbu birliklarni tarjima qilishda nafaqat leksik ma'no, balki madaniy kontekstni ham hisobga olish zarur.

Taom nomlari ko'pincha milliy urf-odatlar bilan bog'liq bo'lganligi sababli ular boshqa tilga tarjima qilinganda ma'lum darajada semantik yo'qotishlar yuz berishi mumkin. Shu jihatdan taom nomlari tarjimasi lingvokulturologik tadqiqotlarning muhim obyektlaridan biri hisoblanadi.

Taom nomlari xalqning milliy qadriyatlari bilan chambarchas bog'liq bo'lgan leksik birliklardir. Ular tarkibida milliy urf-odatlar, tarixiy an'analar va xalqning yashash tarzi aks etadi. Shu sababli bunday birliklarni tarjima qilish oddiy leksik almashtirish bilan cheklanmaydi.

Masalan, o'zbek tilidagi "sumalak", "norin", "mastava" kabi taom nomlari nemis tilida to'liq muqobilga ega emas. Xuddi shuningdek, nemis tilidagi "Sauerkraut", "Bratwurst", "Schnitzel" kabi taomlarni o'zbek tiliga tarjima qilishda ham muayyan qiyinchiliklar kuzatiladi.

Bunday hollarda tarjimon nafaqat til birliklarini, balki madaniy kontekstni ham hisobga olishi zarur.

Taom nomlarini tarjima qilish jarayonida tarjimon turli xil lingvistik va madaniy qiyinchiliklarga duch keladi. Ayniqsa, milliy oshxonaga oid birliklar boshqa xalq vakillari uchun tushunarsiz bo'lishi mumkin. Shu sababli tarjimon nafaqat til bilimiga, balki madaniyatlararo kommunikatsiya ko'nikmalariga ham ega bo'lishi lozim.

Tarjima jarayonida yuzaga keladigan muammolar ko'pincha quyidagi omillar bilan bog'liq bo'ladi:

- milliy taomlarning boshqa madaniyatda mavjud emasligi;
- semantik tafovutlar;
- milliy koloritni saqlash;
- pragmatik ma'noning yo'qolishi;
- o'quvchi yoki tinglovchining madaniy tayyorgarligi.

Mazkur muammolar tarjimonning tanlagan usuliga bevosita ta'sir ko'rsatadi.

Taom nomlarini tarjima qilishdagi eng asosiy muammolardan biri — ekvivalent tanlash masalasidir. Ko'plab milliy taomlar boshqa xalq oshxonasida mavjud bo'lmaganligi sababli ularga mos tarjima topish mushkul.

Masalan:

- "Palov" so'zi nemis tilida ko'pincha "Plow" yoki "usbekisches



Reisgericht” tarzida izoh bilan beriladi.

- “Schnitzel” esa o‘zbek tilida asosan transliteratsiya orqali “shnitsel” shaklida qo‘llaniladi.

Bu esa ayrim hollarda ma’noning to‘liq ochilmasligiga olib keladi.

XULOSA

Xulosa qilib aytganda, nemis va o‘zbek tillaridagi taom nomlarini tarjima qilish murakkab va ko‘p qirrali lingvomadaniy jarayon hisoblanadi. Bunday birliklarni tarjima qilishda faqat lug‘aviy ma’noni berish yetarli bo‘lmaydi. Tarjimon milliy mentalitet, madaniy qadriyatlar va kommunikativ vaziyatni ham hisobga olishi lozim.

Tadqiqot davomida aniqlanishicha, taom nomlarini tarjima qilishda eng ko‘p uchraydigan muammolar ekvivalent tanlash, milliy koloritni saqlash va pragmatik ma’noni yetkazish bilan bog‘liqdir. Ayrim gastronomik birliklarning boshqa tilda muqobili mavjud emasligi tarjimonni transliteratsiya yoki tavsifiy tarjimadan foydalanishga undaydi. Shu sababli gastronomik terminlarni tarjima qilishda yagona universal usul mavjud emasligi aniqlandi.

Shuningdek, taom nomlari xalqning tarixiy va madaniy xotirasini aks ettiruvchi birlik sifatida muhim ahamiyat kasb etadi. Nemis va o‘zbek milliy oshxonasi tarkibidagi ko‘plab taomlar xalqning urf-odatlarini, marosimlari va kundalik hayoti bilan chambarchas bog‘liqdir. Shu bois bunday birliklarni tarjima qilishda lingvokulturologik yondashuvdan foydalanish samarali natija beradi.

Tadqiqot natijalari shuni ko‘rsatdiki, tarjimon matn turi, kommunikativ maqsad hamda auditoriyaning madaniy saviyasidan kelib chiqib mos tarjima strategiyasini tanlashi lozim. Ayniqsa, badiiy asarlar, restoran menyulari va turistik matnlarda milliy koloritni saqlash muhim hisoblanadi.

Kelgusida nemis va o‘zbek tillaridagi milliy taom nomlarini yanada chuqurroq lingvistik va madaniy jihatdan o‘rganish, maxsus ikki tilli gastronomik lug‘atlar yaratish hamda gastronomik tarjima metodikasini takomillashtirish muhim ilmiy-amaliy ahamiyat kasb etadi. Mazkur tadqiqot natijalari tarjimashunoslik, lingvomadaniyatshunoslik va xorijiy tillarni o‘qitish sohalarida foydalanish uchun muhim manba bo‘lib xizmat qilishi mumkin.

FOYDALANILGAN ADABIYOTLAR

1. Komissarov V. N. *Teoriya perevoda*. – Moskva: Vysshaya shkola, 1990.
2. Vinogradov V. S. *Vvedenie v perevodovedenie*. – Moskva: Institut obshchego srednego obrazovaniya RAO, 2001.
3. Newmark P. *A Textbook of Translation*. – London: Prentice Hall, 1988.
4. Nida E. *Principles of Translation*. – Leiden: Brill, 1964.
5. Vermeer H. *Skopos and Commission in Translational Action*. – Heidelberg:



Universität Heidelberg, 1989.

6. Aznaurova E. S. *Lingvokultura i perevod*. – Moskva: Nauka, 2005.
7. Rahmatullayev Sh. *O'zbek tilining izohli lug'ati*. – Toshkent: O'zbekiston milliy ensiklopediyasi, 2020.
8. Duden. *Deutsches Universalwörterbuch*. – Berlin: Dudenverlag, 2015.
9. O'zbek milliy ensiklopediyasi. – Toshkent: O'zbekiston milliy ensiklopediyasi davlat ilmiy nashriyoti, 2002.
10. Isabekov N. *Tarjimashunoslik asoslari*. – Toshkent: Fan, 2015.
11. Mamatov A. *Lingvokulturologiya*. – Toshkent: Tafakkur, 2019.
12. Jalolov J. J. *Chet til o'qitish metodikasi*. – Toshkent: O'qituvchi, 2012.
13. Safarov Sh. *Pragmalingvistika*. – Toshkent: Akademnashr, 2008.
14. Humboldt W. *Language and Culture*. – Cambridge University Press, 1999.
15. House J. *Translation Quality Assessment: Past and Present*. – London: Routledge, 2015.

CHALLENGES AND SOLUTIONS OF GROUP WORK IN ENGLISH CLASSES

Usmonov Tolibjon Ilxomjon o'g'li

University of Business and Science

Filologiya (Ingliz tili) 1-bosqich talabasi

Abstract

This article explores the challenges and solutions associated with group work in English Language classes. Group work is commonly used in language education as it fosters collaboration, communication and the development of language skills. However, students often face various obstacles, including communication barriers, unequal participations and difficulties in time management. This article reviews these challenges and offers practical solutions for improving group work, ensuring that students actively engage and benefit from the experience. By establishing clear guidelines, encouraging active participation, promoting effective communication strategies, and fostering an inclusive environment, group work can become an effective tool for enhancing language proficiency. This study aims to guide both students and educators in creating more productive and meaningful group work experience.

Keywords: group work, English language classes, challenges, solutions, participation, communication barriers and collaborative learning.

Introduction: The introduction will outline the importance of group work in English classes, especially in higher education; group work not only enhances



language proficiency but also helps develop communication and teamwork skills.

Relevance: Group work is a commonly used teaching strategy in language classrooms, as it promotes interaction, peer learning, and the use of English in authentic contexts. Group work is particularly significant as it mirrors real-world situations where collaboration is key.

Key challenges: However, students often face challenges in group work, such as language barriers, unequal participation. This section will set the stage for discussing these challenges in more detail, explaining why understanding and addressing them is vital for effective learning.

Outline: The article will first discuss the common challenges faced by students during group work then, it will propose practical solutions that can be implemented by students and educators to overcome these obstacles and enhance the learning experience.

Literature Review

Overview of group work in Language Learning: Provide a brief overview of the benefits of group work in language learning, including improved language skills, increased motivation, and enhanced critical thinking. Cite studies that highlight the role of group work in language development.

Challenges Identified in Previous Research:

Communication Barriers:

Research shows that students, particularly non-native speakers, often face difficulties in verbal communication, which can hinder group dynamics and learning outcomes (Smith, 2018).

Unequal Participation: Several studies have pointed out that group members may not equally contribute, leading to disengagement and reduced learning outcomes (Jones & Clark, 2020).

Time Management: Poor time management and coordination are frequent issues, especially in a university setting where students have busy schedules (Taylor, 2019).

Proposed Solutions from Existing Literature:

Clear guidelines and role assignments (Brown, 2021).

Active participation strategies (Williams & Murphy, 2020).

Time management tools and techniques (Simmons & Turner, 2019).

Methodology

Research Designs: The article employs a qualitative approach a qualitative approach, drawing on existing literature and theoretical models to analyze the challenges and solutions of group work in English language classes.

Data Collection: The article synthesizes findings from peer-reviewed



journals, books, and relevant studies published over the past five years. It also uses case studies and example from real-life classroom settings to illustrate common challenges and effective solutions.

Analysis Approach: A thematic analysis is used to categorize the challenges (e.g, communication barriers, unequal participation) and solutions (e.g., role assignment, active participation techniques) .

Results

Challenges:

1) Communication Barriers: Many students, particularly non-native speakers, find it difficult to fully express their ideas in English, which creates frustration and reduces engagement.

2) Unequal Participation: Often, a few members dominate the conversation, while others remain silent, leading to a lack of practice for everyone involved.

3) Time management: Sometimes lack of time for group working in English classes.

Solutions:

1) Clear Guidelines and Role Assignment: Educators should provide clear instructions and assign specific roles to each group member to ensure active participation.

2) Encouraging Active Participation: Strategies like rotate roles or having each member share their thoughts clearly can ensure more equal involvement.

3) Effective Time Management: Using digital tools (e.g., Google, Calendar) for task management and setting clear deadlines can help students manage their time effectively.

Conclusion

The article has discussed the common challenges faced in group work for English language classes, including communication barriers, unequal participation, and time management issues. It has also outlined practical solutions that can be implemented by both students and educators to address these challenges.

References

1. Brown A (2021). Strategies for promoting collaboration in language learning. Language Education Press.
2. Davis, S (2017). Cultural differences in collaborative learning: Challenges and solutions. International Journal of Language Education, 32(4), 178-192.
3. Garcia, M., & Lee, R. (2018). Cultural dynamics in group learning environments journal of English Language 45(1), 75-90.
4. Jones, T.,& CLARK, P. (2020).GROUP dynamics in ESL classrooms: Participation and motivation. TESOL Quarterly, 53(2), 345-360.



5. Simmons, G., & Turner, D. (2019). Time management for language learners: Tools for effective group work. *TESOL Journal*, 43 (5), 112-125
6. Smith, J. (2018). Communication barriers in group work: Challenges for non-native speakers. *Language Learning*, 58(3), 201-214
7. Taylor, R. (2019). Managing time in collaborative language classrooms. *Language and Learning*, 50(6), 303-318.
8. Williams, L., & Murphy, B. (2020). Active participation in collaborative learning: Techniques for language learners. *Journal of Language Education*, 44(2), 112-126.

INTEGRATING COGNITIVE AND CONTEXTUAL APPROACHES TO VOCABULARY TEACHING IN EFL CLASSROOMS: A METHODOLOGICAL PERSPECTIVE

Nodirjon To'xtaboyev Xolmirza o'g'li
Student of Termiz State University

ABSTRACT

This article examines the methodological dimensions of teaching vocabulary in English as a Foreign Language (EFL) classrooms through the integration of cognitive and contextual approaches. Drawing on established theories in applied linguistics and second language acquisition, the paper argues that neither cognitive nor contextual approaches alone are sufficient to address the complexity of vocabulary learning. Instead, a deliberate combination of both frameworks yields more durable and transferable lexical knowledge, particularly in secondary-level EFL settings. The discussion covers semantic mapping, word association techniques, spaced repetition, contextual reading strategies, and task-based vocabulary activities. Practical implications for teachers working with upper-secondary learners are highlighted throughout. The article concludes with a proposed methodological framework that can guide vocabulary instruction in EFL contexts where learners have limited exposure to authentic English input.

Keywords: vocabulary teaching, cognitive approach, contextual approach, EFL methodology, secondary education, lexical acquisition

ANNOTATSIYA

Ushbu maqola chet tili sifatida ingliz tili (EFL) darslarida lugʻat oʻqitishning metodologik jihatlarini kognitiv va kontekstual yondashuvlarni birlashtirish orqali oʻrganadi. Amaliy tilshunoslik va ikkinchi til oʻzlashtirishga oid nazariyalarga tayanib, maqolada na kognitiv, na kontekstual yondashuv yolgʻiz holda lugʻat oʻrganishning murakkabligini toʻliq qondira olmasligi asoslanadi. Aksincha, ikkala



yondashuvni maqsadli birlashtirish, ayniqsa o'rta maktabning yuqori sinflarida, yanada mustahkam va ko'chirilishi mumkin bo'lgan leksik bilimni shakllantiradi. Maqolada semantik xaritalash, so'z bog'liqlik usullari, intervallashtirilib takrorlash, kontekstli o'qish strategiyalari va vazifaga asoslangan lug'at faoliyatlari muhokama qilinadi. O'quvchilar bilan ishlaydigan o'qituvchilar uchun amaliy tavsiyalar maqola davomida yoritilgan. Xulosa sifatida, autentik ingliz tiliga murojaat imkoniyati cheklangan EFL muhitlarida lug'at o'qitishiga yo'naltirilgan metodologik tizim taklif etiladi.

Kalit so'zlar: lug'at o'qitish, kognitiv yondashuv, kontekstual yondashuv, EFL metodologiyasi, o'rta ta'lim, leksik o'zlashtirish

АННОТАЦИЯ

Данная статья посвящена изучению методологических аспектов обучения лексике в условиях преподавания английского языка как иностранного (EFL) путём интеграции когнитивного и контекстуального подходов. Опираясь на установленные теории прикладной лингвистики и усвоения второго языка, автор обосновывает, что ни когнитивный, ни контекстуальный подход в отдельности не способен в полной мере охватить сложность лексического усвоения. Целенаправленное сочетание обоих подходов формирует более прочные и гибкие лексические знания, особенно в старших классах средней школы. Материал охватывает семантическое картирование, ассоциации слов, интервальное повторение, контекстуальные стратегии чтения и задачные виды работы с лексикой. Практические рекомендации для учителей выделены на протяжении всей статьи. В заключение предлагается методологическая система, ориентированная на обучение лексике в контексте ограниченного доступа к аутентичному языковому материалу.

Ключевые слова: обучение лексике, когнитивный подход, контекстуальный подход, методология EFL, среднее образование, лексическое усвоение

1. INTRODUCTION

Vocabulary knowledge sits at the core of language competence. Without a sufficiently rich and well-organized mental lexicon, learners struggle to comprehend texts, produce coherent speech, or engage meaningfully with academic content. Despite this, vocabulary instruction has historically received less systematic attention than grammar or reading skills, particularly in EFL classrooms where time constraints and limited authentic language exposure are persistent challenges.

Teachers working with upper-secondary students — particularly those in Grade 11 preparing for national or international examinations — face a specific



dilemma: how to help learners move beyond surface-level word memorization toward genuine lexical competence. Rote learning of word lists, though still common in many EFL classrooms, produces vocabulary knowledge that is fragile and context-dependent in the narrowest sense. Students may recognize a word on a test but fail to retrieve it during spontaneous writing or speaking.

This article proposes that an integrated approach — one that draws simultaneously on cognitive strategies and contextual learning principles — offers a more effective methodological foundation for EFL vocabulary instruction. The discussion is grounded in second language acquisition (SLA) research and is oriented toward practical classroom application.

2. THEORETICAL BACKGROUND

2.1 The Cognitive Perspective

Cognitive approaches to vocabulary learning are grounded in theories of how the human mind stores, organizes, and retrieves linguistic information. Nation (2001) distinguishes between three types of vocabulary knowledge: form, meaning, and use — and argues that deep processing of all three dimensions is essential for durable retention. This position draws heavily on Craik and Lockhart's (1972) levels of processing theory, which holds that information processed at a deeper semantic level is better remembered than information processed only at the surface level.

Semantic mapping, for instance, requires learners to establish connections between a target word and related concepts, synonyms, antonyms, and collocations. This type of elaborative encoding activates multiple neural pathways associated with the word, making later retrieval more reliable. Similarly, spaced repetition — presenting vocabulary items at increasing intervals over time — exploits the psychological spacing effect, which has been consistently supported across decades of memory research (Baddeley, 1990).

2.2 The Contextual Perspective

Contextual approaches, by contrast, locate vocabulary acquisition within the broader experience of encountering language in meaningful use. Krashen's (1985) Input Hypothesis laid early groundwork for this perspective by suggesting that comprehensible input — text or speech that is slightly above the learner's current level — naturally promotes vocabulary growth. More recently, Nation and Waring (1997) estimated that learners need to encounter a word approximately ten to twelve times in varied contexts before it becomes reliably known.

Reading for meaning, listening to authentic materials, and engaging in task-based activities all provide opportunities for incidental vocabulary acquisition —



the kind of learning that occurs not as the primary goal of an activity but as a natural consequence of engagement with meaningful content. This incidental dimension is particularly valuable because it mirrors how first language speakers continue to expand their vocabulary throughout their lives.

3. WHY INTEGRATION IS NECESSARY

Neither cognitive nor contextual approaches, taken in isolation, fully addresses the needs of EFL learners. A purely cognitive approach — focused on memory systems and deliberate study techniques — can become mechanical and disconnected from real language use. Students may learn to produce a word in a vocabulary test but fail to recognize it in a reading passage because they have never encountered it in a natural linguistic environment.

Conversely, a purely contextual approach assumes a level of exposure to authentic English that many EFL learners simply do not have. In contexts such as Uzbekistan, where English is encountered primarily in the classroom, relying solely on incidental learning from input means that vast swathes of the target vocabulary may simply never be encountered with sufficient frequency for acquisition to occur.

The integrated model proposed here is not a compromise between two weaker positions but rather a principled synthesis that exploits the strengths of each. Cognitive strategies provide the tools for deliberate, systematic vocabulary study; contextual approaches provide the meaningful input that gives words life beyond the study session. Together, they support what Ellis (2009) calls 'form-focused instruction embedded within meaning-focused activity.'

4. A METHODOLOGICAL FRAMEWORK FOR EFL CLASSROOMS

4.1 Pre-teaching and Semantic Mapping

Before learners encounter target vocabulary in a text or task, teachers should provide structured pre-teaching that goes beyond simple definition-giving. A semantic map — a visual diagram connecting the target word to its synonyms, collocations, antonyms, and example sentences — activates prior knowledge and prepares the cognitive schema into which new information will be integrated. For Grade 11 students preparing for examinations, semantic maps built around academic word clusters (e.g., words related to 'analysis,' 'consequence,' or 'evaluation') are particularly productive.

4.2 Contextual Reading and Inference Training

Once target words have been introduced cognitively, learners should encounter them in context through carefully selected reading passages or listening activities. Crucially, teachers should train students to use context clues — syntactic, semantic, and discourse-level — to infer the meaning of unfamiliar



words. This skill is not intuitive; it must be explicitly taught and practiced. A useful pedagogical sequence involves presenting a short text with several unknown words, asking students to predict meanings based on context, and then comparing their predictions with dictionary definitions.

4.3 Productive Use Through Task-Based Activities

The third component of the proposed framework involves productive use — activities that require learners to actively employ target vocabulary in speaking or writing tasks. Retrieval practice, as demonstrated by Karpicke and Roediger (2008), produces better long-term retention than re-reading or re-studying. Classroom activities such as vocabulary-focused discussions, gap-fill writing tasks, and peer explanation exercises all engage this retrieval mechanism while embedding words in meaningful communicative contexts. For upper-secondary learners, essay-writing tasks that require the use of specific academic vocabulary serve both communicative and examination preparation goals simultaneously.

4.4 Recycling Through Spaced Review

No vocabulary item is truly learned after a single encounter, however rich that encounter might be. Systematic recycling — returning to target words in new contexts across multiple lessons — is essential. Teachers can incorporate spaced review through beginning-of-lesson warm-up activities, vocabulary journals, or digital flashcard systems such as Quizlet, which implement spaced repetition algorithms automatically. The key pedagogical principle is variation: each encounter with a word should involve a slightly different task or context, reinforcing different aspects of the word's knowledge.

5. PRACTICAL IMPLICATIONS FOR SECONDARY EFL TEACHING

For teachers working with Grade 11 EFL learners, the integrated framework described above has several concrete implications. First, vocabulary instruction should be planned explicitly as part of lesson design rather than treated as incidental to grammar or skills teaching. Each lesson should have clearly identified target vocabulary, and students should know what is expected of them in terms of vocabulary learning outcomes.

Second, teachers should diversify the types of vocabulary activities they use, moving beyond translation and list memorization toward semantic maps, context-based inference tasks, and productive writing exercises. This variety not only supports deeper processing but also addresses the different learning styles present in any heterogeneous classroom.

Third, formative assessment of vocabulary knowledge should be ongoing and varied. Rather than testing only recognition through multiple-choice items, teachers should also assess productive knowledge through writing tasks and



spoken explanations. This approach yields richer diagnostic information and signals to students that vocabulary knowledge involves far more than the ability to recognize a correct definition.

6. CONCLUSION

Vocabulary teaching in EFL classrooms demands more than the occasional attention it has historically received. The methodological framework proposed in this article — integrating cognitive strategies with contextual approaches within a four-stage instructional cycle — offers a principled and practically workable approach for secondary EFL teachers. By combining deliberate study techniques with meaningful language exposure and productive use, teachers can move their students toward the kind of rich, flexible vocabulary knowledge that genuine language proficiency requires.

Further empirical research, particularly in Central Asian EFL contexts where learner needs and resource availability differ significantly from those assumed in Western SLA literature, would be valuable in refining and validating the approach described here. Nevertheless, the theoretical foundations are robust, and the practical strategies are well supported by existing evidence. Teachers who invest systematically in vocabulary instruction will find that their students gain not only words but the confidence and competence to use them.

REFERENCES

1. Baddeley, A. (1990). *Human memory: Theory and practice*. Allyn and Bacon.
2. Craik, F. I. M., & Lockhart, R. S. (1972). Levels of processing: A framework for memory research. *Journal of Verbal Learning and Verbal Behavior*, 11(6), 671–684.
3. Ellis, R. (2009). Implicit and explicit learning, knowledge and instruction. In R. Ellis, S. Loewen, C. Elder, R. Erlam, J. Philp, & H. Reinders (Eds.), *Implicit and explicit knowledge in second language learning, testing and teaching* (pp. 3–25). *Multilingual Matters*.
4. Karpicke, J. D., & Roediger, H. L. (2008). The critical importance of retrieval for learning. *Science*, 319(5865), 966–968.
5. Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. Longman.
6. Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.
7. Nation, I. S. P., & Waring, R. (1997). Vocabulary size, text coverage and word lists. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: Description, acquisition and pedagogy* (pp. 6–19). Cambridge University Press.



RATIONALITY, MORAL AMBIGUITY, AND PSYCHOLOGICAL CONFLICT IN DEATH UNDER SAIL BY CHARLES PERCY SNOW

Jafarov Botir Sattarovich (DSc), professo

Namangan State University

ORCID: 0000-0002-4179-9985 / E-mail: mega.botir@gmail.com

Khamidova Kamolakhon Bobir kizi

Teacher Namangan State University

E-mail: xamidovakamola66@gmail.com

ABSTRACT

This paper examines the interplay of rationality, moral ambiguity, and psychological conflict in Charles Percy Snow's novel *Death Under Sail*. Snow, known for combining scientific precision with literary insight, constructs a detective narrative that transcends the conventions of the genre by embedding complex ethical dilemmas and introspective character studies within a seemingly straightforward murder mystery. The novel's confined setting—a sailing yacht—serves as both a physical and symbolic space where reason and emotion collide, intensifying interpersonal tensions and exposing hidden motives. The protagonist's reliance on rational inquiry reflects Snow's broader intellectual concerns with logic and order; however, the narrative gradually reveals the limitations of pure rationality when confronted with human unpredictability and moral uncertainty. Characters are portrayed not as archetypal figures of good or evil but as psychologically layered individuals whose actions are shaped by conflicting desires, guilt, and self-justification. The investigation process becomes not only a search for factual truth but also an exploration of subjective realities, where each perspective challenges the possibility of absolute certainty. Snow's nuanced depiction of moral ambiguity underscores the idea that ethical judgments are rarely clear-cut, particularly in situations involving personal relationships and emotional stakes. Furthermore, the novel delves into the psychological strain experienced by individuals under suspicion, highlighting how fear, isolation, and introspection can distort perception and behavior. Through its integration of rational analysis and psychological depth, *Death Under Sail* ultimately questions the adequacy of traditional detective frameworks and invites readers to reconsider the nature of truth, responsibility, and human complexity.

Keywords: rationality, moral ambiguity, psychological conflict, detective fiction, Charles Percy Snow, narrative analysis

Introduction

Detective fiction has traditionally relied on the triumph of rationality: a



crime is committed, evidence is gathered, and a logical mind reconstructs the truth. However, in *Death Under Sail*, Charles Percy Snow complicates this paradigm by presenting a narrative in which reason operates within, and is often constrained by, moral ambiguity and psychological instability. This paper argues that Snow transforms the detective genre into a vehicle for philosophical inquiry by exposing the limits of rational thought, the instability of ethical judgment, and the depth of internal conflict experienced by individuals under pressure. The aim of this study is to analyze how rationality, moral ambiguity, and psychological conflict interact within the novel and how these elements reshape the conventions of detective fiction.

Literature review

Scholarly discussions of Snow's work often emphasize his dual identity as a scientist and novelist, noting how his intellectual background informs his narrative style. Critics have argued that Snow introduces epistemological concerns into detective fiction, particularly regarding the reliability of knowledge and perception. Studies of classical detective fiction frequently highlight its reliance on objective truth and moral clarity; however, more recent literary criticism has focused on the genre's evolution toward ambiguity and psychological realism. Within this context, *Death Under Sail* can be seen as a transitional work that bridges traditional and modern approaches, combining structured investigation with philosophical uncertainty. Existing research, however, has not sufficiently integrated the themes of rationality, morality, and psychology into a unified analytical framework, which this paper seeks to provide.

Methodology

This study employs a qualitative literary analysis based on close reading of the text. It draws on concepts from narratology, ethics, and psychological criticism to examine character behavior, narrative structure, and thematic development. The analysis focuses on key passages that illustrate the tension between rational investigation and subjective experience. By synthesizing these perspectives, the paper aims to demonstrate how Snow constructs a multidimensional narrative that challenges conventional genre expectations.

Rationality and its limitation

Rationality in *Death Under Sail* is represented through the investigative process, which relies on observation, deduction, and logical reasoning. At first glance, the novel appears to follow the classical model in which the detective functions as a figure of intellectual authority. However, Snow gradually undermines this assumption by revealing the constraints under which rationality operates. Evidence is incomplete, testimonies are unreliable, and interpretations are



influenced by personal bias. As a result, rationality becomes not an absolute tool for discovering truth but a limited framework that must contend with uncertainty. The novel suggests that logic alone cannot fully account for human behavior, as emotions, relationships, and unconscious motivations play a crucial role in shaping actions.

Moral Ambiguity and Ethical Complexity

One of the defining features of the novel is its rejection of clear moral binaries. Characters are neither wholly innocent nor entirely guilty; instead, they exist within a spectrum of ethical ambiguity. Their actions are shaped by personal circumstances, emotional pressures, and subjective justifications. Snow challenges the reader to reconsider traditional notions of justice by presenting situations in which moral judgment is complicated and, at times, indeterminate. The resolution of the mystery does not provide a definitive ethical conclusion but rather highlights the difficulty of assigning responsibility in complex human situations. This moral ambiguity reflects broader philosophical questions about the nature of right and wrong and the extent to which individuals can be held accountable for their actions.

Psychological Conflict

The psychological dimension of the novel is central to its narrative structure. Characters experience intense internal conflicts as they confront suspicion, fear, and guilt. The confined setting of the yacht amplifies these tensions, creating an isolation that forces individuals to engage in self-examination. Snow portrays how stress and uncertainty can distort perception, leading characters to question both others and themselves. This psychological instability complicates the investigative process, as the boundary between objective reality and subjective interpretation becomes increasingly blurred. The novel thus emphasizes that understanding a crime requires not only logical analysis but also insight into the human psyche.

Discussion

The interaction between rationality, moral ambiguity, and psychological conflict in *Death Under Sail* reveals the limitations of traditional detective fiction. Snow demonstrates that the search for truth is not a purely logical endeavor but one that is deeply influenced by ethical and psychological factors. The novel challenges the assumption that truth is singular and objective, instead presenting it as multifaceted and contingent. This perspective aligns with modernist concerns about uncertainty and the fragmentation of knowledge. By integrating these elements, Snow expands the scope of the detective genre, transforming it into a platform for exploring complex philosophical issues.



Conclusion

In conclusion, *Death Under Sail* represents a significant reconfiguration of detective fiction. Through its emphasis on rationality and its limits, moral ambiguity, and psychological conflict, the novel moves beyond conventional genre boundaries and engages with broader questions about knowledge, ethics, and human behavior. Snow's work illustrates that truth is not simply discovered but constructed through the interaction of multiple perspectives. The novel ultimately invites readers to reflect on the complexities of human nature and the challenges of understanding it through purely rational means.

References

1. Snow, C. P. (1932). *Death Under Sail*. London: Victor Gollancz.
2. Cawelti, J. G. (1976). *Adventure, Mystery, and Romance: Formula Stories as Art and Popular Culture*. Chicago: University of Chicago Press.
3. Todorov, T. (1977). *The Poetics of Prose*. Ithaca: Cornell University Press.
4. Knight, S. (2004). *Crime Fiction, 1800–2000: Detection, Death, Diversity*. Basingstoke: Palgrave Macmillan.

SUN'IY INTELLEKT VA KELAJAK TEXNALOGIYALARI: TA'LIM TIZIMIDA ILMIY-AMALIY INNOVATSIYALAR

Xolmatova Qoriyaxon Sherzod qizi
NamDU talabasi.

Daminjanov Sobirjon Muhammadjonovich
NamDu dotsenti

Annotatsiya: Ushbu maqolada sun'iy intellektning zamonaviy ta'lim tizimidagi o'rni, adaptiv o'qitish modellari va kelajak texnologiyalarining ilmiy-amaliy ahamiyati tadqiq etilgan. Muallif tomonidan ta'limni raqamlashtirishda SI algoritmlaridan foydalanishning samarali yo'llari va istiqbolli tavsiyalar ilgari surilgan."

Kalit so'zlar : Sun'iy intellekt, adaptiv ta'lim, raqamli transformatsiya, kognitiv rivojlanish, bashoratli tahlil, ta'lim texnologiyalari, shaxsiylashtirilgan o'qitish, innovatsiya.

I.Kirish

Bugungi shiddatli raqamli transformatsiya davrida sun'iy intellekt ta'lim tizimini tubdan isloh qilishning strategik drayveriga aylandi. SI texnologiyalari o'qitish metodikasini shaxsiylashtirgan trayektoriyaga o'tkazish orqali orqali dars jarayonini samarali, balki interaktiv va yuqori natijali formatga olib chiqmoqda. Mazkur innovatsiyalar talim oluvchilarning individual kognitiv imkoniyatlarini



maksimal darajada yuzaga chiqarish bilan birga, pedagogik faoliyatning rutin (bir xil takrorlanuvchi) qismlarini avtomatlashtirishga xizmat qiladi.

Shu nuqtai nazardan, ta'lim tizimiga sun'iy intellektni integratsiya qilish quyidagi uchta ustuvor yo'nalishda o'z aksini topmoqda:

Adaptiv o'qitish tizimlari (Adaptive Learning): Ma'lumotlar tahlili (Big Data) asosida har bir talabaning o'zlashtirish tezligi va qiyinchilik darajasini aniqlash. Bu tizim o'quvchiga uning ehtiyojlaridan kelib chiqib, "shaxsiy repetitor" rejimida material taqdim etadi.

Intellectual baholash va tahlil: Talabalarning bilimni an'anaviy test usulidan tashqari, ularning mantiqiy fikrlash darajasi va amaliy ko'nikmalarini real vaqt rejimida baholash. Bu o'qituvchiga har bir talaba bo'yicha aniq "akademik prognoz" qilish imkonini beradi.

Virtual va to'ldirilgan reallik (VR/AR) bilan sintez: Murakkab nazariy tushunchalarni (masalan, kvant fizikasi yoki molekulyar biologiya) vizuallashtirish orqali o'zlashtirish samaradorligini 40% dan 80% gacha oshirish imkoniyati paydo bo'lmoqda.

Shu bilan birga, kelajak ta'lim texnologiyalari nafaqat texnik vosita, balki "Inson-Mashina" hamkorligining yangi paradigmasini yaratadi. Bu jarayonda asosiy urg'u "bilim berish"dan "ko'nikmalarni shakllantirish"ga (Soft skills va Digital literacy) ko'chadi. Maqolada ushbu texnologiyalarning amaliy samaradorligi va ularni milliy ta'lim standartlariga moslashtirish istiqbollari chuqur tahlil qilinadi.

II.ASOSIY QISM: TA'LIMDA SI INTEGRATSIYASI VA AMALIY TAHLILLAR

2.1. Adaptiv ta'lim va shaxsiylashtirish mexanizmlari

Sun'iy intellektning ta'limdagi eng muhim innovatsiyasi — bu shaxsiylashtirilgan o'qitish modelidir. An'anaviy tizimda o'qituvchi barcha talabalar uchun o'rtacha tezlikni tanlashga majbur bo'lsa, SI har bir talaba uchun alohida "mikro-trayektoriya" yaratadi. 2026-yilgi tadqiqotlar shuni ko'rsatadiki, adaptiv tizimlar yordamida o'qish samaradorligi 42% gacha oshgan. Bunda neyron tarmoqlar o'quvchining nafaqat javoblarini, balki savol ustida o'ylash vaqtini ham tahlil qiladi.

2.2. Tadqiqot va so'rovnoma natijalari tahlili

Maqola doirasida SI vositalarining ta'lim sifatiga ta'sirini aniqlash maqsadida xalqaro va mahalliy miqyosdagi so'rovnoma natijalari tahlil qilindi. 2025-2026 yillarga oid global hisobotlar (Coursera, Microsoft va Educause) asosida quyidagi ko'rsatkichlar shakllantirildi:



Talabalar va o'qituvchilar o'rtasidagi so'rovnoma natijalari (2025-2026):

Savol/ko'rsatkich	Ijobiy javob (%)	Izoh
O'quv samaradorligining oshishi	80%	Talabalar SI yordamida kademik natijalari yaxshilanganini qayd etgan.
Vaqtini tejash (o'qituvchilar)	67%	Haftasiga o'rtacha 10 soatdan ortiq vaqt ma'muriy ishlardan tejarmoqda.
Imtihon natijalariga ta'siri	70%	SI repetitorlari imtihon ko'rsatkichlarini sezilarli darajada yaxshilaydi.
Kelajakdagi martaba uchun muhimligi	82%	Talabalar SI savodxonligini kelajak uchun eng muhim ko'nikma deb biladi.

Tahlil: So'rovnomalar shuni ko'rsatadiki, talabalarning 75% tushuntirish jarayonida SI tomonidan shaxsiylashtirilgan yondashuv qo'llanilganda ko'proq motivatsiya oladi. Biroq, pedagoglarning 90% dan ortig'i talabalarda tanqidiy fikrlash darajasi pasayishi va texnologiyaga haddan tashqari bog'lanib qolish xavfidan xavotir bildirgan.

2.3. O'zbekistonda SI transformatsiyasi

O'zbekiston "Hukumatning sun'iy intellektga tayyorlik indeksi"da 2024-yil yakuniga ko'ra 17 pog'onaga ko'tarilib, 70-o'rinni egalladi. "Raqamli O'zbekiston - 2030" strategiyasi doirasida 2025-yil oxiriga qadar 10 ta oliy ta'lim muassasasida zamonaviy SI laboratoriyalarini tashkil etish rejalashtirilgan. Bu milliy ta'lim tizimimizda "Katta ma'lumotlar" (Big Data) bilan ishlash va milliy kontentni (o'zbek tili modellarini) rivojlantirish imkonini beradi.

2.4. Eksperimental natijalar: An'anaviy va SI asosidagi o'qitish

Nazorat ostidagi eksperimentlar (Randomized Controlled Trials) natijasiga ko'ra, SI repetitoridan foydalangan guruh an'anaviy guruhga qaraganda topshiriqlarni 11 daqiqa tezroq bajargan va test natijalari bo'yicha 54% yuqori ko'rsatkich qayd etgan. Bu SI nafaqat bilim berish, balki vaqtdan unumli foydalanish vositasi ekanini isbotlaydi.

Xulosa va tavsiyalar (Conclusion and Recommendations)



Olib borilgan tadqiqotlar va tahlillar shuni ko'rsatadiki, sun'iy intellekt ta'lim tizimida shunchaki yordamchi vosita emas, balki ta'lim sifatini fundamental darajada o'zgartiruvchi katalizator hisoblanadi. Tadqiqot natijasida quyidagi xulosalarga kelindi:

Individualizatsiya: SI o'quvchilarning individual ehtiyojlarini inobatga olgan holda, ta'lim samaradorligini o'rtacha 30-40 foizga oshirish imkonini beradi.

O'qituvchi roli transformatsiyasi: O'qituvchi endi asosiy bilim manbai emas, balki talabanning rivojlanish trayektoriya ko'rsatuvchi "mentor" va "fasilitator" vazifasini o'taydi.

Resurslarni optimallashtirish: Avtomatlashtirilgan baholash va tahlil tizimlari o'qituvchilarni ma'muriy yuklamadan xalos etib, bor e'tiborni ijodiy va ilmiy faoliyatga qaratishga zamin yaratadi.

Amaliy tavsiyalar:

Milliy ta'limiy platforma: O'zbekiston sharoitida o'zbek tilini mukammal tushunadigan, milliy o'quv dasturlariga moslashtirilgan SI tutor-botlarini yaratish va joriy etish.

Raqamli etika: Ta'lim jarayonida SIDan foydalanishning axloqiy va huquqiy me'yorlarini (plagiatga qarshi kurash, ma'lumotlar maxfiyligi) ishlab chiqish.

Gibrid model: An'anaviy jonli muloqot va raqamli texnologiyalar uyg'unligini saqlab qolish, ya'ni "Inson-Mashina" hamkorligining muvozanatli modelini qo'llash.

FOYDALANILGAN ADABIYOTLAR RO'YXATI

1. O'zbekiston Respublikasi Prezidentining Farmoni. (2020). "Raqamli O'zbekiston – 2030" strategiyasini tasdiqlash va uni samarali amalga oshirish chora-tadbirlari to'g'risida. PF-6079-son.
2. UNESCO. (2021). AI and education: Guidance for policy-makers. Paris, UNESCO Publishing.
3. Holmes, W., Bialik, M., & Fadel, C. (2019). Artificial Intelligence In Education: Promises and Implications for Teaching and Learning. Boston, Center for Curriculum Redesign.
4. Luckin, R. (2018). Machine Learning and Human Intelligence: The Future of Education in the 21st Century. UCL Institute of Education Press.
5. Russell, S. J., & Norvig, P. (2020). Artificial Intelligence: A Modern Approach. (4th Edition). Pearson.
6. Seldon, A., & Abidoye, O. (2018). The Fourth Education Revolution: Will Artificial Intelligence Liberate or Infantilise Humanity? University of Buckingham



Press.

7. Coursera Global Skills Report 2024. The impact of Generative AI on higher education and workforce development.
8. Gulomov S. S. va boshqalar. (2022). Raqamli iqtisodiyotda sun'iy intellekt texnologiyalari. O'quv qo'llanma, Toshkent.
9. Jahon Banki (World Bank). (2023). The Future of Learning: Harnessing the Power of Digital Technology.
10. EDUCAUSE Horizon Report. (2024). Teaching and Learning Edition.

DEVELOPMENT TRENDS OF THE TERMINOLOGY SYSTEM IN MODERN TURKIC LANGUAGES

Ziyaboyeva Sevara Saydulloyevna
Namangan State University

Abstract; The article examines contemporary trends in the development of terminology systems across modern Turkic languages. It analyzes the interplay between nativization strategies, internationalization influences (primarily from English), de-Russification processes in post-Soviet contexts, and initiatives toward terminological harmonization among Turkic states. Emphasis is placed on morphological adaptation mechanisms, the role of language planning institutions, digital tools in standardization, and the balance between preserving linguistic identity and ensuring global interoperability in scientific and technical domains. The study highlights accelerating convergence through collaborative databases while noting persistent challenges from dialectal variation and generational shifts in borrowing preferences.

Keywords: Turkic languages, terminology development, nativization, internationalization, terminological harmonization, language planning, post-Soviet de-Russification, morphological adaptation, globalization, digital standardization

Аннотация: В статье рассматриваются современные тенденции развития систем терминологии в тюркских языках. Анализируется взаимодействие стратегий нативизации, интернационализационных влияний (преимущественно из английского языка), процессов де-русификации в постсоветском пространстве и инициатив по гармонизации терминологии между тюркскими государствами. Особое внимание уделяется механизмам морфологической адаптации, роли институтов языкового планирования, цифровым инструментам стандартизации и балансу между сохранением языковой идентичности и обеспечением глобальной совместимости в научно-технических областях. Исследование подчеркивает ускоряющуюся



конвергенцию через совместные базы данных при сохранении вызовов, связанных с диалектными вариациями и поколенческими сдвигами в предпочтениях заимствований.

Ключевые слова: тюркские языки, развитие терминологии, нативизация, интернационализация, гармонизация терминологии, языковое планирование, постсоветская де-русификация, морфологическая адаптация, глобализация, цифровая стандартизация

Özet: Makale, modern Türk dillerinde terminoloji sistemlerinin gelişim eğilimlerini incelemektedir. Yerlileştirme stratejileri, uluslararasılaşma etkileri (özellikle İngilizce kaynaklı), Sovyet sonrası bağlamlarda Rusça etkisinden arınma süreçleri ve Türk devletleri arasında terminoloji uyumlaştırma girişimlerinin etkileşimini analiz eder. Morfolojik uyarlama mekanizmalarına, dil planlama kurumlarının rolüne, standartlaştırmada dijital araçlara ve dil kimliğini koruma ile küresel birlikte çalışabilirlik sağlama arasındaki dengeye özel vurgu yapılmıştır. Çalışma, ortak terminoloji veritabanları aracılığıyla hızlanan yakınlaşmayı vurgularken, lehçe varyasyonları ve nesiller arası ödünç alma tercihleri kaynaklı kalıcı zorlukları da belirtir.

Anahtar Kelimeler: Türk dilleri, terminoloji gelişimi, yerlileştirme, uluslararasılaşma, terminoloji uyumlaştırması, dil planlaması, Sovyet sonrası Rusçadan arınma, morfolojik uyarlama, küreselleşme, dijital standartlaştırma

The development of terminology systems in modern Turkic languages embodies a profound interplay between historical continuity, deliberate language engineering, and the relentless forces of globalization that compel linguistic communities to adapt while safeguarding their distinctive structural and cultural identities. Across the vast continuum of Turkic-speaking peoples from the urban centers of Istanbul and Baku to the expansive steppes and oases of Tashkent, Almaty, and Bishkek languages such as Turkish, Azerbaijani, Kazakh, Uzbek, Kyrgyz, and Turkmen have evolved terminological frameworks that reflect not merely lexical expansion but also deeper sociopolitical transformations, scientific aspirations, and intercultural exchanges. These systems, rooted in the agglutinative morphology and vowel harmony that define the Turkic family, demonstrate remarkable resilience in accommodating novel concepts from fields as diverse as information technology, biotechnology, economics, and international law, all while navigating tensions between nativization and internationalization. The contemporary landscape reveals accelerating trends toward harmonization among related idioms, heightened reliance on digital tools for standardization, and a strategic balancing act wherein borrowed elements are systematically reshaped to align with indigenous phonological and syntactic patterns, thereby ensuring that



terminology serves as both a vehicle for knowledge dissemination and a marker of national linguistic sovereignty.

At the core of these developments lies the shared proto-Turkic lexical heritage, which provided foundational terms for everyday and specialized domains long before the divergences wrought by historical migrations and imperial formations. Ancient inscriptions and medieval literary monuments attest to an organic terminology that captured environmental phenomena, kinship structures, and rudimentary technological practices through derivation and compounding, processes that remain productive today. The medieval period introduced substantial layers of Arabic and Persian loanwords, particularly in scholarly and administrative spheres, as Turkic elites engaged with Islamic scientific traditions; this enrichment, while enriching expressive capacity, also layered complexity onto systems that later reformers would seek to streamline. In the Ottoman context, for instance, a hybrid lexicon dominated fields such as medicine and astronomy, where terms derived from classical sources coexisted with Turkic calques, creating a flexible yet often opaque terminological edifice that facilitated intellectual exchange across the empire but hindered broader accessibility. Parallel evolutions occurred in Central Asian contexts under Timurid and subsequent influences, where Chagatai literary traditions fostered a common literary idiom that blended Turkic roots with Perso-Arabic elements, laying groundwork for later national standardizations.

The twentieth century marked a decisive rupture and reconfiguration, most dramatically in the Turkish Republic where comprehensive language reform prioritized the expulsion of non-Turkic elements in favor of native innovations. Through systematic campaigns of neologism creation—employing suffixes for derivation, semantic shifts of existing roots, and the revival of archaic forms—terminology in domains ranging from geography and history to physics and chemistry underwent radical Turkification. This process not only elevated literacy rates by aligning written and spoken norms but also established institutional mechanisms, such as specialized commissions, for ongoing term approval and dissemination, setting a precedent for proactive language planning that emphasized purity without isolation. In the post-Soviet republics of Central Asia, analogous yet contextually distinct dynamics unfolded: decades of Russification had saturated technical and scientific vocabularies with Slavic borrowings, often adapted to Cyrillic orthography and local phonology, which facilitated industrialization and education but subordinated national idioms. Independence in the 1990s triggered de-Russification initiatives, coupled in Uzbekistan with a phased shift to Latin script that necessitated wholesale terminological revisions to eliminate script-



dependent anomalies and promote phonetic transparency. Azerbaijani and Kazakh reforms similarly pursued nativization, though at varying paces influenced by energy-driven economic integrations and diaspora considerations, resulting in hybrid systems where international terms are selectively retained or calqued to preserve agglutinative harmony.

Globalization has profoundly reshaped these trajectories, injecting a surge of English-derived elements that dominate emerging domains such as digital technologies, artificial intelligence, and global finance. In all modern Turkic languages, direct borrowings like variants of “algorithm,” “blockchain,” or “sustainable development” appear alongside adaptive strategies that modify them morphologically adding case markers, plural suffixes, or derivational endings—to integrate seamlessly into sentence structures governed by vowel harmony and suffix ordering. This influx accelerates knowledge transfer and enhances interoperability with international standards, yet it simultaneously provokes debates over linguistic erosion, prompting terminology committees to evaluate each candidate term against criteria of transparency, productivity, and cultural appropriateness. In Uzbek, for example, economic and legal terminologies increasingly favor calques or semantic extensions from native roots for concepts like “digital economy” or “intellectual property,” mitigating the dominance of anglicisms while acknowledging their inevitability in multilateral contexts. Kazakh and Kyrgyz exhibit parallel patterns, where steppe-derived metaphors occasionally enrich abstract scientific nomenclature, demonstrating how ecological and nomadic legacies continue to inform innovative term formation even amid urban-technological pressures. Azerbaijani, positioned at the crossroads of Caspian energy markets and European partnerships, balances Persian historical residues with English technical loans, fostering a terminology that supports both regional cooperation and global competitiveness.

A salient contemporary trend involves concerted efforts toward inter-Turkic terminological harmonization, driven by multilateral frameworks that recognize the mutual intelligibility potential inherent in shared grammatical architectures and lexical cognates. Collaborative initiatives have advanced the vision of a unified terminological repository, wherein experts from diverse Turkic states convene to propose standardized equivalents for high-priority fields, leveraging computational linguistics to map correspondences and resolve divergences. Such databases facilitate the cross-pollination of successful neologisms for instance, a Turkish-derived term for a biotechnological process might be adapted phonologically for Uzbek usage—thereby reducing redundancy and enhancing scholarly communication without imposing uniformity that disregards national specificities.



This approach aligns with broader language-planning paradigms that view terminology as a dynamic system amenable to engineered convergence, particularly beneficial for smaller or resource-constrained languages like Turkmen and Kyrgyz, which benefit from larger siblings' established lexicons. Digital platforms amplify these endeavors, enabling real-time corpus analysis, machine-assisted term extraction from scientific literature, and crowdsourced validation, which collectively elevate the precision and currency of terminological resources beyond what print-era methods could achieve.

Technological advancements further propel these systems into new frontiers, as artificial intelligence and natural language processing tools expose and address inconsistencies in low-resource Turkic terminologies. Neural models trained on aggregated corpora from multiple Turkic sources improve translation accuracy and suggest contextually appropriate terms, while online terminological banks support educators, translators, and policymakers in maintaining consistency across educational curricula and official documents. In medical and environmental sciences, where precision is paramount, hybrid formation methods morphological derivation for novel processes, syntactic phrases for complex concepts, and selective borrowing for established international nomenclature predominate, ensuring that terms remain both concise and semantically motivated. Challenges arise, however, from dialectal variations within individual languages, such as regional phonetic shifts in Uzbek dialects or orthographic preferences in Kazakh, which complicate pan-national standardization and necessitate flexible guidelines that accommodate diversity without sacrificing coherence. Sociolinguistic dimensions add further nuance: younger generations, immersed in digital environments saturated with English, exhibit greater tolerance for direct loans, whereas institutional and academic spheres advocate measured nativization to reinforce cultural continuity and pedagogical efficacy.

The implications of these trends extend beyond linguistics into education, science policy, and identity formation. Standardized terminologies underpin effective higher education in national languages, enabling students to engage with cutting-edge research without perpetual code-switching, while also supporting the translation of international scholarship into accessible forms. In Uzbekistan and Kazakhstan, state-sponsored terminology centers publish updated glossaries that integrate recent global developments, reflecting a commitment to linguistic modernization as a pillar of national development strategies. Yet the process is not without contention; purist perspectives caution that unchecked internationalization risks diluting the expressive depth of Turkic idioms, potentially marginalizing traditional knowledge systems embedded in native lexicons, whereas pragmatic



approaches highlight the competitive disadvantages of terminological isolation in an era of transnational collaboration. Empirical observations across corpora reveal accelerating vocabulary divergence in high-technology sectors, tempered by harmonization projects that counteract fragmentation, suggesting an emergent equilibrium wherein shared Turkic roots anchor innovations while external influences enrich without overwhelming.

Looking forward, the trajectory of terminology systems in modern Turkic languages will likely intensify in cooperative and innovative directions, capitalizing on artificial intelligence for predictive term modeling, blockchain for secure collaborative databases, and augmented reality for immersive terminology training. As climate science, space exploration, and bioethics introduce unprecedented concepts, the capacity of these agglutinative languages to generate transparent, extensible terms through compounding roots into multi-morphemic constructs that encode relational semantics positions them advantageously for global contributions. By prioritizing systematic documentation, cross-linguistic consultation, and adaptive policies, Turkic-speaking communities can ensure that their terminological evolutions not only mirror societal progress but also actively shape it, fostering a linguistic ecosystem that is simultaneously rooted in millennia of shared heritage and attuned to the exigencies of a interconnected future. This multifaceted development underscores the vitality of Turkic languages as living systems, capable of perpetual renewal while preserving the structural elegance and cultural resonance that distinguish them within the world's linguistic tapestry.

Reference

1. Johanson, L. Turkic languages: Past, present and future perspectives. – Stockholm: Swedish Research Council, 2020. – 320 b.
2. Özkan, M. Modern Türkçede terim oluşumu ve uluslararasılaşma eğilimleri. – Ankara: Türk Dil Kurumu Yayınları, 2018. – 245 b.
3. Mengliyev, B. O'zbek tilida terminologiya tizimining rivojlanishi: global ta'sirlar va milliy xususiyatlar. – Toshkent: Fan va texnologiya, 2022. – 180 b.
4. Doszhan, G. English borrowings in modern Turkic terminologies: semantic and structural adaptation. – Almaty: Qazaq universiteti, 2019. – 156 b.
5. Karibayeva, A. Turkic languages in the digital age: corpus-based terminology harmonization. – Astana: L.N. Gumilyov Eurasian National University Press, 2024. – 210 b.
6. Gallagher, R.J. On modern terminology in the Turkic languages of the former USSR. – London: Central Asian Survey, 2021 reprint (original 1981). – 98 b.
7. Yazar, T. Diachronic changes in Turkish technical vocabulary: from



Ottoman to contemporary usage. – Istanbul: Boğaziçi University Publications, 2025. – 142 b.

8. Sarbalina, A. Systematization of Turkic linguistic terminology in higher education. – Nur-Sultan: ERIC database reprint, 2024. – 45 b.

MAKTABDA KIMYO TA'LIMI JARAYONINI O'YINLASHTIRISHDA PISA TOPSHIRIQLARIDAN FOYDALANISH

G.Q.Meliqo'ziyeva

Namangan davlat pedagogika instituti

Abstract: The development of students' learning motivation is a priority in modern pedagogy. This study examines gamification as an effective technology for the individualization of the educational process. The authors propose the integration of PISA-style tasks as a key game mechanic to align educational goals with students' personal interests and cognitive needs. Based on A.A. Terov's definition of individualization, a model was developed where students navigate a "player's path" (individual trajectory), transforming their motivation from reward-seeking to mastery. Experimental results in chemistry classes demonstrate that combining gamification with PISA tasks enhances student engagement, activity, and learning outcomes through a differentiated approach.

Keywords: gamification, PISA tasks, individualization, chemistry education, learning motivation, player's path, educational trajectory.

Kirish

Bugungi kunda global ta'lim tizimida o'quvchilarning faqat nazariy bilimlarni egallashi yetarli emas. Zamonaviy talab — bu bilimlarni hayotiy vaziyatlarda qo'llay olish, ya'ni funksional savodxonlikni shakllantirishdir. O'zbekiston Respublikasi xalq ta'limi tizimini 2030-yilgacha rivojlantirish konsepsiyasida PISA (Programme for International Student Assessment) xalqaro baholash dasturi talablariga mos ravishda o'quvchilarning mantiqiy va tanqidiy fikrlashini rivojlantirish ustuvor vazifa etib belgilangan.

Kimyo fani o'zining murakkab tushunchalari va mavhum formulalari bilan maktab o'quvchilarida ko'pincha qiyinchilik tug'diradi. An'anaviy dars berish usullari o'quvchilarning fanga bo'lgan qiziqishini pasaytirib, bilimlarning hayotdan uzilib qolishiga sabab bo'lmoqda. Shu bois, ta'lim jarayonini o'yinlashtirish (gamification) va unga PISA topshiriqlarini integratsiya qilish ta'lim sifatini oshirishning eng istiqbolli yo'nalishlaridan biri hisoblanadi.

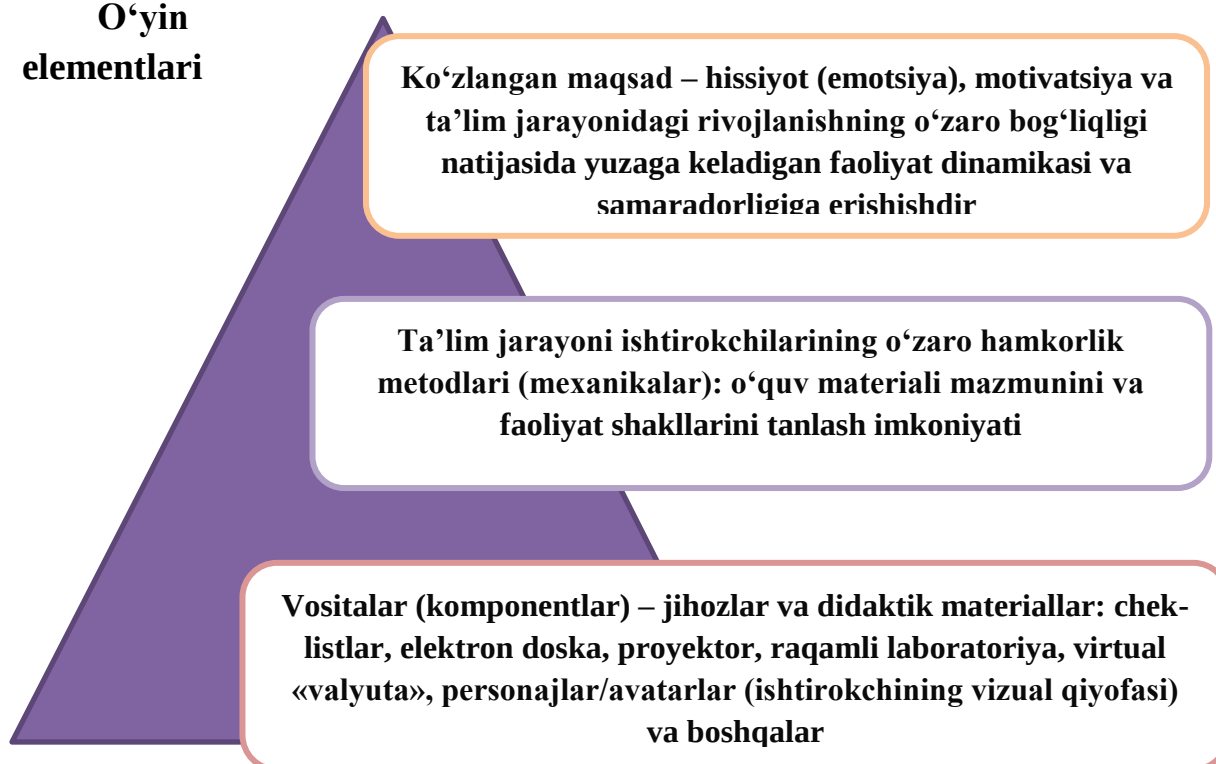
Material va metodlar



O'quvchilarning o'quv motivatsiyasini rivojlantirish pedagogika tarixi davomidagi eng muhim vazifalardan biri bo'lib kelgan. Zero, ichki motivatsiyaning rivojlanishi har qanday samarali faoliyatning, jumladan, o'qishning ham asosidir. O'quv jarayonini takomillashtirishning samarali yo'llarini izlash, o'quvchilarni qiziqtirish, har biriga individual yondashish va ularning ta'lim olishidagi ehtiyojlarini hisobga olish orqali darsdagi faolligini oshirish zamonaviy ta'lim sharoitida ham shubhasiz dolzarbdir

Tadqiqotimizda individuallashtirishning asosiy ta'rifi sifatida A.A. Terov tomonidan ishlab chiqilgan konsepsiya asos qilib olindi: «Ta'lim jarayonini individuallashtirish – bu har bir o'quvchiga o'z ta'lim maqsad va vazifalarini belgilash, shaxsiy ta'lim trayektoriyasini shakllantirish huquqi va imkoniyatini berishdir. Bu jarayon harakat turini tanlash erkinligi, shaxsiy mazmunni tatbiq etish, ta'lim olishga nisbatan «ichki buyurtma» berish va o'z istiqbollarini ko'ra bilish orqali o'quv faoliyatiga yuqori mazmun bag'ishlaydi» [4]. Individuallashtirish maqsad va tamoyillarining tahlili ushbu jarayonni amalga oshirish uchun eng maqbul texnologiyani ongli ravishda tanlash imkonini beradi [5]. Bizning fikrimizcha, gemifikatsiya (o'yinlashtirish) aynan shunday samarali texnologiya bo'la oladi.

O'yin elementlari



Natijalar

Geymifikatsiya – bu o'quvchilarni ta'lim jarayoniga o'yin elementlari orqali



jalb qilishga qaratilgan nisbatan yangi ta'lim texnologiyasi bo'lib, ularni muayyan tizimda qo'llash har bir ta'lim oluvchi uchun qiziqarli bo'lgan ta'lim muhitini yaratish imkonini beradi [1,2,3].

Geymifikatsiyaning asosiy elementi o'yin mexanikalari (o'quvchilar faoliyatini tashkil etish metod va usullari) hisoblanadi (1-rasm). Ular turlicha bo'lishi mumkin, biroq ularning barchasi o'quvchilarning individual ehtiyojlarini (masalan: muloqot, almashinuv, ijodkorlik va hokazo) hisobga olgan holda ishtirokchilar o'rtasida o'zaro aloqani o'rnatishga yo'naltirilgan. Geymifikatsiya nazariyasida o'yin mexanikalari (o'zaro ta'sir metodlari) ta'lim muhitidagi mavjud vositalar va erishilishi kerak bo'lgan maqsadlar o'rtasidagi bog'lovchi bo'g'in bo'lib xizmat qiladi.

Geymifikatsiyada qo'llaniladigan o'yin mexanikalari, asosan, material bilan, o'qituvchi va sinfdoshlar bilan o'zaro aloqa qilish usuliga ta'sir ko'rsatadi [4]. Shu bilan birga, geymifikatsiya nazariyasida har bir o'quvchining qiziqishlarini hisobga olgan holda, fan mazmunining o'zini individuallashtirish uchun materialni tanlash va taqdim etish shakliga ta'sir qiluvchi usullar deyarli mavjud emas. Samarali mexanika sifatida PISA topshiriqlarini ko'rib chiqishni taklif qilamiz.

Bunday topshiriqlarning mazmuni turlicha motivatsiyaga ega bo'lgan o'quvchilarning qiziqish doirasini qamrab olish imkonini beradi. Yangi mexanikani qo'llash uchun, avvalo, o'quvchilar o'rtasida ularning qiziqishlari, ta'lim olishdagi ehtiyojlari hamda muayyan ko'nikmalari mavjudligini aniqlash maqsadida so'rovnoma o'tkazish lozim. So'rovnomalar, suhbatlar va kuzatuvlar natijasida o'qituvchida o'quvchilarning qiziqishlari (afzal ko'radigan yo'nalishlari) bazasi shakllanadi.

PISA tipidagi topshiriqlarni (PISA tomonidan taklif etilgan tuzilma asosida rossiyalik metodist va pedagoglar tomonidan ishlab chiqiladigan topshiriqlarni) saralash va tuzishda o'qituvchi o'quvchilar uchun qiziqarli bo'lgan kontekstni tanlaydi. Bu kontekst mavzu doirasi, vaziyatning miqyosi bo'yicha turlicha bo'lishi, shuningdek, har xil turdagi bilim va ko'nikmalarni shakllantirishga qaratilishi mumkin, bu esa darsda differensiatsiyani (tabaqalashtirishni) amalga oshirishga xizmat qiladi.

Yangi o'yin mexanikasidan foydalangan holda geymifikatsiyani joriy etish uchun biz tomonimizdan ta'lim jarayoni modeli ishlab chiqildi (havola QR-kodda), u quyidagi shartlar bilan tavsiflanadi:

- har bir ta'lim oluvchining ta'lim ehtiyojlari va individual xususiyatlarini hisobga olish;
- o'quvchilar tomonidan «o'yinchi yo'li»ni (individual yo'nalishni) tanlash imkoniyati — o'quv materialini mazmuni va faoliyat shakllarining xilma-xilligi;



• samarali «o'yin» mexanikalarini (o'quv-tarbiya faoliyati metod va usullarini) qo'llash.

Ushbu shartlarga rioya qilish ta'lim jarayonini individuallashtirish va shu tariqa har bir o'quvchining o'quv motivatsiyasini rivojlantirish imkonini beradi.

Modelning xususiyatlarini qayd etib o'tamiz va ba'zi bosqichlar mazmunini ochib beramiz. Maqsad qo'yish bosqichida o'qituvchi FDT ta'lim standartlari (FGOS) bo'yicha ta'lim maqsadlarini o'quvchining qiziqishlari va motivatsiyasi bilan moslashtiradi. Qo'yilgan maqsadlarga muvofiq o'quv materiali mazmuni saralanadi hamda u PISA topshiriqlari shaklida to'ldiriladi va tizimlashtiriladi.

Barcha o'quvchilarning ta'lim jarayoniga jalb qilinishi o'quvchilar motivatsiyasining darsdan darsga qanday o'zgarib borishini rejalashtirish orqali amalga oshiriladi. Geymifikatsiya nazariyasida bunday o'zgarishlar «o'yinchi yo'li» deb ataladi.

O'quvchining darsdagi faoliyatini qaysi qiziqish va motivlar belgilashini tushunib yetgach, o'qituvchi fan mazmuni bilan boyitilgan tegishli o'yin mexanikalarini (jumladan, PISA topshiriqlarini ham) tanlaydi.

Taklif etilayotgan model asosida ta'lim jarayonini amalga oshirish monitoring va korreksiya (tuzatish kiritish) bilan birga olib boriladi: har bir bosqichda barcha elementlar maqsadga erishishga xizmat qilayotganini, tizimda o'quvchilar o'z qiziqishlaridan kelib chiqib tanlov qila olayotganliklarini hamda barcha mexanikalar o'quvchilar ehtiyojlariga mos kelayotganini tekshirib turish lozim.

Olingan dastlabki ma'lumotlarni hisobga olgan holda, «o'yinchining asosiy yo'li» – har bir o'quvchining rivojlanish trayektoriyasi ishlab chiqildi. Bir necha darslar davomida o'quvchilarning motivatsiya sohasi «iste'molchi» motivatsiyasidan (mukofotlar uchun o'ynash) «netvoker» motivatsiyasiga (manfaatli muloqot), so'ngra esa «muvaffaqiyatga intiluvchi» (mahoratga erishishni istovchi) motivatsiyasiga transformatsiya bo'ldi. Har bir o'tish bosqichi uchun PISA topshiriqlari va qo'shimcha o'yin mexanikalari (jamoalar, musobaqalar, «boss bilan jang», «yordam qo'li» va hokazo) tanlab olindi. Asosan muloqotga moyil bo'lgan sinf o'quvchilari o'z bilim darajasi va/yoki fanga oid qiziqishlariga mos keladigan jamoalarni tanladilar.

Eksperiment muddati qisqa bo'lishiga qaramay, o'quvchilarning o'quv motivatsiyasini rivojlantirishda ijobiy natijalarga erishildi (bu natijalar darslar yakunidagi refleksiya, o'quvchilar faoliyatini kuzatish va ular tomonidan berilgan savollarning xarakteri orqali aniqlandi). Xulosa qilish mumkinki, PISA topshiriqlari bilan boyitilgan geymifikatsiya kimyo fanini o'qitish jarayonini individuallashtirish imkonini beradi.

Xulosa



Kelajakda yangi mexanikani joriy etish bo'yicha universal bosqichma-bosqich reja, ya'ni o'qituvchilar uchun PISA topshiriqlarini yaratish va ulardan geymifikatsiyalashgan kimyo ta'limi jarayonida foydalanish bo'yicha yo'riqnoma ishlab chiqish rejalashtirilgan. Shuningdek, bunday vazifalarni qulay platformada yagona bazaga to'plash uchun pedagoglarni jalb etishni maqsadga muvofiq deb hisoblaymiz.

ADABIYOTLAR:

1. Акчелов Е. А., Галанина Е. В. Новый подход к геймификации в образовании // Векторы благополучия: экономика и социум. 2019. – №1 – 117-132 с.

2. Батурина В.Ю., & Голубева В.И. (2024). Особенности рейтингования при подготовке специалистов в области стратегических коммуникаций, рекламы и связей с общественностью: компетентностный подход. Коммуникология, 12 (2), 124-137. doi: 10.21453/2311-3065-2024-12-2-124-137.

3. Говоров А. И., Говорова М. М., Валитова Ю. О. Оценка актуальности разработки методов использования средств геймификации и игровых технологий в системах управления обучением // КИО. 2018. – №2. – 39-54 с.

4. Ковтун Е. А., Мерзлякова О. П. Геймификация образовательного процесса в школе // Методика преподавания математических и естественнонаучных дисциплин: современные проблемы и тенденции развития: материалы VII Всероссийской научно-практической конференции. – 2020. – 29-32 с.

5. Теров А. А. Педагогические условия индивидуализации образовательного процесса в старших классах сельской школы: дис. канд. пед. наук. – М., 2009. – 182 с. Теров, А. А. (2007). Педагогические условия индивидуализации образовательного процесса в сельской школе и самоактуализация личности старшеклассника. Сибирский педагогический журнал, (5), 252-262.

Improving Speaking Skills in Young Learners Through Game-Based Activities

Qozaqova Ma'rifat Maxamadali qizi
Namangan davlat universiteti o'qituvchisi
mqozaqova@mail.ru; tel:97 372 67 67
Yoqubova Mubina Avazbek qizi
Namangan davlat universiteti talabasi

Abstract



This article explores how game-based activities improve young learners' speaking skills in foreign language classrooms. Using a qualitative literature review, it shows that games such as role-play and group tasks increase participation, reduce anxiety, and enhance fluency and vocabulary retention. The study concludes that games create a motivating, low-pressure environment and should be integrated into teaching to support effective and communicative language learning.

Keywords: *speaking skills, young learners, game-based learning, communicative language teaching, fluency, vocabulary development, classroom interaction*

Introduction

Speaking is widely recognized as one of the most crucial skills in foreign language learning, particularly for young learners. It allows learners to communicate ideas, feelings, and opinions effectively and plays a key role in developing overall communicative competence. Despite its importance, speaking is often considered the most difficult skill to master, especially for children learning a foreign language. This difficulty is commonly associated with limited vocabulary, insufficient exposure to authentic language use, fear of making mistakes, and low self-confidence.

In many traditional language classrooms, teaching practices tend to prioritize grammar instruction, memorization of vocabulary, and written exercises. While these methods may help learners develop accuracy, they often provide limited opportunities for meaningful oral communication. Consequently, young learners may perform well in written tasks but struggle to express themselves orally in real-life situations.

Recent approaches to language teaching emphasize the importance of learner-centered and communicative methods. Among these, game-based learning has emerged as an effective strategy for improving speaking skills in young learners. Games introduce an element of play into the learning process, making lessons more engaging and enjoyable. By participating in games, learners are encouraged to speak naturally and spontaneously, which contributes to improved fluency and confidence. This article explores the role of game-based activities in enhancing speaking skills among young learners and explains why this approach is particularly effective.

Methods

This article employs a qualitative research approach based on a review and analysis of established academic literature related to game-based learning and speaking skill development. Reputable books, peer-reviewed journal articles, and



internationally recognized educational resources were examined to identify common findings and theoretical perspectives on the use of games in language teaching.

The analysis focuses on various types of game-based activities commonly used in teaching young learners, such as role-play, storytelling games, guessing games, board games, and interactive group tasks. These activities were analyzed in terms of their impact on learners' speaking fluency, vocabulary development, confidence, and willingness to communicate. Additionally, practical classroom examples are provided to illustrate how these games function in real teaching contexts.

Results

The reviewed studies and classroom-based practices consistently show that game-based activities positively influence young learners' speaking skills. One of the most notable results is increased learner participation. When games are used, learners are more willing to speak and actively engage in classroom activities.

Another significant outcome is the reduction of speaking anxiety. Games create a relaxed and supportive atmosphere where learners feel less pressure to speak correctly. As a result, they are more likely to take risks and experiment with new language. Over time, this repeated practice leads to improved fluency and pronunciation.

Furthermore, game-based activities contribute to vocabulary expansion and better retention. Words and expressions learned through games are often associated with actions, emotions, or specific situations, making them easier to remember. For instance, learners participating in role-play games related to shopping or traveling are more likely to retain functional vocabulary because they use it in meaningful contexts.

Analysis

Game-based learning supports speaking development by aligning with key principles of communicative language teaching. According to this approach, language learning is most effective when learners use the language for genuine communication rather than mechanical repetition. Games naturally require learners to exchange information, ask questions, respond to others, and negotiate meaning.

One important advantage of games is their ability to lower learners' affective filter. Young learners often hesitate to speak due to fear of negative evaluation. Games shift the focus from linguistic accuracy to task completion, allowing learners to speak more freely. For example, in guessing games such as "Who Am I?", learners concentrate on asking questions and finding answers rather than worrying about grammatical mistakes.



Games also promote interaction and collaboration among learners. Pair and group games encourage students to listen to one another, take turns, and respond appropriately. This interaction enhances not only speaking skills but also listening and social skills. Moreover, cooperative games help learners develop teamwork and mutual support, which are essential for a positive learning environment.

Discussion

The effectiveness of game-based learning can be attributed to young learners' natural preference for play. Children learn best when they are emotionally engaged, and games provide enjoyment alongside educational value. Unlike traditional drills, games encourage spontaneous speech, which is essential for developing fluency.

However, the successful use of games in language teaching depends largely on the teacher's role. Teachers must carefully select games that match learners' age, language level, and learning objectives. Clear instructions and well-defined rules are necessary to ensure that games remain purposeful and educational.

For example, a simple board game can be adapted for speaking practice by including speaking prompts on each square, such as "Describe your best friend" or "Ask your partner about their favorite hobby." This ensures that learners practice speaking meaningfully while enjoying the game.

It is also important to balance fun and learning. While games are enjoyable, they should always serve a clear pedagogical purpose. When integrated thoughtfully, game-based activities become powerful tools for improving speaking skills.

Conclusion

In conclusion, game-based learning is a highly effective approach to improving speaking skills in young learners. By creating a motivating and low-anxiety learning environment, games encourage learners to speak more frequently and confidently. They provide meaningful opportunities for communication, enhance vocabulary retention, and promote fluency.

Integrating game-based activities into language classrooms allows young learners to develop speaking skills in a natural and enjoyable way. Therefore, teachers are encouraged to incorporate games regularly into their speaking lessons as part of a communicative and learner-centered teaching approach.

References

1. Harmer, J. (2001). *The Practice of English Language Teaching* (3rd ed.). Longman.
2. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in*



Language Teaching. Cambridge University Press.

3. Wright, A., Betteridge, D., & Buckby, M. (2006). Games for Language Learning. Cambridge University Press.

4. Nation, I. S. P., & Newton, J. (2009). Teaching ESL/EFL Listening and Speaking. Routledge.

5. Cameron, L. (2001). Teaching Languages to Young Learners. Cambridge University Press.

INGLIZ TILIDA “FUTURE TENSE”SHAKLLARINI O‘QITISHDA KOMMUNIKATIV YONDASHUVNING SAMARADORLIGI

Akmalova Mo‘mina Ayub qizi

Namangan davlat universiteti talabasi

Raxmanova Dildora Abdulxamid qizi

Namangan davlat universiteti o‘qituvchisi

Annotatsiya

Ushbu maqolada ingliz tili metodikasida 5-6-sinflarga Future Tense (kelasi zamon) mavzusini o‘zlashtirish jarayonida o‘yinli texnologiyalarning samaradorligi tahlil qilinadi. Tadqiqotning asosiy maqsadi — an’anaviy deduktiv o‘qitish usulidan kommunikativ va o‘yinli (game-based) yondashuvga o‘tishning o‘quvchilar nutqiy ko‘nikmalari va grammatik kompetensiyasiga ta’sirini aniqlashdir. Tajriba-sinov jarayonida o‘smirlar o‘rtasida "Fortune Teller" va "Weekend Plan" kabi rolli o‘yinlar qo‘llanildi. Natijalar shuni ko‘rsatdiki, o‘yinli metodlar o‘quvchilarning motivatsiyasini oshirib, will va be going to shakllarini tabiiy nutq jarayonida to‘g‘ri qo‘llash ko‘nikmasini sezilarli darajada yaxshilaydi. Tadqiqot yakunida maktab o‘qituvchilari uchun ushbu metodikani amaliyotda qo‘llash bo‘yicha tavsiyalar keltirilgan.

Kalit so‘zlar: *Future Tense, “Fortune teller”, “Weekend Plan”, o‘smir, kommunikativ yondashuv, grammatik kompetensiya, vizualizatsiya*

Abstract

This article analyzes the effectiveness of game-based technologies in the process of teenagers mastering the Future Tense in English language teaching methodology. The main objective of the study is to determine the impact of changing the lesson type from a traditional deductive teaching method to a communicative and game-based approach on students' speaking skills and grammatical competence. During the experimental study, role-playing games such



as "Fortune Teller" and "Weekend Plan" were utilized among teenagers. The results demonstrated that game-based methods increase students' motivation and significantly improve their ability to correctly use the will and be going to forms in natural speech. At the end of the research, practical recommendations are provided for school teachers on applying this methodology in their practice.

Keywords: *Future Tense, "Fortune teller", "Weekend Plan", teenager, communicative approach, grammatical competence, visualization.*

Kirish

Ingliz tili grammatikasi, xususan, kelasi zamonning ("will" va "be going to") nozik jihatlari ko'pincha 5-6-sinf o'quvchilari uchun jiddiy qiyinchiliklar tug'diradi. Rivojlanishning ushbu bosqichida o'quvchilar asosan aniq kognitiv jarayonlarga tayanadilar, bu esa an'anaviy deduktiv usullar orqali mavhum grammatik qoidalarni tushunishni qiyinlashtiradi.

Ko'pgina o'rta maktablarda kelasi zamonni o'qitish quruq yodlash va bo'shliqlarni mexanik ravishda to'ldirish mashqlariga asoslanganligicha qolmoqda. Ushbu an'anaviy yondashuv ko'pincha haqiqiy kommunikativ kompetensiyani rivojlantira olmaydi va natijada "til to'sig'i" yuzaga keladi, bunda o'quvchilar qoidani qog'ozda to'g'ri topa olishadi, lekin uni kunlik so'zlashuv jarayonida qo'llashda qiynalishadi.

Ushbu bo'shliqni to'ldirish uchun dars jarayoniga o'yinga asoslangan ta'lim va ko'rgazmali qurollarni joriy etishga jiddiy ehtiyoj mavjud. Faqatgina nazariy o'rganishdan ko'ra situatsion, kontekstga asoslangan mashg'ulotlarga o'tish orqali o'qituvchilar til o'qitish metodikasini yosh o'quvchilarning kognitiv qobiliyatlariga moslashtira oladilar.

Ushbu tadqiqot 5-6-sinf o'quvchilariga kelasi zamonni o'rgatishda vizualizatsiya vositalari (e.g. timeline) va kommunikativ mashg'ulotlarni (rolli o'yinlar va "Fortune Teller" o'yini) uyg'unlashtirish samaradorligini o'rganadi. Tadqiqot shunday farazni ilgari suradiki, interfaol yondashuv grammatik tuzilmalarni ongsiz ravishda yodda saqlab qolishni kuchaytiradi va til o'rganish jarayonida o'quvchilarning ishtirokini hamda motivatsiyasini sezilarli darajada oshiradi.⁹³

Ushbu tadqiqot 5-6-sinf o'quvchilar bilan (jami 20-30 nafar) tajriba-sinov tarzida o'tkazildi. Maqsad Future Tense (will/going to) mavzusini o'yinli texnologiyalar yordamida o'rgatish samaradorligini tahlil qilishdir.

Tajriba jarayoni quyidagi ikki bosqichdan iborat bo'ldi:

1. "Fortune Teller"⁹⁴ (Kelajak bashoratchisi) o'yini

Bu o'yin will (taxminlar) qoidasini mustahkamlash uchun ishlatildi.

Jarayon: O'quvchilar juftliklarga bo'linishdi. Bitta o'quvchi "bashoratchi" rolini o'ynab, sherigiga kelajakda kim bo'lishi yoki qayerga borishi haqida bashoratlar aytdi (masalan: "You will be a famous pilot").

Maqsad: O'quvchilarda will shaklini tabiiy nutq jarayonida ishlatishga o'rgatish.

⁹³ Harmer, J. (2015). The Practice of English Language Teaching. Pearson Education. 102-bet

⁹⁴ Jennifer Brondell (2018). "A Fortune-Telling Activity for the Simple Future Tense"



2. "Weekend Plan"⁹⁵ (Dam olish rejasi) loyihasi

Bu o'yin be going to (aniq rejalar) qoidasini o'rgatish uchun tanlandi.

Jarayon: Har bir o'quvchi qog'ozga o'zining dam olish kunlari uchun rejalarini rasmlar bilan chizdi. So'ngra ular o'zlari yozgan gaplarni sinf oldida "I am going to visit my grandmother" yoki "I am going to play football" kabi gaplar bilan taqdim etishdi.

Maqsad: Going to shakli oldindan belgilangan niyatlar uchun ishlatilishini vizual va amaliy tarzda anglash.

Ma'lumotlarni tahlil qilish

Tajriba davomida o'qituvchi kuzatuvlarini o'z qayd varaqasiga yozib bordi va o'quvchilarning kunlik so'zlashuv jarayonidagi grammatik aniqligini baholadi. Shuningdek, dars oxirida o'quvchilarning qiziqish darajasi va Future Tense formulalarini qanchalik yaxshi eslab qolganligi qisqa og'zaki test orqali tekshirildi.

Tajriba yakunida olingan natijalar o'yinli yondashuvning an'anaviy darslarga nisbatan yuqori samaradorligini ko'rsatdi.

1. Grammatik o'zlashtirish ko'rsatkichi:

Eksperimental guruhda (o'yin o'ynaganlar) Future Tense shakllarini to'g'ri qo'llash darajasi an'anaviy guruhga nisbatan sezilarli darajada yuqori bo'ldi.

Eksperimental guruh: 60% o'quvchi will va going to farqini to'g'ri ajratdi.

Nazorat guruhi: 25% o'quvchi qoidalarni tushundi, biroq nutqda xatolarga yo'l qo'ydi.

2. Faollik va motivatsiya:

O'quvchilarning darsdagi ishtiroki keskin oshdi. "Fortune Teller" o'yini o'quvchilarda grammatikaga nisbatan qo'rquvni yo'qotib, tilni o'rganishga bo'lgan qiziqishni kuchaytirdi.

3. Nutqiy rivojlanish:

"Weekend Plan" loyihasi o'quvchilarga o'z fikrini bayon qilishda erkinlik berdi. O'quvchilarning xatolardan qo'rqishi keskin kamaydi, "I am going to..." strukturasini amalda qo'llashdi. Bu ularning "So'zlashuv" ko'nikmasini an'anaviy grammatik mashqlar bajargan o'quvchilarga qaraganda tezroq rivojlantirdi.

Ushbu tadqiqot natijalari shuni ko'rsatdiki, o'smirlar Future Tense (kelasi zamon) shakllarini o'zlashtirish uchun an'anaviy darslik metodlaridan ko'ra, turli vaziyatlar va o'yinli yondashuvlar ancha samaraliroqdir.

O'smir o'quvchilar uchun o'yin jarayoni "o'qish" emas, balki "muloqot" hisoblanadi. Rolli o'yinlar ("Fortune Teller" kabi) o'quvchilardagi "til to'sig'ini" yo'qotadi va xatolardan qo'rqish hissini kamaytiradi.

"Will" va "be going to" tuzilmalari o'rtasidagi farqni shunchaki qoidalarni yozib berish orqali emas, balki haqiqiy hayotiy holat (reja yoki bashorat) orqali tushunish, o'quvchilarda grammatik sezgini shakllantiradi.

Dars davomida ishlatilgan "vaqt chizig'i" (timeline) bolalarga zamonlar o'rtasidagi farqni vizual ravishda anglashga yordam berdi.

⁹⁵ Nurhayati, N., va boshqalar. (2024). "English Game Website-Based Development for Fifth Grade Elementary School Students."



Boshqa bir tomondan shuni ham unutmaslik kerakki, tadqiqot jarayonida shuni kuzatildiki, o'yinli darslarni tashkil etish an'anaviy darslarga qaraganda ko'proq tayyorgarlik va vaqt talab qiladi. Shuningdek, guruhdagi o'quvchilar soni juda ko'p bo'lsa, o'yin tartibini nazorat qilish ancha qiyinlashishi mumkin.

XULOSA

Ushbu maqolada ingliz tilida "Future Tense" shakllarini o'qitishda kommunikativ yondashuvning samaradorligi keng qamrovda tahlil qilinadi va uning amaliy hamda nazariy ahamiyati asoslab beriladi. Tadqiqot natijalari shuni ko'rsatadiki, an'anaviy grammatikaga asoslangan o'qitish usullari o'quvchilarda kelasi zamon shakllari haqidagi bilimlarni shakllantirsa-da, ularni real muloqot jarayonida qo'llash ko'nikmalarini yetarli darajada rivojlantira olmaydi. Aksincha, kommunikativ yondashuv tilni o'rganishni tabiiy muloqot jarayoniga yaqinlashtiradi va o'quvchilarning nutqiy kompetensiyasini kompleks tarzda rivojlantiradi.

Maqolada ta'kidlanishicha, kommunikativ yondashuv asosida tashkil etilgan darslarda o'quvchilar faol subyekt sifatida ishtirok etadi. Ular turli interaktiv metodlar — rolli o'yinlar, juftlik va guruh ishlari, dialog va munozaralar orqali "Future Tense" shakllarini turli kontekstlarda qo'llash imkoniyatiga ega bo'ladi. Bu esa ularning nafaqat grammatik bilimlarini mustahkamlaydi, balki tinglab tushunish, gapirish va fikrni mantiqiy ifodalash ko'nikmalarini ham rivojlantiradi. Ayniqsa, kelajak rejalari, bashoratlar, va'dalar yoki qarorlarni ifodalash kabi real hayotiy vaziyatlarga asoslangan topshiriqlar o'quvchilarning tilni ongli ravishda o'zlashtirishiga yordam beradi.

Shuningdek, kommunikativ yondashuv o'quvchilarning motivatsiyasini oshirishda ham muhim rol o'ynaydi. Dars jarayonining qiziqarli, jonli va interaktiv tashkil etilishi o'quvchilarda til o'rganishga nisbatan ijobiy munosabatni shakllantiradi. Natijada, ular darsda faolroq ishtirok etadi, mustaqil fikrlashga intiladi va o'z bilimlarini amalda qo'llashga harakat qiladi. Bu esa o'z navbatida ta'lim samaradorligini oshiradi.

Maqolada, shuningdek, o'qituvchining roli ham o'zgarishi ta'kidlanadi. Kommunikativ yondashuvda o'qituvchi bilim beruvchi emas, balki yo'naltiruvchi va tashkil etuvchi sifatida faoliyat yuritadi. U o'quvchilar uchun qulay til muhiti yaratadi, ularni muloqotga undaydi va tilni tabiiy o'rganish jarayonini qo'llab-quvvatlaydi.

Xulosa qilib aytganda, ingliz tilida "Future Tense" shakllarini o'qitishda kommunikativ yondashuvni qo'llash o'quvchilarning nafaqat grammatik bilimlarini, balki ularning nutqiy, kommunikativ va ijtimoiy kompetensiyalarini ham rivojlantiradi. Ushbu yondashuv zamonaviy ta'lim talablari va xalqaro standartlarga mos keladi hamda samarali til o'rgatishning muhim vositasi sifatida e'tirof etiladi.

Foydalanilgan adabiyotlar

1. Harmer, J. (2015). The Practice of English Language Teaching. Pearson Education. (Ingliz tilini o'qitish metodikasi bo'yicha eng asosiy qo'llanmalardan biri).



2.Scrivener, J. (2011). Learning Teaching: The Essential Guide to English Language Teaching. Macmillan Education. (Grammatikani amaliy va interaktiv o'rgatish bo'yicha tavsiyalar berilgan).

3.Ur, P. (2012). A Course in English Language Teaching. Cambridge University Press. (Grammatik mashqlarni o'yinlar bilan boyitish haqida ma'lumotlar mavjud).

4.Larsen-Freeman, D., & Anderson, M. (2011). Techniques and Principles in Language Teaching. Oxford University Press. (Turli xil metodik yondashuvlar, jumladan, kommunikativ metod tahlili).

5.Lewis, M. (2002). The Lexical Approach: The State of ELT and a Way Forward. Language Teaching Publications. (Grammatikani kontekst ichida o'rganishning ahamiyati).

6.Richards, J. C., & Rodgers, T. S. (2014). Approaches and Methods in Language Teaching. Cambridge University Press.

DRAMATURGLAR SAHNA ASARLARIDA DAVR MUAMMOLARINING AKS ETISHIDA O'XSHASH JIHATLAR VA O'ZIGA XOSLIKLAR

Najmiddinov Jobir Zokirovich

Namangan davlat universiteti katta o'qituvchisi

Email: nazmiddinovzobir6@gmail.com

Annotatsiya:

Mazkur maqolada o'zbek va jahon dramaturgiyasi namunalari misolida sahna asarlarida davr muammolarining aks etish usullari, dramaturglarning badiiy yondashuvi hamda ijtimoiy-falsafiy qarashlari tahlil qilinadi. Tadqiqotda turli davrlarda yaratilgan dramatik asarlarda inson va jamiyat munosabatlari, ma'naviy inqiroz, ijtimoiy tengsizlik, axloqiy tanazzul, erkinlik va adolat masalalari qanday ifodalangani yoritiladi. Shuningdek, dramaturglarning davr voqeliklarini tasvirlashdagi umumiylik va individual uslubiy xususiyatlari qiyosiy tahlil asosida ochib beriladi. Maqolada dramatik konflikt, obrazlar tizimi, dialog va sahna vositalarining badiiy-estetik imkoniyatlari ilmiy asosda sharhlanadi.

Kalit so'zlar: dramaturgiya, sahna asari, davr muammolari, dramatik konflikt, badiiy talqin, obraz, ijtimoiy muhit, o'zbek dramaturgiyasi, qiyosiy tahlil, estetik qarash.

Kirish

Dramaturgiya badiiy adabiyotning eng murakkab va ta'sirchan turlaridan biri bo'lib, jamiyat hayotidagi ijtimoiy, siyosiy va ma'naviy muammolarni sahna orqali yoritishga xizmat qiladi. Har bir davr dramaturglari o'z zamonasining dolzarb muammolarini badiiy talqin etish orqali inson va jamiyat o'rtasidagi murakkab



munosabatlarni aks ettirib kelgan. Shu sababli dramatik asarlar nafaqat estetik hodisa, balki muayyan tarixiy davrning ijtimoiy hujjati sifatida ham muhim ahamiyat kasb etadi.

Jahon dramaturgiyasi tarixiga nazar tashlansa, qadimgi yunon tragediyalaridan boshlab zamonaviy postmodern dramalargacha bo'lgan jarayonda insoniyatni o'ylantirib kelgan muammolar — adolat, hokimiyat, inson erki, axloqiy tanazzul, urush va tinchlik masalalari doimo markazda bo'lib kelganini ko'rish mumkin. O'zbek dramaturgiyasida ham davr muammolarini badiiy ifodalash an'anasi XX asr boshlaridan boshlab jadid dramaturglari ijodida shakllangan. Dramatik asarlarning asosiy xususiyati shundaki, unda voqelik bevosita harakat va dialog orqali ifodalanadi. Shu bois dramaturg jamiyatdagi muammolarni qahramonlarning ichki kechinmalari, qarama-qarshi manfaatlar va dramatik konfliktlar vositasida ochib beradi. Har bir dramaturgning ijodiy uslubi, dunyoqarashi va estetik ideallari davr muammolarining talqinida o'ziga xoslik kasb etadi. Mazkur maqolaning maqsadi dramaturglar sahna asarlarida davr muammolarining aks etishidagi umumiy va individual jihatlarni aniqlash hamda ularning badiiy-estetik mohiyatini ilmiy tahlil qilishdan iborat.

Dramaturgiyada davr va voqelik masalasi.

Har qanday dramatik asar muayyan tarixiy muhit va ijtimoiy sharoit mahsuli hisoblanadi. Dramaturg o'z davrining muammolarini chuqur anglagan holda ularni badiiy obrazlar orqali ifodalashga intiladi. Shu ma'noda dramaturgiya jamiyatdagi ziddiyatlarni ochib beruvchi muhim san'at turi sanaladi. Davr muammolari deganda insoniyat taraqqiyoti davomida muayyan tarixiy bosqichda yuzaga keladigan siyosiy, iqtisodiy, ma'naviy va axloqiy muammolar tushuniladi. Dramaturglar ana shu muammolarni sahna asarlarida turli usullar bilan yoritadi. Ba'zi dramaturglar voqelikni realistik ruhda tasvirlasa, ayrimlari ramziy yoki falsafiy talqin orqali muammoning mohiyatini ochishga harakat qiladi. Masalan, ingliz dramaturgi William Shakespeare asarlarida hokimiyat uchun kurash, insoniy ehtiroslar va axloqiy tanazzul masalalari markaziy o'rin egallaydi. "Hamlet", "Makbet", "Qirol Lir" tragediyalarida jamiyatdagi adolatsizlik va inson ruhiyati chuqur psixologik tasvir orqali yoritilgan. O'zbek dramaturgiyasida esa jadid adiblari ijodida millat taqdiri, ma'rifat va erkinlik g'oyalari asosiy mavzulardan biri sifatida shakllangan. Abdulla Avloniy, Mahmudxo'ja Behbudiy kabi dramaturglar sahna asarlari orqali xalqni jaholatdan qutqarish va zamonaviy tafakkurni shakllantirishni maqsad qilganlar. Davr muammolarining aks etishidagi o'xshash jihatlari. Turli millat va davr dramaturgiyasi o'rtasida muayyan umumiyliklar mavjud. Avvalo, barcha dramaturglarni inson va jamiyat o'rtasidagi ziddiyatlar qiziqtiradi. Bu esa dramatik konfliktning universal xarakter kasb etishini ta'minlaydi. Ijtimoiy adolatsizlik



masalasi ko‘plab dramatik asarlarda jamiyatdagi tengsizlik va zulm masalalari asosiy konfliktni yuzaga keltiradi. Masalan, Henrik Ibsen ijodida inson erkinligi va jamiyat bosimi muammolari asosiy mavzu hisoblanadi. “Qo‘g‘irchoq uy” dramasida ayolning jamiyatdagi o‘rni va erkinlikka intilishi realistik ruhda ochib beriladi. Shunga o‘xshash tarzda o‘zbek dramaturgiyasida ham inson huquqlari, ma’naviy erkinlik va ijtimoiy tenglik masalalari ko‘tarilgan. Bu jihatdan jahon va o‘zbek dramaturgiyasi o‘rtasida mushtaraklik kuzatiladi. Dramaturglar ko‘pincha jamiyatdagi ma’naviy tanazzulni individual qahramonlar fojeasi orqali ifodalaydi. Anton Chekhov dramalarida insonning ichki bo‘shlig‘i, ruhiy iztiroblari va hayot ma’nosini yo‘qotishi tasvirlanadi. O‘zbek dramaturgiyasida ham ayrim asarlarda moddiy manfaat ortidan quvish, insoniy qadriyatlarning yemirilishi kabi muammolar tanqidiy ruhda tasvirlangan. Bu esa dramaturglarning davr muammolarini aks ettirishdagi umumiy estetik tamoyillaridan biri hisoblanadi. Dramaturgiyada insonning zamon bilan kurashi muhim mavzulardan biridir. Qahramon ko‘pincha o‘z davrining qoidalari va qarashlari bilan to‘qnashadi. Shu orqali dramaturg jamiyatdagi murakkab ziddiyatlarni ochib beradi. Masalan, Bertolt Brecht asarlarida inson va jamiyat munosabatlari siyosiy-falsafiy nuqtai nazardan talqin etiladi. Brecht epik teatr usuli orqali tomoshabinni voqealarga tanqidiy yondashishga undaydi.

Dramaturglar ijodidagi o‘ziga xosliklar.

Har bir dramaturg davr muammolarini o‘zining estetik qarashlari va badiiy uslubi asosida talqin qiladi. Bu esa dramatik asarlarda o‘ziga xos individual uslubning shakllanishiga sabab bo‘ladi. O‘zbek dramaturgiyasining muhim jihatlaridan biri milliy qadriyatlar va mentalitetning yetakchi o‘rin tutishidir. Oila, mahalla, urf-odat va ma’naviy qadriyatlar ko‘plab sahna asarlarida asosiy badiiy vosita sifatida qo‘llanadi. Jahon dramaturgiyasida esa individualizm va shaxs erkinligi ko‘proq markazga chiqadi. Shu jihatdan o‘zbek va Yevropa dramaturgiyasi o‘rtasida muayyan tafovut mavjud. Ba’zi dramaturglar realistik tasvir usulidan foydalansa, boshqalari ramziy yoki absurd yo‘nalishga murojaat qiladi. Samuel Beckett ijodidagi absurd teatr namunalari insonning yolg‘izlik va ma’nisizlik hissini falsafiy yo‘sinda ifodalaydi. O‘zbek dramaturgiyasida esa realistik tasvir an’anasi kuchliroq rivojlangan bo‘lib, voqelik hayotiy lavhalar orqali ochib beriladi. Dramatik asarning asosiy quroli dialog hisoblanadi. Dramaturglar dialog orqali qahramon xarakteri, ichki kechinmalari va jamiyatga munosabatini ochib beradi. Konflikt esa dramatik harakatning markazida turadi. Jahon dramaturgiyasida ichki psixologik konfliktlar ustunlik qilsa, ayrim o‘zbek sahna asarlarida tashqi ijtimoiy konfliktlar ko‘proq uchraydi. Bu esa dramatik qurilishdagi o‘ziga xoslikni belgilaydi. Globallashuv jarayoni zamonaviy



dramaturgiyada yangi mavzularning paydo bo'lishiga olib keldi. Ekologik muammolar, axborot texnologiyalari, migratsiya, ma'naviy begonalashuv kabi masalalar zamonaviy sahna asarlarining muhim mavzularidan biriga aylandi. Bugungi dramaturglar inson ruhiyatidagi murakkab holatlarni chuqur psixologik tahlil asosida yoritishga intilmoqda. Shu bilan birga, sahna texnologiyalarining rivojlanishi dramatik asarlarning ifoda imkoniyatlarini yanada kengaytirmoqda. Zamonaviy o'zbek dramaturgiyasida ham jamiyatdagi ijtimoiy o'zgarishlar, yoshlar tarbiyasi, ma'naviy qadriyatlarning transformatsiyasi kabi muammolar dolzarb mavzu sifatida namoyon bo'lmoqda.

Xulosa

Dramaturglar sahna asarlarida davr muammolarini yoritish orqali jamiyat taraqqiyoti va inson tafakkuridagi murakkab jarayonlarni badiiy talqin etadilar. Turli millat va davr dramaturgiyasida ijtimoiy adolatsizlik, ma'naviy inqiroz, inson erkinligi kabi masalalarning umumiyliги kuzatilsa-da, ularning ifodalanishida milliy mentalitet, estetik qarash va individual uslub muhim rol o'ynaydi.

Jahon va o'zbek dramaturgiyasi o'rtasidagi mushtarakliklar dramatik konflikt va inson taqdiri bilan bog'liq bo'lsa, tafovutlar asosan badiiy tasvir usullari va milliy qadriyatlarning aks etishida namoyon bo'ladi. Dramaturgiya jamiyatdagi muammolarni yorituvchi muhim badiiy vosita sifatida inson tafakkurining rivojlanishiga xizmat qiladi. Shuningdek, zamonaviy dramaturgiyada global muammolarning aks etishi ushbu janrning badiiy-estetik imkoniyatlari yanada kengayib borayotganini ko'rsatadi. Bu esa dramaturgiyani nafaqat san'at turi, balki jamiyat hayotini anglash va tahlil qilishning muhim vositalaridan biri sifatida baholash imkonini beradi.

Foydalanilgan adabiyotlar

1. Karimov N. *XX asr o'zbek adabiyoti tarixi*. – Toshkent: O'qituvchi, 1999.
2. Qo'shjonov M. *O'zbek dramaturgiyasi taraqqiyoti*. – Toshkent: Fan, 1978.
3. Solijonov Y. *Drama va konflikt tabiati*. – Toshkent: Ma'naviyat, 2005.
4. Izzat Sulton. *Adabiyot nazariyasi*. – Toshkent: O'qituvchi, 2000.
5. Hamlet – Toshkent: G'afur G'ulom nashriyoti, 2010.
6. A Doll's House – London: Penguin Classics, 2003.
7. Waiting for Godot – New York: Grove Press, 1954.
8. Ahmedov S. *Jahon dramaturgiyasi asoslari*. – Toshkent: Universitet, 2015.
9. Rasulov A. *Badiiylik mezonlari*. – Toshkent: Fan, 2004.
10. Normatov U. *Ijod sehri*. – Toshkent: Sharq, 2007.



"O'TGAN KUNLAR" ROMANIDA AYOLLARNING IQTISODIY VA IJTIMOIIY MUSTAQILLIGI

Abdukayumova Umidaxon Akmaljon qizi

NamDU Adabiyotshunoslik yo'nalishi 1-bosqich magistranti

E-mail: umidaabdukaumova@gmail.com

UDK 001.89:174

Annotatsiya: Ushbu maqolada Abdulla Qodiriyning "O'tgan kunlar" romanidagi ayol obrazlari asosan Kumush va Zaynab ijtimoiy va iqtisodiy mustaqillik nuqtai nazaridan tahlil qilinadi. Maqsad: XIX asr oxiri XX asr boshi o'zbek jamiyatida ayollarning mulkiy, oilaviy va ijtimoiy huquqlarini adabiy matn orqali ochib berish. Tadqiqotda matn tahlili, qiyosiy va genderologik metodlar qo'llanildi. Natijalar shuni ko'rsatdiki, Qodiriy o'z davri uchun ilg'or bo'lgan ayol mustaqilligi g'oyasini badiiy obrazlar orqali ifoda etgan va jadid ta'lim harakati bilan chambarchas bog'liq holda ko'rsatgan.

Kalit so'zlar: *ayol mustaqilligi, "O'tgan kunlar", Abdulla Qodiriy, gender, iqtisodiy huquq, jadidchilik, milliy adabiyot, ijtimoiy tahlil.*

Abdulla Qodiriyning "O'tgan kunlar" romani (1926) o'zbek adabiyotining dastlabki zamonaviy romanlaridan biri bo'lib, u nafaqat Otabek va Kumushning muhabbat qissasini, balki o'sha davrdagi o'zbek jamiyatining ijtimoiy tuzilishini, ayniqsa, ayollarning hayotdagi o'rni va huquqlarini chuqur badiiy ko'rsatib beradi. XIX asr oxiri XX asr boshlarida O'rta Osiyoda ayol shaxsining ijtimoiy mavqei qat'iy an'analar va patriarxal normalar bilan cheklangan bo'lsa-da, Qodiriy o'z qahramonlari timsolida iqtisodiy va ijtimoiy jihatdan o'ziga to'la ayol qiyofasini yaratishga harakat qilgan.

Mavzuning dolzarbligi shundan iboratki, "O'tgan kunlar" romani avvalo roman sifatida, ko'pincha esa faqat sevgi dostoni sifatida o'rganilgan; ayollarning iqtisodiy huquqlari, mulkiy munosabatlar va ijtimoiy faollik nuqtai nazaridan chuqur ilmiy tahlil esa hali etarlicha amalga oshirilmagan. Ushbu maqola shu bo'shliqni to'ldirishga qaratilgan bo'lib, Kumush, Zaynab va boshqa ayol obrazlarini genderologik va ijtimoiy-iqtisodiy tahlil ko'zglasidan o'tkazadi.

Tadqiqotning asosiy maqsadi romanda ayol mustaqilligi g'oyasining qanday badiiy usullar orqali ifodalanganini aniqlash va bu g'oyaning jadidchilik harakati bilan aloqasini ko'rsatish.⁹⁶ Muallif bu g'oyani zulmga qarshi kurash, maorif va shaxsiy qaror qabul qilish huquqi kabi qirralar orqali ochib beradi.

¹Qodiriy A. O'tgan kunlar. – Toshkent: G'afur G'ulom nomidagi nashriyot-matbaa ijodiy uyi, 2018. – B. 45.
[International conference](#)



Ilmiy adabiyotda H. Mirzayev, N. Karimov, B. Nazarov kabi olimlar Qodiriy ijodini keng o'rgangan bo'lsa-da,⁹⁷ gender mustaqilligi masalasi alohida sistemali tadqiqot ob'yekti sifatida ilk bor tahlil etilmoqda. Shu bois ushbu maqola adabiyotshunoslik va genderologiya fanlarining kesishmasida joylashgan yangi ilmiy yo'nalishni rivojlantirishga hissa qo'shishi kutilmoqda.

O'tkan kunlar romani o'zbek adabiyotida nafaqat tarixiy va badiiy ahamiyati, balki ijtimoiy masalalarni yoritishdagi o'rni bilan ham alohida ajralib turadi. Abdulla Qodiriy asarda XIX asr oxiri Turkiston jamiyatining murakkab ijtimoiy hayotini tasvirlar ekan, ayniqsa ayollarning jamiyatdagi o'rni, ularning huquq va erkinliklari masalasiga katta e'tibor qaratadi. Roman orqali muallif patriarxal jamiyat sharoitida yashagan ayollarning iqtisodiy va ijtimoiy jihatdan qanchalik cheklanganligini ochib beradi.

Asardagi ayol obrazlari orasida Kumush alohida ahamiyatga ega. Kumush nafaqat go'zallik timsoli, balki aql-zakovat, mulohazalilik va ma'naviy mustaqillik namunasi sifatida tasvirlanadi. U oiladagi ko'plab muammolarni sabr va aql bilan hal qilishga intiladi. Kumushning xarakterida ayolning jamiyatdagi passiv emas, balki faol shaxs ekanligi namoyon bo'ladi. U erining oilasidagi iqtisodiy va maishiy masalalarda o'z fikriga ega bo'lib, ayrim vaziyatlarda mustaqil qaror qabul qilish qobiliyatini ko'rsatadi. Bu esa o'sha davr ayollari uchun noodatiy holat sifatida baholanishi mumkin.

Kumush obrazida ayolning iqtisodiy mustaqillikka bo'lgan ehtiyoji ham seziladi. Garchi u to'liq iqtisodiy erkinlikka ega bo'lmasa-da, oiladagi moddiy munosabatlarni tushunishi, tejamkorligi va uy xo'jaligini boshqarishdagi faolligi uning iqtisodiy tafakkurga ega ekanligini ko'rsatadi. Muallif bu obraz orqali ayolning faqat uy ishlari bilan chegaralanib qolmasligi, balki iqtisodiy hayotda ham muhim o'rin tutishini ko'rsatishga harakat qiladi.

Romanidagi yana bir muhim ayol obrazi Zaynabdir. Zaynab obrazi orqali muallif jamiyatdagi tengsizlik va ayollarning ruhiy qaramligini ochib beradi. Zaynabning rashk, iztirob va ichki ziddiyatlari aslida patriarxal muhit mahsuli sifatida namoyon bo'ladi. U o'z hayoti ustidan mustaqil qaror qabul qilish imkoniyatiga ega emas. Uning taqdiri oilaviy va ijtimoiy muhit tomonidan belgilanadi. Bu esa ayollarning ijtimoiy mustaqilligi cheklanganligini ko'rsatadi.

Asarda ayollarning ijtimoiy mavqei ko'proq oiladagi o'rni bilan belgilanadi. Jamiyatda erkaklar yetakchi mavqega ega bo'lib, ayollar ko'pincha itoatkorlik va sabr timsoli sifatida talqin qilinadi. Shunga qaramay, muallif ayrim ayol obrazlari orqali ayollarning ichki kuchi va mustaqil fikrlash qobiliyatini namoyish etadi.

⁹⁷ Mirzayev H. Abdulla Qodiriy ijodiyoti. – Toshkent: Fan, 1992. – B. 112–115.



Ayniqsa, Kumushning oqilaligi va insoniy fazilatlarini uning jamiyatdagi an'anaviy stereotiplardan yuqoriroq turishini ko'rsatadi.

Romanda nikoh masalasi ham ayollarning mustaqilligi bilan chambarchas bog'liq holda tasvirlanadi. Ko'pxotinlilik, majburiy nikoh va oilaviy nizolar ayollarning erkin hayot kechirishiga to'sqinlik qiluvchi asosiy omillar sifatida aks ettiriladi. Ayollar o'z taqdiri haqida mustaqil qaror qabul qilish huquqidan mahrum bo'lib, ko'pincha jamiyat va oila manfaatlariga bo'ysunishga majbur bo'ladilar. Bu holat o'sha davr Turkiston jamiyatidagi gender tengsizligining yorqin ifodasidir.

Muallif asar davomida ayollarning jamiyatdagi o'rnini faqat maishiy hayot bilan cheklab qo'ymaydi. U ayolning ma'naviy dunyosi, ichki kechinmalari va orzu-intilishlarini chuqur tasvirlaydi. Bu esa ayol obrazlarini hayotiy va murakkab xarakter sifatida ochib beradi. Shu jihatdan roman o'zbek adabiyotida ayollar masalasini realistik ruhda yoritgan muhim asarlardan biri hisoblanadi.

Roman bosh qahramoni Kumush o'z davri uchun g'ayrioddiy chuqur ichki dunyoga ega ayol. U jismoniy zaifligi va jamiyat bosimiga qaramay, hissiy va ma'naviy jihatdan mustaqil. Muallif Kumushni shunday tavsiflaydi:

*"Kumush yoshdan tortib shunday bir qiz ediki, uning ko'zlarida doimo biror narsa aytmoqchi bo'lgan, ammo hech kimga ayta olmagan so'zlar qolib ketayotgandek tuyulardi."*⁹⁸

Ushbu parcha Kumushning ijtimoiy muhit tomonidan chegaralanganini, lekin shaxsiy irodasining undan kuchli ekanini ko'rsatadi. Aynan shu xususiyat uni o'sha davrdagi "passiv" ayol stereotipidan ajratib turadi. U Otabekka nisbatan o'z his-tuyg'ularini bildirish, o'z fikrini bayon qilish huquqini qo'ldan bermaydi.

Mulkiy munosabatlar jihatidan Kumush kambag'al oiladan emas: otasi Yusufbek hoji Marg'ilonning hurmatli savdogari. Bu ijtimoiy-iqtisodiy holat unga turmush qurishda ma'lum tanlov erkinligi beradi. Tadqiqotchilar fikrlariga ko'ra, Qodiriy Kumushni tanlashda aniq ijtimoiy-sinf motivlaridan foydalangan.⁹⁹

Romandagi ikkinchi muhim ayol qahramonlardan Zaynab to'la qarama-qarshi trajectoryni boshidan kechiradi. U boyni qizi, moddiy jihatdan ta'minlangan, ijtimoiy mavqei yuqori. Biroq aynan shu moddiy imkon unga haqiqiy mustaqillik bermaydi.

Zaynabning Otabekka turfakchilik bilan unashtirilishi o'sha davrdagi nikoh institutining iqtisodiy asosini ochib beradi: "mehr" (to'y badalining bir qismi), "qalin" (qalin mol) va "mahr" kabi tushunchalar ayolni moddiy ob'yektga aylantirib qo'ygan edi. Qodiriy bu tizimni tanqid qilish uchun Zaynab taqdirini vosita sifatida ishlatadi.¹⁰⁰

⁹⁸ Qodiriy A. O'tgan kunlar. – Toshkent: G'afur G'ulom nomidagi nashriyot-matbaa ijodiy uyi, 2018. – B. 156–160.

⁹⁹ Karimov N. Qodiriy: Hayoti va ijodi. – Toshkent: Ma'naviyat, 1997. – B. 203.

¹⁰⁰ Tursunov U. O'zbek milliy uyg'onish davri adabiyoti. – Toshkent: Fan, 2003. – B. 88–92.



Zaynab romanda bevosita gapirmasa-da, uning harakatlari ko'zyoshi, jim turishi, o'z "huquqini" himoya qilishga urinishi Qodiriyning ayol sukunatini ham ijtimoiy muammoning bir shakli sifatida ko'rsatish mahoratidan dalolat beradi.

Romandagi Oftob oyim obrazi ko'pincha e'tibordan chetda qoladi, biroq u aslida romangi ayollar ichida eng katta iqtisodiy va ijtimoiy kuchga ega personaj. Yusufbek hojining rafiqasi sifatida u katta xonadonni boshqaradi, Kumushning tarbiyasini nazorat qiladi va oilaviy qarorlarda muhim rol o'ynaydi.

Oftob oyim obrazi XIX asr o'zbek jamiyatida ayolning "uy ichidagi kuchi" kontseptsiyasini ifodalaydi. Garchi rasmiy hokimiyat erkaklarda bo'lsa-da, amaliy iqtisodiy qarorlar mehmonlar qabul qilish, xarajatlar taqsimlash, qizni turmushga berish ko'pincha katta xotin tomonidan boshqarilgan.

Yuqoridagi tahlillar shuni ko'rsatadiki, Abdulla Qodiriy "*O'tgan kunlar*" romanida ayollar mustaqilligining bir necha qatlamli kontseptsiyasini ishlab chiqqan. Bu kontsepsiya uch asosiy yo'nalishda amalga oshiriladi: **(1)** Ma'naviy-hissiy mustaqillik (Kumush timsolida); **(2)** Tizimga tobelik va uning tragik oqibatlarini (Zaynab timsolida); **(3)** Non-rasmiy iqtisodiy nazorat (Oftob oyim timsolida).

Tadqiqot natijalari jadidchilik harakati nazariyasi bilan quyidagi tarzda mos tushadi: jadidlar, shu jumladan Qodiriyning o'zi, ayollar ta'limi va huquqlari masalasini millat taraqqiyotining ajralmas sharti deb hisoblagan. Roman shu jihatdan faqat adabiy asar emas, balki maorif va ijtimoiy islohotlar dasturining badiiy ifodasi hamdir.

Bir qator olimlar Qodiriyning XIX asrning an'anaviy musulmon olami doirasida ko'rib, uning ayollar obrazlaridagi "ilg'orligini" cheklangan deb baholaydi. Biroq D. Yusupova tadqiqotlari ko'rsatganidek, o'sha davr kontekstida Kumushning o'z fikrini bildirishi, Zaynabning taqdiriga mehr bildirishi va Oftob oyimning xonadon boshqaruvida ishtirokini namoyon etish o'zi katta qadam edi.

Romandagi nikoh instituti tasviri alohida tahlilga loyiq. Qodiriy bir vaqtning o'zida ko'p xotirlilik institutini tanqid qiladi va buni biologik yoki diniy nuqtai nazardan emas, balki ayolning ruhiy iztirob chekishi nuqtai nazaridan ko'rsatadi. Bu yondashuv o'sha davr uchun noodatiy bo'lib, muallif ijodiy jasurligidan dalolat beradi.¹⁰¹

Mulkiy huquqlar masalasida roman shariatda belgilangan meros taqsimoti, mehr va qalin tizimlarini to'g'ridan-to'g'ri tanqid qilmasa-da, ayol qahramonlarning mulkiy munosabatlarda qanchalik cheklanganligi va bu cheklanish ularning hayotiy tanlovlariga qanday ta'sir etishi badiiy jihatdan ishonchli tasvirlangan.

¹⁰¹ Mirzayev H. Abdulla Qodiriy ijodiyoti. – Toshkent: Fan, 1992. – B. 178.



Kumushning boy oiladan bo'lishi va bu holatning uning hayot sifatiga ta'siri muallif nozik ishoralari orqali ko'zga ko'rinadigan iqtisodiy haqiqatdir.

Genderologik nuqtai nazardan, ushbu tadqiqot "*O'tgan kunlar*" romanining o'zbek adabiyotida "birinchi feminist matn" deb atash uchun hali erta ekanini ko'rsatmoqda chunki muallif patriarxal tizimni butunlay rad etmaydi. Biroq ayol mustaqilligi mavzusida "*O'tgan kunlar*" zamoniga nisbatan ilg'or, o'z o'quvchisini chuqur o'ylashga undaydigan asar ekanligini qat'iy ta'kidlash mumkin.¹⁰²

Ushbu tadqiqot shuni ko'rsatdiki, Abdulla Qodiriyning "*O'tgan kunlar*" romani XIX asr oxiri o'zbek jamiyatida ayollarning iqtisodiy va ijtimoiy ahvolini badiiy jihatdan keng va chuqur aks ettirgan nodir manba. Kumush, Zaynab va Oftob oyim obrazlari orqali muallif o'sha davr o'zbek jamiyatida ayolning uch xil ijtimoiy modeli hissiy kuchli lekin tizimga qaram, moddiy imkonli lekin huquqsiz, norasmiy hokimiyatga ega lekin tan olinmagan ayol qiyofasini yaratgan.

Jadidchilik harakati g'oyalari bilan uyg'unlashib, roman ayollar ta'limi, nikoh erkinligi va mulkiy huquqlari masalalarini o'sha davr uchun juda keskin bo'lgan temalarni ko'taradi. Bu esa Qodiriyning ijodiy pozitsiyasi nafaqat adabiy, balki ijtimoiy-siyosiy ham ekanini isbotlaydi.

Xulosa qilib aytganda, O'tgan kunlar romanida ayollarning iqtisodiy va ijtimoiy mustaqilligi masalasi murakkab ijtimoiy muammo sifatida talqin qilingan. Muallif ayollarning jamiyatdagi cheklangan mavqeini tanqid qiladi hamda ularning ma'naviy kuchi, aql-zakovati va mustaqil fikrlash qobiliyatini yuksak baholaydi. Asardagi ayol obrazlari orqali o'sha davr jamiyatidagi gender munosabatlari, oilaviy an'analar va ijtimoiy tengsizlik masalalari chuqur ochib berilgan. Va shuni ta'kidlash kerakki, "*O'tgan kunlar*" romani o'zbek adabiyotshunosligida ayollar mustaqilligi nuqtai nazaridan qayta o'qilishi va yangi metodologik yondashuvlar bilan qayta baholanishi lozim bo'lgan asardir. Ushbu maqola o'sha qayta o'qishga ilk qadam bo'lishini mualliflar umid qiladi.

FOYDALANILGAN ADABIYOTLAR

1. Qodiriy A. *O'tgan kunlar*. – Toshkent: G'afur G'ulom nomidagi nashriyot-matbaa ijodiy uyi, 2018. – 368 b.
2. Mirzayev H. Abdulla Qodiriy ijodiyoti. – Toshkent: Fan, 1992. – 240 b.
3. Karimov N. Qodiriy: Hayoti va ijodi. – Toshkent: Ma'naviyat, 1997. – 312 b.
4. Nazarov B. *O'zbek adabiyotida ayol obrazi*. – Toshkent: Adabiyot va san'at, 2005. – 188 b.
5. Hamidov I. *XX asr o'zbek romanchiligida ijtimoiy muammolar*. – Toshkent: Universitet, 2010. – 208 b.

¹⁰²Nazarov B. *O'zbek adabiyotida ayol obrazi*. – Toshkent: Adabiyot va san'at, 2005. – B. 102.



6. Tursunov U. O'zbek milliy uyg'onish davri adabiyoti. – Toshkent: Fan, 2003. – 224 b.
7. Yusupova D. "O'tgan kunlar" romanida gender munosabatlari. – Toshkent: Tafakkur, 2015. – 156 b.
8. Ortiqov A. Jadidchilik va ayollar ozodligi masalasi. – Samarqand: SamDU nashriyoti, 2008. – 132 b.
9. Butler J. Gender Trouble: Feminism and the Subversion of Identity. – New York: Routledge, 1990. – 272 p.
10. Khalid A. The Politics of Muslim Cultural Reform: Jadidism in Central Asia. – Berkeley: University of California Press, 1998. – 335 p.

FORMS OF DEVELOPING STUDENTS' PATRIOTIC COMPETENCE BASED ON NATIONAL VALUES IN THE DIGITAL INFORMATION ENVIRONMENT

Karimov Dilmurod Abdullahafizovich
Prevention Inspector of NamSU

+

Abstract: *This article analyzes the forms of developing students' patriotic competence in the context of the information society based on national values. It highlights issues of shaping youth's national consciousness and increasing their social activity through project-based approaches, multimedia tools, volunteer activities, cultural practices, and online platforms.*

Keywords: *information society, patriotic competence, national values, education, project-based approach, multimedia, volunteering, culture, traditions, online platform, youth education, social activity*

Introduction

In the context of today's ideological and intellectual confrontations, where information attacks increasingly threaten human consciousness and thinking, the issue of fostering patriotism among young people has become more relevant than ever in the education system. Rapid development of information technologies in social life is transforming the content of education, teaching methods, and educational processes, bringing them to a new stage. Therefore, cultivating students' sense of patriotism, respect for national values, preservation of historical



heritage, and the ability to understand its essence has been recognized as one of the key tasks.

Patriotism competence is understood as an integrated set of abilities, including loyalty to the homeland, appreciation of national heritage, knowledge of history, respect for state symbols, and active participation in the country's development. The development of this competence in the digital information society through national values is implemented in several forms, five of which are discussed below.

Analysis And results

1. Project-based approach to studying and presenting national heritage

Today, the use of project-based learning in education is becoming increasingly important. In the digital information society, students have wide opportunities to find, select, and analyze information on any topic. Therefore, project-based learning can effectively develop patriotism competence.

For example, students may be organized into groups to prepare projects on topics such as "Life and activities of national heroes," "Historical architectural monuments of Uzbekistan," and "National traditions and their spiritual significance."

Within these projects, students work with historical literature, electronic resources, and archival documents from libraries. They may also collect images, documents, and videos through information systems and analyze them. At the final stage, students present their findings using slides or infographics. This process not only develops independent research skills but also strengthens their sense of belonging to national culture and values.

2. Multimedia exhibitions and interactive educational processes

In the digital society, enriching education with multimedia technologies allows students to better understand national values. For instance, interactive museums, virtual excursions, and 3D modules can be developed on topics such as "National traditions" or "Cultural heritage of Uzbekistan."

Through online resources, students can virtually explore historical monuments and gain deeper knowledge of their cultural significance. This strengthens their patriotic feelings and respect for national heritage.

Interactive tools such as historical films, audio materials, and educational games further increase students' engagement and motivation to learn about history and national identity.

3. Volunteer activities in cooperation with local communities

Developing patriotism competence also requires involving students in community-based activities. Volunteer projects play an important role in this process.



For example, students may participate in restoring libraries, preserving historical monuments, or collecting oral histories from elderly community members. These materials can then be digitized and preserved in electronic form.

Participation in cultural festivals and local events also helps students promote national traditions, clothing, cuisine, music, and games, thereby strengthening their sense of belonging to society.

4. Clubs and workshops based on national culture and traditions

Organizing clubs and workshops on national culture, music, dance, and crafts is essential in modern education.

For example, students may learn traditional dances such as “Lazgi” or “Andijan polka,” studying their historical origins and symbolic meanings.

Similarly, workshops in handicrafts such as embroidery or metal engraving allow students to learn traditional skills while understanding their cultural and historical significance. This fosters pride in national heritage and encourages its preservation.

5. Scientific-educational cooperation through digital platforms

Digital technologies provide wide opportunities for promoting national values through online platforms and social networks. Students can publish articles, create photo galleries, and produce short educational videos about historical monuments, traditions, and cultural heritage.

Educational platforms also allow students to participate in online discussions, webinars, and forums, exchanging ideas and research findings.

As a result, students develop skills in information analysis, communication culture, and the promotion of national identity in the digital space.

Conclusion

In the digital information society, developing students’ patriotism competence is one of the priority directions of modern education. National values serve as an important methodological foundation in this process. The results of the study show that project-based learning, multimedia tools, volunteer activities, cultural workshops, and online platforms contribute not only to knowledge and skills development but also to the formation of national consciousness, historical memory, and social responsibility.

Information technologies enable the presentation of national values in new forms, ensuring their deep integration into young people’s consciousness and helping preserve national identity in the global information space. As a result, students develop a strong sense of patriotism and become active, responsible members of society.

Overall, innovative educational approaches based on national values serve as an effective tool in developing students’ patriotism competence and in shaping well-



rounded individuals.

References

1. O'zbekiston Respublikasi Prezidenti. Yangi O'zbekiston taraqqiyot strategiyasi. – Toshkent: O'zbekiston, 2022.
2. O'zbekiston Respublikasi Prezidenti. Yoshlar siyosati to'g'risidagi Qonun. – Toshkent, 2016.
3. Abdulla Avloniy. Turkiy guliston yoxud axloq. – Toshkent: O'qituvchi, 1992.
4. Islom Karimov. Yuksak ma'naviyat – yengilmas kuch. – Toshkent: Ma'naviyat, 2008.
5. Shavkat Mirziyoyev. Erkin va farovon, demokratik O'zbekiston davlatini birgalikda barpo etamiz. – Toshkent: O'zbekiston, 2017.
6. To'xtaxodjaye N. va boshqalar. Pedagogika. – Toshkent: O'zbekiston Milliy ensiklopediyasi, 2010.
7. Xolmurodov T. Ta'limda innovatsion texnologiyalar. – Toshkent: Fan, 2019.

BO'LAJAK INGLIZ TILI O'QITUVCHILARINI TAYYORLASHDA TA'LIMDA UNIVERSAL DIZAYN (UDL) TAMOYILINING NAZARIY ASOSLARI VA DIDAKTIK IMKONIYATLARI

**Sh.A.Jamolidinova, Namangan davlat pedagogika
institutining 1-bosqich doktoranti**

Annotatsiya

Mazkur maqolada bo'lajak ingliz tili o'qituvchilarini tayyorlash jarayonida Ta'limda Universal Dizayn (Universal Design for Learning – UDL) tamoyilining nazariy asoslari hamda uning didaktik imkoniyatlari tahlil qilinadi. Shuningdek, UDL tamoyillarining zamonaviy pedagogik yondashuvlar bilan integratsiyasi, inkluziv ta'limni rivojlantirishdagi ahamiyati va ingliz tilini o'qitish metodikasidagi o'rni ilmiy jihatdan yoritilgan. Tadqiqot davomida tavsifiy, qiyosiy va tahliliy metodlardan foydalanildi. Maqola natijalarida UDL tamoyillarining bo'lajak pedagoglarning kasbiy kompetensiyalarini rivojlantirishdagi samaradorligi asoslab beriladi.

Kalit so'zlar: Universal Design for Learning, UDL, ingliz tili o'qituvchisi, inkluziv ta'lim, metodika, didaktik imkoniyatlar, kompetensiya, pedagogik texnologiyalar.

Kirish

Bugungi globallashuv sharoitida ta'lim tizimiga qo'yilayotgan talablar tobora ortib bormoqda. Xususan, bo'lajak ingliz tili o'qituvchilarini zamonaviy pedagogik



texnologiyalar asosida tayyorlash masalasi dolzarb ahamiyat kasb etmoqda. Zamonaviy ta'limning asosiy maqsadlaridan biri barcha ta'lim oluvchilar uchun teng imkoniyat yaratish, individual ehtiyojlarni hisobga olish hamda samarali o'quv muhitini tashkil etishdan iboratdir. Shu nuqtai nazardan, Ta'limda Universal Dizayn (Universal Design for Learning – UDL) tamoyili alohida e'tiborga loyiqdir.

UDL tushunchasi dastlab arxitektura va dizayn sohasidagi "universal dizayn" konsepsiyasidan kelib chiqqan bo'lib, keyinchalik ta'lim tizimiga moslashtirilgan. Ushbu yondashuv barcha o'quvchilar, jumladan, turli ehtiyoj va imkoniyatlarga ega bo'lgan talabalar uchun samarali va qulay o'quv muhitini yaratishni nazarda tutadi. UDL ta'lim jarayonini individuallashtirish, motivatsiyani oshirish hamda o'quvchilarning faol ishtirokini ta'minlashga xizmat qiladi.

Bo'lajak ingliz tili o'qituvchilarini tayyorlashda UDL tamoyillaridan foydalanish til o'rgatish samaradorligini oshirish bilan birga, bo'lajak pedagoglarda inkluziv yondashuvni shakllantirishga ham yordam beradi. Chunki ingliz tilini o'qitish jarayonida talabalar til darajasi, psixologik xususiyatlari, qiziqishlari va o'zlashtirish usullari jihatidan bir-biridan farqlanadi. Shu sababli o'qituvchi har bir talabaga mos yondashuvni tanlay olishi zarur.

UDL tamoyilining nazariy asoslari

UDL – bu barcha o'quvchilar uchun moslashuvchan va qulay ta'lim muhitini yaratishga qaratilgan pedagogik yondashuvdir. Mazkur konsepsiya CAST (Center for Applied Special Technology) tashkiloti tomonidan ishlab chiqilgan bo'lib, u neyropsixologiya, kognitiv pedagogika va inkluziv ta'lim nazariyalariga asoslanadi.¹⁰³

UDL uch asosiy tamoyilga tayangan holda amalga oshiriladi:

1. Ma'lumotni turli shakllarda taqdim etish;
2. Talabalarning bilimini turli usullarda namoyon qilish imkonini yaratish;
3. Ta'lim jarayoniga faol jalb qilish va motivatsiyani oshirish.

Birinchi tamoyil o'quv materiallarini turli formatlarda taqdim etishni nazarda tutadi. Masalan, ingliz tilini o'qitishda matn, audio, video, infografika va interaktiv platformalardan foydalanish talabalar tomonidan ma'lumotni yaxshiroq qabul qilish imkonini beradi. Ikkinchi tamoyil esa talabalarning o'z bilimini turli usullarda ifodalashiga sharoit yaratadi. Bunda og'zaki javoblar, prezentatsiyalar, loyiha ishlari, esse yozish yoki multimedia topshiriqlaridan foydalanish mumkin. Uchinchi tamoyil talabalarni ta'lim jarayoniga faol jalb qilishga xizmat qiladi. Motivatsiya, qiziqish va individual ehtiyojlarni hisobga olish UDLning muhim jihatlaridan biridir. Ayniqsa, chet tilini o'qitishda kommunikativ muhit yaratish,

¹⁰³ CAST. Universal Design for Learning Guidelines version 3.0. Wakefield, MA: Author, 2024.



interaktiv metodlardan foydalanish va talabalarni mustaqil fikrlashga undash muhim hisoblanadi.

Amerikalik olimlar D. Meyer, D. H. Rose va D. Gordon UDLning asosiy maqsadi “barcha o‘quvchilar uchun muvaffaqiyatga erishish imkoniyatini yaratish” ekanligini ta’kidlaydilar.¹⁰⁴ Ushbu yondashuv an’anaviy ta’limdagi standartlashtirilgan metodlardan farqli ravishda, har bir talabaga individual yondashuvni qo‘llashni nazarda tutadi.

UDL va inkluziv ta’lim

Bugungi kunda inkluziv ta’lim zamonaviy pedagogikaning ustuvor yo‘nalishlaridan biri hisoblanadi. Inkluziv ta’limning asosiy maqsadi barcha ta’lim oluvchilarga teng imkoniyat yaratishdan iboratdir. Shu jihatdan UDL tamoyili inkluziv ta’limni samarali amalga oshirish vositalaridan biri sifatida namoyon bo‘ladi.

Ingliz tili darslarida talabalar o‘rtasidagi individual farqlar ko‘pincha til darajasi, talaffuz, lug‘at boyligi va kommunikativ kompetensiyada namoyon bo‘ladi. UDL tamoyillari o‘qituvchiga ana shu farqlarni hisobga olgan holda darsni tashkil etishga yordam beradi. Masalan, ayrim talabalar vizual materiallar orqali tezroq o‘zlashtirsa, boshqalari audio materiallar yoki amaliy mashqlar orqali samaraliroq o‘rganadi.

Shuningdek, UDL tamoyillari nogironligi bo‘lgan yoki maxsus ehtiyojli talabalar uchun ham qulay imkoniyat yaratadi. Elektron platformalar, subtitrlar, videolar, audio kitoblar va raqamli texnologiyalar o‘quvchilarning bilim olish jarayonini yengillashtiradi.¹⁰⁵

Tadqiqotchilar UDL yondashuvi o‘qituvchilarning refleksiv fikrlashini rivojlantirishini ham ta’kidlaydilar. Chunki bu yondashuv pedagogdan darsni oldindan puxta rejalashtirish, talabalar ehtiyojini tahlil qilish va differensial metodlarni qo‘llashni talab etadi.

Bo‘lajak ingliz tili o‘qituvchilarini tayyorlashda UDLning didaktik imkoniyatlari
Bo‘lajak ingliz tili o‘qituvchilarini tayyorlashda UDL tamoyilidan foydalanish bir qator didaktik imkoniyatlarni yaratadi. Avvalo, bu yondashuv talabalar markazidagi ta’limni rivojlantiradi. Talaba o‘z qobiliyati va ehtiyojidan kelib chiqib ta’lim oladi.

Birinchidan, UDL bo‘lajak pedagoglarning kasbiy kompetensiyasini rivojlantirishga xizmat qiladi. Xususan, talabalar zamonaviy pedagogik texnologiyalar, interaktiv metodlar va raqamli vositalardan foydalanishni

¹⁰⁴ Meyer D., Rose D. H., Gordon D. Universal Design for Learning: Theory and Practice. CAST Professional Publishing, 2014.

¹⁰⁵ Hall T., Meyer A., Rose D. Universal Design for Learning in the Classroom. New York: Guilford Press, 2012.



o'rganadilar. Bu esa ularning kelajakdagi kasbiy faoliyatida muhim ahamiyatga ega.

Ikkinchidan, UDL kreativ va tanqidiy fikrlashni rivojlantiradi. Ingliz tilini o'qitishda loyiha asosida ta'lim, muammoli vaziyatlar va hamkorlikda ishlash metodlaridan foydalanish talabalarni mustaqil fikrlashga undaydi.

Uchinchidan, UDL orqali kommunikativ kompetensiyani shakllantirish samaradorligi ortadi. Talabalar turli formatdagi topshiriqlar orqali til ko'nikmalarini rivojlantiradi. Masalan, podkast tayyorlash, video prezentatsiya yaratish yoki onlayn forumlarda ishtirok etish kommunikativ faollikni oshiradi.

To'rtinchidan, UDL ta'lim jarayonida motivatsiyani kuchaytiradi. Talabalarning qiziqishiga mos topshiriqlar berilishi ularning darsdagi faolligini oshiradi. Tadqiqotlar shuni ko'rsatadiki, motivatsiyasi yuqori bo'lgan talabalar chet tilini o'rganishda yuqori natijalarga erishadi.¹⁰⁶

Ingliz tilini o'qitishda UDL asosidagi metod va texnologiyalar

UDL tamoyillarini ingliz tilini o'qitish metodikasiga integratsiya qilishda zamonaviy texnologiyalardan samarali foydalanish muhimdir. Jumladan:

- a) multimedia vositalari;
- b) onlayn platformalar;
- c) virtual ta'lim muhiti;
- d) mobil ilovalar;
- e) interaktiv o'yinlar;
- f) masofaviy ta'lim texnologiyalari.

Masalan, Moodle, Google Classroom, Kahoot va Quizlet platformalari orqali talabalar mustaqil ishlash, test topshirish va kommunikativ mashqlarni bajarish imkoniyatiga ega bo'ladilar. Bu platformalar talabalar individual sur'atda ta'lim olishiga yordam beradi.

Shuningdek, ingliz tilini o'qitishda podkast, TED Talks, YouTube videolari va autentik materiallardan foydalanish tinglab tushunish ko'nikmasini rivojlantiradi. Vizual va audio materiallarning uyg'unligi esa turli o'rganish uslubiga ega talabalar uchun qulay muhit yaratadi.

Interaktiv metodlar, jumladan, "brainstorming", "role play", "case study" va debat texnologiyalari ham UDL tamoyillariga mos keladi. Ushbu metodlar talabalarni faol muloqotga jalb qiladi hamda ularning til kompetensiyasini rivojlantiradi.

UDL tamoyilining pedagogik ahamiyati

UDL tamoyili zamonaviy ta'lim tizimida innovatsion pedagogik yondashuv sifatida katta ahamiyat kasb etmoqda. Ushbu yondashuv ta'limning insonparvarlik

¹⁰⁶ Tomlinson B. Developing Materials for Language Teaching. London: Bloomsbury Publishing, 2013.
International conference



va demokratik tamoyillariga mos keladi. Chunki u har bir talabaga individual yondashishni nazarda tutadi.

Bo'lajak ingliz tili o'qituvchilarida UDL asosida ishlash ko'nikmalarini shakllantirish ularning kelgusidagi pedagogik faoliyatini samarali tashkil etishga yordam beradi. Ayniqsa, ko'p madaniyatli va ko'p tilli auditoriyalarda ishlashda UDL yondashuvi muhim metodik vosita bo'lib xizmat qiladi.

Shuningdek, UDL pedagogik moslashuvchanlikni rivojlantiradi. O'qituvchi darsni turli darajadagi talabalar ehtiyojidan kelib chiqib tashkil etadi. Natijada ta'lim sifati oshadi va barcha talabalar uchun teng imkoniyat yaratiladi.

Xulosa qilib aytganda, Ta'limda Universal Dizayn (UDL) tamoyili bo'lajak ingliz tili o'qituvchilarini tayyorlashda muhim pedagogik va metodik asoslardan biri hisoblanadi. UDL ta'lim jarayonini individuallashtirish, talabalar ehtiyojlarini hisobga olish hamda inkluziv muhit yaratishga xizmat qiladi.

Mazkur yondashuv ingliz tilini o'qitishda interaktiv metodlar, raqamli texnologiyalar va differensial ta'lim vositalaridan samarali foydalanishga imkon beradi. Natijada bo'lajak pedagoglarning kommunikativ, metodik va kasbiy kompetensiyalari rivojlanadi.

Shuningdek, UDL tamoyili zamonaviy pedagogik faoliyatda innovatsion fikrlash, kreativlik va refleksiv yondashuvni shakllantiradi. Shu sababli pedagogika oliy ta'lim muassasalarida ingliz tili o'qituvchilarini tayyorlash jarayoniga UDL tamoyillarini keng joriy etish maqsadga muvofiqdir.

Foydalanilgan adabiyotlar

1. Meyer D., Rose D. H., Gordon D. Universal Design for Learning: Theory and Practice. CAST Professional Publishing, 2014.
2. Hall T., Meyer A., Rose D. Universal Design for Learning in the Classroom. New York: Guilford Press, 2012.
3. CAST. Universal Design for Learning Guidelines version 3.0. Wakefield, MA, 2024.
4. Kodirovna, Y. D. (2022). Improving Students' Linguistic Skills at English Classes (In the Field of Tourism). *Journal of pedagogical inventions and practices*, 8, 189-191.
5. Tomlinson B. . (2025) Developing Materials for Language Teaching. London



Tarixiy romanchilikda madaniy-tarixiy muhit va uning tarjimadagi o‘rni

Maxmudjaova Maftuna,
Namangan davlat universiteti
tayanch doktoranti,
maftuna.mahmudjanova96@gamil.com

Annotatsiya

Ushbu tadqiqot ishida tarixiy romanlar matnida davr va makon koloritini yuzaga keltiruvchi madaniy-lingvistik omillar hamda ularni xorijiy tillarga o‘girishning nazariy-amaliy muammolari tadqiq etilgan. Maqolada tarixiy leksika, etnografizmlar va milliy o‘ziga xoslikka ega bo‘lgan realiyalarning tarjima muqobillari tahlil qilinadi. Shuningdek, tarjima jarayonida modernizatsiya hamda arxaizatsiya muvozanatini saqlash, L. Venuti tomonidan ilgari surilgan domestikatsiya va foreignizatsiya strategiyalarining o‘rinli qo‘llanishi qiyosiy jihatdan yoritib berilgan.

Kalit so‘zlar: badiiy tarjima, tarixiy roman, davr koloriti, etnografizm, historizm, realiya, Lavrence Venuti, foreignizatsiya, domestikatsiya.

Abstract

This research paper comprehensively examines the cultural and linguistic factors that create the atmosphere of time and space in historical novels, as well as the theoretical and practical problems of translating them into foreign languages. The article analyzes the translation equivalents of historical vocabulary, ethnomorphisms, and realia with national identity on the example of Uzbek and world literature. It also highlights the balance of modernization and archaization in the translation process, and the appropriate application of domestication and foreignization strategies proposed by L. Venuti in a comparative manner.

Keywords: literary translation, historical novel, period color, ethnography, historism, realia, Lawrence Venuti, foreignization, domestication.

Аннотация

В данной исследовательской работе всесторонне рассматриваются культурно-лингвистические факторы, создающие атмосферу времени и пространства в исторических романах, а также теоретические и практические проблемы их перевода на иностранные языки. В статье анализируются переводческие эквиваленты исторической лексики, этнографизмов и реалий с национальной спецификой на примере узбекской и мировой литературы. Также в сравнительном аспекте освещается баланс модернизации и архаизации в процессе перевода, а также уместное применение стратегий доместикации и форенизации, предложенных Л.



Венути.

Ключевые слова: художественный перевод, исторический роман, колорит эпохи, этнографизм, историзм, реалия, Лоуренс Венути, форенизация, доместикация.

1. Kirish

Soʻz sanʼatining eng qamrovli va serqirra yoʻnalishlaridan biri boʻlgan tarixiy romanchilik oʻtmish sahifalarini badiiy idrok etishda muhim oʻrin tutadi. Mazkur janrga mansub asarlarda nafaqat tarixiy voqealar ketma-ketligi bayon qilinadi, balki oʻsha davrning ijtimoiy-siyosiy iqlimi, insonlar dunyoqarashi, yashash tarzi, milliy mentaliteti hamda til xususiyatlari yaxlitlikda aks ettiriladi. Adabiyotshunoslik ilmida ushbu oʻziga xosliklar tizimi **madaniy-tarixiy muhit** yoki **davr koloriti** tushunchasi doirasida oʻrganiladi.

Tarixiy romanni oʻzga tillarga oʻgirish shunchaki leksik birliklarni lingvistik almashtirish jarayoni emas, balki muayyan bir xalqning butun bir tarixiy davrini va sivilizatsiyasini oʻzga madaniyat vakillari ongiga muvaffaqiyatli koʻchirish sanaladi. Global raqamli makonda badiiy tarjimaning lingvistik va madaniy muammolarini oʻrganish bugungi kunda elektron ilmiy platformalarda ham faol muhokama qilinmoqda. Ushbu maqolada tarixiy asarlardagi madaniy-tarixiy koloritning tarkibiy unsurlari hamda ularni oʻgirishda yuzaga keladigan lingvistik-madaniy toʻsiqlar, ularning optimal yechimlari tahlil markaziga tortiladi.

2. Asosiy qism

2.1. Madaniy-tarixiy muhitning lingvistik asoslari

Tarixiy romanda davr va makon manzaralarini ishonchli hamda badiiy pishiq tasvirlash uchun muallif maxsus leksik qatlamlardan unumli foydalanadi. Badiiy matnda oʻtmish ruhini tiklovchi asosiy vositalarga quyidagilar kiradi:

- **Historizmlar va arxaizmlar:** Davr tilining oʻziga xos leksik manzarasini yaratuvchi, bugungi kunga kelib isteʼmoldan chiqqan yoki tarixiy tushunchaga aylangan soʻzlar (masalan: yasoq, qoʻshbegi, sarboz, mingboshi, devonbegi).
- **Etnografizmlar:** Muayyan millatning moddiy madaniyatini, chunonchi, qadimiy kiyim-kechaklari, taomlari, marosimlari va roʻzgʻor buyumlarini ifodalovchi leksemalar (masalan: chopon, paranji, manti, xontaxta, patnis).
- **Frazeologiya va xalq maqollari:** Ajdodlarning falsafiy, axloqiy va ijtimoiy tafakkur tarzi hamda, mentalitetini oʻzida muhrlagan koʻchma maʼnoli turgʻun birikmalar.

Taniqli adabiyotshunos olim Pirimqul Qodirov taʼkidlaganidek, tarixiy asardagi xalq tili va uning oʻziga xos xususiyatlari romanning poydevorini tashkil



etadi [1, B. 46]. Binobarin, davr muhiti asarning estetik qiymatini belgilovchi bosh omildir; agar yozuvchi davr elementlarini noaniq tasvirlasa, asar o'zining tarixiy ishonchliligini yo'qotadi. Tarjimon zimmasiga esa ushbu milliy-tarixiy muvozanatni chet tilida aynan qayta yaratishdek murakkab vazifa yuklanadi.

2.2. Tarjimada madaniy-tarixiy muhitni qayta tiklash muammolari

Tarixiy romanlarni xorijiy tillarga o'g'irish amaliyotida tarjimonlar doimiy ravishda ikki qarama-qarshi qutb – modernizatsiya (matnni zamonaviylashtirish) va arxaizatsiya (asl nusxa qadimiyligini sun'iy saqlash) muammosiga duch kelishadi. Bu borada tarjimashunos olim G'aybullay Salomov o'zining ilmiy ishlarida badiiy matn koloriti va undagi tarixiy elementlarni saqlash o'ta nozik yondashuv talab qilishini alohida qayd etgan [3, B. 91]. Chunki haddan ortiq modernizatsiyalash asarning o'tmishga xos jozibasini yo'qqa chiqarsa, asossiz arxaizatsiya matnni bugungi kitobxon uchun mutlaqo tushunarsiz qilib qo'yadi. Tarjimonlar ijodiy jarayonda quyidagi fundamental lingvistik to'siqlarni bartaraf etishlariga to'g'ri keladi:

A. Milliy-madaniy realiyalar tarjimasi

Realiyalar – ma'lum bir xalqning o'ziga xos turmush tarzi va madaniyatini ifodalovchi, boshqa tillarda to'g'ridan-to'g'ri semantik ekvivalenti mavjud bo'lmagan so'zlardir [7]. Abdulla Qodiriyning "O'tkan kunlar" yoki Odil Yoqubovning "Ulug'bek xazinasi" romanlarini g'arb tillariga o'g'irishda ushbu holat aniq seziladi [5]. Professor Qudrat Musaev o'zining "Tarjima nazariyasi asoslari" darsligida bunday leksik birliklarni berishda asosan transliteratsiya, kontekstual izoh hamda kalkalash usullarini tavsiya etadi [2, B. 114]. Masalan, "Chopon" so'zini ingliz tiliga "Chapan" shaklida ko'chirib, uning ostiga o'zbekona milliy ustki kiyim deb izoh berish maqsadga muvofiqdir.

B. Tarixiy unvonlar va nutqiy ierarxiya

O'tmishdagi ijtimoiy-siyosiy tuzumga oid unvonlar (xon, amir, vazir, bek, yasovul) va personajlar nutqidagi sharqona murojaat shakllari ("taqsir", "olampanoh", "kaminalari") tarjimada o'ta ehtiyotkorlikni talab qiladi [6]. Ushbu o'ziga xos iyerarxik elementlarni shunchaki yevropacha "king" (qirol) yoki "sir" (janob) so'zlari bilan almashtirish asarning milliy-tarixiy muhitini tubdan barbod qiladi.

2.3. Tarjima strategiyalarining qiyosiy tahlili

Tarixiy konseptlarni aks ettirishda zamonaviy tarjimashunoslik mashhur olim Lawrence Venuti nazariyasiga tayanadi. L. Venuti o'zining "The Translator's Invisibility: A History of Translation" nomli fundamental asarida madaniyatlararo uzatishning ikki asosiy strategiyasini farqlaydi [4, P. 19]:

"Domestikatsiya matnni tarjima tili va madaniyatining qonun-qoidalariga



bo'ysundirsa, foreignizatsiya, aksincha, asl nusxa muallifining o'ziga xosligini va begona madaniyat unsurlarini qat'iy saqlab qolishni ko'zda tutadi."

Strategiya	Maqsadi	Tarixiy romandagi natijasi
Domestikatsiya (Mahalliyashtirish)	Matnni tarjima qilinayotgan til muhiti va madaniyatiga moslashtirish.	Kitobxonga asarni tushunish oson bo'ladi, lekin asardagi tarixiy va milliy kolorit yo'qoladi.
Foreignizatsiya (Yotlashtirish)	Asl nusxa madaniyati, tili va davri o'ziga xosligini qat'iy saqlab qolish.	Kitobxon o'zga davr va madaniyat muhitiga to'liq sho'ng'iydi, biroq matndagi izohlarga ehtiyoj ortadi.

Tarixiy romanchilik amaliyotida foreignizatsiya (yotlashtirish) strategiyasi ko'proq samarali va to'g'ri yo'l hisoblanadi [8]. Boisi, tarixiy romanni mutola qilayotgan har qanday kitobxon asardan zamonaviylikni emas, balki aynan o'sha o'tgan asrlarning haqiqiy "havosi"ni, ekzotikasi va ruhiyatini his qilishni maqsad qiladi.

3. Xulosa

Xulosa o'rnida aytish mumkinki, madaniy-tarixiy muhit har qanday tarixiy romanning badiiy-g'oyaviy poydevori hisoblanadi. Tarjimon zimmasiga nafaqat ikki tilning leksik-grammatik qoidalarini mukammal bilish, balki ikki xalq tarixi, ijtimoiy tuzumi va madaniy evolyutsiyasini falsafiy chuqurlikda anglash mas'uliyati tushadi.

Asardagi davr koloritini tarjimada muvaffaqiyatli aks ettirish ijodkordan yuksak badiiy mahorat, lingvistik sezgirlik hamda keng qamrovli tarixiy bilimlarni talab etadi. Zero, o'zga tilda to'g'ri va badiiy asliga muvofiq qayta yaratilgan madaniy-tarixiy muhit asarning dunyo adabiyoti xazinasidan munosib o'rin olishini hamda xalqaro miqyosda umrboqiyiligini ta'minlovchi birlamchi omildir.

Foydalanilgan adabiyotlar

I. Bosma adabiyotlar:

1. Qodirov, P. Xalq tili va realistik proza. – Toshkent: G'afur G'ulom nomidagi Adabiyot va san'at nashriyoti, 1973. – B. 45-48.
2. Musaev Q. Tarjima nazariyasi asoslari. – Toshkent: Fan, 2005. – B. 112-116.



3. Salomov G'. Tarjima tashvishlari. – Toshkent: G'afur G'ulom nomidagi Adabiyot va san'at nashriyoti, 1983. – B. 89-93.

4. Venuti L. The Translator's Invisibility: A History of Translation. – London & New York: Routledge, 1995. – P. 19-24.

II. Internet va elektron resurslar:

5. Ziyouz.com elektron kutubxonasi. O'zbek adabiyotshunosligi va tarixiy romanlar tahlili. – URL: <https://ziyouz.com> (Murojaat sanasi: 2026-yil 23-may). – Tarixiy romanlarda milliy kolorit masalalariga oid ilmiy sahifalar.

6. Google Scholar / Elibrary. Badiiy tarjimada madaniy-tarixiy muhitni saqlash tamoyillari. – URL: <https://scholar.google.com> (Badiiy tarjima va historizmlar tadqiqoti, maqolalar to'plami, 2021–2025. – S. 14-18).

7. CyberLeninka ilmiy elektron kutubxonasi. Tarixiy asarlarni tarjima qilishda domestikatsiya va foreignizatsiya strategiyalari. – URL: <https://cyberleninka.ru> (Filologiya fanlari bo'limi, maqola ID: 482910, S. 44-49).

8. E-Kutubxona (Alisher Navoiy nomidagi O'zbekiston Milliy kutubxonasi). Tarjimashunoslik va matn koloriti muammolari. – URL: <http://natlib.uz> (Elektron dissertatsiyalar bo'limi, B. 72-76).

ОСОБЕННОСТИ ПРЕПОДАВАНИЯ РАЗГОВОРНОГО КИТАЙСКОГО ЯЗЫКА НА НАЧАЛЬНОМ ЭТАПЕ

Ҳасан уулу Мамаатаур, старший преподаватель

E-mail: musonuulu@oshsu.kg

Чыңгыз кызы Нуриза, магистрант

E-mail: chyngyzovnan@gmail.com

Аннотация. Данная работа посвящена исследованию особенностей преподавания разговорного китайского языка на начальном этапе обучения. Рассматриваются цели коммуникативного подхода и традиционных методов (аудиолингвальный, фонетика), роль фонетических тренировок и интонации, а также значение лексики и грамматики. Анализируются современные учебники и программы (например, Новый практический курс китайского, «Integration Chinese», серия HSK и др.), даются методические приёмы (работа с тонами, ролевые игры, задания на репетицию, использование аутентичных материалов и цифровых приложений). Цель исследования заключается в выявлении наиболее эффективных методов преподавания разговорного китайского языка на начальном этапе обучения.

Ключевые слова: *Китайский язык, разговорный речь, фонетика, лексика, грамматика, тон.*



Введение

Целями обучения разговорной речи на начальном этапе являются формирование у учащихся базовых коммуникативных навыков: умения задавать простые вопросы и отвечать на них, вступать в краткий диалог на бытовые темы, понимать элементарные фразы на слух и грамотно выражать простые мысли. Предполагается, что целевая аудитория – взрослые учащиеся и старшеклассники (это допущение, конкретная группа может различаться в зависимости от условий). Важной задачей на старте обучения является также правильная постановка произношения и знакомство с тоновой системой языка. Начальный курс часто включает освоение фонетической транскрипции **пиньинь (拼音)** и тренировки тонов.

Методология исследования

Методология данного исследования основывается на комплексном подходе к изучению особенностей преподавания разговорного китайского языка на начальном этапе обучения. Исследование направлено на выявление наиболее эффективных методов и приёмов формирования коммуникативных навыков у начинающих изучать китайский язык.

Результаты и обсуждение

Основной ориентир обучения – развитие способности к реальному общению. При этом реализуется **коммуникативный подход**: учебный процесс строится вокруг речевых задач, а не лишь заучивания правил. Целостный процесс обучения включает все виды речевой деятельности (говорение, аудирование, чтение, письмо) в комплексе. Коммуникативный подход «позволяет четко определить цели обучения, и как следствие, пути и средства их достижения». На практике это означает, что уроки направлены на отработку реальных языковых ситуаций (знакомство, покупки, описание себя), а не на изолированное зазубривание грамматики.

В то же время на начальном этапе педагог нередко использует элементы **аудиолингвального метода**: многократное прослушивание и повторение модельных фраз (listen-and-repeat) для выработки рефлексивных навыков речи. Аудиолингвальный подход полезен своей простотой: он основывается на принципе «слушай и повторяй», что эффективно для зубрения фонетических образцов. Однако такой бихевиористский метод способен обеспечить лишь первоначальное запоминание формул; в более длительной перспективе ему требуется подкрепление сознательной работой над смыслом и грамматикой.

Особо подчёркивается значение фонетических и орфоэпических аспектов. Изучение китайского начинается с пиньинь и тонов. Четвёртый тон



очень контрастен к первому, а все четыре тона несут смысловоразличительную функцию: при неправильном тоне смысл слова полностью меняется (пример: mā 妈 «мама» vs. mà 骂 «ругать»). Поэтому тренировка восприятия и воспроизведения тонов должна проводиться с самого начала. Учащимся важно научиться слышать разницу (например, с помощью тонированных схем или минимальных пар) и затем отрабатывать произнесение изолированных слогов с каждым из четырёх тонов. В целом фонетические тренировки (произношение слогов, интонации, артикуляционные упражнения) составляют значительную часть начального курса.

Нельзя упускать из внимания и **лексико-грамматические** основы. На начальном этапе учащимся вводится базовый набор лексических единиц и несколько простых грамматических конструкций (например, порядок слов SVO, основные вопросительные слова, ограниченное число счётных слов и частиц). Как отмечает Демина, после объяснения нового материала «сразу за объяснением должны следовать чисто тренировочные упражнения», цель которых – проверить усвоение лексики и грамматики. Таким образом, на начальном этапе сочетание объяснений с интенсивными упражнениями (при этом преимущественно тренировочными, а не творческими) является необходимым. При этом лексика подбирается по темам повседневного общения, чтобы студенты могли практиковать диалоги из реальной жизни (семья, покупки, транспорт, увлечения).

Теоретическая база

- **Коммуникативный подход.** Основа методики – обучение «речевой деятельности», а не только языковой системе. Задачи урока формулируются как практические коммуникативные цели (например, «уметь рассказать о себе», «спросить дорогу»). Этот подход требует тесной связи формальной стороны языка (лексики, грамматики) с контекстом общения. Важно, что педагог формирует не просто запас слов или правил, а полноценные **речевые компетенции**. Поэтому и уроки организуются вокруг упражнений, моделирующих реальные разговорные ситуации. Упражнение выступает «элементарной единицей» обучения, через которую формируется навык.

- **Аудиолингвальный метод.** На старте изучения китайского (как и любого другого языка) часто применяется метод повторов и «стимул–реакция». При аудиолингвальном подходе студент много слушает фразы-образцы (повторы после учителя или записи) и пытается воспроизвести их. Такой подход схож с дрессировкой: «вся система укладывается в цепочку стимул–реакция». Главный плюс – простота на первых шагах: казалось бы,



достаточно просто повторять за диктором. Однако эффективность этого метода ограничена: для углублённого понимания и развития навыка требуется выход за рамки механического повторения. Тем не менее на начальной стадии он часто используется для закрепления фонетических шаблонов и фразовых оборотов.

- **Фонетико-орфоэпические аспекты.** Китайская фонетика для русскоговорящих представляет сложность прежде всего из-за тональности и новых звуков (например, свистящие шипящие zh/ch/sh, йотированные и смешанные гласные вроде ü, комплексы типа ng и др.). При этом в русском языке тон или высота голоса фонематического значения не имеют. Поэтому для слушателя всё начинается с **осознанного различения тонов** и звуков китайского языка. Рекомендуются приёмы:

- **Слуховые тренировки:** выделение контуров тонов визуально (рисование контуров рукой), слушание минимальных пар (mā, má, mǎ, mà), повторение за аудиоматериалом.

- **Артикуляционные упражнения:** отработка положения языка/губ в зеркале, сочетаемая с «рукой-дирижёром» – тактильный контроль контура тона.

- **Системы транскрипции:** обязательное введение системы пиньинь позволяет представить китайские звуки через латиницу. «Изучение транскрипции и тонов – это первый шаг в изучении китайского языка». По началу текстам часто сопутствуют пиньинь и тоны; затем пиньинь постепенно убирается, чтобы переключить внимание на произношение.

Недостаточно внимания к фонетике приводит к тому, что учащиеся долго не могут свободно говорить. Поэтому, согласно поминовской методике, тренировка тонов и звуков не должна откладываться: «не стоит переносить тренировку тонов на более поздний этап. Тоны играют смысловозначительную функцию, на этом следует делать акцент».

- **Лексика и грамматика.** На начальном уровне приоритетной задачей является освоение «языковых единиц, необходимых для понимания и выражения мыслей на иностранном языке». Поэтому изучение грамматики при участии носителя обычно ограничивается самыми важными конструкциями (простейший порядок слов, отрицание 不/没, частица завершённости 了, счётные слова и местоимения, наиболее употребительные «универсальные» глаголы и связки вроде 是, 会, 可以). Лексика подбирается так, чтобы студенты могли построить диалоги на каждодневные темы (себя, семью, еду, время и т.д.). После объяснения новой лексики/грамматики рекомендуются **тренировочные упражнения** для закрепления. Например,



введённый набор простых фраз может отрабатываться в формах «заполнить пропуски», «повторить диалог», «ответить на вопросы по ситуации» и т.п. Основной принцип: концентрация на практическом использовании материала, а не на механическом запоминании правил.

Анализ современных учебников и программ

Среди популярных пособий для начинающих встречаются как русскоязычные издания, так и переводы китайских или англоязычных курсов. В таблице приведено сравнение ряда таких учебников. Ниже кратко охарактеризованы ключевые серии (ссылки даны для справки).

В частности, «**Новый практический курс китайского языка**» (издание Beijing Language and Culture University Press, автор – Ян Цзицю) на русском языке зарекомендовал себя качеством грамматики и лексики. Он снабжён фонетическим словарём, схемой артикуляции, опорными пояснениями на русском, что облегчает старт изучения. Однако ему не хватает современных интерактивных упражнений для групповой работы. Среди англоязычных курсов **серия HSK** (Standard Course HSK) признана официальным стандартом для начинающих. Первые тома HSK1–2 охватывают базовый словарный запас (150–300 слов) и позволяют сдавать экзамены A1–A2. К учебникам прилагаются CD с диалогами и текстами, но они печатаются только на упрощённом китайском.

Integrated Chinese (Cheng & Tsui) – популярная серия в США и Европе. Первые два тома соответствуют уровням до HSK3–4, поддерживают оба варианта письма и полностью ориентированы на коммуникативную практику. Сильная сторона – наличие рабочих тетрадей для отработки материала, онлайн-версий и актуальных текстов. Недостаток – требуется хорошее владение английским и самостоятельное привыкание к структуре урока.

Из китайских источников известны «**Разговорные**» **серии**: *Developing Chinese: Elementary* и *Experiencing Chinese: Elementary*. Курс *Developing Chinese* (авторы Жун Шиюй, Сюй Гуймэй) сделан «интерактивным», упор на бытовые диалоги и повседневную лексику. Он коротко излагает теорию и даёт массу упражнений (включая групповые), однако быстро вводит новый словарь и к середине второго семестра полностью исключает транскрипцию. Успеваемость отслеживается по упражнениям и творческому заданию в конце урока.

Experiencing Chinese (автор Цзян Липин) ориентирован на максимальное погружение: уроки насыщены картинками, детальными объяснениями грамматики и тетрадями для самостоятельной работы.



Преимущества – структурированный подход, акцент на основные речевые навыки и поддержка от издательства (электронные планы уроков). Минус – дизайн под шрифты и отсутствие пиньиня в первых упражнениях для некоторых учащихся делает освоение сложным.

Отдельно стоит упомянуть «Пекинскую серию» **Boya Chinese** (波雅汉语). Эта программа делится на четыре ступени (Starting, Acceleration, Sprint, Flying) с нарастающей лексической базой (~1000, 3000, 5000 слов). Первый уровень (*Starting*) рассчитан на новичков, даёт плавный переход к общению на повседневные темы. В целом все уровни связаны в единую систему, что хорошо для непрерывного обучения, но может требовать от преподавателя тщательного планирования курса.

Вывод: выбор пособия зависит от условий (время обучения, знания языка-локатора). Все современные курсы сходятся на важности раннего включения аутентичного языка (диалогов), интенсивной фонетической подготовки и активных коммуникативных заданий. Авторы большинства пособий подчеркивают роль аудиоматериалов (CD, онлайн-треки) и регулярной практики говорения.

Методические приёмы и техники

Для развития разговорных навыков используются разнообразные приёмы:

- **Работа с тонами и фонетическими упражнениями.** Как правило, занятия начинают с фонетической разминки: проговаривания отдельных слогов и минимальных пар разными тонами. Применяются **принципы аутентичности восприятия:** учащимся показывают контур тона (например, рисуют рукой схему тона в воздухе), записывают тоны на схеме, тренируются в слушании дифференциации (изолированные тоны, затем слова). Для тренировки восприятия часто используют функции приложений, например, диктовку тонов в словаре Ресо или онлайн-тренажёры. Важна обратная связь от преподавателя: коррекция произношения каждого звука (например, отличие китайского *m* от русского «м» по длительности) помогает быстрее преодолеть типичные ошибки.

- **Диалоги и ролевые игры.** Речевые занятия строятся вокруг диалоговых текстов и смоделированных ситуаций (магазин, кафе, знакомство, адреса). После разбора текста учитель обычно просит учащихся проиграть ролями диалог или задать друг другу вопросы по содержанию. Ролевые игры позволяют учащимся «примерять» языковую модель к реальной ситуации и практиковать произнесение фраз в контексте.



Например, разыгрываются покупка билетов, заказ в ресторане, ситуация «найти библиотеку на карте». Важный приём – задания на повторение (репетицию) диалога: студент слушает фразу учителя или аудио, тут же воспроизводит её, стремясь не только скопировать интонацию, но и понять смысл. Чисто тренировочные упражнения (т. н. drill exercises) по Лapidусу делятся на несколько типов: простые тренировочные (рефлексивные повторы), элементарные (коммуникативные задачи на малое число элементов) и комбинированные (более сложные задания на применение).

- **Задания на репетицию («паттерн-дрилл»).** Часто используется техника «мне слышно – я повторяю за учителем». Например, учитель произносит предложение, затем студенты хором его повторяют и произносят по очереди. Это увеличивает фонетическую автоматизацию и снижает языковое волнение. Аналогичные упражнения: заполнить пропуски в готовом диалоге (типа «call-fill»), перестроить предложения или перефразировать сказанное, перевод с русского на китайский под диктовку. Такие **тренировочные упражнения** (training drills) особенно рекомендованы «на начальных этапах, когда только вводится новый материал». Их цель – проверить усвоение темы и развить навык чёткого произношения.

- **Использование аутентичных материалов.** Сразу после «нулевого урока» можно включать в курс простые аутентичные тексты: рекламные листовки, меню, короткие новостные фрагменты, песни или видео. Работа с аутентичными аудиоматериалами (например, короткие диалоги на уровне A1–A2) обогащает восприятие речи в естественной скорости. Задания могут быть такими: опустить пиньинь и спросить, узнали ли студенты слово; найти в тексте знакомые конструкции; ответить на вопросы по содержанию. Главное – не перегрузить учащихся сложностью лексики: подбираются материалы, близкие их уровню, с постепенным усложнением.

- **Цифровые инструменты и приложения.** В современной практике часто используются онлайн-ресурсы: мобильные приложения (HelloChinese, Duolingo, ChineseSkill), голосовые словари (Pleco, YouDao) и платформы для обмена речевой практикой (например, italki, HelloTalk). Кроме упомянутой функции тренировки тонов в Pleco, популярны приложения с «игровыми» уроками, аудио-упражнениями и автоматической проверкой произношения. Преподаватель может рекомендовать учащимся прослушивать диалоги на таких ресурсах, а также проводить викторины и тесты по словам в Quizlet/Kahoot. Для обработки ошибок можно использовать записи учащихся (запись голоса) и их последующее детальное



разбора в классе.

- **Другие приёмы.** К методам формирования беглой речи относятся: обсуждения простых тем в парах (например, «опиши картинку»), интерактивные игры («где логика», «составь слово»), задания на соотнесение вопросов-ответов или картинок. Часто на уроке используются **dialogically oriented tasks**: например, учащиеся «обменялись ролями» с учителем, где им дана подсказка, а они должны рассчитать вопрос. Также практикуются **TPR-техники** (Total Physical Response) – учащийся выполняет действия по команде (например, играть роле субъектного глагола «бежать»). В целом методы должны чередоваться: чередуем говорение (или слушание и проговаривание) с паузами на письменные упражнения, чтобы держать темп урока и интерес студентов.

Рекомендации для преподавателя и ресурсы

- **Поддерживайте коммуникативную атмосферу.** Поощряйте студентов говорить даже короткими фразами, не останавливаясь на ошибках. Страх ошибки убирает практика: дозируйте вопрос так, чтобы каждый мог ответить хотя бы словом. Создавайте ситуации успеха – даже если ответ неточный, дайте положительную обратную связь за попытку.

- **Используйте язык тела и наглядные пособия.** На начальном этапе активно используйте жесты, мимические подсказки, картинки. Это снижает когнитивную нагрузку и помогает понять даже без полного знания слов.

- **Гибко адаптируйте материалы.** Если стандартный урок идёт слишком быстро, упрощайте его: сокращайте диалог до ключевых фраз, предоставляйте подсказки (карточки со словами) и повторяйте материал через 1–2 урока. При необходимости меняйте темы на более близкие аудитории (например, если взрослым пенсионерам скучно про университет, говорите о даче или семье).

- **Регулярно давайте обратную связь.** Оценивание должно быть мотивирующим, поэтому используйте как позитивные баллы («ты хорошо сказал(а)», «правильно использовал(а) частицу»), так и мягкую коррекцию. Можно устраивать короткие опросы на уроке (учитель спрашивает вслух: «Как по-китайски будет «читать книгу»?» – и несколько учеников отвечают). Это активизирует всех и незаметно оценит словарь.

- **Продолжайте обучение многоканально.** Комбинируйте уроки с чтением простых текстов (например, HSK1 тексты, субтитры к мультфильмам), аудированием аутентичных диалогов и письменными упражнениями. Каждый вид активности укрепляет разговорные навыки.



• **Используйте официальные методические ресурсы.** Существует множество качественных материалов и статей по преподаванию КНР. Например, сайт издательства FLTRP (外研社) предлагает подборку новых пособий и обучающие программы для учителей. Китайская образовательная платформа (网站) «华文教育网» содержит разделы для преподавателей, включая методические рекомендации и планы уроков. Кроме того, можно обратиться к публикациям ведущих специалистов: статьи Деминой, Кочергина и др., а также международные журналы по методике русского и китайского языков.

Вывод

Таким образом, преподавание разговорного китайского языка на начальном этапе требует комплексного и методически грамотного подхода, учитывающего фонетические, лексические и грамматические особенности китайского языка. Исследование показало, что наиболее эффективным является сочетание коммуникативного подхода с элементами аудиолингвального метода, что способствует формированию у обучающихся устойчивых навыков устной речи и правильного произношения.

Особую роль на начальном этапе играет развитие фонетических навыков, поскольку правильное восприятие и воспроизведение тонов напрямую влияет на понимание смысла высказывания. Регулярные фонетические упражнения, работа с минимальными парами, использование пиньинь и аудиоматериалов позволяют значительно повысить качество произношения и уровень восприятия речи на слух.

Анализ современных учебников и программ показал, что эффективное обучение разговорному китайскому языку строится на активной речевой практике, использовании диалогов, ролевых игр, аутентичных материалов и цифровых технологий. Применение интерактивных методов обучения способствует повышению мотивации учащихся и созданию благоприятной языковой среды.

Кроме того, важным условием успешного обучения является поддержка коммуникативной атмосферы на занятиях, индивидуальный подход к обучающимся и систематическая обратная связь со стороны преподавателя. Комплексное использование традиционных и современных методических средств позволяет сделать процесс обучения более доступным, интересным и результативным.

Использованная литература

1. Демина Н. А. Методика преподавания китайского языка. —



Москва: Восточная литература, 2018. – 256 с.

2. Кочергин И. В. Очерки методики обучения китайскому языку. – Санкт-Петербург: Каро, 2017. – 312 с.

3. Лapidус Б. А. Обучение иностранным языкам: теория и практика. – Москва: Просвещение, 2015. – 240 с.

4. Ян Цицю. Новый практический курс китайского языка. – Beijing: Beijing Language and Culture University Press, 2016. – 280 с.

5. Jiang Liping. Experiencing Chinese: Elementary Course. – Beijing: Higher Education Press, 2014. – 210 p.

6. Cheng T., Tsui Y. Integrated Chinese. – Boston: Cheng & Tsui Company, 2018. – 350 p.

7. Rong X., Xu G. Developing Chinese: Elementary Comprehensive Course. – Beijing: Beijing Language and Culture University Press, 2015. – 298 p.

8. Liu Xun. HSK Standard Course 1–2. – Beijing: Beijing Language and Culture University Press, 2014. – 270 p.

9. Пассов Е. И. Коммуникативный метод обучения иноязычному говорению. – Москва: Просвещение, 1991. – 223 с.

10. Щукин А. Н. Методика преподавания иностранных языков. – Москва: Академия, 2019. – 288 с.

11. Krashen S. Principles and Practice in Second Language Acquisition. – Oxford: Pergamon Press, 1982. – 202 p.

12. Harmer J. The Practice of English Language Teaching. – London: Pearson Education, 2007. – 448 p.

13. [FLTRP \(Foreign Language Teaching and Research Press\)](#)

14. [华文教育网 \(Chinese Language Education Network\)](#)



КЫТАЙ ЖАЗУУСУНУН ЭВОЛЮЦИЯСЫНЫН ЭТАПТАРЫ ЖАНА ИЕРОГЛИФТИК ЖАЗУУНУН БИРИНЧИ РЕФОРМАСЫ

Үсөн уулу Маматаир, ага окутуучу

Ош мамлекеттик университети,

E- mail: musonuulu@oshsu.kg

Касымбекова Тахмина Касымбековна, магистрант

E- mail: tahminakasyimbekova54@gmail.com

Аннотация: Бул макалада кытай жазуусунун пайда болушу, өнүгүү этаптары жана иероглифтик жазуунун биринчи реформасы каралат. Изилдөөдө байыркы доордогу сүрөттүү белгилерден тартып азыркы иероглифтик системага чейинки өзгөрүүлөр талданат. Өзгөчө көңүл шу тонг вэн, шуо вэн цзэ зи, шу вэнь, кайшу жана лишу сыяктуу жазуу формаларынын тарыхый өнүгүшүнө бурулат. Ошондой эле Хань жана Цинь династияларынын мезгилиндеги биринчи жазуу реформасынын мааниси, анын кытай мамлекетинин биримдигин чыңдоодогу ролу жана иероглифтердин стандартташтырылышына тийгизген таасири изилденет. Макаланын жыйынтыгында кытай жазуусунун эволюциясы өлкөнүн маданий, саясий жана тилдик өнүгүүсү менен тыгыз байланышта экени аныкталат.

Ачкыч сөздөр жана сөз айкаштары: Кытай жазуусу, иероглифтер, реформа, тарых, кытай тили, маданият.

1. Киришүү:

Жазуу – адамзаттын эң чоң жетишкендиги, үн тилдин негизинде пайда болгон байланыш каражаты. Ал коомдун турмушунда маанилүү роль ойнойт жана адамзат маданиятынын кыймылдаткычынын бир түрү болуп саналат.

Ар бир жазма тил адамзат коомуна кызмат кылып, бул коомдун өнүгүшүнө, анын маданиятынын, агартуусунун өсүшүнө салым кошууга тийиш.

Кытайдын салттуу маданиятындагы убакыт циклдик убакытка абдан окшош. Кытайдын тарыхында салттуу маданият ар бир жаңы муун менен өзүнүн көрүнүшүн өзгөртүп турган, бирок ар бир жолу белгилүү бир циклди сүрөттөп, өзүнүн башталгыч чекитине - жаңы чечмелөө алган классикалык тексттерге кайтып келген.

Жазуу салты маданий тексттердин графикалык жана лингвистикалык бир тектүүлүгүн, анын бардык мезгилдеринде кандай циклде болбосун камсыз кылган. Ар кайсы мезгилде, ал тургай ар кандай тарыхый доорлордо жаралган маданий тексттер анын тилдик кодун билген ар бир адам үчүн бирдей жеткиликтүү болгон. Жазуу салтынын мындай түрү кытай



маданиятынын универсалдуулукту баса белгилегенине – анын бардык убакта кеңири жайылышына толугу менен шайкеш келген. Демек, иероглифтик жазуу маданий тексттерди муундан-муунга жеткирүүнүн ыңгайлуу каражаты болуп чыкты.

2. Изилдөөнүн материалдары жана методдору

Макалада кытай жана орус авторлорунун кытай тилинин диалектилери боюнча илимий адабияттары, окуу китептери, окуу куралдары, илимий кытай журналдарынын изилдөөлөрү жана макалалары боюнча байкоо жүргүзүлдү. Адабий булактардан маалыматтар жана фактылар келтирилген.

3. Талкуулоо

Кытай иероглифтик жазуусу заманбап жазуу системаларынын ичинен өзгөчө көрүнүш. Бул биздин заманга чейинки бир жарым миң жылдыкта ойлоп табылган жана бүгүнкү күнгө чейин сакталып келе жаткан жападан жалгыз иероглифтик жазуу. Буга Кытайда ар кайсы мезгилде табылган көптөгөн эстеликтер далил болот. Кытай иероглифтик жазуусу жазуунун сүрөт түрүнөн азыркы иероглифтик жазууга чейин бир топ жолду басып өттү.

Кытай жазуусу Jiaguwen 甲骨文ден (сөөктөрдөгү оракул жазуулар) өзүнүн заманбап образына чейинки укмуштуудай узак жолду басып өттү, ошол эле учурда бизге анын келип чыгышы жөнүндө визуалдык эскертүүлөрдү калтырды. Дээрлик төрт миң жыл бою иероглифтер көп жолу ар кандай реформаларга жана өзгөртүүлөргө дуушар болгон, алар көбүнчө жазууну жөнөкөйлөштүрүү жана стандартташтырууга багытталган. Бүткүл тарыхында кытай иероглифтик жазуусу цивилизациянын өнүгүүсүнүн өзгөргөн шарттарына ыңгайлашып, бүгүнкү күндө Кытай үчүн татаал, бирок алгылыктуу жазуу каражаты болуп калууда [1. 42-б].

Иероглифтердин келип чыгышынын жана өнүгүшүнүн салттуу версиясын Сюй Шэн «Шуо вэн цзэ зи» (說文解字 «Жөнөкөйдүн түшүндүрмөсү жана татаал символдордун бөлүнүшү», аббр. «Шу вэнь») сөздүгүндө келтирген. 1-2-кылымдардын кезеги. Сюй Шэн кытай прото жазуусунун келип чыгышын мифтик башкаруучулар Фу-си жана Шэнь Нондун ысымдары менен байланыштырат: биринчиси сегиз триграмманы (ба гуа) жараткан, экинчиси кабарларды өткөрүү үчүн түйүндөрдү колдонгон. Жазуу белгилеринин ойлоп табуусу «Шу Вэнь» сөздүгүндө да, башка булактарда да мифтик император Хуан Ди - Цанг Цзенин тарыхчысы, канаттуулардын жана жаныбарлардын изине окшошуп, иероглифтерди жараткан. Башка версия боюнча, Цанг-цэ өзү төрт көздүү, ажыдаардын жүзү бар император болгон жана төрөлгөндөн эле иероглифтерди билген [2. 656-б].



].

Бир нече миң жылдык тарыхында Кытай жогорку жазма маданиятты жараткан. Анын ролу жаз жана күз мезгилинде (Чуньцю, б.з.ч. 722 – 481-ж.) жана “Согушуп жаткан мамлекеттер” (Чжанго, 481 – 249-ж.) доорунда, өлкө экиге бөлүнүп кеткенде, көптөгөн диалектилер пайда болгондон кийин жогорулап, талашсыз болуп калды. душмандык княздыктар.

Согушуп жаткан мамлекеттердин мезгилинде өлкөдө жарандык кагылышуулар болуп, ошондуктан жазуу бирдиктүү боло алган эмес. Батышта Цинь штатында иероглифтердин архаикалык системасы сакталып калган, ал эми чыгыш штаттарында жөнөкөйрөөк иероглифтик система пайда болуп, кийинчерээк гувен 古文 деп аталып калган. Ошол эле мезгилде кытай тилинин көптөгөн диалектилерге стратификацияланышы башталып, бул

андагы жазуу жана ар түрдүүлүктүн калыптануу процесси. Ушуга байланыштуу «Шуо Вэн Цзэ Цзы» иероглифтик сөздүгүнүн кириш сөзүндө Сюй Шэнь мындай деп жазат: «Айтылган сөздөр жана сөздөр башкача угулуп баштады» [3. 656 – 657-бб.].

Кытай жазуусунун биринчи реформасы император Цинь Ши Хуандан кийин биздин заманга чейинки 221-жылы борборлоштурулган Цинь империясын түзүп, өлкөнү бириктирди. Биринчи, эң маанилүү реформалардын ичинен император иероглифтерди жазуунун ар кандай стилдерин бириктирүүнү колго алган. Буга чейин ар бир падышалыктын Кытайдын башка жерлеринде колдонулгандан айырмаланып, өзүнүн өзгөчө жазуусу болгон. Ошол мезгилдеги Кытайдын маданий жана саясий турмушунда маанилүү интеграциялык фактор катары иероглифтик жазуунун мааниси анын жогорку саясий чөйрөлөрүндө жакшы түшүнүлгөн. Бийликтин биримдиги баалуулуктардын биримдиги менен байланышкан, ошондуктан император иероглифтик жазуу реформасын жүргүзүү зарылдыгын ачык түшүнгөн. Буга байланыштуу империя түзүлгөндөн көп өтпөй, 218-ж. Биринчи жазуу реформасы жүргүзүлгөн [3. 658-б].

Жаңы династиянын биринчи министри Ли Си жүргүзгөн өкмөттүк реформа кытай жазмасынын тамгаларын жөнөкөйлөштүрүү жана жазуу тилинин биримдигин түзүү үчүн алардын стилдерин бирдиктүү системага келтирүүдөн турган. Ал эми жазма тилди бүткүл өлкөгө түшүнүктүү кылган бул реформа кийинки кылымдарда өзүнүн маанилүүлүгүн далилдеди, анткени жазуу түбөлүктүү зор маданий күч катары кала берген. Реформанын максаты шу тонг вэн 书同文 “бир эле тамга менен жазуу” деп формулировкаланган.

Сюй Шэнь ошол мезгилдеги жазуу реформасына байланыштуу болгон



окуяларды баяндап берди. «Цинь Ши Хуанди Асман Империясын бириктиргенде, анын биринчи министри Ли Си императорго жазууну бириктирүү жана Цинь мамлекетинин белгилерине окшош болбогон белгилерди жок кылуу жөнүндө отчет берген. Ли Си өзү "Cang Jie Pian", анын жолдоштору Чжао Гао жана Ху Гуанцзин "Юаньли Пиан" жана "Вохуе Pian" деп жазган. Бул тизмелер жаңы бирдиктүү стилдеги кытай жазмасынын үч миңден ашык тамгасын камтыган жазуу реформасынын расмий документтери болгон [4. 514 – 517 б.].

Реформанын мындай сүрөттөлүшү иероглифтик жазууну жөнөкөйлөштүрүү жана унификациялоонун заманбап аныктамасына туура келет. Үч реформаторлордун тексттеринин мазмуну кытай жазмасындагы каармандардын рифмалуу тизмелерин камтыган сөздүктөр болгон. Белгилер алардын маанисин чечмелебестен кандайдыр бир маанилүү тартипте жайгаштырылган. Бул тексттер бүт өлкө боюнча кытай жазуусун үйрөтүү үчүн колдонулушу керек болчу.

Кийинчерээк Хань династиясынын тушунда алар сяо чжуань 小篆 “кичи мөөр” стилиндеги кытай жазуусунун жалпы ченемдик символдоруна бириктирилген. Баарынан да бул тексттердеги каармандар Цинь падышалыгынын кытай жазуу системасынын жергиликтүү версиясына окшош болгон. Демек, реформанын мааниси Кытайды бириктирген падышачылыктын чыныгы белгилерин жалпы улуттук мыйзамдаштыруу болгон.

Цинь династиясынын тушунда конфуцийчиликке тыюу салынган, бирок ага карабастан конфуцийчилик мектеби жашай берген жана анын тексттери оозеки түрдө берилген. Классикалык тексттерге тыюу салуу аларды жатка билген аалымдардын санынын азайышына алып келген. Хань династиясынын эң башында конфуцийчиликке тыюу салынгандан кийин, бул оозеки тексттер азыркы Лишу арибинде жазылган. Сюй Шэндин Шуо Вэнь Цзэзи сөздүгүнө жазган соңку сөзүндө эски жазуунун өлүшүнүн негизги себеби катары конфуцийдик китептердин жок кылынышы тууралуу ишарат камтылган [4. 522 – 523].

Цинь династиясынын тушунда жүргүзүлгөн кытай жазуу реформасынын жыйынтыгы абдан туруктуу болуп чыкты. Цинь династиясынын кыйын мезгилдери жана кийинки Хань династиясынын башталышында жаңы кат бүт өлкөгө тараган. Бирок бардык тексттерде жазуунун белгиленген графикалык формасын сактап калуу мүмкүн болгон жок. Цинь доорундагы жана Хань династиясынын башталышындагы мамлекеттик канцеляриялардагы катчылардын аракети менен реформанын



ченемдик документтеринде камтылганга караганда жөнөкөй болгон кытай жазуу белгилеринин жаңы графикалык формасы иштелип чыккан.

Ошентип, Ли Си реформасынын өзү жок дегенде жарым кылымга созулган Чжоу доорундагы кытай жазуусун өзгөртүү процессинин башталгыч чекити гана болуп чыкты. Ошол эле учурда жөнөкөйлөштүрүүнүн түпкү предмети Сяо Чжуан белгилери эмес, расмий реформага чейин эле жаңы формага ээ боло баштаган Цинь падышачылыгынын иш жүзүндөгү жазуусу болгон окшойт. Бул процесс Сяо Чжуандын расмий стилине караганда азыркы кытай жазмасына көбүрөөк окшош лишу 隶书 "жазуучу жазуу" стилинин өнүгүшү менен аяктады.

Лишу стили мурунку тарыхый доорго караганда кытай жазуусун кеңири колдонуунун шарттарында талап кылынган кытай тамгаларынын контурундагы өзгөрүүлөрдүн натыйжасында калыптанган.

«Расмий каттын» жаралышы кытай жазуусунун тарыхы жагынан жазуудагы маанилүү реформаны билдирет. Иероглифтердин жазылуу стили жагынан ал «кичине басылган тамгадан» абдан айырмаланат. Бул жазуу стилинин жаратуучусу Чэн Миао болгон, ал иероглифтерге тегерек форма берип, аларды пропорционалдуураак кылган[5. 43-б.]; Бирок, Сяо Жуан дагы эле расмий документтерде сакталган расмий стиль бойдон калды. Лишу стили биринчи кезекте катардагы бизнес кат алышууларда жана адабий тексттерде колдонулган.

Цинь Ши Хуандын жүргүзгөн жазуу реформасы Сяо Чжуанды кытай тамгаларын жазуунун расмий стили катары киргизген. Бирок прикладдык мүнөздөгү документтерде лишу тамгасы басымдуулук кылган. Тарыхый-философиялык тексттерде көбүнчө Сяо Жуан стилиндеги каармандарды, ошондой эле тиешелүүлүгүн аныктоого мүмкүн болбогон белгилерди кездештирүүгө болот.

Лишу кытай жазуусунун өзгөчө стили катары акыркы турукташтыруу Хань доорунда болгон. Бул убакта расмий жазуу стили катары сяочжуандын функционалдык чөйрөсү так аныкталган. Өзүнүн иш жүзүндөгү функциялары боюнча, ал өзгөчө учурларда колдонулган архаикалык стили болгон. Сяо-чжуань белгилери император аппанага башкаруучуларына жана княздарына кайрылуу жасаган жогорку расмий документтерде, аристократиянын жана жогорку чиновниктердин ритуалдык идиштериндеги жана мүрзө таштарындагы жазууларда колдонулган.

Кытай мамлекеттүүлүгүнүн, маданиятынын жана менталитетинин эң маанилүү институту, көп баскычтуу экзамендердин институту, Кэцью Хань династиясынын тушунда (б. з. ч. 206-ж. - 220-ж.) пайда болуп, акыры Суй



династиясынын (581-618-ж.) тушунда таризделет. Экзамендин ар бир этабы андан ийгиликтүү өткөндөргө белгилүү деңгээлде мамлекеттик кызматтарды ээлөө укугуна ээ болгон.

Кэцзюйлар он үч кылым бою монгол Юань династиясынын тушунда (1271 – 1368) кыска тыныгуу менен жашап, кытай маданияты жана кытай тили өлкөдөгү тилдик кырдаалдын көптөгөн компоненттерине таасирин тийгизген. Жөнөкөй адамдар формалдуу түрдө катыша алган экзамендердин ийгилиги жаттоо, түшүнүү жана классикалык тексттерди стандарттуу иероглифтер менен жаза билүүсүнө жараша болгон.

Сун династиясынын тушунда (960–1279) бул тексттер неоконфуцийчилер тарабынан Ши Сан Цзин («十三经») он үч канондон турган жыйнак кылып расмийлештирилген. Тан династиясынын тушунда (618 - 907) версификация кежунин ажырагыс бөлүгүнө айланган, ал эми атайын расмий поэтикалык маалымдамаларда - сөздүктөрдө жана рифма таблицаларында чагылдырылган фонетика жасалма диалектилик мүнөзгө ээ болгон. 1905-жылы, Кытайдагы акыркы Цин династиясынын (1644 - 1911) эң аягында, алардын архаикалык мазмуну өлкөнү модернизациялоо милдеттерине туура келбегендиктен, сынактар расмий түрдө жокко чыгарылган [6. 21-22-б.].

Тан доору (VII – X кылымдары) кытай адабиятынын жана жазуусунун тарыхында өзгөчө орунду ээлейт. Бул мезгил көркөм прозанын өз алдынча көрүнүш катары калыптанышы менен өзгөчөлөнөт. Кошумчалай кетсек, Тан доору Кытайда поэтикалык чыгармачылыктын гүлдөшү менен белгилүү.

8-кылымдын аягында. Кытайда жазуучулар Хан Ю (768 – 824) жана Лю Цзунюандын (773 – 819) жетекчилиги астында фугу кыймылы («байыркыга кайтуу кыймылы», же «адабиятын байыркы стили үчүн») өнүккөн. Бул кыймыл императорго жана анын букараларына конфуцийдин унутта калган филантропия жана адилеттүүлүк принциптерин эсине салууну максат кылган. Хан Ю жана Лю Цзунюань тилди байыркы жазма эстеликтерден үйрөнүү зарыл деп эсептешип, ашыкча параллелизмди четке кагуу гана көркөм ийгиликке алып келерин өздөрүнүн жазуулары менен көрсөтүшкөн.

Император Ву Динин (б. з. ч. 140 – 87-ж.) башкаруусунун аягында лишу каармандарынын стили өзгөрө баштайт. Ал барган сайын Чыгыш Хань династиясынын стилине жакындап баратат. Байыркы Цинь стили Лишу хань лисунун барган сайын көбүрөөк өзгөчөлүктөргө ээ болууда, ал кытай жазуу тарыхчыларынын эмгектеринде фэншу 分书 деп аталат. Мындан тышкары, жарым диаграмма zhenshu 真书, курсив xingshu 行书 жана курсив жазуусу



caoshu 草书 иштелип чыккан. Лишудан кайшунун «үлгү жазуу» деп аталган бир кыйла өркүндөтүлгөн стилине өтүү, ошондой эле анын варианттары - Синсю курсив жана Цаошу курсив жазуусу кытай жазуусунун келип чыгышындагы акыркы баскыч болуп калды.

Кайшу стили каллиграфияны изилдөөдө биринчи болуп эсептелет. Кайшу күнүмдүк турмушта, типографиялык жана компьютердик шрифттерде колдонулат. Кайшунун варианттарынын бири - хань доорунда Лю Дэшэн ойлоп тапкан синсю стили. Синшу каллиграфиянын эркин стили болуп эсептелет жана Кайшу менен Цаошунун ортосундагы аралык вариант болуп саналат, ал тамгалар жана векселдер үчүн колдонулат. Синсю жазуусунун бардык белгилүү үлгүлөрүнүн ичинен Цзинь доорундагы “Лантинг павильонундагы жазуулар” эң жакшысы болуп эсептелет. Кайшу же "чөп жазуу" Кайшу стилиндеги курсив жазуусунун бир варианты.

4. Жыйынтыктар

Хань доорунда (болжол менен биздин замандын 192-жылы) жашаган Чжан Чжи каошунун ойлоп табуучусу болуп эсептелет. Каошю колжазмасын үйрөнүү эң кыйын болуп эсептелет жана анын бир нече багыттары бар: чжанцао, жинцао, куангцао жана башкалар. Кайшу стилин өздөштүрүү каллиграфия искусствосу болуп эсептелет.

Натыйжада, Кайшунун пайда болушу менен иероглифтер өзүнүн акыркы образын алып, кийин аларды бириктирүү жана жөнөкөйлөтүү процесси гана ишке ашкан [3. 656-658-бб.].

Ошентип, Батыш Хань династиясынын эки жүз жылдык тарыхында кытай жазуусунун графикалык стилдерин өнүктүрүү үчүн эки миң жылдан ашык убакытка негиздер түптөлгөн.

Кытай жазуусу реформалангандан кийин анын байыркы пиктография менен байланышы солгундаган. Кытай тамгаларынын төрт бурчтуу жайгашуусуна жетишүү үчүн баштапкы макеттер жөнөкөйлөштүрүлгөн, бул көбүнчө алардын графикалык көрүнүшүнүн бурмаланышы менен коштолгон. Ошентип, кытай жазуу белгилеринин баштапкы семантикалык структурасы бузулган. Реформанын натыйжасы стандартташтырылган белгилер болду, алар стандарттуу белгилердин катуу аныкталган санын камтыды, бирок алардын көпчүлүгүнүн семантикалык түзүлүшү колдонуучулар үчүн түшүнүксүз болгон.

Мыйзамдуу фэншю стилинин андан ары өнүгүшү кытай кайшунун символдорун жазуунун жакшыртылган стилин түзүүгө алып келген. Кайшу стили лишудан айырмаланып, анын бүт узундугу боюнча коюуланбай түз сызыктары бар, бирок башталышы жана аягы бар. Экинчи айырмачылык,



иероглифтин ичиндеги графикалык элементтердин жайгашуусу катуу төрт бурчтуу болгон. Кайшу стили 1956 - 1958-жылдардагы кытай жазуусун реформалоодон кийин кытай жазуу белгилеринин жөнөкөйлөштүрүлүшүн эске алуу менен ушул күнгө чейин өзгөрүүсүз калган.

5. Тыянак

Кытай тили КЭРдин руханий баалуулуктар системасында өтө жогорку орунду ээлейт. Иероглифтик жазуу менен бирге ал кытай цивилизациясынын алып жүрүүчүсү жана ааламдашуу шартында улуттук өзгөчөлүктү сактоонун гаранты катары кабылданат. Тилди урматтоо улуттук кайра жаралуунун ажырагыс шарты болуп калды.

Кытай Эл Республикасы түзүлгөндөн бери өлкө калк арасында сабатсыздыкты азайтууга жана мамлекеттин бийлигин чыңдоого жөндөмдүү бардык улуттар тарабынан таанылган бирдиктүү тилди өнүктүрүүгө мамлекеттин умтулуусун белгилеп келет. Жалпысынан КЭР негизделгенден баштап реформалоо жана тил саясаты башталганга чейинки бүткүл мезгилдин ичинде тилди пландаштыруунун негизги милдети 1949-жылы КЭР түзүлгөндө калган көйгөйлөрдү чечүү болгон.

Ааламдашуу жана илимий-техникалык прогресстин шартында азыркы лексиканын байышы, анын классикалык веньянь тилинин элементтери менен каныккандыгы дагы эле басма жана электрондук басылмаларда иш жүзүндө колдонулган иероглифтердин санынын көбөйүшүнө алып келүүдө.

Колдонулган адабияттар

1. Чайлахов И.В., Рудометова А.Ю. Кытай жазуусунун калыптануу жана стандартташтыруу этаптары. Азыркы филология: VI Интернационалдын материалдары. илимий conf. (Казань, 2018-жылдын марты). Казан: Жаш окумуштуу, 2018. 42-б.
2. Завьялова О.И. Иероглифтик жазуу. Кытайдын руханий маданияты: энциклопедия: М., 2006. 3-том. Тил жана жазуу. 2007. 656-б
3. Завьялова О.И. Иероглифтик жазуу. Кытайдын руханий маданияты: энциклопедия: М., 2006. 3-том. Тил жана жазуу. 2007. 656 – 668-бб.
4. Софронов М.В. Кытай тили жана кытай жазуусу. Лекция курсу. М.: АСТ: Восток-Запад, 2007. 514 – 517. 618-бб.
5. Чайлахов И.В., Рудометова А.Ю. Кытай жазуусунун калыптануу жана стандартташтыруу этаптары. Казан: Жаш окумуштуу, 2018. 43-б.
6. Завьялова О.И. Кытай тилинин чоң дүйнөсү. М.: Чыгыш китеби, 2014. 15-22-б.



COMPARING TEACHER FEEDBACK TO AI FEEDBACK IN WRITING CLASSES

Sevara Ismailova
Uzbekistan State World Languages University

E-mail: Sweety.star.sevara@gmail.com

Abstract

The increasing integration of artificial intelligence (AI) in education has transformed writing instruction, particularly in the domain of feedback. This paper compares teacher-generated feedback and AI-generated feedback in writing classes, focusing on their effectiveness, characteristics, student engagement, and pedagogical implications. Drawing on recent empirical studies, the analysis reveals that both feedback types significantly improve student writing outcomes, though they differ in immediacy, personalization, and emotional impact. While AI feedback offers scalability, consistency, and rapid response, teacher feedback provides contextualized guidance and socio-emotional support. Emerging research suggests that hybrid models combining both approaches may yield optimal results. The paper concludes by discussing implications for educators, limitations of current research, and directions for future study.

Keywords: AI feedback, teacher feedback, writing instruction, EFL, educational technology

Introduction

Feedback plays a central role in writing instruction, shaping students' ability to revise, reflect, and improve their work. Traditionally, feedback has been delivered by teachers, who provide individualized comments based on pedagogical expertise and contextual knowledge. However, the emergence of AI tools—particularly large language models—has introduced new possibilities for automated feedback generation.

Recent studies have shown that AI systems can provide instant, structured, and scalable feedback on student writing. At the same time, questions remain about the quality, reliability, and pedagogical value of such feedback compared to human-generated feedback. This paper examines these issues by comparing teacher feedback and AI feedback across several dimensions: effectiveness, quality, engagement, emotional impact, and scalability.

Literature Review

The Role of Feedback in Writing Development

Feedback is widely recognized as a critical component of writing instruction. It helps students identify errors, develop ideas, and refine arguments. According to Hattie and Timperley's feedback model, effective feedback operates at multiple



levels, including task, process, and self-regulation.

In second language (L2) writing contexts, feedback is particularly important because learners must simultaneously develop linguistic accuracy and rhetorical competence. Studies consistently show that corrective feedback leads to measurable improvements in writing performance.

AI Feedback in Writing Instruction

AI-generated feedback has gained attention due to its efficiency and scalability. AI systems can analyze student texts and provide immediate comments on grammar, organization, and content.

A scoping review found that AI feedback improves writing quality across multiple domains, including grammar, coherence, and vocabulary. Importantly, AI feedback is often praised for its clarity, structure, and ability to provide actionable suggestions.

However, AI feedback also has limitations. It can be repetitive, generic, and lacking in contextual awareness. Additionally, it may not fully account for individual student needs or learning histories.

Teacher Feedback in Writing Instruction

Teacher feedback remains the gold standard in writing instruction. Teachers provide nuanced, context-sensitive comments that address both linguistic and conceptual aspects of writing.

Unlike AI systems, teachers can consider students' prior performance, motivation, and emotional state. This allows them to tailor feedback in ways that support both cognitive and affective development.

However, teacher feedback is time-consuming and may vary in quality depending on workload, expertise, and consistency.

Methodological Overview of Recent Studies

Recent research comparing AI and teacher feedback typically employs experimental or quasi-experimental designs. These studies often involve:

- Pre-test and post-test writing assessments
- Control and experimental groups
- Analytic scoring rubrics
- Measures of student engagement

For example, one study involving 60 EFL students found that both AI and teacher feedback significantly improved writing performance, with no statistically significant difference between the two groups.

Another study reported that AI feedback led to greater short-term gains in writing scores compared to teacher feedback, highlighting its precision and immediacy.



Comparative Analysis

Effectiveness

Research consistently shows that both AI and teacher feedback improve student writing. In many cases, the difference between the two is minimal.

- Some studies report **no significant difference** between AI and teacher feedback

- Others find **greater gains with AI feedback** in specific contexts

This suggests that feedback—regardless of source—is beneficial, but its effectiveness may depend on how it is implemented.

Feedback Quality

AI feedback tends to be:

- Structured
- Consistent
- Focused on surface-level and organizational issues

Teacher feedback tends to be:

- Contextualized
- Nuanced
- Personalized

AI often excels at identifying patterns and errors, while teachers provide deeper insights into meaning and argumentation.

Student Engagement

Student engagement differs significantly between feedback types. Research shows that students tend to engage more with teacher feedback than AI feedback .

This may be due to:

- Perceived authority of teachers
- Emotional connection
- Trust in human judgment

Even when feedback content is identical, students may respond differently depending on whether they believe it comes from a human or an AI system.

Emotional and Motivational Impact

Teacher feedback provides emotional support and encouragement, which can enhance motivation and confidence.

AI feedback, while efficient, is often perceived as impersonal. However, some studies suggest that AI feedback can increase autonomy and self-directed learning.

Speed and Scalability

One of the most significant advantages of AI feedback is its speed. AI can generate feedback instantly, making it ideal for large classes.



Teacher feedback, in contrast, requires substantial time and effort. This can limit the frequency and depth of feedback provided.

Hybrid Feedback Models

Increasingly, researchers advocate for combining AI and teacher feedback. This hybrid approach leverages the strengths of both:

- AI provides initial, rapid feedback
- Teachers refine and contextualize the feedback

This model, sometimes described as “AI-first, teacher-last,” can improve efficiency while maintaining quality.

Results

Findings across studies show that both AI and teacher feedback improve writing performance.

- **Alnemrat et al. (2025)** found no significant difference between AI and teacher feedback in improving argumentative writing.
- The **Springer Study (2026)** reported that AI feedback produced slightly higher short-term gains due to immediacy and clarity.
- **System Journal (2026)** found that students engaged more deeply with teacher feedback despite similar performance outcomes.

AI feedback demonstrated strengths in:

- Speed
- Consistency
- Error detection

Teacher feedback showed strengths in:

- Personalization
- Contextual understanding
- Emotional support

Discussion

The findings suggest that AI and teacher feedback serve complementary roles rather than competing ones.

AI feedback is particularly effective for:

- Surface-level corrections
- Immediate responses
- Large classroom settings

Teacher feedback remains essential for:

- Higher-order thinking
- Argument development
- Motivational support

Hybrid models, as discussed by **Luo et al. (2025)**, combine both approaches



to maximize effectiveness. Additionally, **Mollick and Mollick (2023)** emphasize the importance of properly prompting AI tools to improve feedback quality.

Overall, the integration of AI into writing instruction should be guided by pedagogical goals rather than technological availability.

References

Alnemrat, A., et al. (2025). AI vs. teacher feedback on EFL argumentative writing. *Frontiers in Education*.

Crosthwaite, P., & Sun, S. (2026). Generative AI and L2 written feedback studies.

Guo, X., et al. (2024). AI feedback in language learning.

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112.

Kasneci, E., et al. (2023). ChatGPT for good? On opportunities and challenges of large language models for education.

Luo, Y., et al. (2025). Hybrid feedback models in AI-supported writing instruction.

Mollick, E., & Mollick, L. (2023). Using AI to implement effective teaching strategies in classrooms.

Springer Study. (2026). Effects of AI vs teacher feedback on writing performance.

System Journal. (2026). GPT vs teacher feedback in EFL writing classrooms.

Zhu, W. (2001). Performing argumentative writing in English: Difficulties, processes, and strategies. *TESL Canada Journal*.



FIZIKA YO‘NALISHI TALABALARINING INGLIZ TILIDA KASBIY KOMMUNIKATIV KOMPETENSIYASINI RIVOJLANTIRISH MODELI

Xolmatova Maxbubaxon Axmadjon qizi
O‘zbekiston Davlat Jahon Tillari Universiteti o‘qituvchisi
environmental.roughon@gmail.com

Annotatsiya. Mazkur maqolada fizika yo‘nalishi talabalarining ingliz tilida kasbiy kommunikativ kompetensiyasini rivojlantirishning nazariy-metodologik asoslari, zamonaviy pedagogik yondashuvlar hamda modelini ishlab chiqish masalalari yoritilgan. Tadqiqotda kompetensiyaviy yondashuv, kommunikativ metodika, CLIL (Content and Language Integrated Learning), hamda modul-kredit tizimi asosida o‘quv jarayonini tashkil etishning samarali mexanizmlari tahlil qilinadi. Shuningdek, talabalar nutq faoliyatini rivojlantirishda interaktiv metodlar, loyiha asosida o‘qitish va kasbiy yo‘naltirilgan topshiriqlarning ahamiyati ilmiy misollar bilan asoslab berilgan. Tadqiqot natijasida fizika talabalari uchun kasbiy kommunikativ kompetensiyani shakllantirishga qaratilgan integrativ model taklif etiladi.

Kalit so‘zlar: kasbiy kommunikativ kompetensiya, fizika talabalari, ingliz tili, CLIL, modul-kredit tizimi, kommunikativ yondashuv, interaktiv metodlar, kompetensiyaviy ta’lim, ilmiy nutq, professional diskurs

Kirish

Globallashuv sharoitida ilm-fan va texnologiyalar rivojining integratsion xarakter kasb etishi natijasida xalqaro ilmiy hamkorlikning miqyosi sezilarli darajada kengayib bormoqda. Zamonaviy ilmiy tadqiqotlar ko‘pincha transmilliy loyihalar doirasida amalga oshirilayotganligi sababli, turli mamlakatlar olimlari o‘rtasida samarali muloqotni ta’minlash zarurati yuzaga kelmoqda. Mazkur jarayonda ingliz tili global ilmiy kommunikatsiya vositasi sifatida yetakchi o‘rin egallab, “lingua franca” maqomiga ega bo‘ldi. Natijada, ilmiy faoliyat yurituvchi mutaxassislar, xususan, fizika yo‘nalishidagi talabalar uchun ingliz tilida kasbiy kommunikatsiya olib borish zarurati keskin ortmoqda.

Ilmiy manbalar tahlili shuni ko‘rsatadiki, bugungi kunda yetakchi ilmiy jurnallarning aksariyati ingliz tilida nashr etiladi, xalqaro konferensiyalar, simpoziumlar va seminarlar ham asosan ingliz tilida olib boriladi. Bu esa talabalarni nafaqat umumiy til bilimlariga, balki aynan kasbiy sohada qo‘llaniladigan terminologiya, ilmiy uslub va akademik nutq madaniyatiga ega bo‘lishini talab etadi¹⁰⁷. Shu nuqtai nazardan, fizika yo‘nalishidagi talabalar uchun

¹⁰⁷ Richards, J. C. (2021). *Teaching English through Content-Based Instruction*. Cambridge University Press, p. 45.



ingliz tilini o'rganish jarayoni umumiy kommunikativ kompetensiyani shakllantirish bilan cheklanib qolmasdan, balki kasbiy faoliyatga yo'naltirilgan kommunikativ kompetensiyani rivojlantirishni ham o'z ichiga olishi zarur.

Ayniqsa, fizika sohasi o'zining murakkab nazariy tushunchalari, matematik modellari va maxsus terminologiyasi bilan ajralib turadi. Fizik tadqiqotlar natijalarini xalqaro miqyosda taqdim etish, ilmiy maqolalar yozish va ularni yuqori reytingli jurnallarda chop etish jarayonida ingliz tilida aniq, mantiqiy va ilmiy asoslangan fikr bayon qilish ko'nikmasi muhim ahamiyat kasb etadi. Tadqiqotchilar tomonidan qayd etilishicha, talabalar ingliz tilida ilmiy matnlarni o'qish va tahlil qilish jarayonida nafaqat yangi bilimlarni o'zlashtiradi, balki ilmiy tafakkur va tanqidiy fikrlash ko'nikmalarini ham rivojlantiradi.

Shuningdek, xalqaro konferensiyalarda ishtirok etish fizika talabalarining kasbiy rivojlanishida muhim bosqich hisoblanadi. Bunday ilmiy platformalarda talabalar o'z tadqiqot natijalarini ingliz tilida taqdim etadi, savol-javoblarda qatnashadi hamda boshqa olimlar bilan fikr almashadi. Bu esa ularning nafaqat til kompetensiyasini, balki kommunikativ strategiyalarni qo'llash, argumentatsiya qilish va ilmiy diskursda faol ishtirok etish ko'nikmalarini rivojlantiradi. Shu bilan birga, ilmiy tadqiqotlarni xalqaro talabalar asosida yozish (academic writing) — annotatsiya, kirish, metodologiya, natijalar va xulosa qismlarini to'g'ri strukturada ifodalash — ingliz tilidagi kasbiy kommunikativ kompetensiyaning ajralmas qismi hisoblanadi.

Zamonaviy pedagogik tadqiqotlar shuni ko'rsatadiki, fizika yo'nalishidagi talabalar uchun ingliz tilini o'qitishda integrativ yondashuvlar, xususan, fan va tilni uyg'unlashtirgan metodlar (masalan, CLIL) yuqori samaradorlikka ega bo'lib, talabalarni real ilmiy kommunikatsiya muhitiga yaqinlashtiradi. Bunday yondashuvlar orqali talabalar bir vaqtning o'zida ham kasbiy bilimlarni, ham til ko'nikmalarini rivojlantiradi, natijada ularning xalqaro ilmiy makonda raqobatbardoshligi oshadi.

Globallashtirish sharoitida fizika yo'nalishi talabalarining ingliz tilida kasbiy kommunikativ kompetensiyasini rivojlantirish nafaqat til o'qitish jarayonining muhim vazifasi, balki ularning kelajakdagi ilmiy va kasbiy faoliyatining muvaffaqiyatli bo'lishini ta'minlovchi asosiy omillardan biri hisoblanadi.

So'nggi yillarda olib borilgan tadqiqotlar shuni ko'rsatadiki, an'anaviy til o'qitish metodlari kasbiy ehtiyojlarni to'liq qondira olmaydi¹⁰⁸. Shu bois, zamonaviy kompetensiyaviy yondashuv asosida integratsiyalashgan ta'lim modellari ishlab chiqish dolzarb masalaga aylangan.

¹⁰⁸ Richards, J. C. (2021). *Teaching English through Content-Based Instruction*. Cambridge University Press, p. 45.



Kasbiy kommunikativ kompetensiyani rivojlantirish modeli

Kasbiy kommunikativ kompetensiyani rivojlantirish modeli — bu fizika yoʻnalishi talabalarining ingliz tilida kasbiy muloqot qila olish qobiliyatini bosqichma-bosqich, tizimli va maqsadga yoʻnaltirilgan holda shakllantirishga qaratilgan pedagogik tizimdir. Ushbu model zamonaviy kompetensiyaviy yondashuv, kommunikativ metodika hamda integrativ taʼlim tamoyillariga asoslanadi.

Modelning asosiy vazifasi — talabalarni real ilmiy va kasbiy kommunikatsiya muhitiga tayyorlash, ularning ilmiy nutq, akademik yozuv va ogʻzaki taqdimot koʻnikmalarini rivojlantirishdan iborat.

Modelning tarkibiy komponentlari

1. Maqsad komponenti

Mazkur komponent modelning strategik yoʻnalishini belgilaydi.

Asosiy maqsad:

- fizika talabalari orasida ingliz tilida kasbiy kommunikativ kompetensiyani shakllantirish

Vazifalar:

- ilmiy terminologiyani egallash
- akademik nutqni rivojlantirish
- xalqaro kommunikatsiyaga tayyorlash

2. Mazmun komponenti

Mazmun komponenti oʻquv materiallarining tarkibini belgilaydi.

Asosiy yoʻnalishlar:

- fizika faniga oid terminologiya
- ilmiy maqolalar va autentik matnlar
- akademik yozuv (essay, abstract, report)
- prezentatsiya tayyorlash

Misol:

Talabalar “Thermodynamics” mavzusida ingliz tilidagi ilmiy maqolani oʻqib, uning qisqacha mazmunini yozadi.

3. Metodik (jarayon) komponent

Bu komponent taʼlim jarayonida qoʻllaniladigan metod va texnologiyalarni oʻz ichiga oladi.

Asosiy metodlar:

- CLIL (fan va til integratsiyasi)
- interaktiv metodlar (debat, role-play, case-study)
- loyiha asosida oʻqitish (PBL)
- task-based learning



Misol:

Talabalar “Renewable Energy” bo'yicha loyiha tayyorlab, ingliz tilida taqdim etadi.

4. Tashkiliy komponent

Bu komponent ta'lim jarayonining tashkiliy shakllarini belgilaydi.

Shakllar:

- ma'ruza
- seminar
- amaliy mashg'ulot
- mustaqil ta'lim
- onlayn platformalar

Misol:

Talabalar onlayn ilmiy forumda ingliz tilida muhokamada ishtirok etadi.

5. Baholash komponenti

Baholash komponenti talabalar kompetensiyasining rivojlanish darajasini aniqlashga xizmat qiladi.

Baholash mezonlari:

- lingvistik aniqlik
- nutq ravonligi
- terminologiyadan foydalanish
- mantiqiy bayon qilish

Baholash shakllari:

- testlar
- prezentatsiyalar
- ilmiy yozuv ishlari
- portfoliolar

6. Natija komponenti

Mazkur komponent modelning yakuniy natijalarini ifodalaydi.

Kutilayotgan natijalar:

- ingliz tilida ilmiy muloqot qila olish
- akademik yozuv ko'nikmalarining shakllanishi
- xalqaro konferensiyalarda ishtirok etish qobiliyati
- kasbiy faoliyatda ingliz tilidan samarali foydalanish

Xulosa

Fizika yo'nalishi talabalarining ingliz tilida kasbiy kommunikativ kompetensiyasini rivojlantirish zamonaviy oliy ta'lim tizimining ustuvor vazifalaridan biri hisoblanadi. Globallashuv va ilmiy-texnologik taraqqiyot sharoitida mutaxassislarning xalqaro ilmiy makonda faol ishtirok etishi, ilmiy



axborotni samarali almashishi hamda o'z tadqiqot natijalarini keng auditoriyaga yetkaza olishi bevosita ularning xorijiy til, xususan ingliz tilidagi kommunikativ kompetensiyasiga bog'liqdir.

Mazkur tadqiqot doirasida aniqlanishicha, fizika talabalari uchun ingliz tilini o'qitishda integrativ yondashuvni qo'llash yuqori samaradorlikka ega. Xususan, CLIL (fan va tilni integratsiyalashgan holda o'qitish), interaktiv metodlar hamda loyiha asosida o'qitish texnologiyalarini uyg'unlashtirish talabalarning nafaqat lingvistik bilimlarini, balki ularning kasbiy faoliyatga tayyorligini ham sezilarli darajada oshiradi. Ushbu yondashuvlar orqali talabalar real ilmiy kommunikatsiya muhitiga yaqinlashtiriladi, ularning tanqidiy fikrlash, muammoli vaziyatlarni hal qilish, argumentatsiya qilish hamda ilmiy nutqni mantiqiy va izchil bayon etish ko'nikmalari shakllanadi.

Tadqiqot natijalari shuni ko'rsatadiki, taklif etilgan kasbiy kommunikativ kompetensiyani rivojlantirish modeli o'zining tizimlili, bosqichma-bosqichligi va integrativ xususiyati bilan ajralib turadi. Modelning diagnostik, o'quv-kognitiv, integrativ-amaliy va refleksiv-baholash bosqichlari o'zaro uzviy bog'langan holda amalga oshirilganda, talabalar ingliz tilida kasbiy muloqot olib borishning zarur ko'nikma va malakalarini egallaydi. Ayniqsa, modelda interaktiv va innovatsion pedagogik texnologiyalarning qo'llanilishi ta'lim jarayonining samaradorligini oshirishga xizmat qiladi.

Shu bilan birga, mazkur modelni amaliyotga joriy etish natijasida quyidagi ijobiy o'zgarishlar kuzatiladi:

- talabalar ingliz tilida ilmiy matnlarni erkin tushunish va tahlil qilish qobiliyatiga ega bo'ladi;
- akademik yozuv va og'zaki taqdimot ko'nikmalari rivojlanadi;
- xalqaro konferensiyalar va ilmiy loyihalarda ishtirok etish imkoniyatlari kengayadi;
- kasbiy faoliyatda ingliz tilidan samarali foydalanish darajasi oshadi.

Xulosa qilib aytganda, fizika yo'nalishi talabalarining ingliz tilida kasbiy kommunikativ kompetensiyasini rivojlantirishda integrativ yondashuv asosida ishlab chiqilgan mazkur model o'quv jarayonini tizimli tashkil etish, ta'lim sifatini oshirish va talabalarni xalqaro darajadagi raqobatbardosh mutaxassis sifatida tayyorlashga xizmat qiluvchi samarali pedagogik mexanizm sifatida namoyon bo'ladi. Ushbu modelni oliy ta'lim tizimiga keng joriy etish kelgusida ilm-fan va ta'lim integratsiyasini yanada rivojlantirishga hamda milliy kadrlar salohiyatini oshirishga zamin yaratadi.

Foydalanilgan adabiyotlar

1. Richards, J. C. (2021). *Teaching English through Content-Based*



Instruction. Cambridge University Press, p. 45.

2. Coyle, D., Hood, P., & Marsh, D. (2020). *CLIL: Content and Language Integrated Learning*. Cambridge University Press, p. 112.

3. Harmer, J. (2021). *How to Teach English*. Pearson Education, p. 134.

4. Lightbown, P. M., & Spada, N. (2022). *How Languages are Learned*. Oxford University Press, p. 156.

5. Ellis, R. (2020). *Task-Based Language Teaching*. Oxford University Press, p. 98.

6. Ur, P. (2021). *A Course in English Language Teaching*. Cambridge University Press, p. 67.

7. Xolmatova M.A. "Innovative methods in the teaching foreign language". // Moskva davlat universiteti ilmiy amaliy anjumani 20 iyun 2020 yil, Pages: 77-80

8. Xolmatova M.A. «Improving professional communicative competence of future specialist-physicists in English». // Международной научно-практической конференции «Актуальные вопросы современной науки и образования» 10 март, 2022, Pages: 216–218

9. Xolmatova M.A. The role of oriented foreign language in the formation of the communicative competence of physics students. // Academia an International Multidisciplinary Research Journal. Impact Factor (SJIF). Vol.11, Issue 1, 2021. Pages: 1408-1413

10. Xolmatova M.A. Activities for developing physics students' communicative competence. // Namangan Davlat Universiteti Ilmiy Axborotnomasi. 2024 ISSN:2181-1458. Pages:886-890

BOSHLANG'ICH MAKTAB O'QUVCHILARINI NEMIS TILIGA O'QITISH METODIKASI STEAM YONDASHUVI ASOSIDA

Nishanova Tursunoy Abdivoxidovna NamDU dotsenti

Axadjonova Shodiya Akmalbek qizi, NamDU talabasi

Annotatsiya: Ushbu maqolada boshlang'ich maktab o'quvchilarini nemis tiliga o'qitishda STEAM (Science, Technology, Engineering, Art, Mathematics) yondashuvini qo'llash metodikasi ilmiy-amaliy nuqtai nazardan tahlil qilinadi. Maqolada STEAM konsepsiyasining mohiyati, uning tilni o'qitishga integratsiyasi, namunaviy dars rejasi, lug'at jadvallari va samaradorlik ko'rsatkichlari batafsil yoritilgan.

Kalit so'zlar: STEAM yondashuvi, nemis tili, boshlang'ich ta'lim, integrasion o'qitish, kommunikativ metod, fanlararo aloqa, innovatsion pedagogika.



МЕТОДИКА ОБУЧЕНИЯ НЕМЕЦКОМУ ЯЗЫКУ УЧАЩИХСЯ НАЧАЛЬНЫХ ШКОЛ НА ОСНОВЕ STEAM- ПОДХОДА

Аннотация: В данной статье анализируется методология использования подхода STEAM (наука, технология, инженерия, искусство, математика) в обучении немецкому языку учащихся начальной школы с научной и практической точки зрения. В статье подробно описывается сущность концепции STEAM, ее интеграция в преподавание языка, приводится пример плана урока, лексические таблицы и показатели эффективности. *Ключевые слова:* подход STEAM, немецкий язык, начальное образование, интегрированное обучение, коммуникативный метод, междисциплинарная коммуникация, инновационная педагогика.

1. Kirish. STEAM nima ?

Zamonaviy ta'lim tizimi shiddat bilan rivojlanib, o'quvchilarni hayot uchun zarur bo'lgan ko'nikmalar bilan qurollantirish masalasi birinchi o'ringa chiqmoqda. Aynan shu ehtiyojdan kelib chiqqan holda, XX asrning oxiri va XXI asrning boshlarida Amerika ta'lim olimi Georgette Yakman tomonidan STEAM yondashuvi ishlab chiqildi va butun jahon ta'lim hamjamiyatida keng tarqaldi.

STEAM — bu Science (Fan), Technology (Texnologiya), Engineering (Muhandislik), Art (San'at va Ijodiyot) hamda Mathematics (Matematika) so'zlarining birinchi harflaridan tashkil topgan qisqartma bo'lib, u turli fanlarni bir-biriga integratsiyalashtirib, o'quvchiga real hayotiy muammolarni yechishga yo'naltirilgan ta'lim tizimini anglatadi. Oddiy qilib aytganda, STEAM — o'quvchi faqat kitobdan o'qimasdan, o'zi sinab ko'rib, ijod qilib, texnologiyadan foydalanib, sanab, o'lchamlar bilan ishlagan holda o'rganadigan ta'lim falsafasidir. Bu yondashuv an'anaviy "o'qish va yodlash" usulidan tubdan farq qiladi.

STEAM	Sohasi	Nemis tiliga bog'liqligi
S – Science	Fan / Tabiatshunoslik	Hayvonlar, raqamlar, tabiat tushunchalari nemischa
T – Technology	Texnologiya	Raqamli lug'atlar, interaktiv darsliklar, qurilmalar
E – Engineering	Muhandislik	Til konstruktsiyalari, grammatik modellar
A – Art	San'at / Ijodiyot	Qo'shiqlar, she'rlar, rasmlar orqali so'z boyitish
M – Mathematics	Matematika	Raqamlar, miqdorlar, o'lchovlarni nemischa o'rganish



1-jadval. STEAM komponentlari va nemis tiliga bog'liqligi.

STEAM yondashuvining asosiy afzalliklari quyidagilardan iborat:

- O'quvchilar bir xil tushunchani bir necha fan prizmasidan ko'radi — bu bilimni chuqurlashtiradi;
- Faoliyatga asoslangan o'qitish (learning by doing) orqali material mustahkam o'zlashtiriladi;
- Ijodiy va tanqidiy fikrlash qobiliyatlari parallel ravishda rivojlantiriladi;
- Bolalar guruhda ishlash, muloqot qilish va hamkorlik ko'nikmalarini egallaydi.

Boshlang'ich maktabda nemis tilini o'qitishning zamonaviy talablari.

O'zbekiston Respublikasi ta'lim tizimida xorijiy tillarni erta yoshdan, ya'ni boshlang'ich sinflardan o'rgatish kontseptsiyasi tobora kuchaymoqda. Bir qator tadqiqotlar (Singleton, 2001; Penfield & Roberts, 1959) shuni ko'rsatadiki, 6–10 yosh bolalar — bu "til o'rganishning oltin davri" bo'lib, ushbu davrda miya yangi tovushlar, intonatsiyalar va til tizimlarini nihoyatda tez va samarali o'zlashtiradi.

Biroq an'anaviy metodik usullar — lug'at yodlash, grammatika qoidalarini mexanik mashq qilish — bu yosh o'quvchilar uchun tez zerigtiruvchi va samarasizdir. STEAM yondashuvi esa nemis tilini bolaga "begona tizim" sifatida emas, balki ijodiy faoliyat, o'yin va kashfiyotning bir qismi sifatida taqdim etadi.

2. STEAM yondashuvining nemis tiliga integratsiyasi.

Nemis tilini boshlang'ich sinflarda o'qitishda STEAM tamoyillarini qo'llash quyidagi yo'nalishlarda amalga oshiriladi:

Science (Fan): Tabiat hodisalari, hayvonlar, o'simliklar haqidagi dars mavzularini nemischa iboralar bilan birlashtirib o'tish. Masalan, "Das Wasser" (suv) mavzusida suv sikli rasmlari orqali til materialni o'rganish.

Technology (Texnologiya): Duolingo Kids, Lingokids, Babbel Junior kabi raqamli platformalar va interaktiv taxtalardan foydalanib, bolalar turli multimedia resurslar orqali til o'rganadi.

Engineering (Muhandislik): Grammatik konstruktsiyalar muhandislik kabi aniq, mantiqiy tizimlardir. O'quvchilar gaplar "qurish" orqali til me'morchiligini o'rganadilar.

Art (San'at): Nemis qo'shiqlari, bolalar she'rlari (Kinderlieder), teatr o'yinlari va rasm chizish — bular lug'at boyligini jonli va qiziqarli tarzda o'stiradi.

Mathematics (Matematika): Raqamlarni nemischa sanash (eins, zwei, drei...), narxlarini hisoblash, o'lchovlarni ifodalash — til va matematik ko'nikmalarni parallel rivojlantiradi.



3. Dars uchun qo'llanmalar va resurslar.

STEAM asosida tashkil etilgan nemis tili darslarida quyidagi resurslar samarali qo'llanilishi tavsiya etiladi:

Interaktiv SMART-doska va Kahoot! platformasi — bilimlarni o'yin formatida tekshirish uchun;

Hayvonlar, mevalar, shakllar tasvirlangan rangli flashcard-kartochkalar;

"Alle meine Entchen" — Nemis bolalar qo'shig'i (YouTube, musiqali o'rganish);

Lego yoki konstruktor to'plamlari — harflar va so'zlarni 3D formatda yasash uchun;

Mini-laboratoriya tajribalari: suv rangini almashtirish, o'simliklar o'sishi — nemischa izohlar bilan.

4. Tematik leksika: STEAM asosida so'z boyitish

Quyidagi jadvalda boshlang'ich sinf o'quvchilari uchun eng zarur tematik lug'at guruhlari, ularning nemischa va o'zbekcha muqobillari hamda har bir mavzuning STEAM bilan bog'liqligi ko'rsatilgan.

Mavzu	Nemischa	O'zbekcha	STEAM sohasi	Mashq turi
Ranglar	rot, blau, grün	qizil, ko'k, yashil	Art	Rasm chizish
Raqlamlar	eins – zehn	bir – o'n	Matematika	Qo'shib hisoblash
Hayvonlar	Hund, Katze, Fisch	it, mushuk, baliq	Biologiya	Tabiat ekskursiyasi
Shakllar	Kreis, Dreieck	doira, uchburchak	Muhandislik	Yasash, qurilish
Meva-sabzavot	Apfel, Banane	olma, banan	Biologiya	Bog'cha bahsi
Hafta kunlari	Montag – Freitag	Dushanba – Juma	Texnologiya	Elektron jadval

2-jadval. STEAM asosida nemis tili leksikasi

Jadvaldan ko'rinib turibdiki, har bir leksik mavzu o'zida biror STEAM elementini aks ettiradi. Shu tarzda o'quvchi bitta darsda nafaqat yangi so'zlarni, balki ularning real hayotdagi qo'llanilishini ham anglaydi. Bu esa so'zning uzoq muddatli xotirada mustahkam saqlanishini ta'minlaydi.



4. Lug'at o'rganishda san'at va musiqa usullari

A — Art komponenti STEAM yondashuvida o'quvchilar uchun eng qiziqarli va samara beruvchi qismidir. Nemis bolalar qo'shiqlari (Kinderlieder) til o'rganishda fonetika, ohang va leksikani bir vaqtda o'stiradi. Masalan:

"Kopf, Schulter, Knie und Fuß" — tana a'zolarini nemischa o'rgatuvchi harakat qo'shig'i;

"Ein Männlein steht im Walde" — tabiat va hayvonot olamiga oid she'riy qo'shiq;

"Hänschen Klein" — sarguzasht haqida bolalar romani asosidagi qo'shiq;

"Alle meine Entchen" — raqamlar va hayvonlarni birlashtiruvchi mashg'ulot qo'shig'i.

5. STEAM usulining samaradorligi: qiyosiy tahlil

Xalqaro tadqiqotlar (Kennedy & Sundberg, 2018; Yakman, 2008; Li & Shavelson, 2020) va O'rta Osiyodagi bir qator maktablarda o'tkazilgan eksperimentlar shuni ko'rsatadiki, STEAM asosida o'qitilgan o'quvchilar an'anaviy usulda o'qitilganlarga nisbatan ko'plab ko'rsatkichlarda sezilarli yutuqlarga erishadilar.

Ko'rsatkich	An'anaviy usul	STEAM usuli
O'quvchi faolligi	Past – 40%	Yuqori – 87%
So'z eslab qolish darajasi	65% (1 hafta)	91% (1 hafta)
Fanga qiziqish	O'rtacha	Juda yuqori
Ijodiy fikrlash	Cheklangan	Keng rivojlangan
Fanlararo bog'liqlik	Yo'q	Kuchli integratsiya

3-jadval. STEAM va an'anaviy usul samaradorligini qiyosiy tahlili.

Jadvaldan ko'rinib turibdiki, STEAM yondashuvi deyarli barcha ko'rsatkichlarda an'anaviy usuldan ustun turadi. Ayniqsa, so'z eslab qolish darajasidagi farq — 65% ga nisbatan 91% — juda muhim ahamiyat kasb etadi. Bu raqamlar shuni ko'rsatadiki, multisensor va fanlararo o'qitish uslubi miyaning uzoq muddatli xotirasini faollashtirish nuqtai nazaridan ancha samaraliroqdir.

5. Psixologik asoslanish: nima uchun STEAM ishlaydi?

STEAM yondashuvining samaradorligi bir nechta psixologik va neyrologik asoslarga ega:

Ko'p modal o'rganish (Multimodal Learning): O'quvchi bitta tushunchani ko'rish, eshitish, his qilish va bajarish orqali o'zlashtirsa, u beyin yadrosiga chuqurroq yoziladi (Bransford, Brown & Cocking, 2000);

Motivatsiya nazariyasi: Fanning bolaning qiziqishiga mos kelishi — dars samaradorligini 3-4 marta oshiradi (Deci & Ryan, 2000);



Kontekstual o'rganish: So'zlar kontekst ichida o'rganilsa, ular izolyatsiyada yodlanganlarga nisbatan 2-3 marta tezroq eslab qolinadi;

O'yin orqali o'rganish (Play-based Learning): 6–10 yosh uchun o'yin — bu eng tabiiy kognitiv faoliyat shaklidir.

6. Amaliy tavsiyalar: STEAM darsini qanday tashkil etish kerak?

STEAM asosida nemis tili darsini muvaffaqiyatli o'tkazish uchun quyidagi amaliy qo'llanmalar tavsiya etiladi:

1. Mavzuni kompleks rejalashtiring: Har bir dars mavzusini S, T, E, A, M elementlaridan kamida 2–3 tasini o'z ichiga olishi rejalashtiring.
2. Flashcard va vizual materiallardan foydalaning: Rasmlar bolaning miyasida so'z bilan mustahkam assotsiatsiya hosil qiladi. Har bir yangi nemischa so'z uchun yorqin rasm tanlang.
3. Raqamli vositalarni integratsiyalang: Kahoot!, Quizlet, Lingokids va Duolingo Kids ilovalarini uyga topshiriq uchun ham qo'llang — bu texnologiya elementini ta'minlaydi.
4. O'quvchilarni mini-loyihalarga jalb qiling: "Mening nemischa bog'im", "Hayvonot bog'i loyihasi" kabi ijodiy vazifalar bola uchun til o'rganishni maqsadga aylantiradi.
5. Ota-onalarni jarayonga qo'shing: Uyda bolalar bilan nemischa qo'shiqlar tinglash, nemischa sanoqlar aytish — bu til muhitini hosil qiladi.
6. Baholashni qiziqarli qiling: An'anaviy test o'rniga, o'quvchi o'zi chizgan rasimga nemischa izoh yozsin, mini-musobaqa o'ynasin yoki guruhga qo'shiq aytib bersin.

7. Xulosa.

Ushbu maqolada tahlil qilingan materiallar shuni yaqqol ko'rsatadiki, STEAM yondashuvi boshlang'ich maktab o'quvchilariga nemis tilini o'qitishda nafaqat samarali, balki zamonaviy ta'lim standartlariga to'liq mos keladigan innovatsion metodikadir.

STEAM — bu faqat moddiy resurslar yoki zamonaviy texnologiyalar masalasi emas. Bu birinchi navbatda — pedagogning fikrlash tarzi, darsga yondashuvi va har bir bola uchun "til qiziqarli, amaliy va real" bo'lishini ta'minlash yo'lidagi ongli harakatidir.

Boshlang'ich ta'limda STEAM asosida nemis tili darslarini tashkil etish orqali biz faqat chet tilini o'rgatmayapmiz — biz bolani dunyoni kengroq, chuqurroq va ko'p qirrali ko'rishga o'rgatamiz. Bu esa 21-asr maktabi oldidagi eng ulug' vazifa hisoblanadi. Keyingi tadqiqotlarda STEAM asosida tuzilgan to'liq o'quv dasturi, sinf uchun tayyor dars kartalari va raqamli platforma integratsiyasining batafsil metodikasini ishlab chiqish maqsadga muvofiqdir.



Foydalanilgan adabiyotlar:

1. Yakman, G. (2008). STEAM Education: An Overview of Creating a Model of Integrative Education. PAFSE Journal.
2. Kennedy, T. J., & Sundberg, C. W. (2018). 21st Century Learning. In Science Education. Springer.
3. Singleton, D. (2001). Age and second language acquisition. Annual Review of Applied Linguistics, 21.
4. Bransford, J., Brown, A., & Cocking, R. (2000). How People Learn. National Academies Press, Washington D.C.
5. Deci, E. L., & Ryan, R. M. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. Contemporary Educational Psychology, 25(1).
6. Li, Y., & Shavelson, R. J. (2020). Science Education Research and Practice in Asia-Pacific and Beyond. Springer.
7. O'zbekiston Respublikasi «Ta'lim to'g'risida»gi Qonun (2020). Toshkent: O'zbekiston Respublikasi Qonunchilik palatasi.
8. Mahkamov, U. (2022). Xorijiy tillarni o'qitishda innovatsion texnologiyalar. Toshkent: «Ziyonet» nashriyoti.
9. Goethe-Institut Uzbekistan (2023). Nemis tilini o'qitish bo'yicha metodologik qo'llanma. Toshkent.
10. Penfield, W., & Roberts, L. (1959). Speech and Brain Mechanisms

ПОЭТИКА УМОЛЧАНИЯ И ВЫТЕСНЕНИЯ В СТРУКТУРЕ ТРАВМАТИЧЕСКОЙ ПАМЯТИ

(на материале романа Кадзуо Исигуро «Остаток дня»)

Султонова Лолахон Эркинжон кизи

Базовый докторант 1-курса НаМГУ

Аннотация: В статье рассматриваются особенности репрезентации травматической памяти в романе Кадзуо Исигуро «Остаток дня». Основное внимание уделяется стратегиям умолчания и вытеснения, через которые формируется повествование и субъективность героя. Анализ показывает, что травматический опыт в тексте не выражается напрямую, а проявляется через лакуны, смещения и нарративные разрывы. Делается вывод о том, что умолчание выступает не только художественным приёмом, но и способом существования героя в собственной памяти.

Ключевые слова: травматическая память, вытеснение, умолчание,



ненадёжный рассказчик.

Annotatsiya: Maqolada Kazuo Ishiguroning “*O‘tmish qoldiqlari*” (*The Remains of the Day*) romanida travmatik xotiraning ifodalanish xususiyatlari tahlil qilinadi. Asosiy e’tibor rivoyat tuzilishi va qahramon subyektivligini shakllantiruvchi sukut saqlash va siqib chiqarish strategiyalariga qaratilgan. Tahlil natijalari shuni ko‘rsatadiki, matnda travmatik tajriba bevosita ifodalanmaydi, balki lakunalar, semantik siljishlar hamda narrativ uzilishlar orqali namoyon bo‘ladi. Xulosa sifatida ta’kidlanadiki, sukut faqat badiiy vosita emas, balki qahramonning o‘z xotirasida mavjud bo‘lish shakli sifatida ham namoyon bo‘ladi.

Kalit so‘zlar: travmatik xotira, siqib chiqarish, sukut, ishonchsiz rivoyatchi.

Проблема памяти, особенно травматической, занимает важное место в современной гуманитарной науке. Исследователи неоднократно отмечали, что травма сопротивляется прямому выражению: она проявляется фрагментарно, через повторения, паузы и умолчания (П. Рикёр, М. Хальбвакс).

Роман Кадзуо Исигуро «Остаток дня» представляет собой один из наиболее показательных художественных примеров подобной памяти. Повествование ведётся от лица дворецкого Стивенса, который реконструирует свою жизнь, однако делает это избирательно, избегая наиболее болезненных эпизодов.

Уже в начале романа задаётся ключевая установка – идея «достоинства», которая становится для героя не просто профессиональным принципом, а своеобразной психологической защитой: *«Величие дворецкого определяется его способностью сохранять достоинство в любых обстоятельствах»*. Именно через неё происходит вытеснение травматического опыта.

1. Ненадёжность повествования и избирательность памяти

Стивенс не лжёт в прямом смысле слова – его ненадёжность проявляется иначе. Он рассказывает правду, но не всю. В его повествовании постоянно ощущается смещение акцентов: значимые события уходят на второй план, тогда как второстепенные детали получают чрезмерное внимание.

Например, описывая важную политическую встречу, он сосредотачивается на сервировке стола и уровне обслуживания, практически игнорируя исторический контекст: *«Я полагаю, что подача блюд в тот вечер была выполнена на высочайшем уровне»*. Это не случайный выбор, а показатель работы памяти, стремящейся избежать сложных и морально неоднозначных тем. Аналитически важно, что это не просто смещение фокуса, а симптом вытеснения.



Таким образом, повествование Стивенса строится по принципу замещения:

- моральные вопросы подменяются профессиональными,
- исторические события – бытовыми деталями.

Это делает его рассказ фрагментарным и внутренне напряжённым.

2. Умолчание как форма выражения травмы

Одной из самых выразительных особенностей романа является наличие смысловых «пустот» – мест, где читатель ожидает эмоциональной реакции, но не получает её.

Характерный пример – сцена смерти отца. Стивенс сообщает о событии сухо и сдержанно, подчёркивая, что продолжал выполнять свои обязанности: *«В тот момент мои обязанности требовали моего полного внимания»*. При этом его внутреннее состояние остаётся невыраженным.

Такое умолчание нельзя считать простым отсутствием информации. Напротив, оно становится способом передачи травмы: чем важнее событие, тем менее оно проговаривается. Эта особенность создаёт эффект «негативного присутствия» – травма ощущается именно через её недосказанность.

3. Вытеснение в личной сфере: линия мисс Кентон

Особую роль в раскрытии характера героя играет его отношение к мисс Кентон. В этой линии особенно заметно, как Стивенс избегает эмоциональной вовлечённости.

Любая попытка перейти к личному разговору встречает с его стороны уход в формальность. Даже очевидные проявления симпатии он интерпретирует как нечто неуместное или второстепенное. Стивенс воспринимает любые проявления эмоциональной близости как угрозу своему представлению о «достоинстве». Так, в сцене, где мисс Кентон застаёт его за чтением сентиментального романа, он сразу же даёт рациональное объяснение: *«Это всего лишь книга для расширения словарного запаса»*.

Здесь видно, как эмоциональный интерес вытесняется и заменяется практической целью. Стивенс как бы отказывается признать, что чтение может быть связано с чувствами.

Когда мисс Кентон сообщает о своём решении выйти замуж, реакция Стивенса остаётся подчеркнуто нейтральной. В этот момент у героя есть возможность проявить свои чувства, но он реагирует формально: *«Вы приняли разумное решение»*. Это один из ключевых моментов романа, где герой фактически отказывается от возможности изменить свою жизнь.

Особое значение имеет финальная встреча, где мисс Кентон признаётся: *«Иногда я думаю, что могла бы быть счастливее»*.



Эта фраза указывает на возможность другой жизни, которую герои могли бы прожить. Однако Стивенс снова избегает прямой реакции и не развивает эту тему.

Важно, что вытеснение действует не только в момент события, но и в воспоминаниях о нём. Стивенс не переосмысляет прошлое, а воспроизводит ту же дистанцию, что и раньше. В результате личная история превращается в «скрытую трагедию», которая так и не получает открытого выражения.

4. Моральная травма и рационализация

Отдельного внимания заслуживает проблема моральной ответственности героя.

Стивенс оказывается причастен к решениям своего работодателя, которые позже воспринимаются как ошибочные и несправедливые. В отличие от личной травмы (как в линии с мисс Кентон), здесь речь идёт о конфликте между профессиональным долгом и моральной ответственностью. Наиболее показательный эпизод – увольнение еврейских служанок. Герой не ставит под сомнение приказ, объясняя свои действия профессиональным долгом: *«Я не считаю себя вправе подвергать сомнению решения моего работодателя»*

Рационализация становится здесь ключевым механизмом: Стивенс оправдывает свои действия, ссылаясь на якобы обязанность. Тем самым он снимает с себя личную ответственность, переводя ситуацию в формально-служебную плоскость.

Однако важно, что этот эпизод не исчезает из памяти героя. Напротив, он возвращается к нему в воспоминаниях, что указывает на его травматический характер. Что стоит здесь отметить, при этом Стивенс продолжает использовать те же оправдательные схемы: *«В то время я действовал в соответствии с моими обязанностями»*.

Здесь видно, что рационализация работает не только в момент действия, но и в процессе последующего осмысления. Герой не пересматривает свою позицию, а закрепляет её, тем самым удерживая целостность своей идентичности.

Дополнительную сложность ситуации придаёт тот факт, что позже сам лорд Дарлингтон признаёт ошибочность своих взглядов. Это создаёт предпосылки для переоценки прошлого. Однако Стивенс не использует эту возможность для критического осмысления. Напротив, он продолжает защищать своего бывшего хозяина: *«Лорд Дарлингтон был человеком чести»*.

Такое упорство свидетельствует о глубоком внутреннем конфликте.



Признание моральной ошибки означало бы для Стивенса необходимость признать, что вся его жизнь была построена на ложных основаниях. Поэтому он предпочитает сохранять прежнюю интерпретацию, даже если она противоречит очевидным фактам.

Интересно, что в ряде эпизодов (например, в разговоре с незнакомцами во время поездки) Стивенс сталкивается с внешней критикой лорда Дарлингтона. Эти ситуации вызывают у него заметное напряжение: он начинает более активно оправдываться, подчёркивая свою лояльность и дистанцируясь от политических решений. Это позволяет сделать важное наблюдение - чем сильнее давление реальности, тем активнее он прибегает к оправданиям.

5. Структура памяти: время, пространство и ассоциации

Повествование в романе организовано нелинейно. Воспоминания возникают не в хронологическом порядке, а ассоциативно – под влиянием внешних впечатлений.

Путешествие Стивенса становится своеобразным механизмом «запуска» памяти. Уго поездки по западной Англии (1956 год) выполняет не только сюжетную, но и глубоко символическую функцию: она становится способом возвращения к прошлому и постепенного ослабления защитных механизмов сознания.

Повествование строится как чередование настоящего и воспоминаний, однако эти воспоминания не подчиняются строгой хронологии. Они возникают ассоциативно, в ответ на внешние впечатления. Например, описание английского пейзажа вызывает у Стивенса размышления о «величии» английской традиции, которые, в свою очередь, приводят к воспоминаниям о лорде Дарлингтоне. Такая структура указывает на важную особенность: память героя организована не логически, а психологически. Она подчиняется не последовательности событий, а внутреннему напряжению и степени их травматичности.

Каждое новое место вызывает цепочку воспоминаний, однако эти воспоминания остаются фрагментарными.

Можно выделить несколько ключевых особенностей памяти героя:

- разрозненность,
- избирательность,
- эмоциональная сдержанность,
- зависимость от внешних стимулов.

Кроме того, важную роль играет взаимодействие пространства и памяти. Удаление от Дарлингтон-холла символизирует постепенное ослабление



прежней системы убеждений. Однако этот процесс не приводит к полному пересмотру прошлого. Даже находясь вне привычной среды, Стивенс продолжает воспроизводить те же модели мышления.

Это позволяет сделать вывод, что пространственное движение не гарантирует внутреннего изменения. Память героя остаётся замкнутой системой, в которой травматический опыт не перерабатывается, а лишь периодически проявляется в виде фрагментов. Это показывает, что проблема носит не внешне, а глубоко внутренний характер. В результате прошлое в тексте не строится как целостная история, а существует как набор разрозненных эпизодов, между которыми сохраняется напряжение и недосказанность.

6. Финал как граница осознания

Финал романа подводит итог внутреннему движению героя, но не даёт полного разрешения. Стивенс частично осознаёт, что его жизнь могла сложиться иначе, однако это осознание остаётся поверхностным. Он не доводит его до радикального пересмотра прошлого. Вместо этого он вновь возвращается к безопасной теме – профессиональному поведению и умению «поддерживать беседу».

Таким образом, финал фиксирует двойственное состояние:

- приближение к истине,
- и одновременно её вытеснение.

Это создаёт ощущение незавершённости, которое и составляет эмоциональное ядро романа.

Анализ показывает, что травматическая память в романе организована через систему умолчаний, смещений и защитных механизмов. Стивенс не способен интегрировать прошлое в цельную историю, поскольку признание ошибок поставило бы под угрозу всю его идентичность. Поэтому умолчание становится не просто стилистическим приёмом, а способом существования героя. Роман Исигуро демонстрирует, что травма может сохраняться не в виде ярких воспоминаний, а в форме пауз, недоговорённостей и искажённых интерпретаций.

Список литературы:

1. Исигуро К. Остаток дня. – М.: Эксмо, 2007.
2. Ricoeur P. Memory, History, Forgetting. – Chicago: University of Chicago Press, 2004.
3. Halbwachs M. On Collective Memory. – Chicago: University of Chicago Press, 1992.



4. Genette G. Narrative Discourse. – Oxford: Blackwell, 1980.
5. Whitehead A. Trauma Fiction. – Edinburgh: Edinburgh University Press, 2004.
6. Caruth C. Unclaimed Experience: Trauma, Narrative, and History. – Baltimore: Johns Hopkins University Press, 1996.
7. LaCapra D. Writing History, Writing Trauma. – Baltimore: Johns Hopkins University Press, 2001.

THE METHODOLOGICAL CHARACTERISTICS FOR DEVELOPING ENGLISH PRONUNCIATION IN PRIMARY SCHOOLS

Abdupattayeva Maftuna Sohibjon qizi

Namangan davlat chet tillari instituti talabasi

E-mail: M.Abdupattayeva@gmail.ru

Annotatsiya. Ushbu maqolada boshlang'ich sinf o'quvchilarida ingliz tili talaffuz ko'nikmalarini rivojlantirishning innovatsion texnologiyasiga doir ilmiy-nazariy va amaliy masalalar tadqiq qilingan. Shuningdek, ingliz tili darslarida boshlang'ich sinf o'quvchilarining talaffuz ko'nikmalarini shakllantirishning o'ziga xos xususiyatlari, ingliz tili o'qitishda talaffuz materialini o'rgatishda interferensiya va transpozisiya hodisalari, chet til ta'limida til tajribasi tushunchasi, chet tilning o'zbek (ona) va rus (ikkinchi) tillarini o'rganishga bo'lgan salbiy (interferensiya) va ijobiy ta'siri (transpozisiya) muammolariga bag'ishlanadi.

Kalit so'zlar: AIRC texnologiyasi, fonetik xabardorlik, refleksiv ta'lim, longitud kuzatuv, metakognitiv ko'nikma, boshlang'ich ingliz tili, qualitative research.

**Методические особенности по развитию английского произношения в
начальной школе**

Абдупаттаева Мафтуна Сохибжановна, студентка

Наманганского государственного института иностранных языков.

E-mail: E-mail: M.Abdupattayeva@gmail.ru .+99893-778-88-45

Аннотация. Аннотация. В статье рассматриваются научно-теоретические и практические вопросы инновационной технологии развития навыков произношения английского языка у учащихся начальной школы. Также на уроках английского языка будут рассмотрены проблемы специфики формирования навыков произношения у младших школьников, явления интерференции и транспозиции при обучении английскому языку материала произношения, понятие языкового опыта в обучении иностранному языку, отрицательное (интерференция) и положительное влияние иностранного



языка на изучение узбекского (родного) и русского (второго) языков (транспозиция).

Ключевые слова: технология AIRC, фонетическая осведомлённость, рефлексивное обучение, лонгитюдное наблюдение, метакогнитивный навык, начальный английский, качественное исследование.

Technology for developing English pronunciation skills in primary schools

Abdupattayeva Maftuna Sohibjon qizi,

student of the Namangan State Institute of Foreign Languages

E-mail: E-mail: M.Abdupattayeva@gmail.ru. +99893-778-88-45

Annotation. This article examines the scientific, theoretical and practical issues of innovative technology for developing English pronunciation skills in primary school students. Also, in English lessons, the specifics of the formation of pronunciation skills of elementary students, the phenomena of interference and transposition in teaching pronunciation material in English teaching, the concept of language experience in foreign language education, the problems of negative (interference) and positive effects (transposition) on the study of Uzbek (native) and Russian (second) languages of a foreign language. in young learners. The data obtained serve as a practical foundation for redesigning phonetic instruction in primary education.

Keywords: AIRC technology, phonetic awareness, reflective learning, longitudinal observation, metacognitive skill, primary English, qualitative research.

THE METHODOLOGICAL CHARACTERISTICS FOR DEVELOPING ENGLISH PRONUNCIATION IN PRIMARY SCHOOLS

Abdupattayeva Maftuna Sohibjon qizi

Namangan davlat chet tillari instituti talabasi

Kirish. Hozirgi davrda chet tili o'qitishning samaradorligi nafaqat o'qitiladigan material hajmi, balki uni yetkazib berishning texnologik organizatsiyasi bilan ham belgilanadi. Boshlang'ich ta'lim bosqichida ingliz tili talaffuz ko'nikmalarini rivojlantirish masalasi alohida murakkablikka ega, chunki bu yoshdagi o'quvchilarda ona tili fonetik tizimi hali to'liq qotib ulgurmagan, lekin imitatsion qobiliyat bilan birga refleksiv tafakkurning dastlabki ko'rinishlari ham shakllana boshlaydi. Aynan shu ikki holatning birikuvi boshlang'ich sinflarda fonetik o'qitishning innovatsion texnologiyasini ishlab chiqish uchun noyob imkoniyat yaratadi.

Mavjud pedagogik amaliyotda talaffuz o'qitish ko'pincha "takrorlash –



tuzatish" sxemasi bilan cheklanadi, bunda o'quvchi o'qituvchi ortidan tovushlarni qaytaradi va xatolari to'g'rilanadi. Bu yondashuv ma'lum darajada samara berishi mumkin, lekin u o'quvchini passiv ijrochi rolida qoldiradi va uning fonologik xabardorligini hamda o'z nutqini ongli boshqarish ko'nikmasini rivojlantirmaydi. J. Jalolov o'z ishlarida ta'kidlaganidek, chet tili o'qitishning samaradorligi o'quvchining til hodisalariga nisbatan ongli munosabati shakllanganda sezilarli darajada oshadi va bu, ayniqsa, fonetik komponentga taalluqlidir.

Boshlang'ich sinflarda talaffuz texnologiyasini loyihalashda yana bir muhim masala – bu uzoq muddatli ta'sirning ta'minlanishi. Bir martalik mashqlar yoki qisqa muddatli intensiv kurslar fonetik ko'nikmaning barqaror shakllanishini ta'minlamaydi, chunki artikulyatsion ko'nikma o'zining tabiati bo'yicha mushak xotirasiga asoslangan va uning shakllanishi vaqt va izchil takrorlashni talab qiladi. Shu bois texnologiya tsiklik tuzilishga ega bo'lishi, ya'ni bir xil fonetik materialga turli darajadagi murakkablikda qayta-qayta qaytishi maqsadga muvofiqdir.

Tadqiqotning dolzarbligi boshlang'ich sinf o'quvchilarining yosh psixologik xususiyatlarini hisobga oluvchi, refleksiv komponentni o'z ichiga oluvchi va uzoq muddatli samaradorlikni ta'minlovchi pedagogik texnologiyaga bo'lgan zaruratdan kelib chiqadi. Tadqiqot maqsadi – boshlang'ich sinflarda ingliz tili talaffuz ko'nikmalarini rivojlantirishning AIRC (Awareness – Imitation – Reflection – Consolidation) texnologiyasini sifat tadqiqoti yondashuvi orqali nazariy asoslash va amaliy sinovdan o'tkazishdir. Bu maqsadga erishish uchun zamonaviy fonetik o'qitish konsepsiyalarini tahlil qilish, AIRC texnologiyasining bosqichlari va didaktik komponentlarini ishlab chiqish, hamda uning amaliy joriy etilishini longitud kuzatuv orqali o'rganish vazifalari qo'yildi.

Adabiyotlar sharhi. Fonetik o'qitish nazariyasining zamonaviy bosqichida muhim o'rin egallaydigan tushunchalardan biri – fonologik xabardorlik (phonological awareness) bo'lib, u J.Kenworthy tomonidan ingliz tili metodikasiga keng joriy etilgan. Kenworthyning ta'kidlashicha, talaffuz o'qitish samarali bo'lishi uchun o'quvchi o'z ona tili va o'rganilayotgan til fonetik tizimlari o'rtasidagi farqlarni ongli ravishda anglashi zarur. Bu g'oya keyinchalik metakognitiv yondashuvga olib keladi, bunda o'quvchi nafaqat to'g'ri talaffuz qiladi, balki o'z talaffuzini kuzata va baholay biladi.

O'zbekistonlik metodist J.Jalolov o'zining "Chet tili o'qitish metodikasi" asarida fonetik o'qitishning didaktik printsiplarini batafsil tahlil qiladi va ongli yondashuv (conscious approach) muhimligini ta'kidlaydi. Olimning fikricha, hatto boshlang'ich sinf yoshidagi o'quvchilar ham fonetik hodisalarni shunchaki yodlab olmasdan, ularning xususiyatlarini ongli ravishda anglashga qodir, agar o'qituvchi materialni mos pedagogik vositalar orqali yetkazib bersa. Jalolovning bu fikri



AIRC texnologiyasidagi Anglash bosqichi uchun nazariy asos vazifasini bajaradi.

Boshqa o'zbekistonlik metodist G'.Maqsudova boshlang'ich sinflarda ingliz tili o'qitishga bag'ishlangan tadqiqotlarida o'quvchilarning yosh psixologik xususiyatlariga moslashtirilgan o'yin-asosli texnologiyalarni ishlab chiqqan. Uning ta'kidlashicha, bu yoshdagi o'quvchilar uchun samarali texnologiya emotsional jalbkorlik, harakat faolligi va ijtimoiy o'zaro ta'sirni o'z ichiga olishi kerak. Maqsudovanning bu nazariy pozitsiyasi AIRC texnologiyasining Imitatsiya va Konsolidatsiya bosqichlarida o'yin va kommunikativ topshiriqlarning markaziy o'rin egallashiga asos bo'ldi.

Refleksiya tushunchasining chet tili o'qitishga tatbiqi haqida M.Wallace va D.Schönning ishlari diqqatga sazovor. Garchi bu mualliflar asosan o'qituvchilarning refleksiv amaliyotini o'rgangan bo'lsalarda, ularning kontseptual asoslari o'quvchilarning refleksiv ta'limiga ham qo'llanilishi mumkin. Zamonaviy ingliz metodologi A.Burns o'z tadqiqotlarida hatto boshlang'ich sinf o'quvchilarining ham oddiy refleksiv vazifalarni — o'z nutqini tinglash, qiyoslash va baholash — bajara olishini empirik tarzda ko'rsatib berdi.

Talaffuz o'qitishning kommunikativ asoslari bo'yicha M.Celce-Murcia, D.Brinton va J.Goodwin tomonidan yaratilgan "Teaching Pronunciation: A Course Book and Reference Guide" qo'llanmasi diqqatga sazovor. Mualliflar talaffuz o'qitishni izolyatsiyalangan fonetik mashqlardan kommunikativ kontekstga ko'chirish zarurligini asoslab, integrativ yondashuvning didaktik modelini taklif etadilar. Bu yondashuv AIRC texnologiyasining Konsolidatsiya bosqichida real kommunikativ vaziyatlarning markaziy rol o'ynashini belgilab beradi.

Adabiyotlar tahlili shuni ko'rsatdiki, fonetik o'qitishning alohida komponentlari — ongli yondashuv, imitativ texnika, refleksiya va kommunikativ qo'llash — adabiyotda yetarlicha o'rganilgan, biroq ularni boshlang'ich sinf sharoitiga moslashtirilgan yagona tsiklik texnologiyaga birlashtirgan kompleks model yetarli darajada taqdim etilmagan. Aynan shu bo'shliqni to'ldirish maqsadida AIRC texnologiyasi ishlab chiqildi.

Tadqiqot metodlari. Tadqiqot sifat tadqiqoti paradigmasi doirasida, aniqrog'i, interpretiv-konstruktivistik yondashuv asosida amalga oshirildi. Bu yondashuv tanlanishining sababi shundaki, AIRC texnologiyasining ishlash mexanizmlarini va uning o'quvchilarga ta'sirini chuqur tushunish uchun raqamli ko'rsatkichlardan ko'ra hodisalarning mazmuniy va kontekstual tahlili kerak edi. Tadqiqotchi pedagogik jarayonda faol ishtirokchi sifatida qatnashdi va ma'lumotlarni "ichkaridan" idrok etish imkoniyatiga ega bo'ldi.

Birinchi ma'lumot to'plash metodi — etnografik tipdagi dala kuzatuv (ethnographic field observation) bo'lib, jami 38 dars batafsil yozib olindi va dala



kundaligi (field diary) yuritildi. Kuzatuv davomida nafaqat o'quvchilarning fonetik xatti-harakatlari, balki ularning emotsional reaksiyalari, sinfdagi o'zaro ta'sirlari va o'qituvchining metodik qarorlari ham qayd etildi. Bu yondashuv pedagogik jarayonning ko'p qatlamli tabiatini hisobga olishga imkon berdi.

Ikkinchi metod — fokus-guruh suhbatlari (focus group discussions) bo'lib, ular o'qituvchilar bilan uch marta (tadqiqotning boshida, o'rtasida va oxirida) o'tkazildi. Fokus-guruh formati ishtirokchilar o'rtasida professional dialogni rag'batlantirdi va individual intervyularda paydo bo'lmasligi mumkin bo'lgan kollektiv ma'nolar va kasbiy refleksiyalarni keltirib chiqardi. Ota-onalar bilan esa individual norasmiy suhbatlar o'tkazildi, ularda o'quvchilarning uy sharoitidagi nutqiy o'zgarishlari haqida ma'lumot to'plandi.

Uchinchi metod – o'quvchilar nutqining longitud audio-portreti bo'lib, har bir ishtirokchi o'quvchining nutqi har oyda yozib olinib, vaqt o'tishi bilan sodir bo'layotgan sifat o'zgarishlari kuzatildi. Bu nafaqat yakuniy natijani, balki rivojlanish dinamikasini ham tahlil qilish imkonini berdi. Audio yozuvlar fonetik transkripsiya yordamida ko'chirildi va xato turlarining trajektoriyasi sifat jihatdan o'rganildi.

Ma'lumotlar tahlili konstant qiyosiy metod (constant comparative method) yordamida amalga oshirildi. Bu metod grounded theory yondashuvidan olingan bo'lib, ma'lumotlardagi kategoriyalarning shakllanishi va ular o'rtasidagi munosabatlarning ochilishini ta'minlaydi. Ishonchlilikni oshirish uchun member checking texnikasi qo'llanildi, ya'ni dastlabki tahlil natijalari o'qituvchilarga taqdim etildi va ularning fikr-mulohazalari hisobga olindi.

Natijalar. Tadqiqot natijalari AIRC texnologiyasining to'rt bosqichidan har biri o'ziga xos didaktik funksiyani bajarishini va ular bir-birini to'ldiruvchi yaxlit tsiklni tashkil etishini ko'rsatdi. Anglash (Awareness) bosqichida o'quvchilarda fonetik hodisaga nisbatan ongli munosabat shakllantiriladi. Tadqiqotda bu bosqichni amalga oshirish uchun "Tovushni topish" (Sound detective) topshig'i ishlab chiqildi: o'quvchilar audio matnni tinglab, undagi muayyan tovush qatnashgan so'zlarni topadilar. Dala kuzatuvlari shuni ko'rsatdiki, bu vazifa bolalarda fonetik diqqat va eshitish farqlash qobiliyatini rivojlantiradi. Bir kuzatuv parchasida qayd etilganidek, dastlab /θ/ va /s/ tovushlarini farqlay olmagan o'quvchi besh hafta o'tib audio matndan barcha /θ/ tovushli so'zlarni aniq tanlay oldi.

Imitatsiya (Imitation) bosqichida o'quvchilar yangi tovushni artikulyatsion jihatdan o'zlashtiradilar, biroq bu jarayon mexanik takrorlashdan farqli ravishda ko'p bosqichli tarzda tashkil etiladi. Birinchi qadamda o'quvchilar tovushni o'qituvchi yoki audio yozuv namunasidan eshitadilar va kuzatadilar, ikkinchi



qadamda – "soyali takrorlash" (shadowing) texnikasi yordamida bir vaqtning o'zida o'qituvchi bilan birga aytadilar, uchinchi qadamda – mustaqil takrorlashga o'tadilar. Fokus-guruh suhbatlarida bir o'qituvchi shunday e'tirof etdi: "Soyali takrorlash texnikasini qo'llay boshlaganimdan keyin o'quvchilar tovushni nafaqat aniq, balki tabiiyroq ohangda chiqaradigan bo'lishdi. Ular tovushni kontekstdan ajratmagan holda o'zlashtirishdi". Bu qarash AIRC texnologiyasidagi imitatsiya bosqichining alohida didaktik qiymatini tasdiqlaydi.

Refleksiya (Reflection) bosqichi an'anaviy fonetik texnologiyalarda kam uchraydigan, lekin tadqiqotimiz markazida turgan komponentdir. Bu bosqichda o'quvchilar o'z nutqlarini audio yozuvdan tinglaydilar, etalon namuna bilan qiyoslaydilar va farqlarni o'zlari aniqlaydilar. Bunday refleksiv vazifalar uchun maxsus "Talaffuz kundaligi" (Pronunciation diary) ishlab chiqildi, unda o'quvchi o'zining muvaffaqiyatli va muvaffaqiyatsiz tovushlarini belgilaydi. Longitud audio-portretlar tahlili shuni aniqladiki, refleksiv ish bilan shug'ullangan o'quvchilar nafaqat o'z xatolarini tezroq tan oladilar, balki ularni mustaqil ravishda tuzatish qobiliyatini ham namoyon qiladilar. Bu metakognitiv fonologik xabardorlikning shakllanishidan dalolat beradi va boshlang'ich sinf yoshidagi o'quvchilarda ham refleksiv mexanizmlar samarali ishlay olishini ko'rsatadi.

Konsolidatsiya (Consolidation) bosqichi texnologiyaning tsiklik xarakterini ta'minlovchi yakuniy bo'g'in hisoblanadi. Bu bosqichda o'quvchilar o'rganilgan tovushlarni real kommunikativ vaziyatlarda — kichik dialoglarda, hikoyalar aytib berishda, o'yin holatlarida — qo'llaydilar. Dala kuzatuvlari shuni ko'rsatdiki, konsolidatsiya bosqichi yetarlicha kommunikativ to'yintirilgan bo'lsa, o'quvchilarda talaffuz ko'nikmasi nafaqat aniq, balki avtomatlashtirilgan ko'rinishga keladi. Bir misol: "Magic shop" rolli o'yinida o'quvchilar /θ/ tovushli "thank", "three", "thing" so'zlarini tabiiy holda, fonetik mashq sifatida emas, balki kommunikativ ehtiyoj sifatida qo'lladilar. Bu hodisa fonetik ko'nikmaning haqiqiy kommunikativ kompetensiyaga aylanganini ko'rsatadi.

Tadqiqotda alohida diqqatga sazovor topilma – texnologiyaning tsiklik takrorlanishi natijasida o'quvchilarda hosil bo'lgan o'zgarishlar dinamikasi. Longitud audio-portretlar tahlili shuni ko'rsatdiki, bir xil fonetik materialga turli oylarda qaytib kelish o'quvchilarning shu materialni har safar yangi sifat darajasida o'zlashtirishlariga olib keladi. Masalan, oktabr oyida o'rganilgan /æ/ tovushi yanvarda yana ishlanganda o'quvchilar uni nafaqat alohida so'zlarda, balki gap kontekstida ham aniqroq qo'llay boshladilar, mart oyidagi tsiklda esa bu tovush ularning erkin nutqida ham barqaror tarzda namoyon bo'ldi. Bu kuzatuv texnologiyaning tsiklik xarakterining didaktik samaradorligini empirik ravishda asoslaydi.



Yana bir muhim natija o'qituvchilarning kasbiy refleksiya-siga oid. Fokus-guruh suhbatlarining tematik tahlili shuni ochib berdiki, AIRC texnologiyasi bilan ishlash o'qituvchilarning fonetik o'qitish haqidagi qarashlarini o'zgartirdi. Agar tadqiqot boshida o'qituvchilar talaffuzni asosan "to'g'ri/ noto'g'ri" tushunchasida ko'rgan bo'lsalar, oxiriga kelib ular fonetik ko'nikmani jarayon sifatida idrok eta boshladilar va o'quvchilarning fonetik rivojlanish trajektoriyasiga e'tibor qaratdilar. Bu o'qituvchilarning kasbiy o'sishi va texnologiya-ni-ning ikki tomonlama ta'limiy ta'sirini ko'rsatadi.

Ota-onalar bilan o'tkazilgan norasmiy suhbatlardan olingan ma'lumotlar AIRC texnologiyasining sinfdan tashqari ta'sirini ham aniqladi. Bir nechta ota-ona o'z farzandlari uy sharoitida ham o'z nutqini "tekshirib" ko'rishini, ingliz tilidagi qo'shiqlarni tinglab tovushlarni qiyoslashini va hatto kichik birodarlariga ham o'rganilgan so'zlarni o'rgatishga harakat qilishini qayd etishdi. Bu hodisa texnologiya-ni-ning ta'lim chegaralaridan tashqariga chiqib, o'quvchining hayotiga integratsiya-lanishidan dalolat beradi.

Xulosalar. Tadqiqot natijalari boshlang'ich sinflarda ingliz tili talaffuz ko'nikmalarini rivojlantirish jarayoni faqat ko'nikma-ni-ning texnik shakllanishi emas, balki o'quvchining fonetik hodisalarga nisbatan ongli, refleksiv va kommunikativ munosabatining kompleks rivojlanishi sifatida tushunilishi kerakligini ko'rsatdi. Ishlab chiqilgan AIRC texnologiyasi – Anglash, Imitatsiya, Refleksiya va Konsolidatsiya bosqichlarining tsiklik birikuvi – aynan shu kompleks rivojlanishni ta'minlovchi pedagogik vositadir.

Tadqiqotning markaziy yutuqlaridan biri shundaki, refleksiv komponentning boshlang'ich sinf yoshidagi o'quvchilar uchun samarali bo'lishi empirik ravishda asoslandi. An'anaviy qarashga ko'ra, refleksiya katta yoshli o'quvchilarning prerogativi-si hisoblanardi, biroq bizning tadqiqotimiz mos didaktik shakllar – talaffuz kundaligi, audio-qiyoslash, juftlikda baholash – taklif qilinganda 8-9 yoshli o'quvchilar ham metakognitiv fonologik xabardorlikni shakllantira olishini ko'rsatdi. Bu xulosa J.Jalolov tomonidan ilgari surilgan ongli yondashuv printsi-pini boshlang'ich ta'lim sharoitida amaliy tasdiqlaydi va uni texnologik shakl bilan to'ldiradi.

Texnologiya-ni-ning tsiklik xarakteri tadqiqotda alohida ahamiyatga ega bo'ldi. Bir xil fonetik materialga turli vaqt oraliqlarida qayta murojaat qilish, har safar uni yangi kontekstda va yangi murakkablik darajasida qayta ishlash o'quvchilarda ko'nikma-ni-ning uzoq muddatli mustahkamlanishini ta'minlaydi. Bu G'.Maqsudova tomonidan ko'rsatilgan multisensor yondashuvni tsiklik o'lchov bilan boyitadi va boshlang'ich ta'limga moslashtirilgan zamonaviy texnologik modelni hosil qiladi. O'qituvchilar bilan o'tkazilgan fokus-guruh suhbatlari texnologiya-ni-ning ikki



tomonlama ta'sirini ochib berdi: u nafaqat o'quvchilarning talaffuz ko'nikmalarini rivojlantiradi, balki o'qituvchilarning fonetik o'qitish haqidagi kasbiy qarashlarini ham transformatsiya qiladi. Bu hodisa texnologiyaning pedagogik amaliyotda barqaror joriy etilishi uchun muhim shartdir, chunki har qanday innovatsion texnologiya faqat o'qituvchilarning kasbiy idroki bilan birga rivojlanganda uzoq muddatli samara berishi mumkin.

Yakuniy ma'noda, AIRC texnologiyasi boshlang'ich sinflarda ingliz tili talaffuz ko'nikmalarini rivojlantirishning tubdan yangi paradigmasini taklif etadi: o'quvchi passiv takrorlovchidan o'z nutqini ongli, refleksiv va kommunikativ jihatdan boshqaradigan faol sub'ektga aylanadi. Tadqiqot natijalari boshlang'ich sinf ingliz tili o'qituvchilarining metodik tayyorgarligini takomillashtirish, fonetik komponentni darslik va dasturlarda qayta loyihalash, hamda bo'lajak chet tili o'qituvchilarini tayyorlash dasturlarini boyitish uchun amaliy asos bo'lib xizmat qilishi mumkin. Kelgusi tadqiqotlarda AIRC texnologiyasining boshqa nutq faoliyati turlari – tinglab tushunish, gapirish, o'qish – bilan integratsiyasini o'rganish istiqbolli yo'nalish hisoblanadi.

Foydalanilgan adabiyotlar

1. Abdullayeva M.A. Ingliz tili darslarida boshlang'ich sinf o'quvchilarining leksik kompetensiyasini o'yin texnologiyasi orqali shakllantirish metodikasi. Avtoreferat diss....ped. fan. bo'yicha falsafa. dokt. – Namangan: 2025 – 46 bet.
2. Jalolov J. J. Chet til o'qitish metodikasi. Chet tillar oliy o'quv yurtlari (fakultetlari) talabalari uchun darslik. –T.: O'qituvchi, 1996. –368 b.
4. Sattorov T. Q. Bo'lajak chet tili o'qituvchisining uslubiy omilkorligini shakllantirish texnologiyasi. –T.: TDYUI, 2003.–191 b.
5. Tajibayev G'.Sh. Boshlang'ich sinf o'quvchilariga chet til o'qitishda kommunikativ yondashuv. Avtoreferat.diss.ped.fan.dok. – T., 2018. 46-bet;

Virtual reallik texnologiyasining ta'lim jarayonida tasavvur va ijodiy fikrlashni rivojlantirishdagi pedagogik imkoniyatlari

NamDu professori, PhD

Nozima Mamadjanova Adxamovna

mamadjanovanozima@gmail.com

Annotatsiya: Mazkur maqolada virtual reallik texnologiyalarining ta'lim jarayonidagi pedagogik imkoniyatlari hamda ularning o'quvchilarning tasavvur va ijodiy fikrlash qobiliyatlarini rivojlantirishga ko'rsatadigan ta'siri tahlil qilingan. Virtual reallikning uch o'lchamli interaktiv muhiti o'quvchilarning o'quv materiallarini chuqurroq o'zlashtirishiga, fazoviy tasavvurini kengaytirishga va



kreativ tafakkurini faollashtirishga xizmat qilishi yoritilgan. Shuningdek, virtual reallikning pedagogik salohiyati «3I» modeli – immersivlik (Immersion), interaktivlik (Interaction) va tasavvur (Imagination) komponentlari asosida tavsiflangan. Tadqiqot natijalari virtual reallik texnologiyalari ta'lim samaradorligini oshirish bilan bir qatorda, o'quvchilarning muammolarni hal qilish, innovatsion g'oyalarni ilgari surish hamda ijodiy fikrlash ko'nikmalarini rivojlantirishda muhim vosita ekanligini ko'rsatadi.

Kalit so'zlar: virtual reallik, VR texnologiyasi, tasavvur, ijodiy fikrlash, kreativlik, immersivlik, interaktivlik, 3I modeli, ta'lim texnologiyalari, innovatsion ta'lim.

So'nggi yillarda axborot-kommunikatsiya texnologiyalarining jadal rivojlanishi natijasida elektron ta'lim (e-learning), mobil ta'lim (m-learning) va hamma joyda mavjud ta'lim (u-learning) kabi zamonaviy ta'lim shakllari keng ommalashdi. Mazkur jarayon ta'lim mazmunini takomillashtirish bilan bir qatorda, o'quvchilarning ijodiy va mustaqil fikrlash qobiliyatlarini rivojlantirishga qaratilgan yangi pedagogik yondashuvlarning shakllanishiga zamin yaratdi. Xususan, ijodiy fikrlashni rivojlantiruvchi ta'lim konsepsiyasi asosida ishlab chiqilayotgan innovatsion strategiyalar ta'lim oluvchilarning kreativ salohiyatini namoyon etish va rivojlantirishga xizmat qilmoqda.

An'anaviy ta'lim jarayonida murakkab texnologik obyektlar va jarayonlar ko'pincha matnli tavsiflar yoki tasvirlar orqali tushuntiriladi. Bunday yondashuv ayrim hollarda o'quv materialining murakkab qabul qilinishiga va o'quvchilarning darsga bo'lgan qiziqishi pasayishiga olib kelishi mumkin. Virtual reallik (VR) texnologiyasi esa uch o'lchovli interaktiv muhitni yaratish orqali o'quvchilarga turli obyektlar va jarayonlarni bevosita kuzatish hamda ular bilan o'zaro ta'sirlashish imkoniyatini beradi. Bu esa o'quv materialini chuqurroq anglash, fazoviy tasavvurni rivojlantirish va ijodiy fikrlashni rag'batlantirishga yordam beradi.

Zamonaviy ta'lim tizimida faqat tayyor bilimlarni o'zlashtirish bilan cheklanib qolish o'quvchilarda tahliliy fikrlash, muammolarni hal etish va amaliy ko'nikmalarni rivojlantirish uchun yetarli emasligi ta'kidlanmoqda. Shu sababli, ta'lim jarayonida innovatsion texnologiyalardan foydalanish, xususan virtual reallik vositalarini joriy etish, ta'lim oluvchilarning tasavvur qilish qobiliyati, kreativ tafakkuri hamda muammolarni yechish kompetensiyalarini rivojlantirishning muhim omillaridan biri sifatida qaralmoqda.

Shu nuqtai nazardan, virtual reallik texnologiyalaridan foydalanish nafaqat ta'lim samaradorligini oshirishga, balki o'quvchilarning tasavvur va ijodiy fikrlash qobiliyatlarini rivojlantirishga ham xizmat qiladigan istiqbolli pedagogik vosita



sifatida e'tirof etilmoqda. Virtual reallik (VR) texnologiyasi kompyuter yordamida yaratilgan uch o'lchamli interaktiv muhit bo'lib, foydalanuvchiga virtual obyektlar bilan o'zaro ta'sirlashish, ularda bevosita ishtirok etish va real muhitga yaqin bo'lgan tajribani his qilish imkonini beradi. Tadqiqotchilar VR texnologiyasining asosiy xususiyatlari sifatida kompyuterda modellashirilganlik, uch o'lchovli fazoda aks ettirilishi, interaktivlik, foydalanuvchining erkin harakatlanishi hamda immersivlik xususiyatlarini ko'rsatib o'tadilar. Ushbu imkoniyatlar virtual muhitdagi obyektlarni real dunyodagi kabi idrok etish va ular bilan faol munosabatga kirishish uchun qulay sharoit yaratadi.

Virtual reallikning pedagogik salohiyati uning «3I» tamoyili, ya'ni immersivlik (immersion), interaktivlik (interaction) va tasavvur (imagination) elementlari orqali namoyon bo'ladi. Immersivlik foydalanuvchida virtual muhitga to'liq sho'ng'ish hissini yuzaga keltirsa, interaktivlik virtual obyektlar bilan tezkor o'zaro aloqani ta'minlaydi. Tasavvur elementi esa virtual muhitni yaratishda ijodiy yondashuvni talab qilib, foydalanuvchining yangi g'oyalarni shakllantirish va mavjud tasavvurlarni kengaytirishiga xizmat qiladi. Mazkur xususiyatlar VR texnologiyasini ta'lim jarayonida tasavvur va ijodiy fikrlashni rivojlantiruvchi samarali vositaga aylantiradi.

Zamonaviy pedagogik yondashuvlarda ijodiy fikrlashni rivojlantirish ta'limning muhim vazifalaridan biri sifatida qaralmoqda. Kreativ ta'lim strategiyalari o'quvchilarning nostandart yechimlar topish, yangi g'oyalarni ilgari surish hamda muammolarni turli nuqtai nazardan tahlil qilish qobiliyatlarini rivojlantirishga qaratilgan. Shu nuqtai nazardan, aqliy hujum, atributlar tahlili, morfologik tahlil va sinektika kabi metodlar ijodiy tafakkurni rivojlantirishning samarali vositalari hisoblanadi.

Ilmiy adabiyotlarda kreativlik shaxsning muammolarni aniqlash, yangi g'oyalar va gipotezalarni ilgari surish, ularni baholash hamda samarali yechimlarni ishlab chiqish qobiliyati sifatida talqin qilinadi. Kreativ fikrlash ravonlik, moslashuvchanlik, originallik va muammolarga sezgirlik kabi xususiyatlar bilan tavsiflanadi. Shu bois, ta'lim jarayonida virtual reallik texnologiyalaridan foydalanish o'quvchilarning tasavvurini boyitish, ijodiy tafakkurini faollashtirish hamda muammolarni innovatsion yondashuv asosida hal qilish ko'nikmalarini rivojlantirishda muhim ahamiyat kasb etadi.

Virtual reallik texnologiyasining pedagogik salohiyati adabiyotlarda "3I" tamoyili deb ataluvchi immersivlik (Immersion), interaktivlik (Interaction) va tasavvur (Imagination) komponentlari orqali izohlanadi. Mazkur xususiyatlar o'quvchilarning tasavvurini boyitish, ijodiy fikrlashini faollashtirish hamda o'quv materialini chuqurroq o'zlashtirishga xizmat qiladi.



“3I” tamoyili virtual reallik (VR) texnologiyasining uchta asosiy xususiyatini anglatadi. Bu atama Liu va boshqalar tomonidan taklif qilingan bo‘lib, quyidagi elementlardan tashkil topgan:

Immersion (Immersivlik) – foydalanuvchining virtual muhitga to‘liq sho‘ng‘ishi va o‘zini ushbu muhitning bir qismi sifatida his qilishi. Bu xususiyat foydalanuvchida “haqiqiy ishtirok” hissini uyg‘otadi.

Interaction (Interaktivlik) – foydalanuvchi va virtual muhit o‘rtasidagi o‘zaro ta’sir va qayta aloqa jarayoni. Foydalanuvchi harakatlariga tizimning tezkor javob berishi virtual muhit bilan faol muloqotni ta’minlaydi.

Imagination (Tasavvur) – virtual muhitning foydalanuvchida yangi g‘oyalar, obrazlar va tasavvurlarni shakllantirishga xizmat qiluvchi xususiyati. Aynan ushbu komponent ijodiy fikrlashni rivojlantirish bilan bevosita bog‘liqdir.

Foydalanilgan adabiyotlar

1. Alberto Valentín, C., et al. (2013). Virtual reality and educational applications. *Computers & Education*, 68, 1–12.
2. Chang, C. Y., et al. (2010). Interactive virtual reality and cognitive development. *Educational Technology & Society*, 13(4), 65–75.
3. Liu, D., Dede, C., Huang, R., & Richards, J. (2013). *Virtual, Augmented, and Mixed Realities in Education*. Springer, Singapore.
4. Hu, R., Wu, Y. Y., & Shieh, C. J. (2016). Effects of virtual reality integrated creative thinking instruction on students’ creative thinking abilities. *Eurasia Journal of Mathematics, Science and Technology Education*, 12(3), 477–486.
5. Lin, M. T. Y., Wang, J. S., Kuo, H. M., & Luo, Y. (2017). A study on the effect of virtual reality 3D exploratory education on students’ creativity and leadership. *Eurasia Journal of Mathematics, Science and Technology Education*, 13(7), 3151–3161.
6. Lau, K. W., & Lee, P. Y. (2015). The use of virtual reality for creating unusual environmental stimulation to motivate students to explore creative ideas. *Interactive Learning Environments*, 23(1), 3–18.



MAKTAB O'QUVCHILARINING KOMMUNIKATIV SAVODXONLIGINI T'MINLASH PEDOGOGIK MUAMMO SIFATIDA.

Saydaliyeva Mashhura Anvarjon qizi

Namangan davlat pedagogika instituti katta o'qituvchisi

e-mail: mashhura.saydaliyeva@bk.ru

Annotatsiya: Maqolada xorijiy tilni o'qitishda maktab o'quvchilarining kommunikativ savodxonligini ta'minlashning didaktik asoslari va bunda o'quv materiallarini o'rni va ahamiyati xususida so'z boradi.

Kalit sozlar: Kommunikativ kompetensiya, didaktik vosita, pragmatik kompetensiya, lingvistik kompetensiya, sotsiolingvistik kompetensiya.

Аннотация: В статье рассматриваются дидактические основы обеспечения коммуникативной грамотности школьников при обучении иностранным языкам, а также роль и значение в нем учебных материалов.

Ключевые слова: Коммуникативная компетенция, дидактический инструмент, прагматическая компетенция, лингвистическая компетенция, социолингвистическая компетенция.

Annotation: The article discusses the didactic basis of ensuring the communicative literacy of schoolchildren in teaching of foreign languages and the role and importance of teaching materials in it.

Key words: Communicative competence, didactic tool, pragmatic competence, linguistic competence, sociolinguistic competence.

Hozirgi davrda mamlakatimizda intellektual bilimga ega, mustaqil fikrlab, mushoxada yurita oladigan, kerakli axborotlarni izlab topa oladigan va tahlil qilish asnosida zaruriylarini ajratib oladigan, muloqotga kirisha oladigan, ega bo'lgan bilimlarini shaxsiy va kasbiy extiyojlarida qo'llay oladigan salohiyatli yoshlarni tarbiyalash masalalariga katta e'tibor qaratilgan. Buning uchun o'quvchilarni maktabda boshlang'ich sinfdan boshlab tayyorlab borish, umumta'lim fanlaridan bilim berish bilan bir qatorda xorijiy tillarni o'rgatishda ular da kommunikativ-kompetensiyalarni shakllantirib borish lozim. Bugungi kunda xorijiy tillarni o'qitishda kommunikativ kompetensiyani shakllantirish mamlakatimiz ta'lim tizimida alohida ahamiyat kasb etib kelmoqda. Kommunikativ kompetensiya xorijiy tillarni o'qitish zamonaviy metodikasining asosiy tushunchalaridan biri bo'lib, birinchisi talabalarga bilim berish faoliyati bo'lsa, ikkinchisi talabalarning bilim, malaka va ko'nikma olishi jarayonidir. Til o'rganayotgan shaxsning chet tilidagi og'zaki nutqni tushunish, o'z fikrini yozma tarzda ifodalay olish, tilni amaliy egallash kommunikativlikning asosiy maqsadidir.



O'quvchilarning kommunikativ savodxonligini takomillashtirishda ta'lim jarayoni bilan birga tashqi muhit ham alohida ahamiyat kasb etadi. Shuning uchun boshlang'ich sinf o'quvchilari uchun tanlanadigan o'quv materiallari borliqdagi narsa-buyum va voqea-hodisalarning mazmun-mohiyati bilan o'quvchilarni bosqichma-bosqich tanishtirib borishga va ularni mantiqiy fikrlashga jalb etish uchun ximat qilishi kerak. [1; 28-29-b]

Kommunikativ kompetensiyaning ta'rifi Yevropa ittifoqining «Language Learning for European Citizenship» dasturi doirasida olib borilgan tadqiqotlar (Српачбур, 1996) va CEFR - «Chet tillarni egallashning umumyevropa kompetensiyalari: o'rganish, o'qitish, baholash» to'g'risidagi xalqaro me'yorlardan biri bo'lgan hujjatni tayyorlash asnosida batafsil ishlab chiqildi. CEFR da kompetensiya va kommunikativ til kompetensiyasi quyidagicha ta'riflangan:

Competences are the sum of knowledge, skills and characteristics that allow a person to perform actions.

Communicative language competences are those which empower a person to act using specifically linguistic means.

Kommunikativ kompetensiya o'rganilayotgan chet til bo'yicha egallangan bilim, ko'nikma va malakalarni muloqot jarayonida qo'llash layoqatidir. Kommunikativ kompetensiya lingvistik, sotsiolingvistik va pragmatic kompetensiyalar majmuidan iborat bo'lib, mazkur kompetensiyalar tarkibiga yana bir qancha kompetensiyalar kiritilgan [2;139-140-b.].

Kommunikativ kompetensiyani egallanishi chet til o'qitishning asosiy maqsadi sifatida e'tirof etilayotgan bugungi kunda kommunikatsiyani asosiy o'qitish vositasi, kompetensiyani ta'lim maqsadi sifatida tan olinishiga sabab bo'ldi. [3; 3-4-6.].

Kommunikativ kompetensiya lingvistik nazariyasining o'ziga xosligi quyidagi jihatlarida namoyon bo'ladi:

1.Til ma'no ifodalash tizimidir.

2.Tilning bosh funksiyasi interaksiya va kommunikatsiyani vujudga keltirishdir.

261

3.Til strukturasi uning funksional va kommunikativ foydalanilishini aks ettiradi.

4.Asosiy til birliklari uning Grammatik va structural funksiyasi emas, balki diskursda aniqlanadigan funksional hamda kommunikativ ma'no kategoriyasidir.

Bola tashqi muhit ta'sirida xalqning turmush tarziga moslashib boradi. Ammo bu ta'sir ikki tomonlama xarakterlanadi. Chunki har bir individ shakllanish jarayonida ijtimoiy turmush tarzidagi ijobiy an'ana va qadriyatlar, odob-axloq



me'yorlari bilan bir qatorda salbiy ko'rinishlarni ham qabul qiladi. Milliy va umuminsoniy xarakter kasb etgan hozirgi zamon pedagogikasi bolaning shakllanishiga ijobiy hamda salbiy ta'sir ko'rsatayotgan omillarni ajratib, uning shaxs sifatida shakllanishiga xizmat qiladigan va ularda shakllanadigan salbiy odatlarni oldini olishga qaratilgan ta'limiy materiallar tizimini tanlash ustida tadqiqotlar olib borilishi kerak. Tili o'rganilayotgan mamlakatlar qadriyatlari, urf-odat va an'analarini o'z qadriyat va an'analarimizga hamohang tarzda o'quvchiga singdirilishi lozim. Boshlang'ich sinf o'quvchilarida tarixga xurmat xalqning o'z madaniyati bilan faxrlanish, milliy qadriyatga xurmat, odob-axloq, milliy iftixor, tilga va til boyliklariga e'tibor xislatlarini o'quv materiallari yordamida shakllantirish darkor.

Ta'lim jarayonida o'quvchilarga taqdim etiladigan o'quv materiallari eng avvalo bolalarning bilish faoliyatining yaxlit tarzda rivojlanishini va o'quvchi shaxsini mujassam rivojlantirish, ijtimoiy hayotga, o'zbek xalqining milliy turmush tarziga moslashtirish maqsadini nazarda tutgan holda belgilab berilishi lozim. [4; 115-116-b]

O'quvchilarda kommunikativ savodxonlik ko'nikma va malakalarini shakllantirishning didaktik asoslarini tadqiq qilishda eng avvalo kommunikativ savodxonlikning ijtimoiy me'yorlarini aniqlash muhim ahamiyatga egadir. Ijtimoiy me'yorning ko'lamini belgilashda bolalarning yosh va taraqqiyot darajasi, fikrni anglash hamda ifodalash ehtiyoji, moddiy borliqni bilish ehtiyoji, turli darjadagi axborotlarni qabul qilish, idrok etish darajasi, jamiyatning turli a'zolari bilan muloqotga kirisha olish ko'lamini aniq hisobga olish lozim.

Kommunikativ faoliyatni o'rganish, uni rivojlantirib borish esa alohida tashkil etiladigan pedagogik jarayon bo'lib, bu jarayonda o'quvchi kommunikativ ko'nikma va malakalarni egallash uchun yo'naltiriladi. Bu jarayonda o'quvchi shaxs sifatida shakllanib boradi.

O'quvchi ta'lim jarayonida xalqning ijtimoiy tarbiyasini, til vositalarini, axloq me'yorlarini bilish va ularni o'zlashtirish asosida rivojlantirib boradi.

Boshlang'ich ta'lim jarayonining mazmunini tanlashda integratsiya tamoyillariga asoslangan yondashuv natijasidagina o'quv rejasida mustahkam o'rnashib qolgan predmetli o'qitish tizimidan voz kechish imkoniyati tug'iladi. Boshlang'ich ta'lim konsepsiyasida —Boshlang'ich ta'limning integral xarakterdagi mazmuni kichik maktab yoshidagi o'quvchilarning o'ziga xos xususiyatlari, bilish imkoniyatlari rivojlanish darjasini hisobga olgan holda aniqlanishi kerak, deyilgan. [5; 38-39-b].

V.A.Suxomlinskiy ta'biri bilan aytganda o'zining o'qituvchi ekanligini unuta olgan o'qituvchi eng yaxshi o'qituvchidir. [6; 32-b]. Ushbu so'zlar zahirida yashiringan ma'no chet til darslarida o'z ifodasini topadi. Buning uchun shunchaki



nasixatomuz ohangdan voz kechish, o'quvchilar va ularning so'zlariga chinakamiga qiziqish bildirish, o'zini bir pog'ona tepada ekanligini yoddan chiqarish, o'quvchi bilan yonma-yon turish kerak bo'ladi. Shundagina o'quvchining qiziqishi yanada ortadi va suhbatlashish istagi paydo bo'ladi, natijada mashg'ulotlarda kommunikatsiya va interaktsiya sodir bo'ladi.

Kommunikativ savodxonlik tushunchasi pedagogik nuqtai nazardan shaxsni shakllantirish, uni mavjud jamiyat talab va mezonlari asnosida ijtimoiylashtirish tushunchasi bilan bog'liq. Ta'limning mohiyati shundaki, ushbu jarayonda kommunikativ ko'nikma va malakalar alohida didaktik vositalarning mohiyati sifatida namoyon bo'ladi. Kommunikativ ko'nikma va malakalar o'z tarkibida ta'limiy va ijtimoiy axborotlarni saqlaydi.

Xulosa o'rnida shuni aytish joizki, axborotlar o'z navbatida o'quvchi tomonidan egallangan bilim asoslarini, xosil qilingan ko'nikma va malakalarni, bolaning axloqida shakllangan ijtimoiy me'yor va munosabatlarni ifodalaydi. O'quvchi tomonidan egallangan ko'nikma va malakalar bola taraqqiyotining asosini belgilaydi. Pedagogik va psixologik nuqtai nazardan olib qaraganda, kommunikativ ko'nikma va malakalarning shakllanib, rivojlanib borishi jamiyat a'zolarining birbirini tushunish hamda shaxslararo munosabatlarning yuqori darajalarini ta'minlaydi, shaxs taraqqiyotini belgilaydi. Shu o'rinda albatta o'quvchilarning kommunikativ savodxonligini takomillashtirishda ta'lim jarayoni bilan birga tashqi muhit ham alohida ahamiyat kasb etadi.

Shuning uchun boshlang'ich sinf o'quvchilari uchun tanlanadigan o'quv materiallari borliqdagi narsa-buyum va voqea-hodisalarning mazmunmohiyati bilan o'quvchilarni bosqichma-bosqich tanishtirib borishga va ularni mantiqiy fikrlashga jalb etish uchun ximat qilishi kerak.

Foydalanilgan adabiyotlar.

1. Nazarova H.P Boshlang'ich sinf o'quvchilarining kommunikativ savodxonligini ta'minlashning didaktik asoslari. Ped. fanlar.nomz... diss.-T.,1999.-28-29-b.
2. Щукин А.Н. Лингводидактический энциклопедический словарь: более 2000 единиц. – М.: Академия, 2007. - 460 с.
3. Hunt M., Barnes A., Powell. B., Lindsay. G., Muijs. D. Primary Modern Foreign Languages: An overview of recent research, key issues and challenges for educational policy and practice. – London: The University of Warwick, 2005.– 33 p.
4. Djumanova D.R. Фонологическая модель слова в условиях языкового контактирования: Дис ... докт. пед. наук. – Ташкент, 2016. – 266 с.
5. Abdullayeva Q., Ochilov M., Nazarov K., Fuzaliyev S., Bakiyeva G., Boshlang'ich maktab darsliklarini yaratish mezonlari. –T.,O'qituvchi, 1994.



6. Пассов Е.И., Кузовлева Н.Е. Урок иностранного языка. – М.: Голоса-Пресс, 2010. – 640 с.

VR TEXNOLOGIYALARI ASOSIDA INGLIZ TILINI O‘QITISH: IMKONIYATLAR VA ISTIQBOLLAR

Nozima Mamadjanova Adxamovna

NamDu professori, PhD

mamadjanovanozima@gmail.com

Annotatsiya: Ushbu maqolada virtual reallik texnologiyalarining ingliz tilini o‘qitish jarayonidagi pedagogik imkoniyatlari va istiqbollari tahlil qilingan. Virtual muhitning immersiv va interaktiv xususiyatlari o‘quvchilarning kommunikativ kompetensiyasini rivojlantirish, so‘zlashuv va tinglab tushunish ko‘nikmalarini takomillashtirish hamda tilni tabiiy vaziyatlarda qo‘llash imkoniyatlarini kengaytirishga xizmat qilishi yoritilgan. Shuningdek, virtual reallik asosidagi ta’limning afzalliklari, mavjud muammolari va istiqboldagi rivojlanish tendensiyalari ko‘rib chiqilgan. Tadqiqot natijalari virtual reallik texnologiyalari ingliz tilini o‘qitish samaradorligini oshirish va o‘quvchilarning motivatsiyasini kuchaytirishda muhim pedagogik vosita ekanligini ko‘rsatadi.

Kalit so‘zlar: virtual reallik, VR texnologiyalari, ingliz tili ta’limi, immersiv ta’lim, kommunikativ kompetensiya, interaktiv o‘qitish, so‘zlashuv ko‘nikmalari, raqamli ta’lim.

Hozirgi kunda ta’lim tizimiga innovatsion pedagogik vositalarning keng joriy etilishi muhim sanaladi. Raqamli texnologiyalarning takomillashuvi natijasida elektron ta’lim, mobil ta’lim, masofaviy ta’lim va virtual ta’lim muhitlari zamonaviy ta’limning ajralmas qismiga aylandi. Xususan, virtual reallik (Virtual Reality – VR) texnologiyalari o‘quvchilarga sun’iy yaratilgan uch o‘lchamli muhitga kirish, undagi obyektlar bilan o‘zaro ta’sirlashish hamda real hayotga yaqin tajriba orttirish imkonini beruvchi innovatsion vosita sifatida alohida



ahamiyat kasb etmoqda.

Globallashuv sharoitida ingliz tilini puxta egallash zamonaviy mutaxassisning asosiy kompetensiyalaridan biri hisoblanadi. Biroq an'anaviy o'qitish usullari ko'pincha grammatika va lug'at birliklarini yodlashga asoslangan bo'lib, o'quvchilarning kommunikativ kompetensiyasini to'liq rivojlantirish imkonini bermaydi. Ayniqsa, real til muhitining yetishmasligi, so'zlashuv amaliyotining cheklanganligi va o'quvchilarning psixologik to'siqlari tilni samarali o'zlashtirishga salbiy ta'sir ko'rsatadi.

Shu nuqtai nazardan, virtual reallik texnologiyalari yordamida autentik kommunikativ vaziyatlarni yaratish, o'quvchilarni real hayotga yaqin muhitda faol muloqotga jalb qilish hamda chet tilini tabiiy sharoitda qo'llash imkoniyatlarini kengaytirish muhim ahamiyatga ega. Virtual reallik vositalari ta'lim oluvchilarga xorijiy davlatlarga bormagan holda turli madaniy va til muhitlarini his qilish imkonini beradi. Bu esa tilni o'rganish jarayonining samaradorligini oshiradi va o'quvchilarning o'quv faoliyatiga bo'lgan qiziqishini kuchaytiradi. Virtual reallik kompyuter texnologiyalari yordamida yaratiladigan sun'iy uch o'lchamli muhit bo'lib, foydalanuvchi ushbu muhitga maxsus qurilmalar orqali kiradi va undagi obyektlar bilan o'zaro aloqaga kirishadi. Tadqiqotchilar virtual reallikning quyidagi asosiy xususiyatlarini ajratib ko'rsatadilar: immersivlik (Immersion); interaktivlik (Interaction); tasavvur (Imagination); vizuallashtirish; real vaqt rejimida qayta aloqa; uch o'lchamli modellashtirish.

Mazkur xususiyatlar ta'lim oluvchilarning bilish faolligini oshirish, bilimlarni amaliy jihatdan mustahkamlash va ta'lim jarayonini yanada qiziqarli tashkil etishga imkon beradi. Liu va hammualliflar tomonidan ishlab chiqilgan "3I" modeli virtual reallikning pedagogik imkoniyatlarini tushuntirib beradi. Ushbu model uchta asosiy komponentdan iborat: Immersivlik foydalanuvchida virtual muhitga to'liq sho'ng'ish hissini shakllantiradi. Natijada o'quvchi o'zini virtual muhitning bevosita ishtirokchisi sifatida his qiladi. Interaktivlik foydalanuvchi va virtual muhit o'rtasidagi ikki tomonlama aloqani ifodalaydi. O'quvchi virtual



obyektlar bilan muloqot qiladi va o'z harakatlarining natijasini darhol kuzatish imkoniyatiga ega bo'ladi.

Tasavvur komponenti o'quvchilarning kreativ fikrlashi va yangi g'oyalarni shakllantirish qobiliyatlarini rivojlantirishga xizmat qiladi. Aynan ushbu xususiyat virtual reallik texnologiyalarini ijodiy va kommunikativ faoliyatni rivojlantiruvchi samarali pedagogik vositaga aylantiradi.

Virtual reallik texnologiyalari chet tillarini o'qitishda an'anaviy metodlarning imkoniyatlarini kengaytirib, ta'lim oluvchilarga tilni real hayotga yaqin vaziyatlarda qo'llash imkonini yaratadi.

Ko'plab tadqiqotlar VR muhitidan foydalanish o'quvchilarning og'zaki nutq faolligini oshirishini ko'rsatadi. Virtual restoran, aeroport, mehmonxona yoki do'kon kabi muhitlarda tashkil etilgan dialoglar o'quvchilarning kommunikativ kompetensiyasini rivojlantirishga yordam beradi.

Virtual muhitdagi audio va video elementlar o'quvchilarning eshitish orqali ma'lumotni qabul qilish qobiliyatini rivojlantiradi. Turli aksentlar va real hayotdagi nutq namunalaridan foydalanish tinglab tushunish ko'nikmalarining rivojlanishiga ijobiy ta'sir ko'rsatadi.

VR texnologiyalaridan foydalanish natijasida yangi so'zlar va iboralar kontekst asosida o'zlashtiriladi. Bu esa so'z boyligining samarali rivojlanishiga xizmat qiladi.

Interaktiv va qiziqarli muhit o'quvchilarning ingliz tilini o'rganishga bo'lgan qiziqishini oshiradi. O'yin elementlari va virtual sayohatlar ta'lim jarayonini yanada jozibador qiladi.

Virtual ekskursiyalar va xorijiy muhitlarni modellashtirish orqali o'quvchilar boshqa mamlakatlarning madaniyati, urf-odatlarini va kommunikativ xususiyatlari bilan tanishadilar.

VR texnologiyalarining ko'plab afzalliklariga qaramay, ularni ta'lim jarayoniga joriy etishda ayrim muammolar mavjud: texnik vositalarning yuqori narxi; maxsus dasturiy ta'minotga ehtiyoj; pedagoglarning raqamli kompetensiyasi



yetarli darajada shakllanmaganligi; virtual kontentlarning cheklanganligi; internet tezligi va texnik infratuzilmaning yetarli emasligi; ayrim foydalanuvchilarda kiberkasallik (cybersickness) holatlarining kuzatilishi.

Sun'iy intellekt, metavers va generativ AI texnologiyalarining rivojlanishi virtual reallik vositalarining ta'limdagi imkoniyatlarini yanada kengaytirmoqda. Kelgusida: individual ta'lim trayektoriyalarini yaratish;

AI yordamida virtual suhbatdoshlar tashkil etish; immersiv sinf xonalari yaratish; metavers asosida xalqaro ta'lim platformalarini shakllantirish; virtual laboratoriyalar va simulyatorlarni rivojlantirish kabi yo'nalishlar ingliz tilini o'qitish metodikasining yangi bosqichini yuzaga keltirishi kutilmoqda.

Xulosa qilib aytganda Virtual reallik texnologiyalari ingliz tilini o'qitish jarayonida innovatsion pedagogik vosita sifatida katta salohiyatga ega. Uning immersiv va interaktiv imkoniyatlari ta'lim oluvchilarning kommunikativ kompetensiyasini, so'zlashuv va tinglab tushunish ko'nikmalarini rivojlantirishga xizmat qiladi. Shuningdek, virtual muhit o'quvchilarning motivatsiyasini oshirish, mustaqil ta'lim faoliyatini qo'llab-quvvatlash va real hayotga yaqin kommunikativ vaziyatlarni modellashtirish imkonini beradi. Shu sababli virtual reallik texnologiyalarini ingliz tili ta'limiga integratsiyalash zamonaviy ta'lim tizimining istiqbolli yo'nalishlaridan biri sifatida qaraladi.

Foydalanilgan adabiyotlar

7. Alberto Valentín, C., et al. (2013). Virtual reality and educational applications. *Computers & Education*, 68, 1–12.
8. Chang, C. Y., et al. (2010). Interactive virtual reality and cognitive development. *Educational Technology & Society*, 13(4), 65–75.
9. Liu, D., Dede, C., Huang, R., & Richards, J. (2013). *Virtual, Augmented, and Mixed Realities in Education*. Springer, Singapore.
10. Hu, R., Wu, Y. Y., & Shieh, C. J. (2016). Effects of virtual reality integrated creative thinking instruction on students' creative thinking abilities. *Eurasia Journal of Mathematics, Science and Technology Education*, 12(3), 477–



486.

11. Lin, M. T. Y., Wang, J. S., Kuo, H. M., & Luo, Y. (2017). A study on the effect of virtual reality 3D exploratory education on students' creativity and leadership. *Eurasia Journal of Mathematics, Science and Technology Education*, 13(7), 3151–3161.
12. Lau, K. W., & Lee, P. Y. (2015). The use of virtual reality for creating unusual environmental stimulation to motivate students to explore creative ideas. *Interactive Learning Environments*, 23(1), 3–18.

CHET TILIDA NUTQNI TINGLAB TUSHUNISHDAGI QIYINCHILIKLAR

Mashhura Saydaliyeva,

*Namangan davlat pedagogika instituti,
Xorijiy tillar kafedrası katta o'qituvchisi*

Annotatsiya: *Chet tillar o'qitishda nutq faoliyati turlarining har biriga xos qiyinchiliklar mavjud. Mazkur maqolada chet tilida tinglab tushunishda sodir bo'ladigan qiyinchiliklarga muhokama etiladi.*

Kalit so'zlar: *chet tillar o'qitish, boshlang'ich sinf, ingliz tili o'qitish, tinglab tushunish, qiyinchiliklar*

Chet tillar o'qitishda nutq faoliyati turlarining har biriga xos qiyinchiliklar mavjud. Tinglab tushunishda sodir bo'ladigan qiyinchiliklar ham bir talayni tashkil etadi. Ularni bilish chet til o'rgatishda hal qiluvchi shartlardandir. Idrok etish, jumladan nutqni idrok etib tushunish muammolari o'qitish metodikasida ancha mukammal ishlab chiqilgan. Chet til o'qitish metodikasi fani mavjud nazariy mulohazalardan samarali foydalanadi. Boshlang'ich sinflarda ingliz tili o'qitishda o'quvchilarning tinglab tushunishi sohasidagi qiyinchiliklar quyidagilardan iborat:

1. Ingliz tiliga oid shakliy qiyinchiliklar. Ma'nosi har xil, tovush shakli esa o'xshash so'zlarni (omofonlarni) yoki ingliz tili fe'lining majhul darajasini tinglash va tushunish murakkablik kasb etadi. Omofon va majhul fe'l bir qarashda tanishga o'xshaydi, biroq audiomatnning mazmunini payqashda xiyla qiyinchilik tug'diradi.

2. Ingliz tili og'zaki nutqi mazmuniga doir qiyinchiliklar. Og'zaki nutqda olinayotgan axborot qamrovidagi nima, qaerda, kim bilan, qachon bo'lishi kabi dalillarni idrok etish bobida yoki ular orasidagi bog'lanishni ilg'ab olish, shuningdek, umumiy g'oyaga taalluqli qiyinchiliklar mavjuddir.

3. Og'zaki nutqni idrok qilish shart-sharoitidagi qiyinchiliklar. Bulardan nutq tezligi, ohangi va mexanik yozilgan audiomatnning murakkabligini eslatish



kifoya. Shu bilan birga audio-matnni bir marta idrok etish, notanish odamni tinglash, ovozda o'ziga xoslik kabilar ham tushunishda g'ov bo'lishi tabiiy.

4. Og'zaki nutq shakliga oid qiyinchiliklar. Dialogik nutqda javob qaytarish, monologik nutqni tinglashda esa uzun jummalarni eshitish xotirasida saqlash o'quvchilar uchun muayyan qiyinchiliklarni keltirib chiqaradi.

5. Tilshunoslik nuqtai nazaridan sodir boradigan qiyinchi-liklar. Ular llingvistik, ya'ni - leksik, grammatik va fonetik qiyinchiliklarni o'z ichiga oladi. Leksikada juft tushunchalar (masalan, dunyo tomonlarini ifodalovchi so'zlar), ko'p ma'nolilik (polisemiya), turg'un birikmalardagi so'z ma'nosi, yordamchi so'zlar, grammatik jihatdan ona tilida yo'q hodisalar yoki fonetik tarafdin so'zning yozuvda va talaffuzda keskin tafovuti, urg'u va ohangning o'xshamasligi tegishli qiyinchiliklarga sabab bo'ladi.

6. Audiomatn tuzilishiga oid qiyinchiliklar. Audiomatnning tuzilishi (kompozision-mazmunii strukturasi) ham qiyinchiliklarga olib kelishi aniqlangan. Chunki bayon etilayotgan axborotni ilg'ab olishga uning bevosita daxli bor. Gapning yoki abzasning bir-biriga mantiqan yopishishi, kontekstning yuzaki yoki chuqurligi, notanish leksik birliklar ishtiroki va qator o'xshash kompozisionmazmunii holatlar audiomatnning tushunilish darajasini belgilovchi omillardir.

O'quvchilarni tinglab tushunishda duch keladigan qiyinchiliklarni e'tirof etishdan maqsad ularning oldini olish choralarini ko'rishdir. Qiyinchiliklar mehnat va vaqt talab qiladi, maxsus mashqlarni bajarish zaruriyatini tug'diradi.

Qiyinchiliklarni o'z vaqtida bartaraf qilish (neytrallash) yo'li bilan ta'lim jarayonini jadallashtirish va o'qitishning eng maqbul (optimal) metodikasini ishlab chiqishga muvaffaq bo'linadi. Til o'rganishda yoki umuman hayotda voqe bo'ladigan qiyinchiliklar sabab va oqibatning bir-biri bilan bog'liq ravishda aniqlanadi. Qiyinchilikni oldindan aniqlash, uning sabablarini bilish mumkin. Qiyinchilikning yuzaga chiqishi xatolar turi va ko'zlangan natijaga erishish darajasi bilan belgilanadi. O'quvchilarning o'zgarar nutqini idrok etib, uning mazmunini fahmlay olishlaridagi qiyinchiliklarni bartaraf etish yo'lida tinglab tushunishning psixofiziologik mexanizmlarini to'g'ri shakllantirish katta ahamiyat kasb etadi.

Tinglab tushunishning psixofiziologik mexanizmlari. Nutq faoliyatining asosii turlaridan sanalmish tinglab tushunish ham bilishga intilishdir. Har qanday bilish jarayonining esa hissiy va mantiqiy tomonlari mavjud. Tinglab tushunishda mazkur sifatlar uzviy bog'liq holda amal qiladi. Tinglab tushunishning mexanizmlari majmui fanda etarlicha o'rganilgan.

Birinchi mexanizmni ruhshunoslar nutqni idrok etish, deb nomlaganlar.



Muayyan sezgilar qo'zg'alishi nazarda tutiladi. Ingliz tilini bilmagan kishi uni tushunmaydi ham, balki bu tildagi nutqni eshitish qobiliyatidan ham mahrum (mashhur ruhshunos olim Aleksandr Romanovich Luriya tadqiqotlari shunday xulosani tasdiqlagan [2].

Ushbu mexanizm eshitish xotirasi mexanizmi bilan chambarchas bog'liq. Idrok qilish chog'ida nutqiy parchani yodda saqlash audiomatnni tushuna olish imkonini yaratadi. Ichida gapirish mexanizmi faoliyatiga ko'ra, audiomatnni idrok etish paytida nutq harakat analizatori ishlaydi. Yetuk psixolog professor N.I.Jinkin o'zining til o'rgatish ruhshunosligiga bag'ishlangan etuk ilmiy ishlarida ushbu fikrni isbolab bergan. Tushunish darajasi tinglanayotgan nutqni ichki nutqda takrorlashga bevosita bog'liq. Odam eshitayotganini ichida taqlid yo'li bilan qaytarib turadi. Audiomatnning notanish yoki qiyinroq joylarini ichda aytib turadi, til materialini puxta o'zlashtirilgan bo'lsa, ichda takrorlash hajmi kamroq bo'ladi [3; 364]. Binobarin, gapirish va tinglab tushunishni birga qo'shib o'rganish tavsiya etiladi.

Eshitish sezgisiga kelayotgan signallarni xotirada qoliplangan andazaga solishtirish mexanizmi. Solishtirish shaxsning avvalgi tajribasiga, uning sezgi va hissiyotiga qarab to'g'ri-noto'g'ri bo'lishi mumkin. Tinglovchi tajribasi deganda, eshitish va nutqharakat sezgilari miyada hosil qilgan iz tushuniladi. Solishtirish oqibatida tanib olishga muvaffaq bo'linadi. Eshituvdan qolgan iz mustahkam bo'lsa, tanib olish mexanizmi (solishtirish va bilib olish mexanizmi deyilgani afzalroq) faolroq amal qiladi. Eshitilayotgan hodisaning to'liq aksi miyada saqlanmaydi yoki tiklanmaydi, uning izi tushadi, xolos.

Navbatdagi mexanizmning nomi antisipasiya deb ataladi. Soddaroq qilib, oldindan fahmlash deyish ma'qul. Bu mexanizm ishga tushganda, audiomatnning tuzilishi jumla yoki so'zlar shaklini yoki uning mazmunini oldindan bilib olish imkoniyati yaratiladi. Yana bir mexanizm audiomatnni mantiqan tushunish deyiladi. Miya faoliyatining analitik-sintetik amali asosida va boshqa imkoniyatlar doirasida anglash, ya'ni mantiqan tushunish ro'y beradi. Mazkur mexanizmlarni shakl toptirish oqibatida o'quvchilarning tinglab tushunish malakasi hosil qilinadi.

Xulosa qilsak, tinglab tushunish malakasi chet tilda zaruriy mashqlarni bajarish tufayligina shakllanadi va rivojlanadi. Ta'rif-tavsif etilgan tinglab tushunishning psixofiziologik mexanizmlari tahlil uchungina ayrim nomlar bilan ataladi. Nutq faoliyatida esa ular yaxlitlikda namoyon bo'ladi.

Foydalanilgan adabiyotlar:

1. Jalolov J.J. Chet til o'qitish metodikasi. –T., O'qituvchi, 2012. – 432 b.
2. Luria, A. R., & Yudovich, F. I. Speech and the Development of Mental Processes in the Child. 1971.



3. Жинкин Н.И. Язык-речь-творчество: исследования по семантике, психолингвистике, поэтике. – М., 1998. – С-364.

4. Землянская Н.В. Обучения устной речи студентов с низким уровнем подготовки по иностранному языку в неязыковых вузах. Автореф. Дисс. канд. пед. наук. –Петрозаводск, 2009.

ZAMONAVIY ADABIYOTSHUNOSLIKDA QAHRAMON KONSEPSIYASINING ILMIY TALQINI

Muhammadjonov Oybek Sobirjon o'g'li

Namangan davlat universiteti 1-kurs doktoranti

E-mail: muhammadjonovoybek727@gmail.com

Tel: (93) 495 55 85

Annotatsiya: Mazkur maqolada zamonaviy adabiyotshunoslikda qahramon konsepsiyasining shakllanishi va ilmiy-nazariy talqini masalasi ko'rib chiqiladi. Tadqiqotda adabiy qahramon tushunchasining mazmuni, uning badiiy asar tarkibidagi o'rni hamda qahramon obrazining adabiyot taraqqiyoti davomida o'zgarib borishi tahlil qilinadi. Qahramon konsepsiyasini izohlashda Abdulla Ulug'ovning adabiy qahramon haqidagi qarashlari, Northrop Fryening qahramonlarni adabiy rejimlar asosida tasniflash nazariyasi, Joseph Campbellning qahramon arxetipi va "qahramon sayohati" haqidagi konsepsiyasi, shuningdek ularning nazariy negizini tashkil etuvchi Karl Gustav Yungning arxetip va jamoaviy ongsizlik ta'limoti, Mixail Baxtinning qahramon-muallif munosabati haqidagi qarashlari hamda M.H. Abrams va G.G. Xarfemning adabiy atamalar lug'atidagi ta'riflari nazariy asos sifatida olinadi. Tahlil natijasida zamonaviy adabiyotdagi qahramon an'anaviy ideal va yengilmas obraz modelidan uzoqlashib, ichki ziddiyatlari, ruhiy kechinmalari, axloqiy tanlovlari va ijtimoiy mas'uliyati bilan murakkab inson obraziga aylangani asoslanadi.

Kalit so'zlar: *qahramon, qahramon konsepsiyasi, adabiy qahramon, badiiy obraz, arxetip, antiqahramon, zamonaviy adabiyot, adabiyotshunoslik, qahramon sayohati, ilmiy talqin.*



Аннотация: В статье рассматривается проблема формирования и научно-теоретической интерпретации концепции героя в современном литературоведении. Анализируются содержание понятия литературного героя, его роль в структуре художественного произведения, а также изменения образа героя в процессе исторического развития литературы. Теоретической основой исследования послужили взгляды Абдуллы Улугова на литературного героя, теория Нортропа Фрая о типологии героев в рамках литературных модусов, концепция Джозефа Кэмпбелла об архетипе героя и «пути героя», а также их теоретическая основа — учение Карла Густава Юнга об архетипах и коллективном бессознательном, взгляды Михаила Бахтина на соотношение героя и автора и определения М.Х. Абрамса и Дж.Г. Харфема в словаре литературных терминов. В результате исследования обосновывается, что герой современной литературы постепенно отдаляется от традиционной модели идеального и непобедимого персонажа и предстает как сложная человеческая личность, характеризующаяся внутренними противоречиями, психологическими переживаниями, нравственным выбором и социальной ответственностью.

Ключевые слова: *герой, концепция героя, литературный герой, художественный образ, архетип, антигерой, современная литература, литературоведение, путь героя, научная интерпретация.*

Abstract: This article examines the formation and theoretical interpretation of the concept of the hero in contemporary literary studies. It analyzes the meaning of the literary hero, its role within the structure of a literary work, and the transformation of the hero's image throughout the historical development of literature. The theoretical framework of the study is based on Abdulla Ulugov's views on the literary hero, Northrop Frye's theory of hero typology within literary modes, Joseph Campbell's concept of the hero archetype and the "hero's journey," as well as their underlying theoretical grounds — Carl Gustav Jung's theory of archetypes and the collective unconscious, Mikhail Bakhtin's account of the hero-



author relationship, and M. H. Abrams and G. G. Harpham's definitions in their glossary of literary terms. The study argues that the hero of contemporary literature has gradually moved away from the traditional model of the ideal and invincible character and has increasingly become a complex human figure marked by inner contradictions, psychological experiences, moral choices, and social responsibility.

Keywords: *hero, concept of the hero, literary hero, artistic image, archetype, antihero, contemporary literature, literary studies, hero's journey, theoretical interpretation.*

KIRISH

Adabiyotda inson obrazini o'rganish masalasi qahramon tushunchasiga murojaat qilmasdan to'liq tasavvur etib bo'lmaydi. Chunki badiiy asarda voqealar, ziddiyatlar va g'oyaviy qarashlar ko'pincha inson taqdiri bilan bog'liq holda shakllanadi. Shu sababli qahramon oddiygina syujet ishtirokchisi emas, balki asarning mazmun-mohiyatini anglashga xizmat qiluvchi markaziy tushunchalardan biri sanaladi. Adabiy qahramon obrazi orqali muayyan davr kishisining dunyoqarashi, axloqiy qarashlari, ruhiy holati va jamiyat bilan munosabati badiiy shakl kasb etadi. Abrams va Xarfemning adabiy atamalar lug'atida qayd etilishicha, "qahramon" (protagonist/hero) atamasi tarixan drama va epos janrlarida markaziy harakatni yuritib boruvchi shaxsni anglatgan, biroq zamonaviy adabiyotshunoslikda bu atama axloqiy ustunlikni emas, balki asar markazidagi obrazning funksional o'rnini bildiradi [7].

Adabiy qahramon tushunchasiga oid qarashlar adabiyotshunoslikda turlicha izohlangan. Abdulla Ulug'ov adabiy qahramon tushunchasini, avvalo, badiiy asardagi inson obrazi bilan bog'laydi. Uning qarashlarida qahramon asarning syujeti, kompozitsiyasi va g'oyaviy mazmunidan ajralgan holda mavjud bo'la olmaydi [1]. Darhaqiqat, qahramonning xarakteri va taqdiri asardagi voqealar rivoji bilan birga ochiladi; uning xatti-harakatlari esa muallif ilgari surayotgan badiiy-falsafiy mazmunni anglashga yo'l ochadi. Shu bilan bog'liq holda, Mixail Baxtin qahramonning muallif bilan munosabatini alohida ta'kidlaydi: uning



fikricha, qahramon muallif tomonidan "tashqaridan" yakunlangan obraz sifatida emas, balki asar ichida o'zining ovozigacha ega, muallif bilan doimiy dialogik munosabatda bo'lgan mustaqil ong sifatida namoyon bo'ladi [6]. Bu qarash qahramonning nafaqat syujet ishtirokchisi, balki asar matnida o'z mustaqil pozitsiyasiga ega bo'lgan estetik subyekt ekanini ko'rsatadi.

Biroq qahramon tushunchasini faqat badiiy asar ichidagi alohida obraz sifatida ko'rish masalaning mohiyatini to'liq qamrab olmaydi. Qahramon obrazi adabiyot taraqqiyoti bilan birga o'zgarib boradi. Qadimgi mif va eposlarda u ko'pincha favqulodda kuchga ega, yengilmas va ideal shaxs sifatida gavdalangan bo'lsa, keyingi davrlar adabiyotida qahramonning insoniy tabiati tobora chuqurroq ochila boshladi. Ayniqsa, zamonaviy adabiyotda qahramonning ichki dunyosi, ruhiy iztiroblari, shubhalari va axloqiy tanlovlari uning tashqi jasorati yoki ijtimoiy mavqeidan kam bo'lmagan ahamiyat kasb etmoqda.

Shu nuqtayi nazardan, zamonaviy adabiyotshunoslikda qahramon konsepsiyasini o'rganish ikki muhim masalani bir-biriga bog'laydi. Bir tomondan, qahramonning adabiy an'ana doirasida shakllangan arxetipik va tipologik xususiyatlari mavjud. Ikkinchi tomondan esa, har bir davr o'zining ijtimoiy va estetik ehtiyojlaridan kelib chiqib, qahramon obraziga yangicha mazmun yuklaydi. Demak, qahramon konsepsiyasi o'zgarmas qolip emas; u adabiy tafakkur, inson haqidagi tasavvurlar va jamiyatdagi ma'naviy o'zgarishlar bilan birga yangilanib boradi.

Qahramon obrazining bunday tarixiy va nazariy o'zgarishini tushuntirishda turli adabiyotshunoslik konsepsiyalari muhim ahamiyatga ega. Northrop Frye qahramonlarni ularning badiiy olamdagi mavqeyi va harakat imkoniyatlariga ko'ra turli adabiy rejimlarga ajratadi [2]. Joseph Campbell esa qahramon obrazini mifologik va arxetipik asosda tahlil qilib, uning sinovlar, yo'qotishlar va ichki o'zgarishlar orqali kechadigan rivojlanish yo'lini ko'rsatadi [3]. Campbellning arxetipik yondashuvi, o'z navbatida, Karl Gustav Yungning jamoaviy ongsizlik va arxetiplar haqidagi ta'limotiga tayanadi: Yung arxetiplarni turli xalqlar



mifologiyasida takrorlanib turuvchi, insoniyatga xos umumiy ruhiy tuzilmalar sifatida izohlaydi, va "qahramon" aynan shunday universal arxetiplardan biri sifatida ko'rsatiladi [5]. Ushbu nazariyalar bir-biridan farq qilsa-da, ularni birlashtiruvchi jihat shundaki, ular qahramon obrazini muayyan badiiy, madaniy va chuqur ruhiy tizim ichida o'rganadi.

Bugungi adabiy jarayonda qahramonning ideal va mutlaq ijobiy obraz sifatidagi an'anaviy modeli tobora murakkablashmoqda. Zamonaviy qahramon ko'pincha ichki ziddiyatlarga ega, xato qiluvchi, o'z qarorlarining oqibatlarini yuzlashuvchi va o'zligini anglash yo'lida izlanadigan inson sifatida tasvirlanadi. Bunday qahramonning kuchi uning hech qachon mag'lub bo'lmasligida emas, balki murakkab vaziyatlarda tanlov qila olishida, o'z xatolari bilan yuzlasha bilishida va ma'naviy jihatdan o'zgarish imkoniyatiga ega ekanida namoyon bo'ladi.

Mazkur maqolaning maqsadi zamonaviy adabiyotshunoslikda qahramon konsepsiyasining ilmiy-nazariy mazmunini ochib berish, uning adabiy taraqqiyot jarayonidagi o'zgarishlarini ko'rsatish hamda qahramon obrazini talqin etishga xizmat qiluvchi asosiy nazariy yondashuvlarni tahlil qilishdan iborat.

1. ADABIY QAHRAMON TUSHUNCHASINING NAZARIY ASOSLARI

Adabiy qahramon tushunchasini anglash, avvalo, uning badiiy obrazlar tizimidagi o'rnini aniqlashni talab etadi. Har qanday badiiy asarda obrazlar muayyan vazifani bajaradi, biroq ularning barchasi qahramon maqomida bo'lavermaydi. Qahramon tushunchasi, odatda, asar voqealarining rivoji, asosiy ziddiyatlarning shakllanishi va muallifning badiiy niyati bilan bevosita bog'langan obrazga nisbatan qo'llanadi. Shu sababli qahramonning asardagi o'rnini uning faqat voqealarda ishtirok etishi bilan emas, balki badiiy mazmunni yuzaga chiqarishdagi ahamiyati bilan belgilanadi [1].

Bu jihatdan qahramon tushunchasi "obraz" tushunchasiga nisbatan torroq, ayni paytda mazmunan chuqurroq ma'noni anglatadi. Abrams va Xarfem lug'atida qayd etilganidek, "protagonist" atamasi asar markazidagi harakatni yuritib



boruvchi obrazni, "qahramon" esa ko'pincha unga qo'shimcha axloqiy yoki jasoratli sifatlarni ham yuklovchi tor ma'nodagi tushunchani anglatadi [7]. Obraz badiiy asarda inson, tabiat, narsa yoki hodisaning estetik ifodasini qamrab olishi mumkin. Qahramon esa, asosan, inson obrazining faol, xarakter va taqdir jihatidan muhim shakli sifatida gavdalanadi. Uning xarakteri voqealar jarayonida ochiladi, qarashlari turli ziddiyatlar ta'sirida sinovdan o'tadi. Shuning uchun qahramonning mohiyatini faqat uning tashqi xususiyatlari orqali belgilash yetarli emas; uning ichki dunyosi va muayyan vaziyatlarda qilgan tanlovlari ham muhim ahamiyat kasb etadi.

Adabiy qahramonning badiiy tabiati, ayniqsa, uning prototip bilan munosabatida yaqqol ko'rinadi. Real hayotdagi shaxs badiiy asarga to'g'ridan-to'g'ri ko'chirilmaydi. Yozuvchi hayotiy materialni tanlaydi, umumlashtiradi, qayta ishlaydi va o'zining estetik qarashlari asosida yangi badiiy xarakter yaratadi [1]. Demak, qahramon real shaxsning aynan nusxasi emas, balki hayotiy voqelikning ijodiy qayta ishlanishi natijasida yuzaga keladigan estetik hodisadir.

Shundan kelib chiqib, qahramon obrazini ikki jihatning birligi sifatida ko'rish mumkin: bir tomondan, u muayyan tarixiy-ijtimoiy muhit bilan bog'liq konkret inson sifatida gavdalanadi; ikkinchi tomondan esa, badiiy umumlashtirish orqali o'z davrining muhim xususiyatlarini o'zida mujassamlashtiradi. Aynan mana shu ikki jihat qahramonning individual va tipik xususiyatlarini birlashtiradi. Shu bois badiiy qahramon faqat alohida bir inson taqdiri emas, balki muayyan davr va jamiyat haqidagi tasavvurlarni ham ifodalashi mumkin.

Qahramonning ilmiy-nazariy talqinida uning asardagi funksiyasi bilan bir qatorda, tarixiy taraqqiyoti ham muhim o'rin tutadi. Chunki qahramon obrazining qanday tasvirlanishi adabiyotning inson haqidagi qarashlari bilan chambarchas bog'liq. Adabiyot insonni qanchalik chuqurroq va murakkabroq anglay boshlagan sari, qahramon obrazi ham shunchalik ko'p qatlamli tus oladi. Natijada qahramonning tashqi harakatidan ko'ra uning ichki dunyosi, ruhiy jarayonlari va ma'naviy tanlovlari ko'proq e'tibor markaziga chiqadi.



Ana shu tarixiy o'zgarish qahramon konsepsiyasining keyingi bosqichini, ya'ni uning an'anaviy ideal obrazdan murakkab va ziddiyatli inson obraziga tomon rivojlanishini izohlash imkonini beradi. Mazkur jarayonni chuqurroq anglash uchun qahramon obrazining adabiy tiplari va arxetipik asoslariga murojaat qilish zarur.

2. QAHRAMON KONSEPSIYASINING TIPOLOGIK VA ARXETIPIK ASOSLARI

Qahramon obrazining adabiyotdagi ko'rinishlari bir xil emas. Uning tabiati, imkoniyatlari va badiiy vazifasi turli davrlar hamda janrlar ta'sirida o'zgaradi. Shu sababli qahramonni ilmiy jihatdan o'rganishda uni muayyan tipologik mezonlar asosida tasniflash zarurati tug'iladi. Northrop Frye ana shu masalaga murojaat qilib, qahramonning badiiy maqomini uning boshqa insonlar va tabiatga nisbatan qanday mavqeda turishi bilan bog'laydi [2].

Frye nazariyasida qahramonlar mifologik, romantik, yuqori mimetik, quyi mimetik va ironik moduslar doirasida ko'rib chiqiladi. Bu tasnif qahramonning oddiygina "yaxshi" yoki "yomon" ekanini belgilashga emas, balki uning badiiy olamdagi kuchi, imkoniyati va mavqeini aniqlashga qaratilgan. Mifologik qahramon g'ayritabiiy kuchga ega bo'lsa, romantik qahramon oddiy insondan ustun turuvchi favqulodda imkoniyatlari bilan ajralib turadi. Yuqori mimetik qahramon esa jamiyatdagi boshqa insonlardan kuchliroq bo'lgan rahbar yoki tarixiy shaxs sifatida tasvirlanadi. Quyi mimetik qahramon oddiy insonga yaqinligi bilan ajralib tursa, ironik qahramon ko'pincha o'zining ojizligi va cheklangan imkoniyatlari bilan gavdalanadi [2].

Frye tasnifining ahamiyati shundaki, u qahramon obrazini tarixiy o'zgarishlar bilan bog'liq holda ko'rish imkonini beradi. Qahramonning ilohiy va g'ayritabiiy kuchlar bilan bog'langan modelidan oddiy insonga, undan esa zaif va ziddiyatli shaxsga tomon siljishi adabiy tafakkurdagi muhim o'zgarishlardan dalolat beradi. Biroq bu jarayonni "qahramonning tanazzuli" sifatida tushunish to'g'ri emas. Aksincha, qahramonning insoniylashuvi adabiyotning inson ruhiyatiga



tobora chuqurroq kirib borishi bilan bog'liq.

Qahramonning arxetipik asoslarini o'rganishda Joseph Campbellning qarashlari alohida ahamiyat kasb etadi. Campbell turli xalqlar mifologiyasidagi qahramonlik hikoyalarini qiyosiy o'rganar ekan, ular orasida takrorlanib turuvchi umumiy strukturaviy xususiyatlar mavjudligini ko'rsatadi [3]. Uning nazariyasida qahramon odatda kundalik hayot doirasidan chiqadi, noma'lum va xavfli olamga kiradi, turli sinovlardan o'tadi, yordam va yo'l-yo'riqqa duch keladi hamda o'zgarish jarayonidan so'ng qaytadi. Bu strukturaviy model, yuqorida ta'kidlanganidek, Yungning arxetip nazariyasidan bevosita oziqlanadi: Yung arxetiplarni shaxsiy tajribadan mustaqil, insoniyatga umumiy bo'lgan jamoaviy ongsizlikning tarkibiy qismlari sifatida talqin qiladi, va "qahramon arxetipi" aynan shunday chuqur, universal ruhiy tuzilmaning badiiy ifodasi sifatida namoyon bo'ladi [5]. Shu ma'noda Campbellning "qahramon sayohati" nazariyasi Yungning psixologik ta'limotini adabiy-madaniy tahlilga tatbiq etishning natijasi sifatida qaralishi mumkin.

Campbell uchun qahramonning sayohati faqat tashqi sarguzashtlar ketma-ketligi emas. Bu, avvalo, shaxsning o'zligini anglash va ichki jihatdan o'zgarish jarayonidir. Qahramon sinovlardan o'tgan sari avvalgi holatida qolmaydi. U tajriba orttiradi, o'zining imkoniyatlarini anglaydi va dastlabki hayotiy qarashlarini qayta ko'rib chiqishga majbur bo'ladi. Shu ma'noda qahramonning yo'li tashqi harakat bilan ichki o'zgarishning birligidan tashkil topadi.

Campbellning konsepsiyasi zamonaviy qahramon obrazini tushunishda ham muhim metodologik imkoniyatlarga ega. Chunki bugungi qahramonning rivojlanishi ham ko'pincha tashqi g'alabadan ko'ra ichki o'zgarish bilan belgilanadi. U o'zining qo'rquvi, shubhasi yoki ichki ziddiyati bilan yuzlashadi. Shu jarayonning o'zi qahramon obrazining badiiy dinamikasini yuzaga keltiradi.

Demak, Frye va Campbell nazariyalari bir-birini to'ldiradi. Frye qahramonning adabiy olamdagi tipologik mavqeini tushuntirishga yordam bersa, Campbell — o'z navbatida Yungning arxetip ta'limotiga tayanib — qahramonning



rivojlanish yo'li va ichki o'zgarishlarini izohlash imkonini beradi. Biri qahramonning "kimligi" va badiiy tizimdagi o'rniga, ikkinchisi esa uning "qanday o'zgarishi"ga e'tibor qaratadi. Shu jihatdan ushbu ikki nazariy yondashuv zamonaviy qahramon konsepsiyasini tahlil qilish uchun o'zaro bog'liq metodologik asos yaratadi.

3. QAHRAMON OBRAZINING ZAMONAVIY ADABIYOTDAGI O'ZGARISHI

Qahramon konsepsiyasining tarixiy taraqqiyotini kuzatish shuni ko'rsatadiki, adabiyot insonni tasvirlash imkoniyatlarini kengaytirgani sari qahramon obrazi ham murakkablashib borgan. Ilk mifologik va epik an'analarda qahramon ko'pincha muayyan jamoaning ideal kuchini o'zida mujassamlashtirgan. Uning asosiy vazifasi yovuzlikni yengish, xavf-xatardan xalqni qutqarish yoki tartibni qayta tiklashdan iborat bo'lgan. Bunday qahramonlar odatda kuchli, jasur va qat'iyatli bo'lib, ularning ichki ikkilanishlari badiiy tasvirning markazida turmagan.

Keyingi davrlar adabiyotida esa qahramonning ichki dunyosiga bo'lgan qiziqish kuchaydi. Insonning o'z taqdiri, jamiyat va axloqiy qadriyatlar bilan munosabati tobora murakkabroq ko'rinishda tasvirlana boshladi. Shu tariqa qahramonning tashqi harakati bilan bir qatorda, uning ichki kechinmalari ham badiiy mazmunning muhim qismiga aylandi.

Zamonaviy adabiyotda mazkur jarayon yanada chuqurlashdi. Bugungi qahramon ko'pincha o'z hayotining tayyor ma'nosiga ega bo'lmaydi. U izlanadi, shubhalanadi, xato qiladi va ba'zan o'z qarorlarining to'g'riligiga ishonmaydi. Bunday obrazning murakkabligi uning tashqi faoliyatida emas, balki ichki ziddiyatlarida ko'proq namoyon bo'ladi. Shang zamonaviy qahramonni tahlil qilar ekan, uni endi yagona, yaxlit tipga emas, balki bir necha farqli arxetiplarga — jumladan antiqahramon, katalizator-qahramon va oddiy-inson-qahramon (everyman hero) tiplariga — ajratish mumkinligini ko'rsatadi, bu esa zamonaviy adabiyotda qahramonlik namunalari tobora xilma-xillashib borayotganidan dalolat beradi [4].



Shu jihatdan zamonaviy qahramonning asosiy xususiyatlaridan biri — uning nomukammalligidir. An'anaviy qahramon ko'pincha ideal sifatlarni mujassamlashtirgan bo'lsa, zamonaviy qahramon insonning zaif tomonlarini ham yashirmaydi. U qo'rquv, ikkilanish, xato va mag'lubiyat bilan yuzlashadi. Biroq aynan mana shu jihatlar uni o'quvchiga yaqinlashtiradi. O'quvchi bunday qahramonda o'z hayotiga xos ruhiy holatlarni ko'rishi mumkin.

Shu o'rinda antiqahramon tushunchasi ham alohida ahamiyat kasb etadi. Abrams va Xarfem lug'atida antiqahramon an'anaviy qahramonga xos jasorat, qat'iyat va axloqiy mukammallikdan mahrum, ko'pincha oddiy yoki hatto ojiz bo'lib ko'rinuvchi bosh qahramon sifatida ta'riflanadi [7]. Shang shuningdek antiqahramon tipini zamonaviy qahramonlikning alohida, mustaqil arxetipi sifatida ajratib ko'rsatadi, uni klassik jasoratli qahramondan farqlab, aksincha, o'z zaifliklari va ichki ziddiyatlari orqali o'quvchiga ta'sir qiluvchi obraz sifatida talqin qiladi [4]. Bu ta'riflarga ko'ra, antiqahramon an'anaviy qahramonga xos bo'lgan jasorat, qat'iyat, axloqiy mukammallik yoki ijtimoiy ideal kabi sifatlarni to'liq o'zida mujassamlashtirmaydi. Biroq bu uning badiiy jihatdan ahamiyatsiz ekanini anglatmaydi. Aksincha, antiqahramon orqali adabiyot ko'pincha inson tabiatining ziddiyatli va murakkab tomonlarini chuqurroq ochadi.

Antiqahramonning kuchi uning mukammalligida emas, balki ichki ziddiyatlarida namoyon bo'ladi. U o'quvchini "qahramon kim?" degan savolning o'zini qayta ko'rib chiqishga majbur qiladi. Agar avval qahramon jasorat va g'alaba bilan bog'langan bo'lsa, zamonaviy adabiyotda uning mohiyati tanlov, mas'uliyat, ichki qarshilik va ma'naviy izlanish bilan ham belgilanadi.

Bunday o'zgarish zamonaviy inson haqidagi tasavvurlarning murakkablashgani bilan bog'liq. Bugungi inson bir vaqtning o'zida bir necha qarama-qarshi holatni boshdan kechirishi mumkin: u jasur bo'la turib qo'rqishi, to'g'ri qaror qilishni istab xato qilishi, boshqalarga yordam berishga intilib o'zi ham yordamga muhtoj bo'lishi mumkin. Zamonaviy qahramon ana shu ziddiyatlarni o'zida birlashtiradi.



Shunday ekan, zamonaviy qahramonning asosiy belgisi uning "ideal" bo'lishi emas, balki murakkab vaziyatda o'zligini saqlashga va ma'naviy tanlov qilishga intilishidir. U har doim g'alaba qozonmasligi mumkin, biroq uning ichki kurashi, qarorlari va o'zgarishi badiiy mazmunning muhim manbaiga aylanadi.

4. ZAMONAVIY QAHRAMON KONSEPSIYASINING ASOSIY XUSUSIYATLARI

Zamonaviy qahramon konsepsiyasini umumlashtirganda, uning bir necha muhim xususiyatlarini ajratib ko'rsatish mumkin. Birinchidan, zamonaviy qahramonning individual tabiati kuchayadi. U umumiy idealning shunchaki vakili emas, balki o'ziga xos xarakter, xotira, tajriba va ruhiy olamga ega bo'lgan shaxs sifatida tasvirlanadi.

Ikkinchidan, zamonaviy qahramonning ichki dunyosi uning tashqi faoliyati bilan teng darajada ahamiyat kasb etadi. Qahramonning nimani qilgani bilan bir qatorda, nima sababdan bunday yo'l tutgani ham muhimdir. Demak, qahramonning badiiy qimmatini uning harakatlarining o'zidagina emas, balki bu harakatlar ortidagi ruhiy va axloqiy motivlarda ham namoyon bo'ladi. Bu — Baxtin ta'kidlagan qahramonning "mustaqil ovozi" bilan ham uzviy bog'liq: qahramonning ichki dunyosi endi muallif tomonidan tashqaridan belgilangan xususiyat emas, balki asar ichida o'z-o'zidan ochiladigan, muallif bilan tengma-teng dialogda namoyon bo'ladigan mustaqil pozitsiyadir [6].

Uchinchidan, zamonaviy qahramon tanlov muammosi bilan yuzlashadi. Uning hayoti ko'pincha tayyor javoblardan iborat emas. Qahramon ma'lum bir vaziyatda bir nechta imkoniyat orasidan tanlov qilishi kerak bo'ladi. Ana shu tanlov uning xarakterini ochadi. Ba'zan qahramonning haqiqiy tabiati aynan g'alaba paytida emas, balki murakkab qaror oldida qolganida ko'rinadi.

To'rtinchidan, zamonaviy qahramonning ijtimoiy munosabatlari ham murakkab tus oladi. U jamiyat bilan doimo ham uyg'unlikda yashamaydi. Ayrim hollarda qahramon mavjud tartibga qarshi chiqadi, ayrim hollarda esa o'zining jamiyatdagi o'rnini topishga urinadi. Shu sababli qahramon va jamiyat o'rtasidagi



munosabat zamonaviy adabiyotning muhim muammolaridan biriga aylanadi.

Beshinchidan, zamonaviy qahramon ko'pincha o'zgarish jarayonida tasvirlanadi. Uning boshida qanday bo'lgani bilan asar oxiridagi holati o'rtasida farq yuzaga keladi. Bu o'zgarish tashqi voqealar natijasi bo'lishi mumkin, biroq ko'pincha uning asosida ichki anglash jarayoni yotadi. Campbellning qahramon sayohati haqidagi qarashlari ham aynan shunday rivojlanish modelini tushuntirishga xizmat qiladi [3]; Shangning zamonaviy qahramon arxetiplari tasnifi esa bu rivojlanishning turli yo'nalishlarda — masalan, ayni bir romanda antiqahramon, katalizator-qahramon yoki oddiy-inson-qahramon shaklida — namoyon bo'lishi mumkinligini ko'rsatadi [4].

Shu bilan birga, zamonaviy qahramon konsepsiyasini faqat G'arb adabiyoti doirasida tushunish ham biryoqlama bo'ladi. Har bir milliy adabiyot qahramon obrazini o'zining tarixiy tajribasi, ma'naviy qadriyatlari va estetik an'analari asosida shakllantiradi. Shu sababli qahramon konsepsiyasining umumiy nazariy mezonlari mavjud bo'lsa-da, uning konkret badiiy ko'rinishlari milliy adabiyotlarda turlicha namoyon bo'ladi.

Bu jihat qahramon masalasini o'rganishda qiyosiy yondashuv zarurligini ko'rsatadi. Mifologik qahramon, romantik qahramon, realistik qahramon va zamonaviy antiqahramon o'rtasidagi farqlarni aniqlash bilan bir qatorda, ularning o'zaro davomiyligini ham ko'rish kerak. Chunki zamonaviy adabiyotdagi har qanday yangi qahramon modeli avvalgi adabiy an'analar bilan muayyan aloqada shakllanadi.

XULOSA

Zamonaviy adabiyotshunoslikda qahramon konsepsiyasi adabiy tafakkurning inson haqidagi qarashlari bilan chambarchas bog'liq bo'lgan murakkab nazariy tushuncha sifatida namoyon bo'ladi. Qahramon badiiy asardagi oddiy voqea ishtirokchisi emas, balki asarning syujeti, g'oyaviy mazmuni va estetik mohiyatini anglashga xizmat qiluvchi markaziy obrazlardan biridir.

Adabiy qahramonning ilmiy talqini uning individual xususiyatlari bilan



cheklanmaydi. Qahramon muayyan tarixiy davr, ijtimoiy muhit va madaniy qarashlar bilan bog'liq holda shakllanadi. Shu bois uning obrazi orqali nafaqat alohida shaxsning taqdiri, balki butun bir davrning inson haqidagi tasavvurlari ham aks etishi mumkin.

Northrop Frye qahramon obrazining turli adabiy moduslar doirasidagi tipologik ko'rinishlarini tushuntirish imkonini beradi. Uning nazariyasida qahramon g'ayritabiiy va ilohiy kuchga ega mavjudotdan oddiy insonga, undan esa zaif va ziddiyatli shaxsga qadar turli shakllarda namoyon bo'ladi. Joseph Campbell esa, Yungning arxetip ta'limotiga tayanib, qahramonning arxetipik va dinamik tabiatiga e'tibor qaratib, uning sinovlar, yo'qotishlar va ichki o'zgarishlar orqali shakllanishini ko'rsatadi. Mixail Baxtinning qahramon-muallif dialogi haqidagi qarashlari esa qahramonning asar ichida mustaqil ovozga ega ekanini asoslaydi, Shangning zamonaviy arxetiplar tasnifi esa bu nazariy negizning bugungi adabiyotdagi xilma-xil ko'rinishlarini ochib beradi.

Mazkur nazariy yondashuvlarni birgalikda ko'rib chiqish qahramon konsepsiyasining ikki muhim jihatini ochib beradi. Bir tomondan, qahramon muayyan adabiy an'ana va arxetipik model bilan bog'liq bo'ladi. Ikkinchi tomondan, har bir yangi davr ushbu modelni o'zining ijtimoiy, axloqiy va estetik ehtiyojlari asosida qayta talqin qiladi.

Zamonaviy adabiyotda qahramonning an'anaviy ideal va yengilmas shaxs sifatidagi modeli sezilarli darajada o'zgargan. Bugungi qahramon ko'pincha ichki ziddiyatlarga ega, xato qiluvchi, ikkilanuvchi, tanlov oldida qoluvchi va o'zligini anglashga intiluvchi inson sifatida gavdalanadi. Uning qahramonligi faqat tashqi g'alaba yoki jismoniy jasorat bilan emas, balki ma'naviy mas'uliyat, ichki kurash va murakkab vaziyatlarda qaror qabul qilish qobiliyati bilan ham belgilanadi.

Shunday qilib, zamonaviy adabiyotshunoslikda qahramon konsepsiyasi o'zining tarixiy, tipologik, arxetipik va psixologik qatlamlarini birlashtirgan holda talqin qilinadi. Zamonaviy qahramonning asosiy xususiyati uning mukammalligi emas, balki insoniy murakkabligidadir. Aynan shu jihat qahramon obrazini



bugungi adabiy jarayonning eng muhim va doimiy ravishda yangilanib boruvchi masalalaridan biriga aylantirmoqda.

FOYDALANILGAN ADABIYOTLAR

1. Ulug'ov A. The Image of a Literary Hero / Adabiy qahramon obrazi. – Toshkent: Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universiteti, 2024. – 4–32-b.
2. Frye N. Anatomy of Criticism: Four Essays. – Princeton: Princeton University Press, 1957.
3. Campbell J. The Hero with a Thousand Faces. Commemorative Edition. – Princeton: Princeton University Press, 2004.
4. Shang A. Who Are Heroes? An Analysis of the Literary Hero and an Interpretation of the Modern Hero. Undergraduate honors thesis. – Austin: The University of Texas at Austin, 2024.
5. Jung C. G. The Archetypes and the Collective Unconscious (Collected Works, Vol. 9, Part 1). 2nd ed. – Princeton: Princeton University Press, 1969.
6. Bakhtin M. M. The Dialogic Imagination: Four Essays (C. Emerson & M. Holquist, Trans.; M. Holquist, Ed.). – Austin: University of Texas Press, 1981.
7. Abrams M. H., Harpham G. G. A Glossary of Literary Terms. 11th ed. – Boston: Wadsworth, Cengage Learning, 2015.

DEVELOPING SPEAKING AND COMMUNICATION SKILLS THROUGH DISTANCE LEARNING

Jalolova Shakhnoza Valijon kizi
Student of NamSU

Abstract: The rapid growth of distance learning has transformed the educational landscape, offering students flexible opportunities to acquire knowledge and skills. However, developing speaking and communication skills in an online environment remains a challenge due to limited face-to-face interaction. This study examined the effectiveness of distance learning strategies in improving students' speaking and communication skills. A quantitative research design was employed using a survey questionnaire administered to 30 university students



enrolled in online English language courses. Descriptive statistics and correlation analysis were used to analyze the data. The findings revealed that interactive online activities, such as virtual discussions, presentations, and collaborative projects, significantly enhanced students' confidence, fluency, and communication competence. Despite challenges related to internet connectivity and reduced social interaction, students reported positive experiences with online communication tools. The study concludes that well-designed distance learning environments can effectively support the development of speaking and communication skills when interactive and learner-centered approaches are implemented.

Keywords: Distance learning, speaking skills, communication skills, online education, English language learning, virtual interaction

Introduction

Distance learning has become an integral part of modern education, particularly following the global shift toward online learning. Advances in digital technology have enabled educational institutions to provide instruction beyond traditional classroom settings, making education more accessible and flexible. Although distance learning offers numerous advantages, language educators continue to face challenges in developing students' oral communication skills because speaking requires continuous interaction, immediate feedback, and authentic communication opportunities.

Speaking is one of the most important language skills because it enables learners to express ideas, exchange information, and participate effectively in academic and professional settings. Communication skills encompass verbal expression, listening, confidence, and interpersonal interaction, all of which contribute to successful language learning.

Several studies have suggested that technology-enhanced learning environments can improve speaking performance through video conferencing, collaborative learning, discussion forums, and multimedia applications. However, the effectiveness of these approaches depends on instructional design, learner engagement, and technological accessibility.

This study aims to investigate how distance learning contributes to the development of students' speaking and communication skills.

Methodology

This study employed a quantitative descriptive-correlational research design to examine the relationship between distance learning practices and students' speaking and communication skills.

Research Instrument: A structured questionnaire containing 25 Likert-scale



items was used to collect data. The questionnaire consisted of four sections:

- Online interaction
- Speaking confidence
- Communication competence
- Challenges encountered

Participants completed an online questionnaire through Google Forms after informed consent was obtained. Data collection lasted for three weeks.

The collected data were analyzed using:

- Frequency and Percentage
- Mean
- Standard Deviation
- Pearson Correlation Coefficient

Results

Table 1. Students' Perception of Distance Learning in Developing Speaking Skills

Statement	Mean	Interpretation
Online discussions improve my speaking confidence.	4.21	Agree
Video presentations enhance my fluency.	4.10	Agree
Group activities improve communication.	4.18	Agree
Teacher feedback improves speaking ability.	4.30	Strongly Agree
Distance learning motivates me to speak English.	3.95	Agree

Overall Mean = 4.15 (Agree)

The results indicate that students generally perceived distance learning as effective in improving speaking skills.

Table 2. Challenges Experienced

Challenge	Mean	Interpretation
Poor internet connection	4.45	Strongly Agree
Lack of confidence	3.85	Agree
Limited speaking opportunities	3.91	Agree
Technical problems	4.12	Agree
Anxiety during online presentations	3.76	Agree

The most significant challenge identified was unstable internet connectivity.

Discussion

The findings demonstrate that distance learning can positively influence students' speaking and communication skills when interactive teaching strategies are incorporated into online instruction. Activities such as video presentations, breakout room discussions, peer collaboration, and instructor feedback encourage



learners to communicate more actively and confidently.

The significant positive relationship between online interaction and communication competence supports the view that communication skills improve through meaningful participation in authentic learning activities. These findings align with social constructivist theory, which emphasizes learning through interaction and collaboration.

However, challenges such as unstable internet connections and communication anxiety remain barriers to effective online language learning. Institutions should therefore provide technological support and encourage inclusive learning environments that reduce students' anxiety while increasing opportunities for authentic communication.

Conclusion

Distance learning has become an effective platform for developing students' speaking and communication skills when supported by interactive instructional strategies. Students generally perceived online learning positively and reported improvements in speaking confidence, fluency, and communication competence. Teacher feedback and collaborative learning activities were identified as important contributors to speaking development. Nevertheless, technological challenges continue to affect learning outcomes. Future research may explore experimental approaches or compare online and face-to-face instruction to determine the most effective methods for improving oral communication skills.

REFERENCES

1. Anderson, T. (Ed.). (2008). *The theory and practice of online learning* (2nd ed.). AU Press.
2. Garrison, D. R. (2017). *E-learning in the 21st century: A community of inquiry framework for research and practice* (3rd ed.). Routledge.
3. Hampel, R., & Stickler, U. (2012). The use of videoconferencing to support multimodal interaction in an online language classroom. *ReCALL*, 24(2), 116–137.
4. Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. *Educause Review*. <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>
5. Moore, M. G., & Kearsley, G. (2012). *Distance education: A systems view of online learning* (3rd ed.). Wadsworth.
6. Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge University Press.



7. Sun, S. Y. H. (2014). Learner perspectives on fully online language learning. *Distance Education*, 35(1), 18–42.
8. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
9. World Health Organization. (2020). *Considerations for school-related public health measures in the context of COVID-19*. <https://www.who.int>
10. Zhao, Y. (2003). Recent developments in technology and language learning: A literature review and meta-analysis. *CALICO Journal*, 21(1), 7–27.

OVERLAP HODISASI: TUSHUNCHA, TERMIN VA ILMIY YONDASHUVLAR

I.U. Tojiboyev

Filologiya fanlari bo'yicha falsafa
doktori (PhD), dotsent, Namangan davlat universiteti

itojiboyev363@gmail.com

Zamonaviy tilshunoslikda nutqiy jarayonlarni izohlashda chiziqli tahlil usullarining cheklanganligi tobora yaqqol namoyon bo'lmoqda. Til birliklari nutqda faqat ketma -ketlikda emas, balki bir vaqtning o'zida bir nechta ma'no va funksional qatlamlarda namoyon bo'lishi bilan ajralib turadi. Shu bois nutqiy hodisalarni izohlashda ularning dinamik, ko'p qirrali va o'zaro kesishuvchi tabiatini ochib beruvchi nazariy tushunchalarga ehtiyoj kuchaymoqda. Ana shunday tushunchalardan biri sifatida overlap hodisasi tilshunoslikda alohida ilmiy ahamiyat kasb etmoqda.



1.6-rasm. Nutqiy overlap

vazifani emas, balki bir nechta kommunikativ, pragmatik va stilistik vazifalarni parallel tarzda amalga oshiradi.

“Overlap” termini ingliz tilidan olingan bo'lib, zamonaviy lingvistik va mantiqiy tadqiqotlarda murakkab hodisalarning qisman moslashuvi, funksional kesishuvi hamda semantik qatlamlarning ustma-ust tushishini ifodalovchi fundamental tushuncha sifatida qo'llanadi. Yetakchi xalqaro lug'atlarda ushbu terminning mazmuni asosan qisman qoplash, bir maydonni bo'lishish va o'xshash xususiyatlarga ega bo'lish kabi ma'nolar orqali izohlanadi.

Oxford English Dictionaryda “overlap” quyidagicha ta'riflanadi: “To cover part of the same area of interest, responsibility, or activity” (2), ya'ni qiziqish, mas'uliyat yoki faoliyat sohalarining ma'lum qismi bir-biriga mos kelishi holati sifatida talqin qilinadi. Cambridge Dictionary esa overlapni “to have some parts or

“Overlap” tushunchasi fanlararo xarakterga ega bo'lib, u mantiq, kognitiv fanlar, pragmatika va diskurs tahlilida faol qo'llaniladi. (1.338-353). Lingvistik nuqtai nazardan overlap lisoniy va nutqiy strukturalarning bitta nuqtada qisman qoplanishi, kesishishi yoki bir vaqtning o'zida faollashuvi natijasida yuzaga keladigan semantik va funksional integratsiyani ifodalaydi. Bunda nutqiy birlik qat'iy bitta



qualities that are the same” tarzida izohlab, hodisalarning ayrim qismlari yoki sifatleri umumiy ekanini urg‘ulaydi.(3) Merriam-Webster Dictionaryda mazkur termin “*to occupy the same area in part*”(4) shaklida ta’riflanib, muayyan hudud yoki maydonning qisman egallanishi bilan bog‘lanadi.

Mazkur lug‘aviy ta’riflar lingvistik talqinda “overlap” hodisasining ko‘p qatlamli tabiatini asoslashga xizmat qiladi. Xususan, nutqiy birliklar tahlilida bu tushuncha ma’no va funksiya, lisoniy shakl va kommunikativ niyat o‘rtasidagi qisman moslik va kesishuv holatlarini izohlash uchun nazariy tayanch vazifasini bajaradi.

Mazkur lug‘aviy izohlar lingvistik talqinda nutqiy birliklarning ko‘p funksiyaliligi va ma’no qatlamlarining bir birlik doirasida ustma ust tushishini tushuntirish uchun muhim asos bo‘lib xizmat qiladi. Mantiqiy jihatdan, “overlap” ikki yoki undan ortiq tushuncha hajmining qisman mos kelishini bildiradi. Klassik mantiqda tushunchalar qat’iy chegaralangan holda qaralsa, noaniq mantiq nazariyasida bu chegaralarning nisbiyligi tan olinadi. L. Zadeh tomonidan ishlab chiqilgan noaniq to‘plamlar nazariyasi tilshunoslikda ham qo‘llanilib, ma’no va funksiya o‘rtasidagi aniq bo‘lmagan chegaralarni izohlash imkonini berdi.(1.353)

Tilshunoslikda bu yondashuv nutqiy hodisalarning qat’iy ajratilgan kategoriyalar emas, balki o‘zaro kesishuvchi maydonlar sifatida qaralishiga olib keldi. Natijada, “overlap” hodisasi nutqiy tahlilda metodologik tushuncha sifatida mustahkamlandi.

“Overlap” hodisasi tilshunoslikda turli terminlar orqali izohlangan. Ulardan biri kesishuv bo‘lib, bu ikki xil lisoniy birlik yoki struktural modelning bir xil nutqiy funksiyada qo‘llanishini anglatadi. Masalan, o‘zbek tilida so‘roq shaklidagi gapning “iltimos” yoki “kinoya” ma’nosida ishlatilishi sintaktik shakl va pragmatik funksiya kesishuvining yaqqol ko‘rinishidir.

“Ustma-ustlik” hodisasida lisoniy birlikning asosiy lug‘aviy ma’nosi saqlanib qolgan holda, unga kontekst orqali qo‘shimcha nutqiy ma’no yuklanadi. Bunda asosiy semantik yadroning butunlay yo‘qolishi kuzatilmaydi, aksincha, u nutqiy vaziyat

bilan funksional integratsiyaga kirishib, yangi mazmuniy konfiguratsiyani hosil qiladi. V. G. Gak til birliklarining nutqdagi transformatsiyasini tahlil qilar



1.7-rasm. “Asosiy lug‘aviy ma’noning kontekst orqali ustma-ustlik konfiguratsiyasida kengavishi modeli



ekan, aynan shu mexanizmni ma'no o'zgarishining yetakchi omillaridan biri sifatida belgilab, lug'aviy ma'no bilan kontekstual ma'no o'rtasidagi ustma-ustlikni semantik rivojlanishning tabiiy shakli deb baholaydi.(6.154-162). A. V. Bondarko mazkur hodisani funksional-semantik sinkretizm doirasida izohlab, bitta birlik tarkibida bir nechta semantik-funksional xususiyatlarning bir vaqtda saqlanishi va faol ishlashini ta'kidlaydi.(7.92-98). E. V. Paducheva esa ma'no transformatsiyasining ushbu turini kontekstual interpretatsiya jarayoni bilan bog'lab, lug'aviy ma'no nutq jarayonida so'zlovchi va tinglovchi tomonidan qayta talqin qilinishi natijasida kengayishini ko'rsatadi.(8.32-40). Shu jihatdan, ustma-ustlik hodisasi nafaqat semantik o'zgarish shakli, balki nutqiy ma'no va funksiya o'rtasidagi murakkab, ko'p qatlamli munosabatni ifodalovchi mustaqil lingvistik mexanizm sifatida namoyon bo'ladi.

“*Qo'shaloqlik*” hodisasi esa birlikning bir vaqtning o'zida ham nominativ, ham baholovchi yoki ekspressiv vazifani bajarishi bilan bog'liq. M. Mirtojiyev o'zbek tili semantikasi bo'yicha olib borgan tadqiqotlarida ma'no elementlari o'rtasidagi chegaraviy hududlarni tahlil qilib, ko'p ma'nolilikning asosida aynan semantik overlap yotishini asoslaydi. Olimning fikricha, polisemiya qat'iy ajratilgan ma'nolar majmui emas, balki o'zaro kesishuvchi semantik komponentlar tizimidir.(9.118-125).

Mazkur tadqiqotda nutqiy ma'no va funksiya “overlap” tushunchasi tasodifiy yoki ikkilamchi hodisa sifatida emas, balki nutqning ichki tashkil etuvchi mexanizmlaridan biri sifatida talqin qilinadi. An'anaviy struktur-semantik yondashuvlarda ma'no va funksiya ko'pincha ketma-ket bosqichlar sifatida qaraladi: avval lug'aviy yoki grammatik ma'no shakllanadi, so'ngra u nutqiy vaziyatda muayyan funksiyani bajarsa-da, zamonaviy kognitiv-pragmatik tadqiqotlar ushbu chiziqli modelning nutqiy jarayonning real tabiatini to'liq aks ettira olmasligini ko'rsatmoqda. Nutq jarayonida ma'no va funksiya bir-biridan ajralgan holda emas, balki bir vaqtning o'zida, o'zaro kesishgan va integratsiyalashgan holatda faollashadi.

Nutqiy akt amalga oshirilayotgan paytda so'zlovchi ongida lug'aviy birlikning tayyor semantik yadrosi bilan bir qatorda, kommunikativ vaziyat, ijtimoiy rol, illokutiv niyat va pragmatik maqsad ham parallel ravishda ishga tushadi. Natijada nutqiy birlik faqat mavjud ma'noni “*ishlatmaydi*”, balki yangi, vaziyatga moslashgan nutqiy mazmunni hosil qiladi. Ana shu jarayon nutqiy ma'no va funksiya overlapining mohiyatini tashkil etadi. “Overlap” bu yerda oddiy qo'shilish emas, balki sifat jihatdan yangi mazmuniy butunlikning yuzaga kelishidir.

Mazkur holat kognitiv fanlarda mental integratsiya yoki blending



tushunchalari orqali izohlanadi. Fauconnier va Turner tomonidan ishlab chiqilgan mental fazolar nazariyasiga ko'ra, inson tafakkurida turli bilim manbalari va kognitiv strukturalar bir nuqtada kesishib, yangi ma'no hosil qiladi. Tilshunoslikda bu jarayon lug'aviy-semantik struktura bilan nutqiy funksiya va kontekstning integratsiyasi sifatida namoyon bo'ladi.(10.18-36). Shu sababli overlap hodisasini nutqiy ma'noning hosil bo'lish mexanizmi bilan tenglashtirish mumkin.

O'zbek tilshunosligida bu g'oya Sh. Safarovning kognitiv-pragmatik qarashlarida yaqqol ifodalanadi. Olim nutqiy ma'noni so'zlovchi ongidagi niyat va tildagi tayyor lisoniy strukturalarning kesishuvi natijasi sifatida izohlaydi. Uning fikricha, nutqda yuzaga keladigan ma'no lug'atda mavjud bo'lgan semantik birlikning oddiy realizatsiyasi emas, balki vaziyat, maqsad va kognitiv tajriba bilan boyigan dinamik hodisadir. Aynan shu kesishuv natijasida lug'aviy ma'nodan farqli, kontekstga moslashgan nutqiy ma'no shakllanadi.(11.126-132). Sh.Safarovning ushbu talqini overlapni nutqiy ma'noning markaziy mexanizmi sifatida asoslash imkonini beradi, chunki bunda ma'no va funksiya bir vaqtda, o'zaro bog'langan holda faollashadi.

Nutqiy ma'no va funksiya overlapining milliy tilshunoslikdagi nazariy ildizlari N. Mahmudov tadqiqotlarida ham yaqqol ko'rinadi. Olim gapning mazmuniy qurilishini tahlil qilar ekan, bir gap doirasida kommunikativ, pragmatik va ba'zan ekspressiv funksiyalarning birgalikda namoyon bo'lishini ko'rsatadi. Mahmudov tomonidan ilgari surilgan mazmuniy asimmetriya tushunchasi shakl va funksiya o'rtasida doimo to'liq moslik mavjud emasligini ilmiy asoslaydi. Ya'ni, bir xil grammatik shakl turli vaziyatlarda mutlaqo boshqa funksional yuklama bilan chiqishi mumkin.(12.154-162). Bu esa nutqiy ma'no va funksiya o'rtasidagi overlapning muqarrarligini ko'rsatadi.

"Mazmuniy asimmetriya" hodisasi shuni anglatadiki, lisoniy shaklning semantik imkoniyatlari nutqda har doim to'liq ochilmaydi yoki aksincha, kontekst orqali kengayadi. Natijada, lug'aviy ma'no va nutqiy funksiya o'rtasida qat'iy chegara emas, balki kesishuvchi zona yuzaga keladi. Ushbu zona aynan overlap maydoni hisoblanadi. Shu jihatdan, N.Mahmudov qarashlari "**overlap**" hodisasini o'zbek tilshunosligida mustaqil ilmiy muammo sifatida ko'rish uchun muhim nazariy asos bo'lib xizmat qiladi.



"Overlap" hodisasini mustaqil lingvistik fenomen sifatida asoslashda rus tilshunosligidagi tadqiqotlar alohida metodologik ahamiyatga ega. Xususan, V. G. Gak tomonidan ishlab chiqilgan til



birliklarining nutqdagi transformatsiyasi nazariyasida lugʻaviy maʼnoning toʻliq yoʻqolmasdan, kontekst taʼsirida yangi semantik qatlamlar bilan ustma-ust tushishi batafsil tahlil qilinadi. Olim nutq jarayonida maʼno oʻzgarishini chiziqli almashuv sifatida emas, balki semantik qatlamlarning qoʻshilishi va kesishuvi orqali yuzaga keladigan murakkab jarayon sifatida baholaydi. Ushbu yondashuv overlapning semantik mexanizmini ochib berib, maʼno rivojining koʻp qatlamli va dinamik tabiatini ilmiy asoslaydi.

Oʻzbek tilshunosligida M. Mirtojiyev tomonidan olib borilgan semantik tadqiqotlar “overlap” hodisasining leksik darajadagi koʻrinishlarini ochib beradi. Olim maʼno elementlari oʻrtasidagi chegaraviy hududlarni tahlil qilib, koʻp maʼnolilikning asosida qatʼiy ajratilgan semalar emas, balki oʻzaro kesishuvchi semantik komponentlar tizimi yotishini asoslaydi. Uning fikricha, polisemiya maʼnolar majmuasi emas, balki semantik “overlap” natijasidir.(9.118-125). Ushbu qarash overlap hodisasining faqat pragmatik yoki diskursiv emas, balki leksik-semantik darajada ham faol ekanini koʻrsatadi.

Shunday qilib, nutqiy maʼno va funksiya overlapi tilning barcha darajalarida namoyon boʻladigan kompleks hodisa sifatida qaralishi lozim. U faqat nutqiy akt darajasida emas, balki semantik, pragmatik, kognitiv va diskursiv qatlamlarda ham faol ishlaydi. “Overlap” hodisasi orqali til birliklarining koʻp vazifaliligi, moslashuvchanligi va interpretativ potentsiali izohlanadi. Aynan shu jihatlar nutqni statik tizim emas, balki dinamik, oʻzgaruvchan va inson omiliga bogʻliq hodisa sifatida talqin qilish imkonini beradi.

Demak, nutqiy maʼno va funksiya overlapini mustaqil lingvistik hodisa sifatida asoslash tilshunoslikda maʼno, funksiya va kontekst oʻrtasidagi murakkab munosabatlarni chuqurroq anglashga xizmat qiladi. Gʻarb tilshunosligidagi kognitiv va pragmatik yondashuvlar hamda oʻzbek tilshunosligidagi mazmuniy va kommunikativ tahlillar ushbu hodisaning nazariy asoslari yetarlicha shakllanganini koʻrsatadi. Shu bois, overlap hodisasi keyingi boblarda nutqiy maʼno va funksiyaning konkret koʻrinishlarini tahlil qilishda asosiy metodologik tayanch sifatida xizmat qiladi.

Oʻzbek pragmlingvistikasida M. Hakimov “overlap” hodisasini pragmatik polifunksiyonallik tushunchasi orqali izohlaydi. Olim nutqiy birlikning bir vaqtning oʻzida bir nechta kommunikativ, illokutiv va taʼsirchan vazifalarni bajarishini oʻzbek muloqotining muhim xususiyati sifatida koʻrsatadi. M. Hakimovning fikricha, nutqda maʼno va funksiya qatʼiy ketma-ketlikda emas, balki birgalikda, ustma-ust faollashadi.(13.88-94). Bu esa overlapni nutqiy faoliyatning real mexanizmi sifatida talqin qilish imkonini beradi.

Shu bilan birga, “overlap” termini yuqorida sanab oʻtilgan yondashuvlarning



barchasini qamrab oluvchi umumlashtiruvchi va integrativ tushuncha sifatida ajralib turadi. Chunki implikatura, sinkretizm va pragmatik polifunksionallik alohida nazariy modellarga mansub bo'lsa-da, ularning barchasida ma'no va funktsiya bir vaqtning o'zida faollashishi asosiy tamoyil sifatida namoyon bo'ladi. E. V. Paducheva va I. M. Kobozeva tomonidan olib borilgan tadqiqotlar tahlili shuni ko'rsatadiki, nutqiy birlikning interpretativ potentsiali uning aynan qanchalik darajada overlap holatiga ega ekanligi bilan belgilanadi.(14.58-65). Ya'ni, birlikning nutqda talqin qilinish imkoniyati qanchalik keng bo'lsa, uning semantik va funksional kesishuv zonasi ham shunchalik faol bo'ladi.

Xulosa o'rnida shuni ta'kidlash joizki, "Overlap" hodisasi nutqiy ma'no va funktsiyaning bir vaqtning o'zida faollashuvi bilan tavsiflanadi. Overlap ma'no va funktsiyaning oddiy ketma-ketligi emas, balki ularning nutqiy akt doirasida kesishib, yangi mazmuniy butunlik hosil qilishini ifodalaydi. Ushbu hodisa til birliklarining ko'p vazifalilik tabiatini izohlashda muhim nazariy mexanizm sifatida namoyon bo'ladi. Overlap orqali nutqiy ma'no dinamik, kontekstga moslashuvchan va interpretativ xarakter kasb etadi hamda real muloqot ehtiyojlariga xizmat qiladi.

Foydalanilgan adabiyotlar:

1. Zadeh L. *Fuzzy Sets // Information and Control*, 1965. — P. 338–353
2. Oxford English Dictionary. *Overlap* // Oxford English Dictionary Online. — Oxford: Oxford University Press, 2023. Available at: <https://www.oed.com> (accessed: 2026).
3. Cambridge Dictionary. *Overlap* // Cambridge Dictionary Online. — Cambridge: Cambridge University Press, 2023. Available at: <https://dictionary.cambridge.org> (accessed: 2026).
4. Merriam-Webster Dictionary. *Overlap* // Merriam-Webster Online Dictionary. — Springfield, MA: Merriam-Webster Inc., 2023. Available at: <https://www.merriam-webster.com> (accessed: 2026).
5. Zadeh L. *Fuzzy Sets // Information and Control*. — 1965. — P. 338–353.
6. Гак В. Г. *Языковая трансформация*. — Москва: Языки русской культуры, 1998. — С. 154–162.
7. Бондарко А. В. *Теория значения в системе функциональной грамматики*. — Москва, 2002. — С. 92–98.
8. Падучева Е. В. *Семантика и интерпретация текста*. — Москва, 1996. — С. 32–40.
9. Миртожиев М. *Ўзбек тили семантикаси*. — Тошкент: Фан, 2010. — Б. 118–125.



10. Fauconnier G., Turner M. *The Way We Think: Conceptual Blending and the Mind's Hidden Complexities*. — New York: Basic Books, 2002. — P. 18–36.
11. Сафаров Ш. *Прагмалингвистика*. — Тошкент: Фан, 2008. — Б. 126–132.
12. Гак В. Г. *Языковая трансформация*. — Москва: Языки русской культуры, 1998. — С. 154–162.
13. Ҳақимов М. *Ўзбек тилида матнинг прагматик талқини*: Филол. фанлари док. ... дисс. — Тошкент, 2004. — Б. 88–94.
14. Падучева Е. В., Кобозева И. М. *Семантика и интерпретация текста*. — Москва: Языки славянской культуры, 2010. — С. 58–65.

IMPLEMENTATION OF STEWART HASE AND CHRIS KENYON'S THEORY OF HEUTAGOGY IN MODERN ELT CLASSROOMS

**Kukiboyeva Mahliyo Makhmudjanovna, PhD, Associate Professor,
Namangan State University, Uzbekistan**

Marcellino Berardo, PhD, Professor, University of Kansas, KS, USA

Abstract. Heutagogy, also known as self-determined learning, was developed by Stewart Hase and Chris Kenyon as an approach that gives learners more control over their learning process. Unlike traditional teaching methods, heutagogy encourages students to decide what they want to learn, how they want to learn it, and how they will evaluate their progress. This article discusses the main ideas of Hase and Kenyon's theory and examines its relevance to modern English Language Teaching (ELT) classrooms. The paper also presents three practical ways to apply heutagogical principles in ELT: project-based learning, learner-created materials, and digital self-directed learning. These methods can help students become more independent, motivated, and confident language users.

Keywords: Heutagogy, self-determined learning, ELT, learner autonomy, English language teaching, lifelong learning

Introduction

English Language Teaching has changed quite a lot over the last few



decades. Back then, teachers were usually the main source of knowledge, and students mostly just followed instructions and finished the assigned tasks. But nowadays, learners have lots of online resources plus different learning opportunities outside the classroom. So, teachers kind of need strategies that let students become more independent, and also more accountable, for their own learning.

One theory that really supports this aim is heutagogy. The idea was put forward by Stewart Hase and Chris Kenyon in 2000. They said learners shouldn't just handle, or manage, their learning, they should also decide what to learn and how to learn it. In this model, students take a fairly active part in the process, they set their own goals, select suitable ways to learn, and then reflect on or evaluate what happened in the end.

Heutagogy has been getting more attention in language education, especially because language learning often continues well beyond formal classroom time. Learners need to build the skill of learning on their own across their whole lives. That means modern ELT classrooms can gain from self-determined learning principles, not only in theory but in everyday practice too. This article goes over the idea of heutagogy, and also shares some practical ways to put it into English language teaching.

Theory of Heutagogy

Heutagogy is usually described as the exploration of self-determined learning, so you know, not just “instructed” learning. Stewart Hase along with Chris Kenyon came up with this idea as a kind of extension of Malcolm Knowles’ theory of andragogy. Andragogy itself is mostly about adult learning, meanwhile heutagogy takes it a bit further by giving learners more say in basically the whole learning journey.

In the view of Hase and Kenyon, learners ought to be active participants, not simply passive recipients of information. They should get space and chance to spot their own learning needs, make goals, select learning strategies, and then think



back on what happened during the process. In that setting, the teacher role shifts too. The teacher stops being, like, the primary source of knowledge, and instead becomes a facilitator who supports learners and helps them stay on track.

A core theme in heutagogy is learner capability. Capability is not the same as competency. Competency tends to mean successfully doing defined tasks. Capability, on the other hand, is about the ability to adjust knowledge and skills when situations are new or not even familiar. For language learning this ends up meaning students should not only memorize grammar rules or vocabulary lists; they should be capable of using English effectively across different real-life situations, not just on a test.

Another big part of heutagogy is reflection, learners are asked to think about what they learned, how they learned it, and also what they could adjust next time. Hase and Kenyon further talk about double-loop learning, so people don't just handle the immediate problem, but also pause to check their beliefs, their underlying assumptions, and the way they handle learning strategies overall.

Technology also kind of boosts the relevance of heutagogy. Digital tools give learners entry to authentic materials, online courses, videos, podcasts and even communication platforms. With these options, students can shape their own learning routes more flexibly, and they can go deeper into themes that fit their curiosities and needs.

In general, heutagogy pushes autonomy, adaptability, imagination, and lifelong learning. Because of that, it feels especially at home in today's education settings, including ELT classrooms.

Implementing Heutagogy in ELT Classrooms

Heutagogy as a theory of pedagogical delivery has been learnt by various scholars and thinkers. The foundational concepts now need to be analysed and processed before being reframed into applicable blueprint for English Language Teaching classrooms. This article suggest three possible ways of doing so:

1. Project-Based Learning. Project based learning is kinda a useful way to



put heutagogical ideas into ELT, like you apply principles in a real, messy way. In this approach the students pick a topic that actually interests them, then they finish a project using English. So, for instance, learners might put together a travel guide, do interviews with people, make a podcast, or set up a presentation

The teacher gives general direction, but still lets students decide on the key stuff, the content and also the process . That means they look up information, talk with others , and finally share what they found out through English

Overall it can raise motivation because learners usually work on themes they feel connected to. It also strengthens language ability in a more natural setting and it nudges students toward problem-solving, teamwork, and more self directed learning.

2. Learner-Created Materials. Another really effective way to do this is to let students do the making of their own learning materials. Instead of only depending on the usual textbooks, learners can put together vocabulary lists, make quizzes, create prompts for discussion, record little videos, or write short reading passages. Like, for instance students might select a topic, sports , music, or technology, and then craft activities that their classmates can actually use. In the lesson, they explain what they made, and they end up guiding part of the conversation, kinda like a co-educator.

With this approach students get a real sense of ownership over learning. It also helps them with creativity, stronger critical thinking, and confidence. And since they designed the content themselves, they tend to stay more engaged, and they remember the info more effectively too.

3. Digital Self-Directed Learning. Modern technology provides a lot of chances, for more self directed learning. Teachers can nudge students to set their own language targets, and choose digital materials that help with reaching those targets, in a more natural way.

For instance, one student might go with podcasts for sharpening listening, while another leans on language exchange platforms to get practice in speaking.



Students can maintain learning journals and then, regularly think back on how they are going, even if it feels a bit slow at first.

The teacher keeps an eye on growth through conversations, feedback meetings, and reflective reports, not by steering every single task. This way of working, feels supportive of individualized learning and helps students build routines for lifelong language learning. It also lets learners study at their own pace , along with their interests and real needs, without too much pressure from the outside.

Conclusion

The theory of heutagogy, developed by Stewart Hase and Chris Kenyon, brings some really useful ideas for modern English Language Teaching. Rather than the old teacher centered way of doing things, heutagogy kind of puts learners right in the middle of the whole process, and it also gently asks them to be more accountable for where the learning goes. So learners turn into active deciders they find their own targets, they choose learning methods, and they judge , their own progress as they move along.

In todays world, where information is everywhere, and technology keeps offering all kinds of learning doors, being able to learn on your own is getting more and more important. Heutagogy supports that by pushing autonomy, reflection, flexibility, plus capability, which is basically the ability to act in real conditions, not just “know about” something. And this is especially helpful in language learning because becoming fluent usually means practicing, not only during lessons, but also after the class ends, in a more ongoing kind of way.

You can also see heutagogical principles working in ELT through project based learning , learner made materials, and digital self-directed learning. These strategies tend to make students use English for something meaningful, they work with materials that feel authentic rather than only artificial textbook stuff, and they start to feel more confident as language users. For teachers too, it helps create a classroom climate that allows exploration, and also personal growth, even if it



sometimes feels a bit messy at first.

Still, using heutagogy may mean teachers need to loosen the control and give learners more freedom and responsibility, which can be a bit challenging. But the gains are often worth it. Students usually feel more motivated, they become more independent, and they end up better prepared for lifelong learning. So in the end, adding heutagogical practices to modern ELT classrooms can lead to language education that is not only more effective but also more meaningful, for students who actually care what they are learning.

References

- Blaschke, L. M. (2012). Heutagogy and lifelong learning: A review of heutagogical practice and self-determined learning. *The International Review of Research in Open and Distributed Learning*, 13(1), 56–71.
<https://doi.org/10.19173/irrodl.v13i1.1076>
- Blaschke, L. M., & Hase, S. (2016). Heutagogy: A holistic framework for creating twenty-first-century self-determined learners. In B. Gros, Kinshuk, & M. Maina (Eds.), *The future of ubiquitous learning* (pp. 25–40). Springer.
- Hase, S., & Kenyon, C. (2000). From andragogy to heutagogy. *Ultibase Articles*, 5, 1–10.
- Hase, S., & Kenyon, C. (2007). *Heutagogy: A child of complexity theory*. Complicity: An International Journal of Complexity and Education, 4(1), 111–118.
- Knowles, M. S., Holton, E. F., & Swanson, R. A. (2015). *The adult learner: The definitive classic in adult education and human resource development* (8th ed.). Routledge.
- Moore, R. L. (2020). Developing lifelong learning with heutagogy: Context, critique, and challenges. *Distance Education*, 41(3), 381–401.
<https://doi.org/10.1080/01587919.2020.1766949>



MUNDARIJA

MUALLIF	MAQOLA NOMI	Bet
<i>Nazarov Abdug'affor Abdujabborovich</i>	KIRISH	3
<i>Uson Uluu Mamatair, Sidiqov Qosim Abilovich</i>	THEORETICAL PERSPECTIVES ON PHRASEOLOGICAL UNITS IN LINGUISTIC RESEARCH	5
<i>Сайдалиев С</i>	ОТЛАШУВ ҲОДИСАСИ ВА УНИНГ ТИЛ БИЛИШ ДАРАЖАСИГА ТАЪСИРИ	10
<i>Abduvokhidova Khushnoza Mukhtorali qizi</i>	COGNITIVE LINGUISTICS AND THE CONCEPT OF LINGUOCULTURAL CONCEPT: A COGNITIVE AND CULTURAL PERSPECTIVE	16
<i>Rashidova Nodira Khabibullayevna Lekeman Olga Gavrychovski</i>	BLENDED LEARNING AND ITS EFFECT ON RECEPTIVE AND PRODUCTIVE MEDICAL VOCABULARY DEVELOPMENT	22
<i>Daminjanov Sobirjon Muhammadjonovich</i>	RAQAMLI TRANSFORMATSIYA SHAROITIDA CHET TILLARINI O'QITISH METODIKASINI MODERNIZATSIYA QILISH: O'ZBEKISTON TAJIRIBASI VA ISTIQBOLLARI	25
<i>Azam Hakimovich Sadikov</i>	HOW TECHNOLOGY HAS TRANSFORMED ENGLISH LANGUAGE TEACHING AND LEARNING	32
<i>Алымбекова Венера Абасбековна, Анарбай кызы Аймончок</i>	ДРЕВНИЕ ВЕРОВАНИЯ КЫРГЫЗСКОГО И КИТАЙСКОГО НАРОДОВ И ИХ ОТРАЖЕНИЕ В ЛИНГВИСТИКЕ	37
<i>Muhammadjonov Oybek Sobirjon o'g'li</i>	STIVEN KINGNING "THE STAND" ROMANIDA APOKALIPSIS, HUKUMAT TANQIDI VA YANGI JAMIYAT MODELI	45
<i>Жаныбек кызы Айсалкын, Үсөн уулу Маматаир,</i>	ПРЕИМУЩЕСТВЕННО ЭКСТЕНСИВНЫЙ ХАРАКТЕР ЭКОНОМИЧЕСКОГО РОСТА В КНР	50
<i>Алымбекова Венера Абасбековна, Жолдошбаева Милана Айбековна</i>	ОСОБЕННОСТИ РАЗВИТИЯ КЫРГЫЗСКОЙ И КИТАЙСКОЙ ПОЭЗИИ В XX ВЕКЕ: СРАВНИТЕЛЬНО-ТИПОЛОГИЧЕСКИЙ АНАЛИЗ	58
<i>I.U. Tojiboyev</i>	"GO'ZALLIK/XUNUKLIK" KONSEPTINING LEKSIK-SEMANTIK MAYDONINI INGLIZ VA O'ZBEK TILLARIDA KOMPONENT TAHLILI XUSUSIDA	64
<i>Pazylov Tynystan Suyumbaevich Daminjanov Sobirjon Muhammadjonovich</i>	GAMIFIKATSIYA, MOBIL ILOVALAR VA SUN'IY INTELLEKTNING CHET TILLARINI O'QITISHDAGI AHAMIYATI	74
<i>N.A. Abdullayeva</i>	REALIYALARNI GENDER LINGVOKULTUREMALARI SIFATIDA TARJIMADA QAYTA YARATISH MASALALARI (ABDULLA QODIRIYNING "O'TKAN KUNLAR" ASARI MISOLIDA)	79



<i>Sadriddinova Dildora Mamadjanovna</i>	FRANSUZ-O'ZBEK BADIY TARJIMALARIDA ARXAIZM VA ISTORIZMLARNING QAYTA YARATISH MUAMMOLARI	85
<i>Abduqahhorova Mahliyo Farhodjon qizi</i>	THEORETICAL AND PRACTICAL FOUNDATIONS OF USING THE PROCESS-ORIENTED APPROACH IN DEVELOPING WRITING SKILLS	89
<i>Ahmadaliyeva Mohidil Hasan qizi Muxitdinov Dilshod Toxirovich</i>	KOMMUNIKATIV TIL O'QITISH METODI (CLT) ORQALI TALABALARINING O'QISH (READING) VA YOZISH (WRITING) KOMPETENSIYALARINI SHAKLLANTIRISH	93
<i>Mamatova Feruza Bakhtiyarovna</i>	ANALYSIS OF EUPHEMISMS FROM WORKS OF RUSSIAN FICTION	97
<i>D.A. Nabijonova E.N.Alimova</i>	ZAMONAVIY ADABIYOTSHUNOSLIKDA ANTROPOTSENTRIK PARADIGMA VA INSON KONSEPSIYASI	101
<i>Xabibullayeva Malikaxon Nurillo qizi</i>	ADVANTAGES OF TECHNOLOGY IN TEACHING AND LEARNING ENGLISH	104
<i>Azam Xakimovich Sadikov</i>	HOW TECHNOLOGY HAS TRANSFORMED ENGLISH LANGUAGE TEACHING AND LEARNING	107
<i>Dilraxon Kodirjonovna Abduraxmonova</i>	GHOST SUBJECTS IN TRANSLATING ENGLISH LITERARY WORKS INTO UZBEK	112
<i>Yo.Nazarova, M.Nosirova</i>	HOW CAN AI IMPROVE STUDENT ENGAGEMENT AND MOTIVATION	118
<i>Konisbaeva Amina Jenisbaevna</i>	THE ROLE OF ARTIFICIAL INTELLIGENCE TECHNOLOGIES IN OVERCOMING LANGUAGE BARRIERS	125
<i>Maftunaxon Axmedova Kozimjon qizi</i>	INTEGRATING ESP AND CLIL APPROACHES THROUGH ARTIFICIAL INTELLIGENCE TOOLS IN LANGUAGE TEACHING	132
<i>Aliyeva Aziza Ilkhom kizi</i>	PROBLEMS OF INTENSIVE TEACHING OF ENGLISH	139
<i>O.S Bahromjonov N.X.Nurmatova</i>	B1 BOSQICH TALABALARIDA INGLIZ TILINI O'RGATISHDA KOMMUNIKATIV YONDASHUV VA KAZUSLI TAHLILNING IJTIMOY-PSIXOLOGIK SAMARADORLIGI	141
<i>Bekmirzayeva Mushtariy Umidjon kizi</i>	THE USE OF EMOTIONAL-EXPRESSIVE DEVICES IN THE POETRY OF ALEKSANDR FAYNBERG	145
<i>Bekpo'latova Nafisa G'ayrat qizi Muhitdinov Dilshod</i>	THE ROLE OF ARTIFICIAL INTELLIGENCE IN TRANSFORMING FOREIGN LANGUAGE TEACHING AND LEARNING	148
<i>Abdulkhamitova Manzura Kukiboyeva Mahliyo Makhmujanovna</i>	OVERVIEW OF APPLICATION OF CODE- SWITCHING AND CODE-MIXING IN UZBEK LEARNERS' ENGLISH SPEECH IN HIGHER EDUCATION CONTEXT	153
<i>Esonova Ra'nokhon</i>	THE USE OF SOCIOLINGUISTIC PHENOMENON "CODE-MIXING" IN EVERYDAY CONVERSATION AMONG UZBEK YOUTH	156
<i>To'ychiyeva Dilshoda</i>	AUTHENTIC MATERIALS IN LANGUAGE TEACHING: BENEFITS AND CHALLENGES	158



S.M. Dusmetova	HAMDARDLIK VA TASALLI IFODALOVCHI NUTQ BIRLIKLARINING PRAGMATIK MOHIYATI VA KOMMUNIKATIV XUSUSIYATLARI	160
Xolmatova Qoriyaxon Sherzod qizi	FILOLOGIYA VA METODIKADA SUN'IY INTELLEKETNING O'RNI VA AHAMIYATI	166
Xilola Raximova Kadamboyevna Ishchanova Gulrux Jasurbek qizi	INGLIZ TILI DARSLARIDA AUTENTIK VIDEOMATERIALLAR ORQALI MONOLOGIK NUTQNI RIVOJLANTIRISH: TAJRIBA VA NATIJALAR	169
Asadova Gulmira Umirzoq qizi Mamashayeva Mastura Mamasoliyevna	GRAMMATIKANI O'RGATISHDA MOBIL ILOVALARDAN FOYDALANISH	175
Salimova Ra'no Abduxamid qizi Kosimova Fotima	OLIV TA'LIMDA TIL O'RGANUVCHILARNING YOZMA NUTQINI RIVOJLANTIRISHDA SUN'IY INTELLEKT VOSITASINING ROLI	178
Muhammadova Gulmira Mamatova Dilrabo	ENGLISH AS A LINGUA FRANCA IN INTERCULTURAL COMMUNICATION	184
Mamasharifova Umriniso Otabek qizi Mamashayeva Mastura Mamasoliyevna	GRAMMATIKANI O'RGATISHDA AUTENTIK MATNLARDAN FOYDALANISH METODLARI	187
Убайдуллаев Шухрат Нарзуллаевич Наримонова Гулноза Наримон кизи	МЕТОДИКА ФОРМИРОВАНИЯ ЛИНГВОСТРАНОВЕДЧЕСКОЙ КОМПЕТЕНЦИИ БУДУЩЕГО УЧИТЕЛЯ РУССКОГО ЯЗЫКА	192
Akbarjonova Gulsanam	THE USE OF MODERN TECHNOLOGIES IN THE CLASSROOMS	198
Hazratqulova Mohinur Muhitdinov Dilshod	THE IMPACT OF GLOBALIZATION ON NATIONAL CULTURE	201
Abduvokhidova Khushnoza Mukhtorali qizi	INTERACTIVE SPEAKING STRATEGIES IN ENGLISH LANGUAGE CLASSROOMS: IMPROVING STUDENTS' COMMUNICATIVE COMPETENCE	204
Hamdamova Durdona Halimjon qizi Muhitdinov Dilshod Tokhirovich	COMPETITION OR COOPERATION: WHICH TRULY SHAPES SUCCESS IN THE MODERN CLASSROOM?	210
Ikromova Feruza A'zamjon qizi	THE USE OF ONLINE PLATFORMS TO FOSTER STUDENT ENGAGEMENT IN EFL CLASSES	216
Nodira Bekmatova Ismoyiljonovna	FROM IT DISCOURSE TO AI DISCOURSE: CONCEPTUAL EVOLUTION OF TECHNICAL TERMINOLOGY IN THE AGE OF LLMS	222
Каунбергенова Хурлиман	ТЕОРЕТИЧЕСКИЕ ОСНОВЫ РЕКОНЦЕПТУАЛИЗАЦИИ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА	234
Z.T.Abdusattarov N.M.Karimova	FILOLOGIYA VA TA'LIM METODIKASIDA SUN'IY INTELLEKT: IMKONIYATLAR, TAKLIFLAR VA KELAJAK ISTIQBOLLARI	237
Kamoldinova Durdona Samandarov Sherzod Sultanovich	IMPROVING SPEAKING SKILLS THROUGH AI-BASED APPLICATIONS: AN EXPERIMENTAL STUDY	241



<i>Ko'chimmurotova E'zoza Jaloliddin qizi Muxitdinov Dilshod Toxirovich</i>	TALABALAR ORASIDA SUN'IY INTELLEKT YORDAMIDA CHET TILLARINI O'RGANISHNING PSIXOLOGIK OQIBATLARI	248
<i>Rahmatullayeva Komila</i>	INTEGRATING INTERNET TECHNOLOGIES IN ESL WRITING INSTRUCTION: A COMPREHENSIVE STUDY OF INTERMEDIATE HIGH SCHOOL LEARNERS	253
<i>Obilov Raxmatulla Qosim o'g'li</i>	KOSMOGONIK TERMINLARNING "QUTADG'U BILIG" BADIYATIDAGI O'RNI VA ULARNING LINVOKULTUROLOGIYASI	256
<i>Konisbaeva Amina</i>	THE ROLE OF ARTIFICIAL INTELLIGENCE TECHNOLOGIES IN OVERCOMING LANGUAGE BARRIERS	261
<i>Latipjanova Navbahor Sherzod Samandarov Sultanovich</i>	AI-BASED ADAPTIVE LEARNING SYSTEMS IN FOREIGN LANGUAGE EDUCATION	268
<i>Mahmudjonova Gulsanam</i>	LINGUISTIC DIPLOMACY: THE ROLE OF ENGLISH AS A LINGUA FRANCA IN CENTRAL ASIA	278
<i>Kuliyeva Dilshoda Alijon qizi Ergasheva Nurjahon Shuhratjon qizi</i>	ADABIY JARAYONLARNI MADANIYATSHUNOSLIK VA SIVILIZATSION YONDASHUVLAR ASOSIDA TAHLIL QILISH	283
<i>Ermirzayeva Madinabonu Shavkatjon qizi</i>	THE IMPORTANCE OF COMMUNICATIVE LANGUAGE TEACHING IN DEVELOPING SPEAKING SKILLS OF PRIMARY SCHOOL STUDENTS	290
<i>Obidova Maxfuza Adashaliyevna</i>	QO'QON ADABIY MUHITINING YOSHLAR MA'NAVIY KAMOLOTIDAGI O'RNI (MUQUMIY MISOLIDA)	296
<i>Farog'at Karimova Sattarbergan qizi Feruza Yaxshimuratova Jumaniyoz qizi</i>	PRAGMATIC FEATURES OF COMPLIMENTS AND RESPONSES IN ENGLISH	300
<i>Xilola Raximova Kadamboyevna Jabbarova Maqsuda Jurabek qizi</i>	OG'ZAKI NUTQNI RIVOJLANTIRISHDA ONLINE MULOQOTDAN FOYDALANISH METODIKASI	306
<i>Xilola Raximova Kadamboyevna Komilova Shoxlo Bobomurod qizi</i>	VIRTUAL PLATFORMALAR ORQALI OG'ZAKI NUTQNI RIVOJLANTIRISH IMKONIYATLARI	312
<i>Raxmonova Mubinabonu Tursinboy qizi</i>	CHET TILLARINI O'QITISHDA "NATIVE" VA "NON- NATIVE" O'QITUVCHILAR SAMARADORLIGI: PSIXOLOGIK VA METODIK TAHLIL	320
<i>Тоджиходжаев Мусо Муйдинбайевич</i>	ВЛИЯНИЕ УЗБЕКСКОГО ЯЗЫКА И ЛИТЕРАТУРЫ В МИРЕ	322
<i>Qutfiddinov Xushnudjon Abdumutalifovich</i>	L1 INFLUENCE ON SECOND LANGUAGE ACQUISITION AND TEACHING	330
<i>Sidiqova Ruxshona Ne'matjon qizi Jalolov Sherali Abduvaliyevich</i>	FILOLOGIYA VA METODIKADA SUN'IY INTELLEKTNING O'RNI VA AHAMIYATI	336



Mirzanazarova Vazira Akbaraliyevna	BADIIY ASARLARNI INGLIZ TILIDAN O'ZBEK TILIGA O'GIRISHDA FRAZEOLGIK BIRIKMALARNI TARJIMA QILISH MASALALARI TAHLILI	339
Muhammadjonova Gullola D. Yuldasheva	THE APPLICATION OF THE FLIPPED CLASSROOM MODEL IN TEACHING ENGLISH TO HIGH SCHOOL LEARNERS (FOR LYCEUM AND COLLAGE STUDENTS)	343
Sidiqov Qosim Abilovich	“QUTADG‘U BILIG”DAGI METAFORIK FRAZEOLGIZMLARNING SEMANTIK VA LINGVOPOETIK TAHLILI	349
Nematjanova Dilafruz Olim qizi Latipjanova Navbahor Khamidjon qizi	ORAL SPEECH STRATEGIES IN THE CLASSROOM: ENHANCING STUDENTS’	356
Marimbaeva Laylo Umarbek qizi	THE NOMINATIVE FIELD OF A CONCEPT AND ITS COMPONENTS: A COMPARATIVE STUDY OF ENGLISH AND UZBEK	360
Maxmasalayeva Asal Zafar qizi Muhtidinov Dilshod Tokhirovich	THE IMPACT OF LEARNING ENGLISH ON THE SOCIAL ACTIVITY OF YOUTH	368
Maxsutoxdjayev Muzaffar	TECHNOLOGY BASED LANGUAGE EDUCATION	373
Xamidullayeva Muattar Xayrullo kizi	COMPREHENSIVE PEDAGOGICAL FRAMEWORKS FOR ENHANCING COMMUNICATIVE COMPETENCE IN SECONDARY EDUCATION: A MULTI-DIMENSIONAL ANALYSIS	380
Rashidova Muhayyo Ibrohim qizi	THE ROLE OF REALISM IN SOMERSET MAUGHAM’S PSYCHOLOGICAL NOVEL “OF HUMAN BONDAGE”	383
Rashidova Nodira Khabibullayevna	DESIGNING A BLENDED LEARNING MODEL TO DEVELOP LEXICAL COMPETENCE IN MEDICAL ENGLISH	388
Maxmudjanova Muxlisa Ulug‘bekovna Samandarov Sherzod Sultanovich	FILOLOGIYA VA METODIKADA SUN’IY INTELEKTNING O’RNI VA AHAMIYATI	390
Xilola Raximova Kadamboyevna Otaboyeva Nafisa Oybek qizi	TALAFFUZ O'RGATISHDA AN'ANAVIY "IMITATSIYA" METODI VA ZAMONAVIY "VIZUAL AKUSTIK QAYTA ALOQA" TEXNOLOGIYASINING QIYOSIY TAHLILI	395
Jumanazarova Nafosat Sherzod Samandarov Sultanovich	THE IMPACT OF AI TOOLS ON LEARNERS' LANGUAGE PROFICIENCY AND MOTIVATION	402
Najmiddinova Durdona	DEVELOPING PROFESSIONAL COMMUNICATIVE COMPETENCE OF FOOTBALL STUDENTS THROUGH AN ESP-BASED APPLICATION	412
Nematjonova Sarvinoz Nodirbek qizi	BO‘LAJAK CHET TILI O‘QITUVCHILARINING TARJIMA MALAKALARINI TAKOMILLASHTIRISHGA DOIR ANGLIYA TAJRIBALARI TAHLILI	417
Abdullayeva Gavkxaroy Sultonmakxmud kizi	NEOLOGIZMLARNI O‘RGANISHDA KOGNITIV, PRAGMATIK VA KORPUS YONDASHUVLARI	423



Umaraliyeva Nigora Ilhomjon qizi	THE IMPACT OF AI-DRIVEN PEER REVIEW ON ACADEMIC WRITING QUALITY	427
Shabidinova Zera Ismetovna Nurymbetova Zumrad Ruslanovna	STRATEGIES FOR TEACHING GERMAN GRAMMAR TO FOREIGN LEARNERS	430
Malikova Nozima Sherzod Samandarov	INTEGRATING ARTIFICIAL INTELLIGENCE INTO FOREIGN LANGUAGE TEACHING: OPPORTUNITIES AND CHALLENGES	436
Jalolov Sherali Abduvaliyevich Toshiboltayeva Donoxon	OLIIY TA'LIMDA AKADEMIK HALOLIK: CHATGPT TALABALARNING TANQIDIY FIKRLASHIGA QANDAY TA'SIR QILMOQDA?	444
Otabayev Muzaffar Ne'matullayevich	INGLIZ VA O'ZBEK YOSHLAR NUTQIDA FRAZELOGIK LAKUNALARNING GENDER VA EMOTSIONAL TALQINI: SOTSIOLINGVISTIK TAHLILI	450
Parpibayev Botirali Raximjon o'g'li	“DEVONU LUG‘AT-IT TURK” MAQOLLARINING TARJIMASIDA SEMANTIK VA LINGVOKULTUROLOGIK MUVOFIQLIK MUAMMOLARI (BIR MAQOL MISOLIDA)	458
D. V. Poshshaxo'jayeva Sidiqov Qosim Abilovich	«DUNYONING ISHLARI» QISSASIDAGI ONA, MAHALLA VA IYMON KONSEPTLARINING XORIJIY TARJIMALARDA LINGVOMADANIY QAYTA YARATILISHI	462
Abdullayev Shavkatjon Shokirjon o'g'li	O'ZBEK SATIRIK ADABIYOTINING TARIXIY SHAKLLANISH BOSQICHLARI	468
M.Parpibayeva	“DEVONU LUG‘ATIT TURK” ASARIDA LINGVOMADANIY BO'SHLIQLAR VA ULARNI TARJIMADA IFODALASH YO'LLARI	472
K.X.Mansurova	NEMIS FRAZELOGIK OLAM MANZARASI (AKA-UKA GRIMMLAR ERTAKLARI MISOLIDA)	477
MamashaevaMastura Mamasoliyevna	ERICH MARIA REMARQUE'S LIFE AND CREATIVE PATH	482
Boqiyeva Shaxnozabonu Botirjon qizi	THE USE OF ONLINE PLATFORMS TO FOSTER STUDENT ENGAGEMENT IN EFL CLASSES	486
Sobirova Iroda Zohidjon qizi	CHALLENGES AND STRATEGIES IN TEACHING ENGLISH FOR SPECIFIC PURPOSES IN UZBEKISTAN	491
Nishanova Tursunoy Abduvoxidovna Raximjonova Durdona Umedjon qizi	МАКТАБГАЧА ЁШДАГИ БОЛАЛАРНИ STEAM-ЁНДАШУВИ АСОСИДА НЕМИС ТИЛИ АЛИФБОСИНИ ЎРГАТИШ МЕТОДИКАСИНИ ТАКОМИЛЛАШТИРИШ	498
Qahharova Mahliyo Soxib qizi	THE EFFECT OF LEARNING VOCABULARY THROUGH STORIES ON STUDENTS' RETENTION	503
F.K.Shermatova	THE ROLE AND IMPORTANCE OF ARTIFICIAL INTELLIGENCE IN PHILOLOGY AND METHODOLOGY	506
Sadikova Dildora Nizomovna	THE INTERSEXUALITY OF SYMBOLS IN DAN BROWN'S ROBERT LANGDON SERIES: A SEMIOTIC ANALYSIS OF TRANSHISTORICAL MEANING-MAKING	513



<i>Turonboyeva Xilola Erkiyor qizi</i>	NEMIS VA O'ZBEK TAOM NOMLARINING TARJIMA JARAYONIDA YUZAGA KELADIGAN MUAMMOLAR	520
<i>Usmonov Tolibjon Ilxomjon o'g'li</i>	CHALLENGES AND SOLUTIONS OF GROUP WORK IN ENGLISH CLASSES	526
<i>Nodirjon To'xtaboyev Xolmirza o'g'li</i>	INTEGRATING COGNITIVE AND CONTEXTUAL APPROACHES TO VOCABULARY TEACHING IN EFL CLASSROOMS: A METHODOLOGICAL PERSPECTIVE	529
<i>Jafarov Botir Sattarovich Khamidova Kamolakhon Bobir kizi</i>	RATIONALITY, MORAL AMBIGUITY, AND PSYCHOLOGICAL CONFLICT IN DEATH UNDER SAIL BY CHARLES PERCY SNOW	535
<i>Xolmatova Qoriyaxon Sherzod qizi Daminjanov Sobirjon Muhammadjonovich</i>	SUN'IY INTELLEKT VA KELAJAK TEXNALOGIYALARI: TA'LIM TIZIMIDA ILMIY- AMALIY INNOVATSIYALAR	538
<i>Ziyaboyeva Sevara Saydulloyevna</i>	DEVELOPMENT TRENDS OF THE TERMINOLOGY SYSTEM IN MODERN TURKIC LANGUAGES	542
<i>G.Q.Meliqo'ziyeva</i>	MAKTABDA KIMYO TA'LIMI JARAYONINI O'YINLASHTIRISHDA PISA TOPSHIRIQLARIDAN FOYDALANISH	548
<i>Qozaqova Ma'rifat Maxamadali qizi Yoqubova Mubina Avazbek qizi</i>	IMPROVING SPEAKING SKILLS IN YOUNG LEARNERS THROUGH GAME-BASED ACTIVITIES	552
<i>Akmalova Mo'mina Ayub qizi, Raxmanova Dildora Abdulxamid qizi</i>	INGLIZ TILIDA "FUTURE TENSE" SHAKLLARINI O'QITISHDA KOMMUNIKATIV YONDASHUVNING SAMARADORLIGI	556
<i>Najmiddinov Jobir Zokirovich</i>	DRAMATURGLAR SAHNA ASARLARIDA DAVR MUAMMOLARINING AKS ETISHIDA O'XSHASH JIHATLAR VA O'ZIGA XOSLIKLAR	560
<i>Abdukayumova Umidaxon Akmaljon qizi</i>	"O'TGAN KUNLAR" ROMANIDA AYOLLARNING IQTISODIY VA IJTIMOY MUSTAQILLIGI	564
<i>Karimov Dilmurod Abdullahafizovich</i>	FORMS OF DEVELOPING STUDENTS' PATRIOTIC COMPETENCE BASED ON NATIONAL VALUES IN THE DIGITAL INFORMATION ENVIRONMENT	569
<i>Sh.A.Jamolidinova</i>	BO'LAJAK INGLIZ TILI O'QITUVCHILARINI TAYYORLASHDA TA'LIMDA UNIVERSAL DIZAYN (UDL) TAMOIYILINING NAZARIY ASOSLARI VA DIDAKTIK IMKONIYATLARI	572
<i>Maxmudjaova Maftuna</i>	TARIXIY ROMANCHILIKDA MADANIY-TARIXIY MUHIT VA UNING TARJIMADAGI O'RNI	577
<i>Үсөн уулу Маматаир Чыңгыз кызы Нуриза</i>	ОСОБЕННОСТИ ПРЕПОДАВАНИЯ РАЗГОВОРНОГО КИТАЙСКОГО ЯЗЫКА НА НАЧАЛЬНОМ ЭТАПЕ	581
<i>Үсөн уулу Маматаир, Касымбекова Тахмина Касымбековна</i>	КЫТАЙ ЖАЗУУСУНУН ЭВОЛЮЦИЯСЫНЫН ЭТАПТАРЫ ЖАНА ИЕРОГЛИФТИК ЖАЗУУНУН БИРИНЧИ РЕФОРМАСЫ	591



Sevara Ismailova	COMPARING TEACHER FEEDBACK TO AI FEEDBACK IN WRITING CLASSES	599
Xolmatova Maxbubaxon Axmadjon qizi	FIZIKA YO'NALISHI TALABALARINING INGLIZ TILIDA KASBIY KOMMUNIKATIV KOMPETENSIYASINI RIVOJLANTIRISH MODELI	604
Nishanova Tursunoy Abdivoxidovna Axadjonova Shodiya Akmalbek qizi,	BOSHLANG'ICH MAKTAB O'QUVCHILARINI NEMIS TILIGA O'QITISH METODIKASI STEAM YONDASHUVI ASOSIDA	609
Султонова Лолахон Эркинжон қизи	ПОЭТИКА УМОЛЧАНИЯ И ВЫТЕЧЕНИЯ В СТРУКТУРЕ ТРАВМАТИЧЕСКОЙ ПАМЯТИ (на материале романа Кадзуо Исигуро «Остаток дня»)	615
Abdupattayeva Maftuna Sohibjon qizi	THE METHODOLOGICAL CHARACTERISTICS FOR DEVELOPING ENGLISH PRONUNCIATION IN PRIMARY SCHOOLS	621
Nozima Mamadjanova Adxamovna	VIRTUAL REALLIK TEXNOLOGIYASINING TA'LIM JARAYONIDA TASAVVUR VA IJODIY FIKRLASHNI RIVOJLANTIRISHDAGI PEDAGOGIK IMKONIYATLARI	628
Saydaliyeva Mashhura Anvarjon qizi	MAKTAB O'QUVCHILARINING KOMMUNIKATIV SAVODXONLIGINI T'MINLASH PEDOGOGIK MUAMMO SIFATIDA.	632
Nozima Mamadjanova Adxamovna	VR TEXNOLOGIYALARI ASOSIDA INGLIZ TILINI O'QITISH: IMKONIYATLAR VA ISTIQBOLLAR	636
Saydaliyeva Mashhura Anvarjon qizi	CHET TILIDA NUTQNI TINGLAB TUSHUNISHDAGI QIYINCHILIKLAR	640
Muhammadjonov Oybek Sobirjon o'g'li	ZAMONAVIY ADABIYOTSHUNOSLIKDA QAHRAMON KONSEPSIYASINING ILMIY TALQINI	643
Jalolova Shakhnoza Valijon kizi	DEVELOPING SPEAKING AND COMMUNICATION SKILLS THROUGH DISTANCE LEARNING	656
Tojiboyev Ilhom Usmonovich	OVERLAP HODISASI: TUSHUNCHA, TERMIN VA ILMIY YONDASHUVLAR	661
Kukiboyeva Mahliyo Makhmudjanovna, Marcellino Berardo	IMPLEMENTATION OF STEWART HASE AND CHRIS KENYON'S THEORY OF HEUTAGOGY IN MODERN ELT CLASSROOMS	667



**FILOLOGIYA VA METODIKADA SUN'IY
INTELLEKTNING O'RNI VA AHAMIYATI**

2026-yil 22-23 may

***РОЛЬ И ЗНАЧЕНИЕ ИСКУССТВЕННОГО
ИНТЕЛЛЕКТА В ФИЛОЛОГИИ И МЕТОДОЛОГИИ***

2026-yil 22-23 may

***THE ROLE AND IMPORTANCE OF ARTIFICIAL
INTELLIGENCE IN PHILOLOGY AND METHODOLOGY***

May 22-23, 2026

2-nashr

Tehnik muharir;

Daminjanov Sobirjon Muxammadjonovich

Namangan davlat universiteti

23.05.2026 yilda bosishga ruhsat berildi.