



“TILLARNI O‘QITISH METODIKASI SOHASIDAGI ZAMONAVIY TILSHUNOSLIK VA ADABIYOTSHUNOSLIKNING DOLZARB MASALALARI”

I RESPUBLIKA ILMIY-AMALIY ANJUMAN

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**СБОРНИК МАТЕРИАЛОВ
РЕСПУБЛИКАНСКАЯ НАУЧНО-ПРАКТИЧЕСКАЯ
КОНФЕРЕНЦИЯ “АКТУАЛЬНЫЕ ВОПРОСЫ
СОВРЕМЕННОГО ЯЗЫКОВЕДЕНИЯ И
ЛИТЕРАТУРОВЕДЕНИЯ В СФЕРЕ
МЕТОДИКИ ПРЕПОДАВАНИЯ ЯЗЫКОВ”
11-12 МАРТ 2025 Г. САМАРКАНД**

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KIRISH SO'ZI

Zamonaviy ta'lim tizimining rivojlanishi va tillarni o'qitish metodikasining takomillashuvi o'zaro chambarchas bog'liq jarayonlardir. Bu sohalarda olib borilayotgan ilmiy izlanishlar nafaqat ta'lim jarayonini samarali tashkil etish, balki kelajakda bilimli va barkamol avlodni tarbiyalashda muhim omil bo'lib xizmat qiladi. Shu maqsadda, tillarini o'qitish va milliy va jahon adabiy merosini o'rganish nafaqat mamlakatimizda, balki xalqaro miqyosda ham dolzarb ahamiyatga ega.

Prezidentimiz Shavkat Mirziyoyev o'zining "O'zbekiston Respublikasining 2021–2026-yillarda Yangi O'zbekistonning taraqqiyot strategiyasi" dasturida ta'lim sohasiga alohida e'tibor qaratganlar. "O'zbekistonning kelajagi – bilimli va yuqori madaniyatga ega bo'lgan, turli sohalarda raqobatbardosh bo'lgan avlod. Bu avlodni tayyorlashda bilim va ma'naviyatni yuksaltirish, zamonaviy metodlarni qo'llash, yoshlarni dunyoqarashi va bilimni kengaytirish asosiy vazifa bo'lib qoladi" (O'zbekiston Respublikasi Prezidentining 2021–2026-yillarda Taraqqiyot strategiyasi).

Ushbu konferensiyada tillarni o'qitish metodikasining turli jihatlari, shu jumladan, o'zbek tilining va xalqaro tillarning o'qitilishi, shuningdek, ularning adabiyotshunoslik sohasidagi ahamiyati muhokama etilmoqda. Taqdim etilgan maqolalar, nafaqat tilshunoslik va adabiyotshunoslik sohalaridagi innovatsion yondashuvlar, balki butun dunyoda ta'lim va til o'qitishning zamonaviy metodlarini o'rganishga qaratilgan ilmiy ishlarni o'z ichiga qamrab oladi. Har bir maqola, turli tillarni o'rgatish jarayonida yuzaga keladigan muammolarni tahlil qilib, samarali yechimlar ishlab chiqish va ularni amaliyotga tatbiq imkoniyatlarini ko'rsatadi.

Zamonaviy ta'lim tizimida tillarni o'qitishning o'рни beqiyosdir. Til – nafaqat muloqot vositasi, balki millatning ma'naviyati, madaniyati va tarixiy xotirasining ifodasi hamdir. Shu bois, tilshunoslik va adabiyotshunoslik sohaları ta'lim jarayonida alohida muhim ahamiyatga ega. Xalqaro tillarni va adabiy merosni o'rganish, turli madaniyatlar va xalqlar o'rtasida muloqot va hamkorlikni rivojlantirishda muhim vosita hisoblanadi.

Shu nuqtayi nazardan, ushbu maqolalar to'plami turli tillarni o'qitishning samarali usullarini va adabiyotshunoslik sohasidagi yangi yondashuvlarni o'rganishga qaratilgan ilmiy tadqiqotlarni jamlab, bu sohalardagi muammolarni hal etishga xizmat qiladi. Konferensiya va maqolalar to'plami, ilmiy izlanishlarning samarasi amaliyotga tatbiq etilishi, ta'lim jarayonining sifatini oshirish va xalqaro miqyosda yurtimizning ilmiy salohiyatini mustahkamlashga yordam beradi.

Prezidentimizning ta'kidlashicha, "Ta'limni rivojlantirish – bu davlatning kelajagini belgilovchi eng muhim vazifadir." (O'zbekiston Respublikasi Prezidentining 2021-yil 6-oktabrdagi qarori).

Mazkur konferensiyada yoritilgan mavzular ilm-fan va ta'lim sohasidagi yangi izlanishlarni yoritib, ilmiy ishlanmalar va metodik tavsiyalar kelajakda tillarni o'qitish jarayonini yangi bosqichga olib chiqishda, ilmiy hamjamiyat va pedagogik jamoa uchun muhim qo'llanma bo'ladi. Bundan tashqari, xalqaro hamkorlikni yanada mustahkamlash va o'zaro bilim almashish imkoniyatlarini kengaytirish, O'zbekistonning ilmiy yutuqlarini dunyoga tanitish borasida muhim qadam bo'ladi. Konferensiya davomida taqdim etilgan tavsiyalar, nafaqat nazariy jihatdan, balki amaliyotda ham katta ahamiyatga ega bo'lib, o'zbek tilini va boshqa tillarni o'qitish jarayonida yangicha yondashuvlarni amalga oshirish imkoniyatini taqdim etadi. Har bir ilmiy ishlanma va tadqiqot, ta'limdagi yangiliklarni qo'llab-quvvatlash, til va madaniyatni rivojlantirishda samarali vosita bo'lib xizmat qiladi. Ishonchimiz komilki, ushbu ilmiy tadqiqotlar nafaqat ta'lim tizimining, balki jamiyatimizning ilmiy, ma'naviy va madaniy rivojlanishida mustahkam poydevor bo'ladi.

*Zarmed universiteti bosh direktori
Shukurlayev Dilshod Dalerovich*

**ZAMONAVIY TILSHUNOSLIKNING
BUGUNGI MUAMMOLARI**

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ISSUES OF MODERN LINGUISTICS

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**ПРОБЛЕМЫ СОВРЕМЕННОЙ
ЛИНГВИСТИКИ**

ВНУТРЕННИЕ И ВНЕШНИЕ ПРИЧИНЫ ФОНОЛОГИЧЕСКОЙ ИНТЕРФЕРЕНЦИИ

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Аннотация: В данной статье рассматривается явление интерференции как части социолингвистики, а также описаны психологические аспекты билингвизма, когнитивные процессы и восприятие языка носителями.

Ключевые слова: интерференция, лингвистика, социолингвистика, теория билингвизма.

Термин «интерференция» был введен в лингвистику представителями Пражской лингвистической школы в начале XX века, а его активное использование связано с работами второй половины века. Одним из важнейших вкладов в развитие теории интерференции является работа У. Вайнрайха «Языки в контакте» (1953), в которой подчеркивается, что взаимодействие языков, будь то в условиях билингвизма или при переводе, является основой для возникновения языковой интерференции. Это взаимодействие может быть как социолингвистическим, так и психолингвистическим и лингвистическим, и каждое из этих направлений рассматривается с различных позиций и подходов.

Социолингвистика, как область изучения, акцентирует внимание на социокультурных аспектах взаимодействия языков, исследуя, как социальные факторы (например, этнические, культурные или исторические) влияют на изменение языковых норм. Психолингвистика же сосредоточена на психологических аспектах билингвизма, изучая, как различие в языках влияет на когнитивные процессы и восприятие языка носителями. В отличие от них, лингвистика изучает взаимодействие языков в их внутренней структуре, фокусируясь исключительно на языковом аспекте — на элементах языка, их взаимодействии и изменениях. Иными словами, лингвистический аспект языковой интерференции исследует, как изменения в языке происходят под воздействием другого языка, вне зависимости от экстралингвистических факторов.

Теория языкового взаимодействия делится на два основных направления: теория языкового контакта и теория билингвизма. Первая занимается изучением влияния языков друг на друга, без учета носителей языка, в то время как вторая рассматривает взаимодействие языков с точки зрения их носителей. То есть теория контакта языка фокусируется исключительно на структуре и изменениях языка, тогда как теория билингвизма больше обращает внимание на влияние социокультурных и психологических факторов, определяя, как языки влияют друг на друга через личность носителя.

Лингвистическая интерференция, как явление, является отклонением от норм одного языка, возникающим в речи билингвов. У. Вайнрайх определяет интерференцию как отклонение от норм языка, вызванное знанием более одного языка. В.Ф. Макки рассматривает интерференцию как использование элементов одного языка при разговорах или письме на другом. В.Ю. Розенцвейг определяет межъязыковую интерференцию как

явление, при котором отклоняются нормы двух языков, соприкасающихся в речи двуязычных носителей. В.Ф. Карлинский рассматривает интерференцию как отклонение от нормы в виде замены одного языкового элемента из второго языка на эквивалент первого языка из-за межъязыкового сходства. Это подчеркивает тот факт, что интерференция возникает на основе взаимодействия и переплетения языков в контексте билингвизма.

Лингвистические исследования интерференции предполагают различные классификации и подходы. О.Ю. Инкова в своей работе выделяет два вида интерференции: языковую и речевую. Языковая интерференция — это устоявшиеся изменения, происходящие в языке под влиянием другого языка, а речевая интерференция — это временные, обратимые ошибки, возникающие в процессе перехода от одного языка к другому. Парадигматический и синтагматический аспекты интерференции, которые выделяет М. Джусупов, касаются различных уровней структурных элементов языка: парадигматический — это взаимосвязь единиц внутри системы языка, а синтагматический — это взаимодействие элементов в последовательности, например, в рамках слова или фразы. Эти виды интерференции влияют на использование языка на разных уровнях — как на уровне отдельных элементов (фонем, слов), так и на уровне их взаимодействия в предложении.

Кроме того, следует различать виды межъязыковой и внутриязыковой интерференции. Межъязыковая интерференция происходит в результате воздействия одного языка на другой в условиях билингвизма, когда элементы одного языка проникают в структуру другого. Внутриязыковая интерференция, с другой стороны, возникает, когда изменения происходят внутри одного языка, например, при переводе с иностранного языка на родной. Внешняя интерференция обычно наблюдается при переводе с родного языка на другой язык, а внутренняя — наоборот.

Когда мы рассматриваем интерференцию в контексте конкретных языков, таких как английский и узбекский, важно отметить особенности фонемных систем этих языков. Различия в акустических и орфографических признаках фонем могут привести к ошибкам в произношении и восприятии звуков. Например, в английском языке существует ряд гласных, которых нет в узбекском, и наоборот. Контрастное исследование систем гласных и согласных в этих языках помогает выявить специфические ошибки, связанные с интерференцией. Так, например, различия в произношении фонем, таких как /ʌ/ и /æ/, могут привести к искажению звуков в речи носителей узбекского языка, изучающих английский. Это связано с тем, что узбекская фонетическая система не всегда имеет точные аналоги для всех английских звуков.

Гласные фонемы в английском и узбекском языках могут проявлять различные акустические и орфографические совпадения и различия. Некоторые фонемы в этих языках могут совпадать как акустически, так и орфографически (например, /ɪ/ или /e/), другие — только акустически или орфографически. Например, узбекский звук /ʌ/ может быть выражен различными буквами в английском языке. Различия в восприятии и артикуляции этих фонем приводят к характерной интерференции в речи носителей узбекского языка при произношении английских слов.

Парадигматическая интерференция, описанная Вайнрайхом, включает несколько типов: 1) недодифференциация, когда носители языка не могут выделить отличительные признаки фонем иностранного языка; 2) сверхдифференциация, когда признаки родного языка переносятся на изучаемый язык; 3) субституция, когда одна фонема заменяет другую

на основе сходства; 4) переинтерпретация, когда восприятие звуков второго языка искажено из-за влияния родного языка. Эти типы интерференции наблюдаются на различных уровнях — от замены звуков до неправильного восприятия слов.

Синтагматическая интерференция возникает, когда носители узбекского языка переносят привычные фонетические особенности своего родного языка на английский, что приводит к ошибкам в произношении на разных уровнях слов. Например, узбекские носители могут вставлять дополнительные гласные звуки между согласными, как это часто происходит в их родном языке. Это проявляется в произношении таких слов, как *stop* или *sport*, где добавляется лишний звук, что приводит к синтагматической интерференции.

Ошибки синтагматической интерференции также связаны с переносом орфографических привычек. Например, в узбекском языке часто произносят каждую букву, что приводит к добавлению звуков при чтении английских слов. Это может быть заметно в словах, таких как *write*, *hour*, *knee*, где носители узбекского языка могут неправильно произнести их, добавляя звуки, что также свидетельствует о синтагматической интерференции.

С другой стороны, в узбекском языке часто встречаются слова с эпентезой — добавлением согласного между двумя гласными, как в словах *Said* или *soat*. Когда носители узбекского языка произносят английские слова, такие как *oil* или *fail*, они могут добавлять лишние согласные, что также является примером синтагматической интерференции.

Когда мы рассматриваем более подробное влияние синтагматической интерференции в контексте узбекского и английского языков, можно выделить ряд дополнительных аспектов. Например, узбекские носители языка могут сталкиваться с трудностями при произношении английских слов, содержащих определенные сочетания звуков, которые не встречаются в их родном языке. Это может привести к появлению ошибок как на уровне звуков, так и на уровне целых фраз или предложений.

Одним из таких аспектов является изменение интонационного и ритмического паттерна, характерного для узбекского языка. В отличие от английского, в котором важную роль играет акцент на определенные слоги, узбекский язык использует более ровное распределение акцентов. Это может повлиять на восприятие носителями узбекского языка ударений в английских словах, а также на интонацию в предложениях. Например, слова, такие как *record* или *permit*, могут произноситься с неверным акцентом, что также является проявлением синтагматической интерференции.

Кроме того, в узбекском языке часто встречаются словесные конструкции с определенной последовательностью элементов, например, в предложениях часто используется порядок слов, отличающийся от английского. Узбекские носители, изучающие английский, могут ошибаться в порядке слов в предложении, что также является частью синтагматической интерференции. Например, в английском языке порядок слов в предложении строго фиксирован, в то время как в узбекском языке существуют определенные гибкости в расположении элементов в предложении, что может вызвать ошибки при переводе или при составлении английских предложений.

Нельзя не отметить, что такие синтагматические ошибки могут проявляться и в письме. Узбекские студенты, пишущие на английском языке, могут переносить характерные для своего родного языка орфографические особенности, такие как чрезмерное использование гласных или неправильное сочетание согласных и гласных, что также ведет к синтагматической интерференции. Например, в английском языке есть

множество слов с определенными гласными сочетаниями, которые могут быть трудно воспроизведены носителями узбекского языка, что затрудняет их произношение и орфографическое воспроизведение.

Эти аспекты синтагматической интерференции не только влияют на коммуникацию между носителями разных языков, но и оказывают значительное воздействие на процесс обучения языку, заставляя лингвистов и преподавателей учитывать их в своей практике для повышения эффективности преподавания и коррекции ошибок.

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REPRESENTATION OF THE CONCEPTS OF "HUMAN AND NATURE" IN THE WORKS OF DORIS LESSING

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Representation of the concepts "Man and Nature" in the novels of Doris Lessing.

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Abstract: This article examines the interpretation of the concepts of "nature and man" in the works of English writer Doris Lessing. Lessing, in his works, deeply analyzes the complex relationship between man and nature, showing the interdependence between these two concepts. In his works, nature appears not only as a background, but as an integral part of human life. Lessing sees nature as an important factor in the formation of the human psyche and psychology, which leads to the study of the interaction between the inner world of man and the external environment in his works.

Keywords: Doris Lessing, literature, nature, human, dependence, mental state, problems, life, psychology.

Among the numerous themes in Doris Lessing's early prose, the understanding of humanity and the surrounding nature dominate. The peculiarities of the artistic representation of these issues in the works of her early short fiction are the focus of this article. The relationship between nature and humanity in the stories from Doris Lessing's African period defines the internal space of the literary work, becomes a key aspect of the plot's development, significantly influences the formation and development of the characters, and constitutes the essence of the author's concept. Therefore, it is possible to speak about the emergence of the concepts of "nature" and "humanity" in Doris Lessing's early prose.

Although Lessing acknowledges the falseness and inconsistency of the myth of the empty land, she recognizes that there is an element of primordiality and wildness in this region, which challenges, frightens, but also attracts settlers. In her stories, the author shows that this phenomenon can be observed even on farms with cultivated land. It can be confidently stated that the first shade of primordiality, wildness (the first component or layer according to Y.S. Stepanov) of the concept of "nature" in Doris Lessing's stories emerges from the existing socio-linguistic and historical peculiarities. Therefore, paying close attention to the concept of "nature" not only allows for the analysis of Lessing's stance toward the natural world but also:

1. examines how the writer depicts the wildness and unexplored areas of Africa, and through this presents a complete and complex picture of the settler society in her stories;
2. demonstrates how the author shows different types of relationships between the settlers and the wild African landscape, and how this characterizes them (which brings forth the concept of "human");
3. identifies the differences between settlers and indigenous people, primarily in their relationship with nature (which brings forth the concept of "human");
4. determines the value of this wild land for Doris Lessing and the place of humans within it, i.e., outlining the role and significance of the concepts of "nature" and "human" in the early stories of Doris Lessing.

Nature and humanity in Doris Lessing's stories are in constant interaction, typically being the driving forces that shape the plot's development. The primary component of the concept of "nature" — primordially, wildness, untamed — can also be applied to humans. The concept of "human" in Lessing's works always carries a dual nature, presenting contrasts: "settler" – "indigenous person." Each of these has a dual possible reading: "settler" – "civilized"/"colonial"; "indigenous person" – "native" / "savage." Each of the two variations of the "human" concept has its own distinct features. For example, some of the settlers depicted in Lessing's works refuse to stay in a house for long and prefer to roam the bush under the starry sky, "subjugating the wild nature to themselves." The indigenous people, although they live in their homes, differ from the settlers in their closeness to the natural environment. Their knowledge of wild plants, for instance, can be seen in the story *No Witchcraft for Sale*, in which the servant Gideon heals a boy's eyes with plants from the bush. Gideon perceives the "bush" not as an unexplored wilderness, but as a well-known territory. The component of wildness, untamed nature in the concept of "nature," in the sense of "uncivilized," is brought into Africa through the settler culture, marking the perspectives of the continent in terms of its explored state, reflecting the settler's experience. As we can see, it is the colonial context of the stories that introduces the component of primordial wildness of the environment into the concept of "nature," thereby reflecting one of the goals of colonial politics — "taming," "subduing" this wild land to bring it under control.

Thanks to the component of primordial wildness in the environment, the concept of "nature" in Doris Lessing's works becomes one of the most important aspects of portraying the colonial world. Through the description of the relationship between settlers and nature, the surrounding world, the author manages to recreate the mentality of contemporary colonizers, showing their true attitude toward Africa and dismantling the stereotype of the settler created in society. Thus, Lessing's use of the concept of "nature" provides an opportunity to see the weaknesses of settler society and demonstrates its complexity and ambiguity. The author's stance reflects Doris Lessing's critical view of many aspects of the life of white settlers.

The concept of "nature" in Lessing's works is presented as a complex system: depictions of nature are conveyed through the narrator, who focuses the reader's attention on them in the text. These descriptions of nature serve as an indirect, intricate structure of primary reality, which, in turn, conveys important information about the narrator and the characters who come into focus within the narrative. Their perception and evaluation of the surrounding nature provide clear insights into their origins and cultural values. In this way, the concept of "nature" modulates various manifestations of the concept of "human." This was confirmed in an interview with Doris Lessing in 1964, where she emphasized that her stories address not only the issue of "colored populations" but also the impact of the natural world on the human world:

"Back then, I wrote short stories set in the region where I grew up, where isolated white farmers lived far apart on their properties... People who could have been perfectly ordinary citizens in a society like English society, to which they were supposed to conform, could become completely wild eccentrics, something they wouldn't have dared to be anywhere else... I don't think my memory is deceiving me, but I think people of 'colored races' would return to South Rhodesia due to the impossibility of finding living space for themselves" [7: 3].

In Doris Lessing's works, the interconnection of the concepts of "nature and humanity" is expressed deeply and complexly. In her works, nature is considered an inseparable part of human life, further enhancing the interaction between the internal and external worlds of a person. Lessing presents nature not only as a backdrop but also as an important factor in shaping the human psyche.

Her works address themes such as the relationship between nature and humanity, ecological issues, and humanity's responsibility toward nature. Lessing emphasizes the need for a change in humanity's attitude toward nature and urges readers to deepen their understanding of the relationship between nature and humanity.

So, in the works of Doris Lessing, through its exploration of the relationship between nature and humanity, focuses on environmental issues in contemporary literature and highlights the need to increase humanity's responsibility toward nature. This, in turn, helps students better understand the complex relationships between nature and humanity.

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THE ISSUE OF INTERRELATION OF LANGUAGE AND POLITICS

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Abstract: This article defines the role of political terms in linguistics. The issue of the relationship between language and politics in the political process of society has been discussed. The importance of correct use of linguistic units is shown in the implementation of policy.

Keywords: political science, political term, language policy, linguistic factors, extralinguistic factors, policy instrument.

Each language is an open mirror reflecting the material and spiritual world, the integrity and existence of the speaker of this language, and is closely connected with the work and social activities of a person. Language itself is defined by a culture. We cannot be competent in the language if we do not also understand the culture that has shaped and informed it [1]. Therefore, any event or change that occurs in society is first of all reflected in the language. In the course of historical and socio-economic development, the vocabulary of the language is consistently developed and enriched. This wealth arises from the emergence of new words and terms expressing new concepts that have arisen as a result of the development of society. The vocabulary of our language, its lexical-semantic system, is constantly changing, while words denoting concepts or names of objects that are rarely used by members of society fall out of use as archaic words, and their place is taken by new words [7]. However, the number of words that fall out of use will be significantly less than the number of newly coined words. But in some cases, it may be the other way around. Of course, the withdrawal of lexical units from use occurs on the basis of linguistic and extralinguistic factors, the nature of language and the laws of language development. In this case, two main phenomena are observed:

1. With the disappearance of phenomena in society and nature, the words denoting them also fall out of use, leave the vocabulary of the modern language and become historical words.
2. In the process of language development, lexical units that cannot accurately, fully and precisely convey the meaning of an event, phenomenon or object fall out of use, and their place is taken by lexical units that accurately, fully and precisely convey their meaning [5].

The constant enrichment of vocabulary, as a social phenomenon, is one of the most fundamental laws of language development. Lexical development manifests itself in different ways and at different levels in different periods of society's development. New words are not invented, but rather existing word-formation affixes in the language, that is, the internal capabilities of a particular language and borrowings from another language. Invented words constitute a very small number in different languages. Russian linguist E.A. Zemskaya writes: "Let's think for a minute, let's say a new word is created without any connection to the old word. Then mastering the language would become extremely difficult, or impossible. The way to enrich the vocabulary is to further simplify its use and, most importantly, to describe the interconnected events and phenomena of real life through the existing interconnected words in the language. Thus, the relationship between words in language reflects the relationship between real objects and real events" [6].

The vocabulary of the language is constantly enriched with new words, as a result of which the language also develops. The main part of new words are terms. The development of science and technology gives rise to new terms and lays the foundation for technical progress. The reason is that science or industry cannot develop properly without scientific terminological support. Any change in society is first reflected in the language. At certain periods in the development of society, there are cases when the terminology of a particular area goes beyond certain narrow boundaries and is widely used in the common language. In particular, over the years of Uzbekistan's independence, many terms related to socio-political terminology have penetrated into the unlimited layer of literary language and are widely used in everyday speech. Terms such as "addressee," "bankrupt," "stock exchange," "dollar," "guest worker," "inventory," are actively used in our language as a product of independence [3].

As you know, words in every language have several meanings. The specific meaning of polysemantic words is determined by the context and structure of the sentence. Such words play an important role in making speech expressive, lively, concise and beautiful. At the same time, there are words that express one concept, limited to the scope of each language and having, basically, one meaning. Such words are found in various fields such as science, technology, art, politics, language and literature, crafts. In these areas, all attention is paid to the text alone. Therefore, the scientific, technical and political spheres require very clear speech.

As mentioned above, in order to be understandable to everyone, in linguistics, words related to the sphere of politics must be clearly defined, since politics, by its nature, has content that is constantly updated and reflects the latest news in the development of society and the state. Therefore, it is difficult to form a single universal model of political terms. Political science, within the framework of its subject, seeks to scientifically substantiate changes in the political life of society. This demonstrates the importance of studying political terms, which are an integral part of political science.

K.M. Musaev compares terminology as the vocabulary of a language with one city. In his opinion: "Although the terminology is built on the basis of a single plan, it does not appear suddenly. It is formed on the basis of historical conditions; different architects, designers, and inventors of different generations participate in its creation. They build each construction project after carefully studying it. This is what determines the specific complexity in regulating terminology [4].

Language plays an active role in the world of politics, and this role is constantly evolving. Political terms are a necessary tool of politics and power; they not only reflect reality, but also shape it through information influence. It ensures the transmission of political information, the formation of socio-political ideals, norms and values, and political convictions of citizens. Politics, in turn, serves as an effective factor in the development of language and linguistic relations.

Language is not only a means of communication, but also an instrument of control that determines the political behavior of citizens. In turn, the policy pursued by our state in the area of language planning and development has a great influence on its development and functioning. Therefore, we can talk about two aspects of the interaction between language and politics: 1) language as an instrument of politics 2) language as an object of politics. "In the first case, we are talking about the implementation of policy through language: here language is used as a means of influencing society to achieve certain political goals. Thus, language is a determining factor of political behavior and an instrument of political control.

It can be said that political knowledge occupies a special place in the development of society, and on this basis, it is possible to properly organize state and social construction and management. Today, the widespread development of political knowledge is shaping new views on political processes and political institutions. As a result, there is a need to modernize public administration and carry out large-scale reforms.

As is known, from the first days of independence, Uzbekistan embarked on the path of building a sovereign democratic state. The process of modernization in Uzbekistan continues today. On February 7, 2017, at the initiative of the President of the Republic of Uzbekistan Shavkat Mirziyoyev, the "Action Strategy" was announced, consisting of five priority areas aimed at the further development of Uzbekistan in 2017-2021. These priority areas directly cover issues related to reforming state and public administration, developing the judicial and legal system, liberalizing the economy, strengthening activities in the social sphere, security and the effective implementation of foreign policy .

In addition, the Decree of the President of the Republic of Uzbekistan Shavkat Mirziyoyev dated September 11, 2023 on the Strategy "Uzbekistan-2030" was published, which defines nine main areas of radical reform of the public administration system. This is also of great importance for the development of political knowledge in our country.

If we consider two ways in which language and politics interact, we can conclude that language and politics are closely interrelated. Specially selected linguistic units perform the function of linguistic influence, facilitating the implementation of political goals and relations. Politics, in turn, determines the direction of language development, its place and status in the country. Language is thus an integral part of the relationship between politics and power. However, we must not forget that state policy, like the state itself, depends largely on the language that shapes thinking and the cultural gene pool that unites the population into a single nation .

To sum up, it can be said that new political concepts and theories are being put forward every day in scientific centers of the world, and political science is being enriched with topics covering contemporary issues. Therefore, raising work in this area to a new level is one of the priority tasks in our country. This once again proves the need to study the stages of development, assimilation and application of political terms in everyday life.

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LOGISTIKA TA'LIM YO'NALISHI TALABALARINI KASBIY INGLIZ TILI MULOQOTIGA O'QITISHDA MADANIYATLARARO YONDASHUVNING IJTIMOIIY AHAMIYATI

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Annotatsiya. Mazkur maqolada logistika ta'lim yo'nalishi talabalarining kasbiy ingliz tili muloqotini shakllantirishda madaniyatlararo yondashuvning ijtimoiy ahamiyati tahlil qilinadi. Ushbu yondashuv kasbiy muloqot samaradorligini oshirish, madaniy tafovutlarni anglash va global biznes muhitiga moslashishga yordam beradi.

Kalit so'zlar: madaniyatlararo yondashuv, kasbiy ingliz tili, logistika ta'limi, muloqot strategiyalari, global biznes muhit.

Kirish. Madaniyatlararo muloqot – bu turli madaniyatlarning vakillari o'rtasida ma'lumot, fikr, tuyg'u va qadriyatlarni almashish jarayoni bo'lib, u faqatgina til bilimlarini emas, balki madaniy kodlar, an'analar, odatlar va dunyoqarashlar o'rtasidagi o'zaro tushunishni ham o'z ichiga oladi. Zamonaviy dunyoda globalizatsiya jarayonlari tezlashgani, xalqaro migratsiya, turizm, savdo-sotiq va texnologiyalar rivoji tufayli turli madaniyatlar vakillari o'rtasidagi aloqalar tobora kengayib bormoqda. Shu sababli, madaniyatlararo muloqot nafaqat shaxsiy, balki ijtimoiy, iqtisodiy va siyosiy jihatdan ham katta ahamiyat kasb etmoqda.

Madaniyatlararo yondashuvning asosiy vazifasi – turli madaniyatlarning vakillari o'rtasida hamjihatlik va o'zaro tushunishni ta'minlashdir. Bu jarayonda madaniy farqlarni anglash, ularni qadrlash va ularga nisbatan tolerantlik bilan munosabatda bo'lish muhim ahamiyatga ega. Madaniyatlararo muloqot faqatgina tildan foydalanishni emas, balki nutqdan tashqari muloqot vositalarini (mimika, jestlar, madaniy odatlar) ham o'z ichiga oladi.

Mazkur muloqot turining ahamiyati shundaki, u turli madaniyatlarning vakillari o'rtasidagi to'qnashuvlarning oldini oladi, ijtimoiy hamjihatlikni mustahkamlaydi va global hamjamiyatda tinchlik va barqarorlikni ta'minlashga xizmat qiladi. Xususan, logistika kabi global sohalarida ishlaydigan mutaxassislar uchun madaniyatlararo muloqot qobiliyati – bu nafaqat kasbiy muvaffaqiyat, balki xalqaro hamkorlikni samarali amalga oshirishning asosiy sharti hisoblanadi.

Madaniyatlararo yondashuv zamonaviy ta'lim tizimida muhim o'rin tutadi va u talabalarni global dunyoning ko'p qirrali va madaniy jihatdan xilma-xillik bilan to'la sharoitlariga tayyorlashga qaratilgan. Bu yondashuv ta'lim jarayonida nafaqat bilim va ko'nikmalarni o'zlashtirishni, balki talabalarining madaniy xilma-xillikni qadrlash, turli madaniyatlarni chuqur tushunish va ular bilan samarali muloqot qilish qobiliyatini rivojlantirishni nazarda tutadi. Madaniyatlararo yondashuvning ta'limdagi o'rni shundaki, u talabalarni nafaqat o'z madaniyatini, balki boshqa madaniyatlarni ham chuqur anglash va ularga nisbatan hurmat bilan munosabatda bo'lishga o'rgatadi. Bu jarayon talabalarining madaniy kompetensiyasini oshirish, ularning dunyoqarashini kengaytirish va ularni global muammolarni hal qilishga tayyorlashga xizmat qiladi. Xususan, zamonaviy ta'limda madaniyatlararo yondashuv orqali talabalarga turli madaniyatlarning qadriyatlari, an'analari, nutqdan tashqari muloqot usullari va madaniy kodlari

haqida bilim beriladi. Ushbu yondashuvning ta’limdagi ahamiyati quyidagi jihatlarida namoyon bo’ladi: [2]

1). Madaniy xilma-xillikni qadrlash: Ta’lim jarayonida turli madaniyatlarning vakillari o’rtasidagi farqlarni anglash va ularni qadrlashga o’rgatiladi. Bu talabalarning tolerantlik va ochiq fikrlik xususiyatlarini rivojlantirishga yordam beradi.

2). Global kompetensiyalarni shakllantirish: Madaniyatlararo yondashuv talabalarni global dunyoda muvaffaqiyatli ishlash uchun zarur bo’lgan ko’nikmalar – madaniyatlararo muloqot, hamkorlik va muammolarni hal qilish qobiliyatlarini rivojlantirishga yordam beradi.

3). Ijtimoiy hamjihatlikni mustahkamlash: Turli madaniyatlarning vakillari o’rtasidagi muloqotni yaxshilash orqali ijtimoiy hamjihatlik va barqarorlikni ta’minlashga hissa qo’shadi.

4). Kasbiy tayyorgarlikni oshirish: Xususan, logistika kabi global sohalarida ishlaydigan mutaxassislar uchun madaniyatlararo yondashuv asosida tayyorlanish – bu xalqaro hamkorlikda muvaffaqiyat qozonishning asosiy sharti hisoblanadi.

Madaniyatlararo yondashuv ta’limda faqatgina nazariy bilimlarni emas, balki amaliy ko’nikmalarni ham rivojlantirishga qaratilgan. Misol uchun, talabalarga turli madaniyatlarning vakillari bilan muloqot qilish, madaniy stereotiplarni bartaraf etish va madaniy to’qnashuvlarni hal qilish usullari o’rgatiladi. Bu jarayon darsliklar, o’quv materiallari, simulyatsiyalar, role-play (rol o’ynash) va xalqaro loyihalar orqali amalga oshiriladi.

Kasbiy ingliz tili muloqoti – bu faqatgina tilni grammatik jihatdan to’g’ri ishlatishni emas, balki turli madaniyatlarning vakillari bilan samarali va maqsadga muvofiq muloqot qilishni ham nazarda tutadi. Zamonaviy dunyoda ingliz tili global muloqotning asosiy vositasi hisoblanadi, ammo turli madaniyatlarning vakillari o’rtasidagi muloqotda faqat til bilimi yetarli emas. Madaniyatlararo kompetensiya – bu turli madaniyatlarning xususiyatlarini tushunish, ularga nisbatan hurmat bilan munosabatda bo’lish va ular bilan samarali muloqot qilish qobiliyatidir.

Kasbiy ingliz tili muloqotida madaniyatlararo kompetensiyaning ahamiyati shundaki, u turli madaniyatlarning vakillari o’rtasidagi muloqot jarayonini yengillashtiradi va uni samaraliroq qiladi. Xususan, logistika kabi global sohalarida ishlaydigan mutaxassislar uchun bu kompetensiya – bu nafaqat xalqaro hamkorlikni muvaffaqiyatli amalga oshirish, balki shartnomalar, muzokaralar va boshqa kasbiy jarayonlarda to’qnashuvlarning oldini olishning asosiy sharti hisoblanadi. [3]

O‘zbekistonda kasbiy ingliz tilini o‘qitish davlat ta’lim siyosatining ustuvor yo‘nalishlaridan biri hisoblanadi. Mamlakatda ta’lim sifatini oshirish va xalqaro mehnat bozorida raqobatbardosh mutaxassislar tayyorlash maqsadida ingliz tiliga katta e’tibor qaratilmoqda. Ayniqsa, so‘nggi yillarda kasbiy yo‘nalishlarga ixtisoslashgan ingliz tili kurslari va dasturlarining joriy etilishi kuzatilmoqda.

O‘zbekiston Respublikasi Prezidentining 2021-yil 19-maydagi "Ingliz tilini o‘rganish tizimini takomillashtirish chora-tadbirlari to‘g‘risida"gi qarori asosida kasbiy ingliz tili bo‘yicha yangi o‘quv dasturlari ishlab chiqildi. Shuningdek, 2013-yildagi "Chet tillarni o‘qitish tizimini yanada takomillashtirish chora-tadbirlari to‘g‘risida"gi PQ-1875-sonli qaror asosida oliy ta’lim muassasalarida chet tillari, jumladan, kasbiy ingliz tili fani majburiy qilib belgilandi. Hozirda O‘zbekiston universitetlari va muhandislik ta’limi muassasalarida kasbiy ingliz tilini o‘qitish quyidagi tamoyillarga asoslanadi:

- integrativ yondashuv – talabalarga nafaqat umumiy ingliz tili, balki ularning mutaxassisligi bo‘yicha maxsus terminologiyani o‘rgatish.
- kommunikativ kompetensiya – mutaxassislar xalqaro biznes aloqalarida samarali muloqot qilishlari uchun amaliy mashg‘ulotlarga e’tibor qaratiladi.

- madaniyatlararo yondashuv – turli millat vakillari bilan ish yuritish ko'nikmalarini shakllantirish.

Logistika sohasida ishlovchi mutaxassislar uchun "Business English", "English for Logistics", "Professional Communication in Logistics" kabi maxsus kurslar yo'lga qo'yilgan. - Toshkent davlat transport universiteti, Jahon iqtisodiyoti va diplomatiya universiteti, Turin politexnika universiteti kabi bir qator OTMlarda logistika va xalqaro transport aloqalari bo'yicha ingliz tili kurslari mavjud. - Ayrim universitetlar **CLIL (Content and Language Integrated Learning)** metodikasidan foydalanib, logistikaga oid darslarni bevosita ingliz tilida olib borishga harakat qilmoqda. - Xalqaro tashkilotlar bilan hamkorlikda **IELTS, TOEFL, ESP (English for Specific Purposes) sertifikatlarini olish** talabalarning kelajakda xalqaro kompaniyalarda ishlash imkoniyatini oshirmoqda.

Kasbiy ingliz tilini o'qitishda turli xil muammolar hamda istiqbollarni quyida keltirib o'tamiz: [5]

- Muammo: Ko'plab universitetlarda ingliz tilida dars beradigan yetarli mutaxassislar yetishmaydi.
- Muammo: Logistika kabi sohalar bo'yicha maxsus ingliz tilida tayyorlangan o'quv materiallari kam.
- Istiqbol: 2024-2030-yillarga mo'ljallangan ta'lim strategiyasiga ko'ra, kasbiy ingliz tili kurslarini kuchaytirish va xalqaro ta'lim dasturlarini ko'paytirish rejalashtirilgan.
- Istiqbol: Talabalarni xalqaro amaliyotlarga jalb qilish va ularning kasbiy ingliz tilini mustahkamlash uchun xorijiy kompaniyalar bilan hamkorlik kengaytirilmoqda.

O'zbekiston ta'lim tizimida kasbiy ingliz tilini o'qitish yo'lida katta islohotlar amalga oshirilmoqda. Ayniqsa, logistika yo'nalishida mutaxassislarni tayyorlashda madaniyatlararo yondashuv, terminologik lug'at bazasini kengaytirish va amaliy mashg'ulotlarni kuchaytirish kabi yo'nalishlar dolzarb bo'lib qolmoqda. Logistika ta'lim yo'nalishi talabalarini ingliz tili muloqotiga o'qitishda madaniyatlararo kompetensiyaning kasbiy ingliz tili muloqotidagi ahamiyatini quyidagi jihatlarda ko'rish mumkin:

1). Madaniy farqlarni anglash va ularga moslashish: Turli madaniyatlarning vakillari o'rtasida muloqot qilishda madaniy farqlarni hisobga olish muhim ahamiyatga ega. Misol uchun, ba'zi madaniyatlarda rasmiylik va an'anaviylik muhim rol o'ynasa, boshqalarida esa qat'iyatsizlik va ochiqlik ustunlik qiladi. Madaniyatlararo kompetensiya shu farqlarni anglash va ularga moslashishga yordam beradi. [7]

2). Madaniy stereotiplarni bartaraf etish: Kasbiy muloqotda madaniy stereotiplar to'siq bo'lishi mumkin. Madaniyatlararo kompetensiya orqali talabalar va mutaxassislar stereotiplarni tan olish va ularni bartaraf etish usullarini o'rganadilar.

3). Nutqdan tashqari muloqotni tushunish: Turli madaniyatlarda mimika, jestlar, masofa va vaqtga nisbatan munosabatlar turlicha bo'lishi mumkin. Madaniyatlararo kompetensiya shu jihatlarni hisobga olib, muloqot jarayonini yanada samarali qilishga yordam beradi. [10]

4). Muzokaralar va kelishuvlarda samaradorlik: Logistika sohasida xalqaro shartnomalar, muzokaralar va kelishuvlar keng tarqalgan. Madaniyatlararo kompetensiya mutaxassislarga turli madaniyatlarning vakillari bilan kelishuvlarga erishishda yordam beradi.

Madaniyatlararo kompetensiyani rivojlantirish jarayoni ta'limda innovatsion usullar va yondashuvlarni qo'llashni talab qiladi. Misol uchun, talabalarga turli madaniyatlarning vakillari bilan muloqot qilish imkoniyatini beruvchi simulyatsiyalar, role-play (rol o'ynash), xalqaro loyihalar va virtual hamkorlik platformalari kabi usullar qo'llaniladi. Bundan tashqari, darsliklar

va o'quv materiallarida turli madaniyatlarning xususiyatlarini aks ettiruvchi misollar va vazifalar mavjud bo'lishi kerak. Kasbiy ingliz tili muloqotida madaniyatlararo kompetensiyaning ahamiyati shundaki, u nafaqat tilni o'zlashtirishni, balki turli madaniyatlarning vakillari bilan samarali muloqot qilishni ham ta'minlaydi. [9]

Shunday qilib, madaniyatlararo muloqot tushunchasi zamonaviy jamiyatda tobora keng qo'llaniladigan va rivojlanayotgan soha bo'lib, u insonlar o'rtasidagi hamjihatlikni mustahkamlash, madaniy xilma-xillikni qadrlash va global muammolarni hal qilishda muhim rol o'ynaydi.

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**АНАЛИЗ СИТУАЦИИ И ПРОБЛЕМ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ
СТУДЕНТАМИ ТЕХНИЧЕСКИХ ВУЗОВ И ИСПОЛЬЗОВАНИЕ
КОМПЬЮТЕРНЫХ ТЕХНОЛОГИЙ ПРИ РАЗРАБОТКЕ ЭЛЕКТРОННОГО
ПОСОБИЯ**

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Аннотация: В статье анализируются проблемы изучения русского языка студентами технических вузов и значение разработки электронного учебного пособия как средства их решения. Отмечается, что переход Узбекистана на латинскую графику создает сложности в усвоении русской грамматики. Рассматриваются вопросы эффективной организации учебного процесса с использованием инновационных методик, в частности компьютерных технологий. Описывается структура электронного пособия, его тестовые задания и методические подходы, ориентированные на самостоятельное обучение. Обосновывается необходимость непрерывного развития методической компетенции преподавателей русского языка и подготовки инженерных кадров на основе медиа-технологий.

Ключевые слова: русский язык, техническое образование, электронное учебное пособие, инновационное обучение, медиа-технологии, методическая компетенция, тестовая система, самостоятельное обучение.

Инновационное образование в современном мире – это предпосылка теоретического переосмысления образовательной практики выхода из ситуации через развитие современной методологии и теории педагогического образования. Наиболее реальным примером является русский язык, ставший языком международного общения. Все больше и больше людей ощущают потребность в способности грамотно общаться, понимать, обрабатывать и передавать информацию на неродном для них языке.

Еще необходимо указать, что в связи перехода в Узбекистане с кириллицы на латинский шрифт, очень сложно стало учащимся усвоение русской грамматики. Поэтому использование различных инновационных методов на уроках, облегчают усвоению русского письма, а применение электронных учебных пособий в образовательном процессе способствует формированию научно-исследовательской, поисковой и самостоятельной деятельности.[1,с.125-127]

Структура электронного пособия выглядит следующим образом:

- теоретическая часть;
- самостоятельный практикум;
- тестирование;
- справочная часть;
- литература;
- глоссарий.[2, 274-280]

В разделе «Тестовые задания» приведены тесты по всем главам. Тесты включают разные виды заданий: простой выбор - один правильный ответ из 4-6 ответов, сложный выбор из множества - два или три ответа из 6-10.

Контрольные вопросы приведены после каждой темы. Здесь также имеются задачи двух уровней для самостоятельного решения.[3,387-390]

Из-за перечисленных выше проблем и недостатков, выпускники, приступающие к работе в сфере технического образования, вначале своей деятельности сталкиваются с трудностями. Во-первых, это постоянная работа над собой для формирования собственных навыков и необходимого уровня мастерства. Во-вторых, данная ситуация требует у специалиста с неразвитыми коммуникативными способностями, специалиста с высоким уровнем мастерства, готового к инновационной деятельности.

Для определения факторов непрерывного развития методической компетенции преподавателя русского языка, проводится сравнительный анализ учебных программ бакалавриата.

Эта актуализация обусловлена следующими обстоятельствами:

- в условиях образовательного плюрализма необходимо, чтобы
- преподаватель предмета русского языка должен учить современные научно-педагогические подходы, умение самостоятельного решения методических задач к повседневной педагогической деятельности;
- развитие интереса к научной и учебно-методической деятельности может идти через призму непрерывного развития методической компетенции преподавателя.

Выбор методов обучения русскому языку в педагогическом процессе представляется одним из важнейших вопросов.

Итак, профессиональные понятия на русском языке включают в себя приемы или технологические процессы в определенной области развития, работу будущего специалиста в определенной области, а также знания, составляющие основу профессиональных навыков и компетенций.[4. 141-154]

Медиаобразование преследует две равные цели - развитие интегративного подхода к медиатекстам, а также развитие коммуникативных, профессиональных, творческих способностей студентов, то есть умение получать, создавать и передавать медиатексты. «Навыки медиакоммуникации (компетенция, осведомленность) - это компетенция в восприятии, создании и передаче сообщений через технические и семиотические системы с учетом их ограничений. Он основан на профессионально-критическом подходе, а также на способности участвовать в медиа-коммуникациях с другими на основе их профессиональных знаний

В совершенствовании информационных навыков будущих инженеров к производственной деятельности на русском языке, основанного на медиа технологий в высших технических образовательных учреждениях, является важным фактором в их подготовке к технической профессиональной деятельности и повышении качества методики обучения русскому языку.

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THE RELATIONSHIP BETWEEN LINGUISTIC IMAGES AND COGNITIVE CONCEPTS

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Abstract: This article explores the relationship between linguistic images and cognitive concepts, emphasizing the role of language in shaping human perception and knowledge. Linguistic images, including visual, auditory, and metaphorical representations, serve as cognitive tools that reflect individual and cultural worldviews. The study discusses two primary cognitive approaches—logical and experimental—and highlights their significance in understanding language and cognition. Additionally, the research examines the integration of gestalt principles, prototypes, and conceptual structures in the formation of linguistic images. The findings suggest that linguistic images contribute to the organization and transmission of knowledge, shaping conceptual understanding and communicative interactions.

Keywords: Linguistic images, cognitive concepts, cognition, metaphor, prototype, gestalt, conceptualization, semantics

The image is considered as an integral part of the cognitive analysis of the lexeme. “Cognition” is related in content to the term “knowledge”. The knowledge that occurs in the process of thinking activity will have different manifestations and characteristics. This difference lies in what way and for what purpose knowledge is mastered in the initial place [Safarov, 2006: 10].

Since language is the main means of strengthening, preserving, processing and transmitting knowledge, knowledge is inextricably linked with language. According to N.N. Boldirev, from the point of view of cognitive semantics, the complete semantic characteristic of a particular linguistic phenomenon includes taking into account not only the objective characteristics of the described situation, but also the peculiarities of its perception, appropriate knowledge, purpose, choice of specific linguistic units and point of view, the presence of concentration on certain episodes [Boldirev, 2002: 18]. In this regard, two approaches are distinguished in the cognitive analysis of linguistic phenomena: logical and experimental. The logical approach is based on logical-conceptual, theoretical modeling of the relationship between language and knowledge. The experimental approach is based not on logical rules and features, but on the experience of interaction with the external world.

A linguistic image is a feeling, imagination and thoughts expressed through language. These images are formed by means of language and reflect a person's worldview, way of thinking and inner feelings. Linguistic images create harmony through the visual, audiovisual, metaphorical and symbolic properties of language.

Linguistic images can be divided into the following types:

Visual images: these images are perceived through visual perception. For example, the combinations “*red flower*” or “*black night*” can show visual images.

Hearing images: and in this image, voices and images are formed together. For example, the images described as “*the sound of the river shudder*” or “*the chirping of birds*” are examples of audiovisual images.

Metaphors and symbols: through metaphors and symbols, images with great value and meaning are created. For example, metaphors and symbols such as “*eyes flashed with surprise*” or “*youth spilled with anxiety*” fully express emotions.

In the perception of linguistic images, it is recommended to take into account not only only a part of a person's cognitive experience – the logical objective properties of linguistic units that correctly represent theoretical knowledge, but also experimental properties, taking into account all types of knowledge.

A holistic image in the cognitive poetics of an figurative word is associated with the concepts of gestalt, prototype, concept, scheme, frame, script.

N.F. Alefirenko believes that geshtalt is an integrative image of emotional and rational expression [Alefirenko, 2003:74]. Geshtalt reflects the peculiarities of semantics of texts with rational and emotional expression. It represents an indivisible, unchanging part of worldview. Correlation of Gestalt psychology and linguistic images is important in understanding the way a person perceives and learns information. Following points indicate the relationship [Ulugova, 2023: 124]:

Integrity and imagination. Gestalt psychology takes note of the whole, which promotes the creation of unchanged images through linguistic images. Metaphors and symbols help to organize the whole, because they represent common visions, breathy details.

Form and background (Figure-Ground) and linguistic images. The form and background principle of geshtalt is used in linguistic images. For example, often metaphors and symbols are perceived as the main image, while the background is used to determine the image of information.

Stratification and grouping: linguistic images, such as synonyms and antonyms, shape perceptions through interrelationship and grouping. Gestalt principles, such as proximity or duration, can be used to explain this grouping process.

Prototypes show a typical example of a certain category, while images are images or metaphors created on the basis of this example. For example, the prototype “bird” is often depicted in images with “flying” or “wings”. Thus, the prototype “bird” is expressed in a complete and understandable way through images and metaphors. While prototypes serve as a typical example for categories and images, images represent visual, metaphorical or emotional representations of these prototypes. The interdependence of these concepts helps to better understand the process by which a person perceives and initiates meaning.

Images form the imagination of concepts. The content of the concept is transformed through images into realistic and emotional images. For example, the concept of “reader” is shown in visual and imaginary form through the images of “book” and “reading”.

Concepts are fundamental in the human process of systematizing and classifying information. They assist in establishing links between specific categories and images [Xalimova, 2023: 3]. Thus, knowledge includes various methods and means of mastering the universe around us: concrete and abstract, theoretical and practical. Different cognitive structures use linguistic images to shape value-based, discursive-oriented relationships of communicants.

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Annotatsiya: Ushbu maqolada ingliz va qoraqalpoq tillaridagi tovushga taqlid so'zlari tahlil qilinib, ularning til jonlilik va ta'sirchanligini oshirishdagi o'rni yoritiladi. Tovushga taqlid so'zlar inson nutqi, hayvonlarning ovozlari va atrof-muhitdagi tabiiy tovushlarni ifodalash orqali ma'no va tovush o'rtasida bevosita bog'liqlikni hosil qiladi. Tadqiqotda tovushga taqlid so'zlari manbasiga qarab tasniflanib, inson tomonidan chiqariladigan tovushlar, qush va hayvonlarning ovozlari hamda jonsiz jismlar tomonidan hosil bo'ladigan tovushlarga ajratildi. Tadqiqot natijalari shuni ko'rsatdiki, ingliz va qoraqalpoq tillarida tovushga taqlid so'zlar o'xshash xususiyatlarga ega bo'lsa-da, madaniy va lingvistik tafovutlar ularning shakllanishi va qo'llanishida farqlarga olib keladi. Ushbu maqola onomatopiyaning muloqot, adabiyot hamda tillararo taqqoslashdagi ahamiyatini ta'kidlaydi.

Kalit so'zlar: Tovushga taqlid, lingvistik ifodalilik, fonetik ramziylik, ingliz tili, qoraqalpoq tili, tillararo taqqoslash, kognitiv lingvistika.

Tovushga taqlidlar ko'pincha tabiiy tovushlarga, hayvonlarning shovqinlariga va boshqa tovush chiqarish hodisalarini ifodalash uchun ishlatiladi. Onomatopik so'zlar tilga jonlilik va ta'sirchanlik qo'shishi mumkin, chunki ular so'z va u ifodalagan tovush o'rtasida bevosita aloqa hosil qiladi.

P.I.Grigoreva va D.O.Berezutskaya tasniflash tovush manbasining turiga asoslanishi mumkin deb hisoblaydi. Olimlarning ta'kidlashicha, taqlidlarni tasniflash ikkita parametr bo'yicha amalga oshiriladi: taqlidlarning kelib chiqishiga ko'ra va adabiyotda qo'llanilishi bo'yicha. Bu olimlar taqlidchilarni 5 ta guruhga ajratdilar [Grigoreva & Berezutskaya 2017:1]:

1) odamdan chiqadigan tovushlarga taqlid qilish: cough (yo'tal), yell (qichqirmoq), giggle (xirillab kulmoq), sniff (pishillamoq);

(2) qush tovushlariga taqlid qilish: tweet (sayramoq), chirp (shirillamoq);

(3) hayvonlar tomonidan chiqarilgan tovushlarga taqlid qilish: moo (mongramoq), quack (qichqirmoq);

(4) tabiiy tovush hodisalariga yoki jonsiz jismlar tomonidan hosil qilinadigan tovushlarga taqlid qilish: rat-a-tat (taqillatmoq), knock (qarsillatmoq);

(5) Aralash tovushlarga: zzz, (uyquda yotgan odam yoki hayvonning chuqur nafas olishiga taqlid qilish).

Ingliz tilida eshitish sezgilarini ko'rish sezgilari bilan taqqoslab foydalanishga yo'naltirilgan. Tovush u yoki bu voqealik hodisasining signalidir. Shuni ta'kidlash kerakki, tovushni qabul qilish, masalan, rangga qaraganda osonroq. Chunki biz odatda obyektning rangini uzoq yoki qisqa vaqt davomida kuzatish orqali xulosa chiqaramiz va ko'pincha bu davr oralig'ida vaqtni cheklab o'tirmaymiz. Biz ovozni ancha qisqa vaqt ichida tez qabul qilamiz. Bularning barchasi subyektiv aloqadan xulosa chiqarishda eshitish sezgilarini, taqlidchilik lug'ati ta'sirida, shuningdek, badiiy adabiyot tili sabab bo'ladi [Flaksman 2019:1067].

Shuni ta’kidlash kerakki, onomatopik soʻzlar turli tillarda bir-biridan farq qilishi mumkin va turli madaniyatlar tovushlarni boshqacha nomlashi va anglatishi mumkin. Bundan tashqari, bir qator taqlidlar mintaqaviy dialektlarga koʻra bir necha shakl yoki oʻzgarishlarga ham uchrashi mumkin. Umuman olganda, onomatopoeia tilga ta’sirchanlik oʻlchamini qoʻshib, uni yanada dinamik va jozibali qiladi [Bayimbetova 2024:490].

Qoraqalpoq tilida tovushga taqlid soʻzlar tabiat hodisalarining, atrofdagi narsalarning harakatlanishi, bir-biriga toʻqnashish jarayonlarida hosil boʻlgan tovushlarga, odamlarning, hayvonlarning, qushlarning chiqargan tovushlariga taqlid qilishdan hosil boʻladi.

Tilimizdagi ushbu soʻzlar boʻyicha toʻplagan misolimizda tovushga taqlidni ifodalovchi soʻzlarning quyidagi turlari mavjudligi aniqlandi [Embergenov 1990:17]:

1. Odamning nutqi natijasida hosil boʻlgan tovushlar. Olar **gaʻngir- guʻngir** soʻylesip palaw jedi (M. Aybek). Bularni **gubir-gubir** soʻyleskenlerin shalama-shekkilew esittim (A. Atajanov). Aldimizdagilar **gawir-gawir** soʻylesedi (A. Aliev).

2. Odamlarning kulishlari natijasida chiqqan tovushlar: Xan suwdan qarlıqqan teke dey **lars-lars** kuldi (T. Qayıpbergenov). Narbay shashtärezdıń sóńğı sózine shıdamay **wa-ha-halap** kúlip jiberdi (A. Qahhar). Endi qayda keteyin dep Seliyma **larq-larq** kuldi (K. Sultanov).

3. Sevganda va yoʻtalganda chiqqan tovushlar: Burıńǵı ádetinshe balasınıń qasına bardı da, mańlayınan **shorp-shorp** etkizip súydi (K. Sultanov). Olardı oyatıw maqsetinde **oho-oho** dep jóteldi (G. Seytnazarov).

4. Burun boʻshligʻidan chiqqan tovushlar: Murınların **qorq- qorq** etkizip tartıp, zordan sóyleydi (A. Shamuratov). Ermat murnınıń suwın **pirq-pirq** tartadı (M. Aybek). Turımbet júdá boldırıp sharshaǵanba, **qur-qur** uyıqlap qaldı (T. Qayıpbergenov).

5. Tishlarning bir-biriga tegishidan chiqqan tovushlar: Burqıraǵan shań olardıń tısları arasında **gıshır-gıshır** shaynaldı (I. Qurbanbaev).

6. Ovqatni yoki boshqa narsani chaynaganda chiqqan tovushlar: Sen bılqıldıq nan jeseń de bede jegen attay **gart-gurt** shaynaysań („Ózbek gurıńleri"). Turımbet endi qaǵazdı emes, qańemniń ushın awzına salıp **gashır-gashır** shaynap jiberdi (T. Qayıpbergenov).

7. Uyqu paytida chiqadigan turli tovushlarga taqlid qilish: Turımbet júdá boldırıp sharshaǵan ba, **qurr-qurr** uyıqlap ketti (T. Qayıpbergenov). Ol kóp keshikpey-aq **qor-qor** uyıqlap qaldı. Pıshıqtay **pir-pir** uyıqladı (j “Ámiudarya”).

8. Hayvonlarning chiqargan tovushlariga va ularning harakatidan hosil boʻlgan tovushlarga taqlidlar: Astındaǵı qara at, **shińgir-shińgir** kisnedi (Alpamis). Ğazdıń shıǵarǵan sesi: Báhar shıǵıwdan ǵazlar dawısların sıbızǵıday **gańq-gańq** etkizip, kóldiń ishın jańǵırtadı (A. Begimov).

Umuman olganda qoraqalpoq tilida har qanday predmetdan chiqadigan mayli u jonli boʻlsin yoki jonsiz, ularning tovushiga taqlid qiluvchi soʻzlar bor. Ingliz va qoraqalpoq tillaridagi tovushga taqlid soʻzlarini misollar bilan roʻyxatini tuzib chiqdik. (Qarang: 1-jadval)

1-jadval

№	Turi	Ingliz tilidagi misollar	Tarjimasi	Qoraqalpoq tilidagi misollar	Qoraqalpoq tilidagi misollar	
				Jonli jonzotlar	Turi	Jonsiz narsalar
1	Odamdand keladiagn tovushlarga taqlid soʻzlar	belch, boom,	kakirmoq, qiygʻirmoq,	gungir- guʻngir, gubur-gubur, lars-lars, va-ha-	Oʻtning yonish oldidan va yonish	bij-bij, lov-lov

		giggle, sniff	hiringlamoq, hidlamoq	ha, chorp-chorp, qurr-qurr	jarayonida hosil bo'lgan tovushlar	
2	Qushning tovushlariga taqlid	tweet, chirp, chick	sayramoq, chirillamoq, chip- chip (jo'ja)	gañq-gañq, gırq-gırq, gaq- gaq, goqo-goq, shıq-shıq, jırq- jırq	Suv bilan yuz beradigan tovushlar	chomp, har-har, loq- loq, liq- liq
3	Hayvonlar tomonidan chiqarilgan tovushlarga taqlid qilish	meow- meow, moo, quack, neigh, woof	miyovlamoq, mongramoq, qag'-qag', kisnamoq, urmoq	shingir-shingir, awiq-awiq, mo- mo-mo, ma-a, mirriq-mirriq (qurbaqa)	Suyuq narsalarning qaynagandagi tovushlari	biqir-biqir, paqir-paqir, saqir-saqir
4	Tabiiy tovush hodisalariga yoki jonsiz jismlar tomonidan yaratilgan tovushlarga taqlid qilish	rat-a-tat, thump, knock,	taqillatmoq, mushtlamoq, qoqmoq	Dang'ir-dang'ir, guw-guw, toq- toq, sitir-sitir	Soat, qo'ng'iroq, telefon, tugma va t, b. yurish harakat jarayonida chiqariladigan tovushlar	Tiq-tiq, shirr, shiqillatmo q,
5	Aralash tovushlarga taqlid so'zlar	click, jingle, whoosh, zzzz	shiqillatmoq, qo'ng'iroq chalinmoq, shamolning esishi, izillamoq(telefon vibratsiyasi)		Mashina, traktor, poyezd, tank va h.k. texnikalarning chiqargan tovushi	gurr-gurr, taq-taq, zir-zir, shiyiq- shiyiq, g'ur-g'ur.

Tovushga taqlid so'zlar tilning jonlilik va ta'sirchanligini oshirishda muhim rol o'ynaydi. Ular tabiiy tovushlar, hayvonlarning, odamlarning chiqargan tovushlariga va jonsiz jismlarning shovqinlariga taqlid qilish orqali tilga maxsus jonli obrazlar qo'shadi. Onomatopik so'zlar va ularning turli shakllari nafaqat tilning dinamikligini oshiradi, balki ularning ishlatilishi ham madaniyat va tilning o'ziga xos xususiyatlarini aks ettiradi.

Shunday qilib, tovushga taqlid so'zlari tilning estetikasini boyitishda, uning muloqotda yanada rang-barang va jonli bo'lishiga imkon yaratadi.

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AGROMATNLARDA DEYKSISNING LINGVOKOGNITIV XUSUSIYATLARI HAQIDA

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Annotatsiya: Mazkur maqolada qishloq xo'jaligiga oid ilmiy matnlarda deyksis vositalarining lingvokognitiv xususiyatlari tahlil qilinadi. Deyksis hodisasining kognitiv tilshunoslik doirasida o'rganilishi va uning metafora, mental makon nazariyasi, kognitiv grammatika bilan bog'liqligi ko'rib chiqiladi. Nominal va gap doirasida nazariy asoslash tamoyillari asosida deytik birliklarning o'rni tahlil qilinadi. Shuningdek, ilmiy matnlarda muallifning fikr aniq va ishonchli tarzda yetkazilishida deytik elementlarning ahamiyati ko'rsatiladi.

Kalit so'zlar: deyksis, kognitiv tilshunoslik, kognitiv grammatika, nazariy asoslash,

Til birliklarining haqiqiy ma'nosi ularning kontekstida namoyon bo'ladi. Nutq ifodasi esa faqat lingvistik elementlardan iborat emas, balki nutq vaziyati, ishtirokchilar va ularning o'zaro aloqasini ham qamrab oladi. Kognitiv tilshunoslik insonning nutq vaziyatida tildan foydalanishning ahamiyati va farqli tomonlarini o'rganishga qaratilgan bir soha bo'lib so'nggi yillarda tilshunoslikning dolzarb o'rganish sohasi bo'lib qolmoqda. Kognitiv tilshunoslik o'zida bir nechta oqimlarni qamrab olgan bo'lib, ular tilni bir nechta xususiyatlarini o'rganish bilan farqlanadi. Kognitiv tilshunoslik majmuaviy tadqiqot yo'nalishi (sohasi) bo'lib, u tilshunoslik va psixologiyadan tashqari, sun'iy intellekt nazariyasi, psixolingvistika, neyrolingvistika kabi fan sohalariga oid ilmiy yondashuvlarni ham umumlashtiradi. Mazkur maqolamizda biz pragmalingvistikaning o'rganish obyekti bo'lmish deyksis hodisasining, kognitiv tilshunoslikda o'rganilishi va unga berilgan ta'riflarni ko'rib chiqamiz. Maqolada ayni qishloq xo'jaligiga oid ilmiy matnlarda uchraydigan deytik vositalarning lingvokognitiv xususiyatlari haqida fikr yuritamiz.

Deyksis atamasi yunon tilidan olingan bo'lib, "ko'rsatish, ishora qilish" ma'nolarini bildiradi. Deyksis hodisasi kognitiv lingvistikada bir qancha olimlar tomonidan o'rganilgan bo'lib, ular turli nazariyalar jihatidan mazkur hodisani o'rganishgan. Kognitiv tilshunoslikdagi metafora hodisasini talqin qilgan olm J.Lakoff deyksisni metafora hodisasi misolida tahlil qilgan bo'lsa, J.Fakonnier uni mental makon nazariyasi vositasida tahlilni amalga oshirgan. Deyksisning intellektual kognitiv modellarga ajratgan holda o'rgangan Kroft va Kruz o'zlarining ishlarida ko'proq makon deyksisiga ahamiyat berishgan edi.

Biroq deyksis hodisasining kognitiv tilshunoslikdagi o'rganilishi kognitiv grammatika bilan chambarchas bog'liqdir. Kognitiv grammatika tilni insonning bilish jarayonlari bilan bog'laydi, ya'ni til o'z-o'zidan alohida tizim emas, balki inson ongining faoliyatidir. Semantik strukturalar tilning ma'no tomonini ifodalaydi, fonologik strukturalar esa tovush tizimini tavsiflaydi. Ularning ramziy aloqalari esa ushbu ma'no va tovush birikmasidan hosil bo'ladigan til birliklarini tashkil etadi. Bu til birliklari inson tafakkurining ramziy ifodalidir.

An'anaviy tilshunoslikda morfologiya so'z shakllarini, sintaksis esa so'zlarning gapdagi o'rnini o'rganadi. Kognitiv grammatika esa ularni ramziy konstruksiyalar sifatida ko'radi, ya'ni

har bir grammatik shakl va tuzilma o'ziga xos semantik (ma'no) mazmunga ega. Barcha grammatik elementlar, hatto eng kichiklari ham, ma'no tashuvchi ramzlardir. Bu kognitiv grammatikaning boshqa nazariyalardan farqli tomonidir, chunki u tilni jonli va dinamik jarayon sifatida ko'rib chiqadi. J.Langaker kognitiv grammatikaning asoslarini ishlab chiqqan bo'lib, deytik belgilarning kognitiv faoliyatdagi o'rni haqida ham muhim fikrlarni bildirib o'tgan. Kognitiv grammatikdagi nazariy asoslash- grounding theory deyksisni anglash jarayonlaridagi faoliyat mexanizmini aniqlashga qaratilgan bo'lib, bu to'g'risidagi bilimlarni tilshunos olimlar F.Brizard, R.Lauri, R.Epshteynlar hamda umumiy nazariy bilimlarni Langakerning asarlaridan olishimiz mumkin.

Nazariy asoslash g'oyasi tildagi grammatik tuzilmalarning ma'noni anglash jarayonlaridagi faoliyatini asoslab beruvchi hisoblanadi va u ikki turga bo'linadi:

1. Nominal (so'z doirasida)
2. Gap (gaplarning bog'lanishi doirasida)

So'z doirasida deyksisning ifodalanishini nazariy asoslash g'oyasiga ko'ra bir qancha vositalar keltiriladi. Otlar va uning birikmalari gap tarkibida yoki matn tarkibida kelib ma'lum qismlarga ishora qilish, uni adresatga ko'rsatish vazifasini bajaradi. Shu orqali ular deytik ishorani amalga oshiradi. Bu holatda kelib ishorani amalga oshiruvchi vositalar sirasiga ingliz tilidagi otlarning artikl hodisasi misol qilib keltiriladi:

The berries (B1–B12) thus gathered, were dried immediately at low temperature, (45 °C), powdered finely using a grinder (BJ-150, Zhejiang Baijie Co., Ltd., China) and refrigerated for later use at 4 °C. Next, the samples were subjected to ultrasonic extraction using 70% (V/V) ethanol solution and deionized water for 1 h, at room temperature. (Journal of Agriculture and Food Research 12 (2023) 100603:2)

Yuqorida berilgan misoldagi keltirilgan "the samples" birikmasini muallif o'zi aniqlab bergan ya'ni qay tariq tayyorlangan namunalar ekanligiga ishora qilib, o'quvchi uchun aniq ekanligini belgilab bergan. Ingliz tilidagi "the" artikli agromatnlar tarkibidagi muallif beryatgan ma'lumotlarning aniqligini va tekshirilganligini aniqlash uchun ishlatiladi. Aniqlikni ifodalashda artiklni qo'llagan so'zlovchi berilayotgan fikr aniqligini va asoslanganligini ham yoritishi mumkin.

Nominal asoslashni ko'rsatib beruvchi vositalar sirasiga ko'rsatish olmoshlari "this" va "that" ham kiritiladi:

This section summarized and connected disparate research on the application and research conditions for AI in food adulteration detection as revealed in Table 1. (Journal of Agriculture and Food Research 12 (2023) 100590 6)

Agromatnlar tarkibidagi "this" olmoshining qo'llanishi deytik yoki anaforik ko'rsatkich bo'lishiga qaramasdan, muallif bunda o'zining nuqtayi nazarini o'quvchiga yetkazish uchun muloqot markazini belgilab bergan va hu bilan birgalikda bunda o'quvchi o'zining qanday ma'lumotlarni olishi uchun oldindan ma'lumot berilgan holda, uning kognitsiyasida bu uchun joy ajralishiga ko'maklashgan.

Janssenning fikriga ko'ra, olmoshlarning ma'nosi va referentsiyasi nutq vaziyatiga to'g'ridan-to'g'ri bog'liq bo'lib, ular kommunikatsiyada ishtirokchilar o'rtasida o'zaro tushunishni ta'minlaydi.

Gaplar tarkibidagi grounding – nazariy asoslashning epistemic asoslarini Langaker subyektivlik va obyektivlik tarzida ifodalash imkoniyatlarini beruvchi bi vosita sifatida ko'rsatsa ham, boshqa vositalar ham bundan mustasno emasligini ham ta'kidlab o'tadi. Unga ko'ra, subyektivlik nutqchining shaxsiy nuqtai nazarini, hissiyotlarini yoki fikrlarini aks ettiradi.

Obyektivlik esa voqelikni neytral tarzda tasvirlaydi. Grammatik tuzilmalar bu tushunchalarni ifodalashga yordam beradi, shu orqali nutqchi o'z munosabatini bildirishi yoki faktlarni bayon qilishi mumkin. F.Brizard modallikni gap doirasidagi nazariy asoslashning muhim qismi sifatida ko'radi, chunki u gapning ma'nosini nutqchining subyektiv qarashlari bilan bog'laydi. Modallik gapiruvchining voqeaga bo'lgan munosabatini, ya'ni ishonchi, istagi, ehtimoli yoki majburiyatini ifodalaydi.

I think it could be lovely if we could do this in a more natural way which is biological nitrogen fixation by legumes. (Climate smart agriculture 612)

Keltirilgan misolda muallif o'zining berayotgan fikriga to'liq ishonchi komil emasligini "could" modal fe'li vositasida izohlab kelib, fikrlariga qanchalik darajada amin bo'lishining shartli ekanligini esa "if" yordamida bildirgan. Berilgan fikrning faqat muallif nuqtayi nazaridan ekanligini anglash uchun esa "I think" iborasi gapdagi o'quvchining fikrini boshqarish va uni to'g'ri yo'nalishga tortishga yordam beradi. Agromatnlar tarkibida berilgan ma'lumotlarda mualliflarning modal fe'llar yordamida fikrlarga muanosabati yoki olingan natijalarning berilishida ishlatilishida ularga ishorani berish mumkin.

Bundan tashqari, fe'l zamonlari ham matn tarkibida o'quvchiga ishorani bildirib keluvchi o'quvchini ma'lum bir zamonga yetaklovchi bir vosita hisoblanadi. Agromatnlar tarkibida ilmiy matnlarga xos ravishda hozirgi zamondagi gaplardan foydalanish xususiyatlari ko'plab uchrasada, adabiyotlar sharhi va natijalar hamda xulosa qismida zamonlarning o'zgarishi o'quvchini zamonlarning turli oqimiga olib kirishi bilan farqlanadi:

The reduction in regrets exceeded 50% of the investment cost in two case studies in the northern part of the country.The decline in crop yields will have significant consequences also for the national economy, by 2050 reducing GDP (compared to the no-climate change scenario) by up to 4.5%. Climate change is also projected to increase net import of various crops, particularly rice and other cereals. (Climate smart agriculture 308)

Yuqorida keltirilgan ingliz tilidagi misolda muallif o'zining aniqlangan natijalarini berishda tugallanganlikni ifodalash uchun o'tgan zamon shaklidan foydalangan bo'lsa, natijalar asosida kutilayotgan voqelikni ikki xil zamon shaklida ya'ni kelasi zamon va hozirgi zamon shaklida ifodalagan. Agromatnlar uchun xos holatlardan biri sifatida hozirgi zamonning faqatgina hozirni emas balki o'tmishdagi va kelajak uchun taxminlarni bera olish xususiyatini keltirish mumkin.

Deyksis hodisasi kognitiv lingvistikada bir qancha olimlar tomonidan turli nazariyalar asosida o'rganilgan bo'lib, ulardan eng kattasi sifatida Langaker asos slogan kognitiv grammatika hisoblanadi. Deyksisning gap va uning qismlaridagi ishorasini o'rgangan olimlar uning ikki asosda: nominal va gaplar orasidagi bog'liqliqni nazariy asoslash sifatida o'rganishgan. Nominal birliklar asosida deytik ko'rsatishni asoslash sirasiga olimlar artikl, egalik va ko'rsatish olmoshlarini kiritgan holda, ular muallifga uning fikrlarini ko'rsatmoqchi bo'lgan qismiga ishorani amalga oshirish imkoniga ega deb bildirishadi. Gaplar orasidagi deytik belgilovchi vositalarga esa modal fe'llar, fe'l zamonlarini kiritish mumkin bo'lib, agromatnlarda bu kabi vositalar, muallifning o'zi bilfirgan fikriga ishonchni hamda tugallanganlikni ifodalaydi. Fe'l zamonlari vositasida esa ilmiy izlanishlarning zamonlar tarmog'ida joylanishi o'quvchiga yo'naltirishi amalga oshiriladi.

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ANALYSIS OF THE INTERRELATION BETWEEN LANGUAGE AND CULTURE (USING THE EXAMPLE OF THE ENGLISH LANGUAGE)

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Abstract: This article explores the interrelation between language and culture, using the English language as an example. It examines how language reflects cultural characteristics and how cultural changes influence linguistic development. The study analyzes the communicative, cognitive, and cultural functions of language, demonstrating its role as a carrier of cultural values, traditions, and societal norms. The impact of historical events, globalization, and technological advancements on the evolution of English is also discussed. By examining idioms, neologisms, dialects, and expressions, the article highlights the dynamic interaction between language and culture, emphasizing the importance of linguistic diversity and cultural identity.

Keywords: language and culture, English language, linguistic diversity, cultural influence, idioms, neologisms, dialects, globalization, historical impact, societal norms.

Introduction. Language and culture are integral components of human life, interconnected in such a way that changes in one inevitably reflect on the other. The English language, as one of the most widespread languages in the world, provides a rich foundation for studying this relationship. This article aims to analyze how language reflects cultural characteristics and how culture influences the development and use of language, with a focus on the English language.

Language is defined as a system of symbols and rules used for communication. The primary functions of language include communicative, cognitive, and cultural functions. The communicative function enables the exchange of information, the cognitive function relates to the formation and expression of thought, and the cultural function reflects and preserves the traditions, customs, and values of a society.

Culture encompasses the body of knowledge, beliefs, arts, morals, laws, customs, and other capabilities acquired by humans as members of society. It shapes worldviews and influences human behavior, including the use of language.

Language serves as a carrier of culture. Historical elements such as proverbs, sayings, and myths are transmitted through language. Values and norms, represented by vocabulary, expressions, and idioms, also act as carriers of culture. Diverse identities, as reflected in accents, dialects, and slang, are essential components indicating the culture of a particular nation.

One of the unique features of the English language is its ability to reflect cultures. Analyzing the lexical composition of English highlights its capacity to represent the cultural realities of English-speaking countries. A historical analysis of idioms and phrases such as “*break the ice*” and “*spill the beans*” links them to historical and cultural contexts. Meanwhile, neologisms, such as “*selfie*” and “*binge-watch*”, reflect contemporary trends and the emergence of new cultural phenomena.

Modern English is actively evolving toward political correctness. For example, terms like “*fireman*” are being replaced by “*firefighter*”, demonstrating a commitment to equality and respect for various groups. Borrowings and globalization also contribute to the enrichment of vocabulary. The English language actively adopts words from other languages, reflecting its

openness to external cultural influences, as seen in words like “pizza” (Italian), “yoga” (Sanskrit), and “tsunami” (Japanese).

Culture influences the development of language through historical events. For instance, colonization and the expansion of the British Empire facilitated the spread of English and enriched its lexicon. Additionally, technological progress and inventions, such as the internet, have introduced new words like “googling” and “hashtag”.

The culture of different regions within the English-speaking world has led to the emergence of various dialects and accents, such as British English, American English, Australian English, and Irish English. Music, films, literature, and other aspects of pop culture also influence language formation. For example, the popularity of TV series like *Friends* has affected everyday expressions and communication styles.

Numerous examples illustrate the interrelation between language and culture. Holidays and traditions are among the most prominent. For example, the celebration of Christmas in English-speaking countries has shaped the language through expressions like “Merry Christmas” and “Christmas spirit”, and contributed to the understanding of culturally specific terms like “Santa Claus”, “elf” and “nutcracker”. These phrases convey cultural values and sentiments.

Political culture also influences language. Expressions related to democratic processes, such as “freedom of speech” and “checks and balances”, highlight the importance of democracy in English-speaking cultures.

Traditional food and beverages are also reflected in language. Terms like “tea time” in British culture or “barbecue” in American culture emphasize the importance of food as an element of national identity.

Language and culture are inseparably interconnected, as vividly demonstrated by the example of the English language. English not only reflects cultural realities but also serves as a tool for their formation and dissemination. Exploring this relationship allows for a deeper understanding of the characteristics of both language and culture.

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ОТРАЖЕНИЕ НОРМ И ЦЕННОСТЕЙ В АНГЛИЙСКИХ СРАВНЕНИЯХ С КОМПОНЕНТОМ «ФАУНА»

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Аннотация: В данной статье отражаются нормы и ценности английских сравнений с компонентом фауна. Анализ сравнений позволил выявить качества и характеристики, ассоциируемые с определенными животными, ценятся или, наоборот, порицаются в английской культуре.

Ключевые слова: норма и ценности, сравнения, компонент фауна, культура.

Сравнения в английском языке, особенно те, которые содержат элементы фауны, играют важную роль в передаче культурных норм и ценностей. Они не только обогащают язык, но и служат отражением мировоззрения общества, в котором они используются. Английские сравнения, использующие образы животных, являются богатым источником информации о культурных нормах и ценностях, присущих англоязычному обществу. Анализ этих сравнений позволяет выявить, как английские сравнения с компонентом «фауна» иллюстрируют культурные особенности, социальные нормы и ценности, присущие англоязычным странам.

В. Телия трактует коннотацию как уникальную или окказиональную сущность, которая включена в семантику языковых единиц и отражает эмоционально-оценочное отношение субъекта речи к объективности [2:163]

Многие английские сравнения основаны на характеристиках животных, которые в культуре имеют определённые значения. Например, «*as brave as a lion*», «*as strong as an ox*» («храбрый как лев», «сильный как бык») лев, как царь зверей, символизирует мощь и отвагу, поэтому сравнения с ним подчеркивают эти качества в человеке. В то время как «*as sly as a fox*» (хитрая как лиса) указывает на хитрость и изворотливость. Также в сравнении «*as cunning as a fox*» (хитрый как лиса) лиса может ассоциироваться как с положительными качествами (ум, находчивость), так и с отрицательными (хитрость, лживость). В сравнении «*as lonely as a wolf*» (одинокий как волк) волк может символизировать как силу и независимость, так и одиночество и опасность. Эти образы животных часто ассоциируются с определенными качествами, которые ценятся или осуждаются в обществе.

Сравнения с животными могут варьироваться в зависимости от культурного контекста. Например, в некоторых культурах определенное животное может восприниматься положительно, тогда как в других — негативно. В английском языке, например, «*as proud as a peacock*» (гордый как павлин) может подразумевать гордость, которая в некоторых контекстах считается положительной чертой, в то время как в других — может восприниматься как тщеславие.

По мнению Ю. Апресяна коннотативное значение лексемы представляет собой несущественные, но устойчивые признаки лексемы, отражающие ценностное отношение, принятое языковым сообществом по отношению к представляемому ею понятию, и не является частью денотата. [1:5]

В английском языке существуют положительные коннотации сравнения, отражающие трудолюбие и настойчивость, интеллектуальность, адаптации. Например: *“as busy as a bee”* (занят как пчела): это сравнение подчеркивает трудолюбие и активность. Пчелы ассоциируются с упорством и организованностью, что отражает ценности, связанные с работой и продуктивностью в англоязычной культуре. Сравнения, такие как *“as wise as an owl”* (мудрая как сова), подчеркивают важность знаний и мудрости. Это отражает общее уважение к образованию и интеллектуальным достижениям в англоязычных странах. Сравнения, касающиеся адаптации, как *“like a fish out of water”* (как рыба, выброшенная на берег), указывают на значимость социальной интеграции и умения находить общий язык с окружающими. Это подчеркивает ценность общения и взаимодействия в обществе. Собака в английской культуре традиционно считается другом человека, поэтому сравнения с ней несут положительную окраску *“as loyal as a dog”*, *“as friendly as a puppy”* (преданный, как собака), «дружелюбный, как щенок). Олень в английской культуре символизирует красоту, грацию, изящество и быстроту, поэтому сравнения с ним подчеркивают эти качества, например: *“as graceful as a deer”*, *“as swift as a deer”* («грациозный, как олень», «быстрый, как олень».)

Сравнения в английском языке с использованием компонентов фауны могут иметь отрицательные коннотации, отражая негативные качества или характеристики. Например: *“as stubborn as a mule”*, *“as stupid as an ass”* («упрямый как мул», «тупой как осел».) Эти выражения используются для описания человека, который упрям и не желает менять свое мнение. Упрямство часто воспринимается как отрицательная черта, особенно если это мешает конструктивному общению.

Крыса считается нечистым и трусливым животным, поэтому сравнения с ней указывают на эти негативные качества. Например: *“Like a rat leaving a sinking ship”*, *“as cowardly as a rat”*, *“as treacherous as a rat”* («Как крыса, бегущая с тонущего корабля», «трусливый, как крыса», «коварный, как крыса».) Эти сравнения описывают человека, который покидает сложную или безнадёжную ситуацию, когда становится ясно, что она обречена. Оно подразумевает предательство или отсутствие лояльности.

Свинья в английской культуре часто ассоциируется с негативными качествами, поэтому сравнения с ней имеют отрицательную окраску. Грязь, нечистоплотность, обжорство *“as dirty as a pig”*, *“as greedy as a pig”* («грязный как свинья», «жадный как свинья».)

Змея ассоциируется с обманом и предательством, поэтому сравнения с ней имеют отрицательную окраску. Хитрость, коварство, лживость передаются в следующих сравнениях: *“as sly as a snake”*, *“as deceitful as a snake”* («хитрый как змея», «коварный как змея».)

Сравнения с компонентами фауны могут не только описывать качества и черты характера, но и нести в себе негативные коннотации. Понимание этих выражений может помочь лучше осознать культурные стереотипы и восприятия, связанные с определенными животными и их характеристиками.

Таким образом, английские сравнения с компонентом “фауна” являются важным инструментом для понимания норм и ценностей англоязычных культур. Они не только обогащают язык, но и служат отражением тех качеств, которые общество считает важными. Анализ таких сравнений позволяет глубже понять, как культура влияет на язык и мышление, а также как язык, в свою очередь, формирует культурные представления.

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TURLI TILLARDA RANGTASVIR ATAMALARINING O'ZIGA XOSLIGI

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Anotatsiya: Mazkur maqolada turli tillarda rangtasvir atamalarining o'ziga xosliklari tahlil qilinadi. Ranglar insonga nafaqat vizual taassurot, balki madaniy, psixologik va semantik jihatdan ham ta'sir ko'rsatadi. Maqolada har bir til va uning madaniyati o'ziga xos ranglar palitrasini shakllantiradi, shu bois rang tasvirlashida uchraydigan atamalar turli xalqlarning dunyoqarashini aks ettirishi haqida fikr yuritiladi.

Kalit so'zlar: rangtasvir, atama, madaniyat, ramziy ma'no, qadriyat.

Rangtasvir san'ati insoniyat tarixida estetik tafakkur va madaniy merosning muhim qismi bo'lib kelgan. Bu san'at turi turli xalqlarning madaniyati, qadriyatlari va dunyoqarashi bilan chambarchas bog'liq bo'lib, rangtasvir atamalarining shakllanishi ham ushbu madaniy kontekstda o'ziga xos xususiyatlarga ega. Rangtasvir atamalarining o'ziga xosligi turli tillarda ko'rinish topadi va bu farqlar san'at asarlarini tushunish va talqin etishda muhim ahamiyat kasb etadi.

Birinchidan, rang atamalarining shakllanishida madaniy va geografik omillar katta rol o'ynaydi. Masalan, ingliz tilidagi "blue" so'zi rus tilida "siniy" va "goluboy" kabi ikki xil atama bilan ifodalanadi, bu esa rangning to'q va och soyalarini aniq ajratib ko'rsatadi. O'zbek tilida esa "ko'k" so'zi ko'proq umumiy ma'noda ishlatiladi. Bu farq rangni idrok etish va uni san'atda ifodalashda turlicha yondashuvlarni keltirib chiqaradi.

Ikkinchidan, ranglar bilan bog'liq metafora va ramziy ma'nolar ham tillarga xos bo'lib, rangtasvir atamalarining boyligini ta'minlaydi. Misol uchun, qizil rang ingliz tilida "red" deb ataladi va ko'pincha ehtiros, sevgi yoki xavfni anglatadi, xitoy madaniyatida esa baxt va boylik ramzi sifatida qabul qilinadi. O'zbek tilida qizil rang ko'proq kuch va harakat bilan bog'liq tushunchalarni ifodalaydi.

Uchinchidan, rangtasvir texnikalari va uslublariga oid atamalar ham tillarda turlicha shakllangan. Masalan, ingliz tilidagi "impressionism" atamasi fransuzcha "impressionnisme" so'zidan olingan bo'lib, o'zbek tilida "taassurotbozlik" deb tarjima qilinadi. Bu tarjimalar ko'pincha san'at uslubining mohiyatini to'liq aks ettirishda qiyinchilik tug'diradi, chunki har bir til va madaniyatda tushunchalar o'ziga xos interpretatsiyaga ega.

Rangtasvir atamalarining til va madaniyatlararo tafovutlarini o'rganish nafaqat san'atshunoslik, balki tarjimashunoslik va madaniyatshunoslik sohalarida ham dolzarb masala hisoblanadi. Bu jarayon san'at asarlarini to'g'ri talqin qilish va madaniy merosni chuqurroq tushunishga xizmat qiladi. Shuningdek, ranglar va ularning ifodalanish usullari global san'at makonida madaniy almashinuv va tushunishni boyitadi.

Ingliz, fransuz, nemis va o'zbek tillaridagi atamalar turli tillarning leksik tizimlarida shakllangan bo'lib, ularning har biri o'ziga xos tarixiy, madaniy va lingvistik xususiyatlarga ega. Atamalar (terminlar) asosan ilm-fan, texnika, san'at, huquq, iqtisod va boshqa sohalarda aniq tushunchalarni ifodalash uchun yaratiladi. Ularning shakllanishi va rivojlanishi har bir tilning morfologik va sintaktik tuzilishiga, shuningdek, tarixiy til aloqalariga bog'liqdir.

Ingliz tili atamaları asosan german va roman tillarining aralashuvi natijasida shakllangan. Ingliz tilida ko‘plab ilmiy va texnik atamalar lotin va yunon tillaridan olingan bo‘lib, globalizatsiya jarayonida xalqaro miqyosda keng tarqalgan. Masalan, "computer", "internet", "technology" kabi atamalar bugungi kunda deyarli barcha tillarda qo‘llaniladi. Ingliz tilidagi atamalarning xususiyati ularning qisqaligi va sodd tuzilishida namoyon bo‘ladi, bu esa ularni tez o‘zlashtirishga imkon beradi.

Fransuz tili atamaları ko‘plab xalqaro huquq, diplomatiya, san‘at va madaniyat sohalarida muhim o‘rin tutadi. Masalan, "diplomatie" (diplomatiya), "culture" (madaniyat), "bureau" (idora) kabi atamalar xalqaro miqyosda keng tarqalgan. Fransuz tilida atamalar asosan so‘z yasashning morfologik usullari orqali shakllanadi, masalan, prefiks va suffikslar qo‘shish orqali yangi atamalar hosil qilinadi.

Nemis tili atamaları esa murakkab so‘z yasash tizimi bilan ajralib turadi. Nemis tilida ko‘plab ilmiy-texnik atamalar murakkab so‘z birikmalari orqali hosil qilinadi. Masalan, "Umweltschutz" (atrof-muhitni muhofaza qilish), "Fernsehen" (televideniye) kabi so‘zlar turli leksik birliklarning birlashuvi orqali yaratilgan. Nemis tilida sintaktik qat‘iylilik va aniq grammatik strukturalar atamalar tizimini shakllantirishda muhim rol o‘ynaydi.

O‘zbek tili atamaları esa turkiy tillar oilasiga mansub bo‘lib, asosan o‘zining boy tarixiy-madaniy merosi va arab, fors, rus tillari bilan bo‘lgan til aloqalari natijasida rivojlangan. O‘zbek tilidagi ko‘plab ilmiy va texnik atamalar rus tilidan o‘zlashtirilgan, ayniqsa, sovet davrida. Masalan, "texnologiya", "informatika", "matematika" kabi atamalar rus tili orqali kirgan bo‘lsa-da, ularning ko‘pchiligi xalqaro tusga ega. So‘nggi yillarda o‘zbek tilida milliy atamalar yaratish va rivojlantirishga alohida e‘tibor qaratilmoqda, bu esa tilning mustaqil rivojlanishiga xizmat qilmoqda.

Xulosa qilib aytganda, ingliz, fransuz, nemis va o‘zbek tillaridagi atamalar har bir tilning tarixiy taraqqiyoti, madaniy merosi va xalqaro aloqalari natijasida shakllanadi. Ularning umumiy xususiyati sifatida ilmiy aniq tushunchalarni ifodalashga xizmat qilishi, lekin har bir tilda ularning shakllanish va qo‘llanilish mexanizmi o‘ziga xos ekanligini ta’kidlash mumkin.

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PAREMIOLOGIK BIRLIKLARNI O'RGANISHDA ASOSIY KONSEPTLAR

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Samarqand davlat chet tillar instituti Ikkinchi chet tillar kafedrası mustaqil izlanuvchisi

Annotatsiya. Ushbu tezisdagi muayyan tillar va til guruhları o'rtasidagi munosabatlar tadqiqi ularning u yoki bu darajadagi yaqinligini yuzaga chiqarish, ularning bir-biridan uzoqlashganlik darajasini aniqlash hamda mazkur tillar uchun umumiy bo'lgan hodisalari paydo bo'lishining nisbiy xronologiyasini belgilashga yordam beradi.

Kalit so'zlar: madaniy konsept, makrokonsept, kognitiv, pragmatika.

Lingvomadaniy konseptlarni turli asoslar bo'yicha tasniflash mumkin. Mavzu nuqtai nazaridan konseptlar, masalan, hissiy, ta'lim, matnli va boshqa konsepsiya sohalarini tashkil etadi. Pragmatik nuqtai nazardan, tadqiqotchi A.Ya.Guryevich lingvomadaniy konseptlarni falsafiy kategoriya deb ataladigan, madaniyatning universal kategoriyalari (vaqt, makon, sabab, o'zgarish, harakat) va ijtimoiy kategoriyalar — ya'ni madaniy kategoriyalar (erkinlik, huquq, adolat, mehnat, boylik, mulk) sifatida ajratadi. V.A. Maslova yana bir guruhni ajratishning maqsadga muvofiqligini ta'kidlaydi. Til sohiblariga qarab tasniflangan konseptlar shaxsiy, mikro guruh, makro guruh, milliy, sivilizasion, umuminsoniy konseptosferalarni tashkil etadi. Shuningdek, muayyan diskursda: masalan, pedagogik, diniy, siyosiy, tibbiy va boshqa diskurslarda ishlatiladigan konseptlar ajratilishi mumkin.

Shunday qilib, quyidagi xulosaga kelish mumkin: lingvomadaniy konseptlar shaxsiy va jamoaviy til ongida muhim o'rin tutadi, bu esa ularni o'rganishning beqiyos dolzarbligini ta'minlaydi. Olamning konseptual lissoniy manzarasiga bog'liq masalalarni hal qilishda tilshunoslar ma'lum konseptlarning qanday shakllanishini aniqlashga harakat qilishadi. Ular universallikni aks ettiradigan va barcha uchun kognitiv jarayonni ifodalovchi asosiy kognitiv konseptlar to'plamini ajratib ko'rsatishadi. Bunday universal konseptlar qatoriga: "oila", "aql", "xotira", "vijdon", "do'stlik", "mehnat", "haqiqat", "rostgo'ylik", "sevgi", "qonun", "axloq", "til" kabi tushunchalar kiradi. Yu.S. Stepanov asosiy madaniy konseptlar sifatida quyidagi tushunchalarni ajratib ko'rsatadi: "abadiy", "dunyo", "vaqt", "olov", "suv", "non", "harakat", "hunarmandchilik", "so'z", "e'tiqod", "sevgi", "quvonch", "iroda", "haqiqat", "rostgo'lik", "bilim", "ilm", "qonun", "sivilizatsiya", "yurak", "vijdon", "axloq", "pul", "qo'rquv", "xavotir", "gunoh", "xafachilik", "qayg'u", "uy", "til" va h.k. Lingvistlar Z.D. Popova va I.A. Sternin, konseptologik tadqiqotlar bilan chuqur shug'ullanib, "vaqt", "yurak", "haqiqat", "sevgi", "qayg'u", "quvonch", "o'lim", "qo'rquv", "taqdir", "xavotir" kabi konseptlarning batafsil tahlilini o'tkazdilar.

Bir guruh rus olimlari milliy xarakterni eng yorqin aks ettiruvchi madaniy konseptlarni o'rganmoqda: ruschada - "iroda", "taqdir", "cheksizlik", "xavotir", "e'tiqod" (N.V. Makshanseva), inglizcha madaniyatda esa "uy", "erkinlik", "maxfiylik", "halol o'yin", "sabar", "jentlmenlik", "meros", "yumor", "ongli fikr" (P.I. Tsvetkov), nemis madaniyatida "ideallik", "tartib" (V.G. Zusman), fransuz madaniyatida esa "tanqidiy ruh", "sevgi", "erkinlikka bo'lgan ishqibozlik", "rassomlik ruhi", "individuallik", "elegantlik", "komfortga bo'lgan did" va "respublika qadriyatlari". "tejamkorlik" (Z.I. Kirnoze) kabi tushunchalar muhim o'rin tutadi.

V.I.Ubiyko "insonning ichki dunyosi" konseptosferasini o'rganadi. Bu konseptosferaning asosida "yurak" va "ruh" makrokonseptlari yotadi. Ushbu makrokonseptlar ichki dunyoning sezgir sohasini (konsept "his"), mantiqiy sohasini (konsept "aql"), majburiy sohasini (konsept "iroda"), axloqiy sohasini (konseptlar "yaxshilik" va "yomonlik") qamrab oladi. Integratsiyalovchi superkonsept esa "inson" konseptidir. Konseptlar o'zaro derivasion munosabatlar, paradigmatic va sintagmatik bog'lanishlar orqali o'zaro aloqada bo'lib, ularni leksikal elementlar verballashtiradi.

Emotsional asosiy konseptlar - "qo'rquv", "quvonch", "qayg'u", "g'azab" kabi tushunchalar N.A.Krasavskiy monografiyasida tahlil qilinadi.[Krasavskiy, 2001,189 b.]. N.D. Arutyunova tamonidan tahrirlangan turli tematik to'plamlarida "taqdir", "haqiqat", "vaqt", "makon", "harakat", "inson obrazi" kabi konseptlar ko'rib chiqiladi.

Ba'zi olimlar "uy-joy" lingvomadaniy maydonini o'rganmoqdalar, bu maydon o'zbek tilining leksik-frazeologik tizimining yetarlicha katta fragmentidir. Tahlilga tushadigan konseptlar — bu o'zbek tilidagi insonning moddiy va ichki dunyosini aks ettiruvchi konseptlar. "Uy-joy" segmentidagi makoniy munosabatlar to'g'ridan-to'g'ri ijtimoiy munosabatlar bilan bog'liq, ya'ni qarindoshlik atamaları makon tushunchalari bilan bevosita bog'liqdir.

V.I.Karasik o'zining "Til doirasi: shaxs, konseptlar, diskurs" nomli ishida "yumor" konseptini o'rganadi, shuningdek, olamning lissoniy manzarasida ingliz va rus tilidagi yumorning ijtimoiy xususiyatlarini tahlil qiladi. R.I.Pavilens esa, odamlarning dunyo haqida fikrlarini aks ettiruvchi konseptlarning ahamiyatini ta'kidlaydi.

V.A.Maslova madaniy konseptlar guruhlarini ajratib, ularni to'qqizta guruhga bo'ladi[Maslova, 2008, 52 b.]:

1. Olam (makon, vaqt, vatan...)
2. Tabiat (suv, olov, daraxt...)
3. Axloqiy konseptlar (vijdon, uyat...)
4. Inson haqidagi tasavvurlar (daholar, jo'g'rofiy, intellektual...)
5. Ijtimoiy tushunchalar va munosabatlar (erkinlik, urush...)
6. Emosional konseptlar (baxt, quvonch...)
7. Artefaktlar (uy, ibodatxona, qo'ng'iroq...)
8. Ilmiy bilimlar(filologiya, matematika...)
9. San'at konseptosferasi (rassomchilik, musiqa, haykaltaroshlik).

Xulosa qilib aytganda, yuqorida tilshunos olimlar tomonidan ko'rsatib o'tilgan konseptlar yagona yaxlit bir konseptual sohani ifodalaydi. Har bir madaniyatda dunyo modelini aks ettiruvchi o'ziga xos universal konseptlar majmui mavjud (makon, vaqt, o'lchov, sabab, axloqiy tushunchalar, sevgi v.b.). Bu konseptlarni anglashda har bir xalqning milliy dunyoqarashining shakllanish asoslari hamda shakllanish jarayonida maxsus o'ziga xos munosabatlar mavjudligini ko'rishimiz mumkin.

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BIR VALENTLI YADRO PREDIKATIV 2 KOMPONENTLARNING IFODALANISHI

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Annotatsiya: Mazkur maqolada ingliz va o'zbek tillari gap tarkibida yadro predikativ 2 (kesim – NP₂) o'rnida keluvchi bir valentli sintaktik birliklar qatnashgan gaplar tahlil qilinib, ularning morfologik xususiyatlari va boshqa sintaktik birliklar bilan bog'lanish imkoniyatlari o'rganilgan. Tahlil natijalari asosida bir valentli yadro predikativ 2 komponentlarning ingliz va o'zbek tillarida o'xshash va farqli jihatlari ochib berilgan.

Kalit so'zlar: sintaktik aloqa, valentlik, yadro predikativ aloqa, kesim, ot-kesim, fe'l-kesim.

Yadro predikativ 2 komponenti an'anaviy grammatik termin bilan atalganda kesim vazifasidagi sintaktik birlik hisoblanadi. An'anaviy grammatikada kesimning ifodalanishiga ko'ra asosiy ikki guruhi farqlanadi, bular *fe'l-kesim* va *ot-kesim*. Ingliz tilida V+pr+N, V+N shaklidagi qo'shma fe'llar yadro predikativ 2 komponenti o'rnida kelib, yadro predikativ 1 komponentga bir sintaktik aloqa asosida bog'lanadi.

Shuningdek, yadro predikativ 2 komponent *there is/are* oboroti bilan, bog'lama fe'l bilan birikib keluvchi sifat, son, ot, holat kategoriyasi kabi unsurlar bilan ham ifodalanishi mumkin.

1. *There was no time to worry* (RRHC, 22).

Berilgan gapda yadro predikativ 2 komponenti yadro predikativ 1 komponenti bilan yadro predikativ aloqa asosida bog'lanib, sonda moslashgan, ya'ni yadro predikativ 1 komponenti sanalmaydigan mavhum ot (*time*) bo'lgani uchun *there was* ham birlikda qo'llangan.

2. *Other items were so precious* (RRHC, 20).

3. *You're the bravest little girl* (RRHC, 24). → *You're the ... girl*.

Berilgan gaplarda ham yadro predikativ 2 o'rnida kelgan *to be* bog'lama fe'li asosiy mazmunni anglatuvchi *precious* va *girl* so'zlarini *items* va *you* sintaktik birliklar bilan bog'lashga xizmat qilgan hamda ular bilan moslashgan holda ko'plik shaklini olgan, ya'ni bog'lama fe'lning son kategoriyasi undan keyin kelgan elementning emas, balki yadro predikativ 1 elementining soni bilan moslashmoqda

Ingliz tilida yadro predikativ 2 komponenti modal fe'l + fe'lning infinitive shakli bilan ham ifodalanishi mumkin, shuningdek, modal fe'l o'rnida modal ma'no anglatuvchi birikmalar ham qo'llaniladi. Bunda yadro predikativ 2 komponenti yadro predikativ 1 komponentining voqelikka modal munosabatini aks ettiradi.

Yadro predikativ 2 sintaktik birliklar modal ma'noni quyidagi vositalar yordamida ifodalaydi:

be able + to Infinitive,

may/might (not) + Bare Infinitive,

may/might + be + Adjective/Noun,

may/might + have been + Noun,

have (got) + to Infinitive,

can/could (not) + be + past participle,

can/could + Bare Infinitive,

can/could (not) + Bare Infinitive + to Infinitive,

can/could + have been + Past Participle

Yuqoridagi misollarning tahlilini ko'rgazmali ifodasak, NP₂ o'rnida kelgan modal birikmalar yetti xil strukturaga egaligi aniqlanadi.

Gap tarkibida NP₂ o'rnida o'timli harakat va holat fe'llari kelishi mumkin. Bunday fe'llar turli zamon shakllarida bo'lib, albatta o'ziga tobe komponent talab qiladi. Gapdagi tobe komponentning o'zi ham boshqa bir tobe bo'lakka ega bo'lishi kuzatiladi.

Ingliz tilida kopyulativ fe'llar mavjud bo'lib, ular ba'zi manbalarda bog'lama fe'l (link verb) bilan bir xil talqin etiladi [1], boshqalarida esa bog'lama fe'ldan farqlanadi [2]. Quydagi misollarda NP₂ o'rnida kelgan copulyativ fe'l + Sifat (Adjective) birikmasi bitta sintaktik birlik bo'lib, u NP₁ komponent bilan yadro predikativ aloqaga kirishadi va u bir valentli komponent hisoblanadi.

4. Olive's face went steely (RRHC, 24).

Ingliz tilida NP₂ komponenti shuningdek, fe'l + fe'l ko'rinishidagi birliklar bilan ham ifodalanishi mumkin. Bunda birinchi fe'l grammatik ko'rsatkichlarga ega bo'ladi, ya'ni tuslanadi, ikkinchi fe'l esa infinitiv yoki gerundiy shaklida bo'ladi, biroq asosiy leksik ma'no ikkinchi fe'ldan anglashiladi. Bunday qurilmalar o'zbek tilidagi ko'makchi fe'lli fe'l qo'shilmasiga to'g'ri keladi.

O'zbek tilida bir valentli yadro predikativ 2 (NP₂) komponent asosan fe'l bilan ifodalanadi. O'zbek tilida ham ingliz tilidagi kabi kesimning turlari farqlanadi [3]: fe'l-kesim va ot-kesim. Fe'l-kesim fe'lning turli ma'noviy va strukturaviy turlari bilan ifodalanadi. Xususan, o'zbek tilida yasama fe'lning ishlatilishi ko'p uchraydi, ular yasovchi qo'shimchalar yordamida hosil bo'ladi. Keng tarqalgan fe'l yasovchi qo'shimcha bu *-la* bo'lib, u ot va sifatdan fe'l hosil qiladi (*ishla, oqla, gulla*). Shuningdek, murakkab/qo'shma fe'llar ham mavjudki, ular OT + FE'L yoki SIFAT + FE'L, RAVISH + FE'L tuzilishiga ega bo'ladi. O'zbek tilining o'ziga xos jihati shundaki, FE'L + FE'L strukturasi bilan yangi fe'l hosil qilib bo'lmaydi. Bunday qurilma *ko'makchi fe'lli fe'l qo'shilmasi* deb yuritiladi [4].

NP₂ komponenti otdan yasalgan o'timsiz fe'llar bilan ifodalanishi mumkin:

5. Daraxtlar qayta kurtaklaydi (QA, 7).

6. Ular hayotdan birgalikda zavqlanishardi (QA, 92).

O'zbek tilida NP₂ komponenti modal fe'l yoki modal ma'noli birikmalar bilan ham gapda voqelanadi. O'zbek tilida ingliz tilidan farqli ravishda shunday bir o'ziga xoslik borki, gapda NP₁ komponenti ko'rsatilmaydi, biroq u oson tiklanadi, sababi NP₂ o'rnidagi sintaktik birliklar shaxs-son qo'shimchalariga ega bo'ladi va bu eganing shaxsi va soniga ishora qiladi.

NP₂ komponenti o'rnida ko'makchi fe'lli fe'l qo'shilmasi kelganini kuzatamiz. Ko'makchi fe'llar asli mustaqil fe'llar bo'lib, boshqa bir mustaqil fe'lning ravishdosh shaklidan keyin keladi va o'sha harakatning boshlanishi, davom etishi, tugashi, birdan bajarilishi kabi ma'nolarni anglatadi [4]. O'zbek tilida NP₂ o'rnida kelgan bir valentli sintaktik birliklar ot, sifat, son va ravishlar bilan ham ifodalanishi mumkin.

Umuman olganda, o'zbek tilida yadro predikativ 2 komponent o'rnida sodda va yasama fe'l, qo'shma va murakkab fe'l, o'timli va o'timsiz fe'l, harakat va holat fe'li bevosita, shuningdek, ot, sifat, son, olmosh, ravish va kesimlik belgilari hisoblanuvchi bog'lamalar – shaxs-son qo'shimchalari, *edi, ekan* so'zlari yordamida NP₁ komponenti bilan bog'lanib keladi. Bunda NP₂ uyushiq bo'laklardan iborat bo'lmasligi lozim, aks holda u ikki valentli bo'lib qoladi.

Mazkur maqolada ingliz va o‘zbek tillarida yadro predikativ 2 komponentning ifodalanishini tahlil qilar ekanmiz, bu ikki til o‘rtasidagi farqlarning guvohi bo‘ldik. Bu farqlar asosan ularning turli tillar tizimidagi oidligidan kelib chiqadi. O‘zbek tilida NP₂ o‘rnidagi elementlar bir qator kelishik qo‘shimchalari, egalik affikslari bilan kelsa, ingliz tilida bu holat kuzatilmadi. Ingliz tilida konversiya usulida hosil bo‘lgan fe‘llar mavjud bo‘lsa, o‘zbek tilida bunday holat kuzatilmaydi, balki yasama fe‘llar katta qismni tashkil qiladi. O‘zbek tilida fe‘ldan fe‘l yasalmasligi kuzatiladi. O‘xshash tomonlari har ikkala tilda ham bir valentli NP₂ komponentlar faqatgina NP₁ komponent bilan sintaktik aloqaga kirishadi, turli so‘z turkumlari bilan ifodalana oladi.

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METHODOLOGY FOR DEVELOPING ESSENTIAL VOCABULARY FOR IELTS WRITING AND SPEAKING IN THE CONTEXT OF UZBEKISTAN

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Abstract: This thesis explores the essential vocabulary required for success in the IELTS Writing and Speaking sections. It highlights high-frequency academic terms, topic-specific vocabulary, and cohesive devices necessary for clear communication. Practical strategies for vocabulary acquisition and effective usage are also discussed to enhance candidates' performance.

Keywords: academic vocabulary, topic-specific vocabulary, cohesive devices, lexical resource, paraphrasing, idiomatic expressions.

Achieving a high score in the IELTS Writing and Speaking sections requires more than grammatical accuracy and fluency - it demands a strong command of essential vocabulary. A diverse and precise vocabulary enables candidates to express ideas effectively, develop arguments logically, and demonstrate a higher level of language proficiency [1;23]. This paper identifies key vocabulary categories and strategies to help candidates improve their performance.

One crucial aspect of IELTS vocabulary is the use of academic and formal language, particularly for the Writing Task 2 essay and Speaking Part 3 discussions [2;36]. Academic vocabulary includes words that convey abstract ideas, such as *analyze*, *evaluate*, *significant*, and *impact*. Mastery of these terms allows candidates to present complex ideas clearly and professionally [3;48].

Topic-specific vocabulary is equally important, as IELTS prompts often cover a wide range of subjects, including education, environment, health, and technology [2;31]. For instance, when discussing environmental issues, terms like *sustainability*, *pollution*, *renewable resources*, and *conservation* demonstrate a candidate's ability to engage with the topic at a higher level [3;42]. Developing topic-related word banks and practicing their use in context can significantly improve a candidate's lexical resource score.

In both writing and speaking, cohesive devices are essential for ensuring logical flow and clarity [1;29]. Words and phrases like *however*, *therefore*, *in contrast*, and *as a result* help structure arguments and connect ideas effectively. Studies have shown that consistent use of cohesive devices correlates with higher IELTS scores, particularly in the Writing Task 2 essay [3;55].

A common challenge for IELTS candidates is overusing basic vocabulary or repeating the same words, which can negatively affect their lexical resource score [1;18]. To address this, learners should engage in regular vocabulary expansion exercises, such as reading academic articles, practicing paraphrasing, and using synonyms. Additionally, incorporating idiomatic expressions and phrasal verbs—particularly for the Speaking section—can demonstrate advanced language proficiency [3;60].

In conclusion, mastering essential vocabulary is a critical factor in achieving high scores in the IELTS Writing and Speaking sections. By focusing on academic language, topic-specific terms, and cohesive devices, candidates can improve their clarity, coherence, and overall performance. Strategic vocabulary development can transform basic responses into articulate, sophisticated expressions of thought.

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Annotatsiya. Ushbu tezisda ingliz tilining diskursi va o'zgaruvchanligi to'g'risida fikr yuritilgan. Unda muloqot jarayonlari, ijtimoiy va madaniy kontekstning shakllari to'g'risida ma'lumot berilgan. Shuningdek ingliz tilining har bir hududda o'ziga xos tarzda rivojlanib, o'zining maxsus grammatikasi, leksikasi, talaffuzi va sintaksisi bilan farqlanishi borasida fikr yuritilgan.

Kalit so'zlar: diskurs, pragmatika, kontekst, nutq aktlari, muloqot tili, ijtimoiy omil.

Kirish. Diskurs - bu muloqotni o'z ichiga olgan murakkab va dinamik jarayon hisoblanadi va unda ma'no ijtimoiy va madaniy kontekstlardan foydalanish orqali shakllanadi. Ingliz tili global miqyosda keng tarqalgan shu sababli, geografik, ijtimoiy va madaniy omillar ta'sirida yuqori darajada o'zgaruvchanlik va rivojlanuvchanlikni namoyish etadi.

Ushbu maqolada ingliz tilining nutq xususiyatlarini va o'zgaruvchanligini tahlil qilish, uning xususiyatlarini turli sotsiolingvistik kontekstlarda o'rganishga qaratilgan. Tadqiqot turli xil ingliz tilida so'zlashadigan davlatlarda lingvistik korpus, akademik matnlar hamda og'zaki muloqot ma'lumotlarini o'zaro taqqoslashda sifatli tahlildan foydalanadi.

Ko'plab nazariyalar va nutqni tahlil qilish vositalari ko'plab qo'llaniladigan lug'at, grammatika usullar va pragmatik me'yorlarda qanday o'zgarishlar paydo bo'lishini tekshirish uchun qo'llaniladi. Bu tekshirish natijalari shuni ko'rsatadiki, ingliz tilidagi so'zlashish nutqi turli kontekstlarda sezilarli darajada farq qiladi, bunga misol sifatida aytishimiz mumkinki, hind inglizchasi, nigeriyalik ingliz va singapur inglizlari kabi jahon inglizlarida o'ziga xos xususiyatlar paydo bo'ladi. Dunyo bo'ylab rivojlanib kelayotgan texnologiya va ijtimoiy media ta'siri, shuningdek, raqamli aloqaning yangi shakllariga olib keladigan nutq shakllarini shakllantiradi.

Ingliz tilidagi nutqi va o'zgarishlar. Ingliz tili dunyodagi eng keng tarqalgan tillardan biri bo'lib, uning global ta'siri iqtisodiy, madaniy va tarixiy omillar bilan bog'liq. Ammo shuni tushunish kerakki, ingliz tili monolit tuzilma emas, balki turli lahjalar, urg'u va sotsiolingvistik o'zgarishlar to'plamidir. Ushbu o'zgarishlar geografik, ijtimoiy, madaniy va tarixiy sharoitlar bilan shakllanadi. Ingliz tili madaniyatlar, texnologiya va jamiyatning o'zaro ta'siri orqali rivojlanishda davom etmoqda. Ushbu rivojlanish uni global dunyodagi o'zgarishlarga moslasha oladigan noyob aloqa vositasiga aylantiradi. Ingliz tilining o'zgarishlarini o'rganish nafaqat lingvistik jarayonlarni, balki ular asosidagi madaniy xilma-xillikni ham tushunishga yordam beradi.

Diskurs - bu keng tarixiy ma'nolarni yetkazish uchun tilning ijtimoiy jihatdan qo'llanilishi. Bu qo'llanilishining ijtimoiy sharoitlari, kim va qanday sharoitlarda qo'llanayotgani bilan belgilanadigan tildir. Adabiyotda diskursning ahamiyati. Har qanday turdagi nutq inson xatti-harakati va shakllanishining eng muhim elementlaridan biridir. Miyaning fikrlarni so'zlarga aylantirishi va, albatta, muloqot miyani qanday shakllantirishi bo'yicha ko'plab tadqiqotlar o'tkazildi. Ko'pgina tadqiqotlar turli tillarda so'zlashuvchilar tushunchalarni turlicha tushunishlariga qaratilgan. Shunday qilib, nutqning yaratilishi va tarqalishi inson zotining abadiyligi uchun eng muhim ahamiyatga ega. Adabiyot nutqni saqlash va dunyoni tushunishning yangi usullarini yaratishning asosiy usullaridan biridir. Boshqa madaniyatlar va boshqa davrlardagi badiiy diskurs namunalarni o'qish orqali biz ularning mualliflari qanday fikrda

ekanligini yaxshiroq tushuna olamiz. Har bir yaratilgan adabiyot asari diskurs namunasi bo'lganligi sababli, badiiy diskursni tushunishimiz adabiyotni tushunishimiz uchun juda muhimdir.

Diskursning turlari mavjud bo'lib, ular nutqiy, yozma, raqamli diskurslar hisoblanadi. Tilning barcha jarayonlarining o'ziga xos jihatlari, o'rganish metodlari va mexanizmlari mavjud. Og'zaki nutq ko'nikmalarini rivojlantirishning ham o'z mexanizmlari bordir. Og'zaki nutqni tilda ifodalash uchun ma'lum bir psixofiziologik xususiyatlar muloqot qiluvchining nutqida rivojlangan bo'lishi kerak. Til- inson ko'zgusidir.

Shunday ekan uni mukammallashtirishga ko'proq ahamiyat bermog'imiz lozim. Ingliz tilida ijtimoiy va madaniy tilni o'rganish va ishlatish jarayoniga katta ta'sir ko'rsatadi. Ingliz tiliga ijobiy munosabat bo'lgan jamiyatlarda uni o'rganish jarayoni osonroq kechadi. Masalan, ingliz tili xalqaro aloqa vositasi sifatida ko'riladi va boshqa madaniyatlarni o'rganish imkoniyati kengayadi, bu esa ijtimoiy tushunchalarni kengaytiradi. Ingliz tili har bir hududda o'ziga xos tarzda rivojlanib, o'zining maxsus grammatikasi, leksikasi, talaffuzi va sintaksisi bilan farqlanadi.

Bugungi kunda, ingliz tili 500 milliondan ko'proq kishining asosiy muloqot ili bo'lib, yana 1 milliard 300 millionga yaqin inson uchun ikkinchi til hisoblanadi. dunyo bo'ylab bitimlarning 90 foizi ingliz tilida tuzuladi. Bugungi kunda ingliz tilida ko'plab ilmiy maruzalar, maqolalar, hisobotlar chop etiladi.

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FEATURES OF THE PRESENTATION OF THE SYMBOLIC MEANING OF COLLOQUIALISMS WITH THE COMPONENT “FRUIT” IN THE DEVELOPMENT OF A DICTIONARY INTERPRETATION

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Abstract: The article studies the features of symbolic meaning in colloquialisms formed from the names of widely known, rare fruits and hybrid fruits. Particular attention is paid to the analysis of linguistic and extralinguistic factors influencing the formation of hidden meaning.

Keywords: symbolic meaning, colloquialisms, colloquial expressions, non-standardized vocabulary, decoding hidden meaning.

At present, the problem of studying the hidden meaning of individual thematic groups of colloquial English vocabulary is acquiring great importance in linguistic science due to the identification of new meanings, transformations of semantics in view of social and economic changes, and the withdrawal of individual colloquialisms from the active dictionary due to the loss of productivity and necessity.

The main problems include the following: a) studying colloquial language in terms of lexicographic analysis online [4, 540] and printed dictionary sources [1, 10; 3, 128]; b) identifying new colloquialisms based on fiction, newspaper and dictionary texts [5, 70; 6, 88]; c) analyzing coded vocabulary by revealing meaning [2, 192; 7.19]; d) studying colloquial language through modern trends in linguistics [8, 23; 9, 202].

The relevance of compiling a new type of dictionary definition as part of thematic lexicographic sources lies in the current widespread interest in the development and study of the problem of the theoretical foundation of colloquial speech, the study of colloquial language as an integral system, and insufficient developments in terms of studying homonymy, polysemy, synonymy, and antonymy of colloquialisms in modern English studies.

Colloquialisms with hidden meaning of fruits in the presence of a number of names can form colloquial meanings in all names, or in part of them. The acquisition of colloquial meaning depends on the degree of spread of use of a particular name.

Thus, names that have a wider scope of use in colloquial speech are subject to a higher percentage of probability of the emergence of a colloquial meaning, in contrast to terminological concepts known mainly only to a closed professional group of people.

Let's compare the interpretation of a colloquial noun derived from the name of a fruit in the crowdsourced dictionary Urban Dictionary Online:

a) *annona* in the meaning of “a young woman, a girl with very expressive eyes, but hair that is off-putting in appearance (hair is disheveled, like a cave monster). When she wakes up, the girl becomes angry and hungry. She has a lot of male friends, loves board games and sleep. The girl is a fibber and a liar. However, her pleasant appearance allows all her mistakes to be forgiven.”
Cp.:

Girl: Hey! Look over there, it's a wild annona.

Boy: Hair like a cave monster, but the most beautiful eyes [11].

b) *soursop* “a period of time when a person is angry because his lie/fiction has been exposed.” For instance: “Don’t be such a *soursop*, Michelle” [11].

c) *wild guanabana* “going on an exciting journey that can change an ordinary life.”

Mike: Bro, have you been on a Wild Guanabana yet?

Steve: No, but I sure need too! [11].

Colloquial words and expressions were also formed from variants of the names of the *annona* fruit, namely: *soursop*, *guanabana*. In the above examples, although the names of the same fruit are used, the implicit meanings denote completely different concepts. However, *graviola* did not form such colloquial semantics, which is due to the less frequent use of this name in everyday communication.

Colloquialisms formed on the basis of well-known fruits are subject to polysemy. Thus, *apple* as a colloquial noun has 6 meanings at once: “1. a person (as used in American English) (often noted with the joint use of such adjectives as: *bad*, *rotten*); 2. stupid (about a person), a victim of fraud; 3. a person inexperienced in terms of material excesses; 4. a head; 5. an important person (corresponds to both American and Australian English). 6. a person who does not use drugs” [10]. As can be seen from the above examples, the meaning of the component “person” is subject to narrowing and specification in terms of characterizing intellectual abilities, position in society, etc.

Thus, by conducting such an analysis, it is possible to note the possibility of creating not only projects of thematic dictionaries, but also lexicographic sources aimed at systematizing colloquial homonyms, synonyms, antonyms and polysemantic words. Systematization of such vocabulary is necessary to eliminate inaccuracies in understanding the contextual meaning.

Of course, dictionaries of colloquial and non-standardized vocabulary have a dual parameter in the selection of vocabulary. Therefore, when establishing a more accurate picture, it is necessary to search for lexemes in several dictionary sources in order to avoid a subjective approach in statistical calculations.

When compiling a dictionary entry of a new type, it is important that the headwords are given in alphabetical order for the convenience of searching for a colloquialism.

In the case of a variant or several alternative variants of a colloquialism, the words should be placed in parentheses with the note “variant” and also highlighted in bold, italics.

A direct translation should be presented in parentheses, which helps to identify parallels between the direct and metaphorical meaning based on associations, hidden symbolic meaning. After the headword, stylistic, grammatical, derivational and other notes should be placed (for example, noun, verb, plural, abbreviated, etc.).

After the notes, an explanation is given. A short definition may contain an equivalent translation of the word into Russian, the closest synonym, or a definition in the absence of an equivalent.

An expanded definition may include additional information (for example, features of word-formation models, extralinguistic data on cultural studies, territorial features of distribution, etc.).

After the dictionary definition, a number of examples of the use of colloquialisms, slangisms in various types of contexts should be presented to identify the features of situational use. Most dictionary entries should be provided with examples in the form of dialogues, instant messenger correspondence, online dictionaries or excerpts from modern fiction for the most complete presentation of the meaning of colloquial words and expressions in modern discourse.

Decoding the hidden meaning is easily predicted from colloquialisms with the component “fruit”, which served as the productive basis for other parts of speech by means of the suffixal method of formation.

Cp. colloquial verb and noun: *apple knock* “to behave ingenuously like a country bumpkin” and *apple-knocker* “1. a rural, unsophisticated person. 2. a person engaged in apple picking. 3. a fool”. In both colloquialisms, the main component in the meaning is the element “country” as simple, unsophisticated.

Thus, in connection with the emergence of a large number of colloquial words and expressions with the component “fruit” with hidden semantics, it is important to compile dictionary definitions, including information describing individual characteristics (color, taste, smell, etc.). Combining information of a linguistic and extralinguistic nature, it becomes possible to reveal associative parallels between the primary meaning and the new colloquial meaning using the comparative-contrastive method.

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TIL O'QITISH DARSLARIDA NUTQIY KO'NIKMALARNI TIZIMLI RIVOJLANTIRISHNING PEDAGOGIK MUAMMOLARI

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Annotatsiya. Ushbu tezida til o'qitish darslarida nutqiy ko'nikmalarni tizimli rivojlantirishning pedagogik muammolari va ularning yechimi to'g'risida fikr yuritilgan. Unda muloqot jarayonida gapirish ko'nikmasini egallashdagi qiyinchiliklarning obyektiv va subyektiv sabablari tahlili va erishilgan natijalari borasida ma'lumotlar berilgan.

Kalit so'zlar: nutqiy ko'nikma, til to'siqlari, obyektiv, subyektiv, motivatsiya, shaxsiy yondashuv.

Hozirgi kunda ingliz tili muloqot va hamkorlik vositasi, bilim va tajriba almashishning muhim vositasi bo'lib xizmat qiladi. Har qanday chet tilini o'rganish jarayoni o'qish, yozish va tinglash kabi majburiy ko'nikmalarni shakllantirish va rivojlantirishni o'z ichiga oladi. Gapirish ko'nikmasini egallashdagi qiyinchiliklar bir qator obyektiv va subyektiv sabablar bilan bog'liq.

Obyektiv sabablar deganda biz quyidagilarni tushunamiz:

Darslarning yetarli darajada moddiy-texnik jihatdan ta'minlanmaganligi, Ta'lim va metodik kompleksning gapirish ko'nikmalarini rivojlantirish jarayonida hal qilinishi kerak bo'lgan maqsad va vazifalarga mos kelmasligi, Talabalarning ko'p sonli bo'lishi, bu esa og'zaki muloqot uchun ajratilgan vaqtni kamaytiradi, O'qituvchining yetarli darajadagi malakaga ega emasligi.

Subyektiv sabablar quyidagilardan iborat: Talabaning psixologik va hissiy holati (o'ziga ishonchsizlik, past o'zini baholash, xatolardan qo'rqish va h.k.), Mintaqashunoslik, madaniyatshunoslik, tilshunoslik kabi fanlar bo'yicha bilimlarning yetarli emasligi, Cheklangan so'z boyligi va uni faol ravishda ishlata olmaslik [1].

Ingliz tili gapirish ko'nikmalarini o'rgatish jarayonida yuzaga keladigan barcha qiyinchiliklar "til to'siqlari" deb ataladi. Ushbu to'siqlarni yengib o'tish uchun o'qituvchidan yuqori darajadagi kompetensiya talab etiladi. Aniqroq aytganda: Darslarni puxta rejalashtirish va samarali tashkil etish; Talabalarning individual psixo-emotsional xususiyatlarini inobatga olish; Har bir talabani motivatsiya qilish va uning gapirish ko'nikmalarini rivojlantirishga yo'naltirilgan guruhning jamoaviy qiziqishi; Darslarda ishonch va qo'llab-quvvatlash muhitini yaratish; Talabalarni muvaffaqiyatga erishishga undash [2].

Shu munosabat bilan, ingliz tili gapirish ko'nikmalarini rivojlantirish uchun qulay va zamonaviy usullarni yaratish dolzarb masala ekanligini tan olish zarur.

Shunday qilib, muloqot ko'nikmalarini, xususan, gapirish ko'nikmalarini o'rgatish turli sohalaridagi mutaxassislarni tayyorlash jarayonida oliy ta'lim muassasalarida ingliz tili darslarining asosiy maqsadi sifatida belgilanishi lozim.

So'nggi o'n yillikda chet tillarini o'qitish metodikasida lingvistik kompetensiyaning leksik tarkibiy qismiga katta e'tibor qaratilmoqda. Bu esa til tabiatining qayta ko'rib chiqilishi va unda leksik birliklarning o'rnining qayta baholanishi bilan izohlanadi [3].

Ko'plab tadqiqotchilar gapirish ko'nikmasini har qanday chet tilini o'rganish jarayonida asosiy va eng muhim jihat deb hisoblaydilar. Chunki mazkur ko'nikma bo'lmasa, samarali nutqiy faoliyat va og'zaki muloqot amalga oshirilmaydi [4].

Til o‘qitish darslarida nutqiy ko‘nikmalarni tizimli rivojlantirish bo‘yicha pedagogik muammolarni hal qilish uchun quyidagi chora-tadbirlar amalga oshirilishi kerak:

1. Interfaol usullardan foydalanish (Juftlik va guruhli mashg‘ulotlar, rollar o‘ynash, munozara va debatlar, til o‘yinlari).

2. Darsdan tashqari mashg‘ulotlarni tashkil etish (Til klublari, chet tilli filmlar va audiomateriallardan foydalanish, ijtimoiy tarmoqlarda ingliz tilida faoliyat yuritish, chet ellik mehmonlar bilan uchrashuvlar).

3. Motivatsiyani oshirish va psixologik to‘siqlarni yengish (Talabalarning o‘ziga ishonchini oshirish, qo‘rquv va uyalish hissinini yengish, shaxsiy yondashuv).

4. Zamonaviy texnologiyalardan foydalanish (Onlayn platformalar va mobil ilovalar, sun‘iy intellekt vositalari, virtual va kengaytirilgan reallik texnologiyalari).

5. O‘qituvchilarning malakasini oshirish (O‘qituvchilar uchun trening va seminarlar tashkil etish, pedagogik innovatsiyalarni o‘rganish va qo‘llash, o‘qitish metodikasini takomillashtirish va samarali yondashuvlarni tatbiq etish).

Ushbu choralar yordamida til o‘qitish darslarida nutqiy ko‘nikmalar tizimli ravishda rivojlantiriladi va talabalar chet tilida muloqot qilishga osonroq o‘rganadilar.

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SOME CHALLENGES IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

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Abstract: This article suggests some difficulties in teaching English in the EFL classroom. Being a great EFL teacher is not only to teach, but also to inspire and empower learners and the main goal is to excite the them about learning, speaking, reading, writing, and comprehending English.

Keywords: positive encouragement, ground rules, disciplinary action, productive experience.

The English is the world language now and teaching can be difficult but what's even more troublesome is being responsible for keeping students awake and interested. This is the task of an EFL teacher first and foremost.

1. *Teacher centered sessions or learners are dependent on the teacher.* A lot of learners always automatically look to the teacher for correct answers instead of trying themselves. If the teacher encourages them to answer each time, it can become a prejudicial problem. Teacher should focus on giving positive encouragement. It helps to get students more comfortable and more willing to answer even incorrectly.

2. *Using a native language categorically during the sessions.* It is the most common problem in teaching English as a foreign language. As an EFL teacher, it's important to encourage students to use English, and only English. However, if students begin talking in their native language, a teacher has to move closer and ask them direct questions like "Have you got a question?" Another idea is to establish a set of ground rules in the classroom and develop a penalty system for when they use their first language. For example: if someone is caught using their native language three times, have them recite a poem in front of the class as a fine (in English). It ought to be remembered, for the 1-2 hours they are in English class, it must be English only.

3. *A learner is absent-minded, noisy or disobedient.* This can happen, no matter what, in every classroom. If the entire class is acting up, it may be the fault of the teacher, i.e. boring material or poor classroom management. If it is one particular learner, an instructor should react swiftly to show dominance. In order to resolve the issue, an EFL teacher must be strict and institute discipline if needed. If it continues to happen, further disciplinary action through the school's director could be pursued.

4. *The lesson doesn't go where a teacher would like it to.* When teaching English as a foreign language, a moderator can always count on students hijacking a lesson. To some extent, it can be a good thing. It shows that learners' interest, and as long as they are participating and conversating in English, it is a productive experience. However, if the lesson goes too far off topic, in a direction an instructor doesn't want it to go, it's important to correct the problem by diverting the conversation.

5. *Personalities friction*. Not everyone in an EFL classroom will become the best of friends. If drama arises between certain students, the easiest solution is to separate them from one another. If the tension persists, switching a student to another classroom may be the teacher's only option.

6. *Students hesitate what to do, or do the wrong thing*. This often occurs when teaching English as a foreign language. In fact, it's often the fault of the teacher. If the instructions to an assignment yield look of confusion and soft whispers among students, there is a solution. In order to avoid this problem, it's important to make sure if the instruction is clear. Speaking clearly and strongly, gestures, mime, and short concise sentences could be used. Models and examples of the activity must be used importantly.

7. *Students are bored, inattentive, or unmotivated*. It is often the teacher's fault that class is boring. Fortunately, with proper planning, this problem can be solved. An interesting theme can be chosen to the lesson; one that the students can relate to and one a teacher knows they will enjoy. It will automatically give them some motivation and interest. An instructor is always to get to know about the learners and identify their interests and needs and then design his sessions accordingly.

8. *Strong student dominance*. An EFL teacher should always takes into consideration learners with different abilities and language skills. While it is good to have some students who excel in the classroom, it is important that they don't take away from others. If any students begin to constantly "steal the show," take care. Focus on calling on weaker students in the class to answer questions. They have to be encouraged, but gently deflected some answers from the strong students and given production time to other not-so-strong members of the class.

9. *Students are unprepared*. The last thing which an EFL teacher dislikes for learners to drop out simply because they felt lost when they are unprepared and makes sure learners are all on the same page before moving onto a new topic by concept checking multiple times, and encouraging individual participation.

Teaching and learning are the two sides of a coin. Learning is a progressive process from the cradle to the tomb. A well-chosen method plays a significant role in teaching and learning process. Drawing attention to the interactive methods rises the value of teaching effectively.

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THE CATEGORY OF CASE IN ENGLISH LANGUAGE

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Abstract: this article demonstrates the form of case in English language and its components are also given from linguistic scholars who worked for many years in terms of meaning and functions of cases. In this language, the category of case has been interpreted differently by different linguists.

Keywords: case, morphology, colloquial speech, independent, possessiveness.

In English, the case form and its components are also known to have long been the focus of attention of linguists in terms of their meaning and functions. In this language, the category of case has been interpreted by different linguists in different ways. In particular, in this regard, scientific research by linguists such as M.Deutschbein, Ch.Fillmore their research ranged from the conclusion that there is no English language categories of case, to the point of saying that the category of case seems infinite in meaning [1, 2]. Indeed, the issue of the form of case in this language is problematic. To this day, it causes a number of discussions between proponents of inflectional and non-inflectional morphology. The reason for the discussions between them is the different approach to this grammatical category. In particular, in English, the existence of a category of case was rejected, and it was considered appropriate to interpret it as a non-grammatical category. Supporting their point of view, I. Ivanova, V. Burlakova, G.Pochepsov reject the category of case in English [3]. They explain that verb cases differ from cases of syntactic-type languages. They show that differences manifest themselves both in meaning and in function, that is, function. They cite four reasons why the consonant form of a consonant cannot be recognized as a consonant suffix.

Firstly, while the primary meaning of the subordinate case refers to ownership, belonging, except for the fact that the form of the subordinate case expresses values such as time (*The day's wait*), volume (*The hair's width*) or space (*a mile's distance*), indicates a heterogeneous relationship to its basic categorical meaning. This is not considered typical for synthetic cases of inflectional languages.

Secondly, the function of the accusative case is limited, and it is divided into two: a) lexical, that is, it consists only of the names of animate nouns (*The girl's voice, the dog's Bark*), and in some cases it is used with inanimate nouns denoting specific objects (*The car's roof, The door's support*); b) positional, that is, the accusative case always deals with horses.

Thirdly, there is no plural case formant. As we know, in colloquial speech, the singular and plural forms of nouns in the accusative case do not differ, that is, they are pronounced the same (*The boy's room* and *The boys' room*). Thus, a homonymy of formants appears -'S/-S'. They differ only in written speech, without differentiating at all in oral speech [3]. But this homonymy only applies to words like boy, boy's, Boys, and examples such as her friend's dress, The boy's hands, are not included in it. In addition, words (children's, men's) that retain the plural declension are excluded.

Fourth, in addition to the fact that the adverb formant is added to phrases expressed by a noun (*John and Tom's room*, *King Denmark's son*, *the speech of the Prime Minister of England*), it is also included in phrases that are not expressed by a noun at all (for example, *in the book somebody else's Book*).

In addition, G.N. Vorontsova argues that the category of case exists only in pronouns, that is, in "who", that is, in "I" and the interrogative pronoun [25, 168]. He classified his views in the book "Essays on English grammar". He divides cases into such forms as "independent" and "subordinate". "In such cases, the content of the case category should be clear, that is, "independent" and "subordinate" in meaning", he says [4]. He identifies exceptional cases when the pronoun "I" stands in place of the main consonant. For example, "*Who's there?*" *Creed, Michael*. "*Me*", *bawled the ungrammatical Digby* (J. Galsworthy). The "submission" case form is used here instead of the "independent" case form. Such situations are usually more common in colloquial speech. That is why he says that "the forms of the case category in personal pronouns have lost their depth in the syntactic contrast between the "independent" and "subordinate" species" [4]. Accordingly, he suggests dividing the two case forms of personal pronouns into main (nominative) and objective (objective) terms such as "first" and "second" or "mediumistic" and "without a medium". Thus, G.N. Vorontsova also rejects the morpheme and gives the following reasons why it is rejected:

- 1) the scale of use of the morpheme 's is optional (his mother's, of his mother).
- 2) it is sometimes used in certain groups of nouns that are rare.
- 3) 's is used in the plural and singular (child's, children's).
- 4) occurs in nouns in a much smaller plural (bull, but cow).

The 's does not form an integral part of the verbal structure. It can be placed after the main noun in the attributive (defining) group ("*Been reading that fellow what's his name's attack in The Sunday Times?*"). Thus, the author rejects the category of case in modern English [25, 48].

In addition, L. Barkhudarov in his research also tries to determine whether there really is a category of case in the nominative case of the English language, and distinguishes between two cases in English: Common case and Genitive case. In modern English, only one character indicates that the noun has a morpheme that modifies the Word, and an actual case (other than general case) that expresses the syntactic relation in the sentence. The English language shows that the semantics of the verb case morpheme has its own peculiarities.

Firstly, the morpheme "s" is identical to the plural suffix in English and is a modifier suffix of a singular word that can also accompany it, for example, *oxen's*, *children's*.

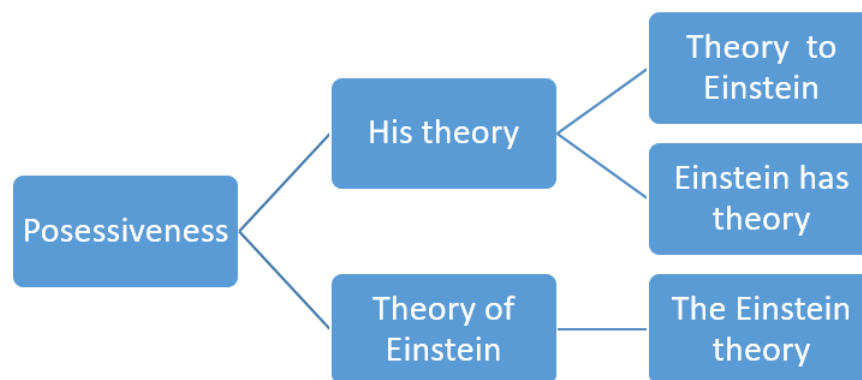
Secondly, the morpheme of the verb case differs in ambiguity compared to other inflectional morphemes (it is even difficult to distinguish which of its meanings are primary and secondary, and which are secondary).

Thirdly, the main characteristic of the morpheme of the English accusative case may be that it is attached not only to the word, but to the entire dictionary, for example, "*daughter of the King of England*", "*Toby and Dora's plan*", "*a moment or two thoughts*", "*a man on the street*", "*a boy, who lives*", "*the brother from the street*" [5] analyzes such aspects as:

Based on the above, it is worth noting that they reject the category of case in modern English. On the other hand, the verb case form is considered as a syntactic rather than a morphological form, and the s form in the words represented by it is considered as a syntactic category of possessivity rather than as a form of the morphological case category.

In fact, using the above analysis and examples, it can be seen that the function that the formant performs indicates that it is specific to the syntactic category based on arguments. This removes the English case of the case from a number of grammatical categories and substantiates theories and views on the absence of a case category in the English language. Thus, instead of the category of case in English, it became necessary to create a category of possessiveness that would express possessiveness, belonging, and the relationship of attraction and attraction based on the properties that attraction expresses. Because in all of the above analyses, the units expressed in the imperative case perform a syntactic function in a sentence. This determines the inclusion of the imperative mood in the grammatical category in the category of possessiveness, which is a syntactic category, and makes it a structural component.

As we know, possessiveness is, in fact, the relationship between two objects, when the possession or belonging of one to the other is expressed by linguistic means. These relations are called "possessive-possessive", and the units they represent are called possessive constructions. As a rule, a person is understood as a possessor, that is, a master. Consequently, positional relations are understood as his possession of an object or the belonging of an object to a person. In English, possessiveness is expressed by other means besides the adverbial formant. For example, it can be expressed using articles, prepositions, pronouns, and syntactic means:



In conclusion, we can say that the issue of noun case in English has been considered by most linguists and approached in different ways. In addition, a number of problems related to aiming can be traced from the above analysis. In addition, these controversial cases ensure that the verb case is not considered as a grammatical category, that it has mainly a syntactic function and can be included in the category of possessiveness. Thus, the views and theories that the case category in English is excluded from a number of grammatical categories are reasonably supported.

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РУССКАЯ ФОНЕТИКА: ОСОБЕННОСТИ И ЗАКОНОМЕРНОСТИ.

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Аннотация: В данной статье рассматриваются особенности русской фонетики, включая звуковую систему, ударение, интонацию и фонетические процессы. Анализируются закономерности произношения, диалектные различия и влияние фонологических процессов на язык.

Ключевые слова: фонетика, русская фонетика, звуковая система, ударение, интонация, фонетические процессы, редукция, ассимиляция.

1. Введение

Фонетика – это раздел языкознания, изучающий звуковую систему языка, её функционирование и изменения. Русский язык отличается сложной фонетической системой, включающей 42 фонемы. Звуки в русском языке подвержены различным изменениям в зависимости от фонетического окружения, что делает его одной из самых сложных фонологических систем в славянских языках.

Изучение русской фонетики важно не только для лингвистов, но и для преподавателей, изучающих русский язык как иностранный. Фонетические особенности влияют на восприятие речи и понимание ее носителями.

2. Звуковая система русского языка

Русская фонетика включает 6 гласных ([a], [o], [y], [э], [и], [ы]) и 36 согласных. Одной из главных характеристик является противопоставление твердых и мягких согласных, что играет ключевую роль в смысловом различии (мать – мяч, луг – люк).

Гласные в русском языке изменяются в зависимости от ударения. В безударном положении они подвергаются редукции, что значительно влияет на звучание слова. Например, в слове молоко гласный [o] в первом слоге ослабляется и звучит как [ь] – [мьлоко].

3. Ударение в русском языке

Русское ударение является подвижным и разноместным, что означает, что оно может менять свою позицию в разных формах одного слова (руки – руки). Это приводит к фонетическим изменениям, таким как редукция гласных и чередование звуков.

Неправильное ударение может полностью изменить значение слова: замок (запорное устройство) – замок (дворец). атомный (связанный с атомами) – атомный (очень маленький). Эти особенности делают русскую фонетику сложной для изучающих язык.

4. Интонация

Интонация играет важную роль в передаче смысла и эмоций в русском языке. Она выполняет несколько функций: Разделяет смысловые группы в предложении. Выражает эмоциональную окраску высказывания.

Различает типы предложений (повествовательные, вопросительные, восклицательные).

В русском языке выделяют несколько интонационных конструкций. Например, при повышении тона в конце фразы предложение приобретает вопросительную интонацию (Ты здесь?), а при понижении – повествовательную (Ты здесь.).

5. Фонетические процессы

Русский язык характеризуется несколькими важными фонетическими процессами: Редукция – ослабление или изменение безударных гласных (например, молоко → [м'локо]). Ассимиляция – уподобление соседних звуков (сдвоенный → [здвоенный]). Элизия – выпадение звука в произношении (честный → [чесный]). Эпентеза – вставка дополнительного звука (воткнуть → [ваткнуть]). Эти процессы активно используются в разговорной речи и влияют на скорость и чёткость произношения.

6. Диалектные особенности

Русский язык имеет региональные фонетические особенности, которые проявляются в диалектах: Севернорусские говоры – отсутствие сильной редукции гласных, чёткое произношение всех звуков. Южнорусские говоры – тенденция к смягчению согласных и специфическим изменениям в гласных звуках. Среднерусские говоры – смешанный тип, на основе которого сформировался литературный русский язык. Диалектные различия показывают, насколько гибкой и изменчивой является русская фонетика.

7. Сравнение с другими языками

Фонетика русского языка существенно отличается от других славянских языков. Например: В украинском языке отсутствует редукция безударных гласных, что делает его звучание более чётким. В белорусском языке широко распространено аканье (произношение "о" как "а" в безударных слогах). В польском языке нет противопоставления твердых и мягких согласных, что является важной чертой русской фонетики. Эти различия играют большую роль в изучении русской фонетики иностранцами.

8. Заключение

Данная статья представляет собой подробный анализ русской фонетики, включая её основные закономерности и особенности. В ней затронуты ключевые аспекты, такие как звуковая система, ударение, интонация и фонетические процессы.

На мой взгляд, важность изучения фонетики трудно переоценить, особенно для тех, кто осваивает русский язык как иностранный. Русская фонетика действительно сложна, и её особенности, такие как редукция гласных и подвижное ударение, могут представлять трудности для изучающих язык. Тем не менее, эти же особенности придают русскому языку уникальное звучание и выразительность.

Также стоит отметить роль фонетических процессов в разговорной речи. Например, ассимиляция и элизия делают устную речь более плавной, но в то же время могут усложнять её восприятие для иностранцев. Кроме того, влияние диалектных различий на произношение подчёркивает богатство и разнообразие русского языка.

Интересно также сравнение русской фонетики с другими славянскими языками. Например, отсутствие редукции в украинском языке делает его звучание более чётким, в то время как аканье в белорусском придаёт ему особый колорит. Эти различия показывают, насколько сильно фонетика влияет на восприятие языка.

В заключение можно сказать, что русская фонетика остаётся живой и изменчивой системой, подверженной влиянию различных факторов, таких как глобализация и заимствования. Это делает её особенно интересной для изучения, так как язык продолжает развиваться, сохраняя при этом свою уникальность.

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Предложения по упрощению фонетической системы

1. Снижение редукции. Изменение гласных в безударных слогах (редукция) часто затрудняет понимание слов. Поэтому можно предложить уменьшить степень редукции, как это наблюдается в севернорусских говорах, где безударные гласные произносятся более чётко. Это сделает русский язык более понятным, особенно для изучающих его как иностранный.

2. Снижение различий между мягкими и твёрдыми согласными

В русском языке противопоставление мягких и твёрдых согласных играет важную роль (например, луг – люк), но иногда это затрудняет восприятие речи.

В определённых случаях можно уменьшить это различие, особенно при адаптации заимствованных слов.

3. Стабилизация ударения

В русском языке ударение подвижное и может менять свою позицию в разных формах слова (вода – воды). Для носителей других языков и даже для самих русскоязычных это создаёт трудности. Если в языке появятся более строгие правила постановки ударения, его изучение станет проще. Предложения по улучшению разборчивости речи

4. Ограничение ассимиляции

Ассимиляция делает беглую речь менее разборчивой.

Например, в выражении с добрым утром звук с превращается в з, что может затруднять понимание. В официальной речи и СМИ можно рекомендовать более чёткое произношение.

5. Контроль элизии и эпентезы

В русском языке часто выпадают или добавляются звуки, что усложняет восприятие (например, честный → [чесный]).

В учебных и официальных контекстах можно рекомендовать избегать таких сокращений. Заключение и возможные изменения в будущем. Русская фонетика очень сложна, но под влиянием глобализации она постепенно упрощается.

Например, заимствованные слова всё чаще адаптируются под русскую фонетическую систему, упрощая произношение.

В будущем можно внедрять правила, стабилизирующие ударение и контролирующие редукцию и ассимиляцию, чтобы сделать язык более понятным и удобным для изучения.

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ФУНКЦИОНАЛЬНОЕ СИНТАКСИЧЕСКОЕ ИССЛЕДОВАНИЕ НЕПОЛНЫХ ПРЕДЛОЖЕНИЙ В ДИАЛОГИЧЕСКОЙ РЕЧИ (НА МАТЕРИАЛЕ АНГЛИЙСКОГО И УЗБЕКСКОГО ЯЗЫКОВ)

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Аннотация: Неполные предложения (или эллиптические конструкции) представляют собой синтаксические единицы, в которых элементы, обычно присутствующие в стандартных предложениях, опущены, но смысл остается ясным и понятным благодаря контексту. В данной статье проводится функциональное синтаксическое исследование неполных предложений в диалогической речи на материале английского и узбекского языков. Оценены особенности использования неполных предложений в этих языках, их роль в коммуникации, а также синтаксические структуры и их функции в диалогах. В статье также рассматриваются различия и сходства в употреблении неполных предложений в этих языках.

Ключевые слова: неполные предложения, эллиптические конструкции, диалогическая речь, коммуникативные функции, сокращение предложений, контекст, прагматика

Введение. Неполные предложения, являющиеся одной из форм синтаксической неполноты, широко распространены в устной речи и в диалогах. Эти предложения включают в себя пропущенные элементы, которые легко восстанавливаются на основе контекста, что позволяет эффективно сокращать время общения и избегать избыточности. Важным аспектом неполных предложений является их функциональная роль в диалогической речи, где они служат для ускорения коммуникации и поддержания непринужденного общения. В данной статье рассматриваются особенности синтаксиса неполных предложений в английском и узбекском языках, их функции и использование в разговорной речи.

Синтаксическая структура неполных предложений. Неполные предложения могут быть определены как такие, в которых отсутствуют одни или несколько элементов, однако эти элементы могут быть легко восстановлены благодаря контексту диалога. Такие предложения бывают разных типов в зависимости от того, какие элементы опускаются.

Опущение субъекта. В английском и узбекском языках часто встречаются случаи, когда субъект предложения не указывается явно, так как он подразумевается из предыдущих реплик.

Пример на английском языке: А: "Do you want to go?" В: "Yes, I do." В данном случае во второй реплике опущен глагол "want".

Пример на узбекском языке: А: "Сен кетасанми?" В: "Ха."

Опущение глагола: Когда глагол в предложении опускается, но из контекста понятно, какой глагол должен быть использован.

Пример на английском языке: A: "I like coffee." B: "I tea." В данной реплике глагол "like" опущен, но его можно легко восстановить.

Пример на узбекском языке: A: "Мен китоб ўқийман." B: "Мен газета." (Здесь опущен глагол "ўқиш" - "читаю").

Опущение дополнения. Часто в разговорной речи опускаются дополнения, если они могут быть легко восстановлены из контекста.

Пример на английском языке: A: "She went to the store." B: "I, too." В ответе на этот вопрос опущено слово "went", но оно легко восстанавливается.

Пример на узбекском языке: A: "У музейга борди." B: "Мен ҳам." Здесь опущено слово "бордим".

Роль неполных предложений в диалогической речи. Неполные предложения играют важную роль в диалогах, так как они помогают ускорить коммуникацию и избежать избыточности. Одна из ключевых функций неполных предложений в диалогической речи — это их способность сокращать время на формулировку полноценного ответа или уточнения, что делает речь более динамичной.

Функции неполных предложений в диалогах:

Экономия времени. Пропуск элементов в предложении позволяет ускорить процесс общения. Это особенно важно в разговорной речи, где требуется быстрый отклик на вопрос или утверждение.

Пример: A: "Are you going to the party?" B: "Might." В данном случае B сокращает фразу и не повторяет глагол "go", что делает ответ более быстрым и кратким.

Поддержание плавности общения. Неполные предложения создают естественное и непринужденное общение, уменьшая необходимость в повторении одних и тех же элементов в каждом предложении.

Пример: A: "Did you finish your homework?" B: "Almost." Здесь второй собеседник не использует полное предложение, опуская подлежащее и сказуемое.

Выражение эмоций и реакций. В неполных предложениях можно подчеркнуть эмоции говорящего, например, в случае сильного удивления или недовольства.

Пример: A: "You broke my phone!" B: "Sorry!" Это короткое, неполное предложение выражает искреннее извинение.

Сравнительный анализ: Английский и узбекский языки. Как и в английском, в узбекском языке неполные предложения широко используются в диалогической речи. Однако имеются определенные различия в синтаксической структуре и частоте употребления этих конструкций.

Английский язык. В английском языке очень часто опускаются субъекты и глаголы, особенно в неформальной речи. Английские говорящие склонны к сокращению, что делает их общение более быстрым.

Пример: A: "Do you want some coffee?" B: "Sure." Здесь опущены как глагол, так и подлежащее, что делает речь более экономичной.

Узбекский язык. В узбекском языке, в отличие от английского, менее распространено опускание субъекта в разговорной речи, особенно в более формальной обстановке. Тем не менее в неформальной речи можно встретить сокращение предложений.

Пример: A: "Сен ерга боргансан?" B: "Бораман."

В этом примере в ответе опущены элементы предложения, но они легко восстанавливаются из контекста.

Заключение. Неполные предложения являются важным инструментом диалогической речи в английском и узбекском языках. Они помогают ускорить коммуникацию, сделать речь более естественной и экономной. Несмотря на общие функции, синтаксические особенности и использование неполных предложений могут различаться в зависимости от особенностей грамматических структур и культурных норм каждого языка. Изучение этих конструкций важно для разработки более эффективных методик обучения языкам и для более глубокого понимания процессов коммуникации в разных языках.

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THE STRUCTURAL AND COMPARATIVE-TYOLOGICAL ANALYSIS OF SOCIAL- RELATION VERBS (ON THE EXAMPLE OF ENGLISH AND UZBEK)

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Abstract. This article explores the structural and comparative-typological features of social-relation verbs in English and Uzbek. Social-relation verbs, which express interactions, relationships, and social roles, play a crucial role in language and communication.

The analysis focuses on verb formation, grammatical functions, and usage patterns, considering the influence of cultural and linguistic factors. Findings reveal that while both languages share universal features in social-relation verb usage, they also exhibit unique typological distinctions due to their structural and historical development. This comparative-typological approach contributes to a deeper understanding of cross-linguistic variations in social-relation verbs and their role in human communication.

Key words: structural analysis, social relation verbs, semantic structure, comparative-typological forms of the verb, cognitive and communicative features of social relation verbs, cross-linguistic variation.

The activation of verbs in speech has led researchers to seek out many issues regarding their functional laws. In particular, the typology of systematic organization of verbs in speech (fragments at the level of the semantic and lexico-semantic structure of the word, and also entire micro and macrotisms, areas engaged in interrelationships within the system, including paradigmatics, syntagmatics and epidigmatics) is noticeable that it is necessary to conduct comparative-typological in-depth research in scientifically non-sister languages. In practical terms, the study of functional and pragmatic tasks of socio-relational verbs their comparative-typological analysis issues such as the structure of verbs of this group semantically in the system of different languages, their pragmatic tasks in communication, their functional aspects in the language in different situations and the identification of aspects of originality and commonality of verbs remain relevant.

All of this indicates the necessity of addressing social-relation verbs, which actively function in speech and text. However, a comprehensive comparative-typological analysis of social-relation verbs in terms of semantic content is essential for determining the cognitive foundation of the verb system. Since these verbs reflect the unique characteristics of each national language and its associated culture, their in-depth study is crucial. Social-relation verbs are directed toward actions that manifest real human activities, as the functional aspects of language are directly linked to the verb system.

As J. Lakoff emphasized, the verb itself is not used to determine the acceptability of a particular construction; rather, it is necessary to consider the semantics of the arguments. [45]

It is well known that the verb plays a significant role in shaping the semantics of a sentence or may simply indicate the manner, means, conditions, or result of an action. The verbal structure, in turn, is considered "central" to the meaning being conveyed. For example, *The shepherd and the marquis faced each other from the ends of the long table. The landlord, in an age of terror,*

clutched the air and stammered: “M-M-Monseigneur, for the love of Christ! Not in my house! -do not spill blood-it will ruin my custom – “The look of the marquis, threatening him, paralyzed his tongue”. [520]

In the given excerpt, the predicates *clutched the air* and *threatening him* express a relationship that reflects a negative impact on both animate and inanimate objects. The verb in the sentence provides information about the action taking place. Similarly, the structure *it will ruin my custom* conveys the execution of an action.

Since the semantic structure of each verb possesses a unique metaphorical extension, it represents a cognitive scenario specific to that verb. However, because semantic derivation is linked to the lexical-semantic variability processes we have identified—namely, the relationship between the development of polysemous verb meanings and their classification into lexical-semantic groups—it allows for the identification of key characteristics necessary for systematization.

Indeed, the meanings of constructions related to verbs can encapsulate reality. As a result, analyzing and describing the syntactic relationships of a construction’s meaning becomes essential. In other words, elements that are syntactically significant emerge to express the syntactic representation of arguments through linking mechanisms. [56]

It has been determined that the basis of the derivational processes characteristic of verbs belonging to each lexical-semantic group lies in the cognitive scenario of the introduced proposition regarding the manner of action. This includes concepts such as submission, conflict, victory and defeat, coercion, direct impact, persuasion, permission and prohibition, and deprivation. For example, in Uzbek, — – *Rost! Nobakorlar sizni “Samarqandda vafot etdi”, deb ovoza tarqatdilar, – dedi Qutlug‘ Nigor xonim. – Behush yotganingizni ko‘rib kelgan choparni guvoh qilib ko‘rsatib, ko‘p odamni bunga ishontirdilar.* [87]

Shuning uchun ham Xondamirdek muarrixlar podsholar haqida oddiy odamlar tushunmaydigan balandparvoz, sertakalluf tilda kitob yozishga majbur bo‘ladilar. [293]

The transformation of such propositions also shapes the semantic structure of individual social-relation verbs. Due to the presence of manner propositions in the lexical-semantic group (LSG) of social-relation verbs, their semantic derivation processes involve actions related to searching for, acquiring, alienating, depriving of, possessing, and transferring an object. These actions define the purpose of the object within the given proposition.

The structural and comparative-typological analysis of social-relation verbs in English and Uzbek has revealed both universal and language-specific features in their formation, semantics, and syntactic behavior. While both languages exhibit common cognitive scenarios related to social interactions—such as authority, conflict, persuasion, and prohibition—their realization differs due to linguistic structure and cultural context.

English, as an analytic language, relies on auxiliary verbs and prepositions to express relational meanings, whereas Uzbek, with its agglutinative nature, employs affixation and specific syntactic constructions to convey similar relationships. Furthermore, the study has shown that the lexical-semantic groups of social-relation verbs in both languages are shaped by metaphorical extensions, cognitive scenarios, and argument structures.

These findings contribute to a deeper understanding of the role of social-relation verbs in human communication and highlight the importance of typological studies in cross-linguistic analysis. Future research could further explore the pragmatic and discourse-level implications of these verbs, shedding light on their usage in different communicative contexts.

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THE ROLE OF ENGLISH IN MEDICINE: A GLOBAL PERSPECTIVE

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Abstract: English is now the most widely used language in medicine, and it is essential for patient care, research, and education. English acts as a collaborative language that promotes cross-border collaboration and knowledge exchange as medical advancements become more international. This article examines the value of English in medicine, emphasizing its influence on advancements in translation technology, international collaboration, and medical accomplishments.

Keywords: English in medicine, medical communication, global healthcare, medical research, AI in translation and diagnosis, telemedicine, international collaboration.

English has taken over as the primary language in many professional domains, including medicine. English acts as a link between academics, students, and medical professionals around the world as healthcare becomes increasingly international. English is the main language used for scientific research, medical education, and worldwide communication, thus knowing the language is crucial for anyone hoping to work in the medical field. The importance of English in medicine is examined in this article, with particular attention paid to its use in research, clinical practice, teaching, and international cooperation.

English serves as a vital tool for maintaining uniformity and consistency in patient care, medical terminology, and research findings in addition to being a language of instruction. Medical practitioners who are not fluent in English may be restricted in their capacity to research innovative medical developments, interact with colleagues from other countries, or deliver the best treatment possible in multicultural environments. In light of these facts, proficiency in English is currently considered a necessary competency for healthcare workers.

Recent Developments in Medicine and the Significance of Communication
The significance of English in international healthcare communication has been confirmed by recent developments in the fields of precision medicine, telemedicine, and AI-assisted diagnostics. The quick exchange of information in English during the COVID-19 epidemic facilitated collaboration between medical practitioners and researchers on treatment methods and vaccine development. Over 85% of high-impact medical research published in recent years was in English, according to a study by Smith et al. (2021), underscoring the language's predominance in scientific discourse.

The use of English as a common language has been very advantageous for the telemedicine industry. English enables healthcare professionals to access medical databases, exchange patient data, and work together internationally as the frequency of virtual consultations and distant diagnostics rises. According to The Lancet (2023), telemedicine platforms that use AI assistants that speak English have improved diagnostic accuracy and shortened consultation times by 30%.

English is becoming the primary language used in multilingual medical conferences and joint research collaborations. English is used by organizations like the European Society of

Cardiology (ESC) and the Global Health Security Agenda (GHSA) to promote conversations on rising health risks, pandemic preparedness, and antibiotic resistance. Many of these important medical developments would not be as available to experts without a common language foundation.

The Prospects of English-Based Medical Collaboration. International collaboration is still crucial for tackling global health issues as medicine develops. English will be much more important in promoting collaborations between researchers, politicians, and healthcare practitioners. A World Health Organization report (WHO, 2022) states that medical knowledge is growing quickly and that cross-border sharing of this knowledge is essential to bettering patient outcomes.

In order to prepare students for careers abroad, medical institutions in non-English speaking nations are increasingly providing English-taught curricula. Leading organizations in global health programs where English is the major language of communication include Harvard Medical School, Oxford University, and the Karolinska Institute. These initiatives suggest that medical practitioners around the world will continue to need to be proficient in English.

English is also used by international organizations like Médecins Sans Frontières (Doctors Without Borders) to train medical personnel, coordinate emergency responses, and distribute public health recommendations. Cross-border healthcare delivery is improved by this linguistic cohesion, which guarantees that multinational teams can function effectively in emergency situations.

The latest advancements in technology

	Information and Communication Technology	Description
1	Electronic Health Records (EHRs)	Digital patient records that store diagnoses, medical histories, and treatment plans, improving decision-making and reducing errors.
2	Telemedicine Platforms	Enable remote consultations, diagnostics, and treatment, making healthcare more accessible, especially in remote areas.
3	Secure Messaging	Ensures confidential communication between healthcare professionals, preventing unauthorized access and enhancing data security.
4	Patient Portals	Allow patients to access health records, schedule appointments, and communicate with healthcare providers, improving patient engagement.
5	Health Information Exchanges (HIEs)	Facilitate the secure exchange of health data across different organizations, reducing medication errors and redundant tests.
6	Picture Archiving and Communication Systems (PACS)	Digital storage and sharing of medical images like X-rays and MRIs, improving diagnostic accuracy and efficiency.
7	Mobile Health Apps	Help patients monitor their health, track fitness, and access medical resources, improving engagement and adherence to treatments.

The role of technology in Medical Translation. Even though English is still the most widely used language in medicine, advances in translation technology are helping patients and physicians communicate more effectively. In multilingual healthcare settings, AI-powered

translation tools like MedInterpret and Google Translate have greatly enhanced communication. A study by Jones et al. (2023) found that in emergency medical scenarios, AI-driven translation systems had cut down on miscommunication errors by 40%.

Hospitals are integrating real-time translation software and voice recognition technologies to help patients who don't speak English. According to the New England Journal of Medicine (2022), AI-assisted translation systems are currently available in more than 100 languages, improving patient-centered care and lowering the need for human interpreters. But even with these advancements in technology, human knowledge is still crucial. Bilingual healthcare workers and medical translators are still required to guarantee accuracy in discussions about diagnosis and treatment. Additionally, the limitations of machine translation and ethical issues about patient confidentiality emphasize the necessity for medical professionals to maintain their English language skills.

In conclusion English is a vital instrument in contemporary medicine, influencing patient treatment, research, and teaching worldwide. Since international cooperation is still essential to medical developments, knowing English guarantees that medical professionals may make valuable contributions to their area. In order to provide equal access to medical knowledge and opportunities, efforts should be taken to assist non-native speakers in overcoming language hurdles. Global medical advancements and better healthcare outcomes are the ultimate results of investing in medical personnel' English language skills. Future efforts should concentrate on integrating language training into medical curricula, developing more advanced translation tools, and fostering multilingual proficiency among healthcare workers. As the medical industry continues to evolve, English will play an even more significant role. By bridging linguistic gaps through targeted training programs and technology, medical professionals from all backgrounds will be able to collaborate seamlessly, advancing healthcare on a global scale.

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[Top 21 Technologies in Healthcare in 2023](#)

PRAGMATIC APPROACH ON EXPLORING COHESION AND COHERENCE

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Abstract: This article explores the pragmatic approach to cohesion and coherence in discourse analysis. Unlike structural or purely linguistic methods, pragmatics emphasizes the dynamic interaction between text, speaker intentions, and reader interpretation. The study examines how cohesion extends beyond lexical and grammatical links to include pragmatic markers, deixis, and implicatures. It also highlights coherence as a cognitive process based on inferencing, shared knowledge, and communicative intent. By analyzing cohesion and coherence in both conversational and literary discourse, the article demonstrates how pragmatic elements contribute to textual unity and meaningful interpretation.

Keywords: pragmatics, cohesion, coherence, discourse analysis, deixis, implicature, inferencing, contextual relevance, speech acts, literary discourse.

Cohesion and coherence are viewed as dynamic, context-dependent aspects of discourse that contribute to overall text meaning. Unlike structural or purely linguistic approaches, pragmatics considers how cohesion and coherence emerge from the interaction between text, speaker intentions and listener/reader interpretation.

Cohesion refers to the explicit linguistic means that create connections between sentences and clauses, ensuring textual unity. However, from a pragmatic standpoint, cohesion is not just a grammatical or lexical phenomenon but also involves pragmatic markers, deixis and implicatures that signal relationships between discourse elements.

Halliday & Hasan's (1976) cohesion framework is expanded in pragmatics through several theories. *Relevance Theory* by Sperber & Wilson (1986) defines cohesion devices trigger contextual inferences by guiding cognitive effort in meaning interpretation. The next is *Speech Act Theory* by Austin (1962), later it was redefined by Searle (1969) identifies cohesive markers also signal illocutionary force (e.g., *so* can indicate a conclusion in argumentation). *Conversational Implicature* by Grice (1975) is another theoretical basis and it states that cohesion is sometimes implicit through implicatures, requiring inference (e.g., ellipsis in "Coming?" depends on context). Below we can highlight some key concepts.

reference and deixis: pronouns, demonstratives and definite noun phrases guide the reader by pointing to discourse entities (e.g., "this argument" referring back to a previously mentioned point);

ellipsis and substitution: contextual gaps that rely on inferencing (e.g., "John bought apples, and Mary did too" → inference of *buying apples*);

conjunctions and discourse markers: pragmatic connectors like *so*, *but*, *after all*, *anyway* guide coherence by signaling logical, contrastive, or causal relations;

lexical cohesion: repetition, synonymy and collocations contribute to meaning continuity. Pragmatics considers *intentional lexical choices* that align with discourse goals.

Coherence is the interpretability of a text as a meaningful whole, based on pragmatic inferencing rather than formal markers alone. It arises when discourse elements are logically and

contextually connected in a way that aligns with the speaker's intentions and the listener's cognitive and situational knowledge. Coherence depends heavily on shared knowledge, expectations and assumptions among the speaker and listener. It investigates how inferences such as implicature contribute to making a text coherent and how contextual factors shape these connections. Some key concepts referring to coherence:

contextual relevance: text coherence depends on shared knowledge, discourse context and communicative intent rather than explicit linguistic links;

inferencing & mental models: readers construct coherence through inferences, schema activation by Bartlett (1932) and mental representations of discourse explored by van Dijk & Kintsch (1983);

speech acts & discourse moves: coherence is ensured when speech acts follow logical progressions (e.g., question → answer, request → response);

global vs. local coherence, local coherence: relations between adjacent sentences (e.g., cause-effect, contrast) and *global coherence*: thematic unity across the entire discourse (e.g., argumentative structure).

Example in a conversation: *A: "Can you help me with the report?" B: "I'm a bit busy right now." A: "Okay, maybe later then."*

Here we can see that cohesion is established through the shared context and response structure. The conversational coherence depends not only on the explicit utterances but on the shared understanding (e.g., "busy" implies inability to help immediately. The pragmatic approach focuses on how context and speaker intentions shape language use. Here, cohesion is not just based on grammar but also on shared knowledge, context, and social roles.

The pragmatic approach to analyzing cohesion in literary discourse emphasizes how contextual, interactive and interpretive elements contribute to creating meaningful links within a text. In literary works, cohesion extends beyond linguistic devices to include the interplay of the author's intentions, the reader's interpretations and the broader situational or cultural context. Pragmatics focuses on how these elements guide the reader in constructing cohesive meaning. By applying the pragmatic approach, cohesion in literary discourse is understood as a dynamic interaction between text, context and reader. This method allows for a deeper appreciation of how literary texts achieve unity and resonance, even when their cohesive elements are subtle, implicit, or contextually dependent.

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Annotatsiya: Maqolada muloqotning mohiyati va uning tarkibiy qismlari batafsil ko'rib chiqiladi. Muloqotning inson hayotidagi o'rni, uning jamiyatdagi ahamiyati ochib beriladi. Muloqotning verbal va noverbal turlari, ularning o'ziga xos xususiyatlari tahlil qilinadi.

Kalit so'zlar: muloqot (xabar yetkazish, aloqa o'rnatish, suhbatlashish, kommunikatsiya), so'zlovchi(adresant, kommunikator), tinglovchi (adresat, kommunikant), ichki, tashqi ta'sir birliklari, fatik (mulozamat, manzirat) muloqot, dialog, monolog, nolisoniy birliklar.

Sotsiolingvistika – tilning jamiyatdagi o'rni va uning ijtimoiy omillar bilan bog'liqligini o'rganuvchi fandır. U muloqot olamining ijtimoiy jihatlarini, tilning turli guruhlar va qatlamlar tomonidan qo'llanilishini, shuningdek, til va madaniyat o'rtasidagi munosabatlarni tadqiq qiladi.

Muloqot [*a.Uchrashish, ko'rishish; qabul qilish*] *esk. kt. ayn. uchrashuv; musohaba.* Muloqot tushunchasi tilshunoslikka oid manbalarda kommunikatsiya termini bilan yuritiladi: "Kommunikatsiya (lot. communicatio – xabar, aloqa). Biror mazmunning til vositalari bilan berilishi, xabar qilinishi" degan ma'noni bildirib, so'zlovchining tinglovchiga axborot yetkazishidir.

Muloqot olami deganda muloqot jarayoni(vaqti, vaziyat, holat) bu jarayonda ishtirok etuvchi so'zlovchi(yoki so'zlovchilar) va tinglovchi(yoki tinglovchilar), ularning madaniy saviyasi, millati, jinsi, yoshi, mavqeyi, kasb-kori kabilar tushuniladi. Har qanday muloqotda so'zlovchi va tinglovchi tarkibiy qism sifatida, albatta, ishtirok etadi. Muloqot jarayoni o'rganilgan ishlarda so'zlovchi adresant, kommunikator deb, so'zlovchining nutqi qaratilgan shaxs, ya'ni tinglovchi adresat, kommunikant deb yuritiladi. So'zlovchi va tinglovchilar o'rtasida yuzma-yuz muloqot bevosita muloqot bo'lsa, xat, telefon, telegramma, internet vositalari orqali muloqot bivosita sanaladi. Muloqot jarayoniga ta'sir etuvchi omillar ham mavjud. S.Mo'minovning tadqiqot ishida muloqotga bilvosita ta'sir etuvchi birliklar ikki guruhga: ichki ta'sir birliklari (millati, jinsi, yoshi, ijtimoiy belgilari) va tashqi ta'sir birliklari (muloqot vaqti, vaziyat, holat, ijtimoiy muhit)ga ajratilib tahlil etilgan.

Muloqot turlari odatda rasmiy va norasmiy ko'rinishlarga ega. Rasmiy muloqot yuridik kuchga ega, davlat va jamiyat manfaatini ko'zlagan hamda qayd etiladigan muloqot turi sanaladi. Norasmiy muloqot shaxslararo o'zaro muloqot jarayonida o'zini qiziqtirgan u yoki bu ma'lumotga ega bo'lishdir.

Muloqotga kirishishda faqat so'zlar emas, balki harakatlar, imo-ishoralar ham muhim rol o'ynaydi. Shaxslar muloqotga kirishar ekan, muloqot o'zida uchta jihatni qamrab oladi: 1) kommunikativ (axborot berish); 2)interaktiv (o'zaro birgalikdagi harakat qilish) 3)perseptiv (o'zaro birgalikda idrok qilish). Muloqotda nutq muhim rol o'ynaydi, ayniqsa uning ravonligi, terminlarni yaxshi va o'z joyida to'g'ri ishlatilishi va hokazolar. Muloqotda informatsiya beruvchi, informatsiya qabul qiluvchi o'rtasida o'zaro hamkorlik yuzaga keladi. Har qanday muloqotning

biron-bir maqsadi bo'ladi. Muloqotga kirishgan har bir shaxs, muloqotning yakuniy holatiga qarab turlicha, xulosa chiqarishi mumkin, ya'ni ijobiy, salbiy xulosa bo'lishi mumkin. Muloqot aniq ijtimoiy munosabatlar tizimi orqali belgilanadi. U ijtimoiy axloq normalari asosida tartibga solinadi. Indivud hayotida muloqotning vazifalari turlicha. Shu boisdan muloqotning quyidagi vazifalarini ko'rsatishimiz mumkin.

Muloqotning psixologik vazifalari: informatsion, regulyativ, signal, nazorat, tarbiya. Informatsion vazifa – bu axborotni qabul qilish va uni tarqatishdir. Regulyativ vazifa – muloqotni tartibga solish va boshqalar bilan to'g'ri munosabatni tashkil qilishdan iborat. Signal vazifasi – bu vazifaning ko'magida biz muhim ahamiyatga ega voqealar, hodisalar haqidagi signalni qabul qilamiz. Nazorat vazifasi – bu vazifa ko'magida axborotni qabul qilish va tarqatish jarayoni nazorat qilinadi.

Tarbiya qilish vazifasi – muloqot orqali shaxsni shakllantirish jarayoni bo'lib nihoyat darajada muhim omil hisoblanadi. Nutqiy (belgilar tizimi sifatida nutqdan foydalaniladi) va nutqsiz (turli nutqsiz belgilar tizimidan foydalaniladi) muloqot vositalari farqlanadi. Nutqiy muloqot vositasi eng universal aloqa vositasidir. Nutqning yozma va og'zaki turlari farqlanadi. Og'zaki nutq asosan dialogik va monologik nutqlarga bo'linadi. Dialog – biron masalani birgalikda muhokama qilayotgan va hal etayotgan suhbatdoshlarning so'zlashuvi. Monolog kishining o'z-o'ziga gapirishi bo'lib, aslida bu muloqotda ham nutq tinglovchiga qaratiladi. Masalan, sahna asarlarida so'zlovchi monologini barcha tinglovchilar eshitadi.

Bundan tashqari muloqot jarayonida nutq shakllaridan tashqari, nolisoniy vositalar ishtirok etadi. Ushbu vositalarga imo-ishora va mimika kiradi. Mimika – yuzning muloqot paytidagi dinamik ifodasi. Imo-ishora – jamiyatda ishlab chiqilgan va ruhiy holatni ifodalaydigan harakat. Ularga qarab biz insonning biror-bir voqeaga, shaxsga, narsaga munosabati haqida xulosa qilamiz. Imo-ishora odamning istaklari, uning ahvolidan darak berishi mumkin.

Muloqotning kompozitsion bosqichlari. 1. Adresant faoliyati bosqichlari: 1. Salomlashish va murojaat bosqichi. 2. Tanishuv bosqichi. 3. Daromad bosqichi. 4. Muddao bosqichi. 5. Xotima va xayrlashuv bosqichi.

2. Adresat faoliyati bosqichlari: 1. Tinglash bosqichi. 2. Munosabat bildirish bosqichi.¹

Muloqotning boshlanishi barcha xalqlarda salomlashish va hol-ahvol so'rashishdan boshlanadi, faqat salomlashish usullari va ahvol so'rash tarzi har xil bo'ladi. Bu har bir xalqning o'z xarakteridan, yashash tarzidan kelib chiqadi. Xalqimizda salomlashishga alohida e'tibor qaratiladi, muomala madaniyatini eng muhim qismlaridan hisoblanadi. Bizda begona kishilarga ham qarindosh-urug' (onaxon, onajon, otaxon, otajon, bobo, aka, uka, opa, singlim, to'ga, amaki, xola) nomlarini aytib murojaat etish o'ziga xos xususiyat sanaladi. Daromad esa so'zlovchi o'z maqsadini tinglovchiga ta'sirli, chiroyli yetkazish maqsadida, nutq samarasi yo'lida gapni uzoqdan boshlashdir. Bizning xalqimiz nutqida, ayniqsa, norasmiy muloqotlarda gapning eng muhim asosiy tomoniga birdan o'tilmaydi, birdan muddaoga o'tish shoshilinch hollarda, ma'lum sabablarga ko'ra ro'y beradi (o'shanda ham sababi aytiladi). "Muddao suhbatning mag'zi hisoblanadi va asosiy fikr suhbatning ana shu qismida bildiriladi. Daromad qilingandan keyin aytiladigan *xullas kalom, gapning qisqasi, gapning po'stkallasi shu, gap bunday* kabi jumlar to'g'ridan to'g'ri suhbatdoshlarni asosiy xulosani aytish bosqichiga olib kiradi". Bu bosqich ham ifoda yo'siniga ko'ra mavzu, maqsad, yosh, mansab, jins kabilar nuqtayi nazaridan o'ziga xos ko'rinish olishi, turli xil nutqiy aktlar asosida tuzilishi mumkin.

¹ МўминовС. Ўзбек мулоқот хулқининг ижтимоий-лисоний хусусиятлари: Филол.фан.доктори...дисс.автореф.–Тошкент, 2000. –Б.14.

Xayrlashuv bosqichida odatda *xayr, omon bo'ling, sog' bo'ling, salomat bo'ling, ko'rishguncha* kabi so'z va birikmalar ishtirok etsa-da, bu bosqich ham turli xalqlarda turlicha kechishi mumkin. Hatto bir millat ichida ham hududlarda xayrlashuv har xil amalga oshirilishi mumkin. Bundan tashqari xayrlashish yosh, jins, muloqot holati, vaziyati bilan bog'liq tarzda kechishi mumkin. Masalan, aza marosimiga borganda, marosim tugagach, ayollar marhumning yaqinlariga *ko'rganlaringiz shu bo'lsin, xudo sizlarga sabr bersin, bu uyga endi to'ylarga kelaylik* deb xayrlashishadi. O'zbekona salomlashish va xayrlashishning ayrim ko'rinishlari "So'z qo'llash san'ati" risolasida keltirilgan: "Ko'pgina tillarda (rus, ingliz, nemis, arab, fors va b.) uch bosqichli salomlashish odati mavjud. O'zbeklarda ertalab turganda ham, tushda yoki kechqurun uchrashganda ham "Assalom-u alaykum" deyilib, "Va alaykum assalom" javobi olinishi tomonlar ehtiyojini qondiradi. Xayrlashuv ikki shaxs o'rtasidagi oddiy munosabatdan tortib, murakkab marosimgacha bo'lgan jarayonni o'z ichiga oladi. Tabiiyki, inson har xil maqsad bilan ostona hatlab tashqariga o'tlanadi: birov oshxonaga, birov safarga, birov uzoq o'lkalar bo'ylab sayru sayohatga, birov jangga... Bunda ketuvchi nutqida *xayr, yaxshi qoling; ko'rishguncha, sog' bo'linglar, omon bo'linglar, salomat bo'linglar, yana qayta ko'rishguncha, sog'-omon bo'linglar, salomat bo'linglar, xo'sh denglar, alvido*; kuzatuvchi nutqida *xayr, yaxshi boring, yaxshi borib keling, safaringiz bexatar bo'lsin, oy borib omon keling, sog' borib, salomat keling, to'ling to'kilmang, oling oldirmang, oldingizdan oy chiqsin, orqangizdan kun chiqsin, oq yo'l, oq yo'l bo'lsin, xudoga topshirdik, ollohga topshirdik, tangriga topshirdik, o'zi soyabon bo'lsin, xudo yor bo'lsin, panohingiz xudoga, bir xudoga topshirdik, panoyi xudo, xudo hofiz (keying ikkisi shevada), qirq Chilton jilovdor bo'lsin, pirlar madadkor bo'lsin, payg'ambarlar yor bo'lsin, arvohlar yor bo'lsin, alvido* kabi vositalar qo'llaniladi". Gap shundaki bu "durdona"lar har qaysisining qo'llanish o'rni, vaqti, shart-sharoiti bo'lib, bu xayrlashuvchidan lisoniy malaka, nutqiy madaniyat, mantiqiy bilim, saviya, dunyoqarash, voqelikka e'tibor va e'tiqod kabilarni talab etadi. Mazkur risolada salomlashgandan keyingi bosqich so'rashuv jarayonida quyidagi lisoniy vositalardan foydalanilishi aytilgan: *tinchmisiz, omonmisiz, esonmisiz, eson-omonmisiz, tani-joningiz sog'mi, yaxshi keldingizmi, safar muborak, sayohat muborak, ziyorat qabul bo'lsin* va hk. Bunday so'roq gaplarga tasdiq gap shaklida javob berishdan ko'ra (Sog'-salomatmisiz? – Ha, sog'-salomatman shaklida) **rahmat, tashakkur, xudoga shukur, ollohga shukur** kabi vositalar bilan javob berish nutqiy me'yor hisoblanadi.

Xulosa qilib aytganda, sotsiolingvistika muloqot olamining ijtimoiy jihatlarini o'rganish orqali muloqotning samaradorligini oshirishga, turli guruhlar va madaniyatlar o'rtasidagi o'zaro tushunishni yaxshilashga va tilning ijtimoiy funksiyalarini to'g'ri anglashga yordam beradi.

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PRAGMALINGVISTIKADA NUTQIY AKTLAR TARKIBLANISHI

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Annotatsiya: Ushbu maqolada tilshunoslikda nutqiy akt nazariyasining shakllanishi va rivojlanishi, uning muloqot jarayonidagi o'rni hamda asosiy tadqiqotchilarning yondashuvlari tahlil qilinadi. Maqolada J. Ostin va J. Syorl tomonidan ilgari surilgan konsepsiyalar, shuningdek, tilshunoslik va pragmalingvistika doirasidagi turli nazariyalar ko'rib chiqiladi. Nutqiy aktlarning muloqot muhitidagi o'rni va tarkibiy qismlarining ahamiyati muhokama qilinadi.

Kalit so'zlar: nutqiy akt, pragmalingvistika, kommunikativ maqsad, performativ tuzilma, muloqot

XX asr boshlarida nutqning shakllanishi – aloqa jarayonida til birliklarining o'rni bilan bog'liq masalalar, asosan, ma'lumotni saqlash va uzatish uchun mo'ljallangan potensial belgilar tizimi sifatida til bilan taqqoslash orqali o'rganildi. Nutq – inson faoliyatining turli sohalarida ma'lum bir kommunikativ va stilistik yo'nalishga ega bo'lgan sof individual so'z yaratish sifatida qaraldi.

Sh. Safarov “Pragmalingvistika” asarida tilning mavjudligi insonlarning so'zlash yoki yozish harakatlarini amalga oshirishi bilan bog'liqligini ta'kidlaydi. Uning yozishicha, bu harakatlar jarayonida lisoniy birliklar o'zining dastlabki ma'nosidan tashqari, tasdiqlash, buyurish, ogohlantirish, va'da berish kabi turli mazmunlarni ifodalash imkoniyatiga ega. Ushbu ma'nolar so'zlovchi tomonidan bajarilgan nutqiy faoliyat natijasida yuzaga keladi. Shunday qilib, nutqiy akt – bu so'zlovchining ma'lum bir sharoitda, aniq maqsad bilan tinglovchiga qaratilgan lisoniy murojaatidir [Safarov 2008: 71].

Nutqiy akt – bu jamiyatda qabul qilingan nutqiy odob tamoyillari va qoidalarga mos tarzda amalga oshiriladigan maqsadli nutq harakati hisoblanadi. Ushbu tushuncha tilshunoslikka amerikalik olim va pragmatikaning asoschisi Ch.S. Pirsning tilni mantiqiy-falsafiy kategoriya sifatida qarashiga asoslanib kirib kelgan. Ammo bu g'oya avvalroq V. Humboldt, Sh. Balli, K. Byuller, E. Benvenist, M. Baxtin kabi olimlarning asarlarida ham o'z aksini topgan edi. Nutqiy aktning birinchi rivojlangan nazariyasini esa L. Vitgenshteyn ishlab chiqdi. U nutqning turli maqsadlarni ifodalashini va uni o'z egasidan ajralmas holda tahlil qilish zarurligini ta'kidlab, bu g'oyani “til o'yinlari” konsepsiyasi orqali tushuntirgan.

Nutqiy aktlar nazariyasini to'liq shakllantirgan Oksford universiteti professori J. Ostin bo'lib, u ushbu g'oyalarni Harvard universitetida o'qigan ma'ruzalari davomida rivojlantirgan. Ostin falsafiy mantiq va an'anaviy grammatikadagi “gap” va “hukm” tushunchalarining chalkash talqiniga e'tibor qaratib, bu noto'g'ri xulosalarga olib kelishini ta'kidlagan. Keyinchalik J. Syorl va boshqa tilshunoslar bu nazariyani yanada rivojlantirgan.

Nutqiy akt nazariyasi muloqot jarayonida insonlarning rejalashtirilgan nutqiy faoliyatini tushuntiradi. J. Syorlning ta'kidlashicha, tilshunoslikdagi asosiy birlik nafaqat gap, balki gap orqali amalga oshiriladigan nutqiy aktdir.

Nutqiy aktlarning tarkibiy tuzilishi Nutqiy akt uchta asosiy komponentdan tashkil topadi:

1. **So'zlovchi (adresant)** – xabarni yetkazuvchi shaxs.
2. **Tinglovchi (adresat)** – ma'lumotni qabul qiluvchi shaxs.
3. **Nutqiy vaziyat** – muloqot jarayoni amalga oshadigan kontekst.

J. Ostin nutqiy aktlarni uchga ajratadi:

Lokutiv akt – lingvistik jihatdan shakllangan va talaffuz qilingan gap.

Illokutiv akt – gapning bajarilishi bilan bog'liq bo'lgan harakat.

Perlokutiv akt – tinglovchiga ta'sir o'tkazish natijasi.

Ostin performativ va konstativ gaplar o'rtasidagi farqni ham keltirib o'tadi. Performativ gaplar harakatni bajaradi (masalan, "*Men sizni kechiraman*"), konstativ gaplar esa borliqni tasvirlaydi (masalan, "*Havo bugun issiq*").

Biroq tilshunoslarning barchasi ham ushbu tasnifga qo'shilmaydilar va nutqiy aktlarni to'rtga bo'ladi:

so'zlash yoki talaffuz akti - lokutiv, gap orqali ifodalangan asosiy axborot - propozitsiya yoki propozitsional akt, so'zlovchining kommunikativ niyati yoki maqsadi- illokutiv akt, gap yoki ifoda orqali tinglovchiga nutqiy ta'sir etish- perlokutiv akt hisoblanadi [Дорошенко: 1989:77]

Nutqiy aktlar va diskurs Nutqiy aktlar tilshunoslikda faqat alohida gap doirasida emas, balki murakkab muloqot birliklari – diskurs tarkibida ham muhim ahamiyat kasb etadi. Masalan, buyruq, maslahat, va'da yoki ogohlantirish singari aktlar diskursning shakllanishida faol rol o'ynaydi.

J. Syorl nutqiy aktlarni quyidagi turlarga ajratadi:

Reprezentativ aktlar – so'zlovchi borliq haqidagi ma'lumotni bildiradi (masalan, tasdiqlash, inkor etish).

Direktiv aktlar – tinglovchiga biror ishni bajarishga yo'naltirilgan (masalan, buyruq, iltimos).

Komissiv aktlar – so'zlovchining o'z harakatlari uchun majburiyat olishini bildiradi (masalan, va'da, tahdid).

Ekspressiv aktlar – so'zlovchining hissiy holatini aks ettiradi (masalan, minnatdorchilik, afsuslanish).

Deklarativ aktlar – ijtimoiy haqiqatni o'zgartiradigan aktlar (masalan, sud hukmi, nikoh e'lon qilish).

Xulosa Nutqiy aktlar nazariyasi lingvistika va kommunikatsiya tadqiqotlarida muhim o'rin tutadi. Bu nazariya faqatgina lingvistik birliklarni emas, balki inson muloqotining maqsad va natijalarini ham tahlil qilish imkonini beradi. J. Ostin va J. Syorl tomonidan ishlab chiqilgan yondashuvlar muloqot jarayonida so'zlovchi va tinglovchi o'rtasidagi ta'sir mexanizmlarini chuqurroq anglashga yordam beradi. Ushbu nazariyaga asoslanib keyingi yillarda bir qator tadqiqotchilar, xususan, Arutyunova N.D. "Предложение и его значение", Zvegintsev V. A. "Предложение и его связь с языком и речью", Paducheva E.V. "Актуализация предложения как части речевого акта", Bezmenova N. A. va Gerasimov V. I. "Некоторые вопросы теории речевых актов" nutq aktlari nazariyasi bilan bog'liq turli masalalarni tahlil qilishgan. Nutqiy aktlar konsepsiyasi zamonaviy pragmlingvistik tadqiqotlar uchun ham asosiy metodologik vositalardan biri bo'lib qolmoqda.

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KOMPYUTER TERMINLARINING XUSUSIYATLARI

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Annotatsiya: Ushbu maqolada kompyuter terminologiyasining shakllanishi, rivojlanishi va milliy tillarga ta'siri tahlil qilinadi. Kompyuter tili o'ziga xos terminologik qatlam bo'lib, uning atamalari aksariyat hollarda ingliz tilidan o'zlashgan. Maqolada terminologik tizim, termin maydoni va terminlarning leksik-semantik xususiyatlari o'rganiladi. Tadqiqot natijalari kompyuter terminologiyasini shakllantirish va milliy terminlarni ommalashtirish jarayonida qo'llanilishi mumkin.

Kalit so'zlar: kompyuter terminologiyasi, termin tizimi, axborot texnologiyalari, termin maydoni, leksik tizim.

So'nggi o'n yilliklarda biz guvoh bo'lgan "terminologik trend" tilshunos olimlar orasida turli terminologiya masalalariga yechim topishga yo'naltirdi. Kompyuter terminologiyasi boshqa leksik qatlamlarga qaraganda nisbatan yosh qatlam bo'lib, so'nggi yillarda u eksponent tarzda kengayib, ko'pchilik uchun ochiq bo'lib bormoqda. Kompyuter terminologiyasi leksikaning maxsus bir qismi hisoblanadi [1;221]. I.L. Komleva bu lug'atni "kompyuter tili" deb ataydi, uning tushunchasi "texnologik sifat bilan bog'liq bo'lib shaxsiy kompyuterlarning ishlab chiqilishi va dasturiy ta'minoti bilan bog'liq sohada shakllangan shaxsiy til hisoblanadi." Bu til atrofida shakllanadigan markaziy tushuncha "kompyuter" tushunchasidir. "Axborot-kommunikatsiya texnologiyalari" (AKT) tushunchasi kengroq bo'lib, boshqa texnologiyalar (televideniye, uyali aloqa va boshqalar) ni ham o'z ichiga oladi. Shunga ko'ra, bu tadqiqotda kompyuter tilining terminologik leksikasini "kompyuter terminologiyasi" deb ataymiz.

Terminsistema termini ma'lum bir hududning butun terminologiyasini ifodalash uchun qo'llaniladi. U terminologiyaning tizimli sifati eng muhim xususiyati deb aytib o'tadi. Terminologik tizim alohida elementlarga bo'linishi mumkin. Bu yerda terminologik maydon tushunchasi muhim ahamiyat kasb etadi. Terminologik maydon - bu "terminlar va ular atrofida to'plangan maxsus terminologik tizimning elementar maydonlari yoki mikromaydonlari o'rtasidagi iyerarxik tarzda ishlab chiqilgan, mantiqiy ketma-ketlikdagi aloqalar tizimi"dir [1;23].

Agar dastlabki kompyuter tadqiqotlari Yevropada boshlangan bo'lsa-da, kompyuter tadqiqotlarining rivojlanishi va dastlabki ishlab chiqarish joyi Amerika Qo'shma Shtatlari edi. Shunday qilib, ingliz tilida barcha kompyuter atamalari paydo bo'lgan.

Bugungi kunda kompyuter terminologiyasi kundalik hayotimizga shiddat bilan kirib kelmoqda va jamiyatda muhim o'rin egallab, keng qo'llanilmoqda.

Axborot texnologiyalari murakkab ijtimoiy-texnik tizim bo'lib, uzluksiz ishlaydi va doimo o'zgarib turadi. Tizimli yondashuvga ko'ra bunday murakkab obyektни imkon qadar tavsiflash uchun uni yanada kengroq tizim doirasida ko'rib chiqish kerak va paradigmalar operator yoki tadqiqot paradigmasining funksional imkoniyatlarini kengaytirish, shu maqsadda boshqa fanlardan qo'shimcha ma'lumotlarni qo'llash lozim [3]. Shuni ham ta'kidlashimiz kerakki, bunda har bir fan o'zining ichki tuzilishi va asosiy postulatlarini saqlab qolishi kerak.

D.Kadirbekova axborot-kommunikatsiya terminlari umumiy tushunchani anglatib, bir yoki bir necha so'zdan iborat bo'ladi va maxsus tushunchani anglatadi deb hisoblaydi. Tuzilishiga ko'ra

bir o'zakdan (o'zakdan) iborat bo'lgan termin oddiy sodda. Ikki yoki undan ortiq bo'lsa murakkab termin hisoblanadi. Termin soha mutaxassislari tomonidan yaratilib va qo'llanilib, yaratilgan yangi termin tushunchani anglatib, ham neologizm sanalib, neotermin, deb ataladi [4].

Rus olimi A.G. Xodakova: "...kompyuter terminologiyasini yadro, informatika va hisoblash texnikasi tilining eng muhim, axborotli, kodifikatsiyalangan qismi sifatida tushunish kerak" - deb hisoblaydi [5;13].

Inson muloqoti jarayonida, ya'ni so'zlashuv jarayonida eshitish va ko'rish orqali ta'sirni takomillashtirish - termin ijodiy faoliyatning asosiy va samarali maydonidir. Inson sezgi a'zolariga ta'sir ko'rsatishi mumkin bo'lgan maxsus muhitni shakllantirish, bunday ta'sirni kompensatsiyalovchi maxsus vositalar, uslub va til vositalarining qo'llanilishi, yangi birliklarning paydo bo'lishiga olib keldi: *multimedia gaming* - *multimedia o'yinlari*; *social environments* - *ijtimoiy muhit*; *audio-video conferencing* - *audio-video konferensiya*; *podcasting* - *podkasting*; *internet-phoning* - *internet qo'ng'iroq*; *keyboard* - *klaviatura*; *Web camera* - *Veb kamera*.

Axborot texnologiyalari - ilmiy bilimlarning eng tez rivojlanayotgan sohalaridan biri bo'lib, kompyuter leksikasi guruhlarida uning terminologiyasi doimo rivojlanishda bo'lib turibdi va katta tezlikda yangi terminlar bilan boyib bormoqda.

Kompyuter terminlarining xususiyatlariga quyidagilarni kiritish mumkin:

a) atash vazifasi: kompyuter terminlari sohaga oid bo'lgan tushunchalar, uskunalar, kompyuter bilan bog'liq bo'lgan barcha jarayonlarni atashga xizmat qiladi: *cable local-area network* - kabelli mahalliy tarmoq; *card with magnetic strip* - magnit yo'lli karta;

b) tasviriyl vazifa: ko'p komponentli nominativ so'z birikmasi tushunchani nomlash uchun qo'llaniladi va uning ma'nosini birmuncha aniq tasvirlash uchun imkoniyat beradi, lekin qisqalik, qisqartirish talabiga javob bermaydi.

v) definitiv vazifa: fanga oid tushunchalar mazmunini aniqlashtirishga xizmat qiladi, masalan: *dual-homed gateway* - ikki uyli shlyuz; *e-development* - AKT yordamida rivojlanish; *e-signature certificate user* - imzo kaliti sertifikati foydalanuvchisi; *full-text database* - to'liq matnli ma'lumotlar bazasi va h.k.

Majburiy xususiyatlardan tashqari kompyuter sohasidagi terminda bir qator boshqa izohlar ham mavjud. Bu izohlarning berilishiga ko'ra terminlarning asosiy turlari o'ziga xoslikka ega. Yuqorida aytib o'tilganidek, terminlar muayyan birliklar sifatida to'rt jihatdan ko'rib chiqilishi mumkin: ularning shakli va tuzilishiga xos xususiyatlar; ularning ahamiyati va mazmuni; tarixiy xususiyatlari; ularning qo'llanilishiga xos xususiyatlar kabi yondashuvlar.

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O'ZBEK TILIDA TARIXIY VA ARXAIK SO'ZLARNING ISTE'MOLDAN CHIQISHI VA ULARNING ZAMONAVIY TIL TIZIMIDAGI O'RNI

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Annotatsiya: Maqolada o'zbek tilida tarixiy va arxaiik so'zlar bilan bog'liq xususiyatlar, ta'rif va qoidalar, tarixiy va arxaiik so'zlarining hozirgi variantlari chog'ishtirilib misollar asosida yoritilgan.

Kalit so'zlar: tarixiy so'zlar, arxaiik so'zlar, neologizmlar, leksikologiya, leksikografiya, ijtimoiy taraqqiyot.

O'zbek tili tarixiy o'zgarishlar va ijtimoiy-ijtimoiy jarayonlar ta'sirida rivojlanib kelgan. Bu jarayonlar tilning leksik tizimida o'zgarishlarga olib kelgan va ko'plab tarixiy hamda arxaiik so'zlar iste'moldan chiqqan. O'zbek tilidagi ba'zi so'zlar vaqt o'tishi bilan o'z ma'nosini yo'qotgan yoki yangi so'zlar bilan almashtirilgan. Tarixiy va arxaiik so'zlar o'zbek tilining boy madaniy merosini ifodalaydi, ammo ularning zamonaviy til tizimidagi roli kichrayib bormoqda. Ushbu maqolada o'zbek tilida tarixiy va arxaiik so'zlarning iste'moldan chiqishi, ularning sabablarining tahlili hamda zamonaviy til tizimidagi o'rnini haqida so'z boradi.

1. Tarixiy va Arxaiik So'zlar: Ta'rif va Tasnif. Tarixiy so'zlar — bu tilning tarixiy davrlarida keng qo'llanilgan va hozirgi kunda o'z ma'nosini yoki o'zgarishlar bilan ishlatilgan so'zlar. Masalan, "sulton", "shahzoda", "xon" so'zlari o'tmishdagi siyosiy tizimlarni ifodalagan, hozirgi kunda esa zamonaviy atamalar bilan o'rnini egallagan.

Arxaiik so'zlar esa tilning eski shakllarini, so'zlarni yoki ma'nolarini bildiradi. Bunday so'zlar hozirgi kunda ba'zan faqat adabiyotda yoki maxsus kontekstlarda ishlatiladi. Masalan, "ravoq" (ayvon, balkon), "taxt" (hokimiyat egasi) kabi so'zlar arxaizm sifatida ishlatiladi.

2. Tarixiy va arxaiik so'zlarning iste'moldan chiqish sabablari. Tarixiy va arxaiik so'zlarning iste'moldan chiqishiga bir nechta asosiy sabablar mavjud:

Ijtimoiy va siyosiy o'zgarishlar: Agar jamiyatda yangi siyosiy tizimlar vujudga kelsa, ba'zi so'zlar o'zgara boshlaydi. Masalan, o'tmishda "xon" (hokim) so'zi ishlatilgan bo'lsa, zamonaviy davrda uning o'rnini "hokim" yoki "prezident" so'zlari egallagan.

Texnologik taraqqiyot: Yangi texnologiyalar va ilmiy yutuqlar yangi so'zlarning kirib kelishiga olib keladi. Eski davrda ishlatilgan "mushk" (archa) so'zi o'rniga hozirda "plastik", "truba" kabi so'zlar ishlatilmoqda.

Leksikalizatsiya: Ba'zi eski so'zlar o'zining ma'nosini yoki maqsadini yo'qotib, zamonaviy so'zlar bilan almashtirilgan. Misol uchun, "xazinador" (boy) so'zi hozirgi kunda "mol-mulk" yoki "boy" bilan almashtirilgan. Tarixiy va arxaiik so'zlarning misollar bilan tahlili. Tarixiy va arxaiik so'zlarning iste'moldan chiqishiga doir ko'plab misollarni keltirish mumkin:

"Xon" (hokimiyat egasi) – O'tmishda "xon" so'zi katta hududlarni boshqaruvchi shaxsni bildirgan. Hozirgi kunda "hokim" yoki "prezident" so'zlari keng qo'llaniladi. Bu so'z o'zining eskirgan ma'nosi tufayli o'zgartirilgan.

"Taxt" (hokimiyat) – "Taxt" so'zi eski davrda hukmdorlikni ifodalagan. Hozirda "hokimiyat", "yosh o'rin" kabi so'zlar ishlatilmoqda. Ushbu so'z zamonaviy ijtimoiy-siyosiy tizimda o'z o'rnini yo'qotgan.

"Sulton" (hukmdor) – O'tmishda "sulton" so'zi yirik davlatlarning hukmdorini ifodalagan, hozirda esa "prezident" yoki "hokim" so'zlari o'zbek tilida keng qo'llaniladi. Masalan, "Sulton" so'zi o'rniga hozirda "Prezident" so'zi ishlatiladi.

"Xazinador" (boy) – Bu so'z o'tmishda mol-mulk egasini ifodalagan. Zamonaviy o'zbek tilida "boy" yoki "mol-mulk" kabi so'zlar ishlatiladi.

"Jalod" (qattiq hukm chiqaruvchi) – O'tmishda bu so'z odamni jazolashda ishlatilgan bo'lsa, hozirgi kunda esa "zo'ravon" yoki "qattiq hukm chiqaruvchi" kabi so'zlar ishlatiladi.

"Qozi" Qozi so'zi o'zbek tilida tarixiy va diniy ma'nolarga ega bo'lib, asosan "sudya" yoki "hokim" ma'nosida ishlatilgan. U musulmonlar jamoasida adolatni ta'minlash va qonunlarni bajarish uchun tayinlangan diniy hukmdorni bildiradi. Qozi shuningdek, "islom sudyasi" yoki "islomiy sud hukmdori" sifatida ham tanilgan. Tarixda, ayniqsa, o'rta asrlarda, qozi adolatni amalga oshirish va diniy, fuqarolik ishlarini boshqarish uchun mas'ul bo'lgan.

Bugungi kunda bu so'zning ishlatilishi kamroq uchraydi, lekin o'sha davrda qozi o'z hukm qilish huquqi bilan yuqori ahamiyatga ega bo'lgan shaxs bo'lgan.

Tarixiy va arxaik so'zlarning zamonaviy tilga ta'siri. Tarixiy va arxaik so'zlar zamonaviy tilga ko'plab ta'sirlar ko'rsatgan. Ular tildagi boylikni, madaniyatni va tarixni saqlashda muhim rol o'ynaydi. Bu so'zlarni o'rgatish va saqlash tilning rivojlanishi uchun muhimdir. Masalan, adabiyotda, she'rlarda yoki tarixiy asarlarda "xazinador", "sulton", "taxt" kabi so'zlar ishlatilishi tilni boyitadi va uning tarixiy ma'nosini saqlaydi.

Tarixiy va arxaik so'zlarni saqlash va ularning kelajagi. Tarixiy va arxaik so'zlarni saqlash, ularni qayta tiklash va zamonaviy til tizimiga moslashtirish, o'zbek tilining tarixiy merosini asrab-avaylashga yordam beradi. Tilni o'rganayotgan yosh avlodga bu so'zlarni tushuntirish va ularni amaliyotda ishlatish tilning madaniyati va boyligini saqlab qolishga yordam beradi. O'zbek tilida tarixiy va arxaik so'zlar tilda rivojlanish va o'zgarish jarayonini aks ettiradi. Ularning iste'moldan chiqishi tilning yangi shakllariga o'tishini ko'rsatadi. Shu bilan birga, tarixiy va arxaik so'zlar tilning boyligini va madaniy merosini saqlashda katta ahamiyatga ega. Shunday qilib, tilshunoslikda bu so'zlarni saqlash va ularni zamonaviy til tizimiga kiritish, o'zbek tilining rivojlanishining muhim bir qismi bo'lib qoladi.

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**O'ZBEK TILSHUNOSLIGIDA MATN TAHLILINING METODOLOGIYASI:
SEMANTIK, SINTAKTIK, PRAGMATIK VA STILISTIK YONDASHUVLAR**

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Annotatsiya: Maqolada o'zbek tilshunosligida matn tahlilining metodologiyasi semantik, sintaktik, pragmatik va stilistik yondashuvlar bilan bog'liq xususiyatlar ta'rif va qoidalar misollar asosida yoritilgan.

Kalit so'zlar: Matn tahlili, semantik tahlil, sintaktik tahlil, pragmatik tahlil va stilistik yondashuvlar, leksikologiya, ijtimoiy taraqqiyot.

O'zbek tilshunosligida matn tahlili — tilshunoslik va adabiyotshunoslik fanlarida markaziy o'rinni egallaydi. Matnni tahlil qilish, uning ma'nosini chuqur tushunish, tilning imkoniyatlarini anglash va ularni to'g'ri qo'llash — bu o'quvchilarda nafaqat tilshunoslik, balki umumiy fikrlash va tahliliy ko'nikmalarni rivojlantiradi. Matn tahlilining metodologiyasi semantik, sintaktik, pragmatik va stilistik yondashuvlarni o'z ichiga oladi. Ushbu maqolada matn tahlilining metodologik jihatlari va uning o'quvchilarga ta'siri, tilshunoslikda bu yondashuvlarning qo'llanilishi haqida so'z yuritiladi.

1. Matn tahlilining semantik jihatlari: Semantik tahlil matnning ma'no qatlamlarini, uning mazmunini o'rganishga qaratilgan. O'zbek tilshunosligida semantik tahlil qilish jarayonida matnni analiz qilishda uning asosiy g'oyasini, tasvirlarni, obrazlarni, til vositalarini va ularning kontekstdagi ahamiyatini aniqlash muhimdir. Semantik tahlil, asosan, o'quvchilarga matnning bir nechta ma'no qatlamlarini tushunishga imkon beradi.

Misol: Isajon Sultonning "Ozod" romani matnining semantik tahlilida asar, ijtimoiy adolatsizlik, erkinlik, va inson huquqlari masalalarini ko'taradi. Romanning bosh qahramoni Ozod, o'zining erkinligini topish va jamiyatdagi nohaqlikka qarshi kurashish yo'lida harakat qiladi. Asarda "ozod" so'zi faqat erkinlik ma'nosida emas, balki insonning ichki qarshiligi, jamiyatning nohaqlikka qarshi kurashi sifatida ko'rsatiladi. Bu semantik yondashuv orqali o'quvchi matnning ijtimoiy-mafkuraviy maqsadini anglaydi.

Semantik yondashuvni qo'llashning ahamiyati:

Matnning mohiyatini to'g'ri anglash.

O'quvchilarni nafaqat so'zlarni, balki ularning ma'nolarini chuqur o'rganishga o'rgatish.

Matndagi kontekstual ma'no qatlamlarini aniqlash.

2. Sintaktik tahlil

Sintaktik tahlil matnning grammatik tuzilishini o'rganishga qaratilgan. O'zbek tilida sintaktik tahlil qilishda, gaplar va so'zlarning o'zaro bog'lanishlari, grammatik birliklarning tarkibi, ularning ma'noga ta'siri va matndagi sintaktik tuzilmalarning funksiyasi tahlil qilinadi. Sintaksisni o'rganish matnning tuzilmaviy jihatlarni tushunishga yordam beradi, bu esa matnning umumiy ma'nosini shakllantirishda muhim rol o'ynaydi.

Misol: Isajon Sultonning "Ozod" romanida sintaktik tahlil qilishda, matndagi murakkab va sodda tuzilgan gaplar o'rtasidagi farqni ko'rish mumkin. "Ozod" romanining bir qismida, bosh qahramon Ozodning o'ziga ishonchi, ichki kurashi sintaktik jihatdan uzoq, murakkab gaplar orqali

ifodalangan. "Bu kurash – ularning kelajagi, ularning ozodligi uchun" kabi jumlar romanning asosiy g'oyasini sinxron tarzda aks ettiradi. Ularning sintaktik tuzilishi romanning umumiy tuzilishiga to'g'ri keladi va asosiy maqsadni yoritishga xizmat qiladi.

Sintaktik tahlilning o'quvchilarga ta'siri:

Grammatik tuzilmalarning matnni qanday tashkil etishi va ma'nosini qanday aniqlash.

Matnning mantiqiy va grammatik tarkibidagi o'zgarishlarni tahlil qilish.

O'quvchilarga matnni grammatik jihatdan tahlil qilishga o'rgatish.

3. Pragmatik tahlil

Pragmatik tahlil matnning kontekstual ma'nolarini o'rganishga qaratilgan. Bu metod matnni ijtimoiy, madaniy va tilshunoslik kontekstida tahlil qilishni nazarda tutadi. Matnning pragmatik tahlili, o'quvchilarga tilning shaxsiy, ijtimoiy va psixologik jihatlarini tushunishga yordam beradi. Pragmatik tahlil matnning qanday maqsadni ko'zlaganini, qanday til vositalari yordamida maqsadga erishilayotganini aniqlashga yordam beradi.

Misol: "Ozod" romanining pragmatik tahlili, asarda Ozodning kurashi va uning o'zini ozod qilish uchun ko'rsatgan harakatlari ijtimoiy kontekstga muvofiq ravishda shakllantirilganini ko'rsatadi. Ozod o'zini qamalgan hayotdan, jamiyatning tizimli inqirozidan ozod qilishni xohlaydi. Roman, aslida, ijtimoiy muammolarga nisbatan yozilgan manifest sifatida qaralishi mumkin. Asar, jahonning barcha jamiyatlaridagi adolatsizlik va erkinlik masalasiga javob qidiradi. Pragmatik tahlil orqali o'quvchi matnning ijtimoiy va siyosiy ahamiyatini anglash imkoniga ega bo'ladi.

Pragmatik tahlilning o'quvchilarga ta'siri:

Matnni ijtimoiy va kontekstual nuqtai nazardan tushunish.

Til vositalarining aniq maqsadga xizmat qilishi.

O'quvchilarga til va kontekstning o'zaro bog'lanishini ko'rsatish.

4. Stilistik tahlil

Stilistik tahlil matnning estetik va badiiy jihatlarini o'rganishga qaratilgan. O'zbek tilshunosligida stilistik tahlil, matnning til vositalari (so'zlar, frazalarga oid qo'llanmalar, rasmiylashgan va tasvirlangan uslublar) yordamida matnning badiiy ifodasini tushunishga yordam beradi. Stilistik tahlilning asosiy maqsadi — matnni badiiy va estetik jihatdan ko'rsatishdir.

Misol: Isajon Sultonning "Ozod" romanida stilistik tahlil qilishda, asarning badiiy tasvirlari, metaforalari va simvollaridan foydalanish uslubi alohida e'tiborga loyiqdir. Masalan, Ozodning "ozod" bo'lishi jarayoni nafaqat uning tashqi muhitga, balki ichki ruhiy holatiga ham taalluqlidir. Romaning ko'plab tasvirlarida "temir to'r" yoki "sarg'ish dunyo" kabi ifodalar orqali muallif erkinlik va qamovni tasvirlaydi. Bu badiiy tasvirlar romanning o'quvchiga yetkazilayotgan xabarini yanada kuchaytiradi.

Stilistik tahlilning o'quvchilarga ta'siri:

Matndagi estetik jihatlarini tushunish va anglash.

Badiiy tasvirlar va obrazlarni tahlil qilish.

O'quvchilarga badiiy uslubni va til vositalarini o'rganishda yordam berish.

5. O'zbek tilshunosligida matn tahlilining amaliy qo'llanilishi

O'zbek tilshunosligida matn tahlilining metodlari ta'lim jarayonida katta ahamiyatga ega. Matnni semantik, sintaktik, pragmatik va stilistik yondashuvlar orqali tahlil qilish, o'quvchilarning tilni tushunish va o'zlashtirish darajasini oshiradi. Bu metodlarni o'quvchilarga ta'lim jarayonida qo'llash, ular uchun tilni o'rgatishning samarali yo'lidir.

O'quvchilarga murakkab badiiy matnlarni o'qitishda, matnni bir nechta yondashuvlar asosida tahlil qilish, ularni nafaqat grammatik, balki madaniy va estetik jihatdan tushunishga yordam beradi. Masalan, "Ozod" romani matnini semantik, sintaktik, pragmatik va stilistik tahlil qilish orqali, o'quvchilar matnning chuqur qatlamlarini anglashlari mumkin. Bu metodlarni ta'lim jarayoniga joriy qilish, o'quvchilarga nafaqat til, balki inson hayoti va jamiyatdagi o'zgarishlarni tushunishda yordam beradi.

O'zbek tilshunosligida matn tahlilining metodologiyasi o'zining turli jihatlariga qarab matnning yanada chuqurroq tushunilishiga xizmat qiladi. Semantik, sintaktik, pragmatik va stilistik tahlilning barchasi birgalikda matnni to'liq tushunishga yordam beradi. O'quvchilarga bu metodlarni o'rgatish orqali, biz nafaqat tilni, balki madaniyatni, tarixni va insoniyatni chuqurroq anglash imkoniyatini yaratamiz. Isajon Sultonning "Ozod" romani kabi asarlar matn tahlilining turli metodlarini qo'llash orqali o'quvchilarga mustahkam bilimlarni taqdim etadi.

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СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ СОВРЕМЕННЫХ ДЕТЕЙ И ИХ УЧЕТ В ВОСПИТАТЕЛЬНОЙ РАБОТЕ ДЕТСКОГО САДА

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Психологическое сопровождение личности в образовании.

Аннотация: В данной статье рассматриваются социально-психологические особенности современных детей дошкольного возраста и их влияние на воспитательный процесс в детских садах. В условиях цифровизации, изменения социальных ценностей и роста индивидуализма дети сталкиваются с новыми вызовами в их когнитивном, социальном и эмоциональном развитии. В статье уделяется внимание ключевым аспектам воспитания: развитию эмоционального интеллекта, индивидуализации подхода, созданию благоприятной социальной среды и снижению негативного влияния технологий. Предложенные рекомендации направлены на оптимизацию воспитательной работы, соответствующей современным условиям.

Ключевые слова: социально-психологические особенности, дошкольный возраст, воспитательная работа, эмоциональный интеллект, цифровизация, индивидуализация.

Введение. Современные дети растут в эпоху технологической революции, что кардинально изменяет их восприятие мира, способы общения и поведенческие модели. Вместе с этим наблюдаются изменения в семейных структурах и воспитательных ценностях, что требует новых подходов в педагогической работе дошкольных учреждений. Основной целью статьи является анализ ключевых социально-психологических особенностей современных детей дошкольного возраста и разработка рекомендаций для их учета в воспитательной деятельности.

Методы. Для проведения данного исследования использовались следующие методы, которые позволили комплексно изучить процесс воспитания и развития детей в дошкольных учреждениях.

Наблюдение за детьми в дошкольных группах. Этот метод был основным и включал в себя систематическое наблюдение за детьми в ходе различных занятий, игр и взаимодействий. Наблюдения проводились в естественных условиях, что позволяло зафиксировать не только поведение детей, но и их эмоциональное состояние, реакции на различные педагогические приемы и взаимодействие с окружающими. Этот метод позволил выявить индивидуальные особенности развития детей и выявить трудности, с которыми они могут сталкиваться в процессе социализации и обучения.

Анкетирование педагогов и родителей. Для более глубокой диагностики проблем воспитательного процесса был использован метод анкетирования. Анкеты были разработаны для педагогов и родителей с целью выявления трудностей, с которыми они сталкиваются в процессе воспитания, а также для понимания того, как они оценивают развитие детей и их социальную адаптацию. Вопросы в анкете охватывали различные аспекты воспитания, включая эмоциональное состояние детей, их способность к самоорганизации, уровень развития коммуникативных навыков и межличностных отношений. Ответы на анкеты позволили собрать данные о восприятии воспитательными и

родителями педагогической работы и понять, какие факторы, по их мнению, влияют на успешность воспитательного процесса.

Анализ литературы. Для расширения теоретической базы исследования был проведен анализ современной литературы в области педагогики и психологии. Исследования, посвященные возрастной психологии, педагогическим подходам в дошкольном воспитании, а также методикам, применяемым в современных детских садах, позволили установить связи между теорией и практикой. Это также помогло уточнить, какие методики и подходы могут быть наиболее эффективными в преодолении трудностей воспитательного процесса, с которыми сталкиваются педагоги и родители.

Сбор данных проводился на базе нескольких детских садов, что позволило выявить универсальные тенденции в развитии детей, а также предложить рекомендации, которые могут быть полезны для улучшения воспитательного процесса в различных учреждениях. Такой подход позволил не только собрать данные, но и подтвердить гипотезы о влиянии педагогического процесса на социально-эмоциональное развитие детей в дошкольном возрасте.

Таким образом, примененные методы исследования позволяют получить комплексное представление о процессе воспитания в дошкольных группах и выявить ключевые факторы, которые оказывают влияние на развитие детей в этом возрасте.

Результаты. Анализ выявил несколько ключевых социально-психологических особенностей, характерных для современных детей, которые играют важную роль в воспитательном процессе и требуют особого внимания со стороны педагогов.

Эмоциональная восприимчивость. Современные дети демонстрируют повышенную чувствительность к эмоциональной среде и социальным оценкам. Важно отметить, что дети становятся все более восприимчивыми к эмоциональным изменениям в окружающей их обстановке, что также проявляется в их взаимодействиях с взрослыми и сверстниками. Такая чувствительность требует от педагогов создания позитивной атмосферы в группе, где дети могут чувствовать себя комфортно и уверенно. Эмоциональный климат в коллективе играет важнейшую роль в развитии детей, поскольку создает пространство для безопасного самовыражения и способствует формированию доверительных отношений с воспитателями. Это также подчеркивает важность внимательного отношения к каждому ребенку и его эмоциям, что может оказать значительное влияние на их психоэмоциональное развитие.

Зависимость от технологий. В наше время использование технологий стало неотъемлемой частью жизни детей, и эта зависимость начинает проявляться в раннем возрасте. Современные дети часто имеют доступ к различным гаджетам, что влияет на их способность к концентрации и терпению. У детей, проводящих много времени за экранами, наблюдается снижение уровня внимания и сложности в выполнении длительных заданий, которые требуют сосредоточенности. Эта тенденция также влияет на общие когнитивные способности, такие как способность к решению задач и продолжительности внимания. Важно отметить, что технологическая зависимость требует от педагогов разработки стратегий, направленных на уменьшение воздействия гаджетов на детей и увеличение времени, которое они проводят в активных играх и взаимодействиях с окружающим миром. Это поможет поддерживать баланс и развивать у детей навыки долгосрочного внимания и усидчивости.

Индивидуализм. В последнее время возросла потребность в персонализированном подходе, который учитывает уникальные особенности каждого ребенка. Современные дети имеют разные потребности и способности, что требует от воспитателей гибкости и умения адаптировать образовательные практики в зависимости от индивидуальных особенностей каждого малыша. Индивидуализм проявляется в стремлении детей быть признанными и услышанными, в их желании развиваться в собственном темпе и следовать своим интересам. Поэтому важным аспектом воспитания является создание условий для индивидуализированного подхода, где учитываются сильные стороны и интересы каждого ребенка. Это поможет развить у детей уверенность в себе и научит их самостоятельности.

Разнообразие семейных моделей. Современное общество характеризуется значительным разнообразием семейных моделей, и воспитание детей может значительно отличаться в зависимости от культурных и социальных факторов. Семьи могут быть одно- или многодетными, с традиционными или нетрадиционными структурами, что влияет на воспитательные подходы, используемые в каждой конкретной семье. Культурные различия, экономические условия и социальные установки играют важную роль в формировании ценностей, норм и подходов к воспитанию. Важно учитывать эти факторы при организации образовательного процесса в детском саду, чтобы предоставить детям поддержку и уважение к их семейному фону, а также учитывать разнообразие в их воспитательных потребностях. Таким образом, воспитатели должны быть готовы работать с детьми из разных социальных и культурных контекстов, создавая инклюзивную и открытую атмосферу.

Эти социально-психологические особенности требуют от педагогов и воспитателей создания особых условий, в которых дети смогут развиваться, основываясь на своих уникальных потребностях, интересах и культурном контексте. Применение этих принципов в повседневной практике способствует формированию гармоничной и поддерживающей образовательной среды.

Обсуждение. Для оптимизации воспитательной работы в детском саду важно учитывать различные аспекты развития личности ребенка, включая его эмоциональное, социальное, и когнитивное развитие. В связи с этим предлагаются несколько ключевых рекомендаций, которые могут значительно повысить эффективность воспитательного процесса и создать благоприятную атмосферу для полноценного роста детей.

Развитие эмоционального интеллекта. Эмоциональный интеллект является важным компонентом общего развития ребенка, так как он влияет на способность ребенка понимать свои и чужие эмоции, правильно реагировать на различные ситуации и строить здоровые отношения с окружающими. Для развития эмоционального интеллекта можно использовать различные методы:

Игры, направленные на распознавание и выражение эмоций. Эти игры помогают детям научиться различать эмоции как свои, так и других людей, что способствует лучшему пониманию социальной среды. Например, можно предложить детям угадать эмоции персонажей по картинкам или актерским играм, где они изображают различные чувства.

Коллективные обсуждения ситуаций. Регулярные групповые беседы о том, как действовать в тех или иных ситуациях, помогают детям развивать эмпатию и учат их ставить себя на место других. Такие обсуждения могут касаться как реальных жизненных ситуаций, так и воображаемых ситуаций, что развивает у детей критическое мышление и способность к саморегуляции.

Снижение влияния технологий. Современные технологии, несмотря на их образовательные возможности, могут оказывать негативное воздействие на детей, если использовать их в избытке. Поэтому для сбалансированного развития важно:

Ограничение времени на использование гаджетов в рамках образовательной программы. Это поможет избежать излишней зависимости от технологий и даст детям больше времени для личностного общения и активной игры. Например, можно выделять конкретные время отрезки для использования обучающих приложений, но не допускать постоянного сидения за экранами.

Акцент на подвижные игры и креативные занятия. Важно включать в повседневную программу игры, которые способствуют физическому развитию и творческому самовыражению детей. Это могут быть спортивные игры, танцы, рисование или лепка, которые стимулируют моторные навыки, воображение и коллективное взаимодействие.

Индивидуализация воспитания. Каждый ребенок уникален, и поэтому подход к его воспитанию должен учитывать его личные особенности и потребности. Для этого:

Проведение индивидуальных бесед с детьми. Важно разговаривать с каждым ребенком отдельно, учитывать его переживания и запросы. Такие беседы позволяют воспитателям понять внутренний мир ребенка и более точно выбирать методы воздействия.

Учет семейных традиций и культурных особенностей. Важно, чтобы воспитание в детском саду было совместимо с семейными ценностями и культурными традициями. Включение элементов культурного разнообразия в образовательный процесс помогает детям уважать различия и развивает их толерантность.

Создание социальной среды. Психологический климат в группе имеет огромное значение для успешного развития детей. Он формирует у ребенка представление о взаимодействии с окружающими и учит его навыкам сотрудничества:

Формирование дружелюбной атмосферы в группе. Важно, чтобы дети чувствовали себя комфортно в коллективе. Для этого стоит проводить мероприятия, направленные на укрепление взаимопонимания и развитие сотрудничества, такие как общие проекты или игры, в которых дети могут работать в команде.

Организация мероприятий, направленных на сплочение детей. Регулярные совместные праздники, выставки, спортивные соревнования или театральные постановки способствуют улучшению взаимодействия между детьми, укреплению дружеских связей и развитию коллективизма. Такие мероприятия помогают детям научиться работать в группе, разделять успехи и преодолевать трудности вместе.

Эти рекомендации направлены на создание в детском саду благоприятной образовательной среды, где каждый ребенок может развиваться всесторонне и гармонично. Воспитатель, ориентированный на индивидуальные потребности детей и их эмоциональное состояние, способен значительно улучшить качество образовательного процесса и воспитать уверенных в себе и эмоционально зрелых личностей.

Заключение. Социально-психологические особенности современных детей требуют пересмотра традиционных подходов к воспитанию. Только комплексное внимание к эмоциональным, когнитивным и социальным аспектам развития может обеспечить гармоничное воспитание и подготовить ребенка к жизни в современном обществе.

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РОЛЬ ЯЗЫКОВОГО ФАКТОРА В РАЗВИТИИ НАВЫКОВ ПРАВИЛЬНОГО ОБЩЕНИЯ ВРАЧЕЙ

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Аннотация: В данной курсовой работе рассматривается проблема использования тестовых заданий как формы контроля на уроках литературы в старших классах. Исследование направлено на выявление эффективности тестирования в образовательном процессе, его влияния на усвоение знаний учащимися, развитие аналитического и критического мышления, а также на объективность оценки знаний. Рассмотрены различные типы тестовых заданий, их преимущества и недостатки, а также предложены методические рекомендации по их применению в образовательной практике. В ходе исследования выявлено, что тестирование, будучи одним из инструментов педагогической диагностики, способствует развитию самостоятельности учащихся и формированию их литературной компетенции. Сделан вывод о необходимости комбинирования тестового контроля с другими методами оценки знаний для достижения наилучших образовательных результатов.

Ключевые слова: тестовые задания, контроль знаний, литература, методика преподавания, критическое мышление, оценивание, образовательный процесс, старшие классы, педагогическая диагностика, аналитическое мышление.

Профессия врача, будучи одной из самых гуманных на земле, немыслима без прочного духовно-нравственного стержня. Ведь каких бы вершин не достигла современная медицина, как бы она далеко не шагнула, без знаний элементарных правил общения с больным она окажется бессильной. Тут одних только узкопрофессиональных знаний, способов и навыков мало, важно уметь разговаривать с больным, с ослабленным человеком. В арсенале современного врача есть много способов борьбы с болезнью, но не следует забывать, что главное – слово врача.

В общении же очень важно высказать свои мысли (логика и культура речи). Тут важно выбрать выражения, не травмируя психику больного, не раздражая его, а вместе с тем не допуская излишней болтовни, поднять настроение больного, не раздражая его, а вместе с тем не допуская излишней болтовни, подбодрить, поднять настроение больного. От последнего зависит очень многое. В общении с больным, должны объединиться профессиональное мастерство, дар слова, начитанность и как бы банально это – рискует попасть впросак, зайти в тупик. Во врачебном деле нем надо пренебрегать даже казалось, бы такими малозначительными деталями, как форма общения. Поэтому будущие специалисты уже со студенческой скамьи должны научиться критически мыслить, не допуская излишнего пустословия.

Поэтому студентам 1-го, 2-го курсов, помимо развития у них критического мышления по отношению к самому себе и своим коллегам, надо привить ещё навыки правильного

произношения слов, т.е. умения говорить связано, плавно и ясно, по возможности красиво и лаконично.

Сегодня в соответствии с «Законом об образовании», Республики Узбекистан, а также «Национальной программой по подготовке кадров» в деле обучения целесообразно применять новые, современные, оправдавшие себя на деле прогрессивные для применения такие технологии. Можно, например, разбить студенческие группы на малые группы и проводить диспуты по различным темам курсам, или же создавать игровые моменты, стимулирующие речевое общение студентов. А также, можно проводить такие упражнения, которые способствуют развитию творческого восприятия текста:

Устные задания:

1. Изложение содержания.
2. Ответы на вопросы по тексту.
3. Выборочный перевод.
4. Способ наводящего собеседования.
5. Намеренное высказывания утверждений, противоречащих тексту.

Письменные задания:

1. Письменный перевод отдельных абзацев.
2. Составление плана прочитанного.
3. Поставить вопросы к содержанию текста.
5. Выписать из текста предложения, составляющие основу прочитанного текста.

Парная работа:

1. Прослушать ответ товарища и дополнить его.
2. Выяснить с помощью вопросов, о чём он не сказал.
3. Передать краткое содержание его сообщения.
4. Дать характеристику ответа.

Конечно, существуют, ещё сотни других, отточенных неоднократно, прошедших апробацию временем, успешных способов и методов обучения навыками речи, которые можно с успехом применять на своих занятиях.

Но самое главное – творческий подход, правильная ориентация в ситуации, любовь к своей профессии и уважительное отношение к своим собеседникам и студенческой аудитории.

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РУССКИЙ ЯЗЫК В ЭПОХУ СОВРЕМЕННОГО ЦИФРОВОГО ОБРАЗОВАНИЯ: ВЫЗОВЫ, ИННОВАЦИИ И ПЕРСПЕКТИВЫ

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Аннотация: В статье исследуется трансформация русского языка в условиях цифровизации образования. Анализируются вызовы, связанные с клиповым мышлением, автоматизацией обучения и этическими рисками ИИ. Рассматриваются инновации: геймификация, MOOCs, VR-технологии. Особое внимание уделяется сохранению культурного наследия и роли преподавателя в гибридной модели. Предложены рекомендации по интеграции технологий без ущерба для глубины языка.

Ключевые слова: русский язык, цифровое образование, искусственный интеллект, гибридное обучение, культурное наследие, медиаграмотность.

Современное цифровое образование трансформирует традиционные подходы к изучению языков, и русский язык не является исключением. В условиях глобализации и технологического прогресса его роль как инструмента международного общения, научной коммуникации и культурного диалога приобретает новые измерения. Цифровая среда создает уникальные возможности для популяризации языка, но одновременно ставит вопросы о сохранении его глубины, грамматической строгости и культурной ценности.

Одним из ключевых вызовов становится адаптация методик преподавания к потребностям поколения, воспитанного в эпоху интернета и социальных сетей. Клиповое мышление, привычка к визуальному восприятию информации и сокращение времени концентрации внимания требуют пересмотра форматов обучения. Например, интерактивные приложения с элементами геймификации, такие как Duolingo или Memrise, демонстрируют высокую эффективность в освоении базовой лексики, но не всегда способны передать нюансы стилистики или синтаксиса. В этом контексте возникает вопрос: как совместить оперативность цифровых инструментов с академической глубиной?

Важным аспектом является влияние искусственного интеллекта на языковое образование. Нейросети, способные генерировать тексты, проверять грамматику и моделировать диалоги, открывают путь к персонализированному обучению. Однако их использование сопряжено с рисками. Алгоритмы, обученные на больших данных, могут непреднамеренно тиражировать стереотипы или игнорировать культурные особенности языка. Например, системы автоматического перевода иногда искажают идиомы или пословицы, теряя их смысловую нагрузку. Это ставит задачу создания «этического ИИ», учитывающего не только правила языка, но и его культурно-исторический контекст.

Цифровизация также меняет роль преподавателя. Если раньше учитель был основным источником знаний, то сейчас он становится куратором, помогающим студентам ориентироваться в потоке информации. Онлайн-платформы, массовые открытые курсы (MOOCs) и вебинары позволяют получать знания из любой точки мира, но живые дискуссии, анализ текстов и работа с эмоциональной составляющей языка остаются прерогативой человека. Здесь на первый план выходит гибридная модель обучения, где технологии дополняют, но не заменяют межличностное взаимодействие.

Культурное измерение русского языка в цифровую эпоху требует особого внимания. Сохранение классической литературы, фольклора и исторических текстов в цифровых архивах (например, проекты «Национальный корпус русского языка» или «Русская виртуальная библиотека») позволяет обеспечить доступ к наследию для будущих поколений. Одновременно возникают новые формы творчества: блоги, подкасты, YouTube-каналы, где русский язык используется в современных медиаформатах. Это создает мост между традицией и инновацией, но также требует развития цифровой грамотности, чтобы пользователи могли критически оценивать контент.

Этические вопросы цифрового образования тесно связаны с проблемой информационной безопасности. Манипуляция через язык, распространение фейковых новостей или глубоких подделок (deepfake) угрожают не только грамотности, но и общественному доверию. В этой связи важно интегрировать в образовательные программы модули по медиаграмотности, обучая студентов распознавать манипулятивные техники и работать с источниками.

Перспективы развития русского языка в цифровом образовании зависят от синергии трех элементов: технологий, педагогики и культурной политики. Внедрение VR-симуляторов для погружения в языковую среду, использование Big Data для анализа типичных ошибок учащихся, создание открытых ресурсов для преподавателей — все это может усилить позиции языка в глобальном пространстве. Однако успех возможен только при условии уважения к языковому разнообразию и избегания культурной унификации.

В заключение стоит подчеркнуть, что цифровое образование — не угроза, а возможность для русского языка стать ближе к новым поколениям. Задача педагогов, разработчиков и политиков — создать экосистему, где технологии служат сохранению богатства языка, а не его упрощению. Только тогда русский язык сможет оставаться живым, динамичным и востребованным в условиях цифровой революции.

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РОЛЬ ДИАЛОГА В РАСКРЫТИИ ХАРАКТЕРА ГЕРОЕВ И ПОСТРОЕНИИ СЮЖЕТА В РОМАНЕ «THEIR EYES WERE WATCHING GOD»

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Аннотация: В статье исследуется, как Зора Нил Херстон использует диалог для раскрытия внутреннего мира персонажей и развития сюжета в романе «Their Eyes Were Watching God». Особое внимание уделяется тому, как диалогическая структура способствует формированию индивидуальности Джени Кроуфорд и отражает её личностный рост. Рассматриваются взаимодействия Джени с другими персонажами, а также значение использования афроамериканского разговорного английского (AAVE) в романе. Диалоги выступают как средство борьбы за голос, самовыражение и равенство, что делает роман ключевым произведением афроамериканской литературы.

Ключевые слова: диалог, персонаж, сюжет, Зора Нил Херстон, «Their Eyes Were Watching God», AAVE, идентичность, гендер, голос.

Введение. Роман «Their Eyes Were Watching God» (1937) Зоры Нил Херстон стал одним из важнейших произведений афроамериканской литературы. Центральное место в нём занимает диалог, который выполняет двойную функцию: развивает сюжет и одновременно раскрывает характеры героев. Через диалоги Херстон передаёт не только внутренний мир персонажей, но и социальную динамику, характерную для афроамериканского сообщества начала XX века. Главная героиня, Джени Кроуфорд, с помощью диалогов проходит путь от подчинения к самовыражению, делая голос центральной темой романа.

Методы. Данное исследование базируется на качественном текстовом анализе романа Зоры Нил Херстон «Their Eyes Were Watching God», с особым вниманием к диалогической структуре произведения и её влиянию на развитие сюжета и персонажей. Теоретической основой исследования служит концепция диалогизма Михаила Бахтина, согласно которой художественный текст представляет собой взаимодействие множества голосов, отражающих разнообразные социальные, культурные и личностные точки зрения.

Подход к анализу. Для анализа были отобраны ключевые сцены, в которых взаимодействия главной героини, Джени Кроуфорд, с другими персонажами наиболее ярко демонстрируют её развитие как личности. Эти сцены включают диалоги Джени с её тремя мужьями (Логаном Килликсом, Джо Старксом и Ти Кейком), а также с жителями Итонвилля. Диалоги рассматриваются как основной инструмент, через который Херстон раскрывает внутренний мир героини и её личностный рост. Особое внимание уделяется изучению лингвистических особенностей диалогов, включая использование афроамериканского разговорного английского (AAVE). Этот аспект важен для понимания того, как Херстон интегрирует элементы афроамериканской устной традиции в текст и использует диалект для создания аутентичных голосов персонажей.

Анализ использования AAVE. Использование AAVE рассматривается как средство, позволяющее автору отразить культурные и социальные особенности

афроамериканского сообщества начала XX века. В исследовании выделяются сцены, где AAVE наиболее ярко выражен, чтобы показать его роль в создании уникального повествовательного ритма. Диалекты сравниваются с повествовательным языком, который отличается большей формальностью, чтобы подчеркнуть их взаимодействие и значимость для построения сюжета.

Методология анализа диалогов. Анализ диалогов проводится с учетом их структуры, контекста и роли в развитии сюжета. Например, диалоги Джени с Логаном Килликсом характеризуются скудностью и утилитарностью, что подчёркивает эмоциональную дистанцию между ними. В отношениях с Джо Старксом доминируют односторонние разговоры, в которых Джо контролирует как свои высказывания, так и молчание Джени. С Ти Кейком, напротив, диалоги наполняются теплотой и взаимным уважением, отражая новую степень свободы и равенства для Джени.

Влияние концепции Бахтина. Диалогизм Бахтина играет ключевую роль в анализе, так как позволяет рассмотреть роман как поле взаимодействия различных голосов. Через призму этой концепции исследуется, как индивидуальные голоса персонажей вступают в диалог друг с другом, создавая полифоническую структуру текста. Эти голоса одновременно сосуществуют и вступают в конфликт, формируя как внутренний мир героев, так и более широкую социальную динамику.

Таким образом, комбинированный подход, включающий текстовый анализ, лингвистические исследования и концепцию диалогизма, позволяет глубже понять, как Херстон использует диалог для раскрытия характеров героев и построения сюжета.

Результаты. Диалоги в романе Зоры Нил Херстон «Their Eyes Were Watching God» играют центральную роль как в раскрытии характера главной героини, Джени Кроуфорд, так и в развитии сюжета. Они служат инструментом, через который Херстон демонстрирует внутренние изменения Джени, её борьбу за право на голос и её личностный рост.

1. Диалоги с Логаном Килликсом. Эти диалоги носят минимальный и утилитарный характер, что подчёркивает эмоциональную дистанцию между Джени и её первым мужем. Логан видит в Джени скорее помощницу по хозяйству, чем партнёра, и их общение сводится к обсуждению бытовых задач. Такой тип взаимодействия отражает неудовлетворённость Джени своим положением и её стремление к чему-то большему, что становится основным мотивом её дальнейших поисков.

2. Диалоги с Джо Старксом. Второй брак Джени представляет собой качественно иной, но всё же ограничивающий её союз. Джо Старкс часто доминирует в разговорах, не давая Джени выразить свои мысли. Его стремление контролировать её голос символизирует угнетение, с которым она сталкивается. Например, Джо запрещает Джени говорить на собраниях или участвовать в общественных обсуждениях, подчиняя её своей воле. Молчание Джени в этих отношениях становится символом её внутреннего сопротивления, которое со временем перерастает в осознание своей силы.

3. Диалоги с Ти Кейком. Взаимодействие Джени с Ти Кейком знаменует новый этап её жизни. Их общение наполнено лёгкостью, взаимным уважением и юмором, что создаёт контраст с её предыдущими браками. Ти Кейк воспринимает Джени как равного партнёра, и их диалоги становятся пространством для взаимного выражения чувств и мыслей. Именно через эти разговоры Джени обретает уверенность в своём голосе, который становится символом её личной свободы и эмоционального равновесия.

Значение AAVE. Использование афроамериканского разговорного английского (AAVE) является ключевым элементом в диалогической структуре романа. Этот язык делает голоса персонажей аутентичными и глубоко укореняет роман в афроамериканской культуре. Через смешение AAVE и стандартного английского Херстон удаётся создать напряжение между индивидуальным выражением и социальными нормами. Например, диалоги между Джени и жителями Итонвилля не только отражают культурную атмосферу сообщества, но и подчёркивают борьбу Джени за свою идентичность.

Полифония голосов. Важным результатом анализа является понимание многослойной структуры голосов в романе. Через диалоги Херстон демонстрирует не только личные конфликты Джени, но и динамику общественных отношений. Например, голоса жителей Итонвилля выполняют роль хора, который комментирует действия и выборы Джени. Это коллективное обсуждение, насыщенное юмором, критикой и сплетнями, служит социальной метафорой, через которую Херстон исследует вопросы власти, гендера и голоса.

Таким образом, диалоги в романе неразрывно связаны с развитием персонажей и темами произведения. Они создают пространство для самовыражения Джени и отражают её путь к обретению свободы и автономии.

Обсуждение. Диалогическая структура романа Зоры Нил Херстон «Their Eyes Were Watching God» играет ключевую роль в исследовании таких тем, как гендер, власть и идентичность. Херстон использует диалоги как инструмент для раскрытия личных и социальных конфликтов, через которые проходит Джени Кроуфорд.

Гендер и власть. Диалоги Джени с её мужьями — Логаном Килликсом, Джо Старксом и Ти Кейком — показывают разные стадии её борьбы за равенство и право на голос. Логан и Джо представляют собой традиционные патриархальные модели, в которых женщина лишена возможности выражать свои мысли. Логан общается с Джени лишь в функциональных рамках, воспринимая её как инструмент для выполнения обязанностей по хозяйству. Джо, напротив, активно подавляет голос Джени, используя молчание как способ контроля. Он запрещает ей говорить в общественных местах и унижает её перед другими, что делает их взаимодействие односторонним и подчёркивает её безмолвие.

Однако молчание Джени, особенно в браке с Джо, становится формой сопротивления. В те моменты, когда Джени отказывается говорить, она выражает своё несогласие с его попытками доминировать. Такое молчание не является признаком покорности, а напротив, демонстрирует её внутреннюю силу и готовность противостоять угнетению. С Ти Кейком, напротив, Джени находит равного партнёра. Их диалоги наполнены уважением и взаимопониманием, что символизирует новую ступень в её развитии. Впервые она обретает свободу не только говорить, но и быть услышанной, что становится важным шагом в её личностном росте.

Роль AAVE. Использование афроамериканского разговорного английского (AAVE) усиливает культурное и социальное значение диалогов. Этот язык не только подчёркивает аутентичность персонажей, но и отражает их принадлежность к афроамериканской устной традиции. Херстон использует AAVE как средство социальной критики, бросая вызов языковым иерархиям своего времени. Через диалекты героев она демонстрирует богатство и разнообразие устной культуры афроамериканцев, делая её равной по значимости с традиционной литературной формой.

Путь к свободе. Путь Джени от молчания к свободе символизирует более широкий феминистский дискурс романа. Её способность высказываться и быть услышанной становится центральным элементом её освобождения. Через диалоги Херстон показывает, что голос женщины является мощным инструментом борьбы за равенство и самовыражение. Этот аспект романа делает его не только произведением, укоренённым в афроамериканской культуре, но и универсальной историей о праве на голос.

Полифония и общественный голос. Херстон использует полифонию, чтобы отразить коллективные и индивидуальные голоса. Например, диалоги с жителями Итонвилля выполняют роль общественного комментария. Эти сцены насыщены юмором, сплетнями и критикой, что создаёт многослойный социальный контекст. Через эти коллективные голоса Херстон исследует темы общественного давления, ожиданий и независимости.

Таким образом, диалогическая структура романа позволяет Херстон исследовать пересечение личного и общественного, создавая насыщенный текст, который остаётся актуальным в современной литературной и социальной критике.

Заключение. Диалогическая структура романа «Their Eyes Were Watching God» служит центральным элементом как для раскрытия характера Джени, так и для построения сюжета. Через взаимодействия героини с другими персонажами Херстон исследует темы власти, голоса и самовыражения. Использование AAVE и контраст между диалогами и повествованием усиливают культурное и социальное значение текста. В итоге роман становится мощным заявлением о значении голоса в борьбе за равенство и индивидуальность.

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THE ROLE OF ENGLISH AND UZBEK LANGUAGE IN DESCRIBING ERGONYM

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Abstract: This study looks at how ergonyms are described in English and Uzbek, emphasizing language structures, semantic traits, and cultural factors. It highlights the importance of ergonyms in cross-linguistic and sociocultural contexts by examining parallels and discrepancies in their creation, adaption, and usage.

Keywords: ergonyms, culture, language units, speeches, buildings, organization

Introduction. The rapid urbanization of society and the intensification of intercultural interactions have contributed to the development of city centers and laid the foundation for the emergence of metropolises. As a result, in densely populated areas, the number of enterprises, institutions, and facilities essential for daily life—such as shops, schools, educational centers, hotels, hospitals, cinemas, restaurants, stadiums, banks, and other organizations—has significantly increased. These structures have also begun to form internal networks. The task of selecting appropriate names for these organizations has become an important issue related to linguistics and social matters. Consequently, the naming process has gained great significance and has encouraged the formation of naming services as a dynamic and promising field for society and marketing management.

To describe and determine the foundations of ergonymic structures that operate in two languages, it is crucial to consider the historical, economic, and linguistic-cultural differences, as well as the general similarities between these languages. Conducting a typological analysis of relevant linguistic situations is essential for the comparative study of these ergonymic systems. Furthermore, it is necessary to identify the periods of societal change that have influenced the development of ergonymic structures in various directions.

According to Mechkovskaya, the linguistic situation is generally described as a set of language units consisting of languages and their variants that serve a particular society (an ethnic group or a multinational community) within a specific territory, political-administrative unit, or state. In other words, language units in certain regions are perceived as a system that ensures the continuous process of communication. Several aspects are taken into account when linguistically describing language conditions, including the number of languages (components), their level of participation in society (balanced or unbalanced), their legal status, prestige, balance, and the degree of their interrelatedness.

In Uzbekistan, the reflection of Uzbek-language ergonymic structures demonstrates an increasing influence of foreign languages, indirectly revealing a transition to multilingualism. The presence of English, Russian, Turkish, and Arabic ergonyms is growing. For example, in Tashkent: *Beautiful Salon* (beauty salon), *Virgin Fitness* (fitness center), *Cambridge School* (international school); in Samarkand: *Дворец культуры* (Palace of Culture), *Супермаркет Корзинка* (modern shopping complex), *Плов Хаус* (Plov House – traditional food center); in Bukhara: *Al-Fayruz* (jewelry store), *Sofra* (Turkish restaurant).

Data and Analysis. This phenomenon is not a direct result of a targeted language policy but rather a natural consequence of the linguistic situation following its own laws of development. Consequently, some languages have naturally risen to the level of interethnic communication languages. In this context, Russian and English have historically held such a status due to their widespread use. However, despite Uzbek being the primary language of the Muslim population in Uzbekistan, the number of Arabic ergonyms associated with Arabic culture is increasing. These ergonyms represent a specific sector related to Muslim cultural attributes (clothing, jewelry, furniture, food) and possess significant pragmatic potential.

Conclusion. Many business names in Uzbek, especially in large cities like Tashkent, prefer to use English words or phrases in their names to appear modern or international. For example, *Qahva Vaqti* (Coffee Time) and *Moda Uy* (Fashion House). Studying the naming traditions, motivations, and styles of businesses and other corporate groups allows for the identification of not only their general characteristics but also the unique features of the region in which they are established. This is significant not only for linguistics but also for understanding regional and cultural characteristics.

An ergonym is unique because it embodies the hidden intentions of the name giver or the organization's owner, conveying a specific message. It can be interpreted as part of a speech act, a linguistic sign, or even a conceptual unit. However, although an ergonym possesses form and content like a linguistic sign, these aspects are not entirely identical. This is particularly relevant when an ergonym encompasses multiple meanings, as it does not automatically transform into a specific idea.

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PRESIDENTS' SPEECH AS A BASIC OF PUBLIC SPEAKING

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Abstract: Presidents engage a special place among heroes and celebrities. They are outstanding in many ways, not least because their privileged orientation, achieve through a general or parliamentary elections, already places them at the center of public discourse. This permits them and at the present time demands them to convey their opinions on a broad range of topics, events, and other problems. A previously “ordinary” individual suddenly becomes a central figure that determines which topics take priority, which discourses are politically right, and so on. This article mainly focuses on illustrating the conceptual ideas referred in the speeches of presidents of those consisting of state-building.

Keywords: President' speech, public speaking, utterance, official speech, public discourse

Introduction. Understanding political information through language and discourse has become a fundamental principle. A close connection has emerged between political science and linguistics, resulting in the emergence of a new branch of linguistics, political discourse. The analysis of presidents' speech suggests how political leaders can use language to maintain power and at the same time exercise fair control.

All of this happens when he accepts the role, which is defined by the constitution and in most countries gives the selected (or elected) individual the right and obligation to be the country's commander-in-chief, to call general parliamentary elections; promulgate laws; appoint state officials as required by law; appoint and recall the country's ambassadors and envoys.

Main part: A president serves as the main official representative of his country abroad, and thus a position of authority in his country is implicitly ascribed to him, not only as the commander in-chief of the military but also as the “leader of the nation.”

In countries where the parliament selects the president, the selection depends mostly on the parliament itself, and especially the relations between parties. It is strategically oriented toward jointly seeking and electing a candidate acceptable to an absolute parliamentary majority—in these situations an individual with moral authority often wins. In contrast, in countries that directly elect their presidents, the choice generally depends most on the president's popularity and media presence. Thus, both presidential candidates and presidents themselves communicate with citizens using partially subliminal, mostly visual messages, such as from a stairway and also various “work gestures”, but the primary way is with various linguistic messages, statements, and first and foremost, speeches.

Speeches are one of the numerous communication forms and practices used in a culture that is conceived as a multiplicity of communication processes, whether within the framework some of the theories of communication (the process of “coding and decoding”), whereby various receivers decode the sender's messages in a mostly habituated way. These processes are understood as semiosis, in which communication practices involve a complex system of signs either as icons, indexes, or symbols within Peirce's definition of semiosis or, in Jurij's simpler

terms, communication as a system of symbols, symbolic forms, and their meanings Jurij [1;215-218].

The particular communication process discussed here, presidential speeches, is also a metonymic metaphor for the (desired) relationship between the president and the people he is addressing: the public. A speech is a communication event, generally performed as face-to-face communication between an individual and an audience in a structured, deliberate manner for the purpose of communication intended to inform, influence, or entertain a listening audience. Speech includes knowledge, attitude, and ideology [2;219-220]; moreover, its language shows how the people understand abstract domains such as morality, politics, and so on.

The policy agenda refers to those issues to which political institutions give serious consideration devote a lot of attention than the president [3;327-344]. Studies have shown that "presidential success and power is likely to increase if the president is able to influence congressional, media and public attention to problems. Therefore, persuading others to focus on presidential priorities is of primary importance in presidential leadership and influence [4;69-86].

Conclusion. Presidents are leaders and supporters of the country and their speech helps the country to bloom. In any political text, the world is essentially created and described by the author of the text, and from this description we learn not only how the author sees the world, but also about his relationships, intentions, and understanding of the world of politics. Understanding the language of presidents' speech and realizing, it means being aware of politics.

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RAQAMLI KOMMUNIKATSIYA, UNING TIL STRUKTURASI VA PRAGMATIKASI RIVOJLANISHIGA TA'SIRI

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¹Innovatsion rivojlanish agentligi huzuridagi Ilmiy-texnik axborot markazi yetakchi mutaxassisi, ²Islom Karimov nomidagi Toshkent davlat texnika universiteti tayanch doktoranti

Annotatsiya: Ushbu maqola raqamli kommunikatsiyaning til strukturasi va pragmatikasi rivojlanishiga ta'sirini o'rganishga bag'ishlangan. Raqamli texnologiyalar, ijtimoiy tarmoqlar va onlayn muloqot platformalarining keng tarqalishi natijasida til tizimida sezilarli o'zgarishlar yuz bermoqda. Xususan, qisqartmalar, emojilar, internet-memlar va multimodal vositalar tilning semantik, sintaktik va pragmatik jihatlariga yangi xususiyatlar qo'shmoqda. Maqolada onlayn muloqotdagi til me'yorlari, pragmatik strategiyalar va kontekstga bog'liq til moslashuvi tahlil qilinadi. Tadqiqot natijalari raqamli kommunikatsiyaning zamonaviy tilshunoslik nuqtayi nazaridan qanday o'zgarishlarga sabab bo'layotganini yoritib beradi.

Kalit so'zlar: raqamli kommunikatsiya, til strukturasi, pragmatika, ijtimoiy tarmoqlar, onlayn diskurs, multimodal muloqot, internet-memlar, qisqartmalar, emoji, pragmatik strategiyalar.

Kirish. Zamonaviy texnologiyalarning jadal rivojlanishi insonlar o'rtasidagi kommunikatsiya jarayonlariga sezilarli darajada ta'sir ko'rsatmoqda. Internet, ijtimoiy tarmoqlar, messenjerlar va boshqa raqamli platformalar tilni nafaqat vosita sifatida, balki doimiy rivojlanib boruvchi hodisa sifatida qayta shakllantirmoqda. Raqamli kommunikatsiyada qisqa xabar almashish, emoji va gif-lardan foydalanish, audio va video formatlarning tilga ta'siri sezilarli darajada oshdi. Ushbu maqolada raqamli kommunikatsiyaning til strukturasi va pragmatikasiga qanday ta'sir ko'rsatayotgani tahlil qilinadi.

Asosiy qism.

1. Raqamli kommunikatsiyaning til strukturasi va sintaksisga ta'siri

Raqamli kommunikatsiya natijasida tilning yozma shakli sezilarli darajada ixcham va dinamik tus oldi. Ijtimoiy tarmoqlar va messenjerlarda:

Qisqartmalar va abbreviaturalarning (OMG – “Oh My God”, LOL – “Laugh Out Loud”) keng tarqalishi;

Emojilar va gif-larning nutqni to'ldiruvchi yoki almashtiruvchi vosita sifatida qo'llanilishi; Qisqa va to'g'ridan-to'g'ri xabar shakllarining ustunlik qilishi kuzatilmoqda.

Bundan tashqari, raqamli kommunikatsiyada punktuatsiya qoidalari ko'pincha e'tibordan chetda qoladi yoki yangi funksiyalarni bajara boshlaydi. Masalan, nuqtalar (".") odatda rasmiy yoki jiddiy ohang ifodalovchi belgiga aylangan.

2. Pragmatika va kontekstga bog'liq moslashuv

Raqamli muloqot jarayonida pragmatik qoidalar ham o'zgarib bormoqda. Jumladan:

Kontekstga qarab bir xil iboralar turli ma'nolarga ega bo'lishi mumkin (masalan, "ok" javobi xushmuomala yoki befarqlikni anglatishi mumkin).

Til me'yorlari muloqot vositasiga bog'liq ravishda o'zgaradi (rasmiy elektron pochta va norasmiy messenjer yozishmalari o'rtasidagi farqlar).

Kode-almashtirish va tillar aralashuvi onlayn diskursda keng tarqalgan hodisaga aylangan (masalan, inglizcha va ona tilining aralashmasi – "I'll call you kechqurun").

3. *Multimodal kommunikatsiya va uning lingvistik o'zgarishlarga ta'siri*

Raqamli kommunikatsiyaning asosiy xususiyatlaridan biri uning multimodal xarakterga ega ekanligidir. Matn, rasm, ovozi va video xabarlar o'zaro uyg'unlashgan holda ma'lumot yetkazish usulini o'zgartirmoqda. Masalan:

Emojilar intonatsiyani ifodalash vositasi sifatida xizmat qilmoqda;

Video va ovozi xabarlar bevosita pragmatik ma'lumotlarni o'z ichiga oladi;

Internet-memlar esa ijtimoiy hodisalarni aks ettiruvchi ommaviy lingvistik vositaga aylanmoqda.

Xulosa. Raqamli kommunikatsiya tilning shakllanishi va rivojlanishiga sezilarli darajada ta'sir ko'rsatmoqda. Til strukturasi yanada ixcham, moslashuvchan va multimodal tus olmoqda. Pragmatik jihatdan esa kommunikatsiya jarayoni kontekstga bog'liq holda o'zgarib, yangi muloqot usullari shakllanmoqda. Ushbu jarayonlarni chuqur o'rganish zamonaviy tilshunoslik uchun dolzarb ahamiyat kasb etadi, chunki raqamli muhitdagi til o'zgarishlari kelajak avlodlarning lingvistik tajribasiga bevosita ta'sir ko'rsatadi.

Bu mavzu bo'yicha kelgusida qo'shimcha tadqiqotlar olib borish til me'yorlari, raqamli kommunikatsiya uslublari va pragmatik strategiyalarni yanada chuqur anglash imkonini beradi.

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KOGNITIV TILSHUNOSLIK VA KONSEPTUAL TUZILMALAR

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Annotasiya: Mazkur maqolada konseptlarning shakllanishi, ularning lingvokognitiv va lingvomadaniy yondashuvlardan o'rganilishi, shuningdek konseptlar turlari va ularning modellastirilishiga diqqat qaratilgan. Konseptual tahlil doirasida tasavvurlar, sxemalar, tushunchalar, freymlar, ssenariylar va geshtaltlar kabi kognitiv strukturalar ko'rib chiqiladi.

Kalit so'zlar: konsept, til va tafakkur, lingvokognitiv yondashuv, lingvomadaniy yondashuv, konseptual makon, freym, ssenariy, geshtalt

Kognitiv tilshunoslik (lotincha *cognito* - bilish) kognitologiya - inson tomonidan axborotni o'zlashtirish, to'plash va undan foydalanish jarayonlarini o'rganuvchi fan doirasida paydo bo'lgan.

Kognitiv lingvistikaning o'rganish o'byekti til hisoblanadi. Til belgilari yordamida axborotni o'zlashtirish va qayta ishlashning o'ziga xos xususiyatlarini o'rganish esa kognitiv tilshunoslikning predmeti hisoblanadi. Kognitiv tilshunoslikda til va tafakkurning o'zaro munosabati eng asosiy muammo hisoblanadi. Kognitiv tilshunoslik tilni axborotni kodlash va o'zgartirishda rol o'ynaydigan kognitiv mexanizm sifatida o'rganadi.

Konseptlarni tavsiflashda rus tilshunoslari N. D. Arutyunova, N. F. Alifirenko tomonidan o'tkazilgan tadqiqotlarda ma'lum natijalarga erishishilgan. Bu tadqiqotlar natijasida kognitiv tilshunoslikda konseptlar tadqiqiga ikki xil yondashuv shakllangan.

Lingvomadaniy yondashuv milliy konseptosfraning o'ziga xos xususiyatlarini madaniyatdan ongga qarab o'rganishni nazarda tutadi. Lingvomadaniy yondashuv doirasida ishlaydigan tadqiqotchilar qatoriga Y.S.Stepanov, V. I.Karasik, V.V.Krasnix, V.A.Maslova, N.F. Alifirenko va boshqalar kiradi. Ushbu yondashuv konseptni obrazli, konseptual va qadriyatli komponentlarga ega bo'lgan, madaniyatning tayanch birligi sifatida belgilaydi. Konsept lingvomadaniy va diaxronik jihatdan tadqiq etiladi.

Konseptni o'rganishda lingvokognitiv yondashuv nuqtai nazaridan uning yadro va periferiya atamalarida ifodalangan maydon modeli ishlab chiqilgan. Bu yondashuv vakillari Y.S.Kubryakova, Z.D.Popova, I.A.Sternin, V.N.Teliya va boshqalardir. Konsept kognitiv va sinxron nuqtai nazardan tadqiq etiladi.

Ushbu fanning asosiy tushunchalari bilim, axborot, konseptosrefa, konseptuallashtirish, konsept tushunchalaridan iborat.

Bilim – voqelikni tafakkurda ask ettirish va qayta tiklash jarayoni bo'lib, uning natijasida bilimlar to'planadi; bu idrok etish, tushunish, tasavvur qilish va axborotni yaratish tizimlarining o'zaro ta'siridir.

Axborot – turli kanallar orqali insonga kelib tushadigan hamda kodlanadigan qayta ishlanadigan va ongda qayta ishlanadigan bilimlar; muloqot jarayonida til tuzilmalari tomonidan taqdim etiladigan va uzatiladigan bilimlar.

Bilim xotiraning bir qismi bo'lib, ongda mavjud bo'lgan ma'lumotlar va ma'lum bir tartibli tizimga birlashtirilgan obyektlarni aks ettirish natijalaridir. Shuningdek bilim madaniyat elementi hisoblanadiki sababi inson avlodlari tomonidan ishlab chiqilgan fikrlash qoidalar va stereotiplarni o'zlashtiradi.

Konsept bu madaniyatni aks ettiruvchi tafakkur yoki xotiraning diskret ma’no jihatdan hajmli birligi. Konsept tarkibiy qism sifatida psixolingvistik va leksikografik ma’noni o’z ichiga oladi, ammo o’z mazmunining hajmi bo’yicha yuqoridagi ikkala ma’nodan kattaligicha qoladi.

Konseptuallashtirish – ongda konseptlarning shakllanishi va konseptning shakllanishiga olib keladigan yangi ma’lumotlarni idrok etish jarayonidir. Inson ongi obyektiv yoki subyektiv voqelikda biror alohida sohani ajratib olib, uni idrok etadi, uning o’ziga xos belgilarini ajratib ko’rsatadi va uni muayyan hodisalar sinfiga kiritadi. Bu esa konseptuallashtirishdir.

Kognitiv tilshunoslikning jadal rivojlanishi konsept tushunchasining nazariy talqini va konseptlar tipologiyasi tadqiqini ilgari surdi.

Konseptlar – bu tafakkur birliklari hisoblanib, ular o’z mazmuni va tarkibiga ko’ra o’zlarining asosiy funksiyalarini saqlab qolgan holda turlicha bo’lishi mumkin. Konseptlar tipologiyasi mumkin va zarur, chunki konseptlar tomonidan taqdim etilayotgan bilimlar turlari birlaridan farqli bo’ladi.

Konseptlarni turli asoslarga ko’ra tasniflash mumkin, zero ularning har biri kognitiv reallikni aks ettiradi. Konseptlarni ular aks ettiradigan bilim turiga va voqelikka ko’ra farqlash muhim hisoblanadi, chunki konseptlarni ajratish va tavsiflash usullari aynan shunga bog’liq. Content xususiyatiga ko’ra konseptlarning bir necha turlari ajratiladi: tasavvur, sxema, tushuncha, freym, ssenariy va geshtalt.

Xulosa o’rnida aytish mumkinki, til inson ongida konseptlarni shakllantirish usullaridan biri bo’lib xizmat qiladi. Konseptning ongda samarali shakllanishi, uning to’liq shakllanishi uchun faqat bitta til yetarli emas - hissiy tajribani majburiy jalb qilish, ko’rgazmalilik, u yoki bu narsa bilan predmetli faoliyat zarur. Inson ongida idrokning turli ko’rinishlarining bunday kombinatsiyasidagina obrazli komponent, axborot mazmuni va talqin maydoni birligida to’laqonli konsept shakllanadi.

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RUS TILINI O'RGANISHDA KOMMUNIKATIV MULOQOTNING LINGVOKULTUROLOGIK ASPEKTLARI

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Annotatsiya: Ushbu tezisda rus tilini o'rganishda kommunikativ muloqotning lingvokulturologik aspektlarini tahlil qiladi. Rus tilidagi muloqot faqat grammatika va leksikaga asoslanmaydi, balki tilni o'rganishda madaniy, ijtimoiy va psixologik omillarni ham inobatga olish zarur. Unda til o'rganuvchilarning rus tilidagi an'analar, milliy mentalitet va kontekstual xususiyatlarni tushunishi tilni samarali o'rganishda qanday ahamiyatga ega ekanligi haqida so'z yuritiladi. Shuningdek, tilni o'rganishda rasmiy va norasmiy muloqotning farqlari va madaniy qadriyatlarning tilga ta'siri ko'rib chiqiladi.

Kalit so'zlar: kommunikativ muloqot, lingvokulturologik aspektlar, mentalitet, ijtimoiy munosabatlar, psixologik xususiyatlar, kontekstual xususiyatlar.

Kirish. Rus tili, dunyo bo'ylab millionlab odamlar tomonidan so'zlashuv tilida ishlatiladi. Til o'rganish jarayonida faqat grammatik qoidalar va so'z boyligini o'rganish yetarli emas, balki, tilni o'rganayotgan shaxs shu tildagi muloqotning madaniy va kontekstual jihatlarini ham tushunishi lozim. Rus tilidagi kommunikativ muloqotning lingvokulturologik aspektlari til o'rganishni yanada samarali qiladi, chunki ular tilni o'ziga xos madaniyat kontekstida tushunishga yordam beradi.

Kommunikativ muloqot, biror til o'rganilayotganida, faqat grammatik va leksik o'zgarishlarni o'z ichiga olmaydi, balki tilning madaniy kontekstini ham hisobga olishni talab etadi. Til nafaqat so'zlarning yig'indisi, balki o'sha tilda so'zlashuvchi jamiyatning psixologik, madaniy va ijtimoiy xususiyatlarini aks ettiruvchi vositadir. Shu sababli, rus tilini o'rganishda kommunikativ muloqotni tushunish, o'zaro muloqotda tilning madaniy asoslarini anglash zarur. Lingvokulturologik yondashuv, tilni o'rgatishda, madaniyatning o'ziga xosligi va tilning muloqotda qanday ishlatilishini tushunishga yordam beradi.

Asosiy qism. Har bir tilning o'ziga xos madaniyati mavjud bo'lib, bu tilning o'ziga xos xususiyatlarini, iboralari va so'z boyligini shakllantiradi. Rus tili, masalan, rus xalqining tarixiy, madaniy va psixologik xususiyatlarini aks ettiradi. Tilni o'rganishda, faqat grammatik qoidalarga emas, balki suhbatlarning kontekstiga va madaniy qadriyatlarga ham e'tibor berish zarur. Misol uchun, rus tilida salomlashish yoki rasmiy va norasmiy tarzda murojaat qilish — bu rus madaniyatidagi ijtimoiy ierarxiyaning bir ko'rinishi. "Vy" va "ty" kabi rasmiy va norasmiy murojaatlar rus tilining o'ziga xos madaniyatidan kelib chiqadi. Bu tilning jamiyatdagi ijtimoiy munosabatlar bilan qanday bog'liq ekanligini ko'rsatadi.

Rus tilining psixologik jihatlarini til o'rganish jarayonini sezilarli darajada ta'sir qiladi. Masalan, rus tilida hazil-mutoyiba va ironiya muhim o'rin tutadi. Bu rus xalqining o'zaro muloqotda qanday munosabatda bo'lishini, odamlar o'rtasidagi ijtimoiy masofani tushunishga yordam beradi. O'rganuvchi, rus tilining psixologik o'ziga xosliklarini tushunib, o'zaro suhbatda tilni to'g'ri ishlatish imkoniyatiga ega bo'ladi. Bunday psixologik omillar til o'rgatuvchilarning o'qitish usullarini shakllantirishda ham muhim rol o'ynaydi. Rus tilini o'rganishda milliy mentalitetning o'рни juda katta. Madaniyat, mentalitet va til o'rtasidagi o'zaro bog'liqlikni

tushunish, tilni o'rganishda muvaffaqiyatga erishishda muhimdir. Misol uchun, ruslar o'zaro suhbatlarda jiddiylik va hurmatni saqlashni muhim deb bilishadi. Shuningdek, suhbatda qat'iylik, lekin ochiqlik ham talab qilinadi. Ushbu o'ziga xosliklarni tushunish til o'rganuvchilariga muloqotda to'g'ri kontekstni tanlashda yordam beradi. Rus tilidagi muloqotda kontekstual xususiyatlar ham muhim o'rin tutadi. Ijtimoiy vaziyatning rasmiy yoki norasmiyligi, suhbatning maqsadi va konteksti tilni to'g'ri ishlatishda katta ahamiyatga ega. Misol uchun, rus tilida odamlarni rasmiy yoki norasmiy tarzda chaqirish madaniy normalarga bog'liqdir. "Vy" va "ty" tarzida murojaat qilish ijtimoiy aloqalarning rasmiy yoki norasmiyligini bildiradi. Shu bilan birga, rus tilidagi iboralar va ifodalar faqat muloqotda o'zaro tushunishni ta'minlabgina qolmay, balki madaniy qiymatlarni ham aks ettiradi.

Lingvokulturologik aspektlarning til o'rganishda ahamiyati kundan-kunga ortib bormoqda. Yangi ta'lim metodikalari tilni o'rgatishda madaniy va psixologik omillarni hisobga olishni, tilni shunchaki grammatika emas, balki muloqotning madaniy vositasi sifatida ko'rishni talab qiladi. Bu yondashuv tilni o'rganayotgan shaxsni nafaqat til qoidalariga, balki o'sha tilda so'zlashuvchi jamiyatning madaniy xususiyatlariga ham o'rgatadi. Bunday yondashuvlar til o'rganishda ko'proq muvaffaqiyatga erishish uchun zarur bo'lib, til o'rganuvchilarga haqiqiy muloqotda yaxshi natijalarga erishishga yordam beradi.

Rus tilida muloqot faqat til qoidalar bilan cheklanmaydi, balki u rus xalqining mentaliteti, tarixiy tajribalari, an'analari va madaniy qiymatlari bilan chambarchas bog'liqdir. Har bir til nafaqat til qurilishidan, balki o'sha tilda gaplashuvchi jamiyatning madaniy xususiyatlaridan ham o'ziga xosdir. Misol uchun, rus tilida "пожалуйста" (iltimos) so'zining ishlatilishi ko'plab madaniy vaziyatlarda kutiladi va bu so'zning talaffuzi madaniyatning o'ziga xosligini aks ettiradi.

Kommunikativ muloqotda til o'rganuvchilar uchun rus tilining psixologik o'ziga xosliklarini tushunish muhimdir. Til o'rganish jarayonida muloqotda rus xalqining psixologik yakuniyati, ijtimoiy hiyla-nayranglar, hazil-mutoyiba, va o'zaro hurmatni aks ettiruvchi so'zlar va iboralar keng qo'llaniladi. Shu nuqtai nazardan, rus tilini o'rganishda, so'z va iboralarining psixologik ta'sirini tushunish muhim ahamiyatga ega.

Tilda to'g'ri muloqot qilish faqat grammatikani bilish bilan bog'liq emas, balki ijtimoiy kontekstni to'g'ri tushunish ham muhimdir. Misol uchun, rus tilida odamlarni "по имени" (ism bilan) yoki "по отчеству" (ota ismi bilan) chaqirish madaniy nuqtai nazardan farqlanadi va bu ijtimoiy aloqalarning norasmiy yoki rasmiyligini bildiradi. Tilni o'rganishda kontekstual xususiyatlar - suhbatning rasmiy yoki norasmiyligi, vaziyatning umumiy xususiyatlari - muhim rol o'ynaydi.

Xulosa. Rus tilini o'rganishda lingvokulturologik aspektlar juda katta ahamiyatga ega. Til o'rganuvchilarga nafaqat grammatik qoidalarni, balki o'sha tilda so'zlashuvchi jamiyatning madaniy va ijtimoiy qadriyatlarini tushunish, lingvistik an'analarga mos ravishda muloqot qilishni o'rganish muhimdir. Shu tarzda, rus tilini chuqur o'rganish orqali til nafaqat texnik vosita, balki jamiyatning madaniy va psixologik ifodasi sifatida tushuniladi.

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RUSCHA TIBBIY TERMINLARNING TIBBIYOTDA QO'LLANILISHI VA ULARNING LINGVOPRAGMATIK AHAMIYATI

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Annotatsiya: Ushbu tezisda ruscha tibbiy terminlarning tibbiyotda qo'llanilishi va ularning lingvopragmatik ahamiyati o'rganiladi. Unda tibbiy terminologiyaning zamonaviy tibbiyotda ahamiyati, ruscha tibbiy terminlarning tibbiy amaliyotda qanday ishlatilishi, shuningdek, ularning lingvopragmatik nuqtai nazardan qanday funksiyalarni bajarishi tahlil qilinadi. Tibbiy terminlarning aniq va samarali muloqotga yordam berishdagi roli, shuningdek, ilmiy va amaliy tibbiyotdagi ahamiyati hamda ularning xalqaro tibbiy aloqalardagi o'rni ko'rib chiqiladi. Shuningdek, ruscha tibbiy terminlarning o'ziga xos xususiyatlari va ularning mutaxassislar va bemorlar o'rtasidagi muloqotdagi rolini o'zida aks ettiradi.

Kalit so'zlar: ruscha tibbiy terminlar, lingvopragmatika, tibbiy terminologiya, muloqot, ilmiy tibbiyot, amaliy tibbiyot, xalqaro tibbiy aloqalar.

Kirish. Tibbiy terminologiya so'zi zamonaviy tibbiyotda muhim ahamiyatga ega bo'lib, turli tillarda umumiy yoki o'ziga xos bo'lgan terminlarning o'zaro ta'siri, shakllanishi va amalda qo'llanilishi keng tarqalgan. Rus tibbiy terminlari ham aynan shu muhim tizimning bir qismi sifatida tibbiyot amaliyotida keng qo'llaniladi.

Ruscha tibbiy terminlarining tibbiyotda qo'llanilishi. Ruscha tibbiy terminlarning o'ziga xos xususiyatlari va strukturaviy jihatlari bor. Ular, ko'pincha, xalqaro tibbiy lug'atning bir qismi bo'lib, o'zida ilmiy, texnik va maxsus ma'lumotlarni saqlaydi. Rus tilidagi tibbiy terminlar ko'plab mamlakatlarda, shu jumladan, O'zbekistonda ham tibbiyot o'quv dasturlarida, ilmiy izlanishlar va amaliy tibbiyotda qo'llaniladi. Bu terminlar nafaqat xalqaro tibbiyot aloqalarini osonlashtiradi, balki tibbiy amaliyotda aniq va samarali muomala qilishga yordam beradi.

Ruscha tibbiy terminlarning lingvopragmatik ahamiyati: Lingvopragmatika tili, ijtimoiy kontekst va nutqdagi maqsadga asoslangan o'rganishdir. Ruscha tibbiy terminlarning lingvopragmatik jihatlari, ularning turli holatlardagi ma'no va funksiyasini tushunishga yordam beradi. Masalan, tibbiy muhokama yoki konsultatsiya jarayonida, tibbiy terminlar kasalliklar, davolash usullari, simptomlar va boshqa muhim ma'lumotlarni aniq va to'g'ri yetkazishga xizmat qiladi.

Rus tibbiy terminlarining lingvopragmatik jihatlari, ular yordamida tibbiy mutaxassislar o'rtasida aniq va qisqa muloqot imkoniyatlari yaratiladi. Shuningdek, bu terminlar yordamida bemorlar bilan ham aniq va tushunarli muomala qilish osonlashadi. Tibbiyotda ruscha terminlar ko'pincha ilmiy va professional til sifatida ishlatiladi, bu esa muloqotning rasmiy va aniq bo'lishini ta'minlaydi.

Ruscha tibbiy terminlarning o'zbek tilidagi ekvivalentlari bilan birga, ularning amaliy tibbiyotda qanday ishlatilishini ko'rsatadi. Tibbiy terminologiya muhim va nozik soha bo'lgani uchun, bu terminlarning to'g'ri tarjimai va kontekstda qo'llanilishi juda ahamiyatlidir. Ruscha tibbiy terminlarning o'zbek tiliga tarjimai va ularning kontekstda qo'llanilishi haqida tahlil qilish,

tibbiy terminologiyaning ikki til o'rtasidagi o'zaro bog'liqlik va farqlarni tushunishga yordam beradi. Quyidagi tahlilda ruscha tibbiy terminlarning o'zbek tiliga qanday tarjima qilinishi va ularning amaliy tibbiyotdagi ahamiyati ko'rib chiqiladi.

Врач поставил диагноз «острый бронхит». Shifokor o'tkir bronxit diagnostikasini qo'ydi. Bu misolda, "diagnosis" so'zi rus tilida keng qo'llanilgan umumiy tibbiy termin sifatida ishlatilgan. O'zbek tilida esa bu termin "diagnostika" yoki "diagnoz" shaklida ishlatiladi. Ularning ma'nosi bir xil bo'lsada, o'zbek tilidagi ekvivalentining o'ziga xos grammatik shakli "diagnostika"ni qo'llashga moyildir.

Пациенту была назначена терапия для лечения гипертонии. Bemorga gipertenziyani davolash uchun terapiya belgilandi. "Therapy" so'zi tibbiyotda keng tarqalgan va o'zbek tilida "terapiya" sifatida tarjima qilinadi. Bu misolda, ruscha va o'zbekcha versiyalar orasida farq sezilmaydi, chunki "terapiya" so'zi ikkala tilga ham xos bo'lgan universal tibbiy atama sifatida ishlatiladi. O'zbek tilidagi tibbiy terminologiyada bu so'zning ishlatilishi oddiy va tushunarli.

Операция по удалению аппендицита прошла успешно. Appenditsitni olib tashlash operatsiyasi muvaffaqiyatli o'tdi. Bu misolda, ruscha "хирургия" so'zi "jarrohlik" deb tarjima qilingan. Har ikkala tilda ham shu termin jarrohlik amaliyotlariga aloqador bo'lib, rus tilida "операция" (operatsiya) so'zi ko'proq qo'llaniladi. O'zbek tilidagi "operatsiya" va "jarrohlik" so'zlari o'zaro aloqada bo'lsa-da, ularning konteksti ba'zan farq qiladi. "Jarrohlik" so'zi kengroq jarrohlik faoliyatini anglatadi, "operatsiya" esa amaliyotning o'zini bildiradi.

Во время операции пациенту была сделана общая анестезия. Operatsiya vaqtida bemorga umumiy anesteziya qilingan. Bu so'zlarning tarjimasini to'g'ridan-to'g'ri mos keladi. Ruscha "анестезия" va o'zbekcha "anesteziya" so'zlari ayni ma'noni anglatadi va o'xshash fonetik tuzilishga ega. Shuningdek, bu misolda umumiy anesteziya qo'llanilishi va bemor uchun o'zgarishsiz qolgan tibbiy muomala haqida gap boradi.

Врач прописал инъекцию для снижения температуры. Shifokor haroratni tushirish uchun inyeksiya yozib berdi. "инъекция" va o'zbekcha "inyeksiya" so'zlari fonetik jihatdan o'xshash, lekin ularning yozilishi tilga xos xususiyatlarga ko'ra farq qiladi. Ushbu misolda, har ikki til ham ushbu tibbiy atamani aniq va tushunarli tarzda ishlatadi. "Inyeksiya" so'zi tibbiyotda keng qo'llaniladigan atama bo'lib, bu turdagi davolash usuli haqida mutaxassislar o'rtasida ham, bemorlar bilan ham aniq muloqot uchun muhimdir.

Курс лечения у кардиолога помог пациенту почувствовать себя лучше. Kardiologda davolanish kursi bemorga yaxshiroq his qilishiga yordam berdi. "Kardiologiya" va "cardiology" so'zlari o'zbek va rus tillarida ham bir xil ma'noni anglatadi va amaliyotda bir-biriga yaqin ishlatiladi. Bu misolda, ruscha va o'zbekcha terminlar bir xil tibbiy sohani bildiradi, lekin ularning fonetik va grammatik farqlari bor. "Kardiologiya" so'zi o'zbek tilida to'g'ri va aniq ishlatilgan.

Xulosa. Ruscha tibbiy terminlar va ularning o'zbekcha tarjimasini orasida ko'plab o'xshashliklar mavjud, lekin ba'zi nozik farqlar ham kuzatiladi. Tibbiy terminlarning to'g'ri tarjimasini, ularning muloqotdagi samaradorligini oshirishga yordam beradi. Shuningdek, ruscha terminlarning o'zbek tiliga kiritilishi va ular o'rtasidagi fonetik va grammatik farqlarni hisobga olish, tibbiy tilning zamonaviy rivojlanishiga xizmat qiladi. Bu jarayon tibbiyot mutaxassislari o'rtasidagi aniq muloqotni ta'minlashga yordam beradi.

Ruscha tibbiy terminlarning tibbiyotda qo'llanilishi va lingvopragmatik ahamiyati juda katta. Bu terminlar tibbiy sohaning rivojlanishiga katta hissa qo'shadi va tibbiy amaliyotda aniq, tez va samarali aloqani ta'minlaydi. Shuningdek, rus tibbiy terminlari o'quv jarayonlarida ham

muhim o'rin tutadi, chunki ular tibbiyot sohasidagi bilimlarni xalqaro miqyosda birlashtirishga yordam beradi.

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BADIIY KONSEPT VA MUALLIFNING LISONIY SHAXSIYATI: INDIVIDUALLIK VA MILLIY XUSUSIYATLAR

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Annotatsiya: Ushbu kurs ishida yuqori sinflarda adabiyot darslarida nazorat shakli sifatida test topshiriqlaridan foydalanish muammosi ko'rib chiqiladi. Tadqiqot test sinovlarining ta'lim jarayonidagi samaradorligini aniqlash, ularning o'quvchilarning bilimlarni o'zlashtirishiga, tahliliy va tanqidiy fikrlash qobiliyatlarini rivojlantirishga hamda bilimlarni baholashning ob'ektivligiga ta'sirini aniqlashga qaratilgan. Turli xil test topshiriqlari turlari, ularning afzalliklari va kamchiliklari tahlil qilinib, ularni ta'lim amaliyotida qo'llash bo'yicha metodik tavsiyalar berilgan. Tadqiqot natijasida test sinovlari pedagogik diagnostika vositalaridan biri sifatida o'quvchilarning mustaqilligini rivojlantirishga va ularning adabiy kompetensiyasini shakllantirishga yordam berishi aniqlangan. Test nazoratining boshqa bilim baholash usullari bilan uyg'unlashtirilishi eng yaxshi ta'lim natijalariga erishish uchun zarurligi haqida xulosa chiqarilgan.

Kalit so'zlar: test topshiriqlari, bilim nazorati, adabiyot, ta'lim metodikasi, tanqidiy fikrlash, baholash, ta'lim jarayoni, yuqori sinflar, pedagogik diagnostika, tahliliy fikrlash.

Badiiy konsept, dastavval, yozuvchining bir asar yoki butun ijodiy faoliyatida mujassamlashgan muallif konseptual maydonida milliy yoki individual tarzda faollashgan tafakkur birligi sifatida baholanadi. "Badiiy konsept" tushunchasining markazi "umumiy asos", "yadro" deb ataladi. Uning atrofidagi hudud va sarhadlar birgalikda konseptual maydonni hosil qiladi. Unda ma'lum millatning ruhi, bilimi, qarashlari aks topadi. Zero, ushbu konseptual maydonni yaratgan shaxs, ya'ni muallif ma'lum millat vakilidir. Yoki aksincha, muallif yadro atrofidagi sarhad va hududlarni o'zining semantik tizimidan kelib chiqqan holda o'zgacha lisoniy vositalar, uslublar va boshqa birliklar yordamida to'ldirib, individual konseptual maydonni hosil qilishi mumkin. Bu usul shoirlar ijodida, ya'ni poetik matnda kuzatiladi.

Badiiy konsept muallif tafakkurida uning hayotiy tajribalari, ko'nikmalari va hissiyotlari asosida shakllanadi. Shu asnda, u badiiy kontekstga joylashtirilib, muallif va o'quvchining konseptni tushunishining to'qnashuvi asosida diskursiv vazifani bajaradi. Bunday o'zaro ta'sir natijasida o'quvchining ushbu konsept idrokida yangi assosiasiyalar hosil bo'ladi. Shunday qilib, badiiy konseptni yuqori darajadagi assosiativlik va diskursiv hamda milliy va individual xususiyatlarini birlashtirib, muallif tafakkurining birligi sifatida belgilash o'rinlidir. Odatda, muallifning o'zini namoyon qilishi konseptlar yoki badiiy obrazlar orqali namoyon bo'ladi, bu yozuvchining dunyoqarashi, uning oldingi tajribasi, idroki va olamga munosabati sifatida tushunilishi mumkin. Demak, lisoniy shaxs va xususan, badiiy asarda aks etgan yozuvchining lisoniy shaxsiyati haqida gapirish qonuniydir.

Yozuvchining lisoniy shaxsi badiiy asarda namoyon bo'ladi. Badiiy asar muallif idiositili deb nom olgan muallifning o'ziga xosligi, uning individul uslubi bilan ajralib turadi. Idiositil haqli ravishda konseptual asosga ega bo'lgan "o'ziga xos shaxsiy ma'no" deb ataladi. Idiositil turli yondashuvlar asosida o'rganilishiga qaramay, ushbu tushuncha (idiositil, idiolekt, individual uslub, uslubiy harakat)ga nisbatan yagona ta'rif mavjud emas. S.G. Vorkachevning ta'rificha, individual uslub – og'zaki ifoda vositalari va shakllarining tizimli ravishda birlashtirilgan va ichki bog'langan

tizimi hisoblanadi [Воркачев 2001: 65], V.V. Pinochetovning fikricha, lisoniy birliklarni tanlash, birlashtirish va maqsadli foydalanishning o'ziga xos tamoyillarini qo'llash natijasida paydo bo'ladigan yaxlit tizimdir [Пиночетов 1963: 45]. Shu tariqa, idiostil tushunchasi lisoniy vositalarning ma'lum bir tanlov asosida tanlanishi va ularni birlashtirish usullari, shuningdek, o'zaro ta'sir bilan bog'liq.

Muallif idiostilini belgilovchi vositalarni quyidagi guruhlariga ajratish mumkin: *stilistik vositalar*; *fonetik-intonasion vositalar*; *grafik vositalar*; *leksik-semantik vositalar*; *leksik-sintaktik vositalar* [Xalimova 2023: 490]. Turli nuqtai nazarlarga asoslanib, idiostilni badiiy asarda lisoniy vositalarni individual tanlov asosida birlashtirish usullari orqali ifodalangan muallifning shaxsiy semantik to'plami sifatida belgilash mumkin.

Badiiy asarlar muallifning individual hamda u mansub bo'lgan butun etnomadaniy jamiyat tafakkurini aks ettiradi. Tildagi semantik munosabatlarning murakkabligini, semantik maydonning o'ziga xos xususiyatlarini, uning tuzilishini tushunish lisoniy hodisalarni o'rganishning yangi bosqichiga o'tishga imkon beradi. Badiiy matn – bu barcha turdagi semantik transformasiyalar bilan yuqori darajada to'yingan maydon, unda umumiy lisoniy hamda individual-muallifiy ma'no va mazmunlar mujassamlanadi [Новикова 2016: 127]. O'z ijodini tilshunoslikning ushbu sohasini o'rganishga bag'ishlagan tadqiqotchilar, badiiy asarni tahlil qilishda chuqur va majmuaviy yondashuvni qo'llashni taklif qilmoqdalar.

Olimlar badiiy konseptni – lisoniy shaxsning umuminsoniy tajribasi, uning dunyoqarashi, qadriyatlar tizimini o'zlashtirishi natijasida hosil bo'lgan semantik va estetik kategoriyalar toifasiga kiritadilar [Бабенко, Василев, Казарин 2000]. Shuni ta'kidlash joizki, milliy madaniy va individual-muallifiy konseptlar har doim ham o'z qiymat komponenti va mazmuniga mos kelavermaydi.

Badiiy konsept individual-muallifning olam manzarasi tasavvuri aksi bo'lib, lisoniy shaxs milliy ma'naviy qadriyatlarni va o'z tasavvuridagi olam manzarasi bilan bevosita bog'liq bo'lgan qadriyatlarni tanlab aks ettirishi mumkin. Biroq, muallif ongida shakllanib, lisoniy belgida o'z ifodasini topgan badiiy konsept, turlicha ifodalanish imkoniyatiga ega. Badiiy asarda so'zning tom ma'nodagi mazmuni butunlay boshqacha, yangi mazmunlarga ega bo'ladi. Bu, o'z navbatida, badiiy konseptning paydo bo'lishi uchun xizmat qiladi. Aynan badiiy konseptlarda lisoniy va madaniy konseptlar doirasiga kiritilmagan xususiyatlarni faollashtirish mumkin. Mazmun, bir tomondan, matn tuzilishi va uning lisoniy vositalariga bog'langan hodisa bo'lsa, boshqa tomondan, shaxs ongida mavjud bo'lgan va fikrlash jarayonlari bilan bog'liq bo'lgan hodisadir. Ma'no dialogik xususiyatga va subyektlararo xarakterga ega hamda qabul qiluvchining individual va shaxsiy fazilatlariga bog'liq.

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INGLIZ VA O'ZBEK TILLARIDA MURAKKAB SINTAKTIK QURILMALARNING DERIVATION XUSUSIYATLARI XUSUSIDA MUHOZARALAR

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Annotatsiya. Maqola murakkab sintaktik qurilmalardagi komponentlarning o'rtasidagi o'zaro munosabatlarni tahlil qiladi, ular orasidagi semantik va sintaktik aloqalarni ingliz va o'zbek tilida keltirilgan misollar yordamida derivatsiya nuqtayi nazaridan o'rganadi.

Kalit so'zlar: Murakkab sintaktik qurilmalar, semantic aloqa, morfologik unsurlar, derivate, derivatsiya operandlari, komponent, yaxlit hosila struktura, bog'lovchi.

Bilamizki, murakkab sintaktik qurilmalarda komponentlar munosabati tenglikka yoki tobelikka asoslanishi mumkin. Komponentlar munosabati tenglikka asoslanganda (**Compound sentence**) ular o'rtasidagi birikish bog'lovchisiz yoki bog'lovchili bo'ladi. Komponentlar munosabati, bog'lovchisiz yoki bog'lovchili voqelanishidan qat'i nazar, MSQ semantik jihatdan ham, sintaktik jihatdan ham to'liq shakllanadi. Quyida dastlab bog'lovchisiz voqelangan murakkab sintaktik qurilmalarga e'tiborimizni qarataylik:

This sincerely delighted him, looking at her pathetic dress and worn-out shoes, he asked himself how he could help her without offending her. (Theodore Dreise. Jenny Gerhardt)

Keltirilgan MSQ tarkibiy qismlari alohida semantik va sintaktik strukturalarga ega bo'lgan uch gapdan iborat bo'lib, bu o'rinda MSQ komponentlari bog'lovchilarsiz shakllanganligi uchun uning komponentlari munosabatlari birinchi galda semantik bog'lanishga tayanmoqda, zotan, har bir gap ikkinchisining (o'zidan oldingisining) mazmuniy salmog'ini to'ldirish uchun xizmat qilmoqda. Bu esa ular o'rtasida semantik uzviylikni tashkil etadi.

When Jenny came the next time, the senator began to ask in detail about how her relatives live, what she wants and what she dreams about. (Theodore Dreise. Jenny Gerhardt).

Berilgan misol komponentlari payt ma'nosini ifodalovchi tobe komponentli murakkab sintaktik qurilmadir. Ayni paytda komponentlar o'rtasidagi tobelik payt ma'nosi ifodasi doirasida ro'y berayotgani uchun *When* vositasi qatnashgan.

Murakkab sintaktik qurilma komponentlari vazifasida gaplar faollik ko'rsatishi sababli uning sathida voqelanadigan sintaktik munosabat ham o'z xarakteriga ko'ra gap doirasida kuzatiladigan bunday munosabatlardan birmuncha farq qiladi. Aytish joizki, teng komponentli murakkab sintaktik qurilmalar tarkibiy qismlari o'zaro maxsus bog'lovchilar vositasida yoki bog'lovchisiz bog'lanishi mumkin. Ammo komponentlarining qanday bog'lanishidan qat'i nazar, ularda matn maqomi mavjudligini ko'ramiz [1]. Teng komponentli murakkab sintaktik qurilmalar an'anaviy tilshunoslikda *bog'langan* va *bog'lovchisiz* qo'shma gaplar nomlari bilan atalib kelindi. MSQ komponentlarini bog'lash uchun teng bog'lovchilar (biriktiruvchi, inkor, zidlovchi, ayiruvchi bog'lovchilari), yuklamalar (-u(-yu), -da, -ki) va bo'lsa, esa fe'l formalari xizmat qiladi [2].

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LEKSIK DERIVATSIYA XUSUSIDA AYRIM QAYDLAR

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Annotatsiya: Maqola zamonaviy tilshunoslikdagi leksik derivatsiyaning so'z yasalishidan farqi va o'xshashliginin tahlil qiladi. Derivatsiya hodisasining jahon va o'zbek lingvistikasida rivojlanishini ko'rib chiqadi va misollar yordamida so'zlarning yasalish jarayonini yangicha yondashuv bilan o'rganadi.

Kalit so'zlar: Leksik derivatsiya, leksema, semasiasos, so'z yasalishi, derivatologiya, sintaktik aloqa, affiks, operand, operator, derivat, verbalizator, nominalizator, adyektivator, adverbializator.

Asos qismdan ma'lum bir yasovchi vosita yordamida u bilan mazmuniy bog'liq bo'lgan yangi leksema hosil qilinishi leksik derivatsiya hisoblanadi. Masalan, temir asosidan -chi yasovchi vosita yordamida temirchi leksemasi hosil qilinadi. "O'zbek tilining izohli lug'ati"da temir va temirchi alohida-alohida leksemalar sifatida izohlangan [1]. Temir va temirchi leksemalari o'rtasida motivatsiya munosabati bo'lib, yasama leksema semasiasos leksemaning markaziy semasiga asoslanadi, shu sema yasama leksemaning mazmuniy mundarijasida saqlanadi. Temirchi "temir bilan shug'ullanuvchi shaxs" ma'nosini ifodalaydi.

Shu narsa e'tiborga molikki, Mahmud Koshg'ariy so'z yasalishi hodisasini o'rgangan birinchi turkolog olimdir. N.Turniyozov bu xususda quyidagilarni ta'kidlaydi: "U (Mahmud Koshg'ariy – Sh.A.) o'zining «Devonu lug'otit turk» asarida so'z yasalishi masalasiga qayta-qayta to'xtalganini ko'ramiz. Bu jarayonda otdan ot, fe'ldan ot, fe'ldan sifat yasalishi qoidalari mukammal izohlab beriladi»[2]

Endi olimning o'ziga murojaat etamiz: "Otlar ikki turlidir: yasama ot va tub ot. Fe'llardan yasalgan otlar fe'l oxiriga o'n ikki harfdan birini qo'shish bilan yasaladi. Qilich, oq kabi otlar tub otlardir. Bu xil otlar boshqa so'zlardan kelib chiqmagan, yasama otlar boshqa so'zlardan kelib chiqadi" [3].

Akademik A.Hojiyev hozirgi o'zbek tilida so'z yasalishi hodisasi haqida qimmatli fikrlar berganligi izoh talab qilmaydi. Olim bu haqda quyidagilarni qayd etadi: "So'z yasalishi strukturasida ham ikki komponent ajratiladi: 1) so'z yasalish asosi; 2) so'z yasovchi affiks (yoki formant). Masalan, unumdorlik so'zining so'z yasalishi strukturasida unumdor-lik; unumdor so'zining so'z yasalish strukturasida unum+dor; unum so'zining so'z yasalish strukturasida un+um" [5].

Bu xususda so'z yuritganida P.A.Soboleva so'zning operator tirkaladigan qismini obyekt ma'nosidagi simvol O bilan belgilaydi. Mazkur simvolga qo'shiladigan operatorlarni R₁– verbalizator, R₂– nominalizator, R₃– adyektivator, R₄– adverbializator vazifalarida qo'llanadigan o'ta faol vosita sifatida izohlaydi [6]. Ko'rinadiki, har bir simvol yasama so'zni shakllantiruvchi operator xarakterini aks ettiradi. Boshqacha aytganda, R₁–verbalizator fe'l yasovchi, R₂– nominalizator ot yasovchi, R₃– adyektivator sifat yasovchi, R₄– adverbializator ravish yasovchi operatorlarni ko'rsatadi.

Ko‘rinadiki, leksik derivatsiya qonuniyatlari sintaktik hamda morfologik derivatsiyanikidan farq qiladi. Morfologik derivatsiya tamoyillari esa qilinajak ishlarining alohida mavzusi bo‘lib xizmat qiladi.

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ZAMONAVIY DUNYODA NEYTRALITET KATEGORIYASINING AHAMIYATI

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Annotatsiya. Neytralitet tushunchasi, uning tilshunoslikdagi o'rni va turli sharoitlarda ishlatilishi ushbu maqolada tahlil qilingan. Neytralitet tilning grammatik, semantik va pragmatik darajalaridan tashqariga chiqadigan aloqa xususiyatlariga ta'siri alohida misollar orqali namoyish etildi..

Kalit so'zlar: neytralitet, kommunikativ, lingvistik sath, pragmatik neytralitet, semantik neytralitet.

Tilshunoslikda neytralitet kategoriyasi kommunikativ-pragmatik sathda muloqot ishtirokchilari o'rtasidagi axborot uzatish jarayonida muhim rol o'ynaydi. Nutqiy neytralitet, asosan, uslubiy bevositalik, ekspressivlikning minimallashtirilishi va kontekstga mos ob'ektiv yondashuv bilan tavsiflanadi. Ushbu tushuncha pragmatikaning muhim jihatlaridan biri bo'lib, u til birliklarining qanday holatda neytral yoki pragmatik yuklangan holda qo'llanishini aniqlashga yordam beradi.

Neytralitet tushunchasi lingvistik pragmatika va kommunikativ jarayonlar bilan chambarchas bog'liq bo'lib, gaplovchining maqsadi, auditoriya va nutq sharoitiga qarab o'zgarishi mumkin. Ilmiy va rasmiy nutq uslublarida neytral leksik va grammatik vositalardan foydalanish ustuvor hisoblanadi. Bunday yondashuv axborotning aniq, tushunarli va bahosiz yetkazilishiga xizmat qiladi. Aksincha, badiiy, ommaviy yoki ekspressiv uslublarda nutqiy neytralitetdan chekinish kuzatiladi.

Neytralitet shuningdek, muloqot jarayonida muloqot ishtirokchilarining shaxsiy fikrlarini oshkor qilmasdan turib, axborotni ob'ektiv yetkazishga imkon beradi. Bu ayniqsa rasmiy hujjatlar, ilmiy maqolalar, xabarlar va ensiklopedik matnlarda yaqqol namoyon bo'ladi. Ushbu tadqiqot neytralitet tushunchasining tilshunoslikdagi o'rnini ochib berish, uning kommunikativ-pragmatik xususiyatlarini aniqlash va real nutqiy jarayondagi namoyon bo'lish shakllarini o'rganishga qaratilgan.

Tilshunoslikda neytralitet kategoriyasining tadqiqi lingvistik pragmatika, stilistika va kommunikativ lingvistika nuqtayi nazaridan muhim ahamiyat kasb etadi. Ushbu kategoriya asosan rasmiy, ilmiy va huquqiy matnlarda keng qo'llaniladi. Neytralitetni tavsiflovchi asosiy omillar qatoriga denotativ ma'no ustuvorligi, baholovchi komponentlarning minimallashtirilishi, ekspressiv vositalardan foydalanishning chegaralanganligi va muloqotning ob'ektivligini ta'minlash kiradi.

Tilshunoslikda neytralitet tushunchasi lingvistik pragmatika, stilistika va kommunikativ lingvistika doirasida keng tadqiq etilgan. Neytralitet muloqot jarayonida subyektivlikdan xoli bo'lish, baholash elementlarini minimallashtirish va obyektiv axborot taqdim etish tamoyillariga asoslanadi. Levinson pragmatika doirasida neytral nutqni kontekstga bog'liq holda axborotni uzatishning muhim shakli sifatida baholaydi. Uning fikriga ko'ra, neytral til birliklari xabar mazmunining to'g'ri talqin qilinishiga yordam beradi [1].

Searle nutq aktlari nazariyasida neytralitetni deklarativ nutq uslubining asosiy komponentlaridan biri sifatida ko'rsatadi. Uning ta'kidlashicha, neytral ifodalar nutq egasi shaxsiy

fikr va emotsiyalarni cheklash orqali axborotning iloji boricha ob'ektiv taqdim etilishini ta'minlaydi [2]. Shuningdek, Wierzbicka neytralitetning madaniy va lingvistik jihatdan farqlanishini o'rganib, har bir til jamiyatida bu tushuncha turlicha talqin qilinishini ta'kidlaydi [3].

Neytralitet, ayniqsa, ilmiy, huquqiy va axborot matnlarida muhim rol o'ynaydi. Ilmiy maqolalarda neytral til birliklari obyektiv ilmiy baholarni ta'minlaydi, huquqiy matnlarda esa hujjatlarning aniq va tushunarli bo'lishiga xizmat qiladi. Shuningdek, pragmatik tadqiqotlar shuni ko'rsatadiki, neytralitet axborotni muloqot ishtirokchilariga noxolisliksiz yetkazishning eng samarali vositalaridan biri hisoblanadi.

Neytralitetning dolzarbligi tilning ijtimoiy funktsiyalari va nutqiy faoliyat doirasida ham ko'zga tashlanadi. Xususan, Grays neytral muloqotning kooperativ tamoyillari bilan bog'liq ekanligini, ya'ni samarali aloqa jarayonida ortiqcha ekspressivlikdan qochish muloqotning aniqligi va tushunarligini oshirishini ta'kidlaydi [4]. Xuddi shunday, Halliday funksional tilshunoslik nuqtayi nazaridan neytralitetni diskursdagi axborot oqimining mantiqiy va strukturaviy bog'liqligini saqllovchi omil sifatida baholaydi [5].

Shuningdek, tahlillar shuni ko'rsatadiki, neytralitet kommunikativ kontekstga qarab har xil shakllarda namoyon bo'lishi mumkin. Masalan, rasmiy hujjatlar va ilmiy matnlarda neytral leksik birliklar ustuvor bo'lsa, jurnalistik matnlarda ular muayyan kontekst va maqsadga qarab ekspressiv birliklar bilan almashinishi mumkin. Demak, neytralitetning darajasi va shakli muloqotning turiga, auditoriyaga va kommunikativ maqsadlarga bog'liq holda o'zgarib boradi.

Neytral nutq va ekspressiv nutq tahlili shuni ko'rsatadiki, neytralitet muloqotning rasmiy va axborot beruvchi turida ustunlik qiladi. Misol uchun, ilmiy maqolalar va huquqiy matnlarda neytral leksik birliklarning qo'llanilishi informativlik va ishonchlilikni oshiradi. Statistika ma'lumotlariga ko'ra, ilmiy maqolalarda neytral tildan foydalanish darajasi 85% ni tashkil etadi, huquqiy matnlarda esa bu ko'rsatkich 92% ga yetadi.

Badiiy adabiyot va publitsistik matnlarda neytralitetdan chekinish kuzatiladi, chunki bunday matnlar ko'proq emotsional ta'sir ko'rsatish va o'quvchini jalb qilishga mo'ljallangan bo'ladi. Masalan, Abdulla Qodiriyning "O'tkan kunlar" romanida ekspressiv til unsurlari yaqqol namoyon bo'ladi. Asarda qahramonlar o'rtasidagi muloqot hissiy boyitilgan, ularning ichki kechinmalari tasvirlangan. Masalan, Otabek va Kumush o'rtasidagi sevgi izhori neytral tildan foydalanilgan. Hamda roman chuqur hissiyot uyg'otish uchun poetik vositalardan foydalaniladi.

Shuningdek, OAVda neytral va ekspressiv uslubning farqi yaqqol seziladi. Masalan, yangiliklar agentliklari (BBC, Reuters) xabarlarida neytral tildan keng foydalanadi, chunki axborotni aniq va xolis yetkazish muhim sanaladi. Biroq, tahliliy maqolalarda yoki bloglarda subyektiv fikrlar va ekspressiv ifodalar uchrashi mumkin.

Xulosa. Tilshunoslikda neytralitet kategoriyasi kommunikativ-pragmatik sathda muhim ahamiyat kasb etib, muloqot jarayonining samaradorligini oshirishga xizmat qiladi. Neytral uslub axborotning aniq va ishonchli yetkazilishiga imkon berishi sababli, ilmiy, rasmiy va huquqiy matnlarda asosiy tamoyillardan biri sifatida namoyon bo'ladi. Tadqiqot natijalari shuni ko'rsatadiki, neytralitet kategoriyasi tilshunoslikdagi muhim kommunikativ omillardan biri hisoblanadi.

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SO'Z YASALISH USULLARI, MORFEMA VA UNING TURLARI

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Annotatsiya: Maqolada o'zbek tilida so'z yasalishi bilan bog'liq xususiyatlar, ta'rif va qoidalar, so'z yasalishi usullari misollar asosida yoritilgan.

Kalit so'zlar: morfemika, morfema, asos morfema, affiks morfema, so'z yasalishi, yasama so'z, so'z yasash usullari, so'z yasovchi qo'shimchalar, sodda qo'shimchalar, murakkab qo'shimchalar.

Morfemika so'z tarkibini o'rganadigan tilshunoslik bo'limi hisoblanadi. Odatda so'z tarkibi deganda uni tashkil etadigan asos (o'zak) va unga qo'shiladigan qo'shimchalar tushuniladi. Tilshunoslikda asos va qo'shimchalarga nisbatan morfema atamasi qo'llaniladi. Morfemalarni, ya'ni qaysi qism-asos, qaysi qism- qo'shimcha ekanligini o'rganuvchi soha so'z tarkibi (morfemika) deb ataladi. Morfemika so'zining asosida morfema so'zi yotadi. «Morfema o'z ma'nosiga ega bo'lgan, boshqa ma'noli qismlarga bo'linmaydigan til birligi»¹dir.

Demak, morfema so'zning eng kichik, bo'linmas ma'noli qismi. So'zning asosi ham, unga qo'shiladigan qo'shimchalar ham boshqa qismlarga bo'linmasligi bilan o'zaro umumiylik kasb etadi. Morfema ikki ko'rinishda bo'ladi:

1. Asos (o'zak) morfema – lug'aviy ma'no anglatadigan, qo'shimcha morfema qo'shilishi uchun asos bo'ladigan qism. Masalan, odam, qizil, ikki, men, bugun, kel, hamma kabi so'zlar boshqa ma'noli qismlarga bo'linmagani uchun asos deb qaraladi.

2. Affiks (qo'shimcha) morfema mustaqil qo'llana olmaydigan, asos morfemaga qo'shib, unga turlicha qo'shimcha ma'no yuklaydigan qism. Demak, tilimizdagi barcha qo'shimchalar affiks morfemalar sanaladi. Ular vazifasiga ko'ra 3 guruhga bo'linadi: so'z yasovchi, lug'aviy shakl yasovchi, sintaktik shakl yasovchi. Bu qo'shimchalar so'z asosiga to'g'ridan-to'g'ri, ketma-ket qo'shib kelishi mumkin. Masalan, kitobxonlarimizni so'zida yuqorida tilga olingan qo'shimchalarning 3 guruhi ham ishtirok etgan: kitob+xon (so'z yasovchi), kitob+xon+lar (lug'aviy shakl yasovchi), kitob+xon+lar+imiz+ni (sintaktik shakl yasovchi).

Bu kabi so'zlar tarkibini morfemalarga ajratishda birinchi navbatda ma'no anglatish xususiyati e'tiborga olinsa-da, o'quvchilar qo'shimchalarning shaklidan ham xabardor bo'lishi kerak. Ya'ni, yuqoridagi –imiz (I shakl ko'plikdagi egalik qo'shimchasi) tarkibini –i, –miz, –im, –iz ko'rinishida morfemaga ajratishdan saqlanish kerak. Affiks morfemalar haqida ma'lumot berilganda ayrimlarining sodda va murakkab (tarkibi bo'linmaydigan) ko'rinishda qo'llanish to'g'risida ham tushunchalar berilishi kerak. Shundagina so'zlarni morfemalarga ajratishda xatoliklar oldi olinadi. Shaklan bir xil ko'rinishdagi qo'shimchalarning tarkibiga e'tibor qarating: ovchilik (-chi+lik) – sodda morfema; ozchilik (-chilik) – murakkab morfema.

E'tiborga olish zarur bo'lgan jihat shundaki, o'quvchilarning ko'pchiligi so'zlarni morfemalarga ajratishni bo'g'inga ajratish sifatida qabul qilishadi. Buni quyidagi ikki misolni bir-biriga taqqoslash jarayonida ham kuzatishimiz mumkin.

¹ Ўзбек тилининг изоҳли луғати. «Ўзбекистон миллий энциклопедияси» давлат илмий нашриёти, 2006 йил. 616-бет.

ko'p+chilik – morfemaga ajratish

ko'p+chi+lik – bo'g'inga ajratish

O'quvchilar asosan, savolning mohiyatiga e'tibor bermasdan ikkinchi ko'rinishdagi to'g'ri deb hisoblashadi. Vaholanki, ikkinchi ko'rinish bo'g'inga ajratish yuzasidan to'g'ri, morfemaga bo'linish jihatdan xatodir. Birinchi ko'rinish esa morfemaga ajratish bo'yicha to'g'ri, bo'g'inga bo'lish yuzasidan xato (chunki har bir bo'g'inda bitta unli ishtirok etishi kerak). *Ko'pchilik* so'zida ko'p – asos morfema deb hisoblanadi, –chilik qo'shimchasining bo'linmasligiga sabab ko'p+chi shaklidagi bo'linish ma'no anglatmaydi, ko'p+chilik ko'rinishida ma'no anglatishi aniq.

Bugun ta'lim jarayonida tub islohotlar olib borilayotgan ekan, mavzuga aloqador bir mulohazani ham nazardan qochirmaslik kerak. So'zlarning tarkibini ma'noli qismlarga ajratish amalini o'quvchilarga o'rgatish ularga qo'shimchalarning vazifasiga ko'ra turlari, asosga qo'shilish shakllari to'liq o'rgatilgandan so'ng bajarilishi maqsadga muvofiqdir. Shu sababli dasturdagi mavzularning mantiqan ketma-ketligini, uzviyligini ta'minlash zarur. Shundagina nutqimizda ko'p qo'llanadigan –dagi, larcha, chasiga, –moqchi, –ydigan (-adigan), –moqda singari qo'shimchalarning tarkibini ajratishga bo'lgan urinishlar to'xtaydi. Shular ishtirok etgan jumalardagi morfemalarga bo'linishga e'tiborni qarating.

Bog'+dagi olma+lar+ni ter+di+k; Mard+larcha jang qil+di; Siz bilan och+iq+chasiga gap+lash+sa+k; Men o'qi+moqchi+man; Hayot shiddat bilan o't+moqda; U majlis+ga bor+adigan bo'l+di; Sobir+jon o'qi+ydigan bola.

Tilshunoslikda «So'z yasalishi» nomli alohida bo'lim mavjud. Unda so'z yasalishi bilan bog'liq xususiyatlar, ta'rif va qoidalar, so'z yasalishi usullari haqida bahs yuritiladi. O'quvchilar yasama so'z atamasi bilan tanishadi. O'zbek tilida so'z yasalishi jarayonidagi fonetik o'zgarishlar haqida tasavvurga ega bo'lishadi.

O'zbek tilida so'z yasash usullari quyidagilar:

1. Morfologik usul (affiksasiya usuli) – bunda so'z yasovchi qo'shimchalar yordamida yangi ma'no anglatadigan so'zlar yasaladi. Bu usul bilan yangi so'zlar yasash mustaqil so'z turkumlaridan ot, sifat, ravish, fe'lda mavjud.

So'z yasovchi qo'shimchalar asosga qo'shib, shu asos anglatgan ma'no bilan bog'langan yangi so'zlar yasaydi. Masalan, g'alla so'ziga –kor affiksini qo'shish orqali g'allakor so'zi, ya'ni g'alla yetishtiruvchi mazmunidagi yangi so'z yasalgan. Bunda g'alla so'zi nima so'rog'iga javob bersa, unga –kor qo'shimchasi qo'shilishi bilan *kim?* so'rog'iga javob beradigan yangi so'z yasalgan. Bu jarayonda so'z yasalganini so'rog'i o'zgarganidan ham anglash mumkin. Biroq buni hamma holatda shunday bo'ladi degan mazmunda tushunmaslik kerak. *Qalam+don, gul+don, ulug'+vor, qiziq+arli, ko'p+lab, erta+lab* singari yasama so'zlarda asos bilan yasama so'z bir xil so'roqqa javob bergan.

So'z yasaliş jarayonida asos anglatgan ma'no bilan yasalma o'rtasida bog'lanish bor, shu sababli yasama so'z hisoblanadi.

O'zbek tilida morfologik usulda yasalgan so'zlarni tarkibiga ko'ra ikki guruhga ajratish mumkin:

a) bir so'z turkumidan chiqmagan holda yasalgan so'zlar. Bunda asos bilan yasama so'z bir turkumga mansub bo'ladi. Shunday holatda so'z yasaliş hodisasi ot, sifat, ravish turkumlarida kuzatiladi:

- otдан ot: arava+kash, qishloq+dosh, ziyo+kor, qalam+don;
- sifatdan sifat: qiziq+arli, ulug'+vor, no+to'g'ri;

– ravishdan ravish:erta+lab, hozir+cha, ko'p+incha, erta+n;
– fe'ldan fe'l yasalmaydi, ya'ni so'z asosi fe'l bo'lib, so'z yasovchi qo'shimcha qo'shish orqali yasama fe'l hosil qilib bo'lmaydi. Asosi boshqa so'z turkumiga mansub so'zlardan fe'l yasaladi. Fe'l yasalishiga daxldor bu xususiyat ahamiyatiga ko'ra juda muhim. Gap shundaki, fe'l asosiga uning turli shakllari (bo'lishsizlik, nisbat, mayl, zamon, vazifadosh shakllar) qo'shilgan holat har doim tub fe'l sanaladi. Buni o'quvchiga tushuntirish ham, idrok etish ham juda qulay: kiy+in+tir+ish+di.

b) bir so'z turkumidan ikkinchi so'z turkumiga tegishli so'zlarni yasash. Sodda qilib tushuntirganda asos bilan yasalmaning turkumi har xil bo'ladi. Bu shakldagi so'z yasalishida ot, sifat, ravish, fe'l turkumlariga doir yangi so'zlar yasaladi: ish+la (fe'l), ish+chan, chiroy+li (sifat), mard+ona, qahramon+larcha (ravish), tara+q, chiz+g'ich (ot).

Bu jarayonda o'zlari yasalmasa ham, so'z yasalishida asos bo'lib ishtirok etadigan so'z turkumlari ham bor: son, olmosh, taqlid so'z, undov so'z, modal so'z.

Masalan: o'z+lik (olmoshdan ot); siz+la (olmoshdan fe'l); siz+bop (olmoshdan sifat); bir+lash (sondan fe'l); bir+lik (sondan ot); milt+illa (taqlid so'zdan fe'l); yo'q+la (modal so'zdan fe'l); dod+la (undov so'zdan fe'l); yarq+ira (taqlid so'zdan fe'l); qars+ak (taqlid so'zdan ot).

Morfologik usul so'z yasash jarayonida eng mahsuldordir. Shu sabab bo'lsa kerak, yasama so'zni toping, yasama so'zga misol ayting tarzida berilgan savollarga o'quvchilar darrov so'z yasovchi qo'shimchalar yordamida yasalgan so'zlarni misol keltirish bejizga emas.

2. Sintaktik usul (kompozitsiya usuli) – bunda so'z asoslarini o'zaro birliktirish orqali yangi so'zlar yasaladi. Bunday so'zlarni qo'shma so'zlar deb ataymiz. Qo'shma so'zlar ikki va undan ortiq asos morfemalarning birlashishi va bir urg'u bilan aytilishidan yasaladi. Qo'shma so'zlar mustaqil so'z turkumlarining barchasida mavjud. Qaysi mustaqil so'z turkumlarida morfologik usulda so'z yasash mavjud bo'lsa, shu turkumlardagi qo'shma so'zlar ham yasama so'z sanaladi. Demak, ot, sifat, fe'l, ravish turkumlaridagi qo'shma so'zlarni yasama so'z deyishga haqlimiz.

Qo'shma ot: belbog', mingboshi, Past Darg'om, Oqdaryo.

Qo'shma sifat: jigarrang, sofdil, arzonarov, qimmatbaho.

Qo'shma fe'l: olib kelmoq, sotib olmoq, bayon qilmoq, dod solmoq.

Qo'shma ravish: har qachon, shu yerda, bir qancha, bir mahal.

Sintaktik usulda yasalgan qo'shma so'zlar doimo imloda qo'shib yozilishi kerak degan qoida yo'q. 1995-yil 24-avgustda qabul qilingan imlo qoidalariga muvofiq qo'shma so'zlar ayrim so'z turkumlarida qo'shib, ayrimlarida ajratib yozilishi mumkin. Ba'zan bir so'z turkumining o'zida qo'shib yoziladigan qo'shma so'zlar guruhi, ajratib yoziladigan qo'shma so'zlar guruhi uchrashi mumkin. Matn ichidan yasama so'zlarni aniqlash mazmunidagi savollarga javob izlaganda morfologik va sintaktik usullarda yasalgan so'zlar miqdori birlashtirilishi zarur. Kecha ishchilar bizni zavodga taklif qilishdi. Ushbu gapda morfologik va sintaktik usulda yasalgan bittadan so'z bor: ishchilar, taklif qilishdi. Biroq kuzatishlar shuni ko'rsatadiki, ko'pchilik hollarda faqat morfologik usulda yasalgan so'zlar e'tiborda bo'lmoqda.

Xullas, o'quvchilar so'zning yangi so'z hosil qilishga yordam beradigan qismini, asos va qo'shimchaga ajratish jarayonini bilib olgan sari ularda so'z yasalishi haqidagi tasavvur chuqurlashib, bu tushunchalarga doir bilim, ko'nikma hosil bo'ladi.

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VOSITA YORDAMIDA AMALGA OSHIRILGAN VA ADRESIV KAUZARETSIPROKLIK

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Annotatsiya: Ushbu tezisdá turli tillarda retsiproklik ma'no va ularni ifodalash vositalari tahlil qilinadi. Avvalo, grammatik va leksik retsiproklikning farqlari, kauzaretsiproklikning o'zaro ta'sir, sababiyat va natija aloqalarini qanday ifodalashi ko'rib chiqiladi. Maqolada kauzaretsiproklikning turli shakllari, jumladan, instrumental va adresiv kauzaretsiprokliklar, ularning semantik va pragmatik jihatlari, shuningdek, grammatik va leksik vositalarning roli tahlil qilinadi. Muallif bu til hodisalarini tilshunoslikda o'rganishning ahamiyatini ta'kidlab, tilning murakkab aloqalarini chuqurroq tushunishga yordam beradigan metodologik yondashuvni taklif qiladi. Misollar orqali kauzaretsiproklikning semantik va sintaktik xususiyatlari ko'rsatilib, tilning ijtimoiy va kommunikatsion funksiyalari yoritiladi.

Kalit so'zlar: retsiproklik, grammatik retsiproklik, leksik retsiproklik, kauzaretsiproklik, instrumental kauzaretsiproklik, adresiv kauzaretsiproklik, kommunikatsiya.

Turli tillarda retsiproklik ma'no va ularni ifodalash vositalarining xilma-xilligi bo'yicha tizimli tadqiqotlar turli maktablar va yo'nalishlar olimlari tomonidan olib borilgan. O'zaro ta'sir semantikasi ifodalashning ko'plab vositalari leksik va grammatik retsiprokliklarni o'z ichiga oladi. Grammatik retsiproklik – bu harakatning/protsessning o'zaro yo'naltirilgan semantikasi ifodalanadigan va o'z ichiga o'zaro semantika bo'lgan grammatik formant qo'shilishi orqali yaratilgan til vositasi bo'lib, aslida o'zini ishlab chiqqan so'z, lekin o'zaro semantikani ifodalamaydi. Grammatik retsiproklik bilan birga leksik retsiproklik ham ajratiladi. Bu vositalarda o'zaro semantika olib keladigan formant yo'q yoki uning til birligiga qo'shilishi, uni bir tomonlama semantikaga ega bo'lgan birligidan o'zaro semantika bilan to'ldirilgan birligiga oddiy o'zgartirish sifatida ko'rilmaydi (masalan: “jang qilish”, “gaplashmoq”, “muloqot qilish”, “kurashmoq” va h.k.). S.Kemmer [2,3], M. Haspelmat [1], Y.P. Knyazev [4] kabi tadqiqotchilar retsiproklik leksik yoki grammatik jihatdan bir leksemaning doirasida ifodilangan tushunchalar sohalari ro'yxatini taqdim etgan, shuningdek, Y.P. Knyazev [4] leksik retsiprokliklarni, S.Kemmer [2, 3] esa shunday nomlangan tabiiy retsiprokliklarni tasvirlagan.

Kauzaretsiproklik – bu o'zaro ta'sirning murakkab shakli bo'lib, unda biror harakat yoki jarayonning amalga oshishi bir ishtirokchining ta'siri orqali boshqalar tomonidan yuzaga keladi. Kauzaretsiproklik, asosan, o'zaro ta'sir va sababiyat o'rtasidagi bog'liqlikni ko'rsatadi. Ushbu tezisdá, vosita yordamida amalga oshirilgan va adresiv kauzaretsiproklik fenomenlari ko'rib chiqiladi. Mazkur fenomenlar tilshunoslikda keng o'rganilmoqda, chunki ular semantika, sintaksis va pragmatika o'rtasidagi o'zaro bog'lanishni ko'rsatadi.

Kauzaretsiproklikning mohiyati shundan iboratki, u odatda, biror harakat yoki jarayonning sabab va natija o'rtasidagi aloqalarni ifodalaydi. Bunda harakatning bajarilishi bir ishtirokchi tomonidan boshqalar ustida ta'sir ko'rsatish orqali amalga oshadi. Kauzaretsiproklikning asosiy xususiyati shundaki, ishtirokchilar bir-biriga o'zaro bog'liq bo'lib, har birining roli harakatning boshqa ishtirokchilari uchun muhimdir.

Vosita yordamida amalga oshirilgan kauzaretsiproklikda biror harakat yoki jarayonning amalga oshishi vosita orqali ta'sirlanadi. Bu vosita, masalan, tilning grammatik yoki leksik

vositalari, o‘zaro ta’sirni mustahkamlash uchun ishlatiladi. Tildagi vositalar yordamida bir ishtirokchining ta’siri boshqalarga o‘zaro ta’sir orqali yetkaziladi.

Grammatik vositalar. Kauzaretsiproklikda grammatik vositalar, masalan, fe’l qo‘shimchalari, modallar va fe’l shakllari orqali o‘zaro ta’sirni ta’minlaydi. Bu holatda, o‘zaro ta’sir vosita sifatida tilning grammatik strukturalari ishlatiladi.

Leksik vositalar. Leksik vositalar ham kauzaretsiproklikda muhim rol o‘ynaydi. Bu so‘zlar o‘zaro ta’sirni aks ettiradi va sabab-natija munosabatlarini ifodalaydi. Masalan, “yordam”, “kuch”, “ruxsat berish” kabi so‘zlar bir ishtirokchining ta’sirini boshqalarga yetkazish uchun ishlatiladi.

Adresiv kauzaretsiproklikda harakatning amalga oshishi ma’lum bir manzilli ishtirokchiga, ya’ni adresatga nisbatan yuzaga keladi. Bu fenomen, til orqali to‘g‘ridan-to‘g‘ri yoki bilvosita tarzda adresatga ta’sir ko‘rsatishni ko‘rsatadi. Adresiv kauzaretsiproklikda, asosan, tilning pragmatik jihatlari ko‘zga tashlanadi, chunki harakatning amalga oshishi adresatga murojaat yoki talab sifatida ifodalanadi.

Murojaat va ta’sir. Adresiv kauzaretsiproklikda, bir ishtirokchi tomonidan amalga oshirilgan harakat boshqalarga, ayniqsa adresatga qarata yo‘naltiriladi. Bu holatda, adresatning vazifasi yoki roli aniq bo‘lib, tilning amaliy jihatlari, masalan, so‘zlashuv uslubi va xabarlarni qabul qilishda ahamiyatlidir.

Pragmatika. Adresiv kauzaretsiproklikda pragmatik vositalar, masalan, so‘zlar, iboralar, gaplar orqali harakatning amalga oshishi yoki uning ta’siri adresatga yetkaziladi. Bu fenomen kommunikatsion jarayonda yuzaga keladi va tilning ijtimoiy funksiyalarini ifodalaydi.

Vosita yordamida amalga oshirilgan va adresiv kauzaretsiproklikni o‘rganish tilshunoslikda juda muhimdir, chunki bu fenomenlar tilda sabab-natija aloqalarini, o‘zaro ta’sirning murakkab shakllarini va kommunikatsion jarayonlarni tushunishga yordam beradi. Shuningdek, bunday tahlillar tilning semantik va pragmatik jihatlari chuqurroq o‘rganishga imkon beradi.

Kauzaretsiproklikning mavjud turida biror vosita ishtirok etganligi bois u *instrumental kauzaretsiproklik* deb ham yuritiladi: *Bu tur hozirda ko‘p uchraydi va biz uni immunitetimiz pastligi, ko‘z gigiyenasiga rioya qilmasligimiz, kir qo‘llarimiz bilan ko‘zlarimizga tegishimiz oqibatida orttirib olamiz* (Elektron manba/<https://medo.uz/uz/news>).

Misolda ko‘rinib turganidek retsiprokal harakat bir necha shaxs tomonidan ma’lum bir vosita orqali (*qo‘llarimiz bilan*) sabab va oqibat qurshovida amalga oshirilmoqda. Bunda semantik jihatdan *oqibat* so‘zining qo‘llanishi sintaktik qurilmaning sababiyat bilan bo‘g‘lanishidan darak beradi, *-tir* affiksining ishlatilishi uning morfologik kuzatsiyaga ham aloqador ekanligini belgilaydi, tub strukturaning *orttirib olamiz* tarzida mikrostrukturadan iboratligi esa kuzatemaning analitik formada ekanligini ko‘rsatadi.

Ammo shuni ham aytish kerakki, mazkur qurilma semantikasida retsiproklik distantli pozitsiyasidan o‘rin oladi. Zero, ushbu vaziyatda bir necha shaxs tomonidan bajarilayotgan ish-harakatda referentlar vaziyat subyekti va obyekt bo‘lib, o‘zaro bog‘liq holda *koreferentlik* alomatiga ega emas. Boshqacha aytganda, referentlar o‘rtasida simmetriya kuzatilmaydi. Masalan, bu vaziyatda ishtirokchilar soni birdan ortiq bo‘lsada, ular harakatni o‘z holicha, mustaqil amalga oshirishadi. Vositali kauzaretsiproklik kontaktli pozitsiyada turishi uchun *Bizga yerni belkurak bilan tekislatishdi* kabi shakllanishi kerak bo‘ladi. Chunki mavjud situatsiyada bir necha shaxs simmetrik munosabatda bo‘ladi. Bundan tashqari, kuzatorlarning soni ham birdan ortiq bo‘ladi.

Kauzaretsiproklikning adresiv turida bir necha shaxs kauzator maqomida turib, ma’lum bir harakatni boshqa bir referent uchun birgalikda ado etishadi. Ushbu vaziyatda birdan ortiq kauzator birdan ortiq kauzantga vazifani bajarishni buyurishadi. Bu semantik jihatdan quyida keltirilgan misollarning birinchisida *-dir* kauzaoperatori va *-ish* retsiprok operatori orqali yuzga chiqmoqda. Mavjud vaziyatning adresiv pozitsiyada turgani jo‘nalish kelishigi ko‘rsatkichi *-ga* bilan ifodalanmoqda.

Ikkinchi misolda ham xuddi shunday vaziyatning amalga oshayotganini ko‘ramiz. Mazkur misolda ham *-dir*, *-ish*, *uchun* operatorlari adresiv kauzaretsiproklikni voqelantirishga xizmat qilmoqda.

1. **Malika Diananing o‘g‘illari Kensington saroyining bog‘ida uning sharafiga yodgorlik qurdirishdi** (Elektron manba//<https://aniq.uz/yangiliklar>).

2. “Bir tiyinga qimmat “Minor” jamoasini **Ravshan Komilov “hurmati” uchun qoldirishdi**”, - deya izohlaydi voqeani jurnalist Mehribon Qurbonniyozova (Elektron manba//<http://eltuz.com>).

Ushbu operatorlar adresivlikni, kauzativlikni hamda retsiproklikni ifodalashda bir umumiy rejada xizmat qilishadi. Bordi-yu, operatorlarning biri tushirilib qolgan taqdirda shu operator bajaradigan maqomga putur yetadi. Qiyoslang: **Malika Diananing o‘g‘illari Kensington saroyining bog‘ida yodgorlik qurdirishdi** – kauzaretsiprok (adres noma’lum); **Malika Diananing o‘g‘illari Kensington saroyining bog‘ida yodgorlik qurishdi** – retsiprok (adres noma’lum); **Malika Diananing o‘g‘illari Kensington saroyining bog‘ida yodgorlik qurdiridi** – kauzativ (adres noma’lum); **Malika Diananing o‘g‘illari Kensington saroyining bog‘ida uning sharafiga yodgorlik qurdirishdi** – kauzaretsiprok (adres ma’lum).

Xulosa qilib aytadigan bo‘lsak, vosita yordamida amalga oshirilgan va adresiv kauzaretsiproklik tilshunoslikda keng o‘rganilayotgan fenomenlardir. Ular tilning o‘zaro ta’sir va sabab-natija munosabatlari orqali amalga oshadigan aspektlarini ifodalashda muhim rol o‘ynaydi. Bu fenomenlarni o‘rganish tildagi murakkab aloqalarni tushunishga va tilni yanada mukammal tahlil qilishga imkon beradi.

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THE ROLE OF MIMICRY IN COMMUNICATION: A COMPARATIVE ANALYSIS OF ENGLISH AND KARAKALPAK CULTURES

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Abstract: This article provides a comparative analysis of the role of facial expressions and nonverbal communication in English and Karakalpak cultures. Facial expressions, including facial expressions, gestures, body language, and posture, play an important role in human communication and often complement or replace speech. The ways in which facial expressions are used vary in different cultures, and their communicative significance varies depending on social norms, historical context, and cultural values. The article examines in detail the specific aspects of facial expressions, facial expressions, gestures, and body movements in English and Karakalpak cultures.

Keywords: facial expressions, nonverbal communication, English culture, Karakalpak culture, facial expressions, gestures, body language, social norms, intercultural communication, comparative analysis.

Mimicry, encompassing facial expressions, gestures, body language, and posture, plays a crucial role in human communication, often complementing or even substituting verbal interaction. Different cultures employ mimicry in varied ways, and its significance in communication may differ depending on societal norms, historical context, and cultural values. This paper explores the role of mimicry in communication, with a particular focus on English and Karakalpak cultures—two distinct cultural spheres characterized by differing languages, histories, and social practices.

In English-speaking cultures, mimicry is often regarded as universal in conveying emotions, yet its expression is shaped by values such as individualism, directness, and modesty. In contrast, the Karakalpak culture, which is rooted in Central Asia, employs mimicry in a more context-driven and collective manner, where non-verbal cues are essential for maintaining respect and upholding hierarchical structures.

To understand the role of mimicry in communication, it is essential to first review key literature on intercultural communication, body language, and non-verbal cues.

Non-Verbal Communication and Mimicry

Non-verbal communication is defined as any form of communication without words, encompassing facial expressions, gestures, posture, eye contact, and tone of voice [4, 18]. These elements can reveal emotions, intentions, and social status, often significantly altering the meaning of a verbal message [2, 45-60].

The Role of Mimicry in Different Cultures

Mimicry's role in communication varies across cultures. In Western cultures, such as English-speaking countries, mimics often align closely with facial expressions that correspond to universally recognized emotions like happiness, sadness, or anger [1, 133-143]. On the other hand, in Central Asian cultures, including Karakalpak, mimicry tends to have more specific cultural connotations tied to societal norms and respect for elders or authority figures [5, 89-101].

Cultural Differences in Non-Verbal Communication

Hall posited that cultures can be broadly classified into high-context and low-context cultures. English-speaking cultures often follow a low-context communication style, relying on explicit verbal communication rather than non-verbal cues. In contrast, Karakalpak culture, as part of a high-context society, places significant emphasis on contextual communication, where non-verbal signals such as mimicry are crucial for interpreting social interactions [3, 45].

Methodology

This study adopts a comparative cultural analysis approach, utilizing both observational methods and secondary sources, such as intercultural communication studies and existing literature on English and Karakalpak social interactions. The research primarily relies on qualitative data, examining how mimicry, including facial expressions, gestures, and postures, is used in specific social contexts within both cultures.

The analysis is based on:

1. Interviews with native English and Karakalpak speakers regarding their use of non-verbal communication in daily life.
2. Cross-cultural comparison of behavioral studies, including Ekman's (1971) work on facial expressions and Hall's (1976) theory on communication contexts [3,48]
3. Examples of mimicry in popular media and literature from both cultures.

Comparative Analysis of Mimicry in English and Karakalpak Cultures

Facial Expressions and Emotional Communication

Facial expressions are pivotal in conveying emotions in both cultures; however, they are interpreted differently depending on cultural frameworks. In English culture, “universal” expressions for happiness, sadness, surprise, and anger are commonly used across various social settings. For example, a smile in English-speaking cultures generally signifies friendliness or politeness, while a frown often denotes dissatisfaction or confusion.

In Karakalpak culture, however, emotional expressions are more nuanced and context-dependent. For example, lowering one's head in respect is a form of mimicry that conveys humility and deference, especially in the presence of elders. Smiling in the presence of superiors, particularly in formal settings, may be deemed inappropriate or disrespectful. Thus, the context, as well as the power dynamic, plays a more significant role in Karakalpak mimicry compared to English norms.

Example: In a social gathering, an English speaker might smile openly and maintain eye contact during conversations to express engagement and warmth. Conversely, a Karakalpak speaker might use a softer gaze and avoid prolonged eye contact as a sign of respect, particularly when conversing with an elder or authority figure.

Gestures and Cultural Norms

Gestures also present significant cultural distinctions. In English culture, hand gestures such as a thumbs-up or a wave are commonly used to express approval or acknowledgment. However, in Karakalpak culture, gestures are often more restrained, and some gestures that are benign in English culture, such as pointing with a finger, may be seen as rude.

Example: In English-speaking countries, a raised hand with the palm facing forward often signifies a greeting or an invitation to speak. In Karakalpak culture, the same gesture might be interpreted as a sign of authority or dominance, especially when made in front of elders [6, 321].

The Role of Mimicry in Social Hierarchies

In Karakalpak culture, mimicry plays a crucial role in maintaining social hierarchies. For instance, bowing the head slightly or tilting one's body toward an elder during conversation is an important non-verbal cue signifying respect for authority and age. In contrast, English-speaking cultures place less emphasis on such hierarchical mimicry, as egalitarian values are more predominant.

Example: A Karakalpak speaker may bow their head or avert their gaze when addressing a respected elder, demonstrating deference. In contrast, an English speaker would likely engage in direct eye contact and a firm handshake to show respect, with less emphasis on hierarchical cues.

Conclusion

Mimicry plays an essential role in non-verbal communication, transcending language barriers to convey emotions, social status, and intentions. Through a comparative analysis of English and Karakalpak cultures, this study demonstrates how facial expressions, gestures, and body language are employed to communicate meaning and regulate social behavior. While both cultures utilize mimicry to express emotions and reinforce verbal communication, the interpretation and significance of these non-verbal cues differ based on the cultural context.

Future research could explore how globalization and intercultural interactions influence the evolution of mimicry in both cultures, particularly in younger generations exposed to diverse communication norms.

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PSYCHOSOMATIC PRACTICE AS A KEY TO THE SUCCESS OF FOREIGN LANGUAGE LEARNING

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Abstract: This research explores the role of psychosomatic practices in enhancing foreign language learning. Given the increasing emphasis on intercultural communication, mastering a foreign language is often accompanied by psychological barriers such as anxiety and stress. The study examines the effectiveness of psychosomatic techniques in overcoming these challenges and improving learning efficiency. The research methodology involves experimental applications of psychosomatic exercises, comparative analysis, and empirical studies. The findings indicate that integrating psychosomatic practices into language education fosters cognitive engagement, emotional stability, and motivation among learners. Moreover, the paper highlights the adaptability of these practices in various educational settings, making them a valuable addition to modern pedagogical strategies.

Keywords: psychosomatic practices, foreign language learning, cognitive engagement, emotional stability, stress reduction, pedagogical strategies, language acquisition, experimental methodology, motivation, intercultural communication.

It is not a secret that the vector of Russian education is constantly changing, and accordingly, reforms to modernise the educational system are being actively implemented. This applies not only to common educational disciplines, but also to such narrow focused disciplines as a "Foreign Language". As a rule, it is associated with the formation of intercultural foreign language competence, which is incredibly difficult and often impossible to achieve.

The relevance of this paper is that psychosomatic practices are being discussed and psychosomatics has entered medicine, psychotherapy, but, unfortunately, it isn't still studied enough. This paper has practical value, as it has methodical material and certain psychosomatic practices that can be used in the educational process of teaching foreign languages not only as a motivation to learn foreign culture, but also to improve the quality of the learning process.

The purpose of the paper is to investigate psychosomatic practices for effective foreign language learning.

The objectives are to investigate the relationship between psychosomatics and the educational process, to compile a set of psychosomatic exercises that contribute to a productive learning process.

The research methods are practical application of the acquired skills with the use of experimental psychosomatic practices in the classroom. In fact, learning a foreign language is inextricably connected with the use of both the whole body and its language lessons on any platform also clearly demonstrates how actively teachers use hand movements.

Based on stimulus-response theory, the body responds to signals from our brain through movement, and the brain responds to the body's needs through thinking. [1]

The effect of psychosomatic motor activity will greatly enhance the use of the method of associative mental legends. [2] It is an interesting fact that people of all ages face fears, negative

emotions and feelings of anxiety, as well as psychosomatic disorders when learning foreign languages. This was revealed by a study conducted among 50 people from 5 to 50 years of age, which indicates that the category of older people is most prone to this. (Fig.1)

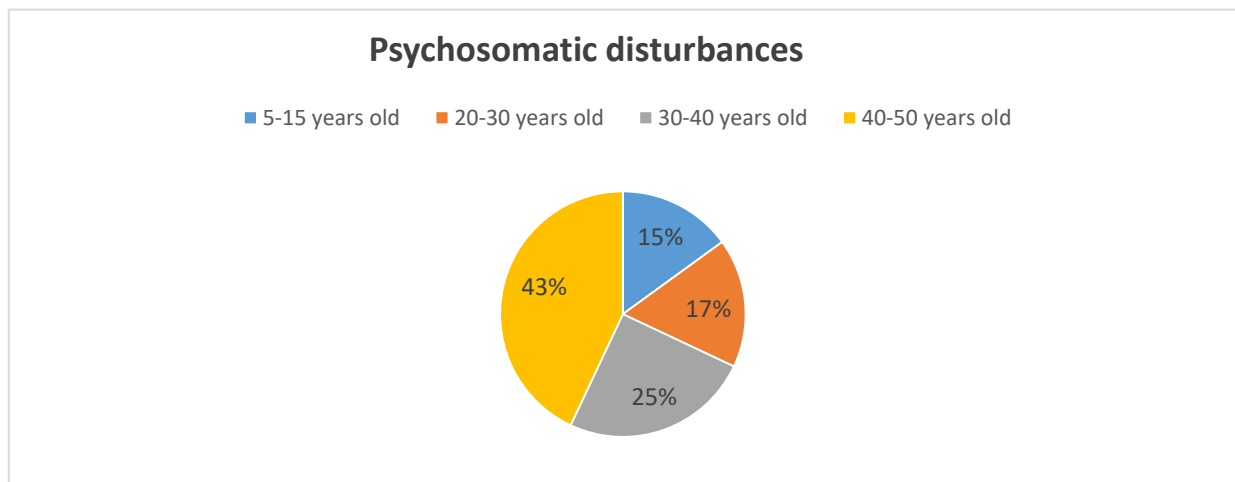


Fig. 1 Percentage of the population suffering from psychosomatic disorders

For example, before speaking at a foreign conference to make your speech clear and precise you need to perform the exercise: to improve psycho-emotional state in a short period of time with the help of breathing: inhale for 4 counts and exhale for 4 counts. In such a way, the level of anxiety stabilises, self-confidence appears, energy level grows and focuses only on success.

The knowledge of your own resources and the ability not to doubt it, for sure, plays an essential role among psychosomatic practice. As an example, there can be foreign language notebooks with the title: “Don't worry!” or “Don't be nervous!”. If you can't find one, you can, certainly, write it down yourself, glue it or put it on your notebook and always start the lesson with this phrase. The more the learner looks at it, the less nervous and not distracted by his/her emotional state, but concentrating on the process of learning foreign language speech. [3]

It is also worth paying attention to a modern psychosomatic practice used in foreign language classes called “The doodle game”. This technique was invented by the English psychiatrist D. Winnicott, which allows not only to identify internal problems and conflicts of a person of any age, but also to help him overcome them. In addition, the “Doodle Game” is able to enthuse even the most sceptical and stubborn people. But this type of task is more suitable for an advanced level of foreign language skills.

This exercise requires only a sheet of paper and a pen. It is necessary to offer drawing any scribbles, zigzags, any tangle of lines. It is better to do it with your closed eyes. Then, the most interesting part begins. Together with the students you try to find a figure, a picture, an image, maybe analyse what emotions it evokes in you, trying to use only a foreign language speech.

As Oscar Wilde once noted: “A person who sees some differences between the soul and the body has neither of them.” This statement completely characterises this work, which showed the practical methods of psychosomatics in learning a foreign language: the simplicity of doing exercises, the absence of the necessity to create special conditions for their implementation, in other words, the possibility to conduct them in the classroom.

Moreover, the unique feature of these exercises is proved by such factors as: each one of them individually aims at solving certain tasks, they can be performed both in a group and

individually, they do not require special physical preparation or preliminary preparations on the part of the participants.

This paper shows the connection between the emotional state of the learner during the learning process and the 'bodily' practices used to overcome difficulties. This psychosomatic practice brings additional kind of "entertainment", which goes beyond the traditional teaching of the discipline and, of course, allows to increase efficiency, to activate mental activity.

The implementation of the psychosomatic approach can be carried out both within the discipline "Practical English Course" and as an additional material for the lesson.

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BOLALAR NUTQINI O'STIRISHDA ONTOGENEZ-PSIXOLINGVISTIK OMILLARNING O'RNI VA AHAMIYATI

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BuxDPI mustaqil izlanuvchisi

Annotatsiya: Ushbu maqolada bolalar nutqini o'stirishda ontogenez-psixolingvistik omillarning o'ri va ahamiyati ilmiy- nazariy tahlil qilingan.

Kalit so'zlar: nutqiy vaziyat, individual strategiya, til belgilari, lingvistik va kommunikativ kompetentsiya, semantik komponent, til belgilari va hokazo.

XX asrning ikkinchi yarmida lingvistik bilimlarning ilmiy paradigmasining o'zgarishi natijasida tadqiqotchilarning qiziqishi til birliklarining tizimli va tarkibiy xususiyatlaridan kommunikativ vaziyatning o'ziga xos sharoitida ulardan foydalanish xususiyatlariga o'tdi. Lekin tildan foydalanish nutqiy vaziyatning shartlariga qarab, so'zlovchi tomonidan lingvistik vositalarni saqlash va tanlashning individual strategiyalari bilan bog'liq.

Zamonaviy tilshunoslik va psixolingvistikadagi antropotsentrik yo'nalish nutq xatti-harakatlarining individual strategiyalarini ko'rib chiqishga imkon berdi. Shaxsga lingvistik va kommunikativ kompetentsiya tashuvchisi sifatida qarash lingvistik shaxs tushunchasini kiritish imkonini berdi.

Nutq faoliyatida lingvistik vositalardan foydalanishning universal strategiyalarini tavsiflashda psixolingvistika yutuqlariga asoslanib va shu bilan birga ontogenezda til qobiliyatini shakllantirishning individual xususiyatlarini hisobga olgan holda, bizning fikrimizcha, lingvistik shaxs tushunchasiga quyidagicha ta'rif berish tavsiya etiladi: lingvistik shaxs - bu nutq faoliyatida shaxsning lingvistik qobiliyatini amalga oshirishning individual strategiyalari to'plamidir. Bunda lingvistik qobiliyatning barcha boshqa komponentlarini birlashtirib, ularning har birining rivojlanishiga ta'sir etuvchi semantik komponent yetakchi rol o'ynaydi. Ammo til belgilari nafaqat atrofdagi dunyo haqida ob'ektiv ma'lumotni beradi (ular ob'ektiv modallikni amalga oshiradilar); ular so'zlovchining aytilayotgan narsaga individual munosabatini ham ko'rsatadi (ya'ni, ular subyektiv modallikni amalga oshiradilar).

Til shaxsi kommunikativ vaziyatning elementlarini ma'lum bir tarzda izohlaydi, shuning uchun lingvistik shaxsning qiymat yo'nalishlarini nutq vaziyatining tarkibiy qismlari sifatida ko'rib chiqish o'rinlidir.

Til shaxsini o'rganishga aksiologik yondashuv zarur. Bolalar nutqini o'rganishda aksiologik jihat ayniqsa muhimdir, chunki u tilni o'zlashtirish jarayonida bolaning qadriyat ustuvorliklarini shakllantirish dinamikasini ochib beradi. Til shaxsining qadriyat yo'nalishlarini ikki nuqtai nazardan ko'rib chiqish tavsiya etiladi: bir tomondan til orqali ifodalangan qadriyatlar (madaniy, umuminsoniy va boshqalar) va til birliklarining o'z qadriyatlari (ichida). ob'ektiv va sub'ektiv modallikni amalga oshirish qobiliyatining shartlari) - boshqasi bilan. Birinchi turdagi qadriyatlar, birinchi navbatda, ma'lum bir kommunikativ vaziyatni baholashdan kelib chiqadigan shaxsiy ma'nolarni qamrab oladi.

Ko'rinib turibdiki, qadriyat ma'nolari til tizimining barcha darajalari (fonetik, morfologik, leksik-semantik, sintaktik) vositalari orqali ularning semantik anglashining yetakchi roli bilan amalga oshiriladi. Ular baholovchi lug'at va konnotativ ma'nolar muammosi bilan chambarchas

bog'liq. Baholash ma'lum qadriyatlar tizimi bilan bog'lanishni anglatadi; boshqacha aytganda, oddiy yoki ko'p komponentli muayyan ma'noni belgilash demakdir.

Muloqot ishtirokchisi tomonidan baholashni tanlash vaziyatni umuman yoki uning alohida elementlarini "yaxshi - yomon" dixotomiyasiga asoslangan ma'lum qiymatlar shkalasi bilan bog'lash natijasidir. Vaziyatni tahlil qilish ekstralingvistik xususiyatlarga asoslanadi.

Vaziyatning tarkibiy qismlarini baholash jarayonida qarama-qarshilik strategiyalari rivojlanadi, ular bola tomonidan o'zlashtirilgan birinchi semantik munosabatlarga aylanadi. Bola nutqida ma'nolari faqat uning lingvistik ongida qarama-qarshi bo'lgan so'zlar paydo bo'ladi - "psixologik qarama-qarshiliklar" (A. A. Zalevskaya atamasi). Bu erda juda ko'p lingvistik yangiliklar paydo bo'ladi, xususan, qarama-qarshi strategiyalarni o'zlashtirish bilan bog'liq (birdan - to'satdan, yomon - juda sog'lom, negro - grittenok, sharmandalik - sharmandalik, chiroq - chiroqsiz va boshqalar).

Til tizimining "uyg'unligi" ning ichki buzilishi natijasida yuzaga kelgan boshqa misollar barcha bolalar uchun xos emas va eng muhimi, bunga ishonish uchun hech qanday sabab yo'q (hech bo'lmaganda bugungi kunda). bor. Bunday bolalar yangiliklarining lingvistik sabablardan tashqari boshqa generativ sabablari ham bor. Boshqacha qilib aytadigan bo'lsak, tilda ko'plik shakli umuman ko'rsatuvchi ko'pligini anglatmaydigan otlarning mavjudligi kabi lingvistik "anomaliya", masalan, o'g'il bolalar, lekin qizlar tomonidan emas.

Shuning uchun, bolalar nutqining bunday xususiyatlari tilning ba'zi xususiyatlaridan kelib chiqqan holda, shuningdek, bolalar nutqining mutlaqo o'ziga xos xususiyatlaridan kelib chiqqan holda, haqiqatan ham haqiqiy individual xususiyatlarga bog'liq bo'lishi kerak va bu atama ularga maxsus belgilanishi kerak.

Vaziyat so'nggi yillarda individual xususiyatga ega bo'lgan bolalar nutqining boshqa bir turi bilan - tilga tashqi omillar ta'sirida yuzaga keladigan xususiyatlar bilan ancha murakkabroq ta'sirga ega bo'ladi.

So'nggi yillarda mahalliy ontolingvistikada individual xususiyatlarni bir qator omillar bilan belgilanadigan xususiyatlar sifatida tasniflash odatiy holga aylandi. Bundan tashqari, ko'p narsa nutq faoliyatining nutqdan tashqari, kommunikativ kontekstiga bog'liq.

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TARIXIY MATNLARDA “ILTIFOT” AKTINING LINGVISTIK FUNKSIYASI VA ANTROPOSENTRIK TAHLILI XUSUSIDA

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Annotatsiya: Ushbu maqolada tarixiy matnlarda “iltifot” aktining lingvistik funksiyasi va antroposentrik tahlili xususida ilmiy- nazariy tahlillar keltirilgan.

Kalit so'zlar: baholash, badiiy matn, asar tili, semantika, dinamika, kategoriya, struktura

Madaniyat tili sifatida inson tilini egallash yuksak dunyo ongining, tarix va tabiatni haqiqiy bilishning sharti bo'lib, ularning o'zaro bog'liqligi insonning mavjudligini o'z ichiga oladi. Til bilan ishlash, tushunchalar mazmunini ochib berish orqali inson madaniyatni ham egallaydi. Dunyoni ko'rish, tushunish va baholashni o'z ichiga olgan tilni o'rganish orqali u atrof-muhit haqida tizimli g'oyalarni anglaydi. Inson bilgan hamma narsa keng bilim va ma'naviy yutuqlarni o'z ichiga olgan tilda aks etadi. Til qobiliyati insonparvarlik qobiliyatidir.

V.A. Sidorenkovning ta'kidlashicha, majoziy - baholash ma'nosida - axborot matni (badiiy) vaziyatni "chizadi" va muallifning bahosini o'z ichiga oladi. Bundan tashqari, u "noaniqlikka ega va cheksiz ko'p talqinlarga imkon beradi". Bizningcha, matnni lingvistik kategoriya sifatida tushunishga bunday yondashuv biroz soddalashtirilgandek tuyuladi. Ehtiyotkorlik bilan, o'ylangan holda o'qish va muallifning fikrini ifodalovchi asar tiliga murojaat qilish orqali "cheksiz sonli" talqinlarni kamaytirish mumkin. Badiiy matn orqali amalga oshiriladigan muallif va o'quvchi munosabatlari, yuqorida ta'kidlaganimizdek, bir qarashda ko'ringanidan ancha murakkabroqdir. Bundan tashqari, ma'lumki, so'zning umumiy semantikasining aniqligi, hatto matndagi ma'nosini hisobga olgan holda ham, u yaratilgan badiiy dunyoda mujassamlangan to'liq san'at asarida egallagan ma'noni tushunish uchun zarur shartdir.

Lingvistik material orqali muallifning fikr va his-tuyg'ularining dinamikasini ochib berishda o'quvchi badiiy matnning estetik funktsiyasiga murojaat qiladi. Shu bilan birga, u o'zining ijodiy moyilligini rivojlantiradi, atrof-dagi voqelik haqidagi bilimni takomillashtiradi va chuqurlashtiradi. Bu yerda muhim rol til shaxsi, atrof-muhit va ma'naviy ehtiyojlar rivojlanishining madaniy darajasini aks ettiruvchi sezgi va lingvistik qobiliyatga beriladi. Bu yondashuv bizga qonuniy ko'rinadi, chunki har qanday matn juda katta kommunikativ imkoniyatlarga ega, uni M.M.Baxtin adabiyotni o'zlashtirishning dialogik momenti deb atagan. Muallif bilan "ma'naviy" muloqot o'quvchiga uning g'oyaviy va estetik pozitsiyalarini, estetik va falsafiy qarashlarini tushunishga yordam beradi. Matnning ayrim lingvistik birliklarini tushunish qiyin bo'lganda, o'quvchi "dekodlash", tushunish, satrlar orasidagi o'qish munosabatlariga kiradi, ya'ni. kontekstga ishora qiladi - og'zaki ifoda etilmagan ma'lumotlarning mazmun-faktik va mazmun-kontseptual tomonlari o'rtasidagi munosabatni anglaydi.

Tarixiy asarlar tarkibida uchraydigan “iltifot” nutqiy aktining badiiy matnda antroposentrik tahlillari zamonaviy lingvistikada dolzarb hisoblanadi. Quyida mavzuga oid tahlillarni keltiramiz:

-Husayn Bayqaro **hazratlari** ham shoir, ham ilmparvar emishlar. Yaxshi ishlarga bel bog'lashlarini umid qilmoq mumkin,- dedi Zayniddin ishonch bilan.

O'zbek tilining izohli lug'atida “hazrat” so'zi – janob, hurmatli ma'nolarida qo'llanadi. 1.Diniy jihatdan Alloh, payg'ambarlar kabi muqaddas zotlarni, shuningdek, din arboblarni

ulug’lash uchun ularning ismi oldidan qo’llanadi, kimsaning martaba, vazifasini bildiruvchi so’z bilan yoki o’zi alohida qo’llanadi.2.Podshoh, xon, bek kabi oliy darajali mansabdorlarni ulug’lash uchun “janobi oliylari” ma’nosida ishlatiladi.3.Ilm-fan, san’atda shuhrat qozongan buyuk kishilarni ulug’lash uchun va umuman, hurmatni ifodalash uchun shaxs nomlari, taxallus yoki mansabni bildiruvchi so’zlarga qo’shib aytiladi.

Turli darajada qo’llanilgan til birliklarini aniqlash va tushuntirish hamda matndagi ektrolingvistik aktlarni izohlash tahlilning vazifasi sanaladi.Voqelikning yaxlit bo’lagi bilan badiiy tasvir vositalari, obrazli so’zlar bilan asar kompozitsiyasining o’zaro ta’sirini aniqlash sintezning vazifasi sanaladi.Til vositalarini saralash ustidan nazorat qilib borish matn tahlilining aspektlaridan biri. Ana shu aspekt asosida til birliklarining badiiy adabiyot uslubida tanlash imkoniyatlari ham har xil bo’ladi.Turli tip matnlardagi til ifoda vositalarining tanlanishi va qo’llanishidagi potensial hamda amaliy imkoniyatlarni kuzatish-tekshirib chiqish tahlilning maqsad va vazifasini belgilaydi.

Kommunikativ madaniyat nuqtai nazaridan til shaxsining qobiliyatlari va xususiyatlari ro'yxatida V.V. Sokolova kommunikativ faoliyatning tarkibiy qismlarini va shaxsning psixologik rivojlanishining elementlarini kiritishni taklif qiladi.Shu munosabat bilan lingvistik shaxsning qobiliyatlari va xususiyatlari oydinlashtiriladi. o'zini namoyon qilishga qaratilgan xarakter xususiyati sifatida sotsial, tasavvur, xotira; boshqa odamni idrok etish, tushunish, empatiya; aloqani o'rnatish va qo'llab-quvvatlashga qaratilgan intellektual, hissiy va ixtiyoriy harakatlar “iltifot” nutqiy aktining ifodalanishda muhim sanaladi.

Xulosa o’rnida ta’kidlash joizki,badiiy matnning mazmuni, strukturaviy va lingvistik jihatlarini o'zlashtirish bo'yicha ishlar taklif etilayotgan metodologiyaga ko'ra,”iltifot” nutqiy aktining badiiy matnda lingvistik shaxsning pragmatik-motivatsion sohasini shakllantirishda eng muhim omil bo'ladi. Tarixiy matnlarga antroposentrik, lingvoestetik yondashish unda yashiringan bitmas-tuganmas didaktik imkoniyatlarni ochib berishga xizmat qiladi.

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ОСОБЕННОСТИ И ЛИНГВОКУЛЬТУРНЫЕ РАЗЛИЧИЯ ТЕРМИНА “АНДИША” В УЗБЕКСКОЙ И АНГЛИЙСКОЙ ЛИТЕРАТУРЕ

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Аннотация: В статье рассматриваются особенности концепта слова “андиша” в контексте узбекской и английской литературы. Проведён лингвокультурный анализ этого термина, выделены его основные значения и особенности восприятия в данных двух культурных традициях. С опорой на компонентный анализ семантической структуры данного слова выявлены его основные смысловые составляющие в зависимости от контекста.

Особое внимание уделяется сравнительному анализу узбекского “андиша” с английскими эквивалентами, такими как *prudence*, *consideration*, *thoughtfulness*, *shame* которые не являются полными синонимами и не передают всего спектра значений этого понятия. В статье также представлены примеры из узбекской и английской художественной литературы, иллюстрирующие различные подходы к моральным и этическим вопросам, связанным с этим понятием.

Ключевые слова: андиша, мораль, лингвокультурология, безэквивалентная единица, узбекская литература, английская литература, сравнительный анализ.

В последние годы проблема понимания и интерпретации понятий одного языка и культуры носителями другого языка и культуры приобрела особую актуальность в связи с лингвистическими и культурными различиями, возникающими в процессе межкультурного общения. Специфические для определённого языка и культуры понятия нередко создают трудности при передаче их значений в другом языке, поскольку могут не иметь точных эквивалентов, однако в научной литературе до сих пор отсутствует комплексное исследование этого феномена с позиций лингвокультурологии.

В данной статье фокусируется внимание на понятии “андиша”, которое в узбекской культуре имеет более глубокие этические и моральные корни, чем его аналоги в английском языке. Слово “андиша” может быть переведено как *prudence*, *consideration*, *thoughtfulness*, или *shame* однако оно не имеет полного эквивалента в английском языке. И таким образом считается безэквивалентным понятием которое включает в себя как моральный аспект, так и аспект социального взаимодействия, уважения и осторожности в словах и действиях. В этой статье проводится лингвистический анализ “андиша” и его восприятия в узбекской и английской литературе.

В последние годы проблема понимания и интерпретации понятий одного языка и культуры носителями другого языка и культуры приобрела особую актуальность в связи с лингвистическими и культурными различиями, возникающими в процессе межкультурного общения. Специфические для определённого языка и культуры понятия нередко создают трудности при передаче их значений в другом языке, поскольку могут не иметь точных эквивалентов, однако в научной литературе до сих пор отсутствует комплексное исследование этого феномена с позиций лингвокультурологии.

Расширение международных связей, стремительное развитие научно-технического прогресса и процессы глобализации способствуют активному межкультурному взаимодействию, что, в свою очередь, привлекает внимание не только к особенностям различных культур, но и к их точкам соприкосновения. Поскольку культурное многообразие значительно превышает языковое, изучение механизмов межкультурной коммуникации становится особенно актуальным. Современные тенденции в лингвистике обуславливают переход от традиционного подхода, сосредоточенного исключительно на грамматико-семантических особенностях языка, к учёту культурных факторов. В этом контексте анализ языковых единиц рассматривается не только с точки зрения их структуры, но и в аспекте культурных значений, которые они выражают.

В узбекском языке слово “андиша” имеет несколько значений, в зависимости от контекста. Наиболее важными значениями являются:

1. Осторожность, осмотрительность – способность предвидеть последствия своих действий и принимать обоснованные решения.
2. Забота, ответственность – наличие чувства ответственности за близких, семью и общество.
3. Сдержанность, уважение – способность сдерживать свои эмоции и слова, чтобы не обидеть других.
4. Стыд или неловкость – негативная эмоция; чувство и осознание человеком, что поступок, мотив или качество не соответствует нормам.

В узбекской культуре “андиша” имеет сильный моральный подтекст. Оно связано с уважением к окружающим, социальной ответственностью, а также способностью правильно воспринимать и адаптировать моральные и этические нормы в разных социальных контекстах. Существует четкая связь между поведением человека и его восприятием этих норм, что подчеркивает особую роль андиша как важного культурного элемента.

Для слова “андиша” в английском языке существует несколько потенциальных эквивалентов, таких как *prudence*, *thoughtfulness*, и *consideration*, *shame*, однако ни одно из этих слов не передает всю глубину и многозначность концепта “андиша”. Рассмотрим эти эквиваленты:

1. *Prudence* (осмотрительность) означает способность избегать ненужных рисков и принимать разумные решения. Однако оно часто используется в узком контексте, связанном с личной осторожностью, и не охватывает аспект социальной ответственности и уважения к другим людям.
2. *Thoughtfulness* (заботливость, внимательность) фокусируется на внимании к чувствам других, но не всегда включает в себя элемент сдержанности и осмотрительности, характерный для андиша.
3. *Consideration* (внимание, уважение) также связано с учетом интересов и чувств других людей, однако оно не всегда подразумевает глубокое размышление или моральную ответственность за последствия своих действий.
4. ***Shame*** — это существительное и глагол, который описывает сложное эмоциональное состояние, связанное с чувствами стыда, смущения или вины.

Взаимодействие различных культур неизбежно приводит к возникновению коммуникативных барьеров, что требует нового взгляда на вопросы взаимопонимания.

Например: *«Андишани отини қўрқоқ деманг»* — “Не считайте осмотрительность за трусость”. Это выражение подчеркивает важность осмотрительности как одно из

составляющих “андиша” в общении и социальной жизни. И этом контексте “*prudence*”- полностью отражает всю семантическую часть термина.

Но нередко взаимодействие различных культур неизбежно приводит к возникновению коммуникативных барьеров, что требует нового взгляда на вопросы взаимопонимания. Такие лингвокультуремы, представляющие собой смысловые пробелы, особенно заметны в анализе романа Абдуллы Кадыри “*Минувшие дни*”, причём каждое употребление отличается своим словарным и стилистическим значением.

1. Отабекдаги бу ҳолатни бирор ҳафталардан бери пайқаса ҳам ҳозиргидек *андишага* тушмаган ва бунчалик диққат этмаган эди (12, 22).

Khasanali had noticed a change in Atabek some ten days ago, but now his *consideration* knew no bounds (4, 25)

2.....айниқса бу гал қайин ота, қайин оналаридан *андиша* қилибдир (12, 162).

Your son's anxiousness to go to Margilan is due... to a *feeling of shame* towards his in-laws (1, 270).

В английской литературе чаще всего встречаются эти слова как заменяющие(substitute), но они часто используются в ограниченном контексте, не затрагивая более глубокие моральные и социальные аспекты. К примеру:

1.to the advantage of them all, that eagerness of mind in Mrs. Dashwood

which must generally have led to *imprudence*.

В этом отрывке из произведения Джейн Остин “Sense and sensibility” описывается характер Элинор Дэшвуд, которая обладает здравым смыслом и способностью контролировать свои эмоции, что позволяет ей предотвращать *неосмотрительные* поступки своей матери, Однако эти понятия не передают той глубины уважения и социальной ответственности, которая присуща узбекскому понятию “андиша”.

Анализ выявил, что в большинстве случаев различия между лексемами компенсируются за счёт использования контекстуальных замен, позволяющих передать смысловые оттенки, характерные для узбекского языка и культуры. Полученные результаты могут стать теоретической основой для дальнейшего изучения без эквивалентных единиц и поиска эффективных способов их осмысления в рамках лингвокультурного анализа.

Слово “андиша” в узбекской культуре носит гораздо более многозначный и многослойный характер, чем его английские эквиваленты. Это слово отражает не только осмотрительность и сдержанность, но и глубокое уважение к окружающим, ответственность за свои поступки и моральный выбор. В английской литературе и культуре эквиваленты, такие как *prudence*, *thoughtfulness*, *consideration* и *shame* фокусируются на отдельном аспекте “андиша”, но не охватывают его полную культурную значимость.

Таким образом, изменения в лингвистических исследованиях, вызванные ускоряющимися процессами глобализации, подтверждают необходимость учёта культурных аспектов при анализе значений и функционирования языковых единиц. Изучение лексических и культурных концептов, таких как *андиша*, и их интерпретация в различных языках позволяют не только выявить механизмы формирования смыслов в разных культурах, но и расширяют представление о взаимодействии языка и культуры в целом.

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**ОБЩЕФИЛОЛОГИЧЕСКИЕ
ПРОБЛЕМЫ ПЕРЕВОДОВЕДЕНИЯ**

ФРЕЙМ В КОНТЕКСТЕ ЛИТЕРАТУРОВЕДЧЕСКОГО АНАЛИЗА ХУДОЖЕСТВЕННОГО ТЕКСТА

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Аннотация: В данной статье рассматривается концепция фрейма в контексте литературоведческого анализа художественного текста. Автор опирается на теорию фреймов Ч. Филмора, согласно которой группы слов и понятий формируют схематизацию опыта и структурируются в когнитивные единицы. Особое внимание уделяется применению фреймового анализа в когнитивном литературоведении, выявлению концептуальных оппозиций, трансформации персонажных концептов и их вербализации в художественном тексте. Подчеркивается важность фоновых знаний и инференции при интерпретации произведений. В статье также рассматривается значимость анализа когнитивных механизмов в моделировании художественного фрейма и его трансформации в универсальный код, значимый для мировой культуры и литературы.

Ключевые слова: фреймовый анализ, когнитивное литературоведение, концептуальные оппозиции, художественный текст, когнитивная лингвистика, нарративные трансформации, вербализация, инференция, авторский замысел, моделирование фрейма.

Понятие фрейма прочно входит в практику современных лингвистических, литературоведческих и в целом филологических исследований. Обзор разноплановых трактовок фрейма встречается достаточно часто, однако мы останавливаемся на теории фреймов Ч. Филмора, согласно которой группы слов или понятий представляют собой некоторую единую схематизацию опыта (знание). Они (группы) мотивируются, определяются и взаимно структурируются особой конструкцией знания- фреймом. Иными словами, речь идет о том, что фрейм-это единица знаний, организованная вокруг некоторого концепта или концептов и содержащая данные о существенном, типичном, возможном, для этого концепта в рамках определенной структуры.

В рамках определения когнитивного литературоведения в современной научной парадигме, не как абсолютно нового явления, а как одну из стадий развития самого литературоведения, что не означает отказ от прошлых достижений науки, а прежде всего дополнение новыми смыслами уже давно существующие понятия, таким образом исследования данного характера проводятся под лингвистическим микроскопом междисциплинарности, преломлённым когнитивным углом. При этом модель фрейма обычно рассматривается в выделение культурологической, исторической, этнической, психологической и географической его составляющих для носителей национального языка, а также возможность трансформации данного фрейма в универсальный код, который в последствии будет значим для мировой культуры и литературы. Неоценима заслуга отечественных исследователей в области когнитивной лингвистики (Ш.С. Сафаров), когнитивной стилистики (Д.У. Ашурова, М.Р. Галиева, Н. М. Джусупов) и т.д., которые разработали принципы анализа когнитивных механизмов в процессе моделирования

художественного фрейма и способы его интерпретации, а также анализ средств нарративных трансформаций и описание способов их вербализации в пространстве художественного текста.

Подробное изучение модели фрейма и ментальных пространств для проникновения в глубинную семантику всего текста, декодирования концептуальной информации и выявления объективного авторского замысла и основной идеи произведения является бесспорной задачей современного литературоведения в рамках когнитивного анализа художественного текста. Так же особое внимание должно быть уделено фоновым знаниям в процессе моделирования фрейма. Акцент, сделанный на таком явлении как инференция, где данный феномен рассматривается как важнейшее условие конструктивной деятельности при восприятии текста и построении его ментальной модели, позволяет углубленно постичь авторский замысел. Говоря о достоинствах фреймового анализа, отметим, что модель фрейма в динамике наделена высокой степенью абстракции, и в силу своего комплексного и многоаспектного характера редко становится предметом лингвокогнитивного исследования. При этом исследование теории фрейма фокусируется не только на вербальной презентации, но и на изучении механизмов формирования когнитивных структур знания в художественном пространстве. Несомненным достоинством литературоведческого анализа художественного текста с точки зрения когнитивизма является не просто анализ примеров, а именно анализ учитывающий контекстуальные связи, репрезентирующих концептуальные признаки, которые позволяют выявить глубинную структуру анализируемых примеров и при этом учитывают авторскую модальность и индивидуальное видение описываемого объекта.

Не чужда теория фреймов и научной новизны. В частности, в конце 20 века обоснована необходимость изучения фрейма с позиций когнитивного литературоведения, что открывает новые возможности представления художественного произведения в качестве коммуникативной системы; разработана методика логического обоснования всех составляющих элементов модели фрейма и их коммуникативная значимость, выявлены условия репрезентативной функции фрейма, определены ее слоты, закреплены персонажные концепты, а так же доказана, многогранность и многофункциональность художественного концепта, который входит как самостоятельный и как сегмент в концептуальную оппозицию.

Следует учесть, что для вузовской практики интерпретационно-аналитическая работа над иностранным текстом крайне важна, так как в высших учебных заведениях, ориентированных на преподавание иностранных языков, отводится значительное количество времени для работы с художественным текстом, что обеспечивается таким анализом конкретного фактического материала, который учитывает теоретические данные, накопленные в разных отраслях современного языковедения: в нарратологии, психолингвистике, лингвистике текста, лингвопоэтике, когнитивной лингвистике и литературоведении.

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СЕГОДНЯШНИЕ ПРОБЛЕМЫ ЯЗЫКОЗНАНИЯ

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Аннотация: В современном языкознании наблюдается ряд актуальных проблем, связанных с влиянием цифровых технологий, глобализацией и изменением речевых норм. В данной статье рассматриваются ключевые вызовы, включая упрощение языка в цифровой коммуникации, исчезновение малых языков, сложности многоязычия, влияние технологий на изучение языков, а также этические вопросы, возникающие при лингвистических исследованиях. Особое внимание уделяется необходимости сохранения языкового разнообразия и адаптации лингвистики к новым реалиям.

Ключевые слова: языкознание, цифровая коммуникация, глобализация, многоязычие, исчезающие языки, технологии, этика.

Современная лингвистика сталкивается с рядом вызовов, обусловленных технологическим прогрессом, глобализацией и изменением коммуникативных практик. Цифровая среда вносит значительные коррективы в структуру и использование языка, приводя к его упрощению, появлению новых форм общения и изменению традиционных норм. Одновременно глобализация способствует распространению международных языков, но также ставит под угрозу существование малых языков.

Кроме того, многоязычие становится неотъемлемой частью жизни современного человека, что открывает новые возможности для межкультурного общения, но вместе с тем создает трудности в овладении и поддержании языковых навыков. Развитие технологий, включая автоматический перевод и искусственный интеллект, меняет отношение к изучению языков и их использованию, вызывая как позитивные, так и негативные последствия.

В данной статье рассматриваются ключевые проблемы современной лингвистики, связанные с цифровой коммуникацией, влиянием технологий и этическими аспектами языковых исследований.

Сегодняшние проблемы языкознания

1. Упрощение языка в цифровой коммуникации

Современные технологии и цифровая среда существенно влияют на структуру и использование языка. В мессенджерах и социальных сетях пользователи стремятся к лаконичности, что приводит к распространению аббревиатур, эмодзи, сокращенных слов и неформальных выражений. Это явление облегчает повседневное общение, но одновременно может способствовать снижению грамотности и утрате сложных языковых конструкций.

2. Исчезновение малых языков

В условиях глобализации многие малочисленные языки находятся под угрозой исчезновения. Господство международных языков, таких как английский, русский и китайский, способствует маргинализации региональных диалектов. Потеря языка ведет к утрате культурного наследия, поскольку язык не только передает информацию, но и сохраняет мировоззрение и традиции народа.

3. Многоязычие и его влияние

В современном мире многие люди владеют двумя и более языками. Это способствует межкультурному взаимодействию и расширению возможностей общения. Однако

билингвизм и полилингвизм также накладывают определенные трудности, включая интерференцию языков, сложности с освоением правил грамматики каждого из них и переключение между кодами.

4. Влияние технологий на язык

Развитие искусственного интеллекта, машинного перевода и голосовых помощников оказывает сильное влияние на языковую среду. Автоматические переводчики делают межъязыковую коммуникацию доступнее, но при этом могут приводить к упрощению языка и потере нюансов значений. Также изменяется культура письма: люди все реже используют традиционные формы написания текстов, отдавая предпочтение кратким сообщениям и визуальным символам.

5. Этические вопросы лингвистики

При изучении языка и сборе языковых данных важно учитывать вопросы конфиденциальности и соблюдения этических норм. Это особенно актуально в эпоху больших данных, когда анализ языкового поведения людей в интернете становится важным инструментом исследований. Лингвисты должны соблюдать баланс между научными интересами и правами носителей языка.

Таким образом, современные проблемы языкознания связаны с технологическим развитием, глобализацией и изменением коммуникативных практик. Изучение этих аспектов помогает прогнозировать будущие изменения в языке и находить пути его сохранения и адаптации к новым реалиям.

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“NEW WOMAN” IN THE MODERN KOREAN NOVEL "VEGETARIAN" BY HAN KANG

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Abstract: The article examines the position of a woman and her role in society. Society has changed throughout Korean history and contradictions continue to this day. The “New Woman” movement influenced women’s lives and also made adjustments to the role of men, which led to a significant revolution in society and the expansion of the concept of “gender role” in Korea. Under the influence of time, the concept of the “New Woman” acquired new features in the novel “The Vegetarian” by the modern Korean writer Han Kang.

Keywords: Korea, literature, Korean literature, Wotan, man, Nev Wotan, gender roles, feminist, sockets.

Han Kang is *is a South Korean writer*. She was awarded the 2024 Nobel Prize in Literature, Nobel Committee chairman Anders Olsson commented: “She has a unique awareness of the connections between body and soul, the living and the dead, and in her poetic and experimental style has become an innovator in contemporary prose.” The novel “*The Vegetarian*” first published in Korea in 2007. Written in three parts, this book follows a protagonist who is a graphic artist and homemaker, and whose decision to become a vegetarian, after a Kafkaesque nightmare, leads to many consequences in her life. We will then move on to *Human Acts*, which revolves around the May 1980 uprising in Gwangju, Korea. [1. <https://centerforfiction.org/group>].

The concept of "New Women" as a phenomenon originates in the early 20th century and penetrates Korea during the period of Japanese colonization. The “New Woman” was a contrast to the traditional female image, which defines her as the most marginal member of society; in the context of Korean society, the image of the “New Woman” was associated with Westernization and a departure from old norms and foundations [4, Kim Y, 45]. The traditional role of a woman in Korea was unquestioning submission to a man: in the home of her parents, the daughter was subordinate to the father, after marriage - to the husband, and in the event of the death of the husband - to the eldest son. This strict hierarchy was dictated by Confucianism, which penetrated into Korea from China and took control of many aspects of society for many years. [3, D.S. Kamina, 7]. A change in vector and the first attempts to “push the boundaries” were made during the Japanese colonization by Korean writers, in whose speeches feminist notes were first heard [5, I. Kwon, 213]. They openly questioned the prevailing Confucian patriarchal structures and traditions of modern Korean society, condemning double standards, men's inhumane treatment of women and their insistence on submission, and women's dependence on husbands and children. But not everyone in Korea liked such radical ideas for that time, so over time, the image of the “New Woman” began to be ostracized and considered a negative consequence of modernization [3, D.S. Kamina, 52]. The image of the “New woman” in the novel “Vegetarian” In the modern Korean novel “The Vegetarian” by the writer Han Kang, the image of the “New Woman” is expressed in the character Yonghe, an unremarkable woman who one day decides to become a vegetarian and with this decision changes her life and the lives of those around her. Yonghe

embodies the “New Woman” through her rejection of traditional gender expectations and her struggle for complete control over herself and her body. In “The Vegetarian”, Yeonghe’s metaphorical struggle is criticized and not taken seriously, which is an allusion to the New Women’s movement during the colonial period in Korea. During the key family dinner scene in the first part of the novel, Yonghe’s father, causing a scandal and hitting her, forces her to put a piece of meat in her mouth [2, K.Han, 50]. This moment of violence represents not only the disapproval of her family and father towards her decision, but also the specific disapproval of her actions by men and, therefore, patriarchal society as a whole, represented by Yonghe's father. The only person not involved in this act of violence is Yonghe's brother-in-law, who carries her to the car after she cuts her wrist [2, K.Han, 50]. But even though the son-in-law does not participate in the bullying, he still does not see her as an individual who is looking for her own way to escape from social restrictions, he only thinks about how different she is from the other women in his life, thereby turning her attempts at self-discovery into his sexual fantasy. Her thoughts “New Women” are perceived not as an act of expression of her own feelings, but as something attractive to him, because he sees her ideas as something perverted and forbidden, and only for that reason - attractive. Early on in the narrative, it is clear that Yonghe's decision to reject the social norm of eating meat also becomes a metaphor for her rejection of gender roles, related to society’s expectations of the female body: “She was drying up every day. Her already prominent cheekbones became unattractively pointed. Without makeup, the skin looked pale, like a patient's” [2, K.Han, 28]. For Yeonghe, vegetarianism is an attempt to regain control over her own body on the one hand, and over her own personality on the other, but she fails over and over again because her personality, as a woman in Korean society, is created under the pressure of external forces. This construct is best represented in the scene when her husband speaks for her at a company dinner, explaining to his colleagues the “acceptable” reason for her vegetarianism. [2, K.Han, 28]. In this case, he deprives Yonghe of her own view and her struggle, creating a new concept that is more correct for society as a whole. This constant intrusion into Ye Nhe's path of self-discovery forces her to concentrate on her physical form in order to gain control and agency over the creation of her own personality. For Yonghe, the embodiment of the image of the “New Woman” comes to its climax in the third part of the novel, when she begins to completely abandon her human form and goes crazy: “I am no longer an animal, sister. Now I can eat nothing at all. I can live without food. If only the sun would shine” [2, K.Han, 156]. Instead of overcoming the boundaries built for women in society, Yonghe chooses to escape from them. She abandons the essence that belonged to her husband, father, everyone, but not hers, and contrary to all norms and foundations, but independently, she begins to think of herself as a tree. Yonghe's journey to self-discovery ends ambiguously, and the reader is left to assume that she has died. The last paragraph of the novel illustrates this, describing the actions through the eyes of her sister: “Quietly, very quietly, her sigh is heard. She peers at the standing trees, at that huge green and exciting fire, burning brightly on both sides of the road, and it seems to her that these trees, like animals, straightening their bodies, are stretching upward. She looks gloomily and insistently, as if she is waiting for an answer. No, it’s like he’s protesting against something.” [2, K.Han, 187]. Inhye seems to be protesting against the world that destroyed her sister with its rules of conformity. The comparison of trees to animals hints that Yonghe eventually reached that point of merging with nature. The rebirth of Yonghe must take place in the form of the death of her earthly body and the merging of her spirit with nature, as she intended. For her, the path to becoming a “New Woman” must end with her having complete control over her body, even if this means its destruction. A study of Yonghe's character

shows that the price of undermining social norms, especially those related to gender, is the complete destruction of oneself. Yonghe's independence came under attack from the old foundations, patriarchy, expressed in the person of the character, those around her, and in order to gain power over herself, she had to stop being human altogether. Through her character, the difficult path taken by the "New Women" to establish themselves in a patriarchal society is illustrated. And even several decades later, the modern Korean woman's path to personal freedom may have become even more difficult; New Women today experience societal violence that is less obvious but just as destructive as what she experienced a hundred years ago.

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КОГНИТИВНЫЙ ПОДХОД В ЛИТЕРАТУРЕ

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Аннотация: В статье рассматривается когнитивный подход в литературоведении, его теоретические основы и практическое применение в анализе художественного текста. Автор анализирует концепцию когнитивного восприятия, объясняя, как литературные произведения интерпретируются через призму индивидуального познания и культурных кодов. Внимание уделяется роли концептов, метафорических моделей и ментальных пространств в формировании литературного смысла. Исследование также затрагивает влияние когнитивного подхода на развитие литературной критики и стилистики, а также его значимость в современных гуманитарных науках.

Ключевые слова: когнитивный подход, литературоведение, концепт, метафора, ментальные пространства, интерпретация текста, когнитивная стилистика, когнитивная поэтика, восприятие, анализ художественного текста.

«Когниция – совокупность процесса достижения знаний (т.е. познание) и его результат (т.е. знание)» (5, с.3). Анализируя когнитивный подход в изучении языка и литературы, отметим, что область когнитологии и связанные с ней вопросы продолжают волновать ученое сообщество не меньше, чем в прошлом. Актуальным остается вопрос о том, «как осуществляется процесс познания и в чем его особенность». Это интерес не угасает, особенно в современных исследованиях и разработках, где понятие когнитивизма активно используется в создании искусственного интеллекта.

Само понятие «когнитивный подход» рассматривается как направление в гуманитарных науках, которое изучает, как люди воспринимают, обрабатывают и интерпретируют информацию. Он возник на стыке психологии, лингвистики, философии и делает акцент на внутренних ментальных процессах: мышлении, памяти, воображении и языке.

Большинство ученых соглашается с тем, что когнитивная способность является субъективной, поскольку окружающая действительность познается и затем конструируется и отражается в языке или тексте через призму индивидуальных способностей и личного опыта. Например, Иммануил Кант отмечал: «Мы не можем познать вещи, какими они являются сами по себе, но только такими, какими они являются для нас в результате организации чувственных данных нашей мыслью» (4, с.134).

В интерпретации Мартина Хайдеггера процесс формирования понимания сути вещей происходит в контексте окружающей среды, которая способствует осознанию данного объекта (7, с.22).

Размышления о связи языка, мышления и окружающей действительности способствовали возникновению когнитивного подхода в изучении языка и появлению когнитивной лингвистики.

В ходе анализа вопроса о когнитивном подходе в литературе, необходимо упомянуть значение концептов и их роли как в лингвистике, так и в литературе, что является вполне закономерным в рамках данного исследования.

Концепт — это мысленные образы, содержащие информацию о мире, которые формируются в процессе жизненной деятельности, приобретения навыков и знаний. Ученые и лингвисты изучают концепт в различных контекстах. Связь между литературой и лингвистикой заключается в интерпретации концепта через призму культуры, основанной на общественном видении. Включенность литературы в ассоциативную сеть культуры делает литературный образ концептом.

Исследование смысловой структуры слов и выражений, а также анализ метафор, концептуальных моделей и нарративных стратегий, используемых автором при создании произведения, привели к необходимости разработки методов и принципов интерпретации художественного текста. В результате возникли новые направления — «когнитивная стилистика» и «когнитивная поэтика». Эти подходы анализируют, как читатели воспринимают и интерпретируют художественные тексты, основываясь на ментальных процессах.

Фернандо Родригес Гинес в своей книге "Estilo, Cognición y Comunicación" утверждает, что «познание и язык неразделимы; литературный стиль формируется на основе нашего познавательного опыта и того, как мы его выражаем» (2, с.190).

Когнитивный подход в литературе базируясь на философии познания и восприятия окружающей реальности, понятии концепта и выразительных средств, выдвигает концепции, применяемые в интерпретации художественного текста.

Одной из основных концепций является понятие о концептуальной метафоре. Основополагающую работу в этой области представили Джордж Лакофф и Марк Джонсон в книге «Метафоры, которыми мы живём». Они утверждают, что «наша обыденная понятийная система, в рамках которой мы думаем и действуем, по сути своей метафорична» (6, с.140.). Это означает, что метафоры не просто выразительное средство в языке, а отражение нашего мышления. В литературе концептуальные метафоры позволяют авторам передавать сложные идеи и эмоции через знакомые образы. Например, в произведение Хосе Луиса Сан Педро «El río que nos lleva» («Река, которая нас ведет») используется метафора «жизнь – это река», где жизнь представляется как течение, которое бывает то бурным, то спокойным. Такое использование метафор помогает читателям глубже понять и прочувствовать опыт персонажей.

Жилем Фоконье вводит понятие «Ментальные пространства» для описания динамических когнитивных структур, которые создаются и модифицируются в процессе мышления и общения. Эти пространства представляют собой временные ментальные конструкции, формируемые при восприятии, воображении или использовании языка, и позволяют нам организовывать информацию о различных ситуациях, реальных или воображаемых. Согласно Фоконье, ментальные пространства — это «частичные структуры, которые разрастаются, когда мы думаем и говорим, и которые вычленяют дискурс и языковые структуры» (1, с.90). При чтении текста человек создает воображаемые миры и связывает их между собой.

Ученые в области когнитивной стилистики и поэтики также подчеркивают важность Теории разума (Theory of Mind): способность читателя «читать мысли» персонажей и интерпретировать их мотивы, так как авторы часто создают сложные психологические

портреты персонажей, позволяя читателям проникать в их внутренний мир. Это взаимодействие между автором и персонажами и читателями. Например, исследователи Е. В. Дубяга и Б.Г. Мещерякова отмечают, что «имплицитная теория разума является фундаментальной для успешного социального взаимодействия и коммуникации» (3, с.20).

Таким образом, рассмотренные теории и концепции, применяемые в интерпретации художественного текста, предоставляет мощный инструмент для анализа того, как люди конструируют и обрабатывают сложные идеи, комбинируя различные контексты и знания для создания новых смыслов и понимания и формируют когнитивный подход в литературоведении.

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СЕТЕВАЯ ЛИТЕРАТУРА: ОСНОВНЫЕ ЧЕРТЫ, ПЕРСПЕКТИВЫ И ВЫЗОВЫ

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Аннотация: В данной статье анализируются характерные черты, перспективы и проблемы сетевой литературы в контексте цифровой эпохи. Рассматриваются ключевые аспекты данного феномена, включая гипертекстуальность, мультимедийность, интерактивность и доступность для широкой аудитории. Особое внимание уделяется трансформации традиционных литературных форм под влиянием цифровых технологий, а также вопросам авторского права и качества контента. В результате проведенного анализа формулируются выводы о дальнейшем развитии и влиянии сетевой литературы на литературный процесс.

Ключевые слова: сетевая литература, гипертекст, цифровая культура, мультимедийность, литературное творчество, интернет-проза.

Введение. Развитие цифровых технологий радикально изменило литературный процесс, породив новое явление — сетевую литературу. Этот феномен охватывает тексты, которые создаются, распространяются и обсуждаются в интернете, оказывая значительное влияние на традиционные формы литературного творчества. В отличие от печатных произведений, сетевая литература обладает специфическими характеристиками, такими как интерактивность, мультимедийность и гипертекстуальность. Данная статья направлена на исследование особенностей сетевой литературы, а также анализ ее перспектив и потенциальных вызовов в современных условиях.

1. Определение и специфика сетевой литературы. Сетевая литература включает широкий спектр произведений, публикуемых на разнообразных интернет-платформах: авторских блогах, литературных сайтах, форумах и социальных сетях. Она характеризуется:

Гипертекстуальностью, позволяющей строить нелинейные повествования через систему ссылок;

Мультимедийностью, предполагающей интеграцию изображений, аудиофайлов и видеофрагментов в литературные тексты;

Интерактивностью, благодаря которой читатели могут комментировать, оценивать и даже участвовать в создании произведений;

Динамичностью, позволяющей авторам редактировать и дополнять опубликованные тексты;

Алгоритмической зависимостью, влияющей на видимость произведений в поисковых системах и социальных сетях.

Таким образом, сетевая литература представляет собой не только новую форму литературного творчества, но и уникальный способ взаимодействия между автором и читателем. Как отмечает исследователь В. А. Костюк, «развитие сетевой литературы невозможно без учета специфики цифровой среды, где тексты постоянно изменяются и дополняются в зависимости от отклика аудитории»[1].

2. Влияние на литературный процесс. Сетевая литература оказывает глубокое влияние на традиционные формы художественного творчества. Во-первых, она способствует демократизации литературы, предоставляя возможность публиковаться каждому желающему без необходимости взаимодействия с издательствами. Во-вторых, изменяются сами формы литературных произведений: появляются такие новые жанры, как фанфикшн, веб-романы и интерактивные истории. В-третьих, обратная связь от читателей становится важной частью литературного процесса: авторы могут оперативно получать комментарии и вносить изменения в текст в режиме реального времени.

Однако распространение сетевой литературы также порождает определенные проблемы. Отсутствие редакторской фильтрации приводит к значительному разбросу качества текстов, что затрудняет выделение действительно ценных произведений. Кроме того, высокая конкуренция за внимание читателей способствует упрощению содержания и ориентации на массовый вкус, что может негативно сказаться на художественной ценности литературы. Чернова О. П. подчеркивает: «основная сложность в изучении сетевой литературы заключается в её изменчивости и отсутствии четких границ между авторством и коллективным творчеством»[2].

3. Перспективы и вызовы. Будущее сетевой литературы напрямую связано с развитием цифровых технологий. Искусственный интеллект, автоматизированные системы обработки текстов и алгоритмы персонализации контента открывают новые возможности для писателей и читателей. Однако существует ряд вызовов, которые необходимо учитывать:

Авторское право и плагиат. В условиях свободного распространения контента сложно защитить интеллектуальную собственность автора.

Проблема качества контента. Отсутствие строгих редакторских стандартов приводит к разнообразию уровня текстов, среди которых сложно найти произведения высокой литературной ценности.

Коммерциализация литературы. Развитие платных платформ и монетизация творчества могут повлиять на доступность и формат произведений.

Влияние искусственного интеллекта. Алгоритмы машинного обучения уже сегодня способны создавать тексты, что ставит под вопрос уникальность и роль автора в литературном процессе.

Несмотря на эти вызовы, сетевая литература продолжает развиваться, привлекая все большее количество авторов и читателей. Ее эволюция зависит от технологических инноваций, общественного запроса и адаптации литературных традиций к новым цифровым реалиям.

Заключение. Сетевая литература является неотъемлемой частью современной культуры, отражая технологические и социальные трансформации общества. Она предоставляет авторам широкие возможности для творчества, но в то же время требует осмысления новых механизмов контроля качества и защиты интеллектуальной собственности. Несмотря на вызовы, цифровая литературная среда продолжает расширяться, создавая уникальные формы взаимодействия между автором и читателем. В перспективе развитие сетевой литературы будет определяться балансом между свободным творчеством и необходимостью сохранения высоких художественных стандартов.

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DEVELOPMENT PROCESS OF THE LINGUISTICS AS A SCIENCE IN UZBEKISTAN

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Abstract: This article talks about the role of women scientists in the development of science and innovative development in the new Uzbekistan. Thanks to the President, large-scale work is underway in our country to increase the socio-political activity of women, ensure their rights and interests, create decent working and living conditions, realize their intellectual potential, expand their participation in the public life of society and state-building, and support leadership, organization, and entrepreneurial ability. Due to this, attention is paid to ensuring gender equality in various spheres of our society.

Keywords: test assignments, knowledge assessment, critical thinking, analytical skills, student evaluation, literary education, pedagogical technologies, forms of control, testing methodology, educational standards

In the history of mankind, interest in science gradually develops. With the separation of sciences (mainly philosophy) into a separate type of scientific activity, universal linguistic problems appeared as an interesting subject of study for thinkers. Particularly, the theory of language as an important tool of human communication forms the basis of the research work carried out within the framework of any natural language.

With the intensive intensification of the study of European languages, many orthographic reforms began to be carried out, aimed at comparing letters and sounds.

The concept of J.B. Vico (1668-1744), the author of the work «New Science», occupies an important place in the linguistics of the new era. This work presents a theory about the origin of languages. According to Vico, imitations of sounds first appeared, then exclamation marks, then affixes, and as a result, they gave rise to independent groups of words.

Later, a trend of neo-linguistics arose (in Italy in the 20s of the XX century): according to this trend, language is not a social phenomenon, but an individual phenomenon; there is no single language, but only a dialect-specific isogloss unit. The basis is the discovery of several isoglosses in the Indo-European ancestral language.

At present, the study of culture and language that form the nation, the study of customs, and knowledge of the language as a means of communication are among the main problems requiring study in science. Therefore, the study of the concepts of «language and culture», and «linguoculturology» becomes essential.

Our fellow linguists studied the language system, its stages, and units in linguocultural and pragmatic aspects, namely D.U.Ashurova, Sh.S.Safarov, Sh.Abdinazimov, N.Z. Nasrullaeva, G.Ergasheva, M.Galieva, D.T.Khadjieva, Z.Kh.Uteshova, A.Pirniyazova, N.P.Abdimuratova, G.K.Kdirbaeva, G.A.Usenova and others.

These examples show that women and women scientists contribute to the development of science in our country. Large-scale work is underway in our country to increase the socio-political activity of women, ensure their rights and interests, create decent working and living conditions, realize their intellectual potential, expand their participation in the public life of society and state-building, and support leadership, organization, and entrepreneurial ability. Attention is paid to ensuring gender equality in various spheres of society.

According to historians, at some time there was a dispute about whether a woman is a human being with a soul and spirit similar to a man. Allah Almighty has declared that a woman is in the rank of men from the point of view of mankind. "Whoever does a good deed, male or female, as long as he is a believer, We will give him a pleasant life and reward him with a reward equal to the good (righteous) deeds that he did."

The value of a person lies in entrusting him with something, making him responsible for an important matter. This is a simple fact of life. This fact underlies the achievement of prestige and career by scientists or officials. The fact that Allah Almighty places on women the same important duty to pray to Himself as on men is the most important evidence that elevates the rank of a woman to the highest.

In order for a woman to find her place both in the family and in the whole society, she must use the opportunities provided to her. Indeed, according to the norms of Islamic Sharia, every woman has equal rights with a man to study, improve her health, increase her wealth, protect her reputation and career, and other human rights. These opportunities are a major factor in their maturation.

In the new Uzbekistan, work to ensure the rights and interests of women, gender equality, and improve working and living conditions have reached a new level. Ratification of the Conventions of the International Labor Organization "On Equal Promotion of Men and Women for Work of Equal Value", "On Maternity Protection", "On Discrimination in Employment and Training" is a necessary international measure to protect women's rights. Rights at the national level - serves as a legal basis.

At the moment, issues related to increasing the prestige and place of women in scientific activities are being addressed - helping scientists to solve social problems in a timely manner, creating organizational opportunities for research, ending the problem of gender discrimination in scientific activities, and establishing prestigious scientific awards for women scientists, research grants, etc. is an effective solution in the further development of this field.

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DEN BRAUN ROMANLARIDAGI TIL VA USLUBNING O'ZIGA XOS XUSUSIYATLARI

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Annotatsiya: Test topshiriqlari o'quvchilarning bilim darajasini aniqlash va baholashning samarali usuli bo'lib, ular o'quv jarayonida muhim rol o'ynaydi. Ushbu maqolada test topshiriqlarining nazariy asoslari, ularning afzallik va kamchiliklari, shuningdek, test nazoratining ta'lim jarayonidagi o'rni tahlil qilinadi. Shuningdek, testlarning tanqidiy fikrlash va tahlil qilish qobiliyatlarini rivojlantirishdagi ahamiyati yoritiladi. Tadqiqot natijalari test topshiriqlaridan foydalanish samaradorligini oshirish va ularni adabiyot darslarida qo'llash bo'yicha tavsiyalar ishlab chiqishga yo'naltirilgan.

Kalit so'zlar: test topshiriqlari, bilim nazorati, tanqidiy fikrlash, tahliliy qobiliyatlar, o'quvchilarni baholash, adabiy ta'lim, pedagogik texnologiyalar, nazorat shakllari, test metodikasi, ta'lim standartlari.

Amerikalik yozuvchi Den Braun butun dunyo bo'ylab mashhur bo'lgan yozuvchilardan biri bo'lib, uning "Raqaamli qal'a", "Aldanish nuqtasi", "Farishtalar va jinlar", "Da Vinchi siri", "Ibtido" va "Inferno" kabi romanlari nafaqat eng ko'p sotilgan kitoblar sarasiga kiradi, balki kitov sevarlar hamda tanqidchilar orasida eng qizg'in munozaralarga sabab bo'lganligi bilan ajralib turadi. Uning asarlarining janri - tarixiy detektiv hisoblanadi.

Braunning barcha romanlari bir-biriga juda o'xshash stsenariyni tashkil qiladi. Bosh qahramon - Garvard tarixchi professori Robert Langdon. Robert Langdonning kasbi o'qituvchilik biroq u doim o'z kasbi bilan bog'liq bo'lmagan muammolarga duch keladi, ya'ni unga o'liklarning fotosuratlarini bilan bog'liq xatlar keladi, yoki do'stlarini o'g'irlashadi, yoki xotirasini o'chirib tashlashadi. Bu jarayonida, u o'zi tushuna oladigan dahshatli belgilarni topadi. Asar har doim hikoya tuzilishida rivojlana boradi, shu bilan birga asardagi qotilning hatti-harakati romanni jangovar filmga aylantiradi. Langdonning barcha kitoblarida hamroh bor - har doim professorga qiyinchiliklarni yengishda yordam beradigan kuchli xarakterli qiz simvolidir.

Bundan tashqari har bir syujet dunyoning yirik shaharlarida - Parij, Rim, Vashington yoki Florensiyada sodir bo'ladi. Braun, shu bilan birga, ushbu shaharlarning tarixiy ob'ektlarini tavsiflash bilan shug'ullanadi. Uning romanlarining oxiri baxtli yakun topadi.

Shunday qilib, yozuvchi tomonidan yozilgan asarlarining o'ziga xos tili va uslubi adabiyot dunyosida erishilgan muvaffaqiyatining ajralmas qismi hisoblanadi. Braunning bu o'ziga xos tili va hikoya qilish uslubi, trillerning kuchlanishi va intellektual sirlarni birlashtirib, o'quvchilarni jalb qiladi va butun asar davomida ularning e'tiborini tortadi.

Den Braunning uslubi uning asarlarining konstruktiv elementi sifatida asosiy tadqiqot obyekti hisoblanadi. O'z navbatida, so'z birikmasi, sintaksis, muloqot va hikoya ritmiga alohida e'tibor qaratiladi, bu esa dinamik va uzluksiz tortishuv tuyg'usini yaratadi. Shu bilan birga Den Braun uslubidagi ijtimoiy sirlarni, ramziy ma'nolarni va jahon fitnasini osonlikcha ochib beradigan intellektual prozasi o'quvchilarni befarq qoldira olmaydi. Bularning barchasi oson biroq aralash ammo o'quvchi bitta sirga sho'ng'ib ketishga va hodisalarning ipini ushlab turishga vaqt

topolmaydi, chunki voqealar jumbog'ida yangi ishora paydo bo'ladi, uni o'ziga jalb qiladi, tashvishga soladi va adashtiradi. Muallif roman qahromonlarining tasavvuri bilan o'ynaydi, eng kutilmagan ko'rsatmalar va jumboqlarni beradi, odatdagidek o'quvchilar e'tibor bermaydigan joylarda shifrlar va kodlarni tuzadi. Braunning yozish texnikasi, matn dinamikasi va uslubi janrning eng yaxshi ko'rinishida saqlanib qolgan. Braunning romanlaridagi dialoglar ko'pincha harakat va muhim fikrlarni tez va aniqlik bilan oshkor etish uchun xizmat qiladi. Har bir obrazning o'ziga xos tilini yaratishda yozuvchi asosan xarakterlarning ruhiy holati va ta'limotiga asoslanadi.

Misol uchun, *"Do Vinchi siri"* romanida Robert Langdonning tilidan ko'proq ilmiy va falsafiy til ishlatiladi, uning bilimiga ishonch va lo'nda uslubda bayon etilgan.

— *Yaxshi. Aytingchi, nima uchun Soner o'z qonidan siyoh o'rnida foydalangan?*

— *Axir ko'rinib turibdi-ku, yozish uchun boshqa hech narsa yo'q.*

Lengdonning bu javobiga Fash e'tiroz bildirdi:

— *Menimcha, Soner polisiya tomonidan sud-tibbiyot tekshiruvi o'tkazilishini istagan.*

— *Tushunmadim?*

— *Uning chap qo'lga bir qarang. Lengdon murdaning oppoq quliga, kaftidan elkasiga qadar razm solib chiqdi, ammo hech narsani sezmadi. Shundan so'ng jasadni aylanib o'tib engashdi va nozirning barmoqlari kattagina markerni siqib turganini ko'rdi.*

Ushbu misoldan ham ko'rinib turibdiki, yozuvchi asarlaridagi dialoglar har doim qisqa va aniq, harakat va ma'lumot uzatishda muhim rol o'ynaydi. Yozuvchi bu orqali, o'quvchiga fikrlar va nazariyalarni tezda yetkazib, ularning xayolida taranglik yaratadi. Dialoglarda biror o'zgacha murakkablik yoki tushunarsizlik yo'q, ular o'quvchining diqqatini tortib, mavzu bo'yicha so'zlashuvni davom ettirishga chaqiradi.

Xulosa qilib shuni aytish mumkinki Den Braun romanlari yozuvining tili va uslubi o'ziga xos va juda samarali tarzda ishlatilgan. Uning yozish uslubi, qisqa va aniq sintaksis, ilmiy va diniy atamalarni oddiy va tushunarli tarzda ifodalashga imkon beradi. Braunning romanlari o'quvchini butunlay qamrab olib, muayyan ilmiy va diniy tushunchalar orqali o'z hayotini o'zgartirishga undaydi. U o'zining til va uslubi bilan nafaqat o'qish jarayonini osonlashtiradi, balki chuqurroq fikrlashga chaqiradi. U o'zining romanlari orqali asar tilining qulayligi va mazmunning chuqurligi o'rtasidagi muvozanat qanchalik muhimligini ko'rsatadi, bu esa uning adabiy muvaffaqiyatining kaliti hisoblanadi.

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БУДУЩЕЕ РОДНОГО ЯЗЫКА СРЕДИ МОЛОДЁЖИ

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Аннотация: В условиях глобализации и распространения иностранных языков наблюдается снижение интереса молодёжи к родному языку, что ведёт к утрате национальной идентичности и культурного наследия. Данное исследование направлено на анализ факторов, влияющих на сохранение родного языка среди молодого поколения, а также на поиск эффективных мер его популяризации. В работе рассматриваются влияние цифровых технологий, образовательных программ и государственной языковой политики на языковое поведение молодёжи. На основе проведённого анализа предложены рекомендации по укреплению позиций родного языка в современном обществе.

Ключевые слова: родной язык, молодёжь, глобализация, языковая политика, билингвизм, цифровые технологии, культурная идентичность, образовательные программы, языковая устойчивость, социолингвистика.

В условиях глобализации и распространения иностранных языков наблюдается снижение интереса молодёжи к родному языку. Это ведёт к утрате национальной идентичности и культурного наследия. Исследование данной темы важно для понимания механизмов сохранения и развития родного языка в молодёжной среде.

Вопросы сохранения родного языка рассматривались в работах лингвистов, педагогов и социологов. Среди них исследования влияния цифровой среды на язык (И. А. Стернин), проблемы билингвизма (Л. В. Щерба) и методы языковой политики (Ю. Д. Дешериев). Эти исследования помогли выявить ключевые факторы, влияющие на устойчивость родного языка. Определить основные тенденции изменения роли родного языка среди молодёжи, выявить факторы, способствующие его сохранению, и предложить эффективные меры по популяризации языка среди молодых носителей.

Анализ проводился на основе опросов молодёжи, изучения образовательных программ, а также анализа социальных сетей и медийного контента, влияющего на языковое поведение.

Родной язык является не только средством коммуникации, но и важнейшим элементом культурной идентичности.

Молодёжь всё чаще использует иностранные языки в учёбе, работе и повседневном общении, что ведёт к ослаблению позиций родного языка.

Влияние цифровых технологий и социальных сетей приводит к появлению гибридных языковых форм, упрощению грамматических структур.

Образовательные учреждения играют ключевую роль в сохранении родного языка, но традиционные методы преподавания часто не соответствуют интересам молодёжи.

Внедрение современных технологий, таких как интерактивные платформы, языковые игры и медийный контент, способствует привлечению внимания к изучению родного языка.

Государственная языковая политика и поддержка культурных инициатив помогают укреплять позиции родного языка среди молодого поколения.

Будущее родного языка среди молодёжи зависит от комплексного подхода, включающего образование, цифровые технологии и культурную политику. Важно создавать условия, при которых знание родного языка становится не только необходимым, но и престижным. Только в этом случае можно обеспечить его сохранение и развитие в современном мире.

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JON STEYNBEK ASARLARIDA BADIY MAKON MUAMMOSI

Yoriyeva Zarifa Hamroyevna

BuxDPI o'qituvchisi.

Annotatsiya: Ushbu maqolada Jon Steynbek asarlarida badiiy makon va zamon- xronotop muammolari ilmiy-nazariy tahlil qilingan.

Kalit so'zlar: Amerika, Yevropa, adabiyot, an'analar, insonparvarlik, adolat, g'oyalar, Kaliforniya, jahon, jamiyat, Xoakin Miller, Ambrose Birs, Ina Kulbrit, Charlz Uorren Stoddart, Mark Tven va hokazo.

Jon Steynbek (1902-1968) - Amerika adabiyoti klassiklaridan biri (1962 yil Nobel mukofoti), realist rassom, insonparvarlik va adolat g'oyalarining jonkuyar targ'ibotchisi. J. Steynbek asarlarida nafaqat Amerika, balki jahon jamiyatini tashvishga solayotgan o'tkir va murakkab masalalar ko'tarilgan. Oldingi Amerika va Yevropa adabiyoti an'alariga tayangan holda Jon L. Steynbek o'ziga xos badiiy tasvir usulini yaratadi-inson, tabiat.

Uning asarlari o'z qahramonlari hayotiga katta qiziqish bilan ajralib turadi, insonning murakkab va ziddiyatli ongini ochib beradi.

J. Steynbekning adabiy taqdiri u tug'ilib o'sgan va umrining katta qismini o'tkazgan Kaliforniya bilan chambarchas bog'liq. Kaliforniya mavzusi amerikalik yozuvchining deyarli barcha asarlarini qamrab oldi - yozuvchining badiiy merosida Amerika adabiyotining o'ziga xos xususiyati - mintaqaviylik, "kichik" Vatanga bog'liqlik shu tarzda namoyon bo'ldi.

J. Steynbek "Kaliforniya adabiyoti" an'alarini davom ettirdi. 1864 yilda jurnalist va yozuvchi Frensis Bret Xarte Kaliforniya jurnalining muharriri bo'ldi va 1968 yilda u Kaliforniyalik yozuvchilar Xoakin Miller, Ambrose Birs, Ina Kulbrit, Charlz Uorren Stoddart, Mark Tven va boshqa adabiy oylik Overland Monthly jurnallariga rahbarlik qildi. J. Steynbek o'z asarlarida Kaliforniya mavzusini o'ziga xos mintaq, o'ziga xos geografik makon, o'ziga xos madaniy merosi, an'analari va xalqi sifatida birlashtiradi. U "oltin davlat" hayotini barcha ko'rinishlari bilan yoritib berdi.

J. Steynbek ijodi ham mahalliy, ham xorijiy adabiyotshunoslikda ancha to'liq va chuqur o'rganilgan. Bunga ko'plab ilmiy maqolalar dalildir.

J. Steynbek ijodiga Amerikada ham, mamlakatimizda ham qiziqish 30-yillarning oxirlarida paydo bo'lgan. AQShda birinchi maqola va insholar E. Richards, X. Mara, K. Jons, Van Doren va E. Uilson tomonidan nashr etilgan. Ularda yozuvchi o'z asarlarida Amerika jamiyatining ko'plab muammolariga: iqtisodiy inqiroz, dehqonlarning qashshoqlashishi, ma'naviy yo'l-yo'riqlarni yo'qotishiga to'xtalgan realist sifatida namoyon bo'ladi.

1940-yillarda Jon Steynbek haqida juda kam tanqidiy asarlar mavjud edi. Buni Ikkinchi jahon urushining boshlanishi va undan keyin sodir bo'lganligi bilan izohlash mumkin.

"G'azab uzumlari"ning yozuvchisi yuqorida tilga olingan romandagidek ijtimoiy ahamiyatga ega bo'lmagan asarlar yaratgan. Bizningcha, bu davrdagi Jon Steynbek haqidagi eng qiziqarli maqolalar F. Karpenter, L. Gennet, L. Gurkoga tegishli. Yozuvchining yangi asarlari asosan "G'azab uzumlari"ga qiyoslab ko'rilgan; "Konserva zavodi qatori" (L. Gennett) hikoyasi ijodiy muvaffaqiyat deb ataldi.

Ma'lumki, J.Steynbek adabiy e'tirofni darrov olmagan. Uning debyut romani "Oltin kosa" e'tibordan chetda qoldi. Keyingi ishlar - to'plam yozish mahorati - tilga e'tibor, qoralash pafosi, hujjatli hushyorlik. "G'azab uzumlari" Kaliforniyaning o'ziga xos madhiyasi - yozuvchi uning tarixi, tabiati, aholisi, shuningdek, XIX asr o'rtalari va XX asr boshlarida ko'chmanchilar tomonidan o'zlashtirilgan boy erlar haqida gapiradi. Romanda yer mavzusi, va'da qilingan yerni izlash motivi yetakchi o'rin tutadi. Yozuvchi ushbu asarida Kaliforniyaning asta-sekin ochiladigan, kengayib borayotgan badiiy makon sifatida ko'rsatadi. Dastlabki kitoblarda uning maydoni ma'lum bir joyga toraytirilgan. J.Steynbek "oltin davlat"dagi hayot haqida asta-sekin hikoya qiladi, har safar uning yangi qatlamini ochib beradi.

1940-yilda J.Steynbek va uning do'sti biolog E.F.Rikkets dengiz faunasini o'rganish uchun Kaliforniyaning Tinch okeani sohillari bo'ylab dengiz sayohatiga chiqishadi. Sayohat natijasi "Kortez dengizi" (1941) kundalik kitobi edi. Asarda Kaliforniya dengiz manzaralari tasvirlaridan tashqari, muallifning tabiat olami va inson dunyosi o'rtasidagi munosabatlarga oid muhim falsafiy mulohazalari, sub'ektiv kechinmalari ham mavjud.

J. Steynbek yana Kaliforniya mavzusiga va "Konserva zavodi qatori" (1944) romanidagi "Tortilla Flat" kitobidagi (bir oz o'zgartirilgan bo'lsa ham) qahramonlarning tanish obrazlariga murojaat qiladi. Unda Kaliforniyaning maydoni yana Monterey kichik shaharchasidagi ko'cha chegaralarigacha ("Tortilla Flat" da bo'lgani kabi) toraygan. Biroq, yozuvchi Kaliforniya qiyofasini semantik jihatdan noaniq qiladi, bu unga o'zini Cannery Row bilan cheklab qo'ymaslik, balki ko'cha tomonidan belgilangan maydondan tashqariga chiqish imkonini beradi.

Kaliforniya mavzusi "Marvarid" (1945) masalida ishlab chiqilgan bo'lib, unda A.S. Mularchik, "mif yaratish AQShda zamonaviy realistik nasrda qayd etilgan". Kaliforniya masalda mifologik makon sifatida namoyon bo'ladi: biz xayoliy qishloqni bog'lashimiz mumkin,

U.Folkner tomonidan ixtiro qilingan Yoknapatawpha okrugi bilan okean qirg'og'ida joylashgan. Bu yerda qadimiy dostonida bo'lgani kabi vaqt avlodlar bo'ylab sanaladi va aniq tarixiy voqealar va geografik makon haqida afsonaviy tushuncha paydo bo'ladi.

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MYTHODOLOGICAL FEATURES OF CHILDREN'S LITERATURE

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Abstract: Children's literature plays a crucial role in shaping young readers' imagination, cognitive development, and cultural awareness. Myths, as an essential component of children's literature, offer timeless narratives that help children understand fundamental aspects of life, such as morality, heroism, and transformation. This study explores the methodological features of children's literature with a focus on mythology, analyzing its impact on young readers' psychological and intellectual development. Additionally, the paper discusses how mythological elements in children's literature contribute to the formation of personal identity, critical thinking, and emotional intelligence.

Keywords: children's literature, mythology, storytelling, cognitive development, cultural heritage, hero's journey, imagination, moral lessons, mythological narratives, identity formation.

Mythology is a term that refers to a collection of Myths. The word Myth comes from the Greek *Mythos*, which means story. Myths are stories relating to religion and culture and come from a tradition of oral storytelling. Oral storytelling means using the spoken word to tell stories, and for thousands of years this is how stories were preserved and kept alive by people. They were often not written down, instead they were told over and over again from one generation to the next. Because of this, details of the stories slowly changed over time and different parts of them were embellished or made more fantastical with each retelling. Often they featured fantastical beasts and amazing, magical or supernatural elements. They also frequently contained a moral lesson about how to live your life.

The term literature really just means things that have been written down. The word literature comes from the old Latin word *Littera*, which means letter, or to write. It is mostly used to describe fictional work, like stories and poems. Now that we have printed books, stories do not change over time like they used to when people relied on word of mouth and retelling stories to keep them alive. Nowadays, we can produce collections of myths relating to distinct cultures, times or religions in order to make them available to anyone who would like to read them. Mythology and Literature have now become part of the same thing, and can be easily preserved for future generations to discover, enjoy and learn from. We print literature that collects myths from cultures and religions that don't exist in the world any more, like the myths of Norse peoples or the Romans

Myth in children's literature can open up imaginative new realms that allow child readers to escape from their mundane lives, follow and identify with a male or female hero that battles monsters and demons, before returning home victorious. It can help them to make sense of their place in the world, of birth and death, of the move from childhood to adulthood, and of good and evil. As is the case with adults, all children read differently; therefore, how children interpret myth depends on the knowledge they bring to the reading experience.

Children's literature encompasses a wide range of forms and genres: picture books, illustrated texts, novels, poems, Young Adult fiction, school stories, fantasy, folktales, and so on.

As children have had access to texts for millennia, the origins of what we now term 'children's literature' are difficult to establish. Towards the end of the 17th century, authors, printers and booksellers made deliberate efforts to distinguish children's texts from other types of literature, so that by the latter part of the 18th century children's literature was well established as a category of its own.

Specific mythologies have had a significant influence on the development of children's literature in Ireland, Britain and America. The holdings at Trinity College Library offer a glimpse into such processes at work over several hundred years. Myth contains a poetry that transcends the limitations of history and science. Myths not only give us a sense of where we may have come from but they also provide maps for where we might want to go in life. The word myth comes from the Greek *mythos* meaning word or story, and usually features gods and goddesses that interact in varying ways with the mortal realm. These stories are composed of symbols that provide frameworks for how we might live, encouraging us to look beyond the restrictions of our horizons, and inspiring us to find moments of ecstasy in the mystery of our own mortality. Myths are often attempts to answer the unanswerable: how we came into being; why we fall in love; why we die; and where we might go after death.

Most myths feature heroic journeys, where heroes leave their ordinary home lives, travel to the world of the supernatural, overcome obstacles, and return to their communities with new knowledge and insight, ready to enrich society. Mohammad, Jesus and Buddha are all examples of universal heroes who return with messages for humankind. Such external journeys are metaphors for an inner journey into the unconscious, a battle with light and dark, and a search for the knowledge of self.

The story of the hero Gilgamesh is one of the earliest quest narratives and comes from fragments of a Babylonian epic poem most likely composed during the second millennium B.C. The story conforms to the universal hero pattern, or monomyth, as Gilgamesh – who was probably an historical figure – journeys to the underworld, fights monsters, and searches for eternal youth.

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THE STUDY OF EPIC POEM "GARIB-ASHIQ"

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Abstract: The thesis tells about the origin of the poem and its distribution to the world. This thesis raises and explores questions concerning the popularity of the saga in Central Asia from ancient times. Compares various versions recorded by famous bakshi, poets and different ideas of the scientists about background of the saga. Under this single term "Garib-ashiq", the plot line of the versions of the story, the motive, the image, and the origin of the story show influence on the formation of the national culture.

Keywords: epic poetry, Garib-Ashiq, literary heritage, folklore, Turkic literature, cultural influence, oral tradition, historical narratives, comparative analysis, storytelling.

The "Gárip-ashiq" saga is one of the literary traditions that have been spread, read, and performed by elders among the Karakalpak people since ancient times. "Gárip-ashiq" is one of the most popular tales among Turkish, Persian, Armenian and Georgian nations. It was written in the form of stories, fairy tales, novels, short stories, poems, and stories in the regions of North Asia, East Turkistan, China, the Caucasus, Siberia, and the Urals. For this reason Turkic languages and many other languages were honored in the hope of a common spirit. Azerbaijan, Turkmen, Uzbek, Karakalpak, Georgian, Armenian, Kumyk, Karayim, Balkar, Turk, Iranian, Arab peoples also considered it as their national literary heritage.

In this single term, the plot line of the versions of the story show the fact that the motifs and images of the stories were taken and brought to the world, and they had a great influence on the formation of the culture of the great nation.

Now let's think about the different ideas of the scientists who are coming to the stage of development and dissemination of the data. It is difficult to find out the homeland of the heroes of the series, which country they belong to, and when they live. According to Professor Tolstov, taking into account the times of Shasánemn's visit to the castles - Shamaxi in Azerbaijan, Xalap (Álep-shirwan) in Syria, and Diyarbakır in Turkey, he came to the conclusion that the history dates back to the 12th-13th and 15th centuries.

Noted Russian traveler general N.N. Muravev wrote that there are variants of the "Gárip-ashiq" saga, which existed in the early times, and were widespread in Khorezm, in his novel "Shax-Sánem" that he wrote during his trip to Central Asia.

In the legends speared among the karakalpaks, it is said that the castle of Shaabbaz (Beruniy) was the starting point of the saga "Gárip-ashiq". In addition, there are opinions that the land where part of the Karakalpaks settled was one of the sources of legends collected by order of Shah Malik ibn Ali, the ruler of the city of Jand in the lower of SyrDarya in the 11th century (who conquered all of Khorezm). A similar prose version of the epic poem "Agaryp-Ashik" was written by the famous Persian philologist Riza-Guli-khan Hidoyat in 1851 and the outstanding scientist Armeni Vamberi, when he visited Khiva in 1851. In the version written by Vamberi, the lovers cannot reach each other, and tragically die.

In case of the Turkmen, the poem is considered to be written by Andalip (Nurmuhammed Agaryp) a classic of Turkmen literature. The professor says that the epic poem Gomada Arasly was written in the 16th century by the famous Tabriz poet Agarip Atli. From the point of view prof. Gomad Arasli, the saga was written by a famous Tabriz poet called Garib in 15th century.

The version written by academic Radlov, under the title "Ashyk Ağrıp Türküleri", is written from beginning to end in the form of couplets and is based on the colloquial language of the ordinary people of that time. The well-known scholar Khalik Kyrogly, who deeply studied the Turkmen version of the epic "Agaryp-Ashig", Azerbaijan professor. M.G. Taksmasib, and also Andreev, Krivichi who studied Lermontov's poem "Ashik Kerip", believe that the epic poem "Agaryp-Ashik" was created in Khorezm, in the lower reaches of the Syr Darya, and then spread to the Caucasus and Central Asia.[4; 195-207]

Akademik V.M. Jirmunskiy and prof. X.T. Zarifov presented "Ġarip-ashiq" as a similar story that was written in the Syrdariya region after the Oguz's "Kitabiy Dádám Qorqıt" story. All these stories indicate that the story was created in the early times, took shape in the 16th century, and began to spread among our people. In fact, the Central Asian versions of the "Ġarip-ashiq" saga differed from each other in terms of content and actions of the heroes. The Central Asian versions contain deeper historical events and mention about the periods of the flourishing of slavery, salt-trading, cattle breeding, handicrafts, gardening and farming which are the main sources of living of ordinary people. In the versions that have been circulated in recent times, in most recent times, it has been mentioned that the hero of the story has been killed, and the heroes of the story have been treated as a slavery. One of those versions the Azerbaijan story under the name "Ashiq-Kerib" was recorded by the great Russian poet M.Yu. Lermontov during his visit to Georgia in 1837, for the first time. This recorded version is more expensive than the original version recorded under the "Ġarip-ashiq" saga.

The Karaqalpak people, who lived together with other people in the vast geographical territory for a long time, have an equal share in the creation of the "Ġarip-ashiq" epic. Eight of them were copied. All nine copies of the document in the present hand and the original version with its internal variants are printed by the "Karakalpakstan publishing house" in 1960, [3;164]. The most important copies in the library are taken from famous baqsi Japaq Shamuratov - 96 pages -, the copy written by informant Habiynazar Abutov - 214 pages, Joldas Babaniyazov - 300 pages, Narbay Kosshekenov - 106 pages, Amet Tariyxov - 85 pages, Sadulla Medetov - 50 pages, etc. We will also check the submitted copies. these variants, Professor Q. Maqsetov and the owner of this article clearly explained about uniqueness of these copies in their scientific works. [2:72].

The ninth version of the saga has been studied in the resent days. The performer and reformer of this copy is famous poet and storyteller Qazı-Máwlik the son of Bekmuxammed. This model was carefully preserved by his son Abdulla Ibadullaev Máwlik. Compared to other versions, this option is superior in terms of size, content and beauty. The copy of the saga, printed in "Karakalpak state publishing house, which was prepared and edited by X. Tájimuratov in 1960, was recorded by baqshi Eshshan Qospolatov in 1930-1934 years. In addition to this version, it was also used the hand printed version of Baltabay baqshi, whose singing and reading epic poems had great popularity among people of that time. This version recorded by X. Tájimuratov and published in print is being edited and re-produced in many volumes.

Knowledge of the names of plants and their origin plays an important role in solving environmental problems and protecting plants. At the same time, phytonyms are important in preserving people's historical memory and studying cultural heritage.

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THE IMPACT OF SOCIAL MEDIA ON STUDENT COMMUNICATION SKILLS

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Abstract: Social media has transformed student communication, influencing language use, interaction styles, and engagement. This paper examines how social platforms impact students' cognitive, social, and emotional communication skills. It highlights the advantages and challenges of social media in education, comparing digital and traditional communication methods. Understanding these effects can help educators optimize social media use to enhance communication skills.

Keywords: social media, communication skills, digital interaction, student engagement, education, social networking.

Social media has reshaped how students communicate, shifting from traditional face-to-face interactions to digital messaging. While these platforms facilitate connectivity and global networking, they also influence students' ability to develop formal writing and verbal communication skills. Social media encourages concise, fast-paced communication through short texts, captions, and emojis, fostering creativity and quick thinking. However, this reliance on brevity can limit students' ability to construct well-developed arguments and weaken their formal writing skills. Multimodal literacy, which integrates images, videos, and text, enhances engagement but may not offer the depth of linguistic development found in structured classroom discussions. Beyond cognitive effects, social media significantly impacts social interactions. Platforms like WhatsApp, Discord, and Zoom enable students to communicate across borders, collaborate on projects, and engage in discussions. They foster global cultural awareness and provide exposure to different communication styles. However, online conversations lack non-verbal cues such as facial expressions, body language, and tone of voice, leading to potential misinterpretations. Unlike traditional classroom discussions, digital conversations reduce opportunities for students to practice essential interpersonal skills like eye contact and verbal articulation. Emotional engagement is another critical factor in student communication. Social media motivates students by providing instant feedback through likes, shares, and comments, fostering participation and confidence.

Conclusion

Social media has significantly influenced student communication skills, offering both opportunities and challenges. While digital platforms enhance creativity, global interaction, and accessibility, they also contribute to informal language use and reduced practice of face-to-face communication. Educators must integrate traditional communication methods with social media innovations to ensure students develop strong linguistic and interpersonal skills. A balanced approach will help students effectively navigate both academic and professional communication environments.

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THE EFFECTIVENESS OF ONLINE LEARNING COMPARED TO TRADITIONAL EDUCATION

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Abstract. Online learning has revolutionized education by providing flexibility and accessibility. This paper examines its effectiveness compared to traditional education, focusing on cognitive, social, and emotional aspects. It explores the impact of digital tools, virtual classrooms, and multimedia resources on learning outcomes. Additionally, it discusses online assessment methods and student performance in both settings. The study concludes with recommendations for optimizing online and blended learning models.

Keywords: online learning, traditional education, digital tools, virtual classrooms, student engagement, assessment, teaching strategies

Technological advancements have changed knowledge acquisition. Online platforms allow self-paced learning, while AI tools personalize lessons with interactive exercises, videos, and quizzes. Online education supports various learning styles—visual learners benefit from video lectures, while auditory learners engage with podcasts. Gamification enhances memory retention. Unlike traditional classrooms with fixed schedules, online learning offers flexibility, enabling students to access materials anytime, anywhere.

Social Interaction in Online and Traditional Learning. One challenge of online learning is the lack of face-to-face interaction. Traditional classrooms promote direct engagement between students and teachers, fostering communication and collaboration. Classroom discussions, group projects, and real-time feedback contribute to social and academic development. However, online learning has introduced alternative methods of interaction. Virtual classrooms, discussion forums, and video conferencing tools such as Zoom, Microsoft Teams, and Google Meet enable students to engage with peers and instructors. Online learning communities encourage global networking, allowing students to interact with diverse perspectives. While traditional education provides immediate in-person engagement, online learning expands communication beyond geographical boundaries.

Emotional Engagement and Motivation. Motivation is a key factor in academic success, and online learning offers various strategies to enhance engagement. Gamification elements like points, and progress tracking encourage participation, while personalized learning paths allow students to set goals and track their achievements at their own pace. These features promote self-motivation and independence, which are essential in online education. However, online learning can also lead to digital fatigue and reduced motivation due to limited social interaction. Without direct teacher support and peer engagement, students may struggle with self-discipline. Despite these challenges, online learning remains highly effective when designed with interactive and engaging elements. By incorporating live discussions, collaborative projects, and adaptive learning technologies, online education can foster motivation and emotional engagement comparable to traditional settings.

Assessing Student Performance. Assessment methods have evolved with the rise of online education. Digital assessments, including automated quizzes and AI-driven grading

systems, provide instant feedback and adaptive learning experiences. Online standardized tests, such as TOEFL and IELTS, use speech recognition technology to evaluate pronunciation and fluency. Compared to traditional paper-based exams, online assessments offer flexibility and accessibility. Students can complete tests remotely, reducing logistical challenges. However, concerns about academic integrity remain a challenge, as online assessments require strict monitoring to prevent cheating.

Conclusion. Online learning has significantly influenced education by offering flexible, personalized, and technology-driven experiences. While digital platforms enhance cognitive development and expand global learning communities, traditional classrooms provide structured environments that support social and emotional engagement. Both methods have unique advantages and challenges, making it essential to integrate a balanced approach to maximize learning outcomes. By combining online and traditional learning strategies, educators can create hybrid models that leverage the strengths of both systems. Further research is needed to explore long-term trends in online learning and its impact on academic performance across different educational levels.

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O'ZBEK VA INGLIZ YOZUVCHILARI ASARIDA XUSHMUOMALALIKNING IFODALANISHI: QIYOSIY TAHLIL

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Annotatsiya. Ushbu maqolada yosh o'zbek va ingliz yozuvchilarining asarlarida xushmuomalalikning qanday ifodalandani qiyosiy tahlil qilingan. Asosiy e'tibor milliy an'ana, madaniyat va til omillarining xushmuomalalikni ifodalashga qanday ta'sir etishiga qaratilgan. Maqolada o'zbek va ingliz tilida ijod qilayotgan yosh yozuvchilarning asarlaridan misollar keltirilib, ularning xushmuomalalik ko'rsatish uslublari taqqoslangan.

Muloyim iboralarni va ularning madaniy oqibatlarini tahlil qilish orqali ikkala adabiy an'anada ham bir-biridan farq qiladigan, ammo bir-biriga o'xshash yondashuvlar ochib berilgan. Xulosalar shuni ko'rsatadiki, ingliz yozuvchilari ko'pincha bilvosita va yumshatish strategiyalaridan foydalansa, o'zbek yozuvchilari xushmuomalalikni ifodalash uchun ko'pincha odob, hurmat va yaqinlikni ifodalaydigan iboralardan foydalanadilar.

Kalit so'zlar: xushmuomalalik, qiyosiy tahlil, yosh yozuvchilar, o'zbek adabiyoti, ingliz adabiyoti, madaniy tafovutlar

Kirish. Xushmuomalalik adabiyotda madaniy me'yorlar va ijtimoiy qadriyatlarni aks ettirishda hamda insonlarning ijtimoiy hayotida muhim o'rin tutadi. Har bir xalq madaniyatida bu tushunchaga o'ziga xos yondashuv mavjud. O'zbek xalqining urf-odatları va an'analari xushmuomalalikni juda qadrlaydi. Ingliz adabiyotida esa bu hodisa rasmiylik, diplomatiya va muloqot etiketi orqali ifodalanadi.

Brown va Levinson (1987) ta'riflaganidek, xushmuomalalik ijobiy va salbiy xushmuomalalik strategiyalarini o'z ichiga oladi. Ijobiy xushmuomalalik do'stlikni rivojlantiradi, salbiy xushmuomalalik esa hurmatni ko'rsatadi va shaxsiy makonni hurmat qiladi. Adabiyotda bu strategiyalar xarakter munosabatlari va ijtimoiy ierarxiyalarni aniqlashga yordam beradi.

Asosiy qism. Yosh ingliz yozuvchilari xushmuomalalikni saqlash uchun ko'pincha bilvosita til, himoya va yumshatuvchi vositalardan foydalanadilar. Masalan, Salli Runi "Normal People" (2018) asarida shaxslararo munosabatlardagi sezgirlikni ta'kidlash uchun bilvosita so'rovlar va uzr so'ragan ohanglardan foydalanadi:

"Would you mind terribly if I asked you something personal?" (Rooney, p. 45)

Bunday iboralar suhbatdoshning qulayligini ta'minlab, bilvositalikka urg'u berishdan dalolat beradi.

O'zbek adabiyotida ehtirom va hurmatning formulali ifodalariga katta e'tibor berilgan. O'zining ko'plab asarlari bilan mashhur bo'lib borayotgan o'zbek yozuvchisi Nodir Normatov ijodida personajlar ko'pincha rasmiy salom va ehtiromli nutqlardan foydalanadilar:

"Hurmatli ustoz, sizning yordamingiz kerak bo'lib qoldi." (Normatov, B. 32) Ushbu misol "hurmatli" so'zi va yumshatilgan iltimos kabi ehtiromlar orqali hurmatni ifodalaydi.

Yosh ingliz va o'zbek yozuvchilari o'z asarlarida xushmuomalalikni birlashtirgan bo'lsa-da, ularning yondashuvlari turlicha, quyidagi misollarda xushmuomalalik borasidagi turli farqlarni kuzatishingiz mumkin:

1. Bilvosita va to‘g‘ridan-to‘g‘ri xushmuomalalik

Masalan, ingliz yozuvchisi Salli Runining *“Conversations with Friends” (2017)* asaridan *“I was wondering if you’d maybe want to come along, but no worries if you’re busy.”*

Mazkur misolda qahramon bilvosita xushmuomalalikdan foydalanadi, noaniqlikni ifodalaydi va tinglovchiga rad etishning oson yo‘lini taklif qiladi.

O‘zbek yozuvchisi Nodir Normatovning *“Bisot”* asaridan *“Hurmatli ustoz, ruxsat bersangiz, sizga bir savol bersam?”*

O‘zbek adabiyotida “hurmatli” kabi ochiq-oydin sharaf so‘zlari va rasmiy ruxsat izlovchi tuzilmalar qo‘llaniladi.

2. Kechirim va himoya

Ingliz yozuvchisi Zadi Smitning *“Swing Time”* asaridan *“Sorry, I mean – I didn’t mean to sound rude or anything. Maybe I should just go.”*

Qahramon o‘z nutqini yumshatish uchun “sorry” va “I mean”, “maybe” kabi himoya iboralarini ishlatadi.

O‘zbekiston xalq yozuvchisi O‘tkir Hoshimov qalamiga mansub memuar qissa *“Dunyoning ishlari”* asaridan *“Sizning qimmatli vaqtingizni olganim uchun uzr so‘rayman.”*

Qahramon ijtimoiy ierarxiyani mustahkamlab, rasmiy ravishda tuzilgan uzr bilan hurmatni aniq ifodalaydi.

3. Madaniy aks ettirish: individualizm va kollektivizm

Ingliz yozuvchisi Salli Runining *“Normal People”* asaridan *“You don’t have to tell me anything if you don’t want to.”*

Boshqa odamni majburlashdan qochish orqali salbiy xushmuomalalik (individualizm) ni aks ettiradi.

Ulug‘bek Hamdamning *“Isyon va itoat”* asaridan *“Biz bir oilamiz, bir-birimizni qo‘llashimiz shart.”*

Birlikni va umumiy mas‘uliyatni ta’kidlagan holda ijobiy xushmuomalalik (kollektivizm) ni aks ettiradi.

Yuqoridagi tahlil qilingan misollar ingliz va o‘zbek adabiyotida xushmuomalalik strategiyalari madaniy me‘yorlar tufayli qanday farqlanishini ko‘rsatadi. Ingliz adabiyotida individualizm salbiy xushmuomalalik orqali aks ettirilgan bo‘lsa, o‘zbek adabiyotida ijobiy xushmuomalalik orqali kollektivistik qadriyatlar mujassamlashgan.

Adabiyotda xushmuomalalik dialog, hikoya va personajlarning o‘zaro munosabati orqali namoyon bo‘ladi. Yosh yozuvchilar, rivojlanayotgan lingvistik tendentsiyalarning vakillari sifatida, zamonaviy kitobxonlar bilan rezonanslashadigan zamonaviy xushmuomalalik strategiyalarini o‘z ichiga oladi. Ushbu tadqiqot ingliz va o‘zbek yozuvchilari ijodidagi xushmuomalalikni o‘rganib, til va madaniy o‘xshashlik va farqlarga oydinlik kiritadi. O‘zbek va ingliz yozuvchilarining asarlarida xushmuomalalik ifodasi ning farqlanishi quyidagi jadvalda yanada aniqroq ko‘rsatib berilgan:

Xususiyati	O‘zbek adabiyoti	Ingliz adabiyoti
Hurmat ifodasi	“Siz” shaklida	“Would you mind”, “Excuse me” iborolari
Yondashuvi	Samimiy va yaqinlikka asoslangan	Rasmiy va neytral
Muloqot uslubi	Salomlashish, duo qilish, hol- ahvol so‘rash	Jilmayish, nazokatli iboralar

Bu farqlar har bir xalqning madaniy an'analaridan kelib chiqadi.

Xulosa. Xushmuomalalik har bir xalqning madaniy qadriyatlari va tiliga bog'liq ravishda o'zgarib turadi. O'zbek adabiyotida u samimiyat va hurmat orqali aks etgan bo'lsa, ingliz adabiyotida diplomatik va rasmiy iboralar bilan ifodalanadi. Bu farqlar har bir tilda mujassamlashgan madaniy qadriyatlarni ta'kidlab, adabiy asarlarda xushmuomalalik qanday qabul qilinishi va ishlatilishiga ta'sir qiladi. Turli janrlardagi xushmuomalalik bo'yicha qilinadigan keyingi tadqiqotlar madaniyatlararo adabiy muloqotni yanada nozikroq tushunish imkonini beradi.

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ERNEST HEMINGWAY'S "A ROOM ON THE GARDEN SIDE": A LEXICAL- SEMANTIC STUDY OF THE GARDEN AGORONYM

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Abstract: The garden agoronym's lexical-semantic importance in Ernest Hemingway's short story *A Room on the Garden Side* is examined in this article. The term "agoronym", which refers to place names that are connected to public or semi-public locations, is examined within the framework of the narrative to reveal its symbolic and thematic meanings. Through analyzing the semantic fields, connotations, and intertextual allusions associated with the term "garden", the study explores the ways in which Hemingway utilizes spatial lexemes to create meaning, arouse sentimentality, and strengthen existential themes. The approach emphasizes the ways in which Hemingway's portrayals of struggle, exile, and fleeting beauty interact with physical space and psychological moods while taking historical, cultural, and linguistic considerations into consideration.

Keywords: Ernest Hemingway, *A Room on the Garden Side*, garden agoronym, lexical-semantics, symbolism, war literature, narrative analysis, existential themes, intertextuality, spatial lexemes.

Introduction. One of Ernest Hemingway's lesser-known short stories is "A room on the garden side". Although it was written in 1956, it wasn't released until 2018 when it was included in *The Strand Magazine*. The story takes place in World War II Paris. It tells the story of a group of soldiers staying at the Ritz Hotel shortly after the city is liberated. A character named Robert narrates the events, as the story synopsis indicates. He frequently shows up as Hemingway's helper. Robert is having a brief stay at the hotel with his friends, one of them being Colonel Cantwell, who also makes an appearance in "Across the River and Into the Trees."

Methods. The title "A room on the garden side" refers to the private rooms of the Ritz Hotel where the characters live, overlooking the hotel's garden. The story explores themes of honor, the futility of war, and the transience of life.

One of the main themes in the story focuses on war and its aftermath. Like most of Hemingway's works, this story is dedicated to revealing the physical and psychological effects of war on those who experience it.

The story also focuses on the themes of transience and death. The soldiers' discussions and reflections emphasize the transience of life, especially in wartime.

The story also reflects his love for Paris. It clearly shows Hemingway's love for Paris. The city served as a backdrop for the soldiers' thoughts on life and war. This story is a great example of Hemingway's later work. He combines his characteristically sparse, straightforward prose style with deeply emotional and philosophical undercurrents. In *The Garden Room*, the garden comes to represent several key concepts that fit the broader themes of the story. For example, the garden is initially interpreted in the story as a place of peace and refuge. The garden represents a place of peace and refuge during wartime. Through it, soldiers are temporarily removed from the violence and devastation that characterize their lives. In this context, the garden is understood to serve as a symbol of temporary peace. The lush, calm environment of the garden is different from the

brutality of the battlefield. It also provides a momentary escape from the harsh environment of war and allows the characters to reconnect in a normal emotional environment.

Results. the story sees the garden as a vehicle for memory and nostalgia. The garden also represents the characters', and especially the narrator's, longing for a past that has been irreparably changed by the war. The beauty of the garden evokes memories of a world without conflict. It reminds the soldiers of what they have lost because of the war. The garden serves as a poignant reminder of the life and beauty that existed before the war, and it emphasizes the peace and transience of life. , the garden also appears in the story as a symbol of life and death. For, by their very nature, gardens are spaces that are cultivated and nurtured, and thus acquire vitality. Like living organisms, they undergo cycles of growth and decay.

Discussion. In the context of the story, the garden symbolizes the fragility of life—a state that can be beautiful and flourishing one moment, and then wither away the next. This duality reflects the soldiers' realization of their own mortality and the impermanence of the peace they experience.

Fourth, unlike war, the garden stands in stark contrast to the war-torn world outside. While war represents destruction and death, the garden represents life, growth, and continuity. This contrast emphasizes the futility of war and the desire to return to peace and stability.

Conclusion. In short, the garden in *The Garden Room* is a complex symbol that reflects the stark contrast between the soldiers' longing for peace, their longing for the pre-war world, the fragility of life, and the beauty of nature. But in the end, the garden is a moving depiction of the soldiers' emotional and physical environments. The profound sense of loss brought on by the conflict is highlighted by it, which reflects their desire for comfort and a return to innocence. Its timeless beauty also serves as a reminder of life's tenacity and the potential for rebirth despite destruction. The story is enhanced by this multi-layered symbolism, which also prompts readers to consider the eternal struggle between hope and destruction as well as the delicate yet significant bond between humans and the natural world.

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TAQDIR, AXLOQ VA AYOL QISMATI: 'TESS OF THE D'URBERVILLES' VA 'BONU' ROMANLARINING QIYOSIY TAHLILI

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Annotatsiya: Ushbu maqolada Tomas Hardining *Tess of the d'Urbervilles* va Iqbol Mirzoning *Bonu* romanlari qiyosiy tahlil qilinib, taqdir, axloq va ayol qismati tushunchalari yoritiladi. Asarlarda ayollarning jamiyatdagi o'rni, axloqiy me'yorlarga bo'ysundirilishi va mustaqillikka intilishi kabi masalalar tahlil qilinadi. Hardi Viktorian jamiyatining ikkiyuzlamachiligini tanqid qilsa, Mirzo zamonaviy o'zbek ayolining erkinlik sari intilishlarini tasvirlaydi. Maqola ushbu ikki asarning qiyosiy jihatlarini feministik nazar, madaniy kontekst va ijtimoiy tafovutlar nuqtayi nazaridan o'rganadi.

Kalit so'zlar: taqdir, axloq, ayol qismati, feministik tahlil, Viktorian jamiyati, o'zbek adabiyoti, gender masalalari, jamiyat va axloq, ijtimoiy tengsizlik, erkinlik va cheklovlar.

Kirish: Adabiyot inson taqdiri, axloqiy tamoyillar va jamiyatning qadriyatlari bilan chambarchas bog'liqdir. Har bir davr adabiyoti muayyan ijtimoiy muammolarni yoritadi, ayniqsa, ayol qismati va uning jamiyatdagi o'rni masalasi doimo dolzarb bo'lib kelgan. Tomas Hardining *Tess of the d'Urbervilles* romani va Iqbol Mirzoning *Bonu* asari ana shu mavzularni yoritishda muhim o'rin tutadi. Ushbu maqolada taqdir, axloq va ayol qismati tushunchalari ushbu ikki asarning qiyosiy tahlili orqali o'rganiladi.

Taqdir tushunchasi: Insonning oldindan belgilangan yo'li? Tomas Hardining *Tess of the d'Urbervilles* asarida Tess obrazi orqali taqdir va tasodiflar muhim o'rin tutadi. Tessning hayoti uning o'tmishi, oilaviy ildizlari va jamiyatdagi mavqei bilan belgilanadi. U taqdirning shafqatsiz o'yini sabab azob chekadi va hayotining har bir burilishida uni fojia kutadi. Iqbol Mirzoning *Bonu* romanida esa taqdir tushunchasi o'ziga xos milliy kontekstda yoritilgan. Bonu ham jamiyatning cheklovlari va o'z taqdirini o'zgartirish istagi o'rtasida kurashadi. Asarda taqdir tushunchasi nafaqat shaxsiy, balki ijtimoiy-siyosiy hodisalar bilan bog'lanib keladi.

Axloq va jamiyatning ayolga bo'lgan munosabati *Tess of the d'Urbervilles* romanida Tess jamiyatning axloqiy me'yorlari qurboni bo'ladi. Uning begunohligi va halolligi e'tiborga olinmaydi, aksincha, u jamiyat tomonidan qoralangan va rad etilgan ayol sifatida gavgdalanadi. Hardi ushbu asar orqali Viktorian jamiyatining ikkiyuzlamachiligini tanqid qiladi. *Bonu* romanida ham axloq tushunchasi muhim o'rin tutadi. Bonu o'ziga xos mustaqillikka intilgan zamonaviy ayol sifatida tasvirlangan bo'lsa-da, uning harakatlari jamiyat tomonidan baholanadi va cheklovlar bilan to'qnash keladi. Iqbol Mirzo jamiyatning ayollarga nisbatan qo'ygan axloqiy me'yorlarini o'zbek adabiy an'analari kontekstida ko'rsatib beradi.

Ayol qismati va ijtimoiy tengsizlik Ikkala romanda ham ayolning qismati u tug'ilgan jamiyat va uning ijtimoiy me'yorlari bilan belgilanadi. Tess ham, Bonu ham o'z taqdirini o'zgartirishga harakat qilganlari bilan, ularning hayoti ayol bo'lish bilan bog'liq bo'lgan muammolar va qiyinchiliklar sababli murakkablashadi. Hardi Tess obrazida jamiyatning erkaklar tomonidan boshqarilishini va ayollarni qanday qilib muayyan rollarga majburlashini fosh qiladi.

Iqbol Mirzo esa o'z asarida ayollarning o'ziga xos mustaqilligini va yangi davrga moslashish yo'lidagi urinishlarini ko'rsatadi.

Taqdir va erkinlik o'rtasidagi kurash Tomas Hardining *Tess of the d'Urbervilles* asarida Tess obrazi orqali taqdir va erkinlik o'rtasidagi keskin ziddiyat tasvirlanadi. Tess o'z hayotini nazorat qilishga uringan bo'lsa-da, taqdir uning qarorlariga ta'sir ko'rsatib, uni fojiali yo'lga boshlaydi. Uning hayot yo'li tasodif va jamiyat me'yorlari bilan cheklangan bo'lib, erkinlik uchun qilgan har qanday harakati uni yanada og'ir sinovlarga duchor etadi. Iqbol Mirzoning *Bonu* romanida esa qahramon erkinlik sari intiladi, ammo uning bu intilishi jamiyatning qadriyatlari va axloqiy cheklovlari bilan to'qnash keladi. Bonu o'z taqdirini o'zgartirishga harakat qiladi, o'z yo'lini tanlashga intiladi, biroq uning harakatlari ko'pincha ijtimoiy qoidalarga qarshi chiqadi. Asarda taqdir tushunchasi va insonning o'z hayotini boshqarish istagi o'rtasidagi murakkab bog'liqlik aks ettirilgan.

Ikkala davrda ayollarga qo'yilgan axloqiy me'yorlarning o'xshashligi va farqlari Viktorian davr Angliyasi va zamonaviy O'zbekiston jamiyatining axloqiy me'yorlari orasida o'xshashlik va farqlar mavjud. *Tess of the d'Urbervilles* romanida ayolning pokligi va itoatkorligi muhim axloqiy talab sifatida ko'rsatiladi. Tess ushbu me'yorlarga javob bermaganida, jamiyat tomonidan qattiq jazolanadi. *Bonu* romanida ham ayollar jamiyatning an'anaviy qadriyatlari bilan cheklangan bo'lsa-da, Bonuning o'z huquqlari uchun kurashi zamonaviylik va ayollarning mustaqilligiga intilish sifatida talqin qilinadi. Farqli jihati shundaki, Viktorian jamiyatida axloqiy talablar qat'iyroq va ayollarning huquqlari deyarli yo'q edi. O'zbek jamiyatida esa an'anaviy qadriyatlar saqlangan bo'lsa-da, zamonaviylik ta'sirida ayollar uchun imkoniyatlar kengaymoqda. Shunga qaramay, ikkala jamiyatda ham ayollarning axloqiy me'yorlarga bo'ysundirilishi ularning jamiyatdagi o'rnini chegaralab kelgan.

Feministik tahlil Feministik nazariya nuqtayi nazaridan qaraganda, *Tess of the d'Urbervilles* va *Bonu* romanlari patriarxal jamiyat sharoitida ayollarning ijtimoiy mavqei va erkaklar tomonidan nazorat qilinishini aks ettiradi. Tess obrazi Viktorian Angliyaning axloqiy cheklovlari va ikkiyuzlamachiligini fosh qiladi. U erkaklar (Alec va Angel) ta'sirida o'z taqdirini o'zgartira olmaydi va oxir-oqibat qurbon bo'ladi. *Bonu* romanida esa ayol obrazining mustaqillikka intilishi va milliy o'ziga xoslik bilan bog'liq tarzda shakllanishi kuzatiladi. Bonu erkaklar jamiyatining doimiy bosimiga duch kelgan bo'lsa-da, u o'z hayotini nazorat qilishga va erkinlik sari intilishga harakat qiladi. Ikkala asarda ham ayollar jamiyat tomonidan cheklangan, lekin ularning kurashi turlicha kechadi. Tess ko'proq passiv qurbon sifatida tasvirlansa, Bonu ma'lum ma'noda o'z huquqlarini talab qiluvchi, kuchli obraz sifatida namoyon bo'ladi. Ushbu farqlar feministik tahlil uchun muhim ahamiyatga ega bo'lib, asarlarning yozilgan davri va madaniy konteksti bilan bog'liq. *Tess of the d'Urbervilles* va *Bonu* romanlari taqdir, axloq va ayol qismati tushunchalarini har xil madaniy kontekstlarda yoritadi. Hardi ayol qismatini Viktorian jamiyatining qattiq me'yorlari orqali tasvirlasa, Iqbol Mirzo esa zamonaviy o'zbek jamiyatining o'zgaruvchanligi fonida Bonu obrazini yaratgan. Ikkala asar ham jamiyat tomonidan ayollarga nisbatan qo'yilgan cheklovlarni fosh etadi va o'quvchini ushbu masalalar haqida chuqurroq o'ylashga undaydi.

Xulosa. *Tess of the d'Urbervilles* va *Bonu* romanlari taqdir, axloq va ayol qismati tushunchalarini har xil madaniy kontekstlarda yoritadi. Hardi ayol qismatini Viktorian jamiyatining qattiq me'yorlari orqali tasvirlasa, Iqbol Mirzo esa zamonaviy o'zbek jamiyatining o'zgaruvchanligi fonida Bonu obrazini yaratgan. *Tess of the d'Urbervilles* va *Bonu* romanlari taqdir, axloq va ayol qismati tushunchalarini har xil madaniy kontekstlarda yoritadi. Hardi ayol

qismatini Viktorian jamiyatining qattiq me’yorlari orqali tasvirlasa, Iqbol Mirzo esa zamonaviy o‘zbek jamiyatining o‘zgaruvchanligi fonida Bonu obrazini yaratgan. Ikkala asar ham jamiyat tomonidan ayollarga nisbatan qo‘yilgan cheklovlarni fosh etadi va o‘quvchini ushbu masalalar haqida chuqurroq o‘ylashga undaydi. Shuningdek, ushbu romanlar taqdir va erkinlik o‘rtasidagi murakkab bog‘liqlikni yoritib beradi. Tess va Bonuning hayotiy yo‘li shuni ko‘rsatadiki, ayollar jamiyatda o‘z o‘rnini topish uchun katta sinovlardan o‘tishga majbur bo‘ladi. Har ikkala qahramonning kurashi ularning shaxsiy istaklari bilan jamiyat cheklovlari o‘rtasidagi muvozanatni saqlashga qaratilgan. Bu romanlarning tahlili shuni anglatadiki, ayol qismati nafaqat shaxsiy tanlovlar, balki tarixiy va ijtimoiy omillar ta’sirida ham shakllanadi. Ikkala asar ham adabiyotdagi ayol qiyofasining qanday o‘zgarishlarga uchraganini va ayollarning o‘z haq-huquqlari uchun qanday kurash olib borganini ko‘rsatib beradi. Shu sababli, ushbu romanlarning qiyosiy tahlili nafaqat adabiyotshunoslik, balki ijtimoiy va gender tadqiqotlari nuqtayi nazaridan ham muhim ahamiyatga ega.

Ikkala asar ham jamiyat tomonidan ayollarga nisbatan qo‘yilgan cheklovlarni fosh etadi va o‘quvchini ushbu masalalar haqida chuqurroq o‘ylashga undaydi.

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THE ROLE OF GESTURE IN THE NOVELS "SILK" AND "NOVECENTO" BY
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Abstract: Gestures in literary texts serve as an essential tool for communication, emotional expression, and symbolic representation. This study explores the role of gestures in Alessandro Baricco's novels *Silk* and *Novecento*, analyzing how they contribute to character development, narrative structure, and thematic depth. Gestures function as non-verbal cues that enhance storytelling, creating an additional layer of meaning beyond dialogue. Through the analysis of key scenes, the research demonstrates how gestures shape reader perception, influence character interactions, and reinforce the psychological and cultural context of the novels.

Keywords: gesture, literary text, non-verbal communication, Alessandro Baricco, *Silk*, *Novecento*, symbolism, mise-en-scène, narrative techniques, character development.

Gestures in literary text can be considered as an important element of communication and expression, that not only complements, but also often enhances the verbal content. Gestures have several main functions that affect the perception of text and its deep understanding: emotional expressiveness, communication between characters, symbolic meaning, characterization of characters, cultural aspects.

O. V. Fedunina identifies the following most important functions in the study of a literary work: 1) a gesture is always a sign and a symbol; 2) the communicative function of a gesture; 3) a conversation about the functions of a gesture in a verbal work is impossible without going out to characterize the narrative structure of the work [Fedunina 2017: 114].

Let's examine some of the functions of gesture in the works of Alessandro Baricco. In his "Novecento" (1994), gestures and details play an important role. In the duel scene between two pianists, Novecento and Jelly Roll, the "cigarette" is a multifunctional detail. The actions performed with a cigarette help to reveal the masterful playing of the pianist Jelly Roll, to realise how gently he played, so that even the ashes of a lit cigarette placed on the edge of the piano did not crumble:

"Jelly Roll lit a cigarette, placed it poised on the edge of the piano, sat down and began to play. [...] The cigarette was still there, on the edge of the piano: half consumed, but the ash was still all there" [Baricco 2012: 39].

In this situation, the cigarette characterizes the real time: the ash indicates the period of time during which it burns. The next function of the cigarette is to emphasize the virtuosity of Novecento's performance: his playing was so fast that the piano strings got very hot and lit the cigarette:

"Then he placed my cigarette on the edge of the piano. Unlit. And he began. [...] Novecento got up, took my cigarette. He took it back out, and it was lit" [Baricco 2012: 42].

Lest's note the importance of gestures in the situation. After playing the piano, Novecento took a burning cigarette and handed it to his opponent. The cigarette ash fell off and landed on Jelly Roll's black suit and shoe. The function of this gesture is to humiliate the character defeated

in a duel. So, the "cigarette" has only a functional purpose, symbolizing the principle of piano playing and the triumph of Novecento.

In 1996 "Seta" (Silk) was published. In this work the author uses many different techniques: close-up, details, mise-en-scene, among which gestures stand out. The author creates a logically fixed mise-en-scene technique when, purely visually, rather than verbally, the reader understands the subtext of the scene and the relationship between the characters. A girl is lying motionless beside Hara Kei, who is sitting cross-legged at a table, which is typical of Japanese traditions. Hara Kay's gesture symbolizes his power, submission to him: he runs his hand through the girl's hair, stroking her like a sleeping animal. Opposite him, on the other side of the table, there is Hervé Joncour. It is possible to notice the inconvenience of his pose: the Frenchman is sitting on the floor, at a small table. Thanks to Hervé Joncour's focalisation, this mise en scene allows the reader to understand that Hara Kei does not see the gestures and gaze of the girl who, having opened her eyes, stared intently into Herve Joncour's eyes.

The gesture of Hervé Joncour plays an important role: he took the cup with one hand, brought it to his lips, took a small sip.

Let's pay attention to the girl's movements. A. Baricco uses short sentences to show the iconic nature of the movements:

"The girl lifted her head slightly ... directed her gaze to the cup.

Slowly she turned the cup until her lips were exactly where he was drinking.

Squinted her eyes and took a sip" [Baricco 2008: 29].

Hara Kei does not see these movements, does not record them, as all his attention is directed to Hervé Joncour, he only glimpses the girl's hand. The reader's consciousness is playing out the final frame for itself. It can be assumed that due to the chosen mise-en-scene and the focalisation of Hervé Joncour, the gesture with the cup has the function of a "kissing" the girl and the Frenchman beyond Hara Kei's control.

Robert Rushing highlights another example of the use of gesture in "Silk": "the reader is obviously supposed to understand that Joncour and the girl do not need words to communicate because they find a more effective language in gestures: the girl releasing a flock of caged birds to signify her happiness" [Rushing 2003: 223].

Thus, gestures in Baricco's works are an important means of expression that help to deepen the understanding of the characters, create emotional expression by conveying their emotions and inner states, serve as a means of communication between characters, especially when words are insufficient or impossible, and also give rhythm and dynamics to the action, giving scenes additional emphasis.

So, the function of gestures is a multifaceted and integral part of communication and expression, helping to create depth and complexity in the literary text.

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AHMAD DONISHNING PEDAGOGIK QARASHLARI

Raximboyeva Marjona Jamil qizi

BuxDPI 1-bosqich tayanch doktoranti

Annotatsiya: Ushbu maqolada Ahmad Donishning pedagogik qarashlari ilmiy nazariy tahlil qilingan.

Kalit so'zlar: idrok etish, ideallar, inson mavjudligi, ta'lim, tarbiya tizimi, kamol topish, madaniy-ma'rifiy, an'analar, davomiylilik, talqin, qadriyatlar va hokazo.

Markaziy Osiyoning madaniy-ma'rifiy an'alarini idrok etish va boyitish asosida inson tarbiyasi va ta'limining o'ziga xos an'alari shakllanadi. Markaziy Osiyoda, Turkiston, xususan, Buxoroda ta'lim va tarbiya ushbu mamlakatning buyuk mutafakkirlari tomonidan meros sifatida qoldirilgan ming yillik tajribaga asoslanadi.

Mafkuraviy nazariyalar, ijtimoiy qarashlar va umuman, ideallar va inson mavjudligining tubdan o'zgarishi sharoitida ta'lim va tarbiya barqarorlashtiruvchi funktsiyani bajarib, insonning yangi turmush sharoitlariga moslashuviga yordam beradi.

Tub tarixiy o'zgarishlarning taqdirli pallalarida mavjud qadriyatlar tizimi va xalqning o'ziga xosligini saqlab qolgan holda madaniy-ma'rifiy an'analar davomiyligini ta'minlash zarurati paydo bo'ladi Biz talqin qilmoqchi bo'lgan mavzuning zarurati mana shu mantiqdan kelib chiqadi.

Ahmad Donishning pedagogik qarashlari ta'lim va tarbiya tizimini tubdan o'zgartirishni o'z oldiga vazifa qilib qo'ygan Sharl Furye, Robert Ouen, Anri Sen-Simon kabi pedagoglar ta'limoti bilan bir xilda turadi.

Ahmad Donishning pedagogik va islohotchilik qarashlari haqida uning hayotligida turli qarashlar bo'lib, munozarali bahslar avj oldi, u vafotidan keyin ham so'nmadi. Buni turli bayonotlar tasdiqlaydi. Insonparvar pedagog Ahmad Donish xalqqa din odamlarning mahrumlik va zohidlikka bo'ysunishi uchun emas, balki odamlarning axloqiy va ma'naviy jihatdan kamol topishi, madaniy va moddiy qadriyatlarga ega bo'lishi uchun mavjud bo'lishi haqidagi g'oyani ommaga yetkazishga harakat qilgan. U ilohiyot ilmi qotib qolgan qo'rg'on emas, balki zamonga mos ravishda rivojlanib, o'zgarib borishiga shubha qilmaydi: "... chunki Xudoning Kalomi hamisha tirik va daraxt kabi meva beradi, doim foyda keltiradi".

Shuningdek, hayotiy zarurat bo'lsa, shariatga ko'ra ba'zi amr va nizomlar tafsir va sharhga tortiladi. Donish pedagog-yo'l boshchi sifatida zudlik bilan yechim topishni talab qiladigan muhim diniy muammolardagi ko'plab murakkab tugunlarni yechishda mardlik, qat'iyat va ehtiyotkorlik bilan harakat qiladi. U diniy harakatlarda ham, kundalik hayotda ham asossiz va mantiqsiz taqlidlarni umuman qabul qilmaydi, chunki inson boshqalarning maslahati bilan emas, balki o'z aqli bilan sajda qilishi kerak. U bu fikrlarni Imomi A'zam Abuhanifaning: "Kola Abuhanifa rahimal-l-lohu taolo lo tukalidduna Molikan va lo g'ayrahu va huzi-r-ahkoma min haysu ahazuhu" so'zlari bilan mustahkamlaydi, tarjimasini: "Abuhanifa, Alloh ruhini shod qilsin"., dedilar: Menga ham, Imom Molikka ham taqlid qilmang".

Ahmadi Donish ana shunday faktlarga tayangan holda ayrim hal qilib bo'lmaydigan muammolar yuzasidan o'z fikrlarini ochiq aytadi. U shunday savollarga javob beradi: agar amaldagi oyat yoki hadis vaziyatga qarab, majburiy diniy farmonga xalaqit bersa, nima qilish

kerak? Shuningdek, u quyidagi savolga javob beradi: agar farz diniy farmonning bajarilishi boshqa diniy buyruqlarga zid bo'lsa, nima qilish kerak va boshqa ko'plab savollarning javob tariqasidagi tahlili uchraydi.

Ahmad Donishning shariatning asosiy shartlaridan biri – muqaddas joylarni ziyorat qilish – “Haj” haqidagi mulohazalari bugungi kunda ham dolzarbligicha qolmoqda. Yozuvchi davrida haj (hoji) qilgan odamlarni barmoq bilan sanash mumkin edi, lekin ularning vakolatlari juda katta edi. Biroq, shunga qaramay mutafakkir bo'lajak hajlar bajarishi kerak bo'lgan muayyan talab va mezonlarni ko'rsatadi. Gap shundaki, bugungi kunda Haj bir oy davom etsa, Donish davrida bir necha yil davom etgan.

Ahmad Donish shariatning barcha asoslaridan insonlar tinchligiga xizmat qiladigan fazilatlarni topishga harakat qiladi. Shu bilan birga, u oddiy xalq ishonib kelayotgan asossiz afsona va ertaklarga qarshi murosasiz tanqidchi vazifasini bajaradi. Uning bunday fikr va mulohazalari “Dindorlik mezon”ning uchinchi bobida va Ahmad Donish qo‘lyozmasining “Bayozi Mansur” (“Nasr qo‘lyozmasi”) deb ham ataladigan 53-57 varaqlarida keltirilgan. Mutafakkirning qayd etishicha, odamlarning dinning asl asoslari mohiyatidan bexabarligi tufayli ruhoniylarning ayrim vakillari o‘z manfaatini ko‘zlab odamlarni yo‘ldan ozdirmoqda ekanini ilmiy asoslaydi.

Donish ta’limotlarida, XVIII asr frantsuz ma’rifatparvarlari, shuningdek, 40-60-yillardagi rus ma’rifatparvarlari ta’limotlarida ko‘plab o‘xshashliklarni ko‘rish mumkin. Demak, Rasul Hodizodning: “Shubhasiz, Donish XVIII asrdagi Fransiya adib va ma’rifatparvarlari, XIX asrning 40-60-yillaridagi rus ma’rifatparvarlari ijodidan bexabar edi”.

Ahmad Donish o‘zi bilan do‘stona aloqada bo‘lgan sharqshunos mutafakkirlardan, rus davlat arboblardan P.I.Pashino, V.Grigoryev, Kozimbek Obiddinov va shu kungacha nomlari bizga ma’lum bo‘lmagan boshqa bir qancha shaxslardan ma’lumot olish imkoniga ega bo‘ldgani haqida ma’lumot beradi.

Donishning ma’rifatparvarlik haqidagi qarashlarining rivojlanishida masonlar ta’limoti muhim rol o‘ynagan, garchi ba’zi tanqidchilar bunga unchalik ahamiyat bermasalar ham. O‘sha davrda, ayniqsa, 1858-1897-yillarda qo‘shni Eronda masonlar ta’limoti keng tarqalgan edi. Bu ta’limot ta’sirida mashhur Eron pedagogi Mirzo Malqumxon “Inson jamiyati” va “Mason lojasi” nomli tashkilotlar tuzib, ta’lim tizimini isloh qilish tarafdori ekanligini bildirib, mavjud siyosiy tuzumni tanqid ostiga oldi. Konstitutsiyaviy harakatga intilgan Eronning keyingi taraqqiyparvar va ma’rifatparvarlari ham masonlar ta’limotidan ilhomlanganlar. Qo‘shni Eronda masonlar ta’sirida ilg‘or va tarbiyaviy g‘oyalarning paydo bo‘lishi Donish pedagogning dunyoqarashiga ta’sir qilmay qolmadi.

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SERGEY YESENIN ASARLARINING MIFOLOGIK MAZMUNI

Bo'riyeva Muhabbat Oynazarovna

BuxDU mustaqil izlanuvchisi

Annotatsiya: Ushbu maqolada Sergey Yesenin asarlarining mifologik mazmuni ilmiy – nazariy tahlil qilingan.

Kalit so'zlar: faol ta'sir, ijodkorlik, rassom siymosi, muammolar, talqin qilish, an'analar, yodda tutmoq, taxmin qilish, mif, mifologiya va hokazo.

XX asrda mifga bo'lgan qiziqish ancha barqaror bo'lib, bu turli sohalarda: adabiyotda, falsafada, ilmiy fanlarda – etnografiyada, psixologiyada, filologiyada – tilshunoslik va adabiyotshunoslikda, antropologiyada va boshqalarda mif mavzusining rivojlanishida o'z aksini topdi. Bunday qiziqishning natijasi mif va mifologik talqinlarning ko'pligi edi. 1996-yilda chop etilgan adabiy ma'lumotnomada “mif” va “mifologik tanqid” mavzusidagi taqriz maqolalari muallifi B. Kuznetsov yozadiki, mifning qarama-qarshi talqinlari nafaqat terminologik chalkashlikka, balki uning fikricha, mif tushunchasining deformatsiyasiga ham olib keladi. U bunday deformatsiyaning sababini mif tushunchasining yo'l qo'yib bo'lmaydigan kengayishida ko'radi, bu esa, o'z navbatida, uni “transtarixiy” tushunish natijasida paydo bo'lgan¹.

S.Yesenin dunyosining mifologik surati doirasidagi dunyo va inson munosabatlarining asosini Sofiya dunyoqarashi tashkil etadi. Bu munosabatlar mifologik qahramonning dunyo bilan aloqasi haqidagi mifologik syujetda ochib berishni talab qiladi.

XIX asrda antropologik va naturalistik mifologik maktablar qiyosiy etnografiya va qiyosiy tilshunoslik usullaridan foydalangan holda ongning arxaik shakllari va arxaik matnlarni o'rganib, ilmiy etnografiya va folklorshunoslikka asos solganini tan olishimiz mumkin.

E. Meletinskiy “Afsona poetikasi” asarida 20-asrda yozuvchi va rassomlarning mifga ongli va ongsiz murojaatini “remitologizatsiya” jarayoni – mifni estetika darajasida ham tushunish tendentsiyasi deb ataydi, bu esa neomifologik matnlarning yaratilishiga olib keladi².

S. Yesenin mifida mif yaratuvchisi (shartli qilib aytganda, yozuvchi obrazining yaxlit idrokini tashkil etuvchi “jamoatchilik fikri”) va mif qahramoni (S. Yeseninining mifologik qiyofasi – ijodi, taqdiri birligida)garchi ular har doim to'la-to'kis harakat qilishsa-da har xil.

Badiiy matnda mif yaratuvchisi va mif qahramoni o'rtasidagi bog'liqlik (shaxsiy ma'nolar rivoji dinamikasi birligida), bizning nuqtai nazarimizdan, badiiy adabiyot muallifi va biografik asar muallifining lirik qahramon bilan munosabatlari darajasida (adabiy kategoriyalarda), ularning matn muallifining o'zaro bog'liqligi kabi o'zaro bog'liqligini aniqlash mumkin.

Shunday qilib, badiiy muallif, biografik muallif, lirik qahramon, motiv, syujet va boshqalar shaxs mifologiyasini o'rganishda biz tomonidan dunyoning mifologik surati doirasidagi semantik munosabatlar “prizmasi” orqali tekshiriladi. Bizning fikrimizcha, yozuvchining tarjimai holi va xulq-atvoridagi faktlar dunyoning mifologik rasmidagi qadriyat aloqalari haqida ham gapirishi mumkin. 1990-yillarda K.Azadovskiy S. Yesenin haqidagi jamoaviy g'oyalarning mifologik

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mazmuni masalasini ko'tarishga urinib, mifologik va afsonaviy yolg'on, uydirma g'oyalarni belgilab berdi. "Yesenin, xayoliy va asl yoki uzoq vaqtdan beri ma'lum bo'lgan yangi narsalar" maqolasida tadqiqotchi hikoyaning qisqacha variantini berdi. U o'z xulosalarini chiqargan materialni aniq belgilab oldi, ammo uning mantig'iga asoslanib, u Yeseninshunoslikda rivojlangan va "jamoatchilik fikri" ga faol ta'sir ko'rsatgan ijodkorlik va rassom siymosi muammolarini talqin qilish an'alarini yodda tutgan deb taxmin qilish mumkin.

Shunday qilib, S. Yesenin obrazi va uning ijodiga baho berish qadriyatning tasdiqlanishiga (yoki rad etilishiga), ya'ni uning u yoki bu darajadagi haqiqati, haqqoniyligi, hayotiylik xususiyati va ahamiyatini san'atning o'zi, umuman milliy madaniyat doirasida tasdiqlashga aylanadi.

Fanda jamoaviy miflar ijtimoiy-psixologik tadqiqot predmeti hisoblanadi. Ko'pincha bu asarlar psixologiyada rivojlangan jamoaviy ongsizlik kontseptsiyasiga - inson psixikasining universal obrazli tuzilmalar ko'rinishidagi dunyo haqidagi jamoaviy g'oyalarni o'z ichiga olgan sohasiga asoslanadi.

Yoshligida S. Yesenin 32 ta she'r yaratdi (bular fanga ma'lum bo'ldi), ulardan ikkitasi "Shoir" (1910-1912 va 1912) dasturiy nomli, bundan tashqari, "Kasal o'ylar" (1911-1912) she'rlar turkumi, shu jumladan 16 she'r. U maktabning adabiy to'garagida qatnashadi, tolstoyizmga qiziqadi, ko'chib o'tgandan keyin do'stlari bilan faol xat yozadi, 1912 yildan oilasidan uzoqlasha boshlaydi va 1913 yildan moliyaviy mustaqil bo'ladi. S. Yesenin shoirning ideal qiyofasini aks ettiruvchi dasturiy she'rlar yozishi bilan bir qatorda, u, biz o'ylaganimizdek, hayotda munosib namuna bo'ldi, do'stlar yordamiga ham murojaat qiladi.

S. Yeseninining maksimalistik pozitsiyasi ("idealist", "jamiyat raqibi"), uning poetikasining o'ziga xos xususiyatlari, uslubi va so'z boyligi, shu jumladan uning maktublarida ("halokatli taqdirning zarbasi", "buzg'unchilikning tartibsizligi" va boshqalar) uning ijodining dastlabki davridagi ijod haqida gapirishga imkon beradi.

Bizning fikrimizcha, mifologik darajada S. Yeseninining 1910-1913 yillardagi asosiy hayotiy vazifalari, uning o'zini shoir sifatida tushunishiga asoslanib, dunyoni belgilash (dunyoning rasmini ko'rsatish), unda o'z o'rnini topish o'z qiyofasi bilan namoyon bo'lish tabiiy intilishlariga bo'ysundirilgan edi. U tayangan ishqiy an'alar va tolstoychilik "inson va dunyo" o'rtasidagi qiymat munosabatlari tizimini ongli va oqilona qurish bilan bog'liq edi.

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A HISTORICAL NOVEL AS A LITERARY GENRE

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Abstract: The historical novel is a literary genre that transports readers to different historical periods, offering vivid and imaginative retellings of past events through fictional characters. Unlike traditional historical accounts, these novels integrate real historical events with compelling narratives, making history more accessible and engaging. The genre emerged in the early 19th century, with Sir Walter Scott credited for its popularization. Historical novels emphasize authenticity in setting, dialogue, and cultural nuances, often incorporating interactions between fictional and real historical figures. By blending history with storytelling, the genre provides insight into political, social, and personal experiences across time.

Keywords: historical novel, literary genre, Sir Walter Scott, fiction and history, cultural authenticity, narrative techniques, historical representation, storytelling, social themes, literary analysis.

The term "historical novel" might seem straightforward, but its origin adds a fascinating layer to its meaning. Coined in the early 19th century, this genre emerged as a response to a growing interest in both history and fiction. Sir Walter Scott, a Scottish novelist, is often credited with popularizing the term through his works, such as *Waverley* and *Ivanhoe*. Scott's innovative blend of real historical events with fictional narratives laid the foundation for what we now recognize as the historical novel.

A historical novel is a literary genre that transports readers to different periods of history, offering a vivid and imaginative retelling of events through the lens of fictional characters. Unlike traditional historical accounts, these novels weave a compelling narrative around real historical events, bringing history to life in a captivating and accessible manner.

The hallmark of a historical novel lies in its ability to seamlessly integrate accurate historical details with a captivating story. Authors in this genre meticulously research the time periods they explore, ensuring authenticity in setting, dialogue, and cultural nuances.

The characters, while fictional, often interact with real historical figures, adding depth and complexity to the narrative. Additionally, historical novels strive to capture the essence of the past, allowing readers to not only learn about historical events but also to emotionally connect with the characters experiencing them.

Historical novels encompass a wide array of themes, reflecting the diversity of human experiences across different time periods. Themes may include love and betrayal, political intrigue, social upheaval, and personal growth. These universal themes intertwined with historical contexts resonate with readers on both an emotional and intellectual level. The genre allows us to explore not only the grand sweep of historical events but also the intimate stories of individuals living through them.

To truly grasp the essence of the historical novel, exploring exemplary works is essential. Some notable examples include:

- *Ivanhoe* by Sir Walter Scott (1819): One of the early classics of the historical novel genre, *Ivanhoe* is set in 12th-century England and explores themes of chivalry, honor, and the clash between Saxons and Normans.

- *North and South* by Elizabeth Gaskell (1855): Offering a glimpse into the industrial landscape of 19th-century England, Gaskell's novel delves into the social and economic tensions of the time.

- *The Pillars of the Earth* by Ken Follett: Set in 12th-century England, this novel intricately weaves together the lives of various characters against the backdrop of the construction of a cathedral.

In the history of the novel, the historical novel was a breakthrough genre. Until its arrival in the early nineteenth century, political and cultural elites had dismissed the novel as immature and childish, as “mere fiction.” Educators warned that readers would form dangerous illusions about reality by reading novels. The popular success of sentimental novels contributed to a perception of the novel as a primarily female genre. Literary activities by gentry-elites were limited to “respectable” literary forms such as the heroic verse epic, historical writing, the stage tragedy, the essay, or satirical prose forms in which the “Quixotism” of naïve novel readers could be exposed to ridicule. These authors were not yet professional writers but gentleman-amateurs who often did not sign their work by name in order to avoid the suspicion of writing for fame. The historical novel eventually changed all that: by shifting its subject to the serious matter of history, the novel gained cultural respectability and successfully countered charges of frivolous irrelevancy; by depicting a cross-section of classes, social groups, and regional characters, the novel redefined itself as a medium of national representation; by skillfully mixing historical references, sketches of local customs and manners, scenes of adventure, family sagas, as well as love stories in which national and personal fate coincided, the historical novel generated a new reading public that comprised both sexes more evenly and broke down the gender division in readership; finally, by focusing on grand topics such as revolutionary wars or key conflicts in a nation's history, the novel could be elevated to the rank of a modern epic that depicted the formation of a nation and captured the soul of its people.

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A.P.CHEXOV IJODIDA ZOOMORF TASVIRLAR SEMANTIKASI

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BuxDPI o'qituvchisi

Annotatsiya: Ushbu maqolada Anton Pavlovich Chexov ijodida zoomorf tasvirlar semantikasi masalasi xususida ilmiy – nazariy mulohazalar keltirilgan.

Kalit so'zlar:Volga qirg'og'I, Chexov, rus adabiyoti taraqqiyoti, odam va hayvon, yo'nalish, hikoya, ijod, hayot, paradoksal tabiat, aktrisa, va hokazo.

Hayvonlashtirish Chexov asarlarida shartlilik yaratishning yana bir samarali shakli bu qahramonga u yoki bu hayvon, qush, hasharot va hokazolarga yashirin yoki aniq o'xshashlikni berishdir. Keling, bu hodisani hayvonlashtirish deb ataymiz. Hayvonlashtirish, odatiylikdan tashqari, ko'pincha kulgili vaziyatni yaratadi. Bu borada V. Ya Propp shunday yozadi: "Biz hayvonlar ustidan kulamiz, chunki ular bizga odamlarni va ularning harakatlarini eslatadi". Buning aksi ham bor; odam hayvonni eslatsa, ustidan kulamiz. Ma'lum darajada hayvonlashtirish insonni ob'ektivlashtirishga yaqin. Bu uning o'ziga xos variantidir. Hayvonlashtirish ko'pincha xatlarda va og'zaki bayonotlarda uchraydi. Chexov opasiga yozgan maktubidan: "Agar biron bir perch-xaridor tishlasa, darhol yozaman"¹. Saxalinga ketayotib, Chexov Volga qirg'og'ini shunday tasvirlaydi: "Ajoyib xonimlar qirg'oq bo'ylab sayr qilishadi va yashil o'tlarni tishlaydilar. "Oq chayqalar suv ustida uchib, yosh Drishkaga o'xshaydi". Bunin adibning odam va hayvonning sifat xususiyatlarining almashinishiga asoslangan gapini keltiradi: "Iste'dodsiz aktrisa keklik yesa, bu aktrisadan yuz karra aqlliroq, iste'dodliroq bo'lgan kaklikka achinaman..."².

Chexovning insonni hayvoniyashtirishi naturalizmdan ko'ra hazil an'analari bilan chambarchas bog'liq. Bu nafaqat adabiyot, balki karikatura san'ati haqida ham. Shunday qilib, "Budilnik" da, Chexovning "Keraksiz g'alaba" ning keyingi qismidagi sonida Moskva tipidagi karikaturalar joylashtirilgan. Ularni "Moskva ko'rgazmasida hayvonlar olamining vakillari" sarlavhasi birlashtiradi. Ikki sondan so'ng, xuddi shu jurnal ushbu mavzuni aks ettiruvchi bir qator rasmlarni nashr etdi: "Izlar izidan. Kelajak paleontologiyasi bo'yicha ma'ruza. Ularning mohiyati odamlar va hayvonlarning belgilar va sifatlarining o'zaro bog'lanishidadir." "Oskolki" jurnalining sakson uchinchi yildagi o'ttiz to'qqizinchi sonida Nikolay Chexovning hasharotlar miqyosidagi o'tlar orasidagi odamlarni tasvirlaydigan rasmi mavjud. Chizma Anton Pavlovichning uzun izohi bilan birga keladi. Chizma va sarlavhaning kulgili ta'siri matn mazmuni va unga illyustratsiya o'rtasidagi nomuvofiqlikka asoslangan. Hayvonlashtirishning eng oddiy ko'rinishi qahramonni u yoki bu hayvon bilan tashqi o'xshashligiga ko'ra taqqoslash yoki bir-biri bilan bevosita solishtirishdir.

Chexovning zoomorf tasvirlari, qoida tariqasida, kanonik, ma'lum bir tur uchun majburiy deb hisoblangan xususiyatlar bilan ta'minlangan. Misol uchun, ilon yovuz, makkor odam uchun uzoq vaqtdan beri mavjud bo'lgan ramzdir. Ivan Karlych Shvey xotinini xiyonat qilishda gumon qilishi bilan (va nemislar turmush o'rtoqlari tomonidan "aldashlari" kerak), u darhol tanish tasvirlarga murojaat qildi: "Oh, ilon", deb o'yladi Shvey ko'chada yurib. "Oh, nega men rus yigitiga uylandim?" ["Yaxshi nemis",]. Xotinining qochib ketganini bilib, haqoratlangan Abogin shunday

¹ Чехов А. П. Письма А. П. Чехову его брата Александра Чехова. М., 1939.

² Чехов А. П. Поли. собр. соч. и писем: В 30 т. М., 1975-1985.

dedi: "Xudoyim! Xudoyim! Bu harom, aldamchi nayrang, bu shaytonga o'xshagan, ilonga o'xshagan o'yinning nima keragi bor? Olga Ivanovna, ertakdagi ninachi kabi, haqiqatan ham "qizil yozni kuyladi" va uni behuda o'tkazdi, avval o'z dachasida dam oldi, so'ngra rassomlar bilan Volga bo'ylab sayohat qildi. Chumoli Dymov shu vaqtgacha ikkita ishda qattiq ishladi va dissertatsiya ham yozdi. "Chigirtka" erini beparvolik bilan aldagan sayohatdan qaytib kelganida, u chumolining sog'lom ma'nosiga va ertakning axloqiga rioya qilib, boshpana va yordam berishdan bosh tortishi kerak edi ("Siz qo'shiq aytishni davom ettirdingiz - gap shu, shuning uchun boring va raqsga tushing"). Ammo befarq er butunlay boshqacha aytadi: "Keling, o'tiraylik", dedi u uni ko'tarib, stolga o'tirdi. - Bo'пти... Findikni ye. "Och qolding, bechora". Zoomorf tasvirlar nuqtai nazaridan ikkinchi darajali belgilar ham har xil ko'rinadi. Ryabovskiy Olga Ivanovnaga uchuvchi qush sifatida ko'rinadi: "Uning o'zi juda chiroyli, o'ziga xos va uning mustaqil, erkin, dunyoviy hamma narsaga begona hayoti qush hayotiga o'xshaydi".

Burgut va tovuq Chexovning sevimli zoomorfik qarama-qarshiliklaridan biri bo'lib, uning adabiy manbasi Krilovning "Burgut va tovuqlar" ertagidagi mashhur satrlardir: "Burgutlar ba'zan tovuqlardan ham pastroq tushadi, lekin tovuqlar hech qachon bulutlarga chiqmaydi".

Agar Chexov asarlaridagi odamlar ko'pincha qaysidir ma'noda hayvonlarga o'xshasa, unda teskari xulosa ham to'g'ri bo'lishi kerak; hayvonlar odamlarga o'xshash bo'lishi kerak. Bu korrelyatsiya karnaval effektini, quvnoq burilishni yaratadi va o'rnatilgan dunyo tartibining nisbiylik va an'anaviylik muhitini yaratadi. Hayvonlarni insonparvarlashtirishning eng yorqin misollaridan biri "Kashtanka" da keltirilgan. Hikoya harakatining muhim qismi sirk bilan bog'liqligi bejiz emas, bu erda komediya va karnaval elementlari ayniqsa jonli. Hikoyadagi barcha hayvonlarga inson rollari berilgan.

Xulosa o'rnida ta'kidlash joizki, an'anaviyligi tufayli hayvonlar nafaqat inson turlarining, balki ob'ektlarning ham "ta'rifi" bo'lib xizmat qilishi mumkin. Bu holda hayvonlashtirish ob'ektivlashtirishga yaqinlashadi. Zoomorf tasvirlarning semantikasini aniqlashda eng muhim rol ohangga tegishli. Chexovning hayot haqiqatiga munosabati, asosan, uning adabiy ijodining tabiati bilan belgilanadi. Shuning uchun yozuvchi hayotidagi ba'zi faktlar o'ziga xos tarzda "adabiylashtirilgan".

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МИФОПОЭТИКА И ЕЕ ТЕОРЕТИЧЕСКИЕ ОСНОВЫ

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Аннотация: Мифопоэтика представляет собой одно из ключевых направлений литературоведческого анализа, исследующее интеграцию мифологических структур, образов и мотивов в художественные произведения. В данной статье рассматриваются теоретические основы мифопоэтики, её эволюция и основные методы анализа, включая структуралистский, психоаналитический, культурно-исторический и интертекстуальный подходы. Особое внимание уделено влиянию мифа на формирование художественных текстов, а также его роли в литературной традиции различных культур.

Ключевые слова: мифопоэтика, миф, литературный анализ, структурализм, психоанализ, культурная традиция, интертекстуальность, художественный текст, архетипы, символизм.

Мифопоэтика как направление литературоведческого анализа представляет собой область исследования, изучающую, каким образом мифологические структуры, образы и мотивы интегрируются в художественные произведения и формируют их эстетическую и смысловую глубину. Сам термин «мифопоэтика» образуется путем соединения двух понятий – «миф» и «поэтика», что указывает на его двойное содержание: с одной стороны, он связан с древними нарративами, лежащими в основе многих культурных традиций, а с другой – с особыми средствами художественного выражения, характерными для литературы разных эпох.

Возникновение мифопоэтики как научной дисциплины было обусловлено широким развитием мифологических исследований в XIX-XX веках. К ранним попыткам осмысления мифа в контексте литературы можно отнести работы немецких романтиков, а также представителей антропологической и компаративистской школ. Однако именно в XX веке формируется комплексное направление мифопоэтического анализа, благодаря трудам таких исследователей, как К. Леви-Стросс, Э. Кассирер, М. Элиаде, Е. М. Мелетинский и многих других.

Важным этапом становления мифопоэтики стала мифокритика, возникшая в середине XX века и ориентированная на изучение мифа как структурного элемента художественного текста. Мифологические сюжеты и архетипы рассматривались как универсальные символические конструкции, определяющие восприятие мира и художественного творчества. Как отмечает М. Элиаде, «миф в литературе функционирует как средство преодоления линейного времени и установления сакрального порядка, присутствующего в человеческом сознании вне зависимости от исторических реалий».

Важной составляющей мифопоэтики является ее влияние на литературные жанры. Мифопоэтика, возникшая на пересечении различных научных дисциплин, со временем приобрела статус самостоятельного направления литературоведческого анализа, позволяющего глубже понять принципы формирования художественного текста и его взаимодействие с мифологическими структурами. Ее развитие демонстрирует, что миф

остается живой формой культурного осмысления, способной адаптироваться к изменяющимся условиям восприятия и интерпретации художественного произведения.

В современном литературоведении можно выделить несколько ключевых направлений, определяющих методы анализа мифопоэтики:

1. Структуралистский анализ мифа. Представители структурализма (К. Леви-Стросс, Р. Барт) рассматривали миф как систему знаков и семиотических кодов, функционирующих в культуре по определенным закономерностям.

2. Психоаналитический подход. Основываясь на теориях З. Фрейда и К. Г. Юнга, психоаналитики исследовали миф как выражение коллективного бессознательного, проецирующего архетипические образы и сценарии на художественные тексты.

3. Культурно-исторический метод. Исследователи этого направления (М. Элиаде, Ю. Лотман) рассматривали миф в контексте культурных и исторических процессов, выявляя способы его трансформации в литературных текстах разных эпох.

4. Интертекстуальный анализ. В рамках постмодернистского литературоведения мифопоэтика анализируется через призму интертекстуальности (Ю. Кристева, Л. Хатчен). Литературные произведения осмысляются как системы отсылок, в которых мифологические структуры подвергаются ремифологизации, деконструкции или игровому использованию.

Изучение мифопоэтики в литературоведении предполагает использование различных подходов, позволяющих выявить как структурные, так и семантические особенности мифологических элементов в художественных текстах. Комбинируя методологии структурализма, психоанализа, культурно-исторического анализа и интертекстуального подхода, исследователи получают возможность глубже осмыслить роль мифа в формировании литературных произведений и культурных нарративов.

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O'ZBEK TERMINOLOGIYASI TADQIQI: TARIXIYLIK VA HOZIRGI ZAMON UYG'UNLIGI

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Annotatsiya: Ushbu maqolada o'zbek terminologiyasining shakllanishi, rivojlanishi va zamonaviy holati tahlil qilinadi. Tarixiy manbalar va lug'atlarning roli, terminlarning semantik xususiyatlari hamda ularning turli davrlardagi funksional imkoniyatlari o'rganiladi. Shuningdek, termin yaratish jarayoni, tarjima muammolari va zamonaviy lingvistik tamoyillar asosida termin tizimining rivojlanish tendensiyalari yoritiladi.

Kalit so'zlar: o'zbek terminologiyasi, tarixiy terminlar, lingvistik tadqiqotlar, termin yaratish, tarjima muammolari, leksik tizim, semantik tahlil, funksional imkoniyatlar, terminologik evolyutsiya, ilmiy lug'atlar.

O'zbek tilshunosligida terminlar mohiyati, semantik xususiyati, funksional imkoniyatlari va terminologik tizimni shakllantirish masalalari, ya'ni terminologiya nazariyasining formal yuzaga kelishi 20 asr boshida kuzatildi. Biroq terminologiya yo'nalishida amaliy izlanishlar dastlab Qadimgi lug'atlarda o'z in'ikosini topganini alohida e'tirof etish lozim. Turkiy tilning qomusiy leksikografik manbasi "Devonu lug'otit turk" atamalarini tarjima qilish amaliyoti bilan ahamiyat kasb etadi. Turkiy tilning tovush tarkibi, lug'at tarkibi, grammatik qurilishi haqida ma'lumot beruvchi ushbu lug'at shu sanab o'tilgan barcha ma'lumotlar bilan birga atamalar, davlat qurilishi, ijtimoiy qurilish haqida tasavvurni shakllantirishga xizmat qiladi. Shu boisdan ushbu lug'at yaratilgan 1074-1075-yillarni turkiy terminologiya nazariyasining shakllanish bosqichi deb olish mumkin. Bu manba termin, atamalarini sanab o'tish va tarjima qilish jihatidan e'tiborga molik. Manbada mavjud atamalar o'z davrining siyosiy tuzilmasi, turmush tarzini namoyon qiladi. Lug'atda joy nomlari, o'simlik va hayvon nomlari, kasb-hunarga oid atamalar ham mavjud.

Shundan so'ng arab istilosi sabab turkiy terminologiya o'rta asrlarda arab tili ta'sirida qoldi. Turkiy terminologiya haqida arabcha filologik risolalarda fikrlar uchraydi. XIV asr mutaffakkirlari turkiy til grammatikasi va lug'at tarkibi haqida risolalar yaratib undagi termin, atamalar haqida ham to'xtalib o'tgan. Xususan, Abu Hayyoning "Kitob ul idrok li-lison ul-atrok", Halil bin Muhammad bin Yusuf al-Ko'nyaviyning "Kitobi majmuai tarjumi turki va ajami va mug'ali", Jamoluddin Turkiyning "Kitob bulg'at al-mushtoq fi-l-lug'atat- turk va-l qifchaq" kabi risolalarida tilning turkiy termin va atamalar tizimi atroflicha yoritilgan. Manbalar termin hamda atamalarini mavzulashtirishga urinadi, hayvonot, nabotot, jug'rofiy istilohlar alohida ajratiladi. Bu davrdagi manbalar terminlarni ma'no guruhlariga tasniflashga ilk urinishlarni namoyon etadi. Albatta birinchi bosqichda bo'lgani singari termin tushunchasini izohlash va xususiyatlarini aniqlash kabi nazariy masalalar yechilmadi. Bu davrda ham termin hamda atamalri qayd etish va qisqacha izohlash vazifalarini bajargan [1, 47-53]. Masalan, qadimiy turkiy va eski turkiy tillarda aniqlangan terminlar quyidagi fan va sohalarga mansub. Harbiy soha terminologik leksikasi: *to'p*, *qurolyarog'*, *qo'ndoq*, *qalqon*, *sol*, *quloqchin*. Astronomiyaga oid atamalar: *Ot yulduz* "Mars", *Suv yulduz* "Merkuriy", *Topraq yulduz* "Saturn", *Yig'ach yulduz* "Yupiter", *yer* "yer, zamin". Anatomiyada qo'llanilgan terminologik leksika: *yurak* "yurak", *qaraq* "ko'z, ko'z gavhari", *qarin*

“qorin”, qol “qo‘l”, baš “bosh”, bağir “jigar”, övkä/öpka “o‘pka. Zoonimlar: buğra “erkak tuyu”, arslan “arslon, sher”, at “ot”, ud “qoramol (buqa yoki sigir), qağatir “xo‘kiz”, böri “bo‘ri”, bars “yo‘lbars”, tiši bars “urg‘ochi yo‘lbars.

Sanab o‘tilgan leksemalar sirasida ayrimlari umumiste‘mol tiliga kirib borgani bois ularni terminologik leksika deyish mumkin. Shuningdek, eskirgan yoki tarixiy terminlar o‘rmini bugungi kunga kelib zamonaviy ilmiy terminlar egallaganini astronomik istilohlar misolida ko‘ramiz. Aynan shu misol tarixiy ekvivalentdan ko‘ra butun dunyoda qabul qilingan standart terminlar ustun kelganini dalillaydi. Zoonimlar va anatomic terminlar umumxalq tilida faol qo‘llanadi. Zamonaviy tibbiyot sohasida tana a‘zolari nomi umumiy lotin tilida emas, har bir tilga tarjima qilingan holda qo‘llanadi. Faqat flora va faunaga oid terminlar lotin tilida qayd etiladi, lekin ilmiy tahlillar, darslik va risolalarda ham asosan tarjima varianti ishlatiladi. Bundan anglashiladiki, davr o‘zgarishi bilan terminlarning qo‘llanish doirasi kengayishi yoki torayishi, zamonaviy ekvivalentlar bilan almashtirilishi mumkin.

XIX asrga kelib o‘zbek terminosferasi arab va fors tillaridan tashqari rus tilidagi terminlar bilan ham boyib boshladi. Lekin bu jarayon aniq tahlil qilinmagan. Rus tilidan o‘zlashgan terminlarning tovush tarkibi o‘zbek tilida qanday moslashtirilganligi, grammatik adaptatsiya masalalari nazariy muammo sifatida o‘rganilmagan. Ya‘ni ushbu muammolar tahlili ancha keyin amalga oshirilgan, aynan XIX asr 70 yillarida o‘zbek tilining terminlarga boyish jarayoni jonli tadqiq etilmagan. Masla tadqiqi tilshunos olimlar O.Usmonov va Sh.Hamidovning “O‘zbek tili leksikasi tarixidan materiallar (XIX asrning oxiri – XX asrning boshlari)” ilmiy ishida olib boriladi. O‘tgan asr davomida o‘zbek formal tilshunosligi shakllandi – an‘anaviy lingvistik maktab tarkibida terminologik nazariyaga ham alohida ahamiyat berildi. Endi terminlarni lug‘atda sanab o‘tish, izohlash yoki tarjima qilish bilan cheklanmasdan termin haqida nazariy izoh, terminosferaning o‘ziga xos xususiyatlari aniq belgilab olindi. Xususan, termin xususiyatini aniqlashtirish uchun o‘zbek an‘anaviy tilshunosligi “termin – har doim aniq va ravshan. Terminlar sistemasi tili ongli shakllantiriladi. Zero, termin o‘z-o‘zidan, stixiyali tarzda paydo bo‘lmaydi, balki zarurligi, jamiyatda unga ehtiyoj mavjudligi bois yaratiladi”[2, 3-10] degan xulosani qabul qildi. Bundan quyidagilar anglashiladi:

birinchidan, terminlar ma‘nosi aniq, semantik ko‘lami cheklangan. Terminlar sirasida sof polisemiya ega leksemalarni uchratish mushkul. Quvvat, tortishish kabi ko‘p ma‘noli fizik terminlar ham asl lug‘aviy ma‘nosidan anglashilgan mohiyatni termin ma‘nosiga ham ko‘chirgan. Shu sababdan bulardagi ko‘pma‘nolilik sof polisemiya emasligi ayon bo‘ladi.

ikkinchidan, termin tilga kichik guruh tomonidan kiritiladi va ayni shunday kichik guruh tomonidan qo‘llanadi. Umumxalq leksikasidan farqli o‘laroq terminlar tartibsiz, xotik yuzaga kelmaydi. Terminlarning istemolga kirishi ham uzoq davrli jarayonni talab etmaydi. Tilda paydo bo‘ladigan terminlar olimlar va soha mutaxassislari tomonidan ilgari suriladi. Ularning ma‘nosi aniq belgilangan, har qanday hissiy va uslubiy bo‘yoqdorlikdan holi bo‘ladi.

uchinchidan, terminlar tilning eng dinamik, faol boyib boruvchi leksik guruhi bo‘lib, ularni qabul qilish, amaliyotda qo‘llash muayyan qonuniyat va mezonlar asosida yuz beradi. Maslan, ayrim terminlarning baynalminal shaklini qabul qilish kerak. Boshqa terminlarni o‘zbek tiliga tarjima qilish mumkin. Bu borada bir to‘xtamga kelish uchun butun dunyo tendensiyalarini kuzatish, boshqa tillarda mavjud amaliyotni qo‘llash tavsiya etiladi. Ya‘ni terminologik leksika tilni boshqa guruhlar bilan chambarchas bog‘lab, uni boshqa tillar bilan yakdil bo‘lishini talab etadi.

XX asrdan e’tiboran o‘zbek nazariy terminologiyasi bir vaqtning o‘zida ham diaxronik, ham sinxronik usulda o‘rganila boshlandi. Bir tomondan qadimiy atama va terminlarning derivatsion, semantik hamda funksional xususiyatlari, ma’no evolyutsiyasi masalalari diaxronik tadqiqotlar obyektiga aylandi. Boshqa tomondan yangi qabul qilinadigan terminlar uchun me’yor ishlab chiqish, termin yaratish mexanizmlarini yo‘lga qo‘yish va shu bilan birga hozirda terminning til sistemasidagi o‘rnini aniqlash kabi masalalar sinxronik yo‘nalish mavzusiga aylandi.

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O'ZBEK FOLKLORIDA OLOV KULTI IFODALARI

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Annotatsiya: Ushbu maqolada o'zbek folklorida olov kulti ifodalari ilmiy-nazariy tahlil qilingan.

Kalit so'zlar: Olov kulti, e'tibor, ishonch, O'rta Osiyo, xalq, ma'naviy boylik, "Avesto", e'tiqod, mumtoz san'at, folklor va hokazo.

Hozirgi ma'naviy-ma'rifiy ehtiyoj folklorshunoslardan qadimiy marosimlar va e'tiqodiy tushunchalarning genezisini chuqurroq, keng qamrovda o'rganishni taqozo etmoqda. Chunki tengsiz ma'naviy boyligimiz bo'lmish mumtoz san'atni, xalq ijodining nodir namunalarini asrab-avaylash va rivojlantirish, uni kelgusi avlodlarga bezavol yetkazish jahondagi ilg'or fikrli olimlar va san'atkorlarning, davlat va jamoat arboblari, barcha madaniyat ahlining ezgu burchidir.

Olov kulti bilan aloqador ilmiy qarashlar, etnografik ma'lumotlar taniqli elshunoslarning asarlarida ham uchraydi. Ular olovga sig'inish asosida kelib chiqqan udumlarga alohida e'tibor bilan qaraydilar. Jumladan, bu haqda Mahmud Sattorning "O'zbek udumlari" kitobida, Ahmadjon Ashirovning o'zbek xalqining qadimiy e'tiqod va marosimlari xususidagi monografiyasida ayrim zarur ma'lumotlar bildirib o'tilgan.

Ko'rinyaptiki, o'rganilayotgan muammo nafaqat folkloristik, balki falsafiy, tarixiy, etnografik, psixologik jihatdan ham qamrovli bo'lib, o'ziga xos alohida ahamiyatga egadir. Chunki olov kultiga ishonch O'rta Osiyo xalqlari orasida qadimdan mavjud bo'lib, hozirgacha turli ko'rinishlarda saqlanib qolgan. Mazkur tadqiqotda o'zbek folklorida olov kultiga ishonch asosida shakllangan xalq og'zaki ijodi namunalarida olov va olov analoglarining badiiy ifoda etilishini yaxlit ilmiy tadqiq qilish ko'zda tutildi. Qolaversa, istiqlol yillarida "Avesto" asarini o'rganishga katta ahamiyat berilishi, hatto uning jahon miqyosida 2700 yilligi Xorazmda keng nishonlanishi olov kultiga daxldor tushunchalarni o'rganishni yanada jadallashtirdi. Ajdodlarimizdan meros bo'lib kelayotgan shunday an'analar borki, xalqimiz ruhiga chuqur singib, hatto e'tiqod darajasiga ko'tarilganidan ularni hech bir kuch yo'qotolmaydi. Ana shunday an'analardan biri olov kultiga ishonchdir.

Inson tanasi tuproq, suv, olovdan yaralgani aytilib, shularsiz uning yasholmasligi qayd qilinadi. Darhaqiqat, olov tabiatda inson hayoti, tirikligi, yashashi uchun muhim to'rt unsurning biri sifatida suv, tuproq, havo qatorida nihoyatda qadrlanadi.

Olov tabiat hodisasi sifatida graduonimiya (darajalanish) holatiga ega. Jumladan, olov ikki xil (kuchli va kuchsiz) semalarda qo'llanadi:

1. Kuchli darajali olov: o't, otash, alanga, gulxan.
2. Kuchsiz darajali olov: cho'g', uchqun.

Bunda olovning ko'lami, shiddati, tezligi, yo'nalishi, rangi, hosil bo'lish o'rni, kuchi inobatga olinadi.

O'zbek xalqining olov kultiga ishonchi, e'tiqodiy, epik va marosimiy munosabati shakllanishiga quyidagilar asos bo'lgani kuzatiladi:

1. Olov kulti bilan bog'liq mifologik tasavvur-tushunchalar. Bu jihatdan dastlab "olov va mif" munosabati e'tiborni tortadi. Olovga nisbatan shakllangan mifologik qarashlar tizimiga

asosan, olov ko‘rinishlari “osmon olovi”, “daraxtga yashiringan olov”, “otashgohlarda yonib turgan olov”, “chaqmoq olovi”, “inson tanasiga issiqlik, tiriklik, hayot bag‘ishlovchi olov” kabi turli ko‘rinishlarda talqin qilinadi.

Olov kulti haqidagi qarashlar butun dunyo mifologiyasida keng tarqalgan. Qadimgi yunon-rim miflaridagi Ogni, Aid, Prometey timsollari bevosita ana shunday qarashlar asosida kelib chiqqanligi bilan e‘tiborni tortadi. Ularda olov quyoshning bir parchasi deb ko‘rsatiladi va uni Prometey quyoshdan yerga olib tushgani aytiladi. Bundan g‘azablangan ma‘budlar shohi Zevs burgutga aylanib, insonlarga olov yetkazib bergan Prometeyning jigarini tilka-pora qiladi.

Semargl (a)yoki Firebog – slavyanlarning olov va yong‘in xudosi nomlari. U eng buyuk xudo, abadiy olovni saqllovchi va olov bilan bog‘liq barcha urf-odatlariga rioya qilishni muhofaza qiluvchi sifatida qaraladi. Semargl (Firebog) Svarog Circleda, ya‘ni samoviy ilon saroyini himoyalaydi, deb ishoniladi. Semargl eng oliy xudoning to‘ng‘ich o‘g‘li. Slavyanlar uning Oy, olov bilan aloqadorligiga ishonishgan. Biror kishining isitmasi chiqsa, uning tanasi va ruhiga Ognebog ko‘chib o‘tganligi aytiladi, shuning uchun u insonning haroratini pasaytirish taqiqlangan.

Semargl – ramz. U yong‘inni saqllovchi xudo bilan bir necha belgilariga ko‘ra bog‘lanadi. Semarglning asosiy belgisi – Kurtning rinosi bo‘lib, ular shahzoda Vladimir Svyatoslavovichning bayrog‘i – qanotli it yoki Ra (quyosh) tasvirini ishlatishadi. Semargl Svarozhich asl olovning tasviridir, chunki alanganing tillari uning ramzidir.

Nafaqat odamning, balki olamning yaralishida ham olovning o‘rni ta‘kidlanadi. Olov koinot yaratilishida suv, tuproq, daraxt kabi hayotning markazida mavjud bo‘lgan element sifatida ko‘rsatiladi.

2. Olov bilan bog‘liq diniy-irfoniy qarashlar. Bunda “ilohiy olov”, tushunchasi, uning poklash vazifasiga e‘tibor qaratiladi.

Olov kulti haqidagi qarashlar juda qadimiy bo‘lib, ular islomgacha shakllangan diniy-mifologik tushunchalarga borib taqaladi. Aniqrog‘i, uning ildizi ruhlarga ishonchdan iborat animistik tasavvurlar, Quyosh bilan bog‘liq astral (kosmogonik) miflar orqali zadushtiylik dinining mazmuniga singgan.

Mif va olov munosabati epik ijodda ko‘pincha ajdarho timsolida aks ettirilgan. Ajdaho og‘zidan mislsiz olov purkaydigan ulkan maxluq. Xalq xazina bor yerda ajdar bo‘lishiga ishongan. Ular go‘yo xazina qo‘riqchilaridir. Masalan, “Xorazm va Hurjamol” afsonasida ajdarning ko‘rinishi o‘xshatish va mubolag‘a san‘ati asosida: “Gavdasi tog‘dek, og‘zi katta o‘raday, har tishi oy boltaning tig‘iday emish. Qon to‘la ko‘zlari yonib turgan ajdaho og‘zidan olov sochib, har biri bamisoli chinordek keladigan panjalarini yerga tiragancha ulkan gavdasini bazo‘r sudrab yurar, shu qadar uzunligidan dumi qayerdaligi bilinmasmish. O‘tdek chaqnayotgan ko‘zlari quyosh nuriday o‘tkir, har nafas olganda paydo bo‘lgan shamol chor-atrofni chang-to‘zonga ko‘mib yuborayotganmish” deya badiiy tasvirlangan.

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**JON STEYNBEEK ASARLARIDA YOZUVCHI USLUBI, "G'AZAB UZUMLARI"
ASARIDA MOTIV VA RAMZLAR TASVIRI**

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BuxDPI o'qituvchisi

Annotatsiya: Ushbu maqolada Jon Steynbek asarlarida yozuvchi uslubi, "G'azab uzumlari" asarida motiv va ramzlar tasviri ilmiy-nazariy tahlil qilingan.

Kalit so'zlar: D. Xanter, U. French, Ch. Uolkott, adabiyot, an'analar, insonparvarlik, adolat, g'oyalar, Kaliforniya, jahon, jamiyat va hokazo.

Steynbek, avvalambor jamiyat ichidagi ijtimoiy-psixologik va ekologik ziddiyatlarning sabablari bilan qiziqqan yozuvchi, sinfiy kurashni tasvirlashda proletar yozuv chilardan farqli ravishda boshqacha yo'l tutgan.

J.Steynbek "G'azabning uzumlari" romani adabiyotshunoslikda hali to'liq tahlil qilinmagan.

"G'azabning uzumlari" romani, J. Steynbekning ijodini o'rganayotgan bir qancha xorijiy va mahalliy tadqiqotchilar (F. Xofman, D. Xanter, U. French, Ch. Uolkott, G. P. Zlobin) tomonidan yozuvchining asosiy adabiy yutug'i sifatida baholanadi. 1940 yilda Pulitser mukofoti bilan taqdirlangan, keyinchalik 1962- yilda Steynbekka Nobel mukofoti berilishiga asos bo'lgan ushbu roman, XX asrning "Dady Tomning cho'pida" deb atalgan, Amerika adabiyotining eng mashhur asarlaridan biri bo'ldi. J. Steynbekning "G'azabning uzumlari" asari, o'zining g'ayrioddiy ta'sirini kuchli aks ettirib, amerikaliklarning ongini va vijdonini tashkil etgan deb hisoblanadi. Shu bilan birga, AQSh prezidenti Franklin Ruzvelt, romanning ta'siridan hayajonlanib, Kongressga ishchi mavsumida ishlaydigan odamlarning ahvolini yaxshilash uchun shoshilinch choralar ko'rish haqida murojaat qilgan.

J.Steynbekning "G'azabning uzumlari" asarini yaratishi, bizningcha, jamiyatning qaltis holatiga javoban yozilgan bir turdagi ijtimoiy buyurtma sifatida qaralishi mumkin. 1920-yillar oxiriga kelib, Amerikadagi turmush darajasi hech qachon ko'rilmagan yuksaklikka erishgan edi, ammo 1929- yilda boshlangan iqtisodiy inqiroz va Buyuk Depressiyaning boshlanishi amerikaliklarning material farovonligini keskin pasaytirib yubordi. Ko'plab odamlar uchun ishdan ayrilish, insoniy g'ururini va hayotning o'z mazmunini yo'qotish bilan teng edi. 1930-yillarda mamlakatning taxminan 25% fuqarosi ish o'rnini yo'qotdi va ko'plab oilalar tejash uchun mablag'ga ega emasdi, shuningdek, mamlakatda kambag'allarni qo'llab-quvvatlash tizimi mavjud emas edi, bu esa ishsizlar va ularning oilalarining ahvolini juda og'irlashtirdi. Qishloq xo'jaligi hududlarida, jahon kapitalistik iqtisodiyotining rivojlanishi bilan, kichik dehqonlar o'zlarining ishlayotgan yerlariga bo'lgan huquqlarini yo'qotdilar, natijada yerlar yirik yer egalari va ko'p millatli agro-sanoat kompaniyalarining qo'lga o'tib, xalqni qashshoqlikka olib keldi. Ba'zi shtatlarda fermerlarning yomon ahvoli noto'g'ri yer ishlatish va uzoq davom etgan qurg'oqchilik natijasida yanada yomonlashdi. Uylarini tark etishga majbur bo'lgan odamlar mamlakat bo'ylab sayohat qilib, hatto eng mos bo'lmagan joylarda yashashni boshladilar. Shaharlarning chetlarida, qattiq sharoitlarda yashashga moslashtirilgan joylar paydo bo'ldi va ular "G'uervily" deb nomlandi, bu nom o'sha paytdagi prezident Gerbert G'uver nomidan olingan.

Amerikaning aksariyat aholisi juda qiyin ahvolda bo'lgan davrda, an'anaviy ijtimoiy

qadriyatlar so'nib ketganida, amerikaliklarning mamlakatning kelajak rivoji haqida fikrlari ajralib chiqdi: ayrim fuqarolar, kapitalistik ishlab chiqarish tizimidan umidsizlikka tushib, an'anaviy qishloq qadriyatlari va turmush tarzini qayta tiklashni talab qilganlar, boshqalar populyar shiorlar bilan chiqishgan, yana boshqalar sotsialistik g'oyalarga murojaat qilganlar. J. Steynbek, oddiy amerikaliklarning og'ir holatini ko'rganidan so'ng, 1930-yillardagi mavjud vaziyatni tushuntiradigan va amerikaliklarni uni o'zgartirishga ilhomlantiradigan roman yozishga harakat qildi.

"G'azabning uzumlari" romani, tanqidchilarning fikriga ko'ra, jamiyatdagi ijtimoiy munosabatlar, odamlarning o'z o'rnidagi holati va jamiyat sharoitlarining insonlar ustidagi ta'siri nuqtai nazaridan ko'rib chiqilgan. U. Frenchning to'g'ri ta'kidlashicha, "G'azabning uzumlari" J. Steynbekning "eng buyuk badiiy yutug'i va XX asrning birinchi yarmidagi eng yaxshi ijtimoiy romanlardan biri" hisoblanadi. Ushbu asar, badiiy va hujjatli tasvirlarning birlashishi natijasida davrning to'liq va haqiqatdan yaqinroq aks etishini ta'minlaydi va nafaqat adabiyotshunoslari, balki sotsiologlar orasida ham katta qiziqish uyg'otadi.

Shuningdek, U. F. Teylor tomonidan ijtimoiy tahlil kitobi sifatida ham ta'riflangan¹, bu esa Steynbekning o'zi 1936 yilda D. Olbiga yo'llagan xatida romanini "yashashga oid sotsiologik tadqiqot" deb ta'riflashiga mos keladi.

M. Kauli, mashhur amerikalik tanqidchi, "G'azab uzumlari" romani "bir qator tajribalardan" keyin yozilganligini ta'kidlaydi. U o'zining tadqiqotida eng avvalo U. Folknarning "Qachon men o'lgandim" (1930), E. Kolduellning "Tobakliyo yo'li" (1932), D. Dos Passosning "AQSh" (1938) asarlarini keltiradi². R. Demot esa bu ro'yxatni yana ikki asar bilan to'ldiradi: D. Bunyanning "Pilgrimning yo'li" (1678) va D. Xargreyvning "Yoz tugaydi" (1935) romani.

J. Steynbekning "G'azab uzumlari" romaniga tayyorlik jarayonida, 1936-1938 yillarda, yozuvchi bir qator asarlarni yaratdi. Bular orasida "Hosil mavsumi istaganlari" nomli gazeta maqolalar seriyasi, tugallanmagan "Oklohomaliklar" romani va keyinchalik yo'q qilinadigan "Lettisberg shahri ishi" nomli satirik asar bor. 1936- yilda "San-Fransisko Nyuz" gazetasida chop etilgan "Hosil mavsumi istaganlari" maqolalarining yettiga bo'lagi, ikki yil o'tib, 1938 -yilda epilog bilan birga "Ular mustahkam zoti" nomi bilan pamflet shaklida nashr etildi. G.P. Zlobinning ta'kidlashicha, bu asar "jurnalistikaning pafosi va sotsiologik hamda etnografik tadqiqotning batafsil tasvirini" o'zida mujassamlashtirdi³; mazkur materialning bir qismi keyinchalik badiiy tarzda "G'azab uzumlari" romani matniga kiritildi.

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GI DE MOPASANNING "MADEMOISELLE FIFI" NOVELLASI REALIZMNING BADIY TALQINI SIFATIDA

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Annotatsiya: Mazkur maqolada romantizm davri fransuz adabiyotining yorqin namoyandasi Gi de Mopassanning "Mademoiselle Fifi" novellasida realizmning badiiy talqini masalalariga bag'ishlangan.

Kalit so'zlar: Romantizm, realizm, tanqidiy realizm, novella

Romantizm davri – Fransuz adabiyotida romantizm xos asarlarning eng rivoj topgan davri hisoblanadi. Romantizm har doim real, hayotiy bo'lmagan kelajakka intilganlik, go'zallik va nafosat ideali haqida o'y-xayol, ijtimoiy va ma'naviy-axloqiy uyg'unlik, hamohanglikdek qabul qilinishi lozim. Masalan, o'zining tanqidiy maqolalarida romantizm tushunchasiga keng ta'rif va tavsif bergan rus munaqqidi V.G.Belinskiy, romantizmda aynan romantika muhim ahamiyat kasb etajkligini uqtirarkan, romantikani alohida olingan shaxsning ichki ma'naviy va ruhiy dunyosi bilan chambarchas bog'laydi¹.

Yevropada romantizm adabiyoti XVIII asrning oxiri va XIX asrning boshlarida shakllandi. XIX asrning tanqidiy realist yozuvchilari voqeilikni kengroq, chuqurroq aks ettirishda romantiklar to'plagan ijodiy tajribaga suyanadilar. Romantizm adabiyotining barkamol xarakterlar yaratish hayot ziddiyatlarini yirik kontrast obrazlar to'qnashuvida ko'rsatib berish kabi xususiyatlar yirik yozuvchilar realizmning shakllanishiga o'z hissasini qo'shdi. V.G. Belinskiy yozgan "Biz hayot idealini emas, balki hayotning o'zini, qanday bo'lsa, shunday tasvirlaymiz. Yomon bo'ladimi yoki yaxshi bo'ladimi, lekin biz uni bezashni xohlamaymiz, chunki badiiy tasvirda u har ikkala holatda ham o'zgacha chiroyli, deb o'ylaymiz va aynan haqiqat qayerda bo'lsa, badiiyat ham shu yerda"².

XIX asr realizmi, rus yozuvchisi Gorkiyning fikricha: "Realist yozuvchilar badjahl burjua voqeligiga juda qattiq va asosli tanqid bilan hujum qilib, o'sha davrda pulning fahsh roli va burjuaziyaning shaxsiy manfaatlari haqqoniyligini tasvirladi"³. Fransuz adabiyotiga nazar tashlaydigan bo'lsak, jahon adabiyotida o'ziga xos o'ringa ega. Fransuz romantizm oqimining yirik vakillari Gi de Mopassan o'z asarlarida poetik fantaziya, real voqealarga ko'proq e'tibor bergan. Mopassan insonlar ahvoli, ijtimoiy munosabatlar va jamiyatdagi muvaffaqiyatsizliklarni o'rganuvchi novella va romanlari bilan mashhur. Yozuvchi obrazlarni yaratar ekan, insonning ichki, o'ta murakkab ma'naviy dunyosini, qarashlarini va hissiyotlar to'qnashuvini tasvirlashga urinadi. Yozuvchining tanqidiy ruhda yozilgan asarlari zamonlar oshsa hamki o'z o'rnini yo'qotgani yo'q.

Tanqidiy realizmning eng muhim asarlarida burjua jamiyatining insonga halokatli ta'siri tasvirlangan. Bu esa realist yozuvchilarning katta xizmatidir. Tanqidiy realizm adabiyotida ijobiy

¹ Қаршибаева У.Д. Француз романтизм прозасининг поэтик хусусиятлари (Шатобриан ва В.Гюго ижоди мисолида). Дисс... филология фан.доктори. – Тошкент, 2015. – В. 26.

² Белинский В.Г. Поэзиянинг жинс ва турларга бўлиниши. Танланган асарлар. –Т.: Ўздавнашр, 1955. – 138 б.

³ Горький М. О Бальзаке. – М.: Public Domain, 2011. - https://mybook.ru/author/maksim-gorkij/o_balzake/reader/

qahramon bunday markaziy o'rinni egallamaydi va bu tushunarli: zero, tanqidiy realizmning asosiy xususiyati zarba berish va buzg'unchi jamiyatni qoralashdan iborat bo'ldi. Ammo shu bilan birga, realist yozuvchilarning gumanistik ideallari ijobiy obrazlarni yaratishda o'z ifodasini topdi⁴. Gi de Mopassan realizm ruhi bilan sug'orilgan romanlari, novellalari ko'p tillarga tarjima qilingan va yozuvchining asarlari ko'plab insonlarning samimiy muhabbatiga sazovor bo'lgan.

Jahon adabiyotida tanqidiy realizm oqimining yirik vakillaridan biri, novella janrining ustasi, fransuz yozuvchisi Gi de Mopassan (1850-1893) ijodiy merosi hanuzgacha jahon adabiyotida mashhurdir. "Mademoiselle Fifi" 1882-yilda nashr etilgan Gi de Mopassan tomonidan yozilgan qisqa novelladir. Voqealar Franko-Prussiya urushi paytida bo'lib o'tadi va urushning shafqatsizligi va undan kelib chiqadigan ijtimoiy tarangliklarga duch kelgan bir guruh fransuz askarlari va ayollarini aks ettiradi.

"Mademuazel Fifi" qissasi adabiy realizm ustalaridan Gi de Mopassanning ramziy asaridir. Ushbu qisqa hikoya orqali Mopassan urush, sinfiy kurash va ayollarning ahvoli kabi murakkab mavzularni o'rganadi, shu bilan birga o'z davri jamiyatining sodiq va ko'pincha shafqatsiz tasvirini ko'rsatadi.

Hikoya Fransiya-Prussiya urushi (1870-1871) davrida sodir bo'ladi, bu voqea Fransiya katta ta'sir ko'rsatdi. Mopassan o'zi ham mana shu notinch davrni boshidan kechirib, o'z asarlarida urush dahshatlarini, shuningdek, uning odamlarga yetkazadigan oqibatlarini qoralaydi. Hikoyada prussak askarlari tasvirlangan, ulardan biri "Mademuazel Fifi" (Vilgelm fon Eyrik) laqabli bo'lib, bu erkaklar shafqatsizligi va ayollarga nisbatan nafratni anglatadigan qahramondir. Mopassan shuningdek, "Mademuazel Fifi" dagi Rashel xarakteri orqali ayol holati mavzusiga murojaat qiladi. U erkaklar hukmronlik qiladigan dunyoda o'zini isbotlashga urinayotgan kuchli ayolni ifodalaydi. *Elle n'avait point fini qu'il la giflait à toute volée ; mais comme il levait encore une fois la main, affolée de rage, elle saisit sur la table un petit couteau de dessert à lame d'argent, et si brusquement, qu'on ne vit rien d'abord, elle le lui piqua droit dans le cou, juste au creux où la poitrine commence*⁵. Ma'nosi – Qiz so'zlarini tamom ham qilib bo'lmagan edi, madmuazel Fifi uni yuziga tarsaki tushirdi. lekin u yana bir bor qo'lini ko'targanida, g'azabdan jinni bo'lib, u stoldan kumush pichoqli kichkina shirinlik pichog'ini oldi va shu qadar keskin, birinchi navbatda hech narsa ko'rinmadi, uni to'g'ridan-to'g'ri uning bo'yniga, to'g'ri ko'krak qafasi boshlanadigan chuqurlikka soldi. Erkaklarning xohish-istaklariga dastlabki bo'ysunishiga qaramay, u oxir-oqibat kutilmagan yo'llar bilan qasos oladi. Hikoyada ijtimoiy tabaqalarning ikkiyuzlamachiligi, tashqi ko'rinish va haqiqat o'rtasidagi ziddiyat ham tasvirlangan. Askarlar o'zlarining qo'rqqulik va shafqatsizliklarini namoyon qilib, o'zlarini past deb bilganlarga nisbatan takabburlik qiladilar va ustidan kuladilar. « Ah ! oui, parlons-en, la belle ! serions-nous ici, s'ils étaient braves ! » Et il s'animait : « Nous sommes leurs maîtres ! à nous la France ! »⁶. Ma'nosi - Shundaymi go'zalim! Agar ular jasur bo'lishsa, biz shu yerda bo'larmidik! Va u jonlandi: Biz ularning xo'jayinlarimiz! Fransiya bizniki! Mopassan realizmni tavsiflovchi oddiy, ammo ajoyib uslubdan foydalanadi. U o'quvchiga atrof-muhitni tasavvur qilish va qahramonlarning his-tuyg'ularini his qilish imkonini

⁴ Toirova Dilfuza Fayzullayevna XIX asr Fransuz realistik romani (Janr va uslub muammosi), Filologiya fanlari doktori (DSc) ilmiy darajasini olish uchun yozilgan DISSERTATSIYA si, P.35

⁵ Les Contes de Guy de Maupassant, 2008 by John Robin Allen and Noëlle Benhamou Révisé le vendredi 12 septembre 2008. P.228

⁶ Les Contes de Guy de Maupassant, 2008 by John Robin Allen and Noëlle Benhamou Révisé le vendredi 12 septembre 2008. P.228

beradigan aniq va batafsil tavsiflarni ma'qullaydi. To'g'ridan-to'g'ri hikoya muallif tomonidan tasvirlangan shafqatsiz olamga sho'ng'ishni yaratadi.

Xulosa o'rinda aytish mumkinki, "Mademuazel Fifi" "Gi de Mopassan uchun qadrlil bo'lgan realistlik estetikani mukammal tarzda aks ettiruvchi murakkab asar. Mopassan o'zining kuchli mavzulari va o'tkir uslubi orqali nafaqat o'z davrining fojiali voqeliklarini suratga olishga, balki bugungi kunda ham jaranglab kelayotgan chuqur ijtimoiy tanqidni taqdim etishga muvaffaq bo'ladi. Shunday qilib, hikoya urushning insoniyatga halokatli ta'sirining yorqin dalili bo'lib qolmoqda, shu bilan birga o'rnatilgan patriarxal me'yorlar oldida ayollarning avtonomiyasi uchun kurashni yoritadi. "Mademoiselle Fifi" - bu psixologik nuanslarga boy asar bo'lib, Mopassan o'z qahramonlaridan urush, xo'rlik, kuch va qarshilik kabi chuqur mavzularni hal qilish uchun foydalanadi. Bu personajlar o'rtasidagi o'zaro munosabatlar nafaqat ularning shaxsiy motivlarini, balki o'z davrining ijtimoiy keskinliklarini kengroq aks ettiradi.

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ANTON PAVLOVICH CHEXOV IJODIGA ADABIY MUNOSABAT MASALASI XUSUSIDA

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Annotatsiya: Ushbu maqolada Anton Pavlovich Chexov ijodiga adabiy munosabat masalasi xususida ilmiy – nazariy mulohazalar keltirilgan.

Kalit so'zlar: zamonaviy adabiyot, Chexov, rus adabiyoti taraqqiyoti, yo'nalish, hikoya, ijod, hayot, paradoksal tabiat va hokazo.

Chexovga bo'lgan katta qiziqish bir narsa bilan bog'liq; uning ijodida nafaqat XIX asr oxiri va XX asr boshlari adabiyotida, balki zamonaviy adabiyotda ham ko'p narsani tushuntiruvchi ma'lum tamoyil va xususiyatlar mavjudligini anglashdan iboratdir. Shu bois, Chexovni rus adabiyoti taraqqiyotining bir bosqichini yopuvchi, ikkinchisini ochadigan rassom-prekursor, chuqur va serqirra novator sifatida o'rganish chexovshunoslikning eng muhim vazifalaridan biridir. Bu rolni yoritish tadqiqotchilarning birgalikdagi sa'y-harakatlarini talab qiladi. Chexov innovatsiyasining qirralaridan biri shundaki, u L. N. Tolstoy ta'biri bilan aytganda, "butun dunyo uchun mutlaqo yangi badiiy yozuv shakllarini" yaratdi¹.

Chexov ijodining stilistik tabiati haqidagi taxminlar yozuvchining zamondoshlari tomonidan allaqachon aytilgan. S. V. Flerov "Twilight" to'plamini sharhlashda shunday ta'kidlaydi: "Zamonamizning "qiziqarli" yozuvchilarining ajralib turadigan xususiyatlaridan biri shundaki, ular "barcha uslubda" teng ravishda erkin yozadilar. Shunday qilib, iste'dodli nemis qisqa hikoya yozuvchisi Fritz Mautner "Mashhur modellar asosida" kitobini yozdi, unda u taniqli nemis mualliflarining taqdimot uslubiga mohirona taqlid qiladi. "Ayni shu tarzda, janob Chexov hamma yo'nalishda yozadi"².

Chexov qahramonlarining aksariyati hayot va adabiyotga jiddiy yondashadi, ular ko'pincha olam va odam orasidagi chegaralarda adashib qoladilar.

Gaito Gazdanov polemik va keskin ta'kidlaydi: "Chexovning hayoti uning ishini emas, balki uning hayotini belgilab bergan ishi"³. Ushbu bayonotning paradoksal tabiatini olib tashlagan holda, aytishimiz mumkinki, Chexov uchun ijod hayotni, hayot esa ijodni belgilab berdi. Ikkalasi ham bir-biriga o'zaro bog'liqdir. Shuning uchun ham Chexovning badiiy asarlari va maktublari yoki uning memuaristlar tomonidan ifodalangan gaplari o'ziga xos emasligini, ularning turli estetik mohiyatini anglab yetgan holda, biz ulardan bir xildagi misollarni umumiy qatorga joylashtirishni hamon maqbul deb hisoblaymiz.

Chexovdagi ironiya nafaqat qahramonlarni "obro'sizlantirish" vositasidir balki yozuvchi u yoki bu hodisani masxara qilish orqali uning turli tomonlarini ko'radi. Boshqacha qilib aytganda, Chexovdagi kinoya bu sohadir, uning fazosida muallif tanqidiy rad etish qutbidan rahm-shafqat qutbiga erkin harakat qiladi. Chexov hikoyalaridagi istehzoning dinamik tabiati muallif

¹ Толстой Л. Н. Собрание сочинений: В 22 т. М., 1978-1985.

² Флеров С. В. В сумерках. Очерки и рассказы Ан. П. Чехова // Чехов А. П. В сумерках. М., 1986.

³ Газданов Г. О Чехове // Вопросы литературы. 1993. № 3.

pozitsiyasining nisbiyligini va uni biron bir aniq formulaga qisqartirishning iloji yo'qligini belgilaydigan eng muhim sabablardan biridir. Chexov ijodidagi virtuozi stilizatsiya san'ati o'z izohini yozuvchi shaxsiyatining o'ziga xos xususiyatlarida va uning janr-stilistik tafakkurida topadi. Chexovning ongini aks ettiruvchi sifatida tavsiflashga imkon beradigan ko'plab faktlar va holatlar mavjud. Refleksivlik, xususan, yozuvchi o'zi uchun sinab ko'rgan rol niqoblarida namoyon bo'ladi.

Chexovning shaxsiy refleksligining tabiati va uning yozuvchi ijodidagi roli hali ham yetarlicha tushunilmagan. A.B.Derman "Chexovning ijodiy portreti" kitobining boblaridan birini "Chexov tabiatidagi disharmoniya" deb nomlagan. U dasturiy tezis bilan boshlanadi: "Chexovning tabiatidagi nomutanosiblik shundan iborat ediki, u keng va hayratlanarli darajada tiniq aqlga ega bo'lgan "yurak sukunati" - sevgi tuyg'usining zaifligi bilan ta'minlangan. Biz his-tuyg'ularning bevositaligi deb ataydigan narsa unga noma'lum edi. Va bu holat Chexovning hayotida ham, ijodida ham hal qiluvchi rol o'ynadi⁴. Chexov shaxsiyatining "nomutanosibli" haqida gapirganda, biz jiddiy izoh berishimiz kerak. Stilizatorlar va stilistlar o'rtasidagi uyg'unlikdagi farq haqida gapirishimiz kerak. Chexov juda uyg'unidir, lekin uning uyg'unligi o'ziga xosdir.

Suxix Chexovning epistolary yozuvlarini "harflardagi biografik roman" deb ataydi, bu esa "uning yozuvlarining ajralmas qismi, nasrining muhim elementini" tashkil qiladi⁵. Darhaqiqat, badiiy ijod mantig'i ba'zan Chexov maktublarining alohida qismlarida kuchli tarzda o'zini namoyon qiladi.

Anton Pavlovich Chexovning adabiy merosi faqat XIX asr oxiri va XX asr boshlaridagi rus adabiyoti doirasida emas, balki butun jahon adabiyotining rivojlanishida ham tub burilish yasagan ijodiy hodisalardan biri sifatida baholanadi. Uning ijodi vaqt o'tishi bilan turli davrlardagi yozuvchilar, adabiyotshunoslar va tanqidchilar tomonidan qayta-qayta baholab borildi. Chexovning hikoya janridagi innovatsion yondashuvlari, syujet qurilishidagi noan'anaviy usullari, personajlar ichki dunyosining psixologik tahliliga asoslangan uslubi nafaqat rus adabiyotida, balki jahon hikoyachilik an'anasida ham yangi bosqichni boshlab berdi.

Chexov hikoyalari rus realizmining an'anaviy tamoyillaridan farqli ravishda, voqealarning ochiq, ravon rivoji o'rniga inson ichki kechinmalarini yoritishga urg'u berishi bilan ajralib turadi. Ushbu yondashuv XX asr G'arb adabiyotida, ayniqsa, modernizm va ekzistensializm oqimlarida o'z aksini topdi. Uilyam Folkner, Reymond Karver, Ernest Xemingvay kabi yozuvchilar Chexovning hikoyachilikdagi minimalizm va subtekst (yashirin ma'no) uslublaridan ilhomlanganlarini tan olganlar. Ayniqsa, Karver Chexov uslubini takrorlashga intilgan va uning "Chexovlik lakonizm" tushunchasini o'z hikoyalarida amalda qo'llagan.

Zamonaviy adabiyotshunoslikda Chexov asarlari postmodern yondashuvlar orqali ham talqin qilinmoqda. Uning hikoyalaridagi ochiq qoldirilgan yakunlar, keskin voqealarning yo'qligi, odamlar hayotining oddiy holatlar orqali yoritilishi postmodern hikoya janrining yetakchi xususiyatlari bilan o'xshashdir. Chexov hikoyalarida bevosita emas, balki bilvosita aytiladigan fikrlarning ko'pligi, subyektivlikka urg'u berilishi bugungi adabiy tahlil usullarining ko'plari bilan hamohang keladi.

Chexov nafaqat hikoyachilik, balki dramaturgiya sohasida ham inqilobiy o'zgarishlar yasagan ijodkor hisoblanadi. Uning "Chayka", "Vanya tog'a", "Uch opa-singil" va "Gilos

⁴ Дерман А. Б. Творческий портрет Чехова. М., 1929.

⁵ Сухих И. Н. Чеховские писатели и литератор Чехов // Литературное обозрение. 1994. № 11/12.

bog'i" kabi pyesalari o'sha davr uchun yangicha teatr konsepsiyasini ilgari surdi. U dramatik syujetda keskin voqealarga, an'anaviy konfliktga emas, balki hayotiy lahzalarning o'ziga xos tahliliga urg'u berdi. Bu uslub keyinchalik XX asr dramaturgiyasiga kuchli ta'sir ko'rsatdi va Stanislavskiy tomonidan yaratgan "Psixologik realizm" tizimi Chexov asarlari asosida shakllandi.

Chexov hikoyalarining eng muhim xususiyatlaridan biri - uning personajlar ichki dunyosining chuqur ochib berilishidir. Adabiyotshunos A. B. Derman tomonidan qayd etilganidek, Chexovning qahramonlari ko'pincha o'z hayotidan norozilik, ma'naviy iztirob va ichki konfliktni boshdan kechiradi. Bu narsa o'sha davr adabiyotida, ayniqsa, Dostoyevskiy va Tolstoy romanlarida ham kuzatilgan bo'lsa-da, Chexov bu uslubni qisqa hikoyalar doirasida mukammal darajaga yetkazdi.

Chexov ijodiga bo'lgan adabiy munosabatni o'rganish shuni ko'rsatadiki, u o'z davrida ham, zamonaviy adabiyotshunoslik nuqtai nazaridan ham doimiy ravishda qayta talqin qilinayotgan yozuvchilardan biridir. Uning hikoyalari, pyesalari va badiiy uslubi nafaqat rus adabiyotining, balki butun dunyo adabiy merosining ajralmas qismiga aylangan. Bugungi kunda ham Chexov asarlari yangi nazariy yondashuvlar bilan o'rganilmoqda va uning ijodi zamonaviy adabiyotning turli oqimlariga katta ta'sir ko'rsatganini isbotlab bermoqda.

Xulosa o'rnida ta'kidlash joizki, turli xil ijtimoiy, kasbiy, milliy, yosh, psixologik va boshqa turlar, pozitsiyalar, xarakterlar uchun Chexov o'z qonunlarini yaratadi. Chexov o'z asarlariga nafaqat ochiq, balki qisqartirilgan istehzoni ham kirita olgan, uning yordamida o'z mavqeini o'z davrining yetakchi nufuzli nuqtai nazaridan ajratgan eng buyuk rus kinoya yozuvchilaridan biridir. Chexovning shaxsiyatiga ham, uning ijodiga ham xos bo'lgan yuqori darajadagi badiiylikni keltirib chiqaradi. Badiiylik nafaqat badiiy asarlarga, balki durdona asarlarga ham ta'sir ko'rsatadigan adabiy nayranglar, travestiyalar, amaliy hazillar va "teskari o'zgarishlar"da namoyon bo'ladi.

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JOYS KERINING ROMANI: TARIX VA SHAXSIYAT

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Annotatsiya: Mazkur maqolada Joys Keri ijodining asosiy qirralari, xususan, "Sayohatdagi ziyoratchi yo'lida" romanining asosiy mavzulari, vaqt va shaxsiyat tushunchalariga bo'lgan munosabati ko'rib chiqiladi. Joys Keri romanlari, qahramonlarining xarakteri orqali tarixiy davrlarning o'ziga xos izlarini aks ettiradi. Asarda tarix va odam o'rtasidagi murakkab munosabatlar, Keri realizmining o'ziga xos jihatlari, epik va lirik elementlarning uyg'unligi, tarixiy hodisalar va shaxsiy izlanishlarning koinotik ifodalari tahlil qilinadi.

Kalit so'zlar: Joys Keri, "Sayohatdagi ziyoratchi yo'lida", ingliz adabiyoti, tarix va shaxsiyat, realizm, epik va lirik uslub, vaqt tushunchasi, tarixiyning ta'siri.

Keri romanlari — bu muayyan tarzda tarixiy davr bardavomligi bilan bog'langan xarakterlar romanlari. Garchi yozuvchi tarixga o'ta kuchli e'tibor qaratmagan bo'lsa-da, biroq hech qachon tarixni ko'zdan qochirmaydi. Uning asarlaridagi epik vaqt pirovard natijada tarixiy vaqt andazasini yaratadi. Trilogiyaning uchta bosh personaji ortida XX asr birinchi yarmidagi Angliya hayoti turadi. O'zining romanlarida Keri tarixiy voqealarni tasvirlamaydi, balki taqdirleri jamiyat tarixi bilan bog'langan qahramonlarining hayot tarixini aks ettiradi. Tarixiy voqealar romanlarga, mazkur kitobning yetakchi personaji tarixiy voqealarga qanchalik aloqador bo'lsa, shu darajada kiritilgan. "Sayyoh ziyoratchi yo'lidan" kitobida tarix xiyla sezilarli darajada, Sara Mandi va Galli Jimson haqidagi kitoblarda tarixiy voqealarning eshitilar-eshitilmas aks sadosi keladi.

"Sayyoh ziyoratchi yo'lidan" romanining ilk so'zlari uni oldingi kitob bilan bog'laydi: ya'ni Sara Mandi qamoqxonaga qamalgani, Tomas Uilcherni esa qarindoshlari Talbrukka olib ketishgani, u yerda unga aqldan ozgan sifatida qarab turishgani haqida xabar beriladi. Uilcher shu vaqtdan boshlab kundalik yoza boshlaydi. Agar "O'zim o'zimdanda ajablanaman" kitobida hikoya qilish tarzi "memuar", ya'ni xotira, yodnoma tarzida bo'lsa, "Sayoh ziyoratchi yo'lidan" kitobida hikoya maromi kundalikdagi yozuvlar uslubiga yaqin.

Kundalikdagi birinchi shaxs tilidan hikoya qilish shakli memuar asardagi "men"ga aynan o'xshash emas. Kundalikda voqealarni qayd etish va ularni amalda bajarilgan vaqtlari orasida masofa yo'q. Kundalikdagi yozuvlar vaqti bo'yicha qayd etilgan voqealarga qariyb mos keladi. To'g'ri, bu yerda ham faktlar saralanadi, biroq memuar asardagi kabi oqilona, aql-idrokka asoslangan tarzda emas. Kundalikda ayni daqiqada, "men" kelajakda bu yozuvlaridan nima hosil bo'lishini bilmaydigan bir paytda, asosan bevosita yodga kelgan taassurotlar qayd etiladi.

Hikoya qilish shakli hikoya qiluvchining xarakteriga ham bog'liq bo'ladi. Sara Mandidan farqli o'laroq, Tomas Uilcher o'z taassurotlarini, o'zining yozuvlarini kimningdir muhokamasiga olib chiqolmaydi; u yozayotgan kundalik o'quvchiga mo'ljallanmagan, u o'zi uchun yozadi.

Romanda hikoya qilish tarzi kompozitsiyaning murakkabligi, lirik-intellektual uslub, tarixiy jarayon va avlodlar taqdiri bilan bog'liq xulosalar va umumlashmalar bilan farqlanib turadi.

Uilcherlar oilasi — bu miniatyuradagi ingliz jamiyati: u o'zining siyosiy arbobi (Edvard), o'zining harbiysiga (Bill), o'zining huquqshunosiga (Tomas), o'zining mazhab boshlig'iga (Lyusi), o'zining vrachiga (Enn), o'zining biznesmeniga (Jon) va o'zining ishchisiga (Robert) ega.

Ko'pplanlilik tamoyili "Sayyoh ziyoratchi" romanida, Kerining boshqa asarlariga qaraganida, ko'proq muvaffaqiyatli chiqqan. Unda Tomas Uilcherning ukalari — Uilbyam va Edvard hayoti, uning singlisi Lyusi, shuningdek, ularning bolalari — Lyusining o'g'li Robert va Edvardning qizi Enn hayoti ko'rsatilgan.

Joys Kerining "Sayyoh ziyoratchi yo'lidan" romani, trilogiyasi boshqa ikki kitobiga qaraganda, ko'proq "sotsiologik" asar. Ma'rifatli hikoyachi Uilcher o'zining oilaviy sulolasi va ingliz jamiyati tarixi solnomanavisi sifatida gavdalanadi. Bu romanda siyosiy kurash, siyosiy mavqe mavzularini ham yoritish mo'ljallangan. "Sayyoh ziyoratchi yo'lidan" romani qahramoni his etishicha, ular "inqiloblar va qahramonona voqealar asrida" yashayotir. Edvard aytadi: "Inqilobning haqiqiy voqelikka aylanishini ko'rish maroqli... Inqilob — bu misoli o't-olov, unda yangi jamiyat qaynab pishadi; olovda tuyqusdan hamma narsa eriy boshlaydi, hatto alangadan uzoqda bo'lganlari ham".

Biroq muallifning ko'rsatishicha, asrning bunday inqilobiylikni his etish, bunday inqilobiy o'zgarishlarga e'tibor Edvard va Tomasda inqiloblarga noxayrixohlikni, inqilobdan qo'rqishni, burjuaziya his etgan qo'rquvni yuzaga keltirgan. Boz ustiga bu romanda "inqilob" so'zi ko'pincha ingliz burjuaziyasining liberal an'analari ruhida qo'llangan, ya'ni bu so'z ko'p hollarda islohat mazmunidagi o'zgarishlarni anglatadi.

Romanda "uyg'onish" mavzusi qishloq xo'jaligi ishchisi Robert obrazi bilan bog'langan. Muallif fikricha, ishchining faoliyati hayot muammolarining kaliti hisoblanadi. Ishchi Robert "sayyoh ziyoratchi", yangi hayot sari dadil odimlayotgan bunyodkor inson, u "Tolbrukni vayron qilmadi, u Tolbrukni tarixga vobasta qildi".

Jimson — epik tasvir musavviri. U yirik polotnolar yaratadi, ularda zamonaviy g'oyalarni mujassam qiladi. U o'zining epik ijodini Pisarroning lirik san'atiga qarama-qarshi qo'yarkan, "Nima desang degin, biroq epos lirikadan ko'ra muhim va teran", deb ta'kidlaydi.

Romanda ijod psixologiyasi asliday qayta tiklanadi. Jimson qayerda bo'lmasin, u nima qilmasin, kim bilandir gaplashmasin, har doim o'zining kartinasi, uning kompozitsiyasi, yangi rang haqida o'ylaydi. Jimson tabiat go'zalligidan bahra oladi, uni qanday tasvir vositalari bilan berishni o'ylaydi. Hikoya qilish uslubi jihatlarini rassomning o'ziga xos tafakkuriga muvofiq keladi.

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DUNYO ADABIYOTSHUNOSLIGIDA MASAL JANRIGA OID ILMIY-NAZARIY MULOHAZALAR

Aglamov Tohir Xusanovich
BuxDPI katta o‘qituvchisi

Annotatsiya: ushbu maqolada dunyo adabiyotshunosligida masal janriga oid ilmiy-nazariy mulohazalar tahlilga tortilgan.

Kalit suzlar: matal, maqol, afsona, ertak, qissa, doston, allegoriya, didaktika, hikoya, obrazli ifoda.

Dunyo adabiyotshunosligida masallar, masal tipidagi asarlar bo‘yicha qator ustivor yo‘nalishlarda ilmiy tadqiqotlar olib borilgan. Masal so‘zining “matal” shakli haqida B.Sarimsoqov “turkiy xalqlar orasida turlicha ma’nolarda qo‘llanilishi”, “u topishmoq, hikmatli so‘z, ertak, masal, umuman hikoya qilish, naql qilish, hikmat aytish ma’nolarida ishlatilishi”, “termin sifatida o‘zbek folkloshunosligida paremalarning bir turini ifodalashi jihatidan differensiyalashib borayotgani”ni ta’kidlagan edi. Darhaqiqat matal so‘zi maqol bilan yonma-yon ishlatiladi va qo‘llanadi. Matal so‘zi arab tilidagi lug‘atlarda uchramaydi. “Masal-namuna, andoza, o‘xshashlik, ramzli hikoya degan ma’nolarni bildiradi. 1. Kishilarga o‘git beradigan, xulosali, kichik majoziy hikoya. 2. Matal, maqol”- deb ta’rif beriladi¹.

Masalning adabiy janr sifatida o‘ziga xos me’yor va talablari, o‘ziga xos mavzulari, uslubi va obrazlar olami bor. Uning turli talqin va formulalarini ilmiy-nazariy manbalarda topish mumkin. Shunday qilib, Sovet Entsiklopediyasida quyidagi ta’rif berilgan: “Masal - bu adabiy janr, qisqa, odatda she’riy hikoya, allegorik shaklda bo‘lib, odamlarning harakatlari va munosabatlarini satirik tarzda tasvirlaydi². Har bir xalqning chetdan so‘zlarni o‘zlashtirganda o‘z tiliga moslashtirib olishini ko‘zda tutsak, turkiy tillardagi “masal” “matal” bo‘lib qo‘llanganini aytish mumkin. “Emsal lirik-epik janr turlaridan biridir. Masal matalga yaqin, odatda she’riy hikoya, axloqiy xarakterga ega ertak, odatda kinoya yoki satirik allegoriya bilan ajralib turadi”³.

Demak, ushbu tahlildan “matal” atamasining “masal”dan kelib chiqqanligi, “matal” masalning arxaik formasi ekanini xulosa qilish mumkin. Qadimiy yahudiy tilidagi “mashal” ham asli “masal”dir. Rus tiliga bu so‘z “pritcha” deb o‘girilgan.

Masallar tarixi qadimgi dunyo bilan bog‘liq bo‘lib, uning ildizlari insoniyat tarixining ibtidosiga borib, tutashadi. Chunki qadimgi insonlar real hayotni, olamni, atrofni qiyoslar orqali anglaganlar. Mif, afsona, ertak, qissa va dostonlar zahirida qadimgi odamlarning turli qarashlari, ishonch-e’tiqodi, xayoliy tasavvurlari mavjud bo‘lsa, masallardan ko‘zlangan maqsad o‘z tajriba va malakalarini, hayotdan olgan ibratli xulosalarini keyingi avlodga namuna sifatida etkazish hisoblangan. Albatta, barcha masallar miflardan kelib chiqqan, degan fikrdan yiroqmiz. Biroq masallarining umumiy xususiyati uning qadimdan mavjudligi miflar bilan chambarchas bog‘liqligini ko‘rsatadi. Ibrat, o‘git, pand-nasihat, ta’lim berish funksiyasini qadimdan masallar bajargan. V.G. Belinskiy masalda boshqa she’riyat turlarining elementlari bo‘lishi mumkinligini

¹ O‘zbek tilining izohli lug‘ati . 6 jildli. Toshkent. G‘afur G‘ulom nomidagi nashriyot matbaa uyi. 2023. B-119.

² Совет энциклопедияси. — Т. 3. - Москва: "Совет энергетикаси" Тсиклопедия, 1970. Б- 640.

³ Боров Ю.Б. Эстетикага кириш. - Москва.: Советский художник, 1965. Б- 328.

ia’kidlaydi⁴. Masallar – allegorik- didaktik hikoyalar hayot hodisalariga tayyor yechim holatda qo‘llangan.

Qadimgi davrda og‘zaki notqlikda masalga ko‘p bor murojaat qilingan. Sofokl, Arastu, Gesnod, Arxilok, Stexisor, Simonid, Keosskiy, Timokreont, Esxil, Aristofan, Demokrit, Prodik, Protogor, Antisfen, Diogen, Suqrot, Ksenofont, Platonlarning asarlari va nutqlarida masal keltirish yoki unga ishora qilish uchraydi. YUnon notqligida, ya’ni ilgari nutqda mavjud bo‘lib, qolip shaklda tayyor bo‘lgan, fikr isboti uchun keltiriladigan, masallardan foydalanilganini ta’kidlash joiz. Arastu “Ritorika” kitobida misol va dalillashga alohida to‘xtaladi. XX bobga “Misol va dalillash”, “Mioslning ikki turi – taqqoslash va masal (pritcha)” “Misollardan qanday va qachon foydalanish mumkin?” tagsarlavhasi qo‘yilgan bo‘lib, barcha hodisalar uchun umumiy bo‘lgan ishontirish usullariga to‘xtalishni ta’kidlaydi. Ishontirishning umumiy usllarini ikki turli ko‘rsatadi: misol va dalillash. Bunda hikmatli so‘z ham dalillashning bir qismi hisoblanadi. Arastu, misol yo‘llashga o‘xshaydi, yo‘llash esa boshlanmadir, degan fikrni bildiradi. Misolning ikki ko‘rinishi bosh: birinchisi, avval ro‘y bergan holat faktlari keltirilsa, ikkinchisi shunga o‘xshash voqeani notiq o‘zi yaratadi. Bunda notiq pritcha va masaldan foydalanishi mumkin. Faylasuf Ezop va Stexisor nutqlarida keltirilgan ikki masalni bayon qiladi.

Masalning umri XIX asrning o‘rtalariga kelib materialistik ta’limotlarning tantanasi va texnik tamaddunning keng joriy etilishi oqibatida tugadi. Darvin, Marks, Freyd va Pavlovlarning ilmiy nazariyalari, hayvonlarning yurish-turishlari sirlarini bayon etuvchi genetika, kibernetika va etologiya fanlarining vujudga kelishi jonivorlar xususidagi oldingi sodda qarashlarni chippakka chiqardi. Adabiyot bo‘yicha Nobel mukofoti sovrindori Cheslav Milosh o‘zining uchinchi ming yillik bo‘zag‘asida yozgan “Ogohlantiruv” asarida “Bolalarning rasmlari bo‘yaladigan kitobchalarida odamlarday gapiradigan quyunchalar, kuchuklar, olmaxonlar, chigirtkalarni ko‘rgansiz. Ularning haqiqiy jonivorlar va hasharotlar bilan o‘xshashliklari bizning dunyo haqidagi qarashlarimiz haqiqiy dunyo o‘rtasidagi farqdan iboratdir”, degan edi.

Masal jahon adabiyotida boy tarixga ega bo‘lgan juda qadimiy janrdir. Masal mustaqil adabiy janr sifatida birinchi marta Qadimgi Yunonistonda, miloddan avvalgi VI asrda paydo bo‘lgan. Afsonaviy klikiyalik qul Ezopning nomi masal janri bilan abadiy bog‘langan. Uzoq vaqt davomida masal janri estetik jihatdan ahamiyatli hodisalar doirasidan tashqarida qoldi.

Masal janri bo‘yicha olib borilgan tadqiqotlar shuni ko‘rsatadiki, bu adabiy janr doimo xalqning axloqiy va ma’naviy hayotida muhim rol o‘ynagan. Masal mustaqil adabiy janr sifatida darrov paydo bo‘lmagan, balki murakkab taraqqiyot yo‘lini bosib o‘tgandan so‘ng paydo bo‘lgan. Masallar badiiy ijodning o‘ziga xos sohasi sifatida barcha madaniy va tarixiy bosqichlarda umuminsoniy muammolarga e’tibor qaratgan va o‘z zamondoshlarining ma’naviy dunyosini dolzarbligi va satirik keskinligi bilan falsafiy idrok etgan.

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MASAL JANRINING BADIY XUSUSIYATLARI, STRUKTURASI, QADIMIY VA ZAMONAVIY SHAKLLARI

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BuxDPI katta o'qituvchisi

Annotatsiya: ushbu maqolada Masal janrining badiiy xususiyatlari, strukturasi, qadimiy va zamonaviy shakllari tahlil qilingan.

Kalit suzlar: syujet, dramatik shakl, ezop tili, senzura, istehzo, allegoriya, didaktika, perifraza.

Masal murakkab rivojlanish yo'lini bosib o'tdi va asta-sekin boyib bordi. Unda real hayot va jamiyat hayotining turli hodisalari aks ettirilgan. Biroq masal adabiyotning boshqa janrlaridan badiiy o'ziga xosligi bilan ajralib turadi. Masalning eng muhim xususiyatlari avvalo, syujet, harakatning ixchamligidadir. Syujet masalning asosiy elementlaridan biridir. Masal syujetdan, harakat rivojidan tashqarida mavjud emas. Hikoya va syujet qurish san'ati fabulist mahoratining ajralmas va eng muhim jihati hisoblanadi. Aynan syujet butun hikoyani tartibga soladi va personajlar va ularning munosabatlarini eng tejankor, dramatik shaklda ochishga imkon beradi. Masal tuzilishining ikkinchi xususiyati uning allegorik xususiyatidir. Masal qahramonlari ma'lum axloqiy fazilatlarining tashuvchilari hisoblanadi.

Masalning uchinchi xususiyati axloqiy saboq, harakatdan kelib chiqadigan axloqdir. Unda an'ana va tuzilish umumiyliги hissi, ayniqsa, kuchli va aniq. Masaldagi axloqiy saboq uning predmeti bo'lgan ayrim salbiy insoniy xislat va fazilatlarini masxara qilishdan kelib chiqadi. Masalning zukkoligi o'ziga xos xarakterli, tipik hodisalarga, haqiqiy illat va kamchiliklarga qarshi qaratilgan bo'lsa, chinakamiga o'zini namoyon qiladi.

Turli mamlakatlarda va rivojlanishning turli bosqichlarida masalning estetik tabiati o'zgarishsiz qolmadi, lekin janrning o'zini o'zi belgilashning dastlabki bosqichlarida uning ijtimoiy tanqidning samarali shakli sifatida ahamiyati e'tirof etilgan. L. Vygotskiy masalni lirika, epik va drama qonini o'z ichiga olgan sintezda ko'rib chiqar ekan, masal "bizni undagi she'riyat kuchi bilan u rivojlanayotgan harakatga hissiyot bilan munosabatda bo'lishga majbur qiladi" deb hisoblaydi¹.

Masal janri qadimgi dunyo ta'limoti va insoniyat tarixi bilan bog'liqligi to'g'risida fikrlar mavjud. O'tmishda insonlar borliq va tabiatni mifologik talqin qilib, ulardan turli afsona va rivoyatlar qolganligi ma'lum. Bu janrning xalq og'zaki ijodi janrlari zahirida takomillashgani va uning farqli xususiyatlarini D.Abdullayevaning tadqiqotlarida uchratish mumkin: "Mif, afsona, ertak, qissa va dostonlar zahirida

qadimgi odamlarning turli qarashlari, ishonch-e'tiqodi, xayoliy tasavvurlari mavjud bo'lsa, masallardan ko'zlangan maqsad o'z tajriba va malakalarini, hayotdan olgan ibratli xulosalarini keyingi avlodga namuna sifatida yetkazish hisoblangan. Albatta, barcha masallar miflardan kelib chiqqan, degan fikrdan yiroqmiz. Biroq masallarning umumiy xususiyati uning qadimdan mavjudligi miflar bilan chambarchas bog'liqligini ko'rsatadi. Ibrat, o'git, pand-nasihat, ta'lim berish funksiyasini qadimdan masallar bajargan"- deb ta'kidlab o'tadi D.Abdullayeva².

¹ Вьготский Л.С. Санъат психологияси. - Москва.: Санъат, 1968. Б- 576.

² Abdullayeva D. Mumtoz adabiy asarlar tarkibidagi "masal"lar genezisi, tipologiyasi, funksional tahlili. (filologiya fanlari doktori (DSc) dissertatsiyasi avtoreferati). Farg'ona, 2021.

Masal tuzilishining murakkabligi ijtimoiy uyg'unlikning paydo bo'lishiga qarshi turadigan dunyoqarashning maxsus ayblov tizimini yashiradi. Boshqacha qilib aytadigan bo'lsak, masal o'zi dunyoni idealga qarshi idrok etishni o'z ichiga oladi.

Belinskiyning fikriga ko'ra, masal - bu qisqa hikoya, qahramonlar va personajlar ishtirokidagi drama. Masaldagi personajlar “jonli, she'riy obrazlar”dir. Bu, xususan, Krilovning ertaklaridagi hayvonlar. Ularning har biri o'ziga xos xususiyatga ega, ammo ular birgalikda syujet qurilishiga ta'sir qiluvchi tizimni tashkil qiladi. "Bu mavjudotlarning Krilovdagi to'qnashuvi har doim kichik dramani tashkil qiladi, bu erda har bir kishi o'zi uchun mavjud bo'lib, ular birgalikda bitta umumiy yaxlitlikni tashkil qiladi³."

V.Stepanov masalda janr ichidagi rivojlanish naqshlari ustunlik qiladi. “Masalan, an'anaviy syujet, uning muomalasi zamonaviy yozuvchilar uchun tanlov mavzusidir”⁴, deb yozadi. Syujet harakatlarning jonli ketma-ketligini ham, voqealarning asosiy syujetini ham, syujet sxemasi tushunchasini ham anglatadi; Birini boshqasi bilan aralashtirib yubormaslik muhim. Syujetning nazariy ta'riflaridan biriga murojaat qilaylik: “Syujetlar murakkab sxemalar bo'lib, ularning tasvirida inson hayoti va ruhiyatining ma'lum harakatlari kundalik voqelikning o'zgaruvchan shakllarida umumlashtiriladi. “Umumlashtirish allaqachon harakatni ijobiy yoki salbiy baholash bilan bog'liq”.

Masal syujetining rivojlanishi odatda antitezaga asoslangan masal kompozitsiyasidagi asl syujet chizig'ining yo'q qilinishiga olib keladi.

Masal janri yashirin yozuv, "aldamchi vositalar tizimi" sifatida talqin qilinadigan "ezop tili" tushunchasi bilan uzviy bog'liqdir. "Aldamchi vositalar" arsenalini keng bo'lib, turli xil allegoriya usullarini o'z ichiga oladi (allegorik "ertak tavsiflari", kontekstli perifrazalar va taxalluslar, "senzuraga daxlsiz ifodalarda" namoyon bo'ladigan ishoralar, istehzolar", qarama-qarshiliklar va boshqalar), lekin eng ko'p. esda qolarli va kuchli, umumiy fikrga ko'ra, masal tasvirlari va birinchi navbatda, hayvonlarning tasvirlari.

Rus masallarining milliy o'ziga xosligi og'zaki she'riy ijodning asl shakllaridan kelib chiqadigan voqelikni badiiy ko'rishning ma'lum bir stereotipidan kelib chiqadi. Rus xalqi folklor asarlarida hayotning sog'lom asoslariga bo'lgan ichki intilishlarini ifodalagan, ezgulik va yomonlik haqidagi g'oyalarni o'zida mujassam etgan, o'zining ijtimoiy idealini haqqoniy obrazlarda ifodalagan.

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**TARJIMASHUNOSLIKNING
UMUMFILOLOGIK MUAMMOLARI**

* * *

**GENERAL PHILOLOGICAL
PROBLEMS OF TRANSLATION
STUDIES**

* * *

**ОБЩЕФИЛОЛОГИЧЕСКИЕ
ПРОБЛЕМЫ ПЕРЕВОДОВЕДЕНИЯ**

РУССКИЕ НАУЧНЫЕ ТЕРМИНЫ, ИСПОЛЪЗУЕМЫЕ В НАУЧНЫХ ОБЛАСТЯХ И ИХ ЯЗЫКОВЫЕ ОСОБЕННОСТИ

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Аннотация: В статье рассматриваются особенности русских научных терминов, используемых в различных научных областях. Обращается внимание на происхождение этих терминов, их структуру и языковые особенности. Особое внимание уделено процессам заимствования, калькирования и коинизации в формировании научной лексики. Описываются такие характеристики научных терминов, как точность, формальность, междисциплинарность и системность. Также анализируются проблемы, связанные с использованием научных терминов, включая влияние английского языка на русскую научную терминологию. Работа подчеркивает важность стандартов и единообразия в научной лексике для обеспечения эффективной коммуникации в научной среде.

Ключевые слова: научные термины, заимствование, калькирование, коинизация, точность, формальность, междисциплинарность, научная коммуникация.

Научный язык представляет собой особую разновидность языка, используемую в сфере науки и техники для передачи знаний и информации. Он отличается высокой точностью, формальностью и структурированностью. Русские научные термины играют ключевую роль в этих процессах, обеспечивая стандартизацию и однозначность общения между учеными и специалистами разных областей. В данной статье рассматриваются особенности русских научных терминов, их происхождение, структура и особенности употребления.

Происхождение научных терминов в русском языке. Научные термины в русском языке имеют разнообразное происхождение. Они могут быть заимствованы из других языков (чаще всего из латинского, греческого, французского, немецкого и английского), а также образовываться через словотворчество, что придает им особую структуру и звучание.

Заимствования. Многие термины в русской науке заимствованы из латинского и греческого языков, которые исторически были основными для научной терминологии. Например, такие термины, как "анализ", "метод", "парадигма" имеют латинские или греческие корни.

Калькирования. Это метод перевода иностранных научных терминов с сохранением их смысла, но с использованием русских слов. Примером может служить термин "эксперимент", который калькирован из латинского "experimentum" (опыт).

Кoineзация. Создание новых слов, соответствующих требованиям науки, путем добавления приставок и суффиксов. Например, слово "информатика" возникло от латинского "informaticus" с добавлением суффикса "-ика", характерного для научных дисциплин.

Языковые особенности научных терминов. Научные термины обладают несколькими ключевыми особенностями, которые отличают их от слов обиходного языка.

Точность. Научные термины должны быть максимально точными, однозначными и не допускающими разных толкований. Например, термин "**реакция**" в химии имеет строго определенное значение, отличное от общего смысла слова в повседневной речи.

Формальность. В научных текстах избегается использование разговорных выражений и сленга. Например, в биологии слово "**животное**" применяется строго в научном контексте для обозначения конкретной группы организмов, в отличие от более широкого значения этого слова в разговорной речи.

Междисциплинарность. Многие научные термины имеют универсальное значение, применимое в разных областях. Так, например, термин "**моделирование**" используется и в математике, и в физике, и в социологии, но его значение остается схожим в разных контекстах.

Логичность и системность. Научные термины часто объединяются в сложные термины или системы. Например, "**антропометрия**" — это сочетание греческих слов "**anthropos**" (человек) и "**metron**" (измерение). Это позволяет создавать точные и понятные для специалистов термины.

Структура научных терминов. Научные термины в русском языке часто имеют сложную структуру. Основными методами их образования являются:

Сложение. Для создания нового термина используются два и более слова или корня. Например, "**термодинамика**" — от греческих слов "**термос**" (жар) и "**динамика**" (движение).

Префиксация и суффиксация. Например, "**неорганический**" (не + органический) или "**физиология**" (от греч. "физис" — природа и "логос" — учение).

Абревиация. В некоторых случаях научные термины сокращаются для удобства. Например, "**НАСА**" (National Aeronautics and Space Administration) или "**ЛСД**" (Лизергиновая кислота).

Роль научных терминов в межкультурной коммуникации. Русские научные термины играют важную роль не только в научной среде, но и в межкультурной коммуникации. Научный язык становится своего рода универсальным языком, который позволяет ученым из разных стран обмениваться знаниями. Однако, несмотря на заимствование и стандартизацию терминов, в разных языках и культурах могут возникать определенные различия в употреблении терминов.

Примером может служить термин "**парадигма**". В русском языке он имеет специфическое значение, связанное с изменением научных теорий, в то время как в английском и немецком языках этот термин может использоваться и в более широком контексте, включая философию и социологию.

Проблемы и вызовы, связанные с научной терминологией. Создание и использование научных терминов не обходится без проблем. Одной из основных трудностей является необходимость соблюдения точности и единообразия в применении терминов. Иногда термины могут иметь несколько значений в разных областях науки, что приводит к путанице.

Кроме того, важным вызовом является влияние английского языка на развитие научной терминологии в России. С каждым годом всё больше русских ученых и исследователей используют англоязычные термины в своей работе, что может затруднять восприятие научных материалов для тех, кто не владеет английским языком.

Закключение. Русские научные термины играют неоценимую роль в развитии науки и техники, обеспечивая точность и однозначность в передаче знаний. Языковые особенности этих терминов, их происхождение и структура позволяют эффективно общаться в международной научной среде, хотя и не без определенных сложностей. С развитием науки и технологий научная терминология продолжает эволюционировать, что требует постоянного внимания к языковым изменениям и адаптации терминов к новым реалиям.

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ФИЛОСОФСКИЕ И КУЛЬТУРОЛОГИЧЕСКИЕ ВЗГЛЯДЫ НА КОНЦЕПТ «СЧАСТЬЕ»

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Аннотация: В концептуальной сфере каждой нации существует набор специфических базовых концептов, которые формируют основу национального менталитета и обладают ярко выраженной национальной самобытностью. Часто такие концепты трудно или даже невозможно передать на другом языке – это первый признак их уникальности и ментальной специфичности. Хорошо известно, что национальная концептуальная сфера отражает национальный менталитет и, в целом, культуру нации. Язык является частью культурной концептуальной сферы и неразрывно связан с ней.

Ключевые слова: счастье, удача, радость, восторг, фортуна, благодарность, удовлетворенность, судьба, желание, намерение, способность.

Хорошо известно, что «счастье» является одним из ключевых концептов, связанных с человеческой жизнью. Независимо от национальности, расы или вероисповедания человека, этот концепт обозначает определенную полноту существования и является конечной целью индивида. Конечно, каждый человек интерпретирует его по-своему и связывает с различными ценностями. Вопрос счастья привлекал внимание людей с древних времен. Почти все философы и мыслители, занимавшиеся вопросами этики, морали и нравственных проблем, высказывали свои взгляды на счастье.

Различные идеи о стремлении к счастью рассматривались такими мыслителями, как Августин, Аристотель, Сенека, Фома Аквинский и аль-Фараби. Анализ концепта «счастье» можно найти в работах почти всех философов. Польский философ В. Татаркевич написал значительный труд под названием «Счастье и благополучие человека». Автор понимает счастье как высшее благо. Счастье может существовать без радости, удачи или совершенства, однако его качество улучшается под влиянием этих факторов. «Счастье следует в целом определять как полное и непрерывное удовлетворение жизнью», — говорит В. Татаркевич [Татаркевич 1981: 42].

Субъективный аспект счастья состоит из чувств и оценок. Философ рассматривает концепт счастья с различных точек зрения. Например, изучив историческую эволюцию этого понятия, он приходит к выводу, что понимание счастья колеблется между восприятием его как состояния совершенства и как источника удовольствия. С психологической точки зрения, чувства удовольствия или неудовлетворенности основаны на интеллектуальных основах (эмоциях). Однако эти чувства становятся более сложными, когда одновременно вовлечены многие факторы.

Радость и удовлетворение формируются на основе более сильных, приятных эмоций. Также существуют настроения, которые являются остаточными эффектами чувств, а их источник меняется, когда прекращается непосредственное воздействие.

Счастье — это не просто удовольствие, а скорее приятное состояние высшей интенсивности, похожее на радость. Счастье также связано со временем, так как включает в себя не только настоящее, но и оценку прошлого и будущих перспектив.

Настоящий момент — это реальность, но его недостаток заключается в его кратковременности. Удовлетворенность или неудовлетворенность прошлым являются причиной нынешнего состояния. Однако можно быть счастливым, не будучи удовлетворенным прошлым. Переживание счастья в настоящем — это лишь одна часть счастья.

В. Татаркевич подчеркивает, что факторы, связанные с уникальностью личности и её способностью принимать каждую конкретную ситуацию, имеют положительное значение в достижении счастья. Философ считает необходимым различать источники и факторы счастья. Он делит их на четыре группы: внешние блага, хорошие чувства, любимая работа и альтруистические интересы. Источником счастья является сама жизнь, а не просто польза, которую она приносит; также важно количество этих благ. Воображаемые блага могут быть более эффективным источником счастья, чем реальные [Татаркевич 1981].

Счастье во многом зависит от характера человека. Различные склонности человека связаны с разными значениями счастья. По мнению автора, в жизни более открытые, жизнерадостные и искренние люди, как правило, более счастливы. Чтобы быть счастливым, человек должен быть доволен окружающим его миром, его образом и структурой. Человек ожидает счастья от мира, но создает его сам. Для счастья человека также важны отношение других людей и их счастье [тот же источник: 69]. Человек должен уметь чувствовать счастье других.

«Что касается цели человека, — говорит Абу Наср Фараби, — высшее счастье заключается в достижении абсолютного счастья; сначала нужно понять, что такое счастье и из чего оно состоит, принять его как идею и высшую цель и быть глубоко увлечённым им. Затем необходимо осознать действия и средства, ведущие к счастью. Только после этого человек должен лично участвовать в этих действиях, что приведёт его к совершенству. Воспитание и образование всесторонне развитой личности — это главный путь человечества к совершенству» [Фаробий 1975: 138].

Необычайный интерес великих и мудрых людей к счастью и его различным формам в разные эпохи связан с тем, что концепция счастья связана с происхождением культуры. Стало традицией интерпретировать его как часть индивидуального и национального сознания. Отношение к счастью, в свою очередь, определяет ключевые черты духовной сущности человека. В разных культурах это понятие трактуется по-разному из-за его этнокультурной уникальности. Цель нашего исследования сосредоточена на проявлении концепта «счастье» в узбекской и английской культурах.

Анализ реализации концепта «счастье» в узбекской поэзии и его перевода на английский язык, а также проблемы, возникающие в этом процессе, важны для развития сравнительных переводческих исследований.

В толковом словаре узбекского языка отмечается, что слово «счастье» заимствовано из персидского языка и изначально означало долю, судьбу, рок или форуну.

Со временем это слово приобрело значения, такие как активность, успех, образ жизни, исполнение желаний и достижение целей, постепенно включая в себя понятия, близкие к моральным ценностям. Приведем некоторые примеры:

Достижение полного удовлетворения жизнью: Есть ли большее счастье, чем жить, дыша любовью и дарами Матери-Земли? – Саодат [О‘TIL 1981: 178].

Кроме того, эта лексема также семантически синонимична словам «удача», «судьба» и «рок»: Почему ты прогоняешь птицу счастья, которая села тебе на голову? [Коржовов 2012: 46].

Вот некоторые синонимы концепта «счастье» в качестве примеров: саодат, удача, радость, счастье, судьба, удовлетворённость, весёлость, рок, намерение, способность [Ходжиев 1974: 30].

В «Толковом словаре синонимов узбекского языка» Азима Ходжиева концепт «счастье» и его синонимы представлены следующими лексемами: счастье, судьба, саодат, рок, а также вещи, которые обеспечивают чувство удовлетворённости жизнью или вызывают такие чувства у человека. Синоним «икбол» (судьба) обычно используется в возвышенном стиле. В большинстве случаев синонимы «судьба», «икбол» и «счастье» в контексте эквивалентны значению «удача». Синоним «саодат» является вариантом литературного языка и используется реже. Помимо вышеупомянутых синонимов, также существуют другие термины, такие как счастливый, радостный, довольный, судьбоносный и удачливый. Например: удачливый человек, блаженная книга. Счастливые глаза, я понимаю, что твой век видел две весны [Ходжиев 1974: 50]. Термин «масъуд» (благословенный) сегодня считается архаичным и используется в основном в возвышенном стиле.

В заключение, счастье — это чувство, уникальное для человека в обоих языках, и оно служит основой для оценки человеческой жизни и существования. Лингвистическая и культурная идея «счастья» формирует этноцентрическую семантическую структуру, которая обозначает национальную идентичность человека. Более того, концепция счастья является исторически постепенной и изменчивой, что подтверждается различными типами текстов из разных эпох.

Концепт «счастье» формируется под влиянием различных культурных, социальных и исторических факторов, и его определение может значительно варьироваться в зависимости от культурного контекста. Хотя могут существовать универсальные элементы счастья (такие как чувства радости, удовлетворённости и самореализации), каждая культура акцентирует внимание на разных аспектах или путях к счастью, которые определяются уникальными ценностями, верованиями и практиками. Вот некоторые ключевые культурные особенности концепта «счастье»:

Индивидуальное и коллективное счастье:

Индивидуалистические культуры (например, западные культуры, такие как США, многие европейские страны): В индивидуалистических обществах счастье часто определяется через личные достижения, автономию и самовыражение. Индивид рассматривается как ответственный за своё собственное счастье, а удовлетворённость жизнью обычно связана с достижением личных целей, свободой и независимостью.

Коллективистские культуры (например, многие азиатские культуры, страны Латинской Америки): В коллективистских обществах счастье чаще связывается с социальной гармонией, семейными отношениями и благополучием общества. Оно рассматривается в контексте выполнения социальных ролей и вклада в коллективное благо, при этом делается упор на взаимозависимость, а не на индивидуальную автономию.

Выражение эмоций:

Культуры с высоким контекстом общения (например, Япония, Китай, некоторые страны Ближнего Востока): В некоторых культурах выражение эмоций более сдержанное, и хотя люди испытывают счастье, они не обязательно выражают его открыто. В таких культурах ценятся скромность и умеренность, а открытое проявление радости может считаться неуместным или хвастовством. Важнее поддерживать баланс, мир и тонкость в выражении эмоций.

Различные формы знаков, составляющих содержание концепта счастья, могут усложнять его анализ. На самом деле в концепте счастья, как и в других факторах, открывающих возможности для дальнейшего анализа, выделяются по меньшей мере два неразрывных семантических аспекта — желание и добродетель. Таким образом, концепт счастья очень динамичен, объединяя как внутренний, так и внешний мир человека, сочетая сердце и тело, создавая уникальный микрокосм. В результате он становится нестатичным, открытым понятием без чётких концептуальных границ, превращаясь в несколько расплывчатую идею: «Счастье — сложный концепт; для многих оно остаётся неясным и туманным» [Татаркевич 1981: 282].

Список семантических антонимов слова «счастье» можно продолжать бесконечно: счастье — это одновременно оценка своей жизни и стремление к ценностям [Додонов 1978: 133]; это «понятие осознания своего духовного Я» [ФЭС 1983: 668]. По мнению философов, «счастье, как и справедливость, никогда никем не воспевается» [Аристотель 1983]; оно «случайно и не имеет связи с категорией добродетели» [Бэкон 1978: 19].

Счастье — это и чувство (ощущение принятия жизни такой, какая она есть), и состояние удовлетворения, покоя и радости — результат деятельности, борьбы и так далее. Также можно отметить уникальную черту счастья, которой является любовь, означающая моральное сознание, принимающее форму своего объекта (например, любовь к родине, работе, близким, супругу и т. д.). Таким образом, счастье принимает форму своего субъекта, и поэтому существуют такие концепты, как «женское счастье», «родительское счастье», «счастье простого человека» и «счастье патриотизма». На определённом уровне семантического анализа счастье выступает как уникальная форма сложной интеллектуальной и эмоциональной оценки, включающая компоненты такие, как субъект и объект в моральных отношениях [Ивин 1970: 21-34]. Слово «счастье» является номинализацией предиката «быть счастливым / чувствовать счастье». В семантике счастья существует концепт, отражающий процесс и результат оценки объекта мира субъектом восприятия, концепт, который разделяется на два — один отражает текущее состояние процесса или ситуации, а другой представляет собой эмоциональное состояние человека.

В древности люди верили, что счастливыми были те, на кого благоволили боги. В Древнем Египте считалось, что счастье — это результат воли богов: те, кого боги наделяли добродетелью, считались счастливыми. Продолжая точку зрения Н.Д. Арутюновой, можно сказать, что написанное на лбу человека — это его судьба, а её автор — Бог, человек же играет роль исполнителя [Арутюнова 1994: 303]. Таким образом, при семантической интерпретации концепта счастья жизнь человека рассматривается как драматургия, где Бог играет роль драматурга, а человек — актёра, который оценивает свою судьбу и решает, счастлив он или нет. Со временем концепт судьбы был заменён такими идеями, как ситуация, событие, счастливое совпадение. «Счастливая судьба» и «счастливое событие» становятся развивающимися концептами счастья. Как и любой эмоциональный объект, объект оценки является идеализированным, ментальным образом, в котором отражается

область счастья. В целом, человек создаёт свою жизнь своими собственными руками. В этом контексте семантический знак, позволяющий различать счастливые и несчастливые события, может служить основой для оценки. Этот знак также может быть интерпретирован с другой точки зрения, а именно, что мера счастья может быть связана с его характеристиками.

Критерии оценки счастья включают такие понятия, как стандарт счастья или критерии оценки. Если счастье представлено судьбой, то оно воспринимается как самое желаемое, мечтаемое будущее. Обоснование оценки включает доказательства и аргументы, приведённые субъектом относительно счастья как критериев, но не формирует стандартную «формулу счастья». Например, оценка счастья на основе определённой ситуации: «Я думаю, что я счастлив, потому что...», или оценка счастья на основе времени: «Я был/буду счастлив, потому что...», или оценка счастья на основе эмоционального состояния человека: «Я думаю, что он/она счастлив(а), потому что...» — все это выражения данного процесса оценки. Чтобы отличить концепт счастья от смежных идей, таких как радость, удовольствие, удовлетворение и удача, достаточно сказать, что счастье включает в себя различные измерения. Это и эмоциональное состояние, воплощённое в оценке своей судьбы, и компонент повседневной жизни. Через термины с различными значениями счастье интерпретируется как положительная оценка своей судьбы, возникающая из эмоционального состояния субъекта.

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ОБЩЕФИЛОЛОГИЧЕСКИЕ ПРОБЛЕМЫ ПЕРЕВОДОВЕДЕНИЯ

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Аннотация: Переводоведение как междисциплинарная область знаний тесно связано с филологией, лингвистикой и культурологией. В данной статье рассматриваются основные общепилологические проблемы перевода, такие как эквивалентность, языковые и культурные различия, стилистическая адаптация и выбор переводческих стратегий. Особое внимание уделяется роли переводчика в сохранении смысла и стилистики оригинального текста. Анализируется влияние языка перевода на итоговый текст и рассматриваются этические аспекты переводческой деятельности.

Ключевые слова: переводоведение, эквивалентность, языковые различия, культурные реалии, стилистическая адаптация, переводческие стратегии, филологический анализ, переводческая этика, межкультурная коммуникация, текстовая адекватность.

Переводоведение, как междисциплинарная область знания, тесно связано с филологией в целом. Многие проблемы, возникающие при переводе, имеют глубокие общепилологические корни и требуют для своего решения обращения к фундаментальным принципам языкознания, литературоведения и культурологии. Данная статья посвящена рассмотрению некоторых из этих ключевых проблем.

Пожалуй, центральная проблема переводоведения — это достижение эквивалентности между исходным текстом (ИТ) и текстом перевода (ПТ). Эквивалентность не сводится к простому соответствию слов или фраз. Она предполагает передачу смысла, стиля, прагматического эффекта и культурного контекста ИТ в ПТ. Достижение полной эквивалентности часто невозможно, что связано с:

Лингвистическими различиями: Разные языки обладают различными системами, грамматическими структурами, лексическим составом и способами выражения смысла. Прямой перевод часто приводит к искажению смысла или неадекватности выражения.

Культурными различиями: Язык неразрывно связан с культурой. Культурные реалии, не существующие в культуре языка перевода, требуют специальных приемов перевода (транскрипция, транслитерация, пояснения).

Стилевыми различиями: Стиль ИТ может не соответствовать стилю, принятому в языке перевода. Переводчик должен умело адаптировать стиль ИТ к нормам языка перевода, сохраняя при этом целостность текста.

Переводчик постоянно сталкивается с необходимостью выбора оптимальной переводческой стратегии и приемов, учитывающих особенности ИТ и ПТ. Выбор зависит от множества факторов: типа текста, цели перевода, целевой аудитории, жанра и т.д. Неправильный выбор стратегии может привести к искажению смысла, потере стилистических особенностей или снижению прагматической эффективности перевода.

Перед тем, как приступить к переводу, переводчик должен глубоко понять смысл ИТ. Это включает в себя не только лексическое и грамматическое осмысление, но и

понимание контекста, подтекста, намеков и культурных коннотаций. Неадекватное понимание ИТ неизбежно приведет к неточностям и ошибкам в переводе.

Переводческая этика предполагает соблюдение определенных принципов при переводе. Это включает в себя:

Точность перевода: Перевод должен точно отражать смысл ИТ.

Сохранение стиля и тона: Перевод должен передавать стиль и тон ИТ.

Уважение к автору ИТ: Переводчик должен уважать авторские права и интеллектуальную собственность.

Ответственность за качество перевода: Переводчик отвечает за качество своего перевода.

Язык перевода не является пассивным инструментом. Он оказывает активное влияние на формирование ПТ, на выбор переводческих стратегий и приемов. Переводчик должен быть осознанно способен управлять этим влиянием, предотвращая искажение смысла или навязывание чужеродных элементов.

Общефилологические проблемы переводоведения подчеркивают важность междисциплинарного подхода к процессу перевода. Успешный перевод требует не только лингвистических знаний, но и глубокого понимания культуры, истории и литературы обоих языков. Поэтому переводчик должен быть высококвалифицированным специалистом, обладающим не только лингвистическими, но и филологическими компетенциями в широком смысле слова. Только в этом случае можно достичь адекватности и эффективности перевода.

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THE IMPACT OF TECHNOLOGY ON LANGUAGE LEARNING

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Abstract: Technology has revolutionized language learning by providing innovative tools and resources that enhance the acquisition process. This article examines the impact of technology on different aspects of language learning, including cognitive, social, and emotional factors. It explores how digital platforms, artificial intelligence, and multimedia applications influence language learning across various age groups. The paper also discusses the effectiveness of technology-based language assessments and compares traditional and modern learning methods. By understanding the role of technology in language education, educators can integrate digital tools effectively to improve learning outcomes. The article concludes with practical recommendations for optimizing the use of technology in language learning.

Keywords: language learning, technology, digital tools, artificial intelligence, multimedia, online learning, assessment, teaching strategies.

Language learning has evolved significantly with the integration of technology. From traditional classroom instruction to digital platforms, learners now have access to diverse tools that facilitate language acquisition. Technology influences cognitive development, social interaction, and emotional engagement in language learning, making it a crucial component of modern education. This article explores how digital resources impact language learners of all ages and the ways in which technology-driven assessments measure proficiency. By comparing traditional and technology-enhanced methods, the study provides insights into the effectiveness of digital learning tools and offers recommendations for educators and learners.

The Role of Technology in Language Learning

1. Technology and Cognitive Development in Language Learning

Technological advancements have transformed how learners process and acquire new languages. Digital tools such as language learning apps (e.g., Duolingo, Babbel, Rosetta Stone) use artificial intelligence (AI) to provide personalized learning experiences. These applications adapt to individual progress, reinforcing vocabulary, grammar, and pronunciation. AI-powered chatbots and voice recognition software help learners practice real-life conversations, improving their speaking and listening skills.

Moreover, online platforms offer adaptive learning strategies that cater to different cognitive styles. Visual learners benefit from video-based lessons, while auditory learners can use podcasts and speech-to-text applications. Gamification in language learning apps enhances memory retention by making the process interactive and engaging. Compared to traditional rote memorization techniques, technology allows for more efficient and enjoyable learning experiences.

2. Social Interaction and Online Language Learning

Technology facilitates communication between learners and native speakers through online language exchange programs and virtual classrooms. Social media platforms, discussion forums, and video conferencing tools like Zoom, Skype, and Google Meet enable learners to engage in

authentic conversations with people from different linguistic backgrounds. These interactions help learners develop fluency and cultural awareness.

Additionally, online collaboration tools encourage group-based learning. Students can participate in virtual study groups, engage in peer reviews, and complete language projects together, fostering a sense of community. Unlike traditional classroom settings, where language exposure may be limited, technology provides access to a global network of speakers, enriching the learning experience.

3. Emotional Engagement and Motivation in Digital Language Learning

Motivation plays a crucial role in language learning, and technology offers various incentives to keep learners engaged. Many language learning apps use gamification features such as badges, points, and rewards to motivate users. Virtual reality (VR) and augmented reality (AR) applications create immersive language experiences, allowing learners to practice real-world conversations in simulated environments.

For example, VR programs enable learners to navigate a virtual marketplace, order food at a restaurant, or interact with digital characters in a foreign language. These interactive experiences reduce anxiety and boost confidence in speaking. Furthermore, personalized learning paths in digital platforms help learners set goals and track their progress, increasing motivation and self-efficacy.

Conclusion

Technology has significantly impacted language learning by enhancing cognitive development, social interaction, and emotional engagement. Digital tools provide personalized learning experiences, connect learners with global communities, and increase motivation through interactive features. By combining traditional teaching methods with technological innovations, language learners of all ages can achieve greater success. Moving forward, further research is needed to explore the long-term effects of digital learning tools and their potential for improving language acquisition across different age groups.

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**JEK LONDON ASARLARI TARJIMALARINING LEKSIK-SEMANTIK VA
PRAGMATIK XUSUSIYATLARI ("MARTIN IDEN" VA "OQ SO'YLOQ" ASARLARI
ASOSIDA)**

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Annotatsiya: Ushbu maqolada Jek Londonning *Martin Iden* va *Oq tish* asarlarining o'zbek tiliga tarjimalarining leksik-semantik va pragmatik xususiyatlari tahlil qilinadi. Xususan, so'z tanlovi, metaforik ifodalar va matnning madaniy moslashuvi alohida o'rganiladi. Terminlar, antropomorfizmlar va kontseptual tushunchalarning tarjima jarayonidagi muammolari hamda madaniy kontekstning tarjima sifatiga ta'siri tahlil qilinadi. Tadqiqot natijalari shuni ko'rsatadiki, semantik aniqlikni saqlab qolish uchun turli tarjima strategiyalaridan, jumladan, semantik kompensatsiya va pragmatik moslashtirish usullaridan foydalanish zarur.

Kalit so'zlar: Jek London, badiiy tarjima, leksik-semantik tahlil, pragmatik moslashtirish, badiiy matn, tarjima strategiyalari, madaniy tafovutlar, semantik ekvivalentlik, metaforalar talqini, terminologik moslashtirish.

Jek Londonning asarlari insoniyatning tabiat, ijtimoiy adolat va shaxsiy kurash kabi universal mavzularini qamrab oladi. Ushbu tezisda uning „Martin Iden“ (ijtimoiy tanqid) va „Oq So'yloq“ (tabiat va yovvoyi hayot) asarlarining o'zbek tilidagi tarjimalari leksik-semantik tahlil (so'z tanlovi, metaforalar) va pragmatik moslashuv (madaniy kontekst, nutq uslublari) nuqtayi nazaridan tadqiq etiladi. Asarlarning tarjima jarayonida yuzaga kelgan lingvistik va madaniy muammolar aniq misollar bilan ko'rsatilgan.

Tarjimada so'z tanlovi va ularning semantic maydoni asl matnning badiiy va mazmuniy jihatlarini saqlash uchun hal qiluvchi ahamiyatga ega.[3] Misol tariqasida, „Martin Iden“da „wage slavery“ atamasining „mehnat qulligi“ deb tarjimasi semantik torayish(Baker, 1992)ga misol bo'lib, „wage“ (ish haqi) so'zining iqtisodiy konteksti yo'qolgan.

Metaforalarni to'g'ridan-to'g'ri tarjima qilish ularning madaniy mosligiga bog'liq. „Martin Iden“da „His soul was a sinking ship“ (Uning ruhi cho'kayotgan kema edi) jumlasini „qorong'u chulg'am“ deb o'zgartirilganda, semantic ekvivalent madaniy adabtatsiya (Vinay va Darbelnet, 1958) orqali erishilgan.

Terminologik moslik tomonidan qaralganda, „Oq So'yloq“da „tundra“ so'zini „cho'l dasht“ deb tarjima qilish geografik leksemaning semantik siljishini ko'rsatadi, chunki „tundra“ aniq ekologik zonani anglatadi.

Antropomorfizmning tarjimasi: "White Fang's hatred was a living thing" (Oq So'yloqning nafrati tirik mavjud edi) iborasida "tirik mavjud" so'zi "yurakdan kelish" bilan almashtirilgan. Bu **semantik kompensatsiya**ga misol bo'lib, hissiy nuanslarni saqlab qolish uchun qo'llanilgan (Klaudy, 2003).

Konseptual tushunchalarning tarjimasi: "Survival of the fittest" (eng moslashuvchanlarning omon qolishi) iborasini "kuchlilar omon qoladi" deb tarjima qilish **semantik qisqarish**ga olib keladi, chunki "fittest" so'zidagi moslashuvchanlik nuanslari yo'qoladi (Baker, 1992).

Madaniy leksikaning tarjimasi: "Klondike gold rush" atamasini "Klondaykdagi oltin izlash davri" deb izohsiz tarjima qilish **madaniy tushunchalarni yetkazishda kamchilik** hisoblanadi. Buning uchun izohli qo'shimchalar qo'llash maqsadga muvofiq (Newmark, 1988).

Semantik aniqlik va tarjima xatolari: "The spark of genius" (daho qilichi) iborasini "daholik chaqchog'i" deb tarjima qilish **noaniqlik** yaratadi, chunki "spark" so'zi "ilhom" yoki "boshlanish" ma'nolarini yo'qotadi.

Leksik-semantik tahlil tarjimada so'zlar va ularning ma'nolarini madaniy, kontekstual va lingvistik jihatdan muvozanatlash zarurligini ta'kidlaydi. Yuqoridagi misollar va nazariyalar shuni ko'rsatadiki, semantik aniqlikni saqlash uchun tarjimon **madaniy kodlar, ekvivalentlik darajalari** (Baker) va **semantik kompensatsiya** (Klaudy) kabi usullarni qo'llashi kerak.

Tarjima jarayonida asl matnning mazmuni, maqsadi va ta'sirini saqlab qolish uchun uning **madaniy, ijtimoiy, psixologik** va **kommunikativ kontekstlarini** yangi til va madaniyatga moslashtirish pragmatik moslashuv hisoblanadi. Bu usul tarjimonning auditoriya, maqsad va madaniy realitetni hisobga olib, matnni qayta shakllantirishini talab qiladi. Pragmatik moslashuv tarjimonni faqat tilni emas, balki madaniyatni ham "tarjima qilish"ga undaydi. Bu jarayon matnni yangi kontekstda tirik va samarali qilish uchun zarur.

"Martin Iden"da individualizm: Martinning "I'd rather be a superb meteor than a sleepy planet" (Men uyquchi sayyora emas, yorqin meteor bo'lishni afzal ko'raman) degan iqboli o'zbek tilida "Men sustlik emas, olovli qalblikni xohlayman" deb tarjima qilingan. "Meteor" va "sayyora" kabi astronomik tushunchalar o'zbek madaniyatida kam ishlatilganligi sababli, ulardan voz kechilgan.

"Oq So'yloq"da tabiat qonunlari: "Survival of the fittest" (Kuchlilar tirik qoladi) tamoyili "Tabiat qonuni – kuchlilar omon qoladi" deb berilgan. Bu tarjimada asl ibora aniq saqlangan, biroq "fittest" so'zidagi "eng moslashuvchan" nuansi ("kuchli" emas) yo'qolgan.

"Martin Iden"dagi g'azab: "You're a rotter, and you know it!" (Sen buzuq odamsan va buni o'zing ham bilasan!) degan jumla tarjimada **"Sen yaramas odamsan, buni o'zing ham tushunasanku!"** deb aks ettirilgan. "Rotter" (buzuq) so'zi "yaramas"ga o'zgartirilgan bo'lsa-da, nutqdagi tajovuzkorlik saqlangan.

"Oq So'yloq"da qo'rquv: "Fear surged through White Fang's veins" (Oq So'yloq tomirlarida qo'rquv oqardi) iborasi **"Oq So'yloqning butun vujudi qo'rquvga botdi"** deb tarjima qilingan. "Tomirlar" fiziologik tasvir o'rniga "butun vujud" kabi umumlashtirilgan ifoda ishlatilgan.

Tarjima strategiyalari va kamchiliklari haqida to'xtaladigan bo'lsak, quyidagi misolni keltirib o'tmoqchiman. **To'g'ridan-to'g'ri tarjima (calque):**

"Martin Eden"da "the spark of genius" (daho qilichi) **"daholik chaqchog'i"** deb tarjima qilingan. Bu ibora o'zbek tilida noaniq bo'lib, "ilhom" yoki "iychi" kabi so'zlar ma'noni aniqroq yetkazardi.

Madaniy izohlar qo'shish: "Oq So'yloq"da "Klondike gold rush" (Klondayk oltin shovqini) atamasi **"Klondaykdagi oltin izlash davri"** deb tarjima qilingan va qavs ichida **"(19-asrda Kanadada bo'lgan oltin qidiruvchilari to'liqini)"** kabi izoh qo'shilgan. Bu madaniy tushunchani tushunishni osonlashtirgan.

Xulosa o'rnida shuni ta'kidlab o'tishni joiz deb topdim. Leksik-semantik natijalar bo'yicha, "Martin Iden" tarjimasida ijtimoiy-siyosiy terminlar aniq saqlangan, ammo ba'zi metaforalar mahalliy obrazlar bilan almashtirilgan (masalan, "kemadan chulg'amga"); "Oq

So'yloq"da tabiat atamaları o‘zbek landshaftiga moslashtirilgan ("tundra" → "cho‘l dasht"), bu esa ekologik nuanslarni yo‘qotgan.

Madaniy jihatdan murakkab tushunchalar tarjima qilinayotganda izohli qo‘shimchalar yoki ilovalardan foydalanish maqsadga muvofiq bo‘lar edi. Metaforalarni tarjima qilishda asl mazmunni saqlash uchun parallel obrazlar yaratish zarur.

Tarjima jarayonini nafaqat so‘zma-so‘z aks ettirish, balki madaniy kodlarni yangi til kontekstiga moslashtirish san‘atidir. Jek London asarlarining o‘zbekcha versiyalari ushbu muvozanatni izlashning jonli namunalari.

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“LISON UT-TAYR” TARJIMASI: METAFORIK BIRLIKLARNING ADEKVATLIGI MUAMMOSI

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Annotatsiya: Ushbu maqolada Alisher Navoiyning *Lison ut-tayr* dostoni ingliz tiliga tarjima qilinganda yuzaga keladigan metaforik birliklarning adekvatligi muammosi tahlil qilinadi. Sharq va G'arb tillari o'rtasidagi semantik tafovutlar sababli diniy-ma'naviy mazmunni to'liq yetkazish qiyinligi ko'rsatilgan. Tadqiqotda asliyatdagi muhim metaforalar va ularning inglizcha ekvivalentlari solishtirilib, tarjima jarayonida matnning ma'naviy mohiyatini saqlash masalasi ko'rib chiqilgan. Natijalar shuni ko'rsatadiki, badiiy tarjimada lingvistik bilim bilan bir qatorda madaniy va diniy kontekstni ham hisobga olish muhimdir.

Kalit so'zlar: *Lison ut-tayr*, badiiy tarjima, metaforik birliklar, diniy mazmun, semantik tafovutlar, metonimiya, tarjima nazariyasi, madaniy moslashuv, adabiy-estetik tamoyillar, kontekstual ekvivalentlik.

Sharq va G'arb xalqlari dunyoqarashi, diniy e'tiqodi va turmush tarzi jihatidan bir-biridan sezilarli farq qiladi. Shu bois O'rta asr Sharq adabiyoti namunalarini G'arb tillariga tarjima qilish jarayonida muayyan qiyinchiliklar yuzaga keladi. Xususan, Alisher Navoiy “*Lison ut-tayr*” dostonining ingliz tilidagi tarjimasi (“The Language of the Birds”) tahlili shuni ko'rsatadiki, tarjima jarayonida asarning diniy-ma'naviy jihatlari to'laqonli aks ettirilmagan. Dostonning dastlabki XIII bobi tarjimadan chiqarib tashlangan, natijada asarning ilohiy mazmuni va uslubiy xususiyatlari o'z aksini topmagan.

Dolimov o'zining “Tarjima san'ati va muammolari” asarida ta'kidlaganidek, tarjima ikki bosqichdan iborat: asliyat matnini anglash va tarjima tilida uni aks ettirish. “*Lison ut-tayr*” tarjimasida bu bosqichlarning to'liq bajarilmagani matn yaxlitligiga ta'sir qilgan. Xususan, diniy va falsafiy mazmunni aks ettiruvchi metafora, metonimiya hamda mubolag'a singari badiiy tasviriy vositalarning tarjimada to'g'ri talqin qilinishi muhim ahamiyatga ega.

Masalan, asliyatdagi “jon qushi” metaforasi ingliz tiliga “the bird of spirit” deb tarjima qilingan. “Jon” so'zining inglizcha ekvivalenti sifatida “spirit” (ruh) tanlangan, chunki u “life” yoki “soul” so'zlariga qaraganda kontekstga mos keladi. Metaforaning adekvat tarjimasi orqali asliyatdagi ruhiy-ma'naviy mazmun saqlanib qolgan.

Bundan tashqari, asarda ko'plab diniy-metaforik tasvirlar mavjud. Masalan, “beshinchi ko'k” ifodasi “the fifth blue” deb tarjima qilingan. Asliyatda u Payg'ambar Muhammad (s.a.v)ning me'roj kechasidagi ruhiy sayohatini anglatadi. Tarjimada metonimiyaning saqlanishi mazmunning to'g'ri yetkazilishiga xizmat qilgan.

Badiiy tarjimada so'zma-so'z tarjima yetarli bo'lmaydi, chunki G'arb va Sharq tillari o'rtasidagi semantik tafovutlar badiiy tasvirning buzilishiga sabab bo'lishi mumkin. I. G'afurov ta'kidlaganidek, tarjimada turli versiyalarning mavjudligi tabiiy jarayon bo'lib, tarjimonning individual yondashuvini aks ettiradi. Tarjimon faqat lingvistik bilim bilan cheklanmasdan, adabiy-estetik tamoyillarni ham chuqur anglab yetishi lozim.

Xulosa qilib aytganda, “Lison ut-tayr” tarjimasi badiiy matnning diniy-ma’naviy mazmunini to‘liq aks ettirishda muayyan qiyinchiliklarga duch kelgan. Metafora va metonimiya kabi tasviriy vositalarning adekvat tarjima qilinishi asarning asl mohiyatini saqlash uchun muhim ahamiyatga ega. Shu bois, tarjima jarayonida nafaqat tilshunoslik balki adabiyotshunoslik, tarix va diniy-falsafiy bilimlarga ham asoslanish lozim.

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«BOBURNOMA» MATNIDA SAJ SAN'ATI: TIL VA PRAGMATIKA UYG'UNLIGI

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Annotatsiya: Ushbu maqolada "Boburnoma" matnidagi saj san'ati lingvopragmatik nuqtai nazardan tahlil qilinadi. Bobur o'z asarida arab, turkiy va forsiy so'zlarni mahorat bilan qo'llagan holda tinglovchiga ta'sir o'tkazish, tarixiy voqealarni haqqoniy yetkazish va o'z shaxsiy qarashlarini ifodalashga intilgan. Shuningdek, asardagi murojaatlar, kinoya va ta'kidlar muallifning pragmatik maqsadlarini ochib beradi. Tadqiqot natijalari shuni ko'rsatadiki, saj san'ati "Boburnoma" matnida nafaqat estetik, balki kommunikativ jihatdan ham muhim ahamiyat kasb etadi.

Kalit so'zlar: Boburnoma, saj san'ati, lingvopragmatika, tarixiy matn, kommunikativ niyat, arab-forsiy ta'siri, pragmatik strategiyalar, estetik uslub, nutqiy texnikalar, adabiy tahlil.

"Boburnoma" nafaqat tarixiy va adabiy ahamiyatga ega bo'lgan asar, balki uning lingvopragmatik tahlili ham muhimdir. Asarda Bobur shaxsiy kechinmalari, siyosiy voqealar va madaniy tafsilotlarni realistik va samimiy uslubda bayon qiladi. Lingvopragmatik jihatdan qaralganda, "Boburnoma"da muallifning ijtimoiy maqomi, kommunikativ niyatlari va nutqiy strategiyalari yaqqol ko'zga tashlanadi. Bobur o'z asarida arab, turkiy va forsiy so'zlarni mahorat bilan qo'llab, tinglovchiga ta'sir qilish, tarixiy voqealarni haqqoniy yetkazish va o'z shaxsiy qarashlarini ifodalashga intilgan. Shuningdek, asardagi murojaatlar, kinoya va ta'kidlar ham muallifning pragmatik maqsadlarini yoritib beradi. Asarda Mirzaxon haqida ham ma'lumotlar keltirilgan. Sulton Maxmud Mirzoning o'g'li asl ismi Sulton Uvays Mirzo, manbaalarda Xonmirzo, Mirzaxon nomlari bilan ham tilga olinadi.[1, 34] Bobur bilan bir nechta yurishlarda hamrohlik qilgan bo'lsada baz'i hollarda unga qarshi ham bo'lgan. Bobur 1506 yil Hirotda bo'lib turgan vaqtida Mirzaxon Qobulda qo'zg'olon ko'targan. Bobur qo'zg'olonni bostiradi Mirzaxonni esa kechiradi va Mirzaxon Boburning Kandaxorga yurishida ishtirok etadi. Mirzaxonni Ismoil Safaviyga elchi sifatida ham yuborgan.

Mirzaxon yaqinlari bilan Muborakshohni taklifiga ko'ra Zafar qal'asi ketayotganda Koshgar xukmdori Abobakr Mirzo navkarlari qo'lga tushib, asirlikda vafot etadi. Asarda mana shu vaziyat quyidagicha tar'riflangan «*Muborakshox Qal'ayi Zafarg'a tilaganda Abobakr Koshg'ariyning chopqunig'a yo'luqub, Shohbegim va Mexr Nigorxonim va jami' elning ahli va ayoli asirliqqa tushub, ul zolimi badkirdorning habsida dunyoyi foniyni vido' qildilar.*» [2, 39]. Parchada keltirilgan jumlada Mirzaxon uning buvisi Shohbegim, onasi Nigorxonim va oilasi shuningdek yaqinlari ekan ularni *ahli va ayoli* saj'idan foydalangan holda ta'riflab o'tadi. Boburning sa'j san'atini yaxshi o'zlashtirganini shu misolda ham keladi *Shohbegim va Mexr Nigorxonim va jami' elning ahli va ayoli asirliqqa tushub* ya'ni va bog'lovchisini sa'ji mutavoziy sifatida foydalanib *ahli va ayoli* saj'i mutarrafni bir biri bilan bo'g'laganini ko'rishimiz mumkin. Sharq, jumladan O'rta osiyoga oid ko'plab tarixiy asarlarda biron bir tarixiy shaxs haqida ma'lumot berilar ekan uning nasl nasabi, avlodi va albatta *ahli va ayoli* jumlasiga ham duch kelamiz. *Ahl* so'zi arbcha bo'lib quyidagi ma'nolarga ega [*xalq, aholi; loyiq*].

1 Ma'lum bir qarash (nuqtai nazar), din va sh. k.ga mansub kishilar, odamlar. 2 Istiqomat qiluvchi, yashovchi kishilar; aholi. Shahar ahli. Qishloq ahli. 3 Ish-faoliyat, kasb-hunarning ma'lum turiga mansub, shu sohada faoliyat ko'rsatuvchi kishilar, odamlar. Mehnat ahli. Savdogar ahli. Ilm ahli. 4 Qatnashchi, ishtirokchi. Konferentsiya ahli. Suhbat ahli. [3,130] Hozirgi kunda bu soz'ni ko'proq diniy va badiiy mazmundagi adabiyotlar va suhbatlarda uchartamiz. Matnni o'qish jarayonida guvohi bo'lishimiz mumkinki muallif ham ahl so'zini mo'p bora qo'llagan. Ya.Zulfiyev, bu so'zga ta'rif berar ekan ahl so'zi XV-XIX yaratilgan badiiy asarlarda ancha keng qo'llangan. Hozirgi kunda bu so'z kuproq she'riy uslubga xos bo'lib, ilmiy uslubda, sheva va jonli tilda juda kam ishlatiladi. O'zbek tilida, ayniqsa, uning hozirgi taraqqiyot bosqichida ahl so'zi leksik birlik sifatida deyarli mustaqil qo'llanilmaydi. [4, 42-43] *Ahl* so'zining ko'plik shakli esa *aholi*. Biron kishining ahli deganda uning oilasi va yaqinlari deb qabul qilsak ham bo'ladi. G'iyosiddin Muhammad Yusuf o'zining Temur va uning ahli maqolasida ... *Amir Temurning ahli* ya'ni avval aytilgandek, zavjalari, farzandlari, kelinlari, nabiralari va evaralari haqida..[5] kabi ma'nolarini keltirib o'tgan. *Ayol* so'zi ham arabcha bo'lib [*a. – oila; xotin*] Bu ma'noda asosan ko'plik shaklida qo'llanib, umumlashtirish ma'nosiga ega bo'ladi, "*xotin-qizlar*" ma'nosini bildiradi. 3 *Xotin, rafiq* (*erga nisbatan*).[6, 43] kabi ma'nolariga ega. Bobur yashagan davrda shohlar, beklar va amaldorlar orasida bir va undan ortiq ayol bilan turmush qurish urf bo'lgan va har bir ayoli bilan farzandlari bo'lganligi uchun ularni umumiy ta'riflashda *ahli va ayoli* so'zlari ishlatilgan. Demak so'zlar ma'nolaridan kelib chiqib aytishimiz mumkinki matndagi *ahli va ayoli* bu Mirzoxonga hamroh bo'lganlarning oila a'zolari va ayollaridir.

Leyden-Erskin tarjimasida ko'rib chiqamiz: *Mobarek-shah having invited Khan Mirza to the fortress of Zafer, they were met on the road, tacked and plundered by one of Abu-beker Kashghari's marauding parties, and Shah begum and Meher-Nigar Khanum, with their whole family and attendants, were taken prisoners; and, in the prisons of that wicked miscreant, they departed from this perishable world* (7.18) *Muborak shoh taklifiga binion Mirzoxon Zafar qal'asiga ketayotganda Abu Bakr Qashg'arning talonchi guruhi tomonida qo'lga olinib talon taroj qilindi, Shohbegim va Mehrinigorhonim va butun oila a'zolari va xizmatkorlari hibsga olindi, o'sha yovuz buzuqning qamoxqonasida bu o'tkinchi dunyoni tark etishdi* (MT) Asliyatda kelgan *ahli va ayoli* saj'i tarjimasiga e'tibor qaratsak Leyden-Erskin tarjimasida *with their whole family and attendants* shaklida kelgan shu bilan birga Bobur foydalangan va bog'ovchilarni tarjimada ham asliyatdagi kabi o'z ornida ko'rishimiz mumkin.

Balki tarjimon matndagi *ahli* so'zini *family* va *ayoli* so'zini *attendant* (xizmatkor, joriya) deb qabul qilgan bo'lishi ham mumkin. Albatta tarjima jihatdan aynan saj'ga oxhash shaklni tarjima qilinaotgan tilda berish ancha murakkab biroq ma'no jihatdan ham biroz yaqinlik bo'lishi lozim. Shuning uchun o'quvchda Mirzoxonning butun oila a'zolari va xizmatkorlari yoki hamrohlari Abu Bakr Qashg'arning talonchi guruhiga qo'lga tushgan degan fikrga kelishiga e'tibor qaratgandir.

Keltirilgan parcha A.Beverij tarjimasida: *When Mubarak Shah invited Khan Mirza into Fort Victory, they were captured, together with the wives and families of all their people, by marauders of Aba-bikr Koshghari and, as captives to that ill-doing miscreant, bade farewell to this transitory world* [8,21] *Muborakshoh Xon Mirzoni Zafar qal'asiga taklif qilganda, ular Abu-bakr Koshg'ariyning talon-tarojchilari tomonidan asirga olinib butun xalqining xotinlari va oila a'zolari bilan, o'sha yaramas buzuqning asiri sifatida bu o'tkinchi dunyo bilan xayrlashdilar*.(MT) Beverij matndagi *ahli va ayoli* saj'ini *wives and families* tarzida tarjima qilish orqali *ahli va ayoli* qanday ma'no anglatishini va bu so'zlar ko'plik ma'nosida kelishini ham

yasxhi anglagan holda tarjima qilgan va biroz asliyatdagi saj' shakliga o'xshashlik jihatlarini namoyon etishga harkat qilganini ham ko'rishimiz mumkin. Ya'ni *wive* va *family* soz'larining *wives* va *families* shaklidagi «-s» ko'plik yasovchi qo'shimchasidan qofiya sifatida ham foydalangan. Bu jihatdan boshqa tarjimonlarga nisbatan Beverij asliyatga yaqinroq yondoshgan. Qo'shimcha sifatida shuni ta'kidlash lozimki tarjimada Shohbegim va Mehrinigor xonim nomlari keltirilmagan. Bizningcha bu nomlar tarjimada ham aks etmog'i lozim edi. Sababi Mehrinigor xonim Mirzoxonning onasi va umri mobaynida hamrohlik qilgan hatto Bobur holasi sifatida o'zi bilan qolishni so'raganda ham rozi bo'lmaydi. Shohbegim esa uning buvisi va Badaxshon o'lkasining shoxi Sulton Muxammadning qizi bo'lib Badaxshonga taklif qilinishda Shohbegimni mavqei muhim bo'lgan.

Yuqorida ta'kidlanganidek Bobur bu ismlarni ifodalashda va bog'lovchisidan saj' sifatida foydalanib jumla so'ngida *ahli* va *ayoli* saj'larini ham bog'lagan, tarjimada esa bu jihatlar saqlanmagan. Tekston tarjimasida: *Khan Mirza, Shah Begim, and Mihr Nigar Khanim went to Badakhshan. When Mubarakshah invited Khan Mirza to the Zafar fortress, he encountered Ababakr Kashghari's raiders, and Shah Begim and Mihr Nigar Khanim, along with all the folk of their people, fell into captivity, where upon they bade farewell to this mortal world in that evil tyrant's prison.* [9,37] *Xon Mirzo, Shoh Begim va Mihr Nigorxonim Badaxshonga ketishdi. Muborakshoh Xon Mirzoni Zafar qo'rg'oniga taklif qilgach, Ababakr Koshg'ariyning bosqinchilariga duch keldi va Shoh Begim va Mihr Nigorxonim butun xalqi bilan asirga tushib, o'sha yovuz zolimning qamoqxonasida bu foniyl dunyo bilan xayrlashishdi.*(MT).

Tekston tarjimasida *ahli* va *ayoli* saj'leri avvalgi ikki tarjimon misolidan anchain farq qiladi. Leyden-Erskin *ahli* va *ayoli* saj'larini *whole family and attendants*, Beverij *with the wives and families* tarzida bergan bo'lsa Tekston esa *all the folk of their people* tarzida berib faqatgina *ahli* so'zini ifodalash uchun tarjima qilgan xolos. Balki *ahli* va *ayoli* so'zining umumiy qarindosh, yaqinlar ma'nosini nazarda tutgan holda *all the folk of their people* shaklida tarjima qilgan bo'lishi ehtimoldan holi emas. Bir jihatdan o'quvchi tasavvurida butun oila va qarindoshlari asirga tushdi degan tushuncha paydo bo'ladi.

Lingvopragmatik tahlil nuqtai nazaridan, saj tarjimalari "Boburnoma" matnida muallifning nutqiy strategiyalarini, uslubini va kommunikativ niyatini ochib beradi. Bobur saj yordamida muayyan voqealarga urg'u berish, o'z his-tuyg'ularini ifodalash, ba'zan esa kinoya yoki ta'kid orqali o'zining ichki kechinmalarini o'quvchiga yetkazish imkoniyatiga ega bo'lgan. Bu esa matnning nafaqat tarixiy, balki badiiy jihatdan ham qimmatini oshiradi.

Umuman olganda, "Boburnoma"da saj san'ati til va pragmatika uyg'unligini ta'minlab, matnning mazmuniy va estetik ko'lamini boyitgan, shuningdek, Boburning shaxsiy uslubini shakllantirishga xizmat qilgan.

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THE IMPORTANCE OF LEARNING ENGLISH IN MEDICAL FIELD

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Abstract: In the contemporary era, English has established itself as the global language for scientific communication. This linguistic dominance is particularly evident in the medical field, where a vast majority of updated medical literature—including books, research articles, official documents, and journals—is published in English. This study seeks to highlight the significance of English for medical purposes, emphasizing its necessity for medical students and practitioners to enhance their professional development and adaptability in diverse healthcare settings.

Keywords: lingua franca, language proficiency, medical terminology

The Role of English as the Lingua Franca in Medicine

English serves as the universal language of the medical community, providing a common platform for healthcare professionals worldwide to exchange knowledge, collaborate on research, and discuss best practices. Proficiency in English enables doctors to communicate effectively with international peers, granting them access to cutting-edge medical advancements and research. This, in turn, enhances their clinical expertise and contributes to improved patient care.

Moreover, a strong command of English is essential for medical professionals engaged in academic publishing. Given the specialized nature of medical writing, mastering the conventions and structure of research papers is crucial. Short courses dedicated to medical writing and publishing can be highly beneficial, offering structured guidance to help healthcare professionals navigate the complexities of academic publication.

The Significance of Medical Terminology in Healthcare

A fundamental aspect of medical English is its specialized terminology, which healthcare professionals rely on to describe medical conditions, procedures, and treatments with precision. The use of standardized medical terminology facilitates clear and effective communication among healthcare providers, minimizing the risk of misunderstandings and medical errors. Additionally, standardized terminology is integral to medical documentation, ensuring seamless communication between teams and promoting continuity of care, ultimately safeguarding patient safety.

For those interested in mastering medical terminology, specialized courses provide an opportunity to learn an extensive range of medical terms related to anatomy, symptoms, conditions, treatments, and procedures. These courses also cover the formation, pronunciation, and translation of medical terms into everyday English, equipping learners with essential linguistic skills for medical practice.

Specialized English Courses for Healthcare Professionals

For medical professionals seeking to enhance their English proficiency, a variety of tailored courses are available, catering to different levels of expertise and specific medical contexts. These include:

1. Medical English for Healthcare Professionals

This course focuses on essential medical communication skills, vocabulary, and cultural considerations, enabling healthcare providers to interact confidently with patients and colleagues.

2. Medical Terminology

An in-depth course designed to equip healthcare professionals with a thorough understanding of medical terminology, ensuring accurate and precise communication in clinical and academic settings.

3. Writing for Publication

This course guides medical professionals through the process of scientific writing, helping them develop the skills necessary to publish research papers and participate in international medical conferences.

By mastering English for medical purposes, healthcare professionals can expand their professional opportunities, contribute to global medical advancements, and enhance the quality of patient care.

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BINO-INSHOOTLARI QURILISHIGA OID TERMINLARNING PAREMIOLOGIK XUSUSIYATLARI

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Annotatsiya: Ushbu maqolada bino va inshootlar qurilishiga oid terminlarning paremiologik xususiyatlari lingvistik va madaniy nuqtai nazardan tahlil qilinadi. Qurilish terminlari bilan bog'liq maqollar va iboralar turli tillarda qanday ifodalanishi, ularning semantik va pragmatik xususiyatlari o'rganiladi. Tadqiqot natijalari shuni ko'rsatadiki, qurilish sohasiga oid paremiologik birliklar xalqning dunyoqarashi, mehnat madaniyati va tarixiy an'alarini aks ettiradi. Shuningdek, maqol va matallarning tarjima jarayonida ekvivalentlik va moslashuv masalalari ham ko'rib chiqiladi.

Kalit so'zlar: qurilish terminlari, paremiologiya, maqollar, frazeologiya, semantik tahlil, pragmatik xususiyatlar, tarjima muammolari, madaniy moslashuv, lingvistik tadqiqotlar, xalq og'zaki ijodi.

Bizga ma'lumki, til muloqot vositasi bo'libgina qolmay, balki xabar almashish uchun belgilar sistemasi bo'lib, milliy qadryatimiz madaniyat ma'nosidagi tushunchalarni ham ifodalaydi. Milliy til uchun eng muqaddas narsa unda millatning ruhi va o'ziga xosligi ham qaytarilmas darajada namoyon bo'ladi. Bunday xususiyat, ayniqsa, madaniy-axloqiy tushunchalar bilan bog'liq bo'lgan milliy qadriyatlarda ko'proq o'z aksini topadi. Milliy qadriyatlar tilning milliy-madaniy semantikasini tashkil etadi. Milliy-madaniy semantika til qurilishining hamma qatlamida kuzatiladi. Xususan, tilning harakatdagi birliklari (so'zlar, frazeologik birliklar, paremiyalar kabilar)da milliy-madaniy semantikaning xususiyatlari juda ham aniq namoyon bo'ladi. Chunonchi, paremiyalarda insonning o'zi yashagan jamiyatga, turmush tarziga munosabati, ruhiy holati, tuyg'ulari, ijobiy yoki salbiy fazilatlar, etik-estetik va falsafiy qarashlari, jamiyat qonuniyatlari va hayotiy sinovlar asosida mujassamlangan bo'ladi. Bilamizki, maqollar va paremlar ingliz tilida (proverbs, idiom, saying, harrate, aphoris, phraseologym) deb nomlanadi. Ammo bu termin o'zbek tilida juda ko'p nomlar bilan atalib kelinadi. Masalan, maqol, idiomalar, masal, naql, hikmat yoki hikmatli so'zlar, donishmandlar so'zi yoki donolar so'zi, quyma iboralar yoki xalq iborasi (hikmatlari), qanotli so'zlar, xalq aforizmlari, frazeologizmlar shular jumlasidandir. Ba'zi ishlarda frazeologik iboralarni maqol va matallardan ajratib, ularning o'ziga xos xususiyatlari borligi, bir-biridan farqlanishi qayd etilgan. U leksikologiya bo'limidan XX asrning 50-yillarida mustaqil bo'lim sifatida ajralib chiqdi. O'tgan asr davomida sobiq Rossiya Imperiyasi hududidagi barcha tillarning frazeologiyasi V.V.Vinogradov ta'limoti asosida dunyoga keldi. Shu jumladan, o'zbek tili frazeologiyasi ham yangi bo'lim sifatida yaratildi va o'rganildi. Har bir til o'zining so'z boyligiga, frazeologiyasiga, hamda paremiologiyasiga ega. Xususan, o'zbek -tillarining paremiologiyasi haqida fikr yuritar ekanmiz, avvalo "Paremiya" tushunchasi haqida ma'lumotga ega bo'lishimiz kerak.

Tadqiqotimiz davomida biz qurilish yo'nalishiga tegishli bo'lgan qator maqollarni uchratdikki, ularda xam ko'chma va mantiqiy ma'nolar bir-birini to'ldirib boradi. Masalan, *It is easier to pull down than to build; No good building without good foundation* kabi maqollarimizda

me'morchilikda binoni qurishning asosini fundament tashkil qilishi yoki xar qanday binoni qurishdan ko'ra buzish osonligi takidlanadi. Aslidani olganda ham xar qanday ishni boshlashda ilk qadam ya'ni fundamentning yaxshi bo'lishi inson kamolotining asosini tashkil etishi belgilangan. Shuningdek, shaxs kamolotida tog'ri tanlanmagan ish uni kelajakda yaxshi natijaga erishishda qiyinchiliklarga duchor bo'lishi yuqoridagi maqollarda o'z aksini topganligini ko'rishimiz mumkin. Yana shunday ingliz tilida maqollar borki, ularda me'morchilik ya'ni yaratuvchanlik, bunyodkorlik g'oyalari universallika ya'ni barcha xalqlar uchun umumiylik kasb etish kuzatiladi. Masalan: *What is a workman without his tools, No man is his craft's master the first day, Good masters make good servants kabi maqollarda esa* xunarmandning yaratuvchanligida uning bilimi va unga zarur bo'ladigan uskunalarni ahamiyati juda katta ekanligi, kishining hech qanday muvofaqqiyatga mexnatsiz bir kunda erisha olmasligi, maxoratli ustadan yaxshi xunarmand shogirdlar chiqishi mumkinligi tadbiriq e'tiladi.

Ma'lumki ingliz tilida qurilishga oid *"tosh-stone"* termini bilan ham bir nechta sohaga doir maqollarni ham tahlilga tortdik. Masalan, *A rolling stone gathers no moss*- maqoli (soha terminologiyasida rolling stone – ishlov berilayotgan (harakatdagi) tosh ma'nosi mavjud) ushbu birlikka muqobil sifatida **"sayoq yursang, tayoq yeysan!"** iborasini qo'llash tarjimini adekvatlikdan uzoqlashtiradi (biroq ayrim manbalarda shu tarzda havola qilingan. Chunki, frazeologik lug'atlarda ushbu birlikning izohi *a rolling stone gathers no moss* – a person who moves from place to place, job to job, etc. does not have a lot of money, possessions or friends but is free from responsibilities (bir joydan ikkinchi joyga, bir ishdan ikkinchi ishga o'tib yuruvchi, puli, mol mulki, do'sti ko'p bo'lmagan, ammo mas'uliyatdan xoli kishi). Shunga ko'ra, so'zning ekvivalentini topish jarayonida har qanday leksik birlikning lingvistik omillarini hisobga olib, kontekstni chuqurroq tahlil qilgandan so'ng, ekvivalentni havola etish maqsadga muvofiq.

Xullas, tadqiqotimizda frazeologiyani keng ma'noda tushungan holda maqol va matallarni, aforizmlarni umumlashgan paremiologik birliklarni frazeologizmlar tarkibiga kiritib o'rganamiz. Ikki qardosh bo'lmagan til vakillarining og'zaki ijodida, maqollarida va paremologik birliklarida arxitektura va qurilishga doir qator maqollarni izohlab, ularda yuqorida takidlangan turli g'oyalarni bayon etdik.

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ZOONIMIK FRAZELOGIK BIRLIKLARNI BADIY ADABIYOTLAR TARJIMALARIDA AKS ETISH MUAMMOLARI

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Annotatsiya: Butun bir asarni, undagi barcha frazeologizmlarni ikki tarjimon bir-biriga mutloq o'xshaydigan qilib tarjima etishi mumkin emas. Shuning uchun frazeologik birliklarni ayni kontekstga mos holda, ikki tarjimon ikki xil tarjima qilar ekan, buning uchun tarjimonlarni ayblash badiiy tarjimaning spetsifikasiga tushunmaslik demakdir. Quyida ba'zi badiiy asarlar tarjimalari tahlillarini ko'rib chiqishni maqsad qildik.

Kalit so'zlar: zoonim, frazeologik birliklar, badiiy tarjima, ekvivalent, asliyat tarjima, muqobil variantlar

Bugungi kunda o'zbek adabiyotining mumtoz namunalari sanalgan bebaho san'at asarlarining jahon tillariga tarjima qilinayotganligi adabiyotimizning jahonda o'zining munosib o'rnini topishida muhim ahamiyat kasb etadi. "Badiiy tarjimani ilmiy tavsiflash shundan iboratki, bunda so'zni so'z bilan emas, balki ma'noni ma'no bilan, ohangni ohang bilan, obrazni obraz bilan, yumorni yumor bilan berish muhim ahamiyatga egadir".¹ A.Muxtorning so'zi bilan aytganda: "Tarjimon til materiallari yig'indisi bilan emas, estetik qonuniyatlar asosida uyushgan badiiy asar bilan ish ko'radi. Biroq tarjima haqida yozganda yoki gapirganda ko'plar hali ham hunar texnologiyasi, turli tillar strukturasidan nariga o'tolmaydilar, go'yo tarjimon ish jarayonida sira ham his-hayajonga berilmaydigandek".² To'la ma'nodagi tarjimaning asosiy sharti – asl nusxani badiiy o'ziga xosligi, milliy xususiyatlari va muallifning individual ijodiy maneralarini bera bilish deb hisoblash kerak. Biroq bu qoida xar doim bajarilavermaydi. Hatto asarning mazmunini deyarli aniq bera oladigan malakali tarjimonlar ham muallifning individual maneralarini to'liq berolmaydilar.³ O'girilayotgan tilda o'z ona tilidek ifodasini topgan tarjimagina o'sha millat xazinasidan joy oladi. Tarjimon esa mana shunday manaviy xazinaning bir durdonasini yaratadi. Xuddi shu asarga yangidan hayot baxsh etadi.⁴

Badiiy tarjimada ishtirok etayotgan zoonimik frazeologiyani aks ettirishni quyidagicha talqin qilish mumkin:

1. Asliyat frazeologiyasini tarjima tilidagi ekvivalentlari bilan almashtirish orqali. Tillarda o'zaro ekvivalent frazeologik iboralar borki, ular deyarli har qanday kontekst ichida ham bir xilda tarjima qilinishi mumkin. O'tkir Hoshimovning mashhur asarlaridan biri bo'lmish "Urushning so'nggi qurboni" hikoyasida ham yozuvchining voqealarni tushunarliroq hamda o'quvchiga mos keladigan tarzda tasvirlashi uchun turli xil hayvon nomi bilan bog'liq frazeologik birliklardan foydalanganiga guvoh bo'lamiz. Masalan, asarda Shoikrom tomonidan Gitlarga nisbatan "to'ng'iz qo'pishi" ma'nosi: o'lishi iborasi qo'llanilgan. Yozuvchi bu yerda

¹ G.Salamov. Tarjima nazariyasi asoslari, Toshkent, 1983

² Asqad Muxtor, Tarjima san'atini, maqolalar to'plami. 5-kitob. Toshkent. 1980, b 18-19.

³ Aznaurova.E. —Tarjima san'atini Toshkent, 1961

⁴ L.Aminova, BADIY ASAR TARJIMASINING O'ZIGA XOS JIHATLARI (YASHAR KAMOLNING "ILONNI O'LDIRISALAR" QISSASI MISOLIDA), ЎЗБЕКИСТОН ТАРЖИМАШУНОСЛАРИ ФОРУМИ-2018, ilmiy maqolalar to'plami, b 190

disfemizmdan foydalangana qo'pol so'zlardan foydalanish uslubidir. Yuqorida berilgan "to'ng'iz qo'pishi" birligini ham biz birinchi usul-asliyat frazeologiyasini tarjima tilidagi ekvivalentga almashtirish yo'li bilan tarjima qilishimiz mumkin. Bu iboraning ingliz tilidagi ekvivalenti tarzda "sleeping with the fishes" birligini olishimiz tavsiya etiladi.

2. Asliyat tili frazeologiyasini tarjima tilidagi muqobil variantlar bilan o'g'irish

O'tkir Hoshimovning asarlarini kuzatar ekanmiz, uning tilidan, uning nodir topilmas so'zlaridan naqadar mahorat bilan unumli foydalanganligini kuzatamiz. Bu so'zlar tizimi bevosita uslubiyat, badiiy tasvir vositalari bilan bog'liqdir. Yozuvchining eng ko'p va sevib o'qilgan asarlaridan biri "Ikki eshik orasi" romanidagi hayvon nomi bilan bog'liq iboralardan keng foydalanganligiga amin bo'ldik. Asar sarlavhasi ham juda chiroyli tanlangan. "Ikki eshik orasi" deganda inson umrini, ya'ni tug'ilgandan o'lgungacha bosib o'tgan yo'lni nazarda tutadi. Asarda ham iboralar juda ko'p uchraydi. Masalan: "Jo'jani kuzda sanaymiz" (Ingliz tilida taklif etilayotgan muqobil variant: Don't count your chickens before they hatched), "Bo'rini eslasang, qulog'i ko'zga ko'rinadi" (Ingliz tilida taklif etilayotgan muqobil variant: Speak of the devil) kabi iboralar personajlar nutqini yanada boyishiga xizmat qilgan. Maqollar - xalq orasida kun sayin tug'ilib turganidek, ota – bobolar so'zi sifatida avloddan avlodga meros bo'lib o'tadi. U shaklan qisqa bo'lib, voqeilikni yoyiq holda ifoda qiladi. Shunday maqollardan asarda talaygina. "Jon omon bo'lsa, mol topiladi", "Ot o'rnini toy bosar", "Mol egasiga o'xshamasa, harom o'ladi", "Ot aylanib qozig'ini topadi" kabi hayvon nomi bilan bog'langan maqollar esa O'.Hoshimovning asari ta'sirchanligini oshirgan. Qolaversa, xalqimiz orasida ilon deyilganda ko'chma ma'noda shum, ayyor, firibgar shaxslar tushuniladi. Umuman, frazeologizmlar ma'nosida albatta pragmatik sema bo'ladi.⁵

Ernest Hemingway ning "The Old Man and the Sea" (Chol va dengiz) asarida ham inson va tabiat o'rtasidagi munosabatlarni ifodalovchi zoonimik frazeologik birliklar mavjud. Asarda hayvonlar va tabiat elementi orqali ruhiy holat, kurash va tirikchilik ta'riflanadi:

1. *To fight like a lion – katta kuch va shijoat bilan kurashish. "Santiago fought like a lion against the marlin, using all his strength and determination to capture the fish."; Like a fish out of water – o'zini noqulay his qilish. "At times, Santiago felt like a fish out of water in the vast ocean, struggling against forces beyond his control." To swim like a fish – katta mahorat bilan suzish. "The marlin swam like a fish in its natural element, moving effortlessly through the water, but Santiago was determined to catch it." To have the patience of a cat – xotirjam va umidsizlik bilan kutish. "Santiago showed the patience of a cat as he waited for the marlin to tire, knowing he had to outlast it."*⁶

Bu misollar "The Old Man and the Sea" asarida inson va tabiat o'rtasidagi kurashni, hayvonlar va tabiatning kuchini ifodalovchi frazeologik birliklarning qanday ishlatilganini ko'rsatadi. Hayvonlar va tabiat elementlari bu asarda Santiago va dengiz orasidagi ichki kurashni tasvirlashda muhim rol o'ynaydi.

Badiiy matnlardagi zooleksik iboralarni tarjima qilish jarayonida yuzaga keladigan muammolar quyidagicha izohlaymiz:

So'zma-so'z tarjimaning to'liq yetishmasligi; bunday tarzda to'g'rida to'g'ri tarjima qilish ko'p tarjima ishlarida keltirgan muommolar singari zooleksemlar qatnashgan frazeologik iboralar

⁵ B.Yo'ldoshev. O'zbek tilida frazeologizmlarning uslubiy va pragmatik imkoniyatlari, Samarqand, SamDU nashri, 2002. 37-b.

⁶ Ernest Hemingway, "The Old man and the sea", Scribner Edition, USA, 2003.

borasida ham jiddiy muammo tug‘diradi, ayniqsa, XXI asr mashina tarjimasi uchun noto‘g‘ri tushunchalarni paydo qilishiga sabab bo‘lishi mumkin; barqaror iboralarni tarjima qilish muammosi- hayvon nomi bilan bog‘liq zoonimik ibora qatnashgan maqol, matal va afarizmlar tarjimasida ikki tilda uchrab turadigan muommolar; madaniy farqlarni hisobga olish zarurati – zoomorfemalarning ishlatilishi madaniy hattoki, geografik joylashuvga ham bo‘g‘liq. Masalan, o‘zbek tilida ba’zi dengiz jonivorlari bilan kelgan zoonimik iboralarning umuman mavjud emasligi bilan izohlanadi.

Shunday ekan, ularni o‘rgiruvchi kishi har ikki xalq madaniyatiga mansub va ularning til boyligidan xabardor bo‘lishi kerak. Tarjima shunday san’atki, unda biror so‘z yoki iboraning tarjimasi shundaygina lug‘atdan olib, ikkinchi tekstga ko‘chirib qo‘yilmaydi. Lug‘atlar esa ko‘p hollarda tekstda tasvirlanayotgan voqeani, vaziyatni ifodalash uchun ojizlik qilib qolishini inobatga olish darkor.

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ETYMOLOGY AND FUNCTIONS OF PHYTONYMS IN UZBEK, KARAKALPAK AND ENGLISH LANGUAGES

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Abstract: This article provides information about the etymology of phytonyms, their functions and place in linguistics. Phytonyms, i.e. names of plants, are important in the fields of linguistics, botany and culture. They help in the identification and classification of plants, as well as in the study of many aspects related to culture, history and geography. The etymology of phytonyms, that is, their origin and development, is an interesting and relevant topic for research in these areas.

Keywords: plant names, linguistics, culture, communication, etymology, ecosystem, phytonyms.

INTRODUCTION

The names of plants are often formed based on their morphological, ecological and biological characteristics. In the Uzbek language, as well as in Karakalpak phytonyms are often formed depending on the specific characteristics of plants, location or purpose of use. This process expands our knowledge about plants and increases their importance in our lives. The names of plants are important in many cultures and traditions. They play an important role in preserving the historical memory, traditions and cultural heritage of the people.

The people's attitude to plants and their role in life are reflected through the names of plants. In English, phytonyms are often words that describe the characteristics of plants or the places they are associated with. The names of plants are often associated with their morphological and ecological characteristics, and this process facilitates the identification and classification of plants. The etymology of phytonyms shows a connection between linguistics and botany.

In the Uzbek and Karakalpak languages, phytonyms often come from Arabic, Persian, Turkish and other languages. This process plays an important role in preserving the cultural significance of plants and the historical memory of the people. Knowledge of the names of plants and their origins deepens people's connections with plants and increases their importance.[2] Uzbek and Karakalpak phytonyms can be divided into the following groups according to their origin:

All-Turkish phytonyms - these phytonyms have been around since ancient times and are still used: sorrel, sardine, wormwood, frankincense, zubturm. Phytonyms borrowed from the Persian-Tajik language: cherry, sedana, rose, gulkhairi. Phytonyms borrowed from the Arabic language: ginger, namatak, saffron. Phytonyms borrowed from the Russian language and through it from other Western languages: cactus, raspberry, ginseng, aloe, aster, currant, etc. [1]

In the English language, many phytonyms have intricate origins, drawing from diverse sources such as Greek, Latin, Old English, and even ancient mythologies.

There are several functions of phytonyms:

Descriptive: They can vividly appeal to our senses associated with the plants, describe colors, shapes, textures or scents.

Symbolic: Plants often carry symbolic meanings (e.g., rose for love, oak for strength), and using phytonyms can evoke these associations in a creative way

Figurative: They can be used metaphorically or metonymically, where the plant represents something else, like traditional or cultural meaning

Literary/Poetic: They add richness and imagery to writing, creating a connection to nature in our descriptions and stories

Examples of Phytonyms and their Usage:

Rosy: English: Describing a pink or reddish color, like "rosy cheeks." Evokes the beauty and delicate nature of a rose. Uzbek: "Qirmizi yanaq" the word "qirmizi" in English means only the color of red rose or red apple and "yanoq"-cheek. Karakalpak: "alma yanaq" means the fruit "alma"-apple and "yanaq"-cheek. As we can see from these examples, to describe a cheek to symbolize "a shy or a beautiful girl" all three languages use color red or red apple.

Willowly: English: Slender and graceful, like a willow tree. "A willowly figure." But in Uzbek: "Tol" yoki "Majnuntol" derived from Arabian "ma'tuh" and "alsafsaf". Karakalpak: "Majnu'ntal" also derived from Arabian words that create the meaning willow tree and mostly associated with its figure. In both Uzbek and Karakalpak languages the word can represent symbolic meaning like sadness, loneliness and adaptation according to its characteristics.

Flowering: In the state of blooming. In English, also in Uzbek (gullamoq) and Karakalpak (gu'lleniw) languages "flower" can also be used figuratively to describe a period of flourishing. "A flowering career." "A flowering city", etc.

Additionally, some plant names carry symbolic meanings in one culture but not in the other, making translation and interpretation challenging. [4]

Poets and writers frequently use phytonyms to create vivid imagery and evoke specific emotions. For example, a description of a "hawthorn hedge" might conjure up a sense of rural England, while "cypress trees" might suggest a somber or mournful atmosphere. Besides being a source for translation-related tools like the dictionaries, glossaries, etc. the Internet thus can be said to turn into a primary channel for clients and translators to communicate and work together. [3] Using any sources of internet and through translating phytonyms, it is possible to obtain in-depth information about the conservation of biological diversity of plants and their ecological role.

CONCLUSION

In conclusion, phytonyms are essential tools for understanding and learning about the plant world. They are a valuable resource for enriching language, adding descriptive power, and creating connections to the natural world. They can be used in both literal and figurative ways, depending on the context.

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O'ZBEKISTON TARJIMA MAKTABINING TARIXIY RIVOJLANISHI VA ZAMONAVIY TILSHUNOSLIKKA TA'SIRI

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Annotatsiya: Tarjimonlarning o'ziga xos va milliy tafakkurga mos yondoshuvlari, o'zbek tilining rivojlanishi, madaniy aloqalarning mustahkamlanishi uchun muhim ahamiyatga ega. Tarjima san'ati, bir xalqning ma'naviy boyliklarini boshqalarga yetkazib berishda eng to'g'ri yo'l sifatida e'tirof etilgan.

Kalit so'zlar: tarjimon, rivojlanish, tarjima san'ati, tarjimashunoslik maktab

O'zbek tarjima maktabi bugungi kunda jadal rivojlanib kelmoqda. Ushbu sohada O'zbekiston olimlari, jumladan, O. Mo'minov, N. Qambarov, J. Sharipov, I. To'xtasinov, E. Murotova va G. Ermuhamedova kabi mutaxassislar katta hissalarini qo'shgan. Ularning ilmiy ishlari va tarjima sohasidagi yutuqlari, o'zbek tilining boyishiga hamda milliy madaniyatning yanada rivojlanishiga katta ta'sir ko'rsatmoqda. Tarjima san'ati o'zining taraqqiyotini o'zbek tarixida turli davrlarda namoyon qilgan.

XII-XVI asrlarda Xuroson mintaqasida tarjimashunoslik maktabining rivojlanish davri boshlandi. Ushbu davrda arab va fors tillaridan turli asarlar, jumladan, "Tafsir al-Jalalayn" (Jaloliddin Sayyid va Jaloliddin Mahalliy), "Al-Burhan fi Ilm al-Mantiq" (Fahreddin al-Razi) kabi muhim ilmiy manbalar tarjima qilindi. Bu asarlar o'z zamonining ilg'or ilm-fanini tushunishga va tarqatishga katta yordam berdi.

XVI-XVIII asrlarda Qoshg'arda tarjimashunoslik markazining paydo bo'lishi va faoliyat yuritishi sohaning yangi bosqichga ko'tarilishiga sabab bo'ldi. Bu davrda "Qur'on", "Bustan" va "Gulistan" (Sa'diy Sherozi), "Al-Muqaddimah" (Ibn Xaldun) kabi mashhur asarlar arab, turk va fors tillaridan tarjima qilindi, ular o'zbek adabiyotiga yangi g'oyalar va ilmiy yondashuvlarni olib keldi.

XIX-XX asrning boshlarida Turkistonda tarjimonlik maktabi yanada rivojlandi. Shu davrda Ibn Sino, Pushkinning "Yevgeniy Onegin", Tolstoyning "Anna Karenina" kabi jahon adabiyotining nufuzli asarlari o'zbek tiliga tarjima qilindi. Bu tarjimalar, nafaqat o'zbek adabiyotining mustahkamlanishiga, balki o'z xalqining dunyoqarashini kengaytirishga ham xizmat qildi.

XX asrning boshlarida esa ma'rifatparvar tarjimonlar, jumladan, Fitrat, Sadridin Ayni, Muhammadjon Buxoriy, Abdulla Qodiriy va Erkin Vohidov kabi buyuk insonlar o'z tarjimonlik faoliyatlari orqali o'zbek tilining o'ziga xosligini saqlab qolishga, xalqimizning ma'naviy merosini keng ommaga yetkazishga katta hissa qo'shdilar. Ularning tarjimalari o'zbek adabiyotining oltin fondiga aylangan.

Bugungi kunda O'zbekiston tarjima maktabi o'zining chuqur tarixiy ildizlariga ega bo'lib, zamonaviy tilshunoslik va tarjimonlikni yangi darajaga olib chiqmoqda. Tarjimonlarning o'ziga xos va milliy tafakkurga mos yondoshuvlari, o'zbek tilining rivojlanishi, madaniy aloqalarning mustahkamlanishi uchun muhim ahamiyatga ega. Tarjima san'ati, bir xalqning ma'naviy boyliklarini boshqalarga yetkazib berishda eng to'g'ri yo'l sifatida e'tirof etilgan. Tarjimonlar bu san'atda yuqori mahoratni namoyon qilishadi, va bu jarayon adabiy va madaniy aloqalarni

mustahkamlashga yordam beradi. Buni misol sifatida, nemis yozuvchisi Yo‘xann Volfgang fon Gertenning mashhur “Faust” asarini o‘zbek tiliga tarjima qilishdagi yuksak mahoratni keltirish mumkin.

“Faust” asari o‘zbek tiliga ikki muhim tarjimon — Erkin Vohidov va Posho Ali Usmon tomonidan tarjima qilingan. Erkin Vohidov dastlab asarni rus tilidan o‘zbek tiliga tarjima qilgan, o‘zining o‘ziga xos uslubi va yuqori mahorati bilan. Keyin, 2001 yilda, Posho Ali Usmon, Samarqandlik iste’dodli tarjimon, asarni to‘g‘ridan-to‘g‘ri olmon tilidan o‘zbek tiliga tarjima qildi. Mustaqillikdan so‘ng amalga oshirilgan bu tarjima, o‘zbek tarjima san’atida katta ahamiyatga ega bo‘ldi.

Har ikkala tarjima (Erkin Vohidov va Posho Ali Usmon) o‘ziga xos, yuksak qiymatga ega va muvaffaqiyatli bo‘ldi. Masalan, quyidagi qatorni tarjima qilishda ikki tarjimonning yondashuvlarini solishtirsak:

Original nemis tilidagi qator:

“So braucht sie denn, die schönen Kräfte”

Asl ma’no:

“Sizga shunday chiroyli kuch kerak”.

Posho Ali Usmon tarjimasi:

“Madad bo‘lgay sizga insonga xos qudrat”.

Erkin Vohidov tarjimasi:

“O‘shal sehringizni ko‘rsating”.

Har ikkala tarjimon ham o‘z uslubi bilan o‘zgacha tarjimalarni taqdim etgan. Posho Ali Usmon, badiiy ma’no va ifodaning chuqurligini saqlab qolgan holda, “qudrat” so‘zini ishlatgan, bu orqali asli mo‘jizaviy kuchni ta’kidlashga erishgan. Erkin Vohidov esa o‘zbek tiliga yengil va jonli uslubda, sehr va kuchni birlashtirgan tarzda tarjima qilgan.

Bu misol, tarjimonlarning har biri o‘ziga xos uslub va yondashuvga ega ekanligini, lekin har bir tarjima o‘z ma’no va badiiy yuksakligiga ega bo‘lishini ko‘rsatadi. Har bir tarjima o‘z vaqtida o‘zining o‘zgacha ahamiyatiga ega bo‘lib, “Faust” asarining o‘zbek tilidagi tarjimalari adabiyotimizda alohida o‘rin tutadi.

Nemis tilshunosi K. Reys, tarjima faoliyatini rivojlantirishda birinchi bo‘lib, tarjimaga yo‘naltirilgan matnlar tasnifini taklif qilgan. U matnlarni uchta asosiy turga ajratib, har bir turdagi matnlarning kontekstual va struktural xususiyatlarini aniqlab bergan. Bu tasnif tarjima ishlari uchun foydali bo‘lib, matnlarning turini, uning maqsadiga qarab qanday tarjima qilish kerakligini tushunishga yordam beradi.

Reysning tasnifida quyidagi matn turlari keltirilgan:

I. Informations (kontentga yo‘naltirilgan tur): Bu turdagi matnlar ko‘pincha ma’lumot berish va tushuntirishga yo‘naltirilgan bo‘lib, ularning asosiy maqsadi ma’lum bir sohada yoki mavzuda aniq va ishonchli ma’lumot taqdim etishdir. Bunga press-relizlar, yangiliklar hisoboti, ilmiy hisobotlar, foydalanuvchi yo‘riqnomalari, shartnomalar, o‘quv matnlari, badiiy adabiyotlar va boshqa shu kabi matnlar kiradi.

II. Ekstressiv (shaklga qaratilgan): Bu turdagi matnlar asosan hissiy ta’sir ko‘rsatish yoki shaxsiy fikrni ifodalashga qaratilgan bo‘ladi. Bu matnlar ko‘pincha o‘quvchi yoki tinglovchini hissiy jihatdan ta’sir etishni maqsad qiladi. Insho, biografiyalar, romanlar, qissalar, she’riyatning barcha asosiy shakllari, vzlilar va boshqa badiiy janrlarda yaratilgan matnlar ekstressiv turga kiradi.

III. Operatsion (murojaatga, murojaatga yo‘naltirilgan tur): Bu turdagi matnlar ko‘pincha tilning ishonitirish funksiyasini ifodalovchi, boshqa tilshunoslik elementlarini o‘z ichiga olgan matnlardir. Murojaatga yoki muayyan harakatni qo‘llab-quvvatlashga yo‘naltirilgan bo‘lib, reklama, vaz, satirik she‘rlar, targ‘ibot va reklama matnlari kabi turli xil matnlar bu toifaga kiradi.

Reysning tasnifi, har bir matn turining xususiyatlarini o‘rganish va ularni tarjima qilishda qo‘llaniladigan metodlarni aniqlashda yordam beradi. Bu, shuningdek, ITF (Izchil tarjima faoliyati) uchun maxsus matnlar tanlash mezonlarini ishlab chiqishda ham foydalidir.

Tarjima sohasida yuqori darajada muvaffaqiyatga erishish uchun matnlarni tanlashda, uning turini, maqsadini va auditoriyasini hisobga olish zarur. Tarjimonlar matnni tarjima qilishda, uning maqsadiga mos ravishda so‘zlarni va iboralarni tanlashga e‘tibor berishlari kerak. Shunday qilib, K. Reysning tasnifi, tarjimonlarga o‘z ishlarini yanada samarali qilish va tilning barcha jihatlaridan to‘liq foydalanish imkonini yaratadi.

Dunyodagi barcha davlatlarda, shuningdek, o‘z vatanimizda ham, ona tilidan tashqari boshqa millat tillarini o‘rganish an‘analari qadimdan mavjud. Bu tilni o‘rganish jarayoni ijtimoiy hodisa sifatida, rivojlanishning muhim qismidir. Bir nechta tillarni bilish, o‘zaro madaniy aloqalar va iqtisodiy munosabatlarni mustahkamlashga yordam beradi.

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**SUN'IY INTELLEKT YORDAMIDAGI MATN TARJIMASIDA ILOVA
KONSTRUKSIYA ELEMENTLARINING STRUKTURAVIY – FUNKSIONAL
XUSUSIYATLARI**

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Annotatsiya: Ushbu maqolada sun'iy intellekt yordamida matn tarjimasi jarayonida ilova konstruktsiya elementlarining strukturaviy va funksional xususiyatlari tahlil qilinadi. Nemis va o'zbek tillari misolida ilova konstruktsiyalarining sintaktik, morfologik va semantik jihatlarini o'rganiladi. Tadqiqot natijalari sun'iy intellekt tarjima tizimlarining aniqligini oshirish va tillararo muloqotni yaxshilash imkoniyatlarini ochib beradi. Ilova konstruktsiyalarining to'g'ri tarjima qilinishi tarjimonlar va tilshunoslar uchun muhim bo'lib, bu tadqiqot ushbu jarayonda samaradorlikni oshirishga xizmat qiladi.

Kalit so'zlar: sun'iy intellekt, matn tarjimasi, ilova konstruktsiyalari, sintaktik xususiyatlar, morfologik analiz, semantik tafovutlar, tarjima strategiyalari, nemis tili, o'zbek tili, tillararo muloqot.

Axborot texnologiyalari va globalizatsiya asri davomida, turli xil tillarni tushunish va ular orasida muloqot qilish muhim ahamiyatga ega. Bu esa, tarjimonlar va tilshunoslar uchun qulaylik yaratadi. Sun'iy intellekt yordamida matn tarjimasi, bir tillardagi ma'lumotlarni boshqa tillarga o'tkazishda muhim vosita sifatida xizmat qiladi. Bu maqolada, biz nemis va o'zbek tillaridagi ilova konstruktsiya elementlari haqida gapirib, ularning struktura – funksional xususiyatlarini o'rganishni maqsad qilib olamiz. Bu borada, sun'iy intellekt tarjima vositalarining sifatini oshirish va tillar orasidagi muloqotni yaxshilash imkoniyatlarini ko'rib chiqamiz.

Nemis tili – hind – yevropa tillaridan biri hisoblanadi va o'ziga xos murakkab so'zlardan (komposita), uzun bayonlardan va murakkab jumladan foydalanadi. O'zbek tili esa agglutinatív tillardan biri hisoblanadi va so'zlarga suffiks qo'shib ma'noga ko'ra o'zgarishlarni ifodalaydi. Shuning uchun, **sun'iy intellekt** algoritmitga har ikkala tilning grammatikasi va sintaksisi haqida to'liq ma'lumot berish kerak, aks holda tarjima natijalari noto'g'ri bo'lishi mumkin.

Bu maqolada biz **sun'iy intellekt** yordamida nemis – o'zbek tilidagi matn tarjimasida ilova konstruktsiya elementlari va ularning strukturaviy – funksional xususiyatlari haqida baxs yuritamiz. Mazkur tadqiqotning asosiy maqsadi – **sun'iy intellekt** algoritmalarining tillarning murakkab qoidalarini qanday aniqlash va qo'llashini tahlil qilishdan iborat. Bu yerda biz tillarning grammatik, sintaksis va leksik farqlarini muhokama qilamiz va **sun'iy intellekt** yordamida ularga yechimlar taklif etamiz.

Ilova konstruktsiya elementlari, matn tarjimasida ma'lum bir tilning grammatik va sintaktik tuzilmasini tushuntirish uchun muhimdir. Nemis va o'zbek tillarida, ilova konstruktsiya elementlarining struktura – funksional xususiyatlarini quyidagi jihatlar bilan boshqarish mumkin:

1. So'zlar va frazalar orasidagi bog'liqlik:

Nemis va o'zbek tillarida so'zlar va frazalar orasidagi bog'liqlikning o'ziga xos xususiyatlari mavjud. Bu xususiyatlar gap tuzilishi, so'zlar orasidagi bog'liqlik va aloqalarni o'z

ichiga oladi. Shuningdek, ikki til orasidagi farqlar va o'xshashliklar tarjimonlar uchun ahamiyatga ega bo'lib, **sun'iy intellekt** tarjima vositalarining sifatini oshirish imkoniyatlarini ko'rsatadi.

2. Sintaktik tartib:

Nemis va o'zbek tillarida sintaktik tartibning xususiyatlari farq qiladi. Nemis tilida fe'l har doim gapning aniq belgilangan o'rnida joylashadi, bu yerda yordamchi fe'l va boshqa so'zlar bilan kelish maydoni bo'ladi. O'zbek tilida esa fe'l gapning oxirida joylashadi. Bu farqlar, **sun'iy intellekt** tarjima vositalarining grammatik va sintaktik tushunchalarni aniq tushuntirishiga yordam beradi.

3. Grammatik va leksik tuzilmalar:

Nemis va o'zbek tillarida grammatik va leksik tuzilmalar farqli. Nemis tilida rod, son va hodisalar tushuntiriladi. O'zbek tilida esa rod va hodisalar tushuntiriladi. Shuningdek, ikki tilning so'zlarining morfologiyasi, shakllari va ma'nolari orasidagi farqlar va o'xshashliklar **sun'iy intellekt** tarjima vositalari uchun muhimdir.

Misol:

Nemischa: „*Sie (die Frau) kauft einen Apfel*“. (Ayol + fe'l + obyekt)

O'zbekcha: „*U (ayol) olma sotib olyapti*“. (Ayol + obyekt + fe'l)

Bu misolda, nemis tilida „*Sie (die Frau)*“ (ayol) rodi belgilangan, lekin o'zbek tilida jins belgilanmagan. Shuningdek, nemis tilida fe'l „*kauft*“ (sotib olmoq) gapning ichida joylashgan, o'zbek tilida esa fe'l „*sotib olyapti*“ (sotib olmoq) gapning oxirida joylashgan.

Ushbu ma'lumotlar, **sun'iy intellekt** tarjima vositalarining nemis va o'zbek tillaridagi ilova konstruksiya elementlarini tushunishga va ularning struktura – funksional xususiyatlarini o'rganishga yordam beradi. Bu borada, **sun'iy intellekt** tarjimonlar turli tillar orasidagi muloqotni osonlashtirishi va sifatini yaxshilash imkoniyatlarini yaratib berishi mumkin.

Tarjimonlar uchun ilova konstruksiyalarini to'g'ri tarjima qilish muhim ahamiyatga ega. Nemis tilidagi ilovalarni o'zbek tiliga to'g'ri tarjima qilishda, jumladagi semantik ma'no va grammatik tuzilishni saqlab qolish zarur. Shuningdek, tarjimonlar uchun ilova konstruksiyalarining ko'plab turli tillarda qanday qo'llanilishi va tarjimasi haqida qo'llanma yaratish foydalidir.

Ilova konstruksiyalarining tahlili nemis tilshunosligi bo'yicha keyingi tadqiqotlar uchun poydevor yaratadi. Bu konstruksiyalarni o'rganish tilshunoslarga nemis tilining sintaktik, semantik va pragmatik jihatlarini o'rganishda yangi yondashuvlar yaratadi. Shu bilan birga, nemis tilidagi ilovalar boshqa tillar bilan qiyoslash, tilshunoslikda lingvistik analitik usullarning samarali qo'llanilishini ta'minlaydi.

Ilova konstruksiyalarining sinxron va diaxron tahlili, dialektal farqlarni o'rganish, hamda ilovalarni boshqa til va madaniyatlar bilan qiyoslash sohalari nemis tilshunosligi bo'yicha yangi tadqiqotlar uchun asos yaratadi.

Ilova konstruksiyalarining boshqa tillar bilan qiyoslanishi, xususan, german tillari oilasidagi boshqa tillar bilan, tilshunoslarga translingvistik (xalqaro) yondashuvlarni rivojlantirish imkonini beradi.

Ilova konstruksiyalarining nazariy va amaliy tavsifi nemis tilining sintaksisini chuqurroq o'rganish imkonini yaratadi. Bu, o'z navbatida, til o'qitish va tarjima jarayonida samarali qo'llanilishiga yordam beradi. Ilova konstruksiyalarini o'rganish orqali, til o'rganuvchilar va tarjimonlar tilni aniq va ravshan qo'llashni o'rganadilar. Shuningdek, bu tadqiqotlar nemis tilshunosligi bo'yicha yangi tadqiqotlar uchun mustahkam poydevor yaratadi.

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INGLIZ TILINING IKKINCHI TILI SIFATIDA BO'LAJAK O'QITUVCHILARIDA TANQIDIY FIKRLASHNI RIVOJLANTIRISHGA QARATILGAN YONDASHUVLAR

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Annotatsiya: Ushbu maqola ilmiy jamoatchilik muhokamalarida muhim o'rin egallagan chet tilini o'qitishning eng samarali usullarini izlashga bag'ishlangan. Shu munosabat bilan, tanqidiy fikrlash texnologiyalarining ingliz tilini o'zlashtirish samaradorligiga ta'siri zamonaviy pedagogikada katta ahamiyatga ega.

Kalit so'zlar: shaxsga yo'naltirilgan yondashuv, tizimli-faoliyat yondashuvi, kompetensiyaga asoslangan yondashuv, kommunikativ-kognitiv yondashuv, subyektivlik, tanqidiy fikrlash.

Zamonaviy ta'lim tizimi hamda umuman zamonaviy jamiyat erkin fikrlay oladigan, ijodiy shaxslarga ehtiyoj sezadi. Fikrlash erkinligi — bu andozalardan chetga chiqish, muammolarni va ularning yechimlarini turli nuqtai nazardan ko'rish qobiliyatidir, bu esa tanqidiy fikrlash bilan chambarchas bog'liq. Mazkur ko'nikmalarga bo'lgan talab nafaqat kasbiy faoliyat, balki kundalik hayotda ham dolzarb bo'lib, amaliyotda o'z tasdig'ini topgan. Tanqidiy fikrlashni rivojlantirishning bir nechta asosiy yondashuvlari mavjud: shaxsga yo'naltirilgan, tizimli-faoliyat, kompetensiyaga asoslangan va kommunikativ-kognitiv yondashuvlar.

Shaxsga yo'naltirilgan yondashuv shaxsiy qobiliyatlarni namoyon qilish sharoitlarini yaratish hamda bo'lajak chet tili o'qituvchilarining amaliy tajribasini shakllantirish uchun eng optimal usul hisoblanadi.

Tizimli-faoliyat yondashuvi ta'lim va kognitiv jarayonlarning asosini tashkil etib, talabalarning faol ishtirokini rag'batlantiradi hamda muammolarga tezkor yechim topish qobiliyatini rivojlantiradi. N.N. Starostina ta'kidlaganidek, "ta'lim jarayonining asosi shaxsiy faoliyat bo'lishi lozim...". Faoliyat jarayonida bo'lajak o'qituvchilar yangi bilimlarni o'zlashtirib, ilgari siljishga intiladilar, o'z bilimlarini oshirish va yangi tanishlar orttirishga harakat qiladilar.

Kompetensiyaga asoslangan yondashuv eng murakkab yondashuvlardan biri bo'lib, u talabalar tajribasini mustaqil ravishda kognitiv, kommunikativ, axloqiy va tashkiliy muammolarni hal qilishga yo'naltiradi.

Kommunikativ-kognitiv yondashuv esa nutqiy faoliyatni rivojlantirishga ko'maklashib, bu jarayon haqiqatga yaqin bo'lgan kommunikativ vaziyatlarda bilish jarayonining yaxshilanishiga xizmat qiladi.

Ushbu maqolada ta'kidlangan yondashuvlar kommunikativ yo'naltirilganlik, subyektivlik, o'quv jarayonidagi faoliyatdan hayotiy faoliyatga nazorat ostida o'tish hamda shaxsiy xususiyatlarni rivojlantirishga yo'naltirilgan pedagogik jarayonni shakllantirish tamoyillariga asoslanadi.

Kommunikativ yo'naltirilganlik tamoyili tanqidiy fikrlashni nutqiy faoliyat orqali rivojlantirishni nazarda tutadi. Dialektik mantiq tanqidiy fikrlashni shakllantirishda muhim ahamiyat kasb etib, bahslashish san'atini egallash imkonini beradi [3, 123-bet]. Dialog jarayonida yuzaga keladigan argument tanqidiy fikrlashni rivojlantirish vositasi bo'lib, tanqidiy fikrlash

shaxsning o‘z harakatlari hamda boshqalarning harakatlarini baholash qobiliyatini o‘z ichiga oladi, bu esa faqat muloqot orqali amalga oshirilishi mumkin.

Subyektivlik tamoyili ta’lim jarayonining subyektga yo‘naltirilgan holda tashkil etilishini anglatib, bunda o‘qituvchi va talabaning teng mavqega ega bo‘lishi ko‘zda tutiladi. O‘qituvchi o‘quvchining shaxsiy tajribasini ifodalashi uchun zarur shart-sharoitlarni yaratishi, avtoritar pozitsiyadan voz kechib, o‘zaro muloqotni tashkil etuvchi sifatida faoliyat yuritishi lozim.

Pedagogik jarayonni muayyan maqsad va mazmun asosida shakllantirish tamoyili shaxsga yo‘naltirilgan pedagogik (yoki shaxsni tasdiqlovchi) vaziyatlarni yaratish orqali amalga oshiriladi. Bunday vaziyatlar axloqiy tanlov, mustaqil maqsad qo‘yish, ta’lim jarayoni muallifi rolini anglash, iroda namoyishiga sabab bo‘ladigan to‘siqlar, o‘z-o‘zini anglash va baholash, oldingi qarashlardan voz kechish va yangi qadriyatlarni qabul qilish hamda mas’uliyatni his qilish kabi elementlarni o‘z ichiga oladi.

Mazmuniy-protsessual pedagogik shart-sharoitlar bloki quyidagilarni o‘z ichiga oladi:

- talabalar tanqidiy fikrlashini rivojlantirishga qaratilgan subyekt-subyekt munosabatlariga asoslangan ta’lim faoliyatini tashkil etish;
- bo‘ljak kasbga bo‘lgan motivatsiyani oshirish, ish natijalarini aks ettirish va o‘z-o‘zini baholashga qaratilgan dialogik muhit yaratish;
- interfaol ta’lim shakllaridan foydalanish;
- tanqidiy fikrlash darajasini aniqlash uchun yoshga mos diagnostik usullar mavjudligi;
- talabalarga o‘z-o‘zini rivojlantirish va ijtimoiy tajribalarini ro‘yobga chiqarish imkoniyatlarini taqdim etish.

Tanqidiy fikrlashni rivojlantirish uchun quyidagi ko‘nikmalarni shakllantirish muhim ahamiyatga ega:

1. mantiqiy xulosalar chiqarish va natijani umumlashtirish;
2. xulosalar ketma-ketligini baholash;
3. hodisalarning sabablarini tahlil qilish va xulosalar chiqarish;
4. matn mazmunini tahlil qilish va baholash;
5. noaniq va mavhum ifodalarga oid xatolarni aniqlash;
6. noaniq ma’lumotlar orasidan dolzarb (mazkur holatda muhim) axborotni ajratib olish.

Mazkur ko‘nikmalar past, o‘rta va yuqori darajada shakllanishi mumkin. Tanqidiy fikrlashni rivojlantirish til o‘rgatish jarayonining samaradorligini oshirish sharti hamda usuli sifatida filologiya yo‘nalishidagi talabalar orasida eksperimental tadqiqotlar doirasida muvaffaqiyatli sinovdan o‘tkazildi va ijobiy natijalar berdi.

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THE BENEFITS OF EDUCATION IN MOTHER TONGUE

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Abstract: Education in the mother tongue plays a crucial role in cognitive development, academic achievement, and cultural preservation. This article explores the advantages of learning in one's native language, including improved comprehension, better problem-solving skills, and enhanced emotional connection to learning. It also examines the impact of mother tongue education on literacy, creativity, and social integration. By comparing mother tongue-based instruction with foreign language-based education, the paper highlights the importance of linguistic identity and offers recommendations for policymakers and educators to promote effective language policies.

Keywords: mother tongue, education, cognitive development, literacy, cultural identity, academic success, multilingualism, language policy.

1. Cognitive and Academic Advantages

Education in the mother tongue enhances cognitive development by allowing learners to grasp complex concepts more easily. Research shows that children who study in their native language develop stronger problem-solving skills, analytical thinking, and memory retention. Learning in an unfamiliar language often results in a cognitive overload, as students must simultaneously acquire both linguistic skills and subject knowledge.

Students educated in their mother tongue generally achieve better academic outcomes. They understand lessons more effectively, participate actively in class discussions, and perform better in assessments. Additionally, foundational literacy skills develop more naturally in a familiar language, which later facilitates the acquisition of additional languages.

2. Emotional and Psychological Benefits

Learning in one's native language fosters a deeper emotional connection to education. Students feel more comfortable, confident, and motivated when they understand the language of instruction. In contrast, learning in a foreign language can create stress, frustration, and a sense of alienation, particularly for young children.

Mother tongue-based education helps students develop a positive attitude toward learning, reducing anxiety and increasing engagement. It also allows children to express themselves more freely, which enhances creativity and critical thinking skills. A strong emotional attachment to learning improves long-term educational outcomes and fosters a love for knowledge.

3. Preservation of Cultural Identity and Heritage

Language is an essential carrier of culture and traditions. Mother tongue education helps preserve cultural heritage by ensuring that future generations remain connected to their roots. When indigenous or minority languages are neglected in education, they face the risk of extinction, leading to a loss of cultural diversity.

Teaching in the native language reinforces a student's sense of identity and belonging. It promotes respect for one's heritage and fosters intergenerational communication, allowing cultural

knowledge to be passed down. Additionally, multilingual education systems that prioritize mother tongues contribute to a more inclusive society, valuing linguistic diversity.

4. Social and Economic Benefits of Mother Tongue-Based Education

From an economic perspective, individuals who receive education in their mother tongue often perform better in the workforce. They acquire knowledge more effectively and develop better communication skills, making them more competitive in the job market. Moreover, multilingual proficiency, which starts with a strong foundation in one’s first language, is increasingly valuable in globalized economies.

Conclusion

Mother tongue education plays a fundamental role in cognitive development, academic success, and cultural preservation. By integrating mother tongue instruction with multilingual learning, educators and policymakers can create an inclusive and effective education system that benefits learners and society as a whole.

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IMPORTANCE OF READING FLUENCY FOR TEACHING FOREIGN LANGUAGE

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Abstract is to study various features of reading fluency and accuracy, to highlight the most comprehensive existing classifications of reading strategies, description of the technologies and to work out the ways of rendering them in the process of translation.

Keywords: technical, specifically, application, specialized, disciplines, multiple, terminology, mastery, relevant, communicate

Educators and researchers have sought to unlock the mystery of how the human brain processes and comprehends text and how to use this knowledge to help students become proficient readers. However, our students are still not reaching the standards of reading proficiency that we want them to achieve. The literature has established that reading is a complex process, and fluency development is an integral part of this process. Fluency, simplistically defined as a combination of rate, accuracy, and expression, is widely considered not just a foundational component of reading but a necessity if a student is to master comprehension of a text (Frey & Fisher, 2006). Research has established that fluency is built by acquiring skills such as phonological awareness and decoding and interacting these skills with knowledge, oral language, and vocabulary. These complex interactions lead the reader to automatic and effortless processing of text that leads to comprehension (Perfetti & Bolger, 2004; Chall, 1996; Scarborough, 2009)¹. Developments in curriculum and recent education policy raise questions about how recently emphasized practices and programs impact reading fluency and, in turn, reading proficiency. The use of technology in all areas of education has expanded rapidly, and its integration is now a universal mainstay due to the COVID-19 pandemic of 2020. Instruction in foundational skills, such as phonemic awareness and decoding, and rigorous instruction that emphasize complex texts and vocabulary, have been widely implemented in certain states. While independent reading has been shown to have positive correlations with reading proficiency and is still a widely advocated practice, methods that utilize it heavily, such as the reading workshop, have been called into question. Considering the changing landscape of reading instruction in schools, this study used the systematic review method to examine the recent literature and the impact of these instructional practices on reading fluency.

Over the years, theorists have studied the reading process and provided models for acquiring reading skills. Laberge and Samuels' work laid a foundation for the idea of automaticity, the mastery of reading skills to the point of automatic and holistic fluency. Their theory of automatic processing was grounded in the acquisition of words through decoding, beginning with letter-sound processing and blending. Chall's (1996) model also emphasized the importance of decoding and presented reading acquisition in stages. These skills in each stage build on one another, gaining fluency and automaticity in each stage. Perfetti & Marron (1995) reinforced the

¹ Perfetti, C. A., & Bolger, D. J. (2004). The brain might read that way. *Scientific Studies of Reading*, 8(3), 293-304

importance of decoding, proposing that adults could learn to read through phonemic awareness and decoding instruction.

Phonological awareness is correlated with and predictive of reading fluency, while automaticity has also been found to be a predictor of fluency (Roembke et al., 2019; Elhassan et al., 2017; Lipka, 2017)². Word recognition automaticity has also been correlated with ACT reading and composite scores (Rasinski et al., 2006).

Close reading. An instructional routine associated with complex text that engages students with a short passage of text to examine and understand the deep structures. Close reading typically includes repeated readings, limited front-loading, annotation, and text dependent questions

Complex text. Texts that encompass various quantitative and qualitative features and require more instructional support for students to negotiate

Curriculum-based measurement (CBM). An assessment method that uses standardized content that stays consistent over time. It can measure basic skills and provide benchmark data and growth over time.

Decoding. Word reading skills that include phoneme awareness, letter-sound, and phonogram knowledge.

Fluency. A reading component encompassing rate, accuracy, and expression

Oral Reading Fluency (ORF). A type of CBM assessment that measures both accuracy and reading rate, resulting in a Word Correct per Minute (WCPM) score

Phonological awareness/phonemic awareness. Skills involving quick and accurate recognition and manipulation of spoken words and sounds, such as segmenting and blending.

Reading experts have explored the role that fluency plays in proficient reading and its interaction with other components of reading. Some have hypothesized that poor fluency is a symptom of poor reading ability. In contrast, others have stated that fluency is a necessary feature of good reading that must be treated when deficient. Chall (1996) presented a model of reading development rather than a theory, with hopes that further research will prove or disprove her model. Chall proposed a series of stages that readers progress through on the path to proficient reading. Prereading – birth to age six – when children gain control and insights into the nature of language and words. The Decoding stage – is where readers internalize knowledge about the nature of the alphabetic system and how it works. Confirmation and Fluency – most children learn to use decoding knowledge and the redundancies of language and stories. They gain skills in using context and gain fluency and speed. Readers begin the course to acquire new knowledge, information, thoughts, and experiences, involves dealing with multiple viewpoints. Construction and Reconstruction – is reached when one can read texts to the degree and completeness as suits one’s purpose (Chall, 1996)³. Chall (1996) stated that each stage requires some skills acquired in the previous stage, but not to the same degree. A child can still learn to read without the prereading skills.. Chall pointed out that evidence points to a code emphasis instructional approach being most effective for readers at this stage. When students understand letters and sounds and how they work in words, they become more adept at reading new texts. Decoding remains with readers throughout each successive stage. It combines a top-down approach that uses context and story knowledge

² Roembke, T. C., Hazeltine, E., Reed, D. K., & McMurray, B. (2019). Automaticity of word recognition is a unique predictor of reading fluency in middle-school students. *Journal of Educational Psychology*, 111(2), 314- 330.

³ Chall Jeanne, S. (1996). *Stages of reading development*. Fort Worth: Harcourt Brace College Publishers.

with a bottom-up approach focused on decoding. The transition requires changes in strategies that include growth in general knowledge, vocabulary, and cognitive abilities. Readers also may have difficulty transitioning if they have not acquired automatic recognition of words and phrases through a high volume of independent reading. It is highly dependent on mastery, as the greater complexity of reading requires prior experience reading for a limited purpose.

Repeated reading is the most established and recommended instructional method for increasing reading fluency, while strategies such as modeled reading and poetry have shown evidence of effectiveness. More recent curricular developments, such as increased technology use and the call for the use of complex texts to meet achievement standards have raised questions as to whether these tools have a positive or negative impact on the development of fluent and proficient reading.

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LANGUAGE AS A CATALYST: SHAPING THE EVOLUTION OF EDUCATION

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Abstract: Language is the foundation of education and serves as the primary medium of instruction. A well-structured education system must consider linguistic diversity to ensure effective learning- Research suggests that students who receive instruction in their mother tongue have better academic outcomes. This paper explores the role of language in education, the benefits and challenges of multilingual education, and the impact Of language policies on learning

Keywords: Language education, Multilingualism, Cognitive development, Mother-tongue instruction, Language Policies, Learning outcomes,

Introduction

Education and language are closely interconnected. Language is not just a communication tool; it also shapes cognitive development, literacy, and cultural states that early education in one's native language enhances comprehension and academic success. However, many students worldwide are taught in second languages, which can lead to lower performance and higher dropout rates.

Language plays a crucial role in the learning process. Vygotsky emphasized that language is essential for cognitive development. Studies show that students who learn in their mother tongue understand concepts better and perform better academically In contrast, students who learn in a foreign language may struggle with comprehension, reducing their overall learning potential. Multilingual education enhances cognitive skills, critical thinking, and adaptability. Bialystok found that bilingual individuals have stronger problem-solving abilities Additionally, multilingual education fosters cultural appreciation and prepares students for global opportunities. However, challenges include teacher training, curriculum development, and lack of resources. Government language policies significantly impact student success. Countries with strong bilingual programs, such as Finland and Singapore, report high literacy rates and academic achievements In contrast, nations that enforce monolingual education often see higher dropout rates among linguistic minorities. Implementing inclusive language policies can bridge educational gaps and promote equal opportunities.

A forward-looking approach emphasizes the need to integrate language considerations into all facets of educational planning and practice. Recognizing the diversity of linguistic backgrounds in classrooms today, educators are increasingly called upon to adopt innovative teaching strategies that accommodate both native and second-language learners. Moreover, emerging research and global trends call for dynamic reforms in educational practices. As classrooms become more diverse and interconnected, there is a growing need to create curricula that balance language proficiency with critical engagement in diverse cultural narratives. By leveraging technology, fostering community partnerships, and implementing evidence-based teaching methods, schools can develop environments that celebrate linguistic diversity while equipping students with the

skills necessary for lifelong learning. This progressive outlook is key to preparing learners for the challenges and opportunities of a rapidly changing world.

Conclusion

In conclusion, language is not merely a tool for communication but a cornerstone of educational success. Instruction in the mother tongue significantly enhances comprehension and engagement, laying a strong foundation for academic achievement. This holistic approach not only fosters critical thinking and adaptability but also prepares learners to navigate and contribute to an increasingly interconnected global society.

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**XORIJIY TILLAR VA ADABIYOTINI
O‘QITISHNING ZAMONAVIY
METODLARI**

* * *

**MODERN METHODS OF TEACHING
FOREIGN LANGUAGES
AND LITERATURE**

* * *

**СОВРЕМЕННЫЕ МЕТОДЫ
ОБУЧЕНИЯ ИНОСТРАННЫМ
ЯЗЫКАМ И ЛИТЕРАТУРЕ**

СОВРЕМЕННЫЕ МЕТОДЫ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА В СИСТЕМЕ ВЫСШЕЙ ШКОЛЫ УЗБЕКИСТАНА

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Аннотация. В статье рассматриваются современные методы преподавания английского языка в системе высшего образования Узбекистана. Особое внимание уделяется коммуникативному подходу, использованию интерактивных технологий, методике интегрированного обучения предмету и языку (CLIL), аутентичным материалам и проектно-исследовательской деятельности. Рассматриваются способы повышения эффективности обучения и подготовки студентов к профессиональной коммуникации на английском языке. Подчеркивается значение инновационных методик и цифровых инструментов в формировании конкурентоспособных специалистов.

Ключевые слова: высшее образование, английский язык, коммуникативный подход, интерактивные технологии, CLIL, аутентичные материалы, проектное обучение, Узбекистан.

Современные исследования в области методики преподавания английского языка подчеркивают важность использования коммуникативного подхода и интерактивных методов обучения. Harmer (2015) в своей работе *The Practice of English Language Teaching* акцентирует внимание на необходимости создания условий для реального общения студентов на иностранном языке. Richards и Rodgers (2014) в книге *Approaches and Methods in Language Teaching* анализируют различные методики преподавания и выделяют эффективность комбинированных стратегий.

Методика Content and Language Integrated Learning (CLIL), подробно рассмотренная Coyle, Hood и Marsh (2010), признана одной из наиболее результативных в контексте профессионального образования, так как позволяет студентам осваивать предметный материал на английском языке. Ellis (2003) в своем исследовании *Task-Based Language Learning and Teaching* подчеркивает значимость использования проектных заданий и практико-ориентированных методик для развития коммуникативных навыков.

С внедрением цифровых технологий преподавание английского языка становится более гибким и доступным. Warschauer и Kern (2000) в работе *Network-Based Language Teaching* анализируют влияние сетевых технологий на образовательный процесс, выделяя преимущества использования онлайн-ресурсов и интерактивных платформ. Kukulska-Hulme и Shield (2008) подчеркивают потенциал мобильных приложений для индивидуализации учебного процесса.

Современная система высшего образования Узбекистана активно интегрирует инновационные методики преподавания английского языка, стремясь соответствовать глобальным стандартам и требованиям современного общества. Усиление роли английского языка в учебных программах связано с процессами глобализации, развитием науки и технологий, а также необходимостью подготовки специалистов, способных эффективно взаимодействовать на международном уровне. Коммуникативный метод остаётся одним из самых эффективных в обучении английскому языку. Он фокусируется

на развитии навыков устной и письменной речи через реальные коммуникативные ситуации. В университетах Узбекистана активно применяются дискуссии, ролевые игры, дебаты и проектные задания, способствующие развитию критического мышления и языковой компетенции студентов.

С внедрением цифровых технологий в образовательный процесс преподавание английского языка стало более гибким и доступным. Использование интерактивных платформ (например, Moodle, Google Classroom), мобильных приложений и онлайн-ресурсов (таких как Duolingo, Quizlet) помогает студентам осваивать язык в удобном темпе. Виртуальные классы и видеоконференции позволяют организовывать занятия с иностранными преподавателями и участвовать в международных проектах.

Методика интегрированного обучения предмету и языку (CLIL) приобретает популярность в вузах Узбекистана. Этот подход позволяет студентам одновременно изучать специализированные дисциплины (например, экономику, право, медицину) на английском языке, что повышает их профессиональную подготовку и уровень владения иностранным языком.

Аутентичные материалы — это неадаптированные тексты, видео и аудио, созданные для носителей языка. Их использование в образовательном процессе способствует углублённому пониманию культуры, контекста и лексики. Студенты анализируют статьи из газет, научные журналы, смотрят фильмы и слушают подкасты, что развивает навыки критического чтения и аудирования.

Одним из современных методов является вовлечение студентов в проектную деятельность. Подготовка презентаций, научных докладов и участие в международных конференциях на английском языке стимулирует самостоятельную работу, развивает академические навыки и укрепляет языковую компетенцию.

Современные методы преподавания английского языка в вузах Узбекистана направлены на формирование у студентов практических навыков общения, критического мышления и способности использовать язык в профессиональной среде. Интеграция инновационных методик и цифровых технологий создает условия для эффективного и гибкого обучения, соответствующего международным стандартам.

Развитие данных подходов в будущем позволит улучшить качество подготовки специалистов и укрепить позиции Узбекистана в глобальном образовательном пространстве.

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BO'LAJAK TARBIYACHILARNING KOGNITIV QOBILIYATLARINI RIVOJLANTIRISHDA "ILK QADAM" DAVLAT O'QUV DASTURINING TUTGAN O'RNI

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Annotatsiya: Ushbu maqolada "Ilk qadam" davlat o'quv dasturining bo'lajak tarbiyachilarning kognitiv qobiliyatlarini rivojlantirishdagi roli o'rganiladi. Maktabgacha ta'lim tizimi bolalarning har tomonlama rivojlanishiga qaratilgan bo'lib, bu jarayonda kognitiv qobiliyatlarni shakllantirish muhim ahamiyat kasb etadi. Maqolada "Ilk qadam" dasturining asosiy tamoyillari, uning ta'lim va tarbiya jarayonidagi o'rni, shuningdek, o'quvchilarning mantiqiy fikrlash, mustaqil ta'lim olish, muammolarni hal qilish va ijtimoiy moslashuv kabi qobiliyatlarini rivojlantirishdagi samaradorligi tahlil qilinadi. Tadqiqot natijalari "Ilk qadam" dasturining kognitiv qobiliyatlarni rivojlantirishga ko'rsatadigan ijobiy ta'sirini tasdiqlaydi hamda uni takomillashtirish bo'yicha tavsiyalar beriladi.

Kalit so'zlar: maktabgacha ta'lim, kognitiv qobiliyatlar, Ilk qadam dasturi, pedagogik metodlar, mantiqiy fikrlash, o'quv jarayoni, innovatsion ta'lim, ijtimoiy moslashuv, tarbiyaviy tamoyillar, ta'lim sifati.

Maktabgacha ta'lim jadal rivojlanayotgan ta'lim sohasi bo'lib, u butun dunyo va mamlakatimizdagi ta'lim sohasi mutaxassisleri va tadqiqotchilarining diqqat markazida bo'lib kelmoqda. Hozirgi kunda O'zbekistonda maktabgacha ta'lim tizimini tubdan isloh qilish ishlari amalga oshirilmoqda.

Davlat o'quv dasturi – bu bolaning barkamol shaxs sifatida shakllanishiga qaratilgan bo'lib, ta'lim va tarbiya jarayonining maqsadlari, vazifalari, tamoyillari, kutilayotgan natijalari, mazmuni va tashkil etilishini belgilaydigan tayanch hujjat hisoblanadi. Mazkur hujjat maktabgacha ta'limning muqobil, parsial, moslashtirilgan dasturlarini ishlab chiqish uchun ham asosdir.

O'zbekiston Respublikasi Maktabgacha ta'lim vazirligining Muvofiqlashtiruvchi kengashining 2022-yil 4-fevraldagi 1-sonli bayonnomasi bilan tasdiqlangan "Ilk qadam" maktabgacha ta'lim tashkilotining o'quv dasturi milliy pedagogika va psixologiyaning quyidagi tamoyillariga asoslanadi:

- bola huquqlari, o'ziga xos rivojlanish xususiyat va salohiyatlarini hisobga olish;
- ta'lim jarayonida barcha turdagi rivojlanish sohalarining o'zaro bog'liqligi;
- bola salomatligini asrash va mustahkamlash, uning ehtiyojlari, shu jumladan, uning harakatlanish ehtiyojlarini qondirish;
- bolaning ijodiy qobiliyatlarini qo'llab-quvvatlash;
- o'yin orqali ta'lim berish va rivojlantirish;
- bolaning rivojlanishi va ijtimoiy moslashishi uchun qulay muhit yaratish;
- bola uchun xavfsiz muhitni ta'minlash;
- MTTning oila, mahalla va maktab bilan hamkorligi;

- milliy madaniy anʼanalarni qadriyatini oshirish va boshqa millatlar madaniyatiga hurmat, boshqa millatlar madaniyatining oʻziga xos xususiyatlarini hisobga olish.

Shuningdek, mazkur dasturda bola rivojlanishining quyidagi sohalarini belgilab berilgan: “Jismoniy rivojlanish va sogʻlom turmush tarzining shakllanishi”; “Ijtimoiy-hissiy rivojlanish”; “Nutq, muloqot, oʻqish va yozish malakalari”; “Taʼlim jarayonining rivojlanishi”; “Ijodiy rivojlanish”.

“Jismoniy rivojlanish va sogʻlom turmush tarzining shakllanishi” sohasi tadqiqot predmeti bilan bogʻliqlikda quyidagi kompetensiyalarni shakllantirishga xizmat qiladi: oʻz imkoniyatlari va yoshi bilan bogʻliq jismoniy rivojlanish meʼyorlariga mos ravishda jismoniy faollik koʻrsatish; turli harakatchanlik faolligini uygʻun ravishda va maqsadli bajarishni taʼlim; turli hayotiy va oʻquv vaziyatlarida mayda motorika koʻnikmalaridan foydalana olish; oʻz harakatlarini hissiyot va sezgi organlari yordamida boshqara olish; xavfsiz hayotiy faoliyat asoslari qoidalariga rioya qilish va boshqalar.

“Ijtimoiy-hissiy rivojlanish” sohasi ijtimoiy tavsifdagi dastlabki tasavvurlarni oʻzlashtirish va quyidagi vazifalarni hal etish orqali bolalarni ijtimoiy munosabatlar tizimiga jalb etishni koʻzda tutadi:

- bolalarning oʻyin faoliyatini rivojlantirish;
- tengdoshlari va kattalar bilan oʻzaro munosabatda elementar umumqabul qilingan meʼyor va qoidalarga rioya qilish;
- gender, oilaviy, fuqarolik kompetensiyalarini, vatanparvarlik hissinini shakllantirish.

“Nutq, muloqot, oʻqish va yozish malakalari” sohasi quyidagi vazifalarni hal etish orqali atrofdagi kishilar bilan oʻzaro birgalikdagi faoliyatning konstruktiv usul va vositalarini oʻzlashtirish maqsadini belgilab beradi:

- kattalar va bolalar bilan erkin muloqotni rivojlantirish;
- ogʻzaki nutqning (leksik jihati, nutqning grammatik qurilishi, talaffuz; dialogik va monologik nutq shakllarining aloqadorligi) barcha komponentlarini rivojlantirish;
- tarbiyalanuvchilarning nutq meʼyorlarini amaliy oʻzlashtirishi.

“Taʼlim jarayonining rivojlanishi” sohasi quyidagi vazifalarni hal etish orqali bolalarda taʼlimga qobiliyatni rivojlantirish maqsadini amalga oshiradi:

- sensor rivojlanish;
- taʼlim-izlanishli, produktiv (konstruktiv) faoliyatni rivojlantirish;
- elementar matematik tasavvurlarni shakllantirish;
- olamning yaxlit manzarasini shakllantirish, bolalarning dunyoqarashini kengaytirish.

“Ijodkorlik” sohasidagi oʻquv-tarbiyaviy faoliyat tadqiqot muammosi bilan chambarchas bogʻliq boʻlib, quyidagi badiiy-estetik layoqatni tarkib toptirishga imkon beradi:

- sanʼat va madaniyatga qobiliyatni namoyon qila olish;
- milliy anʼanalarni qadrlay olish va ularni kundalik hayotning bir qismi sifatida idrok etish;

- sanʼatning muayyan turini afzal koʻrishini mustaqil ravishda ifodalay olish;
- olingan bilim va koʻnikmalardan turli hayotiy vaziyatlarda oʻz ijodiy rejalarini tuzish va tatbiq qilish uchun foydalana olish;

- insonning dunyoni oʻzgartirishdagi yaratuvchanlik rolini tushuna olish.

“Ilk qadam” davlat oʻquv dasturini oʻzlashtirishdan kutiladigan natijalar – bolada quyidagi integrativ sifatlarni shakllantirishni nazarda tutadi:

- jismoniy rivojlanish, madaniy-gigiyenik ko‘nikmalarga ega bo‘lish;
- qiziquvchanlik, faollik;
- emotsional sezgirlik;
- kattalar va tengdoshlari bilan birgalikdagi faoliyat usullari va muloqot vositalarini o‘zlashtirish;
- o‘z xulq-atvorini boshqarish, dastlabki qadriyatga yo‘naltirilgan tasavvurlar asosida o‘z harakatlarini rejalashtirish, elementar umumqabul qilingan me‘yor va qoidalarga rioya qilish;
- yoshiga mos intellektual va shaxsiy vazifalar (muammolar)ni hal etishga qobiliyatlilik.

Xulosa kilib aytganda bo‘lajak tarbiyachilarning kognitiv qobiliyatlarini rivojlantirishda "ILK QADAM" davlat o‘quv dasturi bolaning shaxsiy ehtiyojlarini hisobga olgan holda ilk va maktabgacha yoshdagi bolalar rivojlanishiga qo‘yilgan davlat talablari asosida hamda MTT davlat o‘quv dasturiga muvofiq uning har tomonlama va barkamol rivojlanishi uchun qulay shart-sharoitlar yaratish, maktabgacha yoshdagi bolalarning ta‘lim va tarbiya jarayonini tashkil etish va amalga oshirish, bolalarning ilk rivojlanishi masalalarida oila va mahalliy jamoatchilik o‘rtasida o‘zaro hamkorlikni tashkil etish va amalga oshirish.

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ИНТЕРФЕРЕНЦИЯ, СВЯЗАННАЯ С РУССКИМИ РЕАЛИЯМИ

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Аннотация: В данной статье исследуется явление интерференции, связанной с русскими реалиями, в процессе изучения иностранного языка. Автор анализирует влияние родного языка на овладение русским языком, рассматривает основные виды интерференции (фонетическая, лексическая, грамматическая, стилистическая и орфографическая) и объясняет их механизмы. Подчеркивается важность учета межъязыковых различий в процессе обучения и перевода, а также необходимость разработки методик, направленных на минимизацию интерференции. В статье приводится сравнительный анализ лексико-семантических особенностей узбекского и русского языков, что позволяет глубже понять причины возникновения интерференции и пути её преодоления.

Ключевые слова: интерференция, русский язык, иностранный язык, фонетическая интерференция, лексическая интерференция, грамматическая интерференция, билингвизм, перевод, языковая адаптация, когнитивные процессы.

Как известно, вопрос обучения языку в нашей стране всегда являлось злободневной проблемой. Наши всемирно известные ученые такие, как Ал-Беруний, Ал-Форобий, Ал-Хоразмий, Ибн Сино, Ал-Фаргоний, Махмуд Кошгарий в совершенстве владели несколькими языками. Выдающиеся наши предки Махмуд Кошгарий ва Алишер Навоий провели исследование по сопоставлению различных языков, принадлежащих одной семье. Кроме того, эти мыслители, сравнивая языки различных семей, создали фундаментальные лингвистические произведения. Продолжая традиции наших предков, в настоящее время уделяется большое внимание обучению иностранным языкам подрастающее наше поколение, а также каждого гражданина нашей страны. В процессе обучения иностранным языкам, как свидетельствует практика, проявляются разнообразия между языками в различных аспектах устной и письменной речи. Данное явление в языкознании называется интерференцией. Учитель при обучении другого (иностранного) языка должен знать теоретическую и практическую стороны родного языка учащегося, второго языка, обучаемого иностранного языка. Кроме того, учитель должен получить глубокие познания по методике преподавания.

Интерференция может проявляться не только в процессе обучения, но и при переводе. Если переводчик в процессе перевода будет учитывать только прямое истинное значение слова, не обращая на функциональные особенности использования слова, переводить слово в слово, не зная традиций, менталитета определенного народа, то он будет допускать ошибки, интерференцию.

Исследователи делят интерференцию на следующие две группы:

1. Внутреннюю интерференцию;
2. Внешнюю интерференцию.

Внешняя интерференция проявляется там, где наблюдается влияние внешних факторов на язык. Внутренняя интерференция связана с специфическими особенностями языка. Так, интерференция может появляться в двух условиях:

1. На основе воздействия родного языка на иностранный.
2. На основе воздействия иностранного языка на родной.

Если учащийся узбекской национальности изучает другой язык на основе норм узбекского языка, то он будет допускать большое количество ошибок, поскольку между этими двумя языками существуют несовпадения. Человек узбекской национальности, живущий в другом государстве, под влиянием другого языка в некоторых случаях также будет допускать ошибки в узбекском языке.

Изучение причин появления интерференции осуществляется при помощи сопоставления системы родного языка и иностранного. В науке выделяются следующие виды интерференции:

1. Фонетическая интерференция.
2. Лексическая интерференция.
3. Грамматическая интерференция.
4. Стилистическая интерференция.
5. Орфографическая интерференция.

Фонетическая интерференция, вытекая из фонетического своеобразия различных языков, отражает отдельные особенности способов образования гласных и согласных, ударения и интонации, а лексическая интерференция связана с незнанием всех значений полисемантических слов, где наблюдается неуместное использование синонимов. Сопоставительный анализ лексики русского и узбекского языков позволил выявить три основные лексико-семантические группы слов. А именно: 1) для определенной лексики узбекского и русского языков характерна семантическая эквивалентность. Ср.: ашула «песня»; олма «яблоко». 2) одному русскому слову с широким диапазоном значений в узбекском языке соответствует два или несколько слов. Ср.: цена – «нарх-наво», пожилой – «кекса, чол, кари». 3) и наоборот, двум или нескольким русским словам нередко соответствует одно узбекское слово. Ср.: месяц, луна – «ой».

Так, грамматическая интерференция возникает, где налицо морфологические и синтаксические различия в языке, где отсутствуют существующие грамматические категории родного языка в иностранном, или, наоборот, присутствуют существующие грамматические категории родного языка в другом языке. Это и порядок слов в предложении, средство связи слов, структура текста.

Родной язык является первым языком, языка. Таких слов в узбекском языке, усвоенные из русского, неимоверно много. Например, математика, машина, сумка, кастрюля, шоссе и др.

И так, данное понятие, говоря словами лингвистов, общечеловеческое интернациональное явление, а фонетические и графические символы слова – национальные. Учитель или студент в дальнейшем связывает понятия, сформированные на родном языке, со словами другого обучаемого языка.

Интерференция как процесс возникает в условиях двуязычия, переводческой деятельности, а также двуписьменности.

Интерференция является объектом исследования не только лингводидактики, но и ряд других отраслей знания таких, как сопоставительная типология, сравнительная

грамматика, теории перевода, социолингвистика, психолингвистика. Исследования этих отраслей знаний, несомненно, помогут устранить индифферентные явления в процессе овладения другим языком.

И так, при обучении второму, в нашем случае русскому языку необходимо особо уделять специфическим сторонам языка, чтобы не допускать интерференцию.

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LOTIN TILIDA SIFATLARNI O'RGANISHDA YUZAGA KELADIGAN GRAMMATIK MUAMMOLAR VA ULARNI TUSHUNISH

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Annotatsiya: Ushbu maqolada lotin tilida sifatlarni o'rganishda yuzaga keladigan grammatik muammolar va ularni tushunish masalalari tahlil qilinadi. Lotin tili tibbiyot ta'limida muhim o'rin egallaydi va ko'plab ilmiy atamalar ushbu tilda shakllangan. Tadqiqot davomida lotin tilida sifatlarning jinsi, soni va kelishikka qarab o'zgarishi o'zbek tilida uchramasligi sababli o'quvchilarga qanday qiyinchiliklar tug'dirishi tahlil qilinadi. Maqolada lotin tilidagi grammatik tizimni yaxshiroq tushunish uchun zarur bo'lgan lingvistik va metodologik yondashuvlar bayon etiladi. Shuningdek, tibbiy terminologiyani o'zlashtirish jarayonida sifatlarning turlanish qoidalariga rioya qilish muhimligi ta'kidlanadi.

Kalit so'zlar: lotin tili, sifatlarning turlanishi, tibbiy terminologiya, grammatik qiyinchiliklar, lingvistik xususiyatlar, tibbiy ta'lim, o'quv metodikasi, fonologik tahlil, tibbiy fanlar, til o'rganish strategiyalari.

Lotin tili tibbiy ta'limida o'ziga xos alohida o'rin ega hisoblanadi va ko'plab tibbiy atamalarni o'rganish va tushunish uchun asosiy vosita bo'lib xizmat qiladi. Deyarli barcha zamonaviy tibbiyot sohasiga oid amaliyot hamda ilm-fan lotin tilining lug'atiga asoslanadi, chunki lotin tili tibbiyot va biologiyaning xalqaro muloqot tilidir. Bundan tashqari, Qadimgi Rim va O'rta asrlarda yashagan olimlar, faylasuflar va shifokorlar lotin tilida ijod qilganligi sababli tibbiyot lug'atining shakllanishiga asos bo'ldi. Rim imperiyasi davrida lotin tili davlat boshqaruvi, fan va madaniyat va tibbiyot tili bo'lgan. Tibbiyot lotin tilida rivojlandi va aynan lotin tili ilmiy risolalar, tibbiy matnlar, retseptlar va operatsiyalar tiliga aylandi.

Rim imperiyasi qulagandan keyin va o'rta asrlarda milliy tillar rivojlanishiga qaramay, lotin tili ta'lim muassasalari va universitetlarda qo'llanila boshlandi. O'sha davr shifokorlari, anatomistlari va faylasuflari qaysi davlatdan bo'lishidan qat'iy nazar, o'z tadqiqotlarini yozib olish va hamkasblari bilan muloqot qilish uchun lotin tilidan foydalanganlar. Hozirgi kunga qadar anatomiya, fiziologiya, patologiya va terapiya bilan bog'liq ko'plab tibbiy atamalar lotin tilidan kelib chiqqan. Bu nafaqat asosiy tibbiy tushunchalarga, balki butun dunyoda qo'llaniladigan ko'plab maxsus atamalarga ham tegishlidir. Masalan, inson tanasining barcha anatomik tuzilmalari lotin tilida tasvirlangan: *Cranium* - bosh suyagi, *cor* – yurak, *os* – suyak.

Bu atamalarning har biri shunchaki so'z emas, balki til va madaniy tafovutlar bo'lishiga qaramay, butun dunyo shifokorlari va olimlarini birlashtirgan ilmiy tushunchadir. Tibbiyot terminologiyasi lotincha ildizlar, prefikslar va qo'shimchalardan iborat bo'lib, bu turli hodisa va jarayonlarni aniq va ravon belgilash imkonini beradi. Misol uchun, "*gypotensia*" atamasi lotincha "*tensio*" (kuchlanish) ildiz va "*gypo-*" prefiksidan (normadan past) iborat bo'lib, bu qon bosimining pastligi ekanligi haqida aniq tasavvur beradi. Demak, tibbiyot talabasi o'zining kelajakdagi kasbida qo'llaydigan barcha lotin tibbiy atamalarni mustahkam bilishi maqsadga muvofiqdir, chunki lotin tili nafaqat umumiy tibbiyot fanlarida, balki tibbiyotning anatomiya,

farmakologiya, jarrohlik va boshqalar kabi maxsus sohalarida ham faol qo'llaniladi. Bu sohalarida organlar, jarayonlar va kasalliklarni aniq tavsiflash uchun lotin terminologiyasi zarur.

Shunday qilib, tibbiyot talabasi lotin terminologiyasini o'rganishi davomida qanday qiyinchiliklarga duch keladi degan savol tug'ulishi tabiiy. Bu savolga javobni ona tilisi o'zbek tili bo'lgan talabalar uchun lotin tilidagi sifatlarni o'rganish bir qator grammatik xususiyatlari tufayli jiddiy qiyinchilik yuzaga kelishini ko'rib chiqish bilan yoritib berish bilan amalga oshirish mumkin. Lotin tilidagi sifatlar jinsi, soni va kelishikka qarab o'zgaradi, bu esa ularni tushunish va qo'llashni o'zbek tiliga qaraganda ancha qiyinlashtiradi, chunki o'zbek tilida bunday o'zgarishlar deyarli uchramaydi. Lotin tilida sifatlar jins (rod-mujskoy, jenskiy va sredniy), son (birlik va ko'plik) va kelishikda (6 ta) otlar bilan moslashadi. Demak, sifatning shakli shu turkumlarga qarab o'zgaradi.

Masalan: *longus* (uzun) – *masculinum, Nominativus, singularis*
longa (uzun) - *femininum, Nominativus, singularis*
longum (uzun) - *neutrum, Nominativus, singularis*
longi (uzun) – *masculinum, Nominativus, pluralis*

O'zbek talabalari uchun qiyinchilik shundan iboratki, o'zbek tilida sifatlarning turlanishining yo'qligi va lotin tilidagi kabi jins va son farqlari mavjud emasligida. Lotin tilida sifatlarning otlar bilan jins, son va kelishik bo'yicha mos kelishi kerak. Ushbu shartga majburiy va qat'iy amal qilinishi kerak. Masalan: *Musculus longus capitis-boshning uzun muskuli*

Vena palatina externa-tashqi tanglayga oid vena
Cavum profundum-chuqur bo'shliq

Ushbu berilgan misollardan ko'rinib turibdiki, *musculus, i, m* bo'lganligi uchun *longus, a, um* sifati bevosita mujskoy rodga qo'yilgan. *Vena, ae, f* jenskiy rodga bo'lganligi uchun *palatinus, a, um* va *externus, a, um* dan *palatina, externa* moslashtirilgan. So'nggi misolga keladigan bo'lsak ushbu misolda ot sredniy rodga kelgan shu sababli sifat ot bilan bevosita moslashgan ya'ni *profundus, a, um* dan *profundum* qo'yilgan. Bundan tashqari lotin tilida sifatlar ikki guruhga bo'linadi va ularning uchta turlanishi mavjud bo'lib, ularning birinchi va ikkinchi turlanishi (*-us* (*-er*), *-a*, *-um=longus, longa, longum*) birinchi guruhga va uchinchi turlanishi (*-is*, *-e=frontalis, frontale*) ikkinchi guruhga kiradi. Bunday o'zgarishlarning o'zbek tilida yo'qligiga ko'nikib qolgan talabalar uchun bu qiyin bo'lishi mumkin. Tibbiyot atamaları, ayniqsa, anatomik va patologik atamalarda sifat grammatik qoidalarga aniq rioya qilinishini talab qiladi. Lotin tilida sifatlarning kelishik, jins va songa ko'ra o'zgarishi talabalardan diqqatli bo'lishni, grammatikaning qoidalarini chuqur tushunishi lozimligini talab qiladi. Bu kabi turlanish tizimi mavjud bo'lmagan o'zbek tilida talabalarga lotincha sifatlarni o'rganishidagi qiyinchiliklar ularning o'zgarishlarni idrok etishga yetarlicha tayyorgarlik ko'rmaganligi bilan bog'liq bo'lishi mumkin.

Shunday qilib, o'zbek tilida so'zlashuvchi tibbiyot talabalari uchun lotin tilidagi sifatlarni o'rganish katta qiyinchilik tug'diradi, chunki lotin tili o'zbek tilidan farq qiladi, murakkab kelishik va turlanish tizimiga ega. Ushbu qiyinchiliklarni yengish grammatikani o'rganishga tizimli yondashuv, jins, son va holat bo'yicha sifatlarning o'zgarishiga diqqat bilan e'tibor berish, shuningdek, tibbiy terminologiyadan foydalanish amaliyoti yordamida mumkin. Lotin tili nafaqat tibbiy atamalarning asosi, balki tibbiy muhitda to'g'ri muloqot qilishning muhim vositasi ekanligini tushunish muhimdir.

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ИЗУЧЕНИЕ ЯЗЫКА РУССКИХ ПОСЛОВИЦ И ПОГОВОРОВ НА УРОКАХ РУССКОГО ЯЗЫКА

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Аннотация: В статье рассматривается роль русских пословиц и поговорок в процессе обучения русскому языку. Автор анализирует значение фразеологических выражений в развитии речевой компетенции учащихся, формировании их языковой культуры и расширении словарного запаса. Особое внимание уделяется методическим аспектам использования пословиц и поговорок на уроках, их влиянию на фонетические, грамматические и стилистические навыки обучающихся. В работе также подчеркивается межкультурный аспект фразеологических единиц, их роль в понимании народной мудрости и особенностей национального мировоззрения.

Ключевые слова: русский язык, пословицы и поговорки, фразеологизмы, обучение, речевая компетенция, методика преподавания, грамматические конструкции, межкультурная коммуникация, народная мудрость, языковая культура.

Наука и мышление — зрелый пример человеческого совершенства, искра человечности, переходящая от тьмы к свету через периоды. В мире нет ни одной отрасли науки, которая не дополняла бы друг друга, не служила бы развитию друг друга, включая язык и область лингвистики, которая его изучает.

Современная лингвистика радикально отличается от других эпох своим новым подходом к проблемам и новым решением. Эти же характеристики очевидны и в области устного народного творчества, которая считается важной отраслью лингвистики.

Изучение фразеологизмов, пословиц и поговорок, образованных с помощью красок, образов, мыслей, также являются одной из наиболее актуальных проблем современного языкознания.

Использование пословиц и поговорок на уроках русского языка развивает творческую инициативу учащихся через подготовленную и неподготовленную речь. Знание русских пословиц и поговорок обогащает словарный запас учащихся, помогает им усвоить образный строй языка, развивает память, приобщает к народной мудрости.

Пословицы применяются для отработки звуковой стороны речи. Они помогают поставить произношение отдельных тяжелых согласных, особенно тех, какие отсутствуют в родном языке. Используя в своей речи пословицы и поговорки, обучающиеся учатся ясно, лаконично, выразительно выражать свои чувства, интонационно окрашивая свою речь. Развивается умение творчески использовать слово, умение образно описывать предмет, давать ему яркую характеристику. Пословицы и поговорки ярко конкретизируют в себе органическое сочетание речи и мышления. Слушая и обсуждая содержание пословицы, совершенствуют активную речь и развивают мышление. С помощью специально организованных речевых и творческих заданий, предлагается определить, о чём идёт речь в пословице, или закончить пословицу соответствующим словом, а в случае затруднения просит выбрать правильный ответ из нескольких предложенных вариантов. Предлагаются

также задания на развитие мышления и памяти. Преподаватель проводит упражнение «Подбор пословиц» к изученным сказкам, или просит обучающихся составить соответствующую ситуацию, которая подтвердила бы конкретные пословицы или поговорки. На развитие воображения проводится коллективная работа методом «коллаж», инсценировка пословиц и другие творческие задания, и интересные упражнения.

Пословицы и поговорки имеют большое воспитательное влияние благодаря своей особенной форме, эмоциональности, образности, яркости, доступности. Они знакомят обучающихся с морально-этическими нормами, формируют навыки культурного поведения, лаконично и в доступной форме учат быть вежливыми, скромными, сдержанными, ответственными, уважать людей.

Использование пословиц и поговорок в обучении русскому языку позволяет употреблять их не только при объяснении многих грамматических явлений, но и для обогащения лексического запаса. Пословицы и поговорки могут употребляться в упражнениях на развитие речи, в которых они используются в качестве стимула.

Современное занятие должно быть интересным, насыщенным познавательной информацией, а материал должен быть доступным для обучающихся. Значит, основная цель преподавателя - при подготовке к занятию подобрать такие методы и средства, которые не только смогут объединить теоретические знания и практические навыки обучающихся, но и сформировать их мировоззрение в целом.

Ознакомление обучающихся с пословицами и поговорками изучаемого языка является одним из эффективных принципов работы по развитию речевых навыков и умений. Пословицы позволяют обучающимся соприкоснуться с культурой страны изучаемого языка. Они убеждают обучающихся в том, что различным народам бывают свойственны одни и те же мысли и стремления, служат их нравственному воспитанию.

Знакомство с пословицами вызывает у учащихся положительные эмоции, что существенно влияет на мотивацию использования изучаемого языка как средства межкультурной коммуникации. Огромное разнообразие пословиц обеспечивает возможность использовать их в работе с учащимися любого возраста и любого уровня развития. Глубокое содержание этих коротких высказываний не только развивает мышление учащихся, но и имеет большое воспитательное значение.

У разных народов, говорящих на разных языках, существуют одинаковые по смыслу и употреблению пословицы и поговорки. В основе каждой пословицы и поговорки, основанной на житейской мудрости, лежат особенности национального менталитета, характера и поведения. Сравнив народные пословицы – достояние народного мышления узбеков с русскими эквивалентами, мы можем явно увидеть близость мироощущения двух народов.

Студенты национальных групп с удовольствием выполняют задания, связанные с подбором смыслового варианта русских пословиц на узбекские. Очень много русских пословиц совпадают по смыслу с узбекскими. Например: Распредели пословицы схожие по смыслу с узбекскими пословицами. 1. Семь раз отмерь, один раз отрежь. – Yetti o'lchab, bir kes. 2. Утро вечера мудренее. – Kechasi yotib o'yla, ertasi turib so'yla. 3. Язык до Киева доведёт – So'rab-so'rab Makkani topibdi. 3. Слово не воробей, вылетит – не поймаешь. - Aytilgan gap, otilgan o'q. 4. Рыба гниёт с головы. (или Вода мутится у истока)– Baliq boshidan sasiydi. 5. Язык птицы понимает птица. – Qush tilini qush biladi.

Необходимость поисковых средств эквивалентного перевода выражений на узбекский язык развивает переводческие навыки и умения. К тому же, работа с пословицами и поговорками стимулирует интерес учащихся к работе со словарём.

На разных этапах обучения пословицы и поговорки помогают решать различные задачи. Существуют фонетический, грамматический и лексический аспекты языка.

Пословицы и поговорки служат как эффективный приём обеспечения интереса к обучению русскому языку. Использование пословиц и поговорок в практике преподавателя русского языка, несомненно, будет способствовать лучшему овладению учащимися этим предметом, расширяя их знания о языке, лексический запас.

На начальном этапе можно обращаться к пословицам и поговоркам для отработки звуковой стороны речи. Они помогают поставить произношение отдельных трудных звуков, в особенности тех, которые отсутствуют в родном языке. Вместо отдельных слов и словосочетаний, содержащих тот или иной звук, можно предложить группе специально отобранные пословицы и поговорки. Затем в течение двух-трёх уроков пословица или поговорка повторяется, корректируется произношение звука.

Для начала можно обратить внимание на фонетические особенности, т.е. для развития произносительных навыков, помогающих постановке произношения отдельных трудных гласных и согласных, особенно отсутствующих на родном языке. Например, можно предложить такие пословицы и поговорки для обработки звука в: Что написано пером, того не вырубить топором. Рыбак рыбака видит издалека. Выше головы не прыгнешь. При объяснении написания слов с двойными согласными можно использовать следующие пословицы: Нежданный гость лучше жданных двух. Не играй с огнем - обожжешься.

Также пословицы и поговорки лучше способствуют автоматизации и активизации грамматических форм и конструкций.

Так, с помощью повелительного наклонения можно выразить просьбу, совет, предложения, пожелания, разрешения, запрещения, предостережения, которые заключаются в пословицах. Например: Не имей сто рублей, а имей сто друзей. Дают — бери; бранят — беги! Любишь кататься, люби и саночки возить. Не спеши языком, торопись делом. Век живи, век учись. Гнева не пугайся, на ласку не кидайся; Не ищи красоты, ищи доброты; С сильным не борись, с богатым не судись; Семь раз отмерь - один раз отрежь.

Формы сослагательного наклонения, которые используются для выражения желаемого, возможного, вероятного, необходимого, сомнительного действия также очень часто присутствуют в пословицах и поговорках русского языка. Например: Была бы шея, а хомут найдется. Были б денежки в кармане, будет и тетушка в торгу. Были бы кости, а мясо нарастёт. Было бы болото, а черти найдутся. Было бы желание, будет и результат.

Можно также использовать пословицы и поговорки при изучении числительных: Одна книга тысячу людей учит. Один за всех и все за одного. Сто голов - сто умов. Двух зайцев гонять - ни одного не поймать. Один в поле не воин. Два сапога — пара. Дороже алмаза свои два глаза. Бог любит троицу. Не имей сто рублей, а имей сто друзей. Один ум хорошо, а два лучше. Двое дерутся — третий не мешай. Знаю, как свои пять пальцев. Нужен, как собаке пятая нога. Ружьё убьёт одного, язык — тысячи.

Использование пословиц и поговорок в процессе освоения степеней сравнения прилагательных также является одним из эффективных принципов работы по развитию речевых навыков и умений. Например, Утро вечера мудренее. Правда светлее солнца.

Человек твёрже камня, нежнее цветка. Здоровье дороже золота. Доброе братство сильнее богатства. Дожливое лето хуже осени. Старый друг, лучше новых двух. Нет в мире краше Родины нашей. На чужой стороне Родина милей вдвойне. Родина краше солнца, дороже золота.

Использование пословиц и поговорок в практике преподавания русского языка способствует лучшему освоению этих предметов, расширяя знания о языке, лексический запас и особенности его функционирования. С другой стороны, их изучение представляет собой дополнительный источник лингвострановедческих и социокультурных знаний. Потребность в поиске средств эквивалентного перевода выражений на родной язык развивает переводческие навыки и умения. Работа с пословицами и поговорками мотивирует к работе со словарем. Широкие функциональные возможности пословиц и поговорок позволяют отработать произношение, совершенствовать ритмико-интонационные навыки, активизировать и автоматизировать многие грамматические явления, обогащают словарный запас учащихся, помогают усвоить строй языка, почувствовать его эмоциональную выразительность, развивают память и творческую инициативу.

Работая над пословицами и поговорками, учащиеся постигают многообразие языка, его выразительные средства и образное содержание, выражают свое личное отношение. Это является основой формирования не только языковой компетенции, но и эстетического чувства. Работа с пословицами и поговорками, которая может проводиться как в аудитории, так и во внеаудиторной работе в виде различных заданий, на конкурсах, викторинах.

По собранным материалам статьи мы можем сделать следующие выводы – пословицы украшают речь, делают её более точной, экспрессивной, помогая избежать повторов. Пословицы и поговорки отражают образ жизни, являются ярким и выразительным источником при изучении русского языка. Были выявлены методические и практические ценности использования пословиц и поговорок в процессе обучения русскому языку.

Таким образом, использование пословиц и поговорок является целесообразным для иллюстрации грамматических явлений и закреплений их в речи. Благодаря своей лексико-грамматической насыщенности, пословицы и поговорки могут использоваться для обогащения словарного запаса. Также, в качестве стимула, они могут использоваться для развития речи. Изучение пословиц и поговорок способствует обогащению словарного запаса, позволяет развить память, а также приобщает к народной мудрости.

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ХОРИЖИЙ (ИНГЛИЗ) ТИЛИНИ ЎҚИТИШ ЁКИ ЎРГАНИШ УЧУН ЗАМОНАВИЙ ВА САМАРАЛИ МЕТОДЛАР

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Аннотация: Ушбу мақолада чет тилларини ўқитиш/ўрганиш методикаси, ўқитиш усуллари тарихи ва замонавий ўқитиш кўникмалари кўриб чиқилади. Бу кўникма ва методлар орқали ўрганувчиларга тилни тез ва мукамал ўрганиш мумкинлиги ва тил орқали натижаларга эришиш мумкинлиги ҳақида ёритилиб берилган.

Калит сўзлар: чет тиллари, методология, ижодий муаммоларни ҳал қилиш, илиқлик, машқлар, таъсир.

Маълумки бугунги асрнинг глобаллашган мавзуларидан бири бу тил билиш ва тил ўрганишдир. Нафақат чет тилларини билиш, балки ушбу жабҳа тилларни замонавий методлар орқали тез ва осон ўрганиш ёки ўргатишни ҳам ўз ичига олади. Таъкидлаш керакки инглиз тилини биладиган ва сўзлаша оладиганлар сони дунё аҳолисининг бир ярим миллиард аҳолини ўз ичига олади. Аммо уларнинг ҳаммасининг ҳам она тилиси инглиз тили ҳисобланмайди.[5]

“EF Education First” халқаро таълим компанияси ҳисоботида кўра, инглиз тили она тили бўлмасада, унда равон сўзлаша олувчилар-Шимолий Европа халқидир.[5] Аҳолиси инглиз тилини биладиган юзта давлатлар киритилган рўйхатда Ўзбекистон 95-ўринда ҳисобланади.[5] Бу борада давлат юртбошимизнинг хиссалари каттадир. **“Хар бир битирувчи камида иккита чет тилини мукамал билиши шарт”** дейди Президентимиз Ш.М. Мирзиёев.[5]

Методиканинг предмети – чет тил предмети орқали таълим-тарбия бериш жараёни ва усуллари, чет тилини ўргатиш илми, муаллим ва ўқувчи фаолиятини ўрганиш методиканинг предмети саналади.[4]

Тил ўрганиш кишилиқ жамиятида бағоят муҳим соҳалардан бири ҳисобланади ва у мулоқот воситаси бўлмиш тилни табиий муҳитда яъни оилада, жамоатчилик орасида ёки уюшган ҳолда амалий эгаллаш мумкин. Тил ҳодисаларига оид билимлар эса назарий жиҳатдан ўргатилади.[2] Ҳозир улардан бир нечта турларини кўриб чиқамиз. Биринчиси **“BBW”** методи (инглиз тилида K-W-L маъноси know, want to know, learned) Ўзбекчаси **“Биламиз- билишни хоҳлаймиз – билиб олдик”**. Бу метод 1986- йили америкалик таълим олими Donna Ogle томонидан ишлаб чиқилган бўлиб, бу усул ўрганувчиларга инглиз тилидаги нафақат инглиз тили ва бошқа тиллардаги матнларни яхши тушунишлари учун қулай.[1] Бу усул, ўрганувчи матнни тез ва осон тушуниб олиши ҳамда янги сўзларни ҳам ўзлаштиришида фойда келтиради. Иккинчи метод бу **“Пантомима”** методи, бунда ўқувчилар янги сўзлар яъни *New words* ларни бир бирига имо-ишора орқали тушунтириб беришади.[1] Бу усул асосан энди ўрганувчилар учун мос келиб зерикиб қолмасликни олдини олади. Бугунги кунда инглиз тили ўқитувчилари АҚШ, Англия педагоглари тажрибасига таянган ҳолда қуйидаги инновацион методлардан ҳам фойдаланиб келишмоқда:

- **“Муаммоли вазият ечими”** (*Creative Problem Solving*) бу усулни қўллаш учун матн танланади ва шу матннинг бошланиши ўқиб берилади. Қандай якун топиши ўқувчилар (талабалар) ҳукмига ҳавола қилинади;

- **“Қувноқ топишмоқлар”** (*Merry Riddles*) ўқувчиларга топишмоқлар ўргатиш методи бўлиб, инглиз тилини ўргатишда муҳим аҳамиятга эга ҳисобланади. Улар ўзларига нотаниш бўлган сўзларни ўрганадилар ва ўйлаб топишмоқ жавобини топадилар;

- **“Тезкор жавоб”** (*Quick answers*) бу метод ўтилган дарс самарадорлигини оширишда ёрдам беради;

- **“Чигил ёзди”** (*Warm-up exercises*) бу метод ўқувчиларни дарсга қизиқтириш учун синфда ҳар хил ўйинлардан фойдаланиш методи ҳисобланиб, кўтарин кайфиятни яратади. [3]

Албатта ушбу юқоридаги методлар ҳам ўрганувчининг айнан мана шу тилнинг эгалари каби фикрлаш, танқидий фикрлаш ҳамда фантазияларини бойитиши учун катта аҳамият касб этади. Ҳозир технологиялар асри бўлиб, бу албатта чет тилини ўрганишда ҳам технологиянинг бевосита кучи мавжуд. Бироқ, бу тизимда ҳам инглиз тилини масофадан ўрганувчилар учун яхши ҳамда ёмон томонлари мавжуд. Қулай усуллари бу албатта кам ҳаражат қилган ҳолда қаерда бўлишингиздан қатъий назар *Listening* ҳамда *Reading skillar*ни бемалол ўрганиб олишингиз мумкин, аммо бошқа бир нуқтаи назар билан қарайдиган бўлсак, *Speaking* ва *Writing*ни албатта олий маълумотли ўқитувчи ёрдамисиз мукамал эгаллай оламайсиз. Юқорида айтиб ўтганимиз каби *Speaking* бу мулоқот жараёни бўлиб, нутқ вазивасини бажаради, таъкидлаб ўтганимиздек буларнинг барчасини яхши биладиган мутахассис, юқорида айтиб ўтган метод ҳамда усуллари қўллаб, ўрганувчига етказиб берадиган бўлсагина ўрганувчи яхши натижаларни қўлга киритади.

Хулоса тариқасида айтидиган бўлсак, чет тилларини юртимизда жадаллик билан ўсиб бораётганини инобатга олиб қарасак, яқин келажакда албатта барча инсонлар хорижий тил ўрганувчилари ва билувчиларига айланиши табиий. Чет тилининг айниқса ҳозирги даврда, инглиз, корей, япон, хитой, турк ва бошқа тилларнинг фойдаси катта. Бунга мисол қиладиган бўлсак, чет тилини мукамал эгаллагандан кейин ҳамда сертификатни ҳам қўлга киритгандан кейин, таълим, бизнес, ИТ, технология ва қолаверса тиббиётнинг барча жабҳалари сизни кутиб туради. Сертификатга эга бўлмаганда ҳам хорижий тилларни ўрганиш бизга *massive* яъни улкан маълумотлар ва контентлар базасини қўлга киритишимизда ёрдам беради. Аббатта булар барчаси эмас, фойдали тарафлари жуда кўп ҳисобланади. Фақатгина бунинг учун ўрганувчилардан мукамал ўрганиш ва ўргатувчи устозлардан сабр ва матонат, ҳамда малакаларига таяниб ишлашлари керак бўлади.

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DOCTOR AND PATIENT: FEATURES OF RELATIONSHIPS AND TRUST

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Abstract: The relationship between a doctor and a patient is the most important aspect of medical practice, directly affecting the quality of diagnosis, treatment and rehabilitation. The basis of effective interaction is trust, which is formed on the basis of the doctor's professional competence, his communication skills, adherence to medical ethics and respectful attitude towards the patient. Particular attention is paid to modern challenges in medical practice, including the impact of digital technologies and the development of telemedicine.

Keywords: doctor, patient, trust, medical ethics, communication, telemedicine.

The relationship between doctor and patient is one of the key aspects of medical practice, affecting the effectiveness of diagnosis, treatment and rehabilitation. The patient's trust in the doctor plays an important role in the successful outcome of therapy, as well as in the prevention of diseases.

This paper examines the basic principles and factors influencing the interaction between doctor and patient, as well as the problems and prospects of their relationship in the modern world.

The relationship between doctor and patient has undergone significant changes. In ancient times, medical practice was based on tradition and belief in supernatural forces. Doctors were considered sages with secret knowledge. In the Middle Ages, medicine was regulated by religious dogmas, and in modern times scientific approaches appeared, which laid the foundation for evidence-based medicine.

Modern doctor-patient relationships are built on the principles of medical ethics, enshrined in international documents, such as the Geneva Declaration of the World Medical Association. There are several models of doctor-patient relationships:

Paternalistic model - the doctor makes decisions for the patient, based on his good; partnership model – the doctor and the patient interact as equals, making joint decisions; informed consent - the doctor provides the patient with complete information, but the decision remains with the patient.

In practice, a mixed approach is most often used, taking into account the characteristics of each case. A patient's trust in a doctor is formed under the influence of many factors, such as: the doctor's competence – his knowledge, experience, qualifications; communication skills – the ability to listen to the patient, explain the diagnosis and offer treatment; emotional support – showing empathy and understanding; reputation and recommendations - the influence of reviews from other patients; maintaining medical confidentiality – guarantees the security of personal data.

Trust can decline for various reasons: lack of contact – the doctor devotes insufficient time to the patient; errors in diagnosis or treatment – reduce the patient's confidence in the doctor's competence; inattention – creates a feeling of indifference in the patient; commercialization of medicine leads to the perception of a doctor as a “seller of services” rather than an assistant.

With the development of digital technologies in medicine, new forms of interaction between doctor and patient have emerged:

Telemedicine – online consultations allow you to quickly receive recommendations; electronic medical records – make access to information faster and more convenient; artificial intelligence – helps in diagnosis, but does not replace a doctor.

However, a lack of personal contact can negatively impact patient's trust. To improve relationships between doctors and patients, it is necessary to:

Increasing the level of medical education – regular training of doctors; development of communication skills – training on interaction with patients; reducing the bureaucratic burden - so that doctors can spend more time with patients; popularization of evidence-based medicine - so that patients are guided by scientifically based treatment methods.

The relationship between doctor and patient is a complex but important process on which the success of treatment depends. Trust is formed on the basis of the doctor's professionalism, his ability to communicate and take into account the individual characteristics of the patient.

With the development of digital technologies and an increase in the flow of patients, training doctors not only in medical but also in communication skills plays a special role.

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INNOVATIVE METHODS OF TEACHING ENGLISH LANGUAGE

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Abstract: As methodological and psychological-pedagogical studies show, the use of role-playing communicative games opens up wide opportunities for activating and optimizing the educational process, which is an important means of organizing pair and group work. The motivation for mastering a foreign language, first of all, is the professional need of a student who is preparing to become a highly qualified specialist with knowledge of a foreign language.

Keywords: the educational goal, skills, abilities, professional qualifications, speech etiquette, communicative competence, modern methodology.

Introduction

In the process of intercultural communication, a dialogue is needed not as the relationship of the cognizing subject to the cognized object, but as a relationship between different subjects entering into linguistic communication with each other about meaning. To intensify the educational process, the forms and means of training aimed at the active use of new methods of cognition in teaching began to be widely used. In the modern methodology of teaching foreign languages, interest in the theory of communication and methods of teaching communicative activity has increased. The idea is that all the material to be learned is presented in the form of steps towards achieving a common game goal. Thus, the entire course is a business game with a cross-cutting plot, divided into so-called "steps", each of which brings the trainees closer to the practical goal originally set for them.

In a modern university, a teacher of English for Special Purposes has to spend a lot of time developing teaching materials for a number of reasons. In some cases, this is due to the lack of English textbooks for students of rare specialties, in others - the high cost of educational materials, in the third - their unacceptability for educational purposes in general or for a specific educational situation. The development of training materials can take place on the basis of an already existing program or simultaneously with its creation.

Effective adaptation is about achieving consistency among several interrelated changes: teaching materials, methodology, students, course objectives, the language to be acquired and the context of its study, and the personality of the teacher and teaching style. This happens by changing some of the internal features of the textbook or teaching aid, dictated by the specific conditions in which the teacher has to work. At the same time, adaptation can relate to various components of the content of educational materials (exercises and assignments, texts, tests, etc.) and be qualitative and quantitative. It may be related to their need for personalization, individualization, localization and modernization .

Each person involved in labor activity performs a certain professional "role", for example, the head of the company, manager, secretary, tour guide, hotel administrator, restaurateur, etc. This suggests that when teaching a foreign language, a teacher should develop in students both the language skills of their narrow specialty and the skills of professional culture, taking into account the profile of a specialist. Professional communication is carried out only among people who have

general knowledge in a certain area, who own the conceptual and categorical apparatus of a certain field of activity and the corresponding system of terms. Business communication has its specific narrowly professional content, which is expressed by a certain "sub-language" with its characteristic terminological composition, certain types of texts, a special morphological and syntactic structure. So, the skills and abilities of business communication, as well as professional competence, are important components of the process of teaching professionally oriented foreign language communication.

Conclusion .

In the process of intercultural communication, a dialogue is needed not as the relationship of the cognizing subject to the cognized object, but as a relationship between different subjects entering into linguistic communication with each other about meaning. To intensify the educational process, the forms and means of training aimed at the active use of new methods of cognition in teaching began to be widely used. In the process of such work, students master the methodology of independent search for knowledge, and this is very important if we want not only to lay down knowledge, but also to arouse interest in learning a foreign language. One of the most effective ways to achieve your goals, in our opinion, is such a type of learning activity as reading. In the course of independent work with a foreign language text, the general and special horizons expand, and the creative thinking of students develops. Teachers of a foreign language face difficulties of a psychological and methodological nature at any stage of teaching a foreign language culture

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MAIN DIFFERENCES BETWEEN AN UNDERSTANDING OF THE ENGLISH LANGUAGE OF A NATIVE SPEAKER AND A NON-NATIVE SPEAKER

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Abstract: Native speakers and non-native speakers understand a language differently. Native speakers have a better potential in learning of a language, but non-native speakers use a more formal language.

Keywords: Grammar, language, native speakers, non-native speakers, understand (understanding), vocabulary.

Introduction

The present study discusses the results of a case study conducted to explore how students perceive the advantages and disadvantages of having native and non-native English language teachers. The study also reports native and non-native teachers perception of their own teaching qualities as well as employers' perception of both groups through student feedback. Responding to the questionnaires and structured interviews, students named the following as their native teachers' advantages: teaching ability, grammaticality and idiomaticity, use of the standard English language accent, and their competence in dealing with spontaneous responses in the classroom. Non-native teachers, on the other hand, were perceived as role models, empathetic, better culturally aware and capable of delivering efficient instructions. A small number of the students were less satisfied with non-native teachers' command of the English language teaching in different social contexts. The results will be beneficial for native and non-native teachers in terms of realizing their strengths and weaknesses. Moreover, the results also reveal that native teachers are not always preferred by learners, despite their indisputable command of the target language. As speaking and writing skills are the part of communication skills, having proficiency in speaking is more needed in the modern world.

Every language teacher dreams of teaching effectively, of knowing that the lessons they're teaching daily are hitting their marks and helping their students master the language. Native and non-native speakers perceive both grammar and a vocabulary differently. Both have advantages and disadvantages. Native speakers live in a language speaking country or not. Some people learn a language mainly through a conversation, others – through films. They mostly do not use a dictionary and grammar books to understand the language. For them it is possible to understand grammar and words through an understanding of the situation, the intonation, the gestures etc. Although most of native speakers do not know the grammar rules, they use most of them. —We use the term —grammar with a systematic ambiguity. On the one hand, the term refers to explicit theory constructed by the linguist and proposed as a description of the speaker's competence. On the other hand, it refers to this competence itself. A learning of grammar is not a basis for them, which let master a language. However, if they learn grammar they understand it better, than non-native speakers. Because, native speakers have a better feeling of language.

Native speakers use a vocabulary in an informal way. They use it for its main purpose – for a communication. Thus, an environment defines a vocabulary. A vocabulary of New York’s citizen differs from a vocabulary of a citizen of London a vocabulary of a truck driver differs from a vocabulary of an office worker. It is not only a slang, but also a set of particular words, which are used more, than others. In addition, most native speakers do not know the words, which are used in books, a complex vocabulary. Nevertheless, there are some native speakers, who know a lot of complex words. Native speakers have a potential to have a huge vocabulary. Nonnative speakers have less potential for this, because they might get a vocabulary of a 10-year-old child, who is a native speaker, only when they are 15 or 16. Non-native speakers perceive the language from a language environment or books, but they mostly use a dictionary and grammar books to understand it. They learn a language as an academic discipline

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THE ROLE OF VISUAL MAPPING TECHNIQUES IN ENGLISH LANGUAGE VOCABULARY DEVELOPMENT

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Abstract: This article explores the role of visual mapping techniques in the development of English language vocabulary. Vocabulary acquisition is a crucial aspect of language learning, significantly influencing learners' communication skills, reading comprehension, and overall language proficiency. The study highlights the challenges of vocabulary instruction, including retention difficulties, contextual understanding, and first-language interference. The effectiveness of visual mapping techniques such as mind maps, concept maps, and semantic networks is examined through the lens of cognitive learning theories. The findings suggest that integrating visual tools into vocabulary instruction enhances memory retention, supports active learning, and improves students' ability to categorize and recall words effectively. Additionally, the paper discusses practical applications of visual mapping in classroom settings and its benefits in fostering independent learning strategies.

Keywords: visual mapping, vocabulary acquisition, English language learning, cognitive learning theories, memory retention, semantic networks, mind maps, active learning, language proficiency, pedagogical strategies.

Vocabulary is a fundamental component of language learning, playing a crucial role in communication. A limited vocabulary can hinder a learner's ability to express thoughts effectively, leading to difficulties in reading, writing, speaking, and listening. Schmitt emphasizes that lexical knowledge is central to communicative competence and second language acquisition [6, 29]. Similarly, Nation describes vocabulary knowledge and language use as complementary—vocabulary enables language use, and language use strengthens vocabulary [4, 132]. Despite its importance, teaching and learning vocabulary pose significant challenges, requiring effective strategies to ensure long-term retention and meaningful application.

Vocabulary is broadly defined as knowledge of words and their meanings. However, it consists of several aspects that make it more complex than a simple list of words. First, it can be categorized into oral and written vocabulary. Oral vocabulary includes words used in speaking and listening, whereas written vocabulary refers to words recognized in reading and used in writing. Second, there are two types of word knowledge: receptive and productive. Receptive vocabulary consists of words a learner can recognize when heard or seen, while productive vocabulary includes words actively used in speech and writing [3, 283].

A key challenge in vocabulary instruction is helping students transition words from receptive to productive vocabulary, ensuring that they can both recognize and confidently use them in real-life communication.

One of the biggest challenges in teaching vocabulary is the complexity of the English language. The language is rich in synonyms, homophones, idioms, and phrasal verbs, which often

confuse learners. For example, "lead" (to guide) and "lead" (a type of metal) have different pronunciations and meanings, creating difficulties for students.

Another issue is teaching vocabulary without context. Many teachers focus on isolated word lists instead of incorporating vocabulary into meaningful sentences or real-life scenarios. This limits retention, as students often memorize words without understanding their usage in conversations or writing.

Additionally, choosing appropriate teaching strategies can be difficult. Traditional methods, such as rote memorization and vocabulary drills, do not cater to diverse learning styles. Visual learners benefit from graphic organizers, auditory learners prefer listening activities, and kinesthetic learners need hands-on engagement. A rigid, one-size-fits-all approach often results in ineffective vocabulary retention.

Furthermore, lack of exposure to real-world language use is a major limitation. In non-English-speaking environments, students rarely get opportunities to practice new words in daily interactions. While books and digital resources help reinforce vocabulary, many schools lack access to high-quality learning materials, further hindering progress.

From a learner's perspective, one of the most frustrating issues is forgetting new words soon after learning them. Research suggests that students forget nearly 80% of newly learned vocabulary if they do not actively engage with it in multiple contexts. Without reinforcement, words fail to transition into long-term memory [6, 30].

Pronunciation difficulties also pose a major challenge. English spelling rules are inconsistent, making it difficult for learners to predict pronunciation. Words like "though," "through," and "tough" look similar but are pronounced differently, leading to confusion.

Moreover, idiomatic expressions and phrasal verbs create additional difficulties. Phrasal verbs like "give up" (to quit) and "give in" (to surrender) have meanings that are not always logical, making them harder for learners to understand. Since idioms and phrasal verbs are commonly used in spoken English, mastering them is essential for fluency.

Another challenge is first-language interference, where students struggle with words that do not have direct translations in their native language. This often results in misinterpretation or incorrect usage of words. For instance, some languages use a single verb for both "borrow" and "lend," leading to confusion when learning English.

To address these difficulties, traditional methods like rote memorization must be replaced with effective, engaging strategies. One such approach is Visual mapping, which includes techniques like Mind maps, Word clusters, Concept maps, and Semantic maps. These tools help students visualize connections between words, making learning more interactive and meaningful.

The effectiveness of visual mapping is supported by several learning theories:

- ✓ Paivio's Dual Coding Theory states that combining verbal and visual elements enhances memory retention. Using visual tools like concept maps reinforces vocabulary learning by associating words with images [1, 149-170].
- ✓ Schema Theory suggests that knowledge is organized in interconnected structures. Visual mapping helps learners categorize vocabulary, strengthening recall [5, 69].
- ✓ Vygotsky's Constructivist Approach emphasizes social interaction in learning. Group-based visual mapping activities encourage discussion and collaboration, reinforcing vocabulary acquisition [7, 7-26].

✓ Sweller's Cognitive Load Theory explains that overwhelming information can hinder learning. Visual maps simplify vocabulary by organizing words into structured formats, making them easier to process [2, 293-332].

Various visual mapping tools can enhance vocabulary learning. Some effective examples include T-Charts. They compare two aspects of a concept, such as synonyms vs. antonyms or formal vs. informal words. Concept Maps, show relationships between words, linking main concepts with subcategories. Venn Diagrams highlight similarities and differences between words with related meanings. Fishbone Diagrams analyze cause-and-effect relationships between words or ideas and Storyboards and Brace Maps that help structure information for better comprehension and application.

These techniques make vocabulary learning more interactive, engaging, and memorable by allowing students to actively participate in organizing information rather than passively memorizing word lists.

To sum up, vocabulary acquisition is essential for language proficiency, yet traditional teaching methods often fail to engage students or promote long-term retention. The complexity of the English language, lack of contextual learning, ineffective teaching strategies, and limited real-world exposure all contribute to the challenges faced in vocabulary instruction.

To overcome these barriers, Visual mapping techniques offer an innovative and effective solution. By integrating text and visuals, these strategies improve memory retention, enhance comprehension, and encourage critical thinking. Moreover, visual mapping fosters independent learning, allowing students to personalize their vocabulary studies and engage in self-directed practice.

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INGLIZ TILI DARSLARIDA ZAMONAVIY AXBOROT KOMMUNIKATSION TEXNOLOGIYALARINI JORIY ETISH ISTIQBOLLARI

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Annotatsiya. Ta'lim jarayoniga zamonaviy kommunikatsion texnologiyalarni olib kirish ulardan maqsadli va to'g'ri, unumli foydalanish, ular orqali o'quvchida chet tiliga bo'lgan qiziqishni orttirish, o'qitish samaradorligini oshirish eng muhim masala hisoblanadi. Bu orqali ta'limning innovatsion texnologiyalaridan foydalanishga imkoniyat tug'iladi va talab ortadi. Hozirgi kunda o'sib kelayotgan yosh avlodni chet tillariga o'qitish sifatini ta'minlash, chet tillarida erkin so'zlasha oladigan mutaxassislarni tayyorlash tizimini tubdan takomillashtirish, chet tillarni o'zlashtirish orqali jahon ta'lim standartlariga javob beradigan yetuk kadrlarni tayyorlash yurtimizda amalga oshirilayotgan ta'lim islohotining maqsadlaridan biridir.

Kalit so'zlar: kommunikativ metodologiya, frantsuz tilini o'qitish, an'anaviy va intensiv usul, til to'sig'i.

Hozirgi kunda o'sib kelayotgan yosh avlodni chet tillariga o'qitish sifatini ta'minlash, chet tillarida erkin so'zlasha oladigan mutaxassislarni tayyorlash tizimini tubdan takomillashtirish, chet tillarni o'zlashtirish orqali jahon ta'lim standartlariga javob beradigan yetuk kadrlarni tayyorlash yurtimizda amalga oshirilayotgan ta'lim islohotining maqsadlaridan biridir. Til o'rgatishdagi imkoniyatlarni aniqlash va ularni yuzaga chiqarishda o'qituvchining bilimi, ijodkorligi, talabalarni o'z faniga nisbatan muhabbatini uyg'ota olishi, talaba bilan hamkorlik munosabatini o'rnatish hozirgi davr talabini taqozo etadi. Chet tillarini o'rgatishni yanada rivojlantirish, xalqaro standartlarga muvofiq umumta'lim maktablari, kasb-hunar kollejlari va akademik litseylar, oliy ta'lim muassasalari uchun chet tillarini yuqori darajada egallagan malakali o'qituvchilarni tayyorlash darajasi va sifatini yuksaltirish chora-tadbirlarini amalga oshirishni ta'minlash maqsadida ko'plab ishlar amalga oshirilmoqda. Shu bilan birga aytish joizki, har bir o'rganilayotgan tilning o'ziga xos qonun-qoidalari, sir-sinoatlari mavjud. Xalqaro standartlarga javob beruvchi yetuk mutaxassis kadr bo'lish uchun o'rganuvchidan tilning eng nozik qatlamlarini nazardan qoldirmaslik talab etiladi.

Dunyo aholisining ko'pchiligi ikki va undan ortiq tilda gaplasha oladi. Albatta, bu tillarning dastlabkisi o'zining ona tilisi bo'lib, ko'pchilik tilshunoslar nafaqat o'rganilayotgan chet tilini, balki ona tilini o'zlashtirish uchun ham alohida sharoit yaratilishi kerak deb hisoblaydilar. Ta'kidlab o'tish joizki, xorijiy tillarni o'rganish borasida qilinayotgan islohotlar natijasida o'sib kelayotgan yangi avlod maktabgacha ta'lim muassasasidan tortib oliy ta'lim muassasasigacha ona tili va chet tilini bir paytning o'zida taqqoslab o'rganadilar.

Respublikamizda chet tilining o'qitilishi, chet tili o'qituvchilarining bilim va ko'nikmalarini baholashning umumevropa ramkalari tavsiyanomalari (CEFR) ga mos ravishda yangi usul va talablari ishlab chiqildi. Unga ko'ra umumta'lim maktablari va kasb-hunar kollejlari o'quvchilari uchun darsliklar yaratildi. Ushbu talablarga mos ravishda o'quv xonalari stendlar va yangi axborot kommunikativ texnikalar bilan jihozlandi. Chet tili o'rganishga bo'lgan talab ham kundan kunga oshib bormoqda. Chet tili fani to'rt aspectga (o'qish, yozish, tinglab

tushunish va gapirish) bo'linib, ularning har biri bo'yicha alohida tushuncha va ko'nikmalar berilmoqda. Ta'lim texnologiyalari, bu ta'lim jarayonida zamonaviy axborot texnologiyalaridan unumli foydalanishdir. Shuningdek, ta'lim jarayoniga zamonaviy innovatsion texnologiyalarini olib kirish orqali ta'lim sifati va samaradorligini oshirishni nazarda tutadi. Xususan, chet tilini o'rganishda bunday axborot-kommunikatsion texnologiyalardan foydalanishning bir qancha afzalliklari mavjuddir. Til o'rganish va o'qitishda zamonaviy texnologiyalarning roli beqiyosdir. Texnologik vositalardan foydalanish chet tili o'rganishning har bir aspect (o'qish, yozish, tinglab tushunish va gapirish)ida qo'l keladi. Masalan, tinglab tushunish uchun, albatta, kompyuter, player, CD diskarsiz bu jarayonni amalga oshirish mumkin emas. Tinglab tushunish til o'rganishning eng muhim qismlaridan biridir. Bunda o'quvchi bir paytning o'zida so'zlovchining talaffuzi, grammatik qoidalarga rioya qilganligi, so'z boyligi va uning ma'nolariga e'tibor

Mamlakatimiz mustaqillikka erishgandan so'ng, chet tillarini o'rgatishga qiziqish oshdi va yoshlar uchun ko'plab imkoniyatlar yaratib berildi. Bugun jahon hamjamiyati o'ziga munosib o'rin egallashga intilayotgan mamlakatlarimiz uchun, chet ellik sheriklarimiz bilan hamjihatlikda, hamkorlikda o'z buyuk kelajagini qurayotgan xalqimiz uchun xorijiy tillarni mukammal bilishning ahamiyatini baholashning hojati yo'qdir. Ushbu fikrlarning mantiqiy davomi sifatida 2012- yil 10- dekabrda qabul qilingan —Chet tillarini o'rgatish tizimini yanada takomillashtirish chora tadbirlari to'g'risidagi Prezident Qarori chet tillarini o'rganish imkoniyatlarini kengaytirdi. Shuningdek, 2021-yil 19-maydagi PQ- 5117-son qaroriga muvofiq, xorijiy tillarni o'rganishni ommalashtirish bo'yicha tashkiliy chora-tadbirlarni samarali amalga oshirish maqsadida qaror qabul qilindi. Ushbu qarorga muvofiq 2022/2023- o'quv yilidan boshlab, davlat ta'lim muassasalarining xorijiy tillar o'qituvchilari lavozimlariga ishga yangi qabul qilinayotgan talabgor kamida B2 darajadagi milliy yoki unga tenglashtirilgan mos darajadagi xalqaro sertifikatga ega bo'lishi lozim; 2022/2023 -o'quv yiliga qadar davlat oliy ta'lim muassasalarida faoliyat yuritayotgan barcha xorijiy tillar o'qituvchilari kamida S1 darajadagi milliy yoki unga tenglashtirilgan mos darajadagi xalqaro sertifikatga ega bo'lishi lozim; 2024/2025- o'quv yiliga qadar davlat oliy ta'lim muassasalarida faoliyat yuritayotgan kasbiy fanlar (xorijiy tildan tashqari) o'qituvchilarining 50 foizi kamida B2 darajadagi milliy yoki unga tenglashtirilgan mos darajadagi xalqaro sertifikatga ega bo'lishi lozim; 2024/2025- o'quv yiliga qadar umumiy o'rta, o'rta maxsus va professional ta'lim muassasalarida faoliyat yuritayotgan barcha xorijiy tillar o'qituvchilari kamida B2 darajadagi milliy yoki unga tenglashtirilgan mos darajadagi xalqaro sertifikatga ega bo'lishi lozim.

Jahon ta'lim tizimidagi tub islohotlar talabalarning chet tillarni mukammal o'rganishlari, barcha sohalarida chet tilini bilgan holda o'zlarini namoyon eta olishlari uchun zarur shart- sharoit yaratib berish, ularning xorijiy tilda og'zaki va yozma nutqlarini rivojlantirish muammolarini ilgari surmoqda.

Yosh avlodni chet tillariga o'qitish hamda shu tillarda erkin so'zlasha oladigan mutaxassislarni tayyorlashni takomillashtirish negizida, yoshlarning jahon tamadduni yutuqlari hamda butun dunyo axborot resurslaridan foydalanishlari, xalqaro hamkorlik va muloqotni rivojlantirish uchun shart-sharoitlar yaratish asosiy maqsad qilib qo'yildi. Chet tilini o'qitish maqsadlari jamiyat talabi, ijtimoiy buyurtmasi, sharoiti, siyosatidan kelib chiqqan holda belgilanadi. Chet tili o'qitish maqsadlari jamiyat taraqqiyotiga va rivojlanishiga bog'liq. Oliy ta'lim muassasalarida chet tilini o'qitish o'z maqsadlariga ega, chet tilidan ta'lim berayotgan barcha murabbiylar, albatta, uni oldindan aniqlab olmog'i darkor. Zero, olimlar O'.Hoshimov va I.Yoqubov —Ingliz tili o'qitish metodikasi kitobida aytganidek, chet tili o'qitish maqsadlari

o'qitish mazmunini, vositasini, metodlarini, tamoyillarini aniqlaydi. Talabalar oliy ta'lim muassasasini tugatayotganlarida inglizcha fikrni og'zaki, yozma qabul qila olishi, tushuna olishi va og'zaki, yozma ravishda bayon qila olishi talab qilinadi. Tillarga ixtisoslashmagan oliy ta'lim muassasalarida dars soatlarining soni shu muassasalarga oid dasturlarda beriladi.

Ular nutqni urgatishda asos bo'ladi. Mazmunni tanlashda o'qitish, o'rgatishni metodik tashkil qilish hisobga olinadi. O'qitish mazmuni, o'qitishning shart-sharoiti bilan bog'liqdir. Chet tili o'qitish maqsadi o'qitish mazmunining hajmiga ham ta'sir etadi. Hozirgi davrda chet tili o'qitishni tubdan o'zgartirishni ko'zda tutadi. Uning quyidagi 3 ta talabi bor.

1.Chet tili o'qitish ilmiy saviyasini va amaliy yo'nalishda bo'lishini oshirish; 2.Chet tili predmetining tarbiyaviy tomonini kuchaytirish;

3.Chet tili o'quv predmetini mustaqil egallash.

Birinchi talab 2 xil yo'l bilan amalga oshirilish mumkin.

1- yo'l. O'qitish mazmunini o'zgartirish.

2- yo'l. Chet tili o'qitish metodikasini qayta qurish.

Qayta qurishda hozirgi davrda javob bermaydigan eski metod, yo'l usullarni chiqarib tashlab ta'lim-tarbiya berish, o'qitish tizimini mukammallashtirishdir. Chet tili metodikasining ilmiy saviyasini oshirish ilg'or tajribalarni ommalashtirish, lingvistikani, psixologiyani, pedagogika, psixolingvistika yangiliklari asosida metodikani qayta qurishdir. Chet tili o'qitishni amaliy yo'nalishda bo'lishi uchun o'quvchi, talaba diqqatini chet tili ustida mustaqil ishlash va malaka ko'nikmasiga qaratish lozim.

O'zbekiston Respublikasida ingliz tilini o'qitish tizimini tubdan isloh qilish vazifasi butun mamlakat pedagogik jamoasi va mutaxassislar oldiga qo'yilganligi, xorijiy tillarni o'qitishda uzluksizlik va uzviylik, ilg'or pedagogik texnologiyalar, axborot-kommunikasiya tizimlari, elektron va multimedia darsliklarini yaratish vazifalarini amalga oshirishni taqozo etayotgani, biroq aynan uzluksizlik va uzviylik, innovasion pedagogik va axborot-kommunikasion texnologiyalarini qo'llash va ular asosida zamonaviy ingliz tili darslarini loyihalashga bo'lgan ehtiyoj mazkur tadqiqot ishining dolzarbligini belgilaydi.

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METHODOLOGY OF TEACHING LANGUAGES

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Abstract: Language teaching methodologies play a pivotal role in the development of effective communication skills and cultural exchange in our increasingly globalized world. As people from diverse linguistic and cultural backgrounds interact more frequently, the ability to teach and learn languages becomes a central component in fostering understanding, collaboration, and cooperation across borders. Effective language teaching not only empowers individuals to communicate in new languages but also enables them to engage deeply with different cultures, enhancing their global perspective.

The evolution of language teaching methodologies has shifted from traditional, teacher-centered approaches to more dynamic, learner-centered techniques. In the early stages of language instruction, methods such as the Grammar-Translation Method dominated, focusing on rote memorization of vocabulary and grammatical rules. Later, communicative approaches gained prominence, prioritizing practical communication skills and the use of language in real-life contexts. In recent years, technological advancements have introduced blended learning and digital tools, reshaping how languages are taught and learned.

This paper will explore the various methodologies employed in language teaching, examining their historical development, effectiveness, and practical application in modern classrooms. By evaluating the strengths and weaknesses of traditional, communicative, and innovative methods, this paper aims to highlight how these approaches can be adapted to meet the diverse needs of contemporary learners.

Keywords: language teaching methodology, second language acquisition (SLA), pedagogy, grammar-translation method, direct method, audio-lingual method, communicative language teaching (CLT), task-based learning, fluency and accuracy, interactive learning.

Traditional Methods of Language Teaching

Grammar-Translation Method

The Grammar-Translation Method (GTM) is one of the oldest and most traditional approaches to language teaching. This method primarily focuses on translating texts from the target language into the native language, with an emphasis on memorizing vocabulary and learning complex grammatical rules. It typically involves extensive use of written exercises, such as translating sentences, learning grammatical paradigms, and studying literature in the target language. Students engage with the language through reading and writing, often at the expense of speaking and listening skills. The Grammar-Translation Method is particularly effective for students who wish to gain a deep understanding of the grammatical structure and written form of a language. It allows learners to master the syntax and morphology of the target language, ensuring linguistic accuracy. This method is also suitable for learning classical languages, such as Latin and Ancient Greek, where reading and translation are central to the language's use. While the Grammar-Translation Method emphasizes accuracy, it lacks the development of practical communication skills, particularly in speaking and listening. The method does not encourage interactive language use, making it challenging for learners to achieve fluency or real-world

communication. Moreover, its focus on memorization and rule-based learning can make the process of language acquisition monotonous and disengaging for many students.

Direct Method

The Direct Method, developed in the late 19th century as a reaction to the Grammar-Translation Method, emphasizes teaching the language through immersion. Teachers use the target language exclusively, avoiding translation, and students are encouraged to learn by direct association with objects, actions, and experiences. The focus is on speaking and listening, with less emphasis on reading and writing. Vocabulary and grammar are taught inductively through context, and students are encouraged to speak from the outset. The Direct Method promotes natural language acquisition by mimicking the process of first language learning, where students associate words directly with meanings in the context of everyday situations. This immersion approach helps learners develop listening and speaking skills quickly, fostering a more conversational and fluent use of the language. The method also encourages active participation and communication, which can enhance engagement and motivation. One major limitation of the Direct Method is its difficulty for beginners, especially those with little to no prior exposure to the language. Since the method avoids using the native language, it may be challenging for learners to grasp complex concepts without any translation or explanation. Additionally, the lack of formal grammar instruction can lead to confusion or gaps in understanding for students who require a more structured approach to language learning.

Audio-Lingual Method

The Audio-Lingual Method (ALM) emerged during the mid-20th century, heavily influenced by behaviorist psychology and structural linguistics. It focuses on teaching language through repetition and drills, aiming to instill automaticity in language use. Teachers provide language patterns, and students respond with rote memorization, often using dialogue and drill exercises. The method is based on the premise that language learning is a matter of habit formation, with correct behavior being reinforced through repetition and correction. The Audio-Lingual Method is effective for helping learners master the basic structures of a language, such as sentence patterns, pronunciation, and vocabulary. The repetitive nature of drills helps learners internalize these structures, leading to quicker recall and accuracy in language use. The method is especially useful for developing listening comprehension and pronunciation skills, as students practice real-time responses to spoken language. Despite its effectiveness in mastering language forms, the Audio-Lingual Method has significant limitations when it comes to promoting communicative competence. The emphasis on repetition and drills does not reflect real-world language use, where interaction and creativity are key. As a result, students may struggle to apply their language skills in spontaneous or unfamiliar contexts. The method also tends to neglect more complex aspects of language, such as cultural nuances or the ability to negotiate meaning in conversation, thus limiting students' overall communicative abilities.

In summary, traditional methods of language teaching like the Grammar-Translation, Direct, and Audio-Lingual methods have laid the foundation for modern language instruction. While these methods have strengths, such as providing strong grammatical knowledge or developing pronunciation, their limitations especially regarding communication and practical language use have led to the development of more communicative and interactive approaches in recent years.

Communicative Language Teaching

Introduction to the Communicative Approach

Communicative Language Teaching (CLT) emerged in the 1970s as a response to the limitations of traditional language teaching methods, such as the Grammar-Translation Method and the Audio-Lingual Method. The primary goal of CLT is to prioritize communication and fluency over the rote memorization of grammatical rules. In this approach, the focus shifts from learning language structures in isolation to using the language as a tool for real-life communication. The communicative approach emphasizes practical language use in everyday situations, ensuring that learners can engage meaningfully in interactions in the target language.

One of the key elements of CLT is its learner-centered approach. Rather than passively receiving information, students are encouraged to actively participate in communicative activities, making decisions, solving problems, and practicing language in context. The goal is to create an environment where learners can use the target language authentically, fostering both their linguistic and social competence.

Principles of Communicative Language Teaching

1. **Meaning over Form:** One of the core principles of CLT is that the focus should be on conveying meaning rather than on perfecting grammar forms. In CLT, communication is seen as more important than grammatical accuracy. While grammar is still taught, the emphasis is placed on getting the message across effectively. Learners are encouraged to use the language to express ideas, ask questions, and engage in conversation, even if their sentences are not always grammatically perfect.

2. **Task-Based Learning:** Task-based learning is a significant component of CLT. It involves designing language learning activities that mimic real-life tasks, such as making a reservation, giving directions, or negotiating a deal. These tasks are meant to reflect actual communication scenarios, providing students with opportunities to practice language in context. The idea is that by engaging in tasks that require genuine communication, learners will develop practical language skills that are directly applicable to real-world situations. In task-based learning, the focus is on communication rather than the explicit teaching of language rules.

Strengths and Limitations

Strengths:

One of the major strengths of Communicative Language Teaching is that it encourages students to develop fluency in the target language. By focusing on real-world communication, CLT enables learners to engage in meaningful interactions that reflect how the language is used outside the classroom. This approach fosters a higher level of motivation, as students can see the immediate relevance of the language to their personal and professional lives. Additionally, because CLT promotes a learner-centered environment, students are encouraged to take responsibility for their own learning, which can lead to greater autonomy and confidence.

Limitations:

Despite its many advantages, CLT also has some limitations. One significant challenge is balancing fluency with accuracy, especially for beginners. In the early stages of language acquisition, learners may struggle with producing accurate language while also focusing on conveying meaning. This can lead to frustration or confusion, as students may feel that they are not progressing in terms of grammatical correctness. Additionally, because CLT often downplays explicit grammar instruction in favor of communication, some students may feel that they lack a

solid foundation in the grammatical rules of the language. This can result in difficulties when they encounter more complex language structures or formal contexts that require precise usage.

In conclusion, Communicative Language Teaching represents a significant shift in the philosophy of language instruction, emphasizing the importance of communication and real-world language use. By focusing on fluency and meaning, CLT prepares learners to engage with the language in dynamic, authentic situations. However, the challenge of balancing fluency and accuracy, particularly for beginners, remains a consideration when implementing this approach in the classroom.

Conclusion

In conclusion, the methodology of teaching languages has evolved significantly over time, transitioning from rigid, teacher-centered approaches to more flexible, learner-centered models. Traditional methods such as the Grammar-Translation Method, Direct Method, and Audio-Lingual Method have each played a role in shaping language teaching practices, providing valuable insights into how languages can be learned. However, as the field has advanced, newer approaches like Communicative Language Teaching (CLT) and Task-Based Learning have become more prominent, placing emphasis on real-world communication, fluency, and learner engagement.

While each teaching method has its strengths, the ultimate goal of language instruction is to equip learners with the skills necessary to communicate effectively in the target language. Communicative approaches, with their focus on meaning over form, offer a more holistic and engaging way to teach languages, particularly in our increasingly interconnected world. However, challenges such as balancing fluency with accuracy remain, especially for beginners.

The integration of technology and modern pedagogical innovations, like blended learning and flipped classrooms, continues to reshape the landscape of language education, providing students with more flexible and dynamic learning experiences. Teachers must remain adaptable, selecting methodologies and strategies that best meet the needs of their students and the demands of the modern world.

In sum, the methodologies employed in language teaching must continually evolve to reflect the changing needs of learners and the contexts in which they are acquiring the language. By combining the best elements of traditional, communicative, and modern approaches, educators can create an environment where language acquisition is not just about memorizing rules, but about building real-world communication skills that foster meaningful interactions across cultures.

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THE ROLE OF TECHNOLOGY IN TESOL: ENHANCING TEACHING AND LEARNING IN THE DIGITAL AGE

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Abstract: The integration of technology into TESOL has revolutionized language instruction by offering personalized, engaging learning experiences. AI-driven tutors, virtual classrooms, and language apps enhance traditional methods, addressing individual needs and boosting student motivation through gamification, multimedia, and real-time feedback. However, challenges such as resistance to change, inadequate teacher training, and the digital divide must be overcome. Effective technology integration requires a balanced approach that aligns digital tools with teaching methods like TBLT and CLT, along with ongoing professional development for teachers.

Keywords: TESOL, technology integration, digital tools, interactive learning, gamification, AI-driven tutors, digital divide, Task-Based Language Teaching (TBLT), Communicative Language Teaching (CLT), personalized learning.

The integration of technology into Teaching English to Speakers of Other Languages (TESOL) has significantly transformed language education by providing new opportunities for personalized, interactive, and engaging learning experiences. With the development of digital tools such as language learning apps, virtual classrooms, and AI-driven tutors, TESOL educators can cater to individual learner needs and move beyond traditional teaching methods. These tools have prompted educators to reconsider their teaching practices and incorporate technology to complement and enrich conventional pedagogical strategies. Notwithstanding these benefits, TESOL technology integration presents many difficulties. The digital gap is a significant barrier to successful learning, wherein unequal access to technology, including computers and reliable internet connections, creates hurdles.

Furthermore, a lot of educators are not adequately prepared to appropriately incorporate technology into their lessons. Concerns about how technology may affect conventional teaching methods and student-teacher interactions can also be the source of resistance to it. Targeted professional development, institutional assistance, and guaranteeing fair access to resources are necessary to address these issues. Researchers suggest a balanced approach to technology integration, combining digital tools with established teaching methods like CLT and TBLT, which focus on learner-centered and authentic communication. Technology can enhance these approaches, with platforms like Google Classroom promoting collaboration and real-world language tasks, ensuring technology supports pedagogical principles.

Conclusion. Technology enhances TESOL by providing interactive, personalized learning experiences. However, challenges like unequal access, lack of teacher training, and resistance to change must be addressed. A balanced approach that combines traditional methods with digital tools and continuous professional development will ensure success. As technology evolves, it offers exciting opportunities to further revolutionize language education.

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OVERCOMING CHALLENGES IN TEACHING ENGLISH TO BEGINNERS: INSIGHTS AND SOLUTIONS FOR DEALING WITH COMMON STRUGGLES IN THE CONTEXT OF UZBEKISTAN

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Abstract: This paper explores common challenges in teaching English to beginners, including language barriers, motivation issues, pronunciation difficulties, and classroom management. It presents practical strategies to overcome these obstacles, aiming to enhance learning outcomes and create a supportive, engaging environment for beginner learners.

Keywords: Language barriers, Motivation, Pronunciation, Classroom management, Multimodal strategies, Beginner learners

Teaching English to beginners presents a unique set of challenges that can impede both the educator's ability to teach effectively and the student's capacity to learn. Factors such as linguistic differences, lack of motivation, and limited exposure to the language contribute to these obstacles [1;21]. However, with targeted strategies and a strong understanding of common difficulties, educators can enhance the learning experience for beginner students.

One of the primary challenges teachers face is the language barrier itself. Beginners often have minimal exposure to English, making it difficult to understand instructions or communicate basic ideas [2;67]. To address this issue, teachers can use visual aids, gestures, and realia—real-world objects—to create meaningful context for new vocabulary and concepts. Studies show that incorporating multimodal teaching strategies enhances comprehension and retention among beginner learners [1;34].

Another significant challenge is maintaining student motivation, which can wane due to frustration or lack of progress. To combat this, educators should set achievable goals and celebrate small milestones to boost confidence. Interactive activities like games, songs, and group projects can also foster engagement and create a positive learning environment [2;53]. Additionally, incorporating culturally relevant materials can make lessons more relatable and enjoyable for students from diverse backgrounds [3;38].

Pronunciation difficulties are also common among beginner learners, particularly when their native language lacks certain phonetic elements found in English. To help students overcome this issue, teachers can integrate phonetic exercises, listening practice, and repetition drills into lessons. Research highlights the importance of regular listening and speaking activities in improving pronunciation and oral fluency [2;59].

Classroom management can become a challenge, especially when students feel overwhelmed by the material [1;19]. Creating a supportive and structured learning environment is essential. Establishing clear routines, using positive reinforcement, and fostering peer collaboration can help beginners feel comfortable and motivated [2;66].

In conclusion, while teaching English to beginners comes with distinct challenges, educators can implement practical solutions to overcome these obstacles. By addressing language barriers, boosting motivation, improving pronunciation, and creating a supportive environment, teachers can facilitate a more effective and enjoyable learning journey for their students. With the

right strategies, even the most daunting struggles can become opportunities for growth and success.

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O'QUVCHILARNING PRAGMATIK KOMPETENSIYASINI CHET TILI DARSLARIDA RIVOJLANTIRISH YO'LLARI

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Annotatsiya: Ushbu maqola, chet tili darslarida o'quvchilarning pragmatik kompetensiyasini rivojlantirish uchun turli usullar va strategiyalarni o'rganadi. Pragmatik kompetensiya — bu tilni turli kontekstlarda, ijtimoiy normalar, madaniy amaliyotlar va kommunikativ niyatlarni inobatga olgan holda to'g'ri ishlatish qobiliyatidir. Maqolada, til o'qituvchilari pragmatik ko'nikmalarni rivojlantirishga yordam beradigan o'qitish usullarini qanday kiritishi mumkinligi, shu jumladan kommunikativ strategiyalar, madaniy farqni anglash va kontekstual tilni ishlatish haqida muhokama qilinadi. Shuningdek, haqiqiy materiallar, texnologiya va interaktiv faoliyatlarning o'quvchilarning pragmatik kompetensiyasini oshirishdagi roli baholanadi. Tadqiqotlar shuni ko'rsatadiki, kontekstga asoslangan to'liq yondashuv o'quvchilarning real dunyo muloqotida samaradorligini sezilarli darajada oshirishi mumkin.

Kalit so'zlar: Pragmatik kompetensiya, chet tili o'qitish, kommunikativ kompetensiya, madaniy anglash, til konteksti, o'qitish usullari, madaniyatlararo muloqot.

Kirish. Chet tili o'qitish kontekstida, nafaqat lingvistik aniqlik, balki o'quvchilarning pragmatik kompetensiyasini rivojlantirishga ham e'tibor qaratish muhimdir. Pragmatik kompetensiya — bu tilni turli ijtimoiy kontekstlarda, odob-axloq, rasmiylik va vaziyatga mos ravishda to'g'ri ishlatish qobiliyatidir. Ushbu maqolada, chet tili darslarida pragmatik kompetensiyani oshirish uchun samarali strategiyalar va usullar o'rganiladi. Pragmatikaning mohiyatini tushunish o'quvchilarga noto'g'ri muloqotlardan qochish va turli madaniy va ijtimoiy muhitlarda muvaffaqiyatli muloqot qilish qobiliyatini yaxshilashga yordam beradi. Maqola pragmatik kompetensiyaning ahamiyatini, til o'rganuvchilari duch keladigan qiyinchiliklarni va o'qituvchilar o'quvchilarning pragmatik ko'nikmalarini rivojlantirish uchun qo'llanilishi mumkin bo'lgan amaliy yondashuvlarni ko'rsatib beradi.

Asosiy qism. 1. Pragmatik kompetensiyani chet tili ta'limida tushunish:

- Pragmatik kompetensiyaning ta'rifi va ahamiyati.
- Pragmatik kompetensiya va kommunikativ kompetensiya o'rtasidagi munosabat.
- Pragmatik tilni ishlatishda kontekstning roli (masalan, ijtimoiy muhitlar, rasmiylik darajasi).

2. Til o'rganuvchilari pragmatik kompetensiyani rivojlantirishda duch keladigan qiyinchiliklar:

- Til bilimlari va uning amaliy ishlatilishi orasidagi tafovut.
- Turli madaniy kontekstlarda pragmatik bilimlarni o'zgartirishdagi qiyinchiliklar.
- An'anaviy til o'qitish usullarining pragmatikaga e'tibor bermaslikdagi cheklovlari.

3. Pragmatik kompetensiyani rivojlantirish uchun samarali strategiyalar:

- Vazifa asosida til o'qitish (TBLT): Talabalarga tilni kontekstda ishlatishni talab qiladigan real dunyo vazifalari va faoliyatlaridan foydalanish.

- Madaniylararo muloqot bo'yicha o'qitish: Talabalarga maqsadli tilning so'zlashuvchilarining madaniy me'yorlari, qadriyatlari va ijtimoiy amaliyotlarini tanishtirish.
 - Rol o'ynash va simulyatsiyalar: Talabalar turli ijtimoiy sharoitlarda muloqot qilishni amaliyotda o'rganishlari uchun senariylar yaratish.
 - Haqiqiy materiallar: Talabalarni real hayotdagi tilni ishlatish bilan tanishtirish uchun filmlar, televizion dasturlar, yangiliklar maqolalari va podkastlardan foydalanish.
 - Texnologiya integratsiyasi: Til o'rganish ilovalari, virtual almashishlar va onlayn kommunikatsiya platformalaridan foydalanib, haqiqiy muloqotlarni simulyatsiya qilish.
4. Pragmatik kompetensiyani rivojlantirish uchun sinfda bajariladigan faoliyatlar:
- Pragmatik ongni oshirish faoliyatlari.
 - Madaniy farqlar va kommunikatsiya uslublari bo'yicha muhokama va bahslar.
 - Talabalarning turli kontekstlardagi pragmatik tanlovlariga oid yo'naltirilgan fikr-mulohazalar.
5. Pragmatik kompetensiyani baholash:
- Talabalar pragmatik qobiliyatlarini baholash usullari (rol o'ynash, yozma vazifalar, tengdoshlarning baholari).
 - Kommunikatsiya samaradorligi va to'g'riligiga e'tibor qaratadigan shakli baholashning ahamiyati.

Xulosa. Pragmatik kompetensiyani rivojlantirish chet tili o'rganuvchilari uchun real hayotdagi vaziyatlarda samarali muloqot qilish uchun muhimdir. Vazifaga asoslangan faoliyatlar, madaniy o'rganish va haqiqiy materiallar kabi amaliy o'qitish usullarini o'z ichiga olgan holda, o'qituvchilar talabalarga maqsadli tilda ijtimoiy muloqot murakkabliklarini boshqarishga yordam berishi mumkin. Pragmatik ko'nikmalarni o'qitish, o'quvchilarning til malakalarini yaxshilash bilan birga, ularni turli madaniy muhitlarda ishlashga tayyorlaydi. Tadqiqotlar, til o'qitishda til tuzilmasining aniqligini madaniy va ijtimoiy tushunish bilan integratsiyalashgan holatda, to'liq va kontekstga asoslangan yondashuvni qo'llash zarurligini ta'kidlaydi.

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METHODOLOGICAL FEATURES OF COMMUNICATION PSYCHOLOGY IN THE PROFESSIONAL ACTIVITIES OF FUTURE ENGLISH TEACHERS

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Abstract: The professional tasks of future English teachers mostly depend on the psychology of communication, which influences how they can set up and sustain a collaborative environment, facilitate significant interactions, and assist in effective language learning. In this article, we look at the strategic components of communication psychology that must be taken into account in the process of instructing English as a foreign language (EFL). The study describes communication as a psychological phenomenon and presents the core strategies for enhancing teacher's engagement with students, as well as the ways in which these strategies are related to the work of educational practitioners. The findings stress the need to pay attention to communication psychology in teacher education courses in order to enhance the professional competence of the instructors of English.

Keywords: communication psychology, future English teachers, professional activities, methodology, interaction, EFL teaching.

1. Introduction.

The methodological aspects of communication psychology as they relate to English teachers' professional activities are examined in this investigation. Teaching English effectively depends heavily on the teacher's communication abilities, and improving the teaching-learning process requires an awareness of the psychological foundations of communication. We will look at the several research approaches used to investigate this junction, highlighting the advantages and disadvantages of each strategy. The analysis will draw upon much research addressing teacher communication, professional development, and the impact of communication styles on student learning and engagement.

Specialization in the English language comes with many challenges in its application, especially for teachers handling multicultural and multilingual students. To be an effective English teacher, one must be versed in the communication processes of every single student they will be handling. Communication is not merely transferring knowledge but is a complex social, emotional, and psychological phenomenon. Captivating students, aiding them, as well as encouraging language are one of the many challenges teachers have to deal with. Jane argues that the interaction mechanisms revealed through communication psychology allow for an easier modification of approaches to suit the needs of every student. This study seeks to research the use of communication psychology in the professional activities of English instructors and its advantages to teaching methodology.

2. Literature Review

The application of Communication Psychology is well documented in different spheres of education. Communication forms an important aspect of social relations and is essential for language learning. This also raises the significance of feedback along with observation on behavior as emphasized in Bandura's social learning theory. Kreidean (2005) and Krashen (1982) studies

on EFL classes proved the need of motivation and reduction of anxiety through closer contact between learners and teachers. More recent studies have also looked at cultural competencies, emotional intelligence, and nonverbal communication effectiveness as factors in instructional performance. Even with this expanding literature, more research is still required to look at specific methodological approaches that combine communication psychology with the professional development of English teachers.

3. Materials and methods

Different methods are used in this study to analyze the methodological aspects of communication psychology in the activities of English teachers. Data were collected by means of classroom observations in Bukhara State Pedagogical Institute and qualitative interviews with twenty experienced EFL teachers. The interviews focused on teachers' understanding of communication psychology and its application in their work. The examination of the classroom didactic observation records focused on establishing the interaction patterns, communication strategies, and their effects on student participation. This research was also supplemented by quantitative data obtained from the assessment of one hundred EFL teachers' knowledge and use of the communication psychology concepts.

Qualitative Research Methods

The complicated dynamics of communication between teachers and students are commonly investigated using qualitative research techniques. These approaches place more emphasis on in-depth comprehension than on generalizations. Semi-structured interviews are a popular method for obtaining detailed information on how teachers evaluate their communication practices and difficulties [1]. This method makes it possible to investigate complex facets of communication, like the influence of cultural background [2] or the function of emotions in the classroom [3]. However, because the results may not be typical of a broader population, qualitative research might be criticized for having poor generalizability [1]. Among the methods used in qualitative research include focus groups, interviews, and observation. Unstructured interviews may consist of open-ended questions on a subject, and the interviewer adjusts their style based on the interviewee's responses. Each participant in a structured interview is asked a set amount of questions.

Case Studies

Case studies provide a thorough analysis of certain classroom communication situations. A case study might, for instance, examine the efficacy of a single teacher's communication style and the psychological elements that underlie it [4]. Although this method may not be as generalizable as larger-scale research, it can offer deep insights into the dynamics of teacher-student interaction. Moreover, case study data interpretation may be impacted by researcher bias [4]. In general, almost any person, group, organization, occasion, ideology, or behavior can be highlighted in a case study. It is not necessary for a case study to consist of a single observation; it might contain numerous observations of one or more people and things throughout a variety of time periods. A study of a single instance is known as within-case research, while research initiatives combining multiple cases are sometimes referred to as cross-case research.

Ethnographic Studies

In ethnographic research, the researcher observes natural communication patterns by immersing themselves in the classroom environment. This strategy can highlight environmental elements and subtle communication cues that other approaches might overlook [5]. However, the time commitment needed for ethnographic study can be substantial, and the researcher's presence

may change the dynamics of spontaneous communication [5]. Furthermore, it might be difficult and subjective to analyze ethnographic data [5]. In order to comprehend people's experiences, viewpoints, and daily routines, ethnography entails watching them in their natural habitat. This can provide deep understanding of a specific group, culture, or context.

4. Results and discussion.

The results show that a number of psychological elements, such as emotional intelligence, active listening, and cultural awareness, have an impact on successful communication in EFL classes. Establishing trust and involving pupils was easier for teachers who showed a high degree of empathy and flexibility. The classroom environment was much enhanced by nonverbal clues including tone of voice, gestures, and eye contact. The efficiency of the teacher training application for four significant communication variables in EFL (English as a Foreign Language) classes is being compared with student involvement in this bar graph. For every factor, the data will divide as follows:

1. Empathy: Effectiveness of teacher training applications at 70% whereas student involvement stands at a rather high 88%.
2. Adaptability: Here teacher training application scores higher at 85% whereas student engagement is at 82%.
3. Classroom Management Skills: Effective implementations with 68% success are the teacher training applications, while student involvement is 75%.
4. Collaboration: The teacher training application lower at 72% compared to student engagement at 80%.

Except in terms of adaptability (to the advantage of the teacher training application), student involvement ranks above teacher training application in three areas out of four.

5. Conclusion.

Communication psychology is accepted as a vital element of the English teachers' professional venue due to its useful routes toward improvement of interaction, motivation, and learning outcomes. The study further gives evidence that methodological principles rooted in communication psychology can efficiently contribute to the enhancement of the EFL teaching process. Teacher preparation and continuous professional development programs must integrate these concepts to prepare teachers to deal with the ever-changing contexts of varied classroom situations. Future studies must focus on the long-term impact of training in communication psychology on the efficacy of teachers and the accomplishment of students.

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MAIN PRINCIPLES OF DEVELOPING LANGUAGE SKILLS FOR STUDENTS

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Abstract. Unlike traditional methodology, modern methodology is much more student-centred. According to Richardson, the teacher's main role is to "help learning to happen," which includes "involving" students in what is going on "by enabling them to work at their own speed, by not giving long explanations, by encouraging them to participate, talk, interact, do things, etc."

Key words: cooperation, activity, communicate, encourage, modern methodology.

The teacher is here not to explain but to encourage and help students to explore, try out, make learning interesting.

The Seven Principles:

Encourage contact between students and faculty.

Develop reciprocity and cooperation among students

Encourage active learning.

Give prompt feedback.

Emphasize time on task.

Communicate high expectations.

Respect diverse talents and ways of learning

The principles work on their own, but together they "employ six powerful forces":

- | | |
|---------------|------------------|
| • Activity | • Expectations |
| • Cooperation | • Interaction |
| • Diversity | • Responsibility |

Though being essential, the aim of learning a foreign language according to modern methodology is still discussed, and there is a variety of possible aims. In his book *Learning Teaching*, Richardson claims, that nowadays a great emphasis is put on "communication of meaning" Richardson also highlights the communicative competence which is, as he defines it, "being able to use the language for meaningful communication".

Since modern methodology is aiming for something different, also the way to achieve the goal has changed. As pointed out by Richardson, "attention shifted to the knowledge and skills needed to use grammar and other aspects of language appropriately for different communicative purposes such as making requests, giving advice, making suggestions, describing wishes and needs and so on". Instead of memorizing grammatical rules and isolated vocabulary, modern methodology prefers to present contextualized language and to develop skills.

Let us now focus on one important part of modern teaching - teaching skills. The main skills are listening, speaking, reading, and writing. They can be classified into two groups: receptive (listening and reading) and productive (speaking and writing). These skills consist of sub-skills; for example, reading includes skimming (reading for gist), scanning (reading for specific information), intensive reading, and extensive reading. While listening, students can listen

for gist, or for specific information: for some details, like numbers, addresses, directions etc. In real life we do not normally listen for every word spoken. Therefore, as many professionals today agree, the task should be realistic too.

The tasks should improve skills, not test memory. According to Jim Scrivener, with receptive skills it is always better to assign one task, let the students accomplish it, have feedback, and then assign another task, let the students read or listen to the text again, have feedback, etc. Richardson also points out that the tasks should be graded from the easiest to the most difficult, or, in other words, from the most general to the most detailed, and the students must know what the assignments are before the listening or reading itself is done. If the students do not manage to accomplish the task, the teacher should play the listening again or give them more time for reading.

To sum up the modern methodology principles, we can highlight the student-centred interaction which is connected to the involvement of the students in everything going on during the lesson. To be effective, the methods follow after each other in a suitable order, and there should be a balance of teaching focused on different aspects of the language.

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THE ROLE OF FUN AND GAMES IN THE LESSONS

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Abstract: Research has shown that games are essential for healthy development in early childhood and beyond. Play lets children practise what they know and also what they don't. It allows them to experiment through trial and error, find solutions to problems, work out the best strategies, and build new confidence and skills.

Key words: practical skills, capability, competition, creative, motivation.

Tips for Successfully Using Games as a Teaching Strategy. Choose Games Suitable for Age, Ability, and Classroom Equipment, Confirm the Usefulness of Curriculum Integration, Provide Clear Goals and Instructions Before Gameplay, Offer Support and Guidance During Gameplay, Follow Up Game Play With Discussion, Memory – There are many video games that require you to remember information, patterns, clues, and more as part of the gameplay. Because of the need to retain critical pieces of information, these games help players improve their memory skills, which can directly translate to improved learning capabilities.

The role of fun and games in the lessons. “By ‘fun and games’ I mean all those activities that we loosely think of as involving play and enjoyment. Singing, clapping hands, chanting rhymes, solving puzzles, drawing, coloring, model-making, games.” It is evident that young learners learn through play much easier and they enjoy it more. This is quite a natural way for them to learn.

They play and love to play. In playing together we can see elements of interaction and during interacting the learners develop language skills. Learning can be absorbed really well. Quite often the learners do not realize they are learning. Fun and games should have an important role in the children’s education. The language learnt by heart can often be a part of the activities. For example, commands for the games can be remembered quite easily. Many games can be looked at as drill exercises but they have an added fun and competition element. For example, a game that works like this is well-known game “Simon says”. What is a game? “A game is played when one or more players compete or co-operate for play offs according to a set of rules”.

“A true game is one that frees the spirit. It allows of no cares but those fictitious ones engendered by the game itself...” Games are activities with rules and goals. Khan states that the achievement of these goals signals the end of the game. Children are very often concerned with controlling whether everybody follows the rules and whether they are not broken. It is obvious that the games need to be motivating. “For young learners, motivation deriving from the factors outside the classroom, such as parental and social attitudes, is likely to be weaker than that created by events in the classroom itself. Children need to be involved and even excited in order to learn effectively.” Games may focus on oral or written part of the language, they offer a vast selection of activities. Language can also be picked as a result of an enjoyable activity. “Telling stories to students can result in natural language acquisition on their part.” Teachers can tell stories the learners are familiar with in their own language. Then the learners are able to follow it better. Again, the stories need to be picked carefully, the levels of the learners need to be considered and

the teacher has to investigate time into preparation. Teachers can come up with a simple version of the story. Appreciated story can be The Story of the Big Enormous Turnip. Several activities can allow and involve more creative use of the language. New sentences and activities can be produced by the children themselves. Songs are most grateful way forth is. The learners can make up new verses, then they can be extended. Example - a song “This is the way, I ...” or “If you are happy and you know it...”.

As said above games and fun are important parts of the lesson. A play is in the essential nature of the child. There are many possibilities for adapting games we can find. The teachers should not forget the values of games and fun activities in the lessons. All this can be applied to teaching vocabulary too. Teachers can “play” with vocabulary while teaching it. It is very appreciated by the learners.

Although some teachers of English see language games as time consumers or classroom techniques for fun, games have a special role in any foreign language teaching programmer because they facilitate foreign language learning especially for young learners. With the introduction of communicative language teaching, English language teaching and learning has become much more demanding for teachers and learners just like any other innovation poses challenges for its users.

Studies show that playing games in the classroom can increase overall motivation. Students become more motivated to learn, pay attention, and participate in-class activities. What is the purpose of games? Games generally involve mental or physical stimulation, and often both. Many games help develop practical skills, serve as a form of exercise, or otherwise perform an educational, simulational, or psychological role.

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SIMPLICITY AND SUBTEXT EXPLORING HEMINGWAY'S PEDAGOGICAL APPROACH

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Annotation: This article, *Simplicity and Subtext Exploring Hemingway's Pedagogical Approach*, examines how Ernest Hemingway's minimalist writing style can be applied to teaching. Focusing on his "Iceberg Theory," it emphasizes the importance of simplicity and subtext in writing, where what remains unsaid holds significant meaning. The article discusses how educators can use Hemingway's techniques to help students write with clarity and precision while conveying deeper layers of meaning. By embracing straightforward language and subtle emotional depth, students can develop stronger storytelling skills. The article provides insights into fostering creativity and critical thinking in the classroom, inspired by Hemingway's approach to writing.

Key words: Hemingway, pedagogy, simplicity, subtext, Iceberg Theory, writing, teaching, clarity, minimalism, storytelling, critical thinking, creativity, emotion, education, narrative, writing skills, language, depth, literature, communication.

Ernest Hemingway stands as one of the most prominent figures in 20th-century literature, known not only for his compelling narratives but also for his unique writing style. This style, often characterized by simplicity, clarity, and subtext, has inspired countless writers and educators. Central to Hemingway's approach is the "Iceberg Theory," which posits that the deeper meaning of a story lies below the surface of the text, much like an iceberg where only a small portion is visible above water. This philosophy emphasizes that what remains unsaid in a narrative often holds as much significance as the words themselves. As educators strive to enhance students' writing abilities and comprehension, Hemingway's pedagogical principles provide a valuable framework for teaching literature and writing. By implementing his techniques, educators can cultivate critical thinking, creativity, and a profound appreciation for literature among their students, leading to richer educational experiences. Hemingway's writing style is renowned for its economy of words, often described as minimalistic. He believed in the power of brevity, crafting sentences that are stripped of unnecessary embellishments. This approach not only makes the text accessible but also allows readers to engage with the narrative on a deeper level. The "Iceberg Theory" emphasizes that the bulk of a story's meaning is found in the subtext—what is implied but not explicitly stated. For example, in his famous novella "The Old Man and the Sea," Hemingway's protagonist, Santiago, faces numerous challenges that are not always detailed through his words. Instead, his actions, the sea's vastness, and the struggles with the marlin reveal deeper themes of resilience, isolation, and the human condition. Educators can leverage such texts to teach students how to look beyond the surface and analyze the underlying messages in literature, encouraging them to think critically about what they read.

In addition to enhancing writing skills, Hemingway's pedagogical techniques foster creativity among students. By challenging students to experiment with form and content while

maintaining focus on their central ideas, educators create an environment where creative exploration is encouraged. For instance, teachers can assign creative writing tasks that prompt students to write a story using only dialogue, requiring them to convey character emotions and motivations without relying on narrative exposition. This exercise not only stimulates creativity but also sharpens analytical skills, as students must carefully consider how to express complex ideas through limited means. Moreover, the integration of Hemingway's works into the curriculum serves as a gateway for discussing broader themes that are relevant to students' lives. His exploration of human experiences, such as love, loss, resilience, and the complexities of emotion, resonates across generations. For instance, in his novel "A Farewell to Arms," the themes of war, love, and the fragility of life can spark discussions about personal experiences and contemporary issues. By connecting these themes to students' lives, educators create a more relatable learning experience, encouraging students to reflect on their own experiences and perspectives. This engagement deepens their understanding of the material and fosters a more profound connection to literature.

Hemingway's pedagogical approach opens new horizons for teaching and learning. His focus on simplicity, clarity, and subtext not only enhances students' writing skills but also develops their critical thinking and creativity. Incorporating Hemingway's methods into the educational process can significantly enrich students' experiences, providing them with opportunities to delve into the world of literature and self-expression. Ultimately, Hemingway's writing approach serves as a powerful tool for educators, inspiring the next generation of writers and thinkers to appreciate the nuances of language and storytelling. By embracing Hemingway's techniques, educators can prepare students to navigate complex texts and articulate their ideas with confidence, fostering a lifelong love for literature.

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LOTIN TILINING TIBBIYOT SOHASIDAGI O'RNI VA ZAMONAVIY PEDAGOGIK YONDASHUVLAR

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Annotatsiya: Zamonaviy pedagogikada esa tibbiy ta'limni yanada samarali qilish uchun interfaol texnologiyalarni qo'llash ahamiyat kasb etadi. Bu texnologiyalar o'qituvchi va o'quvchilarning o'zaro hamkorligini kuchaytiradi va talabalar faol ishtirokini ta'minlashga yordam beradi.

Kalit so'zlar: tibbiy ta'lim, mutaxassis, lotin tili, shifokor, imkoniyat.

Lotin tilining tibbiyot sohasidagi o'rni va ahamiyati nihoyatda muhimdir. Tarixan, tibbiyotda lotin tili jahon bo'ylab tibbiyot mutaxassislari o'rtasida o'zaro aloqaning asosiy vositasi sifatida xizmat qilgan. Bugungi kunda ham lotin tili shifokorlar uchun umumiy bilim va tushunish tiliga aylangan. Bu tilning tibbiyotda ishlatilishi, nafaqat shifokorlar, balki tibbiyotga oid ta'lim olishni boshlagan talabalarga ham keng imkoniyatlar yaratadi. Lotin tili tibbiyotda an'anaviy ravishda ko'plab ilmiy asarlarni yozishda qo'llanilgan, ayniqsa anatomiya, farmakologiya va biokimyo kabi sohalarda keng tarqalgan.

Lotin tilini bilish tibbiyotda ishlovchi mutaxassislarga dunyoning turli burchaklaridagi boshqa mutaxassislar bilan samarali muloqot qilish imkonini beradi. Bu, nafaqat ilmiy hamkorlikni rivojlantirishga yordam beradi, balki dunyo miqyosida tibbiy yangiliklar va tadqiqotlar almashinuvini tezlashtiradi. Lotin tili shifokorlar va tibbiyot talabalari o'rtasidagi o'zaro tushunishni ta'minlashda, shu bilan birga, tibbiy bilimlarni aniq ifodalashda muhim rol o'ynaydi.

Zamonaviy pedagogikada esa tibbiy ta'limni yanada samarali qilish uchun interfaol texnologiyalarni qo'llash ahamiyat kasb etadi. Bu texnologiyalar o'qituvchi va o'quvchilarning o'zaro hamkorligini kuchaytiradi va talabalar faol ishtirokini ta'minlashga yordam beradi. Tibbiyot universitetlarida ta'lim jarayonida talabalarga nafaqat kasbiy bilimlar, balki madaniy ko'nikmalarni ham o'rgatish zarurligi ta'kidlanadi. Ta'lim jarayonida talabalar nafaqat nazariy bilimlarni, balki amaliy ko'nikmalarni ham egallashlari kerak.

Tibbiyot institutlarining dastlabki bosqich talabalariga lotin tili va tibbiy terminologiya fanini o'rganish topshiriladi. Ushbu fan ko'plab talabalar uchun yangi va murakkab bo'lib, ularni o'zlashtirishda ba'zan qiyinchiliklar yuzaga keladi. Lotin tilidagi murakkab anatomiya, histologiya, farmakologiya va klinik terminologiyalarni to'g'ri o'rganish va tarjima qilishda talabalarga turli xil qiyinchiliklar duch keladi. Ayniqsa, aniq va to'g'ri tarjima qilishda, ya'ni moslashgan va moslashmagan aniqlovchilarni o'rganishda talabalarga yordam berish zarur. Bu jarayonni yanada osonlashtirish uchun interfaol o'quv metodlari va innovatsion texnologiyalarni qo'llash kerak.

Lotin tili o'qituvchilari va talabalari uchun tibbiyotda to'g'ri va aniq terminlarni tushunish va qo'llashda qo'llaniladigan metodlarni takomillashtirish, tibbiyot sohasida yuqori malakali mutaxassislarni tayyorlashda muhim ahamiyatga ega. Shuning uchun, tibbiyot talabalari uchun

lotin tilini o'rganish nafaqat bilim olish, balki tibbiy madaniyatni va ilmiy tafakkurni rivojlantirishda ham asosiy vosita hisoblanadi.

Tibbiyotda lotin tilini o'rganishning asosiy maqsadi – tibbiy terminologiya va atamalarni o'rganishdir. Ushbu atamalar tibbiy mutaxassislariga o'z kasbiy sohalarida o'zaro tushunishni osonlashtirishga yordam beradi. Shifokorlar va tibbiyot xodimlari xalqaro atamalardan foydalangan holda, turli mamlakatlardagi mutaxassislar bilan oson aloqada bo'lishlari mumkin. Tibbiyotda ishlatiladigan ko'plab atamalar yunon va lotin tillaridan kelib chiqqan bo'lib, ular ilmiy va amaliy tibbiyotning asosiy vositalarini tashkil etadi. Misol uchun, “epidemiya”, “Bronx”, “herpes”, “karsinoma”, “emfizema” kabi atamalar lotin tilidan kelib chiqqan. Ushbu atamalar dunyo bo'ylab shifokorlar uchun tushunarli va yagona ma'lumotnoma sifatida xizmat qiladi.

Bugungi kunda lotin tili faqat qadimgi Rim madaniyatining yodgorligi sifatida emas, balki zamonaviy ilmiy va tibbiy sohalarida ham muhim ahamiyatga ega. Lotin tili biologiya, huquqshunoslik va tibbiyotda ilmiy terminologiyaning asosiy qismi hisoblanadi. Shu sababli, tibbiyotda lotin tili va yunon tilining asoslarini o'rganish, mutaxassislariga o'z kasbiy bilimlarini yanada chuqurroq anglash va yangilab borilayotgan tibbiy bilimlarga tezkor kirish imkoniyatini taqdim etadi.

Lotin tili, o'lik til bo'lishiga qaramay, tibbiy ta'limda va ilmiy sohalarida katta ahamiyatga ega. Oliy tibbiyot o'quv yurtlarida lotin tili va tibbiyot terminologiyasini o'rganish jarayonida turli o'qitish metodlari, masalan, kompyuterda o'qitish, muhokama, keys metodi va rolli o'yinlar kabi interfaol metodlar qo'llaniladi. Bu metodlar talabalarga tibbiyot terminologiyasini chuqur o'rganish va uni kasbiy faoliyatda muvaffaqiyatli qo'llash imkoniyatini beradi. Tibbiyot sohasidagi yangiliklarga tezkor moslashish va tibbiy bilimlarni aniq va to'g'ri tushunish uchun lotin tili va tibbiy terminologiyani o'rganish, mutaxassislar uchun zaruriyatga aylangan.

Tibbiyotda anatomik atamalar va terminologiyaning o'rni nihoyatda muhimdir. Ularning to'g'ri tushunilishi va ishlatilishi shifokorning kasbiy faoliyatini samarali olib borishida hal qiluvchi rol o'ynaydi. Shuningdek, lotin tili tibbiyotda bilimlarni uzatishda va xalqaro miqyosda o'zaro tushunish jarayonida muhim vosita hisoblanadi. Tibbiyot sohasida ishlatiladigan ko'plab atamalar, ayniqsa, anatomik va fiziologik terminlar, lotin tilidan olingan bo'lib, ular dunyo bo'ylab shifokorlar va tibbiyot xodimlari o'rtasida umumiy tushunishni ta'minlaydi.

Dasturlashtirilgan ta'lim metodlari, shu jumladan, interfaol o'qitish usullari talabalarga didaktik materiallarni yaratishda yuqori samaradorlikni ta'minlashga imkon beradi. Bu metodlar o'quvchilarning o'zaro hamkorligini rivojlantirishga yordam beradi va ularga ko'proq amaliy ko'nikmalarni o'rgatadi. Rolli o'yinlar, xususan, talabalarga qarama-qarshi manfaatlarga ega, shaxsiylashtirilgan vaziyatlarni o'ynash imkonini beradigan o'quv usulidir. Ushbu metod, ayniqsa, “Klinik terminologiya” mavzusida seminarlar o'tkazishda samarali natijalar beradi. Rolli o'yinlar orqali talabalar tibbiy atamalar va tushunchalarni amaliyotda qo'llashni o'rganadilar, bu esa ularning bilimlarini mustahkamlashga va lotin tilidagi terminlarni chuqurroq tushunishga yordam beradi.

Bu metod, o'z navbatida, talabalarga lotin tilidagi atamalarni o'zlashtirish va tushunish jarayonini yanada samarali qiladi. Bunday o'quv usullari o'quvchilarga nafaqat nazariy bilimlarni, balki amaliy ko'nikmalarni ham taqdim etadi, bu esa ularning kelajakdagi kasbiy faoliyatida muvaffaqiyatli bo'lishlarini ta'minlaydi.

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INGLIZ TILINI O'RGANISHDA GAMIFIKATSIYANING SAMARADORLIGI

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Annotatsiya: Ingliz tilini o'rganishda (ELL) o'yinlashtirishdan foydalanish so'nggi yillarda o'quvchilarning faolligini, motivatsiyasini va tilni o'zlashtirishni kuchaytirish potentsiali tufayli ortib borayotgan e'tiborni qozondi. Ushbu maqola ELLda o'yin usullarining samaradorligini o'rganadi, ularning o'quvchilar ishtirokiga, ko'nikmalarni rivojlantirishga va uzoq muddatli saqlashga ta'sirini ta'kidlaydi. Maqolada aytilishicha, o'yin o'rganish nafaqat o'quvchilarning til ko'nikmalarini yaxshilaydi, balki til o'rganishga ijobiy munosabatni ham uyg'otadi. Biroq, ushbu vositalarni an'anaviy sinf sharoitlariga samarali integratsiyalashda, ayniqsa o'yin mexanikasini ta'lim maqsadlari bilan muvozanatlash nuqtai nazaridan muammolar saqlanib qolmoqda.

Kalit so'zlar: Gamifikatsiya, ingliz tilini o'rganish, motivatsiya, jalb qilish, tilni o'zlashtirish, ta'lim o'yinlari, o'quvchilar ishtiroki.

Raqamli asrda o'qituvchilar o'quvchilarning faolligini va ta'lim natijalarini yaxshilash uchun o'z sinflariga texnologiyani tobora ko'proq kiritmoqdalar. Ana shunday innovatsion yondashuvlardan biri o'yin elementlarini o'yindan tashqari kontekstlarga birlashtirib, o'quvchilarni rag'batlantirish va jalb qilish uchun o'yinlashtirishdir. Ingliz tilini o'rganish (ELL) kontekstida gemifikatsiya o'quvchilarning motivatsiyasini yaxshilash, ishtirokini oshirish va til ko'nikmalarini mustahkamlash uchun istiqbolli vosita sifatida paydo bo'ldi. O'rganishni yanada interfaol va raqobatbardosh qilish orqali o'yin muhiti talabalarni faol ishtirok etishga va o'qishlari bilan shug'ullanishga undaydi.

Gamifikatsiya foydalanuvchilarning faolligini va motivatsiyasini oshirish uchun o'yindan tashqari kontekstlarda o'yin dizayni elementlaridan foydalanishni anglatadi. Ingliz tilini o'rganishda bu odatda o'yinlarda topiladigan ball tizimlari, nishonlar, peshqadamlar jadvali, progress barlari va boshqa interaktiv xususiyatlarni birlashtirishni o'z ichiga oladi. Bu elementlar o'rganishni yanada jozibador va dinamik jarayonga aylantiradi, bunda o'quvchilar bosqichlarni bosib o'tish yoki mukofot olishda muvaffaqiyat hissini his qilishadi. Misol uchun, o'quvchilar til mashqlarini bajarish uchun ball to'plashlari mumkin, keyinchalik ular yangi muammolarni ochish yoki virtual mukofotlarni olish uchun ishlatilishi mumkin. Bunday tizimli rivojlanish nafaqat talabalarni o'qishni davom ettirishga undaydi, balki ularning faoliyati haqida darhol fikr bildiradi.

Ingliz tilini o'rganishda o'yinlashtirish va ko'nikmalarni rivojlantirish. ELLda gamifikatsiyaning asosiy afzalliklaridan biri uning lug'atni o'zlashtirish, grammatikani tushunish va ravon gapirish kabi maxsus til ko'nikmalarini rivojlantirishga ijobiy ta'siridir. O'yin muhitida o'quvchilar ko'pincha maqsadli tildan faol foydalanishni talab qiladigan faoliyat bilan shug'ullanadilar, masalan, muammolarni hal qilish, viktorinalarni bajarish yoki rolly o'yin stsenariylarida qatnashish. Ushbu tadbirlar o'quvchilarga til ko'nikmalarini mazmunli, real hayotiy kontekstlarda mashq qilish va qo'llash imkoniyatini beradi, bu ularning malakasi va ishonchini oshiradi.

Til o'rganish o'yinlari lug'atni rivojlantirish uchun so'zlarni ta'riflari bilan moslashtirish, so'z jumboqlarini to'ldirish yoki jummalarda foydalanish kabi mashqlarni o'z ichiga oladi. Bu o'quvchilarga so'zni eslab qolishni kuchaytirib, tildan foydalanish haqida tanqidiy fikrlashga yordam beradi. Nutq va tinglash ko'nikmalarini interaktiv stsenariylar orqali yaxshilash mumkin. O'yinlar ijtimoiy o'zaro ta'sir va hamkorlikni rag'batlantirib, o'quvchilarga yangi til tuzilmalarini past bosim bilan o'rganishga imkon beradi. Ko'pgina o'yin platformalarida jamoa asosida ishlash talab etiladi, bu esa til ko'nikmalarini haqiqiy ijtimoiy kontekstda mashq qilishni ta'minlaydi.

Xulosa. Gamifikatsiya motivatsiya, faollik va mahoratni oshirish orqali ingliz tilini o'rganishni yaxshilash uchun samarali vosita ekanligini isbotladi. Ballar, mukofotlar va peshqadamlar jadvali kabi o'yin mexanikasini o'zida jamlagan holda o'qituvchilar o'quvchilarni o'z tillarini o'rganishda faol ishtirok etishga undaydigan interfaol va qiziqarli o'quv muhitini yaratishi mumkin. Resurs cheklovlari va o'quvchilarning individual imtiyozlari kabi muammolarni hal qilish kerak bo'lsa-da, ELLda o'yinlashtirishning potentsial afzalliklari uni keyingi tadqiqot va qo'llash uchun istiqbolli sohaga aylantiradi. Texnologiya taraqqiyotda davom etar ekan, o'yinli tillarni o'rganish kelajagi ingliz tilini o'rgatish va o'rganish usulini o'zgartirish uchun katta imkoniyatlarga ega.

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TANQIDIY FIKRLASHNI O'RGATISH STRATEGIYALARI

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Annotatsiya: Ushbu maqolada ingliz tilini o'rganishda gamifikatsiyaning samaradorligi o'rganiladi. So'nggi yillarda o'quvchilarning faolligini, motivatsiyasini oshirish hamda tilni o'zlashtirish jarayonini kuchaytirish maqsadida gamifikatsiyadan foydalanish ortib bormoqda. Tadqiqot davomida o'yin elementlarining o'quvchilarning ishtirokiga, ko'nikmalarini rivojlantirishga va bilimlarni uzoq muddatli eslab qolishiga ta'siri tahlil qilinadi. Maqolada gamifikatsiya nafaqat o'quvchilarning til ko'nikmalarini yaxshilashi, balki ularning o'rganishga bo'lgan ijobiy munosabatini shakllantirishga yordam berishi ko'rsatiladi. Shu bilan birga, o'yin mexanikalarini an'anaviy dars jarayonlariga integratsiya qilish jarayonida yuzaga keladigan qiyinchiliklar ham muhokama qilinadi.

Kalit so'zlar: gamifikatsiya, ingliz tilini o'rganish, motivatsiya, o'quvchilarning faolligi, til o'zlashtirish, ta'lim o'yinlari, interaktiv o'rganish, kognitiv rivojlanish, texnologik ta'lim, innovatsion pedagogika.

Tanqidiy fikrlash - aniq va oqilona fikrlash, g'oyalar o'rtasidagi mantiqiy aloqani tushunish qobiliyati. Tanqidiy fikrlash Platon va Sokrat kabi ilk yunon faylasuflari davridan beri ko'p munozaralar va fikrlar mavzusi bo'lib kelgan va zamonaviy davrgacha muhokama mavzusi bo'lib kelgan, masalan, soxta yangiliklarni tan olish qobiliyati. Tanqidiy fikrlashni aks ettirish va mustaqil fikrlash qobiliyati deb ta'riflash mumkin. Aslini olganda, tanqidiy fikrlash sizdan fikrlash qobiliyatingizdan foydalanishni talab qiladi. Bu passiv ma'lumot oluvchi emas, balki faol o'quvchi bo'lish haqida. Tanqidiy mutafakkirlar g'oyalar va taxminlarni nominal qiymatda qabul qilishdan ko'ra, ularni qattiq shubha ostiga qo'yadilar. Ular har doim g'oyalar, dalillar va topilmalar butun rasmni aks ettiradimi yoki yo'qligini aniqlashga intiladi va ular yo'qligini aniqlashga tayyor. Tanqidiy fikrlash - bu mutafakkirga ma'lum bo'lgan sharoitlarda eng yaxshi echimga erishish uchun narsalarni muayyan usullarda o'ylash. Ko'proq kundalik tilda, bu sizning eng yaxshi xulosaga kelishingiz uchun hozirgi paytda sizning fikringizni band qilgan narsa haqida fikr yuritish usulidir.

Tanqidiy fikrlovchilar muammolarni sezgi yoki instinkt bilan emas, balki tizimli ravishda aniqlaydi, tahlil qiladi va hal qiladi.

Tanqidiy fikrlash qobiliyatiga ega bo'lish;

Fikrlar orasidagi bog'lanishni tushunish;

Argumentlar va fikrlarning ahamiyati va dolzarbligini aniqlash;

Argumentlarni tan olish, tuzish va baholash;

Fikrlashdagi nomuvofiqliklar va xatolarni aniqlash;

Muammolarga izchil va tizimli yondashish;

O'z taxminlari, e'tiqodlari va qadriyatlarini asoslash haqida o'ylash;

Tanqidiy fikrlash uchun bizga kerak bo'lgan ko'nikmalar:

Tanqidiy fikrlash uchun bizga kerak bo'lgan ko'nikmalar turli xil bo'lib, ular kuzatish, tahlil qilish, sharhlash, mulohaza yuritish, baholash, xulosa chiqarish, tushuntirish, muammolarni hal qilish va qaror qabul qilishni o'z ichiga oladi.

Xususan, biz quyidagilarga ega bo'lishimiz kerak:

- Mavzu yoki muammo haqida xolis va tanqidiy fikr yuritish;
- Muayyan masala bo'yicha turli dalillarni aniqlash;
- Uning qanchalik kuchli yoki haqiqiylikini aniqlash uchun nuqtai nazarni baholash;
- Dalil yoki argumentda mavjud bo'lgan har qanday zaif yoki salbiy tomonlarni tan olish;
- Bayonot yoki argument ortida qanday oqibatlar bo'lishi mumkinligiga e'tibor bering.
- Biz keltirmoqchi bo'lgan argument uchun tizimli asoslar va yordam berish;

Shuni yodda tutingki, hech birimiz doimo tanqidiy fikr yuritmaymiz. Ba'zida biz deyarli har qanday tarzda o'ylaymiz, ammo tanqidiy, masalan, g'azab, qayg'u yoki quvonch o'z-o'zini nazorat qilishimizga ta'sir qilganda yoki o'zimizni "qonli fikr" his qilganimizda.

Boshqa tomondan, yaxshi yangilik shundaki, bizning tanqidiy fikrlash qobiliyatimiz hozirgi fikrlash tarzimizga qarab o'zgarib turadi, ko'pincha biz muayyan muntazam faoliyatni ishlab chiqish va ularni yuzaga keladigan barcha muammolarga qo'llash orqali tanqidiy fikrlash qobiliyatimizni yaxshilashni o'rganishimiz mumkin. Tanqidiy fikrlash nazariyasini tushunganingizdan so'ng, tanqidiy fikrlash qobiliyatingizni yaxshilash qat'iyat va amaliyotni talab qiladi.

Tanqidiy fikrlashni boshlash uchun ushbu oddiy mashqni sinab ko'rish tavsiya etiladi: Yaqinda kimdir sizga aytgan narsani o'ylab ko'ring. Keyin o'zingizga quyidagi savollarni bering:

Kim aytdi? U insonni bilasizmi? Buni sizga kim aytgani muhimmi? Ular nima deyishdi? Ular fakt yoki fikr bildirganmi? Ular barcha faktlarni taqdim etdilarimi? Ular hech narsa qoldirmadimi? Qaerda aytishdi? Bu ommaviy fikrmi yoki shaxsiymi? Boshqa odamlarda muqobil hisobni taqdim etish uchun javob berish imkoniyati bormi? Qachon aytishdi? Muhim voqeadan oldin, davomida yoki undan keyin bo'lganmi? Vaqt muhimmi? Nega ular buni aytishdi? Ular o'z fikrlarining sababini tushuntirdilarimi? Ular kimnidir yaxshi yoki yomon ko'rsatishga harakat qilishdimi? Ular buni qanday aytishdi? Ular xursandmi yoki qayg'uli, g'azablanganmi yoki befarqmi? Ular yozganmi yoki aytganmi? Nima deyilganini tushuna olasizmi? Qisqa bayoni; yakunida:

Tanqidiy fikrlash har qanday vaziyatda eng yaxshi natijalarga erishishga qaratilgan. Bunga erishish uchun imkon qadar ko'proq turli manbalardan ma'lumot to'plash va baholashni o'z ichiga olishi kerak.

Tanqidiy fikrlash sizning shaxsiy kuchli tomonlaringiz, zaif tomonlaringiz va afzalliklaringizni va ularning qabul qilishingiz mumkin bo'lgan qarorlaringizga ta'sirini aniq, ko'pincha noqulay baholashni talab qiladi. Tanqidiy fikrlash imkoni boricha bashoratni rivojlantirish va undan foydalanishni talab qiladi.

Tanqidiy fikrlash natijasida qabul qilingan qarorlarni amalga oshirishda mumkin bo'lgan natijalarni baholash va potentsial salbiy oqibatlarining oldini olish yoki hech bo'lmaganda ularning ta'sirini kamaytirish yo'llarini hisobga olish kerak.

Tanqidiy fikrlash qabul qilingan qarorlarni qo'llash natijalarini ko'rib chiqish va iloji boricha o'zgarishlarni amalga oshirishni o'z ichiga oladi.

Biz tanqidiy fikrlashga bo'lgan talablarimizni haddan tashqari oshirib yuboryapmiz, chunki u berilgan ma'lumot va olingan bilimlarni o'rganish o'rniga maqsadli ma'noni yaratishga yordam beradi, agar kerak bo'lsa, ma'noni yaratishimiz mumkinmi yoki yo'qmi? maqbul va foydali.

Axir, bizda mavjud bo'lgan deyarli hech qanday ma'lumot, na tashqi, na ichki, uning hayoti yoki maqsadga muvofiqligi kafolati yo'q. Aniq bosqichma-bosqich ko'rsatmalar bizning tanqidiy fikrlash haqidagi asosiy tushunchamiz gullab-yashnashi mumkin bo'lgan qandaydir panjarani berishi mumkin, ammo bu aniqlik, foydalilik yoki uzoq umr ko'rish kafolatini bermaydi va bermaydi.

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INGLIZ TILI DARSLARIDA O'QISH KO'NIKMALARINI RIVOJLANTIRUVCHI METODLARNING AHAMIYATI

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Annotatsiya: Ushbu maqolada ingliz tilida o'qish ko'nikmalarini rivojlantirish metodlarining ahamiyati tahlil qilinadi. Ingliz tilini o'rganishda o'qish ko'nikmalari nafaqat so'z boyligini kengaytirish, balki grammatik bilimlarni mustahkamlash va matnni tahlil qilish qobiliyatlarini shakllantirishda muhim rol o'ynaydi. Tadqiqotda o'qish jarayonining samaradorligini oshirishga qaratilgan zamonaviy metodlar, xususan, kontekstga asoslangan o'qish, skimming va scanning texnikalari, interaktiv o'qish hamda differensial yondashuv kabi usullar ko'rib chiqiladi. Shuningdek, maqolada ushbu metodlarning o'quvchilarning o'zlashtirish darajasiga, ularning fikrlash qobiliyatiga va mustaqil ta'lim olish ko'nikmalariga ta'siri o'rganiladi. Tadqiqot natijalari ingliz tilini o'qitishda zamonaviy pedagogik texnologiyalarni qo'llash samaradorligini tasdiqlaydi va ularni amaliyotga joriy etish bo'yicha tavsiyalar beriladi.

Kalit so'zlar: ingliz tili, o'qish ko'nikmalari, zamonaviy ta'lim metodlari, kontekstga asoslangan o'qish, interaktiv o'qish, differensial yondashuv, skimming, scanning, mustaqil ta'lim, pedagogik texnologiyalar.

Ingliz tilini o'rganishda o'qish ko'nikmalari o'quvchilarning til o'zlashtirish jarayonida muhim o'rin tutadi. O'qish nafaqat so'z boyligini oshirish, balki tilni to'liq tushunish va amaliy qo'llanilishida o'quvchilarga yordam beradigan asosiy ko'nikmadir. O'qish ko'nikmalarini rivojlantirish, o'quvchilarga grammatika, leksika, va matnni tahlil qilish kabi ko'nikmalarni o'zlashtirishda yordam beradi. Ingliz tili darslarida o'qish ko'nikmalarini rivojlantiruvchi metodlarni qo'llash, o'quvchilarga yanada samarali o'rganish imkoniyatlarini yaratadi va ular tilni yanada mustahkam o'zlashtiradilar. Ushbu maqolada ingliz tili darslarida o'qish ko'nikmalarini rivojlantirish uchun qo'llaniladigan asosiy metodlar, ularning afzalliklari va amaliyotdagi qo'llanilishi haqida batafsil tahlil qilinadi. Ingliz tilini o'rganishda o'qish ko'nikmalarini rivojlantirishning o'ziga xos ahamiyati mavjud. O'qish, nafaqat tilni o'zlashtirishning samarali usulidir, balki o'quvchilarga quyidagi ko'nikmalarni o'rgatish uchun zarurdir:

Grammatika va leksikani o'rganish: O'qish jarayonida o'quvchilar yangi so'zlar va grammatik strukturalarni o'rganadilar. Bu so'zlar va iboralar matn kontekstida aniqroq tushuniladi va o'quvchiga yangi tilda fikr yuritishga yordam beradi.

Matnni tahlil qilish va tushunish: O'qish, o'quvchiga matnni to'g'ri tushunish, uni tahlil qilish va matnning asosiy fikrini aniqlashda yordam beradi. O'quvchilar matnlarni o'qish orqali nafaqat tilni o'rganadilar, balki madaniyat va mantiqiy fikrlash qobiliyatlarini ham rivojlantiradilar.

Tengdosh til ko'nikmalarini o'rganish: O'qish jarayonida o'quvchilar boshqa tillarga bo'lgan qiziqishini oshirib, ularni yangi tilga o'rganishga rag'batlantirishadi. Ingliz tilini o'rganish

jarayonida o'qish ko'nikmalarini rivojlantirish, o'quvchiga tilni mukammal o'zlashtirishda yordam beradi va ularni aniq ifodalash, fikrlarini ifoda etish va tilni samarali qo'llashga o'rgatadi.

Ingliz tili darslarida o'qish ko'nikmalarini rivojlantirishda quyidagi metodlar qo'llaniladi;

1. Kontekstga Asoslangan O'qish (Contextualized Reading). Kontekstga asoslangan o'qish metodida o'quvchilar matnni faqat uning so'z ma'nosini o'rganish uchun emas, balki uni umumiy kontekstda tushunish uchun o'qishadi. Bu metodda o'quvchilarga matnning umumiy mazmunini tushunishga, so'zlar va iboralarining kontekstdagi ma'nolarini aniqlashga yordam beriladi. Misol uchun, o'quvchilarga matnni o'qib, keyinchalik unga tegishli savollarga javob berish va matndagi asosiy g'oyalarni ajratish vazifasi topshiriladi. Bu metod o'quvchilarning tanqidiy fikrlash va mantiqiy tahlil qilish ko'nikmalarini rivojlantiradi.

2. Skimming va Scanning Texnikalari. Skimming va scanning metodlari o'qish jarayonini tezlashtirish va samarali qilish uchun qo'llaniladi. Skimming metodi matnni umumiy mazmunini tezda tushunishga yordam beradi. Bu metodda o'quvchilar matnni tez o'qib, asosiy g'oya yoki mazmunni aniqlashga harakat qiladilar. Scanning metodi esa aniq ma'lumotni izlash uchun qo'llaniladi, masalan, matndan belgilangan so'z yoki raqamlarni topish. Bu metodlar o'quvchilarga vaqtni tejash va ma'lum ma'lumotni tezda topish imkonini beradi.

3. Interaktiv O'qish Metodi. Interaktiv o'qish metodida o'quvchilar dars davomida o'qish jarayoniga faol ishtirok etadilar. Bu metodda o'quvchilarga matnni o'qish, uning mazmunini tushunish, fikrlarini ifoda etish va bir-birlari bilan muhokama qilish vazifalari beriladi. Bu usul o'quvchilarning o'qish va muloqot qilish ko'nikmalarini rivojlantiradi. Shu bilan birga, o'quvchilarning tilga bo'lgan ishtiyoqi ortadi, chunki ular o'qish jarayonida bir-biri bilan fikr almashishadi.

4. Differensial O'qish (Differentiated Reading). Differensial o'qish metodida o'quvchilarning bilim darajasi va qiziqishlari hisobga olinadi. Bu metodda o'quvchilarga turli darajadagi va turli mavzudagi matnlar taqdim etiladi. Har bir o'quvchi o'ziga mos materiallar bilan ishlaydi, bu esa o'qishning samaradorligini oshiradi. O'quvchilar o'z darajasiga mos matnlarni o'qib, o'z bilimlarini mustahkamlaydilar.

5. Tahlilga Yondashuv (Analytical Approach). Bu metodda o'quvchilarga matnni batafsil tahlil qilish va uning tuzilishini o'rganish topshiriladi. O'quvchilar matnning asosiy qismlarini ajratib, har bir bo'limni alohida tahlil qilishadi. Bunday tahlil orqali o'quvchilar nafaqat matnni to'liq tushunadilar, balki uning tuzilishini va xususiyatlarini ham o'rganadilar.

Xulosa. Ingliz tili darslarida o'qish ko'nikmalarini rivojlantirish o'quvchilarning tilni to'liq va samarali o'zlashtirishlariga yordam beradi. O'qish metodlarini amaliyotda qo'llash, o'quvchilarga matnlarni to'liq tushunishga va tahlil qilishga imkon yaratadi. Skimming, scanning, kontekstga asoslangan o'qish, interaktiv yondashuv va texnologiyalarni qo'llash orqali o'quvchilar o'z bilimlarini mustahkamlaydilar. O'qish ko'nikmalarini rivojlantirish metodlari ingliz tili o'rgatishda samarali vosita bo'lib, o'quvchilarning til o'rganish jarayonini yanada qulay va muvaffaqiyatli qiladi.

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MODERN APPROACHES TO TEACHING A FOREIGN LANGUAGE

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Abstract. Methods of teaching English include various approaches, strategies and techniques aimed at developing speaking, listening, reading and writing skills. Depending on the learning objectives, the age of the students and their level of language proficiency, different methods are used.

Key words: analysis, method, research, education, training, English language.

In the modern world, English is very popular; moreover, this language is the language of international communication and is known all over the world. Today there are a huge variety of methods for teaching English. In addition, new ones are regularly developed, so now each teacher can choose the optimal working method for himself. Currently, while teaching a foreign language in higher education following classical methods are most often used in educational institutions. Namely:

1. Direct method.
2. Grammar-translation method of teaching.
3. Audiovisual and audiolingual methods.
4. Communicative method.

The essence technique of direct method of teaching a foreign language is that the teacher pays more attention to studying the spoken language itself, which is used in everyday life. The developers of this method considered that the intermediary language, that is, the language in which teaching is conducted, inhibits the learning of a foreign language. Thus, students are artificially introduced into the world of the language they are learning.

The entire lesson is conducted in English. The teacher must give explanations and new topics also in English. Only English-language literature is used.

The grammar-translation method is the main one in the modern educational system. This is a classic method that has been used for decades. Its prevalence is also due to the fact that most teachers themselves trained using this method. The goal of the grammar-translation method is to learn to read and translate using grammatical rules. The disadvantages of this method include the fact that insufficient attention is paid to the lexical part.

The essence of audiovisual and audiolingual methods is to convey the language through clear structures, learning occurs using audio and video recordings. The audiovisual teaching method involves illustrating speech with appropriate pictures, that is, students are shown videos, feature films and documentaries in English. In this case, students have two channels of perception working simultaneously - visual and auditory, as a result of which associations arise in the students' heads, which allows them to better memorize the language. The goal of the methods is to master a living, spoken language.

Currently, an increasing number of teachers are turning to the communicative method of learning English. The object of this method is speech itself, that is, this technique primarily teaches how to communicate. The communicative method implies greater student activity. The teacher's task in this case will be to involve everyone in the audience in the conversation.

The "full physical response" method is especially popular in teaching children. It is based on the execution of commands and movements, which helps to better remember words and expressions. Benefits: Great for children and beginners, improves language comprehension through action. Disadvantages: Limited in use at advanced levels.

The use of games, quizzes, board games and online games makes learning fun. Benefits: increases motivation, helps memorize words and expressions.

Digital technologies have significantly changed the learning process:

Mobile applications (Duolingo, LingQ, Anki), Online courses and platforms (BBC Learning English, Coursera, italki), Virtual and augmented reality - interactive lessons using VR/AR. Pros: availability at any time, individual pace of learning, interactive format.

When choosing a technique, it is important to consider:

1. Age of the student - play methods are suitable for children, communicative and project approaches are suitable for adults.

2. Objectives of study - for passing exams you need an academic method, and for traveling - a communicative one.

3. Personal learning style - some learn better through practice, others through theory.

Modern methods of teaching English are based on a combination of different approaches and technologies. Combining traditional and innovative methods makes learning more effective and fun.

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TALABALARNING NATIJALARINI YAXSHILASHDA SHAXSIYLASHTIRILGAN TA'LIMNING SAMARADORLIGI

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Annotatsiya: Mazkur maqolada talabalarning natijalarini har tomonlama yaxshilashga qaratilgan shaxsiylashtirilgan ta'lim hamda uning samaradorligi haqida so'z boradi. Shu bilan birga shaxsiy yo'nalishdagi ta'lim tizimining mahsuldorligi sifatleri ta'kidlab o'tiladi. Talabalar uchun turli xil differensial yondashuvlar va o'quv dasturlari taklif etiladi. Bularning barchasi o'quvchi qaratilgan individuallashtirilgan o'qitishning unumligini oshirishga yordam beradi.

Kalit so'zlar: differensial yondashuvlar, shaxsiy re'jalar, texnologik resurslar, "Mastery Learning" Self-Determination Teory", "ALEKS" tizimi, ijtimoiy va madaniy kontekst.

Shaxsiylashtirilgan ta'lim - bu har bir talabaning individual ehtiyojlari, qiziqishlari, qobiliyatlari inobatga olgan holda o'qitish jarayonini tashkil qilish. Ushbu yo'nalishdagi ta'lim o'quvchilar bilimini oshirishga, mustahkamlashga, qobiliyatini shakllantirishga, o'z-o'zini rivojlantirishga hamda mustaqil fikrlash ko'nikmalarini shakllantirishda unumlilik ya'ni samaradorlik ta'minlaydi. Shuningdek, individuallashtirilgan o'qitish tizimini samarali qilish uchun o'qituvchilarning malakasini oshirish, shaxsiy rejalar ishlab chiqish, zamonaviy interaktiv texnologik resurslardan foydalanish zarur. Natijada, talabalarning darslarini o'zlashtirish qobiliyati yaxshilanadi. Keling, shaxsiylashtirilgan ta'limning samaradorlik sifatleri haqida gaplashsak.

1. Bilimlarning chuqurroq o'zlashtirilishi. Bu sifatga Benjamin Bloom "Mastery learning" yondashuvini taklif qilgan bo'lib, o'quvchilar bilimlarini individual tezlikda o'zlashtirish kerakligini ta'kidlaydi. Agar talabalar ularga mos

keladigan usulda ta'lim olsa, mavzularni chuqurroq anglab, yaxshi o'zlashtiradi. Misol uchun, ingliz tili darsida o'quvchilarni bilim darajasi bo'yicha uch guruhga ajratish. Kuchsiz guruh "elementary" deb nomlangan guruhda noldan boshlab, bilimini mustahkamlaydi, "intermediate" o'rta daraja guruhida matnlar, zamonlar bilan shug'ullanadi, kuchli "advanced" guruh esa murakkab mavzular bilan ishlaydi. Har bir o'quvchi o'z ehtiyojiga mos mavzularni yaxshiroq tushunib bilimlarini mustahkamlaydi.

2. Motivatsiyaning ortishi. Shaxsiy qiziqishlarga mos keladigan o'quv jarayonlari talabalar o'rtasida yuqori darajadagi o'quv motivatsiyasini yaratadi. Bunga qo'shimcha qilib aytadigan bo'lsak, Edward L. Deci va Richard M. Ryan o'z-o'zini boshqarish nazariyasini (Self-Determination Theory) ishlab chiqqan va

talabalarning motivatsiyasi shaxsiylashtirilgan yondashuv orqali oshishi mumkinligini isbotlagan. Misol qilib aytish mumkinki, maxsus yondashuvli ta'limda o'quvchilar o'zlari qiziqishlariga mos mavzuga yokida jarayonga o'quv loyihalari yaratishadi handa ular gamifikatsiya orqa rag'batlantiriladi. O'quvchilar topshiriqni bajargani uchun ball va mukofot oladi. Ushbu usul talabalar orasida raqobat ortishi orqali umumiy bilim darajasi oshishiga yordam beradi.

3. Texnologiyalardan foydalanish -talabalar uchun adaptiv dasturiy ta'minotlardan foydalanishdir. Masalan " ALEKS " tizimini olsak. Ushbu dastur o'quvchining bilim darajasini

baholab, bilim bo‘shliqlarini aniqlab unga moslashgan mashqlarni taklif etadi. Bu dastur shu jihatlari orqali shaxsiylashtirilgan ta‘lim jarayonini samarador qilishga yordam beradi. Chunki "

ALEKS" tizimi bilan bo‘shliqlarini to‘ldirishga, shaxsiy yondashuvga hamda ta‘limga katta e‘tibor qaratadi. Bundan tashqari Sugata Mitra "Hole in the Wall" tajribasi ham texnologiyalar talabalarning o‘z-o‘zidan o‘qishini qanday qo‘llab-quvvatlashini ko‘rsatadi. Hole in the Wall texnikasi – bu ta‘limga minimal aralashuv orqali bolalarni o‘z-o‘zidan o‘rganishga rag‘batlantirishga asoslangan ta‘limiy yondashuv bo‘lib, uni 1999-yilda hind olimi Sugata Mitra ishlab chiqdi. Bu tajriba bolalarga kompyuter va internetga erkin kirish imkoniyatini berish orqali ularning mustaqil ta‘lim olish qobiliyatlarini o‘rganishga qaratilgan

4. Talabalar ishtirokini ta‘minlash. Lev Vygotsky o‘zining ijtimoiy o‘rganish nazariyasida o‘rganishni ijtimoiy va madaniy kontekstda qarab, shaxsiylashtirilgan ta‘limda talabaning faol ishtirokini ta‘minlashni muhim deb hisoblaydi. Bilimni mustahkamlash yo‘lida asosiy narsa ham ishhtirok hisoblanadi. Shu sababli har bir

o‘quvchining ishtirokini ta‘minlash maqsadida ulardan semestr boshida maqsad va rejalarini yozib topshirish so‘ralishi shu bilan birga har haftada ularning maqsadga erishish jarayoni tahlil qilinishi kerak. Ularda shu paytda ma‘suliyat hissi avvalgidanda oshadi va ular qo‘llaridan kelgancha har doim darslarda shtirok etishadi.

5. Mentorlik dasturlari samaradorligi. Mentorlik dasturlari — bu tajribali mutaxassislar (mentorlar) tomonidan yangi boshlovchilar yoki rivojlanayotgan kadrlarni (mentilarni) qo‘llab-quvvatlash, yo‘l-yo‘riq ko‘rsatish va bilim almashish

jarayonidir. Ushbu dasturlar ta‘lim, biznes va boshqa sohalarda keng qo‘llanilib,

ishtirokchilarning kasbiy va shaxsiy rivojlanishiga ijobiy ta‘sir ko‘rsatadi. Universitetda har bir talaba uchun ustoz tayinlanadi. Masalan, talabaga akademik masalalarni hal qilishda yoki karera rejalashtirishda individual yordam beriladi. Talabalar bilan muntazam ravishda maslahatlashuvlar o‘tkaziladi. Natijada, talabaning qiyinchiliklarga yechim topish ko‘nikmalari rivojlanadi, ta‘lim jarayonida ishonch va motivatsiya oshadi. Mentorlik dasturlari samaradorligi haqida Edward Deci va Richard Ryan shunday dedi (2000): " Ularning o‘z-o‘zini boshqarish nazariyasida mentorlar shaxsiylashtirilgan yondashuv orqali talabalarga maqsadga yo‘naltirilgan ta‘limni ta‘minlashda yordam beradi. Bu talabalarning ichki motivatsiyasini oshiradi va o‘ziga ishonchini kuchaytiradi." Agar shaxsiylashtirilgan ta‘limning yuqorida keltirilgan yondashuvlari to‘liq va samarali ijro etilsa, ko‘plab natijalarga erishish mumkin. Misol uchun, " Mastery learning " tamoyillari asosida talabalar darajalariga mos guruhda o‘qib, tezlik bilan bilimni kuchaytiradi. Yokida " Hole in the Wall " tajribasini olsak. Bu texnika orqali o‘quvchilar darsdan tashqari ham mustaqil ta‘lim olish imkoniyatiga ega.

Xulosa o‘rnida shuni aytish mumkinki, shaxsiylashtirilgan ta‘lim talabalar natijalarini sezilarli darajada yaxshilashga yordam beradigan samarali yondashuvlardan biridir. Bu nafaqat talabalar ko‘rsatkich natijalarini yaxshilaydi, balki ta‘lim tizimini butunlay yangi darajaga olib chiqadi. Talabalarda turli xil qobiliyatlar shakllanadi, bilimni chuqur o‘zlashtiradi va ijodkorlik qobiliyatlarini rivojlantiradi. Natijada, ta‘lim jarayoni yaxshilanib, talaba yoshlar kelajakda muvaffaqiyatli mutaxassis bo‘lib yetishadi.

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ZAMONAVIY TILSHUNOSLIKDA INGLIZ TILINING ROLI VA AHAMIYATI

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Annotatsiya. Ushbu tezida zamonaviy tilshunoslikda ingliz tilining roli va ahamiyati tahlil qilingan. Ingliz tilining global kommunikatsiya, ta'lim, ilm-fan, va madaniyatlararo aloqalardagi o'rni muhokama qilinadi. Shuningdek ingliz tilining xalqaro aloqalar, ilmiy tadqiqotlar va boshqa sohalardagi ahamiyati, shuningdek, tilshunoslik fanidagi o'rni yoritilgan. Ingliz tili rivojlanishining tilshunoslikka qo'shgan hissasi va uning o'rganilish ahamiyati haqida ham so'z boradi.

Kalit so'zlar: zamonaviy tilshunoslik, global kommunikatsiya, ta'lim va ilm-fan, madaniyatlararo aloqalar, lingvistika, grammatik qurilma, leksik birlik.

Kirish. Zamonaviy tilshunoslikda ingliz tili butun dunyoda keng tarqalgan va o'rganilayotgan til sifatida alohida o'ringa ega. Ingliz tili nafaqat ingliz tilida so'zlashuvchi mamlakatlarda, balki ko'plab davlatlarda xalqaro aloqalar, ta'lim, ilm-fan, biznes va madaniyat sohaslarida muhim vosita sifatida faol foydalaniladi. Bu tilning ahamiyati ham ilmiy tadqiqotlarda, ham amaliy hayotda o'sib bormoqda.

Ingliz tilining global roli. Ingliz tilining global roli turli sohalarda o'z ifodasini topadi. Birinchi navbatda, ingliz tili xalqaro kommunikatsiyaning asosiy vositasi sifatida namoyon bo'ladi. 21-asrda internet va texnologiyalarning rivojlanishi ingliz tilining global madaniyatdagi o'rnini yanada mustahkamladi. Mamlakatlar o'rtasida erkin axborot almashinuvi, ilmiy va akademik tadqiqotlar, biznes faoliyatlari, siyosiy muloqotlar ingliz tili yordamida amalga oshiriladi. Ingliz tilining bu roli ham korporativ madaniyatda, ham xususiy sektorda e'tirof etilgan.

Ta'lim va ilm-fan sohasidagi o'rni. Zamonaviy tilshunoslikda ingliz tilining ahamiyati ta'lim va ilmiy tadqiqotlar bilan chambarchas bog'liqdir. Ko'plab xalqaro ilmiy jurnallar va maqolalar ingliz tilida chop etiladi. Bu esa ilmiy ma'lumotlarga erishishni osonlashtiradi va olimlarning o'zaro hamkorligini kuchaytiradi. Ingliz tili nafaqat so'zlashuv tili sifatida, balki ilmiy til sifatida ham katta ahamiyatga ega. Ko'plab ilmiy konferensiyalar va seminarlar ingliz tilida o'tkaziladi, bu esa ilm-fan va ta'lim sohasida global hamkorlikni ta'minlaydi.

Madaniyat va kommunikatsiya. Ingliz tili, shuningdek, madaniyatlararo muloqotda muhim rol o'ynaydi. Film, musiqalar, televideniye dasturlari va kitoblar kabi madaniy mahsulotlar ko'pincha ingliz tilida yaratiladi. Bu esa turli millat va madaniyatlar o'rtasidagi aloqalarni kuchaytiradi. Global miqyosda ingliz tilining keng tarqalishi dunyo madaniyatlari o'rtasida o'zaro tushunishni va hamkorlikni rivojlantiradi.

Zamonaviy tilshunoslikda ingliz tilini o'rganishning muhimligi. Zamonaviy tilshunoslikda ingliz tilini o'rganish talabalar va tadqiqotchilar uchun katta ahamiyatga ega. Ingliz tili tilshunoslik, lingvistika, tarix, adabiyot va boshqa fanlarni o'rganishda asosiy vosita hisoblanadi. Ingliz tilining grammatika va leksik strukturalarini o'rganish tilshunoslarga boshqa tillar bilan taqqoslash imkoniyatini yaratadi. Bu tilning rivojlanishini va evolyutsiyasini o'rganish zamonaviy tilshunoslikda juda muhim bo'lib, ko'plab yangi ilmiy yo'nalishlarning shakllanishiga sabab bo'lmoqda.

Ingliz tilining global kommunikatsiya vositasi sifatidagi roli va ahamiyati. 21-asrda ingliz tili internetda eng keng tarqalgan tilga aylangan. Statistikalarga ko'ra, internet foydalanuvchilarining 60% dan ortig'i ingliz tilini o'ziga asosiy til sifatida tanlagan. Bu o'z navbatida, ingliz tilining global kommunikatsiyaning asosiy vositasi sifatida ahamiyatini ko'rsatadi. Xalqaro tashkilotlar, biznes va ilmiy tadqiqotlarda ingliz tili qabul qilingan standart til bo'lib qolgan. Ingliz tilida chop etilgan ilmiy maqolalar soni boshqa tillarda chop etilgan maqolalarga nisbatan ancha ko'pdir. Masalan, Scopus yoki Web of Science kabi ilmiy ma'lumotlar bazalarida ingliz tilida nashr etilgan maqolalar butun dunyo bo'ylab ilmiy tadqiqotchilar uchun asosiy manba hisoblanadi. Bu esa ingliz tilining ilm-fan va ta'lim sohasidagi yetakchi pozitsiyasini tasdiqlaydi.

Madaniyatlararo aloqalar va ingliz tili. Hollywood kino sanoati ingliz tilining madaniyatlararo aloqalarda qanday katta rol o'ynashini ko'rsatadi. Dunyo bo'ylab ingliz tilida yaratilgan filmlar, seriallar va musiqa ko'plab madaniyatlar va xalqlarni birlashtiradi. Masalan, "The Avengers" kabi mashhur kino filmlari dunyo bo'ylab millionlab tomoshabinlar tomonidan ingliz tilida tomosha qilinadi. Unda ingliz tilining global madaniyatdagi muhim rolini va xalqaro aloqalardagi ahamiyatini ko'rsatadi.

Ko'plab xorijiy universitetlar, masalan, Oksford, Kembrij, Harvard, MIT kabi o'quv yurtlari ingliz tilida ta'lim beradi. Bu tilning ta'lim tizimidagi o'rni global miqyosda muhimligini ta'kidlaydi. Ingliz tili nafaqat o'quv materiallari, balki talabalar va professorlar o'rtasidagi muloqotning asosiy tili sifatida ishlatiladi. Bu esa tilning global ta'lim tizimidagi yuqori ahamiyatini ko'rsatadi.

Ingliz tilining madaniyat va tilshunoslikdagi ahamiyati. Zamonaviy tilshunoslar ingliz tilini o'rganish orqali boshqa tillarni tushunishga va taqqoslashga imkoniyat yaratadilar. Masalan, ingliz tilining morfologiyasi va sintaksisi boshqa Hind Yevropa tillari bilan taqqoslanadi. Xususan, ingliz tilining leksik tuzilishi, tilshunoslar tomonidan boshqa tillar bilan solishtirilib, ularning rivojlanish jarayonlarini tushunishga yordam beradi.

Xulosa. Ingliz tilining global roli va ahamiyati, yuqoridagi misollar asosida, nafaqat kommunikatsiyada, balki ilm-fan, iqtisodiyot va madaniyat sohalarida ham alohida o'rin tutishini ko'rsatadi. Bu tilning tarqalishi va foydalanilishi zamonaviy tilshunoslikda muhim tadqiqot mavzusi bo'lib qolmoqda.

Zamonaviy tilshunoslikda ingliz tilining roli va ahamiyati nihoyatda katta. U global kommunikatsiyaning asosiy vositasi bo'lib, ilm-fan, ta'lim, biznes va madaniyat sohalarida muhim o'rin tutadi. Ingliz tilining xalqaro miqyosda keng tarqalishi va uning madaniyatlararo aloqalardagi o'rni tilshunoslik fanini yanada rivojlantirishga, shuningdek, ilmiy hamkorlikni kuchaytirishga xizmat qilmoqda. Bu tilni o'rganish zamonaviy dunyoda muvaffaqiyatga erishish uchun zarur ko'nikma sifatida e'tirof etilmoqda.

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APPLICATION OF MODERN METHODS IN LEARNING ENGLISH IN HIGHER EDUCATIONAL INSTITUTIONS AND ITS ADVANTAGES

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Abstract: This thesis discusses the importance and effectiveness of using modern methods in teaching English in higher education institutions. It discusses how modern methods such as interactive teaching methods, the use of technology, hybrid learning, accelerated courses and contextual approaches are used and how students effectively implement the language learning process through them. In addition, it emphasizes the importance of modern teaching approaches in increasing students' motivation to learn English and ensuring their scientific and academic success.

Keywords: modern methods, interactive learning, hybrid learning, accelerated learning, contextual approach, communication skills.

Introduction. English is the main means of global communication today, widely used in the fields of science, education, business, and culture. Learning English in higher education institutions is important not only for ensuring academic success, but also for making students internationally competitive. The rapid development of modern technologies and teaching methodologies makes the process of learning English more effective and interesting. Updating learning methods helps to activate students and increase their interest in learning the language. Therefore, teaching English using modern methods not only increases the effectiveness of teaching, but also creates opportunities for students to establish global contacts, achieve success in scientific work, and enter the international market. This article discusses modern methods used in the process of learning English in higher education institutions and their importance.

Main part. In order to make the process of learning English more effective in higher education institutions and prepare students for successful global activities, it is very important to use modern methods. These methods make language learning more interesting and effective for students, and also significantly help in improving their language skills. Below, we will explain in detail the main directions of modern methods and their importance. Interactive teaching methods are one of the most effective approaches to learning English. In this method, students actively communicate with the teacher, which plays an important role in the process of language acquisition.

For example, role-playing games, group discussions and project-based work teach students to communicate in English in real situations. This method helps to develop language skills among students, and also strengthens skills such as mutual exchange of ideas, argumentation and problem solving.

In teaching English, the teacher offers students different roles (for example, "a salesperson in a store" or "a hotel employee") and they talk to each other in English. This method helps students develop their language skills quickly and effectively, as they use the language they have learned in real situations.

English is one of the most widely studied and used languages in the world today. Learning English in higher education institutions creates new opportunities for students and teachers and is

necessary for success in scientific research, international relations and global communication. Therefore, the use of modern teaching methods in teaching English is of great importance in increasing the effectiveness of teaching.

The following are some of the main directions of modern teaching methods and their use.

Interactive teaching methods. Interactive methods serve to ensure active and effective communication between students and teachers. Through the exchange of ideas, participation in group work, discussion and role-playing, communication skills in English can be developed. This method makes it easier for students to master the language by connecting theoretical knowledge with practical exercises.

Using technology in language learning. Nowadays, learning a language has become more convenient through electronic resources and mobile applications. Applications such as Duolingo, Memrise, Babbel, as well as online courses and video lessons create opportunities for students to learn independently. In this way, the process of learning a language can become a part of students' lives, not just in classes.

Hybrid learning. Hybrid learning methods help to combine theoretical and practical learning processes. Students can consolidate the knowledge gained in face-to-face classes while mastering the materials in online classes. This method creates more freedom and the opportunity for students to study at their own pace.

Accelerated learning. Accelerated learning methods can be used to speed up the process of learning English. In this method, students study English intensively, which ensures that they master the language quickly. Accelerated courses often aim to achieve maximum results in a short period of time.

Contextual approach. Understanding the practical application of the language is very important in learning English. In this approach, students learn to use the language in real-life situations. For example, with the help of terminology used in different fields, intercultural communication, and English texts, students master the language more deeply. The importance of modern methods can be highlighted as follows.

Increased motivation to learn a language. Modern methods provide students with interesting and interactive learning experiences, which increases their motivation. They become more actively involved in the learning process, which in turn helps them learn the language faster and more effectively.

Expansion of global communication capabilities. Learning English is not just about reading or writing, it is also about communicating globally. Using modern methods, students learn not only grammar and vocabulary, but also the cultural and social skills necessary for success in international communication.

Scientific research and academic success. English is widely used in scientific and academic fields. Learning the language through modern methods plays an important role in ensuring academic success for students. They have the opportunity to publish in international journals, participate in international conferences, and establish scientific collaborations.

Conclusion. The use of modern methods in teaching English in higher education institutions not only makes the language learning process effective and interesting, but also prepares students for successful functioning in a global world. Interactive teaching, the use of technology, hybrid learning and accelerated approaches increase the effectiveness of language learning and develop students' scientific, cultural and social skills. At the same time, learning

English creates new opportunities in the fields of global communication and science, which is necessary for future success.

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BO'LAJAK CHET TILI O'QITUVCHILARINIG TIL XABARDORLIGINI RIVOJLANTIRISHDAGI SAMARALI USULLAR

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Annotatsiya. Ushbu maqolada bo'lajak chet tili o'qituvchilarining til xabardorligini rivojlantirish usullari tahlil qilinadi. Zamonaviy ta'lim jarayonida lingvistik kompetensiyani shakllantirish muhim ahamiyat kasb etib, chet tili o'qituvchilarining o'z kasbiy mahoratini oshirishlari talab etiladi. Tadqiqotda til xabardorligi tushunchasi, uning o'quv jarayonidagi roli va rivojlantirish strategiyalari ko'rib chiqiladi. Tilni o'rganish jarayonida an'anaviy grammatik yondashuvlar va til xabardorligi usullari o'rtasidagi farqlar tahlil qilinib, talabalarning lingvistik qobiliyatlarini oshirishga qaratilgan samarali metodlar taqdim etiladi. Maqolada, shuningdek, interaktiv texnologiyalar va kommunikativ yondashuv asosida til o'rganish jarayonini takomillashtirish bo'yicha tavsiyalar

Kalit so'zlar: til xabardorligi, lingvistik kompetensiya, chet tili o'qitish, grammatik yondashuv, interaktiv ta'lim, kommunikativ metodlar, til o'rganish strategiyalari, lingvistik tahlil, didaktik texnologiyalar, ta'lim innovatsiyalari.

Grammatika an'anaviy usullar bilan ma'nosiz amaliyot va yodlash orqali o'quvchi o'zlashtirishi kerak bo'lgan qoidalar majmui sifatida ko'rilgan bo'lsa, zamonaviy usullar grammatikani o'quvchilarga tildan ravon, to'g'ri va o'rinli foydalanish uchun o'rgatishga qaratilgan va grammatikani o'qitish va o'rganish har doim asosiy masalalarning biri bo'lib kelgan. Ikkinchi tilni o'zlashtirishda grammatik qoidalar majburiy deb hisoblanib kelingan va grammatik mashq turlari o'quvchilar o'z fikr-mulohazalarini oshirishga qaratilgan bo'lishi, ularning muhim lingvistik xususiyatlardan xabardor bo'lishi, bu xususiyatlarning farqlanishi, taqsimlanishini bilishi va vaqt o'tishi bilan o'quvchilarning o'rganish jarayonida tilni qo'llashi va xatolar ustida ishlashi orqali grammatikani egallashi muhim ahamiyat kasb etgan.

Til xabardorligi bu lingvistik muammolarni hal qilish ekanligi belgilangan.

Bourke shunday ta'kidlaydi: "Til xabardorligi o'quvchilarni yakka tartibda yoki guruh bo'lib, izlanish vazifalariga juda jalb qiladi ko'pincha o'quvchi muhtoj bo'lgan til qismlariga e'tibor qaratilishi bilan farqlanadi.". Til xabardorligi sezish, gipotezani tekshirish, muammoni bartaraf qilish kabi kognitiv strategiyalardan foydalanish va talabalarning til o'rganishiga maqsadini qayta qurishni ta'minlaydi

Bourke til xabardorligi va an'anaviy grammatika o'rtasidagi bu farqlarni ko'rsatib o'tadi[1,16]:

- Til xabardorligi tilni aloqa uchun foydalanishga yo'naltiradi, an'anaviy grammatika esa til haqida o'rganishga urg'u beradi.
- Til xabardorligi payqash, gipotezani tekshirish, muammolarni hal qilish va qayta qurish kabi kognitiv strategiyalardan foydalanishga yordam beradi, an'anaviy grammatika esa grammatika qoidalarini yodlashga urg'u beradi.
- Til xabardorligi asosiy e'tiborni ma'no, shakl va funktsiyaga qaratadi; an'anaviy grammatika esa shaklga e'tibor qaratadi.

• Til xabardorligi birinchi navbatda ma'noga, keyin esa shakl va funktsiyalarini bajaradi, an'anaviy grammatika esa faqat shaklga e'tibor beradi.

• Til xabardorligi muayyan narsani ongli ravishda o'rganishni rivojlantiradi ya'ni talaba tahlil qilishi kerak bo'lgan kontekstdagi grammatik xususiyat, qarama-qarshilik, aniqlash va boshqalar, an'anaviy grammatika esa talaba yod olishi kerak bo'lgan grammatik tuzilmalar ro'yxatini taqdim etadi.

• Til xabardorligi - bu kognitiv vositalar yordamida kiritilgan ma'lumotlarni qayta ishlash talabaga til qanday ishlashini payqash imkonini beruvchi strategiyalar va o'zaro tilni maqsadli o'rganishda kerakli tuzatishlar kiritish; an'anaviy grammatika esa mexanikdir.

Til xabardorligi faqat grammatikani emas leksikologiya, morfologiya, fonologiya va nutqni o'z ichiga oladi.

Tilni o'rganish ko'pincha besh bosqichni o'z ichiga oladi:

1. Tilni o'rganish;
2. O'rganilgan ma'lumotni eslash;
3. Bu haqida fikr yuritish; mulohazadan xulosalar chiqarish;
4. Xulosalardan xabardor qilish;
5. Kelajakdagi amaliy ishlarga tayyorlanish uchun foydalanish.

Bu o'quvchilarimizga tildan foydalanish imkoniyatini beradi va ularga barcha jarayonda: taqdim etish, modellashtirish, yo'l-yo'riq ko'rsatish, so'roq qilish, fikr bildirish, ko'rsatmalar berish, ularni til va uning qanday ishlashi haqida o'ylash va mulohaza yuritishga, va oxirgi, lekin eng muhimi, ularni har doim qo'llab-quvvatlashga yordam beradi [2,84]. Dars jarayonida bu bosqichlarni o'z ichiga oladigan til xabardorligini rivojlantirish uchun qo'llaniladigan ayrim samarali texnikalarni o'qituvchi dars mavzusi, maqsadi, o'quvchilarning daraja va yosh farqlariga qarab tanlashi va qo'llanilishi maqsadga muvofiq:

• Til tahlili. Talabalarga lingvistik xususiyatga e'tibor qaratish uchun mazmunli ma'lumotlar berilgan kontekst beriladi. Bu mashq orqali, ular aniqlash, solishtirish, bir qoida taklif va tasdiqlash yoki rad etish kerak bo'ladi.

• Xatoni aniqlang. Talabalarga bir qancha xatolar bor kontekst taqdim etiladi. Ular xatolarni aniqlashlari va ularni tuzatishi kerak bo'ladi.

• Gaplarni joylashtiring. Talabalar so'zlarni tog'ri tartibda joylashtirib aniq to'g'ri gap tuzishi kerak bo'ladi.

• Parafraza. Talabalarga jumlar beriladi va ularni boshqa so'zlar bilan aytish talab qilinadi.

• Savolni javob bilan moslang. Talabalarga bir nechta ma'lumotlar va javoblari bilan ha/yo'q savollari turli tartibda beriladi. Ular savolning turini ajrata olishlari va unga mos javobni topib moslashtirishi kerak.

Til xabardorligi texnikasi kommunikativ va konstruktiv yondashuvlarga asoslanib talaba til o'rganish jarayonining markazi hisoblanadi va o'rganish jarayonida faol ishtirok etadi. Ushbu yondashuvlar uchun o'qitish va o'rganish jarayoni dinamik, ishtirokiy va interaktiv tarzda bo'ladi. O'qituvchi talabalarga oldingi bilimlarini faollashtirish, yangi va muhim bilimlar qurish va ularning uzoq muddatli xotirasiga kiritilishda yo'l ko'rsatadi.

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THE IMPACT OF COOPERATIVE LEARNING ON THE COMMUNICATION SKILLS OF STUDENTS

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Abstract Cooperative learning is a way of teaching where students work together to achieve shared goals. This thesis looks at how cooperative learning affects students' communication skills, especially in terms of encouraging verbal and non-verbal communication, active listening, and interacting with others. The research shows different cooperative learning techniques and how they impact student engagement, confidence, and the ability to express ideas clearly. The results suggest that cooperative learning improves communication skills by creating interactive learning environments that encourage dialogue, problem-solving, and teamwork.

Keywords: cooperative learning, communication skills, verbal and non-verbal, interaction.

Introduction. Communication skills are fundamental for academic success and future career development. In modern educational settings, the ability to convey ideas effectively, listen attentively, and engage in meaningful discussions is crucial. Cooperative learning provides a framework where students work together in small groups, promoting interaction and dialogue. This research explores the extent to which cooperative learning influences students' communication skills and the underlying mechanisms that facilitate this improvement.

Cooperative learning is grounded in social constructivist theories, which emphasize learning as a social process. According to Vygotsky, interaction with peers plays a crucial role in cognitive development [3, 95]. Various studies have highlighted that cooperative learning enhances students' communication skills by encouraging discussion, debate, and articulation of ideas. Johnson and Johnson argued that cooperative learning fosters positive interdependence and individual accountability, essential for effective communication [1, 215]. Furthermore, Slavin emphasized that structured group activities improve students' ability to listen, interpret, and respond constructively [2, 789].

This study employs a mixed-methods approach, integrating both qualitative and quantitative data. A sample of NMPI students participated in cooperative learning activities for a period of eight weeks. Pre-tests and post-tests were utilized to measure improvements in verbal and non-verbal communication skills, while student interviews provided qualitative insights into their experiences. Observations were conducted to analyze group interactions and the frequency of meaningful communication.

Findings and Discussion. The results indicated a significant improvement in students' communication skills after engaging in cooperative learning activities. Key findings include:

1. **Increased Verbal Communication:** Students became more confident in expressing their ideas and engaging in discussions.
2. **Enhanced Active Listening:** Participants demonstrated improved listening skills, responding thoughtfully to peers.

3. **Greater Non-Verbal Communication Awareness:** Body language, eye contact, and facial expressions became more pronounced in interactions.

4. **Stronger Interpersonal Skills:** Cooperation and teamwork fostered a sense of mutual respect and understanding.

These findings align with previous research, reinforcing the role of cooperative learning in developing communication competencies. The study also identified challenges such as group conflicts and passive participation, suggesting the need for structured implementation and teacher facilitation.

Conclusion and Recommendations. Cooperative learning significantly enhances students' communication skills by providing a dynamic and interactive learning environment. Schools should integrate structured cooperative learning strategies to promote engagement, critical thinking, and effective communication. Future research should explore long-term impacts and strategies to address potential challenges. Implementing cooperative learning in diverse educational settings can lead to more inclusive and communicative classrooms, equipping students with essential life skills.

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E-PORTFOLIO: BEST PRACTICE FOR DEVELOPING LISTENING COMPREHENSION SKILL

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Abstract: The most information is perceived by listening, thus it is important to develop particularly foreign language learners. It is known that any learner is to be bored when he\she listens more. Thus, it needs an effective way of teaching to improve students' listening comprehension skill. The present study investigates using e-portfolios in improving listening skill of university students and examines the effectiveness of the use of e-portfolios in the teaching of listening by observing students' listening in the classroom.

Keyword: listening comprehension skill, e-portfolio, EFL students.

Introduction. It is known that any learner can communicate by listening, without it communication can not be. Understanding foreign language by listening demands the learners to be aware of grammatical structures and have a lexical resource. Thus, in the process of listening, it demands to the learner to be able to analyze and listen more. Clearly, it is time-consuming and more tedious for language learners listening any information more times. It is intended that most people have a desire to use digital learning technologies, in addition digital learning technologies is a part of their life. From these perspectives, using electronic portfolios for developing listening comprehension can motivate learner to listen to authentic materials in audio and video formats, real conversations, podcast and Ted talk applications, songs, interactive listening exercises. In fact, most students write a blog on the internet. Thus, by completing their portfolios in Google sites and sharing and comparing them with their peers and evaluating by their teachers, learners can spend their time more interesting and improve their listening comprehension skill. The research shows that e-portfolios not only gives motivation but also develop listening skill at the same time, so that EFL students can analyze their understanding of different speeches, accents, intonation, stress and so on when they listen to native speakers' speech by completing e-portfolios.

Thus, this study was conducted to investigate the use of e-portfolio for students of high education in the teaching of listening. Particularly, the study examines listening practices commonly utilized by EFL teachers to teach listening skills for university students in EFL classrooms. In this modern life, the need is very high to use digital learning technologies. The new generations of students have a high level of technology literacy. Hence, it is important to investigate the teachers' perception on the use of e-portfolio in the teaching of listening classrooms.

Literature review. Listening comprehension is a crucial skill in language learning, as highlighted by in the language laboratory setting [5]. Moulic emphasized the importance of effective listening skills and the challenges faced by technical undergraduate learners in improving their listening skills [3].

By incorporating video artifacts into e-portfolios, teachers were able to engage in reflective practices that supported inquiry into their classroom experiences. Research has also explored the potential of e-portfolios for promoting independent learning skills among students[2].

Insights from this research shed light on how e-portfolios can be used to foster independent learning across different educational settings. Furthermore, studies have investigated the impact of e-portfolios on self-regulated learning skills [1].

By implementing e-portfolio tools, educators can help students enhance their ability to monitor and regulate their own learning processes. In the context of technology acceptance, the Technology Acceptance Model (TAM) has been used to examine students' behavioral intention to use e-portfolio systems [6]. The implementation of e-portfolios supported by Lesson Study showed promising results in improving students' understanding of the subject matter, as discussed by [4].

Based on these ideas, e-portfolio was viewed as an effective tool in teaching listening as it gives students engagement to do a variety of listening tasks.

Research methods. This study employed a qualitative research design in the form of descriptive case study. The study focused on students from higher educational institutions, specifically those with an intermediate level of English proficiency. Data was gathered through non-participant observation, wherein the researcher solely observed the teaching and learning processes without direct involvement. To obtain the data related to the use of e-portfolio in developing listening, students' listening was taken to investigate their listening ability since the use of e-portfolio was expected to help students to be motivated and do listening tasks based on real listening materials based on structure and language feature.

Analysis and result. This research aimed to explore the implementation of e-portfolios in enhancing the listening skills of higher education students. Based on the findings and subsequent discussion, the following conclusions can be drawn.

The major conclusion of the study is that the use of e-portfolio in enhancing listening is successfully applied in some ways. Students can easily access to e-portfolio and can practice, do assignments send to the teacher and also they can improve their listening skills self-study at home. The most important is that they can be motivated and engaged to improve listening comprehension skill.

Conclusion. It can be concluded that e-portfolio for teaching listening affect a better result of listening performance for students of high education.

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TIL VA MADANIYAT TUSHUNCHALARINING AHAMIYATI VA ULARNING O'ZARO BOG'LIQLIGI

Abdiyeva Vazira Ashurovna

Samarqand davlat chet tillar instituti tayanch doktoranti

Annotatsiya: Bu maqolada madaniyat va muloqot tushunchalarining ahamiyatligi hamda ularning bir biriga bog'liqligi, birgalikda qanday konsepsiyalar kasb eta olishi haqida gap ketgan bo'lib, bu tushunchalar kelib chiqishi, qo'llanilishi o'rganib chiqilgan.

Kalit so'z: Madaniyat, ta'sir, muloqot, tadqiqot, tushuncha, xulq, ta'rif

Til va madaniyat o'rtasidagi munosabat jamiyatdagi eng dolzarb masalalardan biridir va bu masala insoniyat tarixi boshlanishidan beri muhokama qilinib kelmoqda. Bu faqat sotsiologiya yoki antropologiya bilan bog'liq emas, balki falsafa va psixologiya sohalarini ham qamrab oladi. Bu masalaning ahamiyati shundaki, til odamlar o'rtasida muloqot qilishning muhim vositasidir, chunki til odamlarning o'z ehtiyojlarini, his-tuyg'ularini va fikrlarini bir-biriga yetkazish imkonini beradi. Boshqa tomondan, madaniyat — bu odamlar guruhi tomonidan baham ko'rilgan qadriyatlar, an'analar va e'tiqodlar to'plamidir. Shuning uchun til madaniyat bilan chambarchas bog'liq, chunki til bizga madaniyatimizning nimani qadrlashini va boshqalarga qanday ko'rinmoqchi ekanligimizni tushunishga yordam beradi. Madaniyat shuningdek, ranglar, tovushlar va hidlar kabi narsalarni qanday qabul qilishimizga ta'sir qiladi; bu hammasi bizning madaniy kelib chiqishimizga bog'liq bo'lib, bizni bu narsalarni qanday his qilishimiz kerakligi haqida tasavvur beradi.

Til va madaniyat o'rtasidagi munosabatni ikki asosiy jihatdan ko'rish mumkin:

1. Birinchidan, ular jamiyatning muhim qismlari hisoblanadi;
2. Ikkinchidan, ular har bir shaxsning shaxsiy ongning tarkibiy qismlari hisoblanadi.

Ushbu ikki jihat bir-biriga bog'liq, chunki ular bir-biriga jamiyat ichida va shaxsning shaxsiy ongi va rivojlanishiga qanday ta'sir qilishini aniqlaydi. Til va madaniyat jamiyatda murakkab munosabatlarga ega. Tilning ishlatilish usuli madaniyatga bog'liq bo'lib, madaniyat — bu odamlar orasida ma'lum bir turmush tarzini davom ettiradigan tizimli birlashuvdir. Shu sababli, madaniyat insonlarni hayvonlardan farqlashga imkon beradi. Til va madaniyatni o'rganish, madaniyatning tilga qanday ta'sir qilishi, turli tillarning o'xshash g'oyalarni qanday ifodalashi va turli madaniyatlar tilni qanday ishlatishlarini tushunishga yordam beradi.

Til va madaniyat bir-biriga chambarchas bog'langan. Aslida, ular bir-biridan ajralmas. Til madaniyatning mahsulidir, shuning uchun til madaniyatga ta'sir qiladi. Til va madaniyat o'rtasidagi munosabat tufayli, tilning o'zimiz va boshqalar haqidagi tasavvurlarimizga qanday ta'sir qilishini ko'rishimiz mumkin. "Til — madaniyat, madaniyat — til" degan ibora ko'pincha til va madaniyat muhokama qilinayotganda ishlatiladi, chunki bu ikkala tushuncha bir-biriga o'xshash, ammo murakkab munosabatlarga ega. Til va madaniyat birga rivojlanib, bir-biriga ta'sir ko'rsatgan.

Alfred L. Kroeber, amerikalik madaniyatshunos-antropolog, madaniyat nutq paydo bo'lgan paytdan boshlangani va bu boshlanishdan har biri bir-birini rivojlantirganini aytgan. Agar madaniyat insonlar o'rtasidagi o'zaro aloqalarning natijasi bo'lsa, unda muloqotning o'zi — bu muayyan jamiyatdagi madaniy ifodalaridir. Ferruccio Rossi-Landi, Italiyadan bo'lgan

faylasuf va semiotika hamda lingvistika bo'yicha mutaxassis, nutq jamoasi deganda, bitta til orqali o'zaro aloqada bo'lgan, butun jamiyat tomonidan tushuniladigan barcha xabarlar to'plamini nazarda tutgan. Rossi-Landi shuningdek, yosh bolalar o'z tilini va madaniyatini tug'ilgan jamiyatdan o'rganganini, bu jarayonda ular o'zlarining kognitiv qobiliyatlarini ham rivojlantirishini ta'kidladi [1,272].

Professor Maykl Silversteinning fikriga ko'ra, madaniyatning muloqot bosimi haqiqatning ayrim jihatlarini tasvirlabgina qolmay, turli kontekstlarni ham bog'laydi. Bu, voqealar, shaxslar, his-tuyg'ular va e'tiqodlarni ifodalovchi ramzlarni ishlatish, shuningdek, ularni hozirgi kontekstga kiritishning usuli ekanligini anglatadi. Lingvistik nisbiylik tamoyili til odamlarning dunyoni qanday ko'rishini bevosita ta'sir qilishini bildiradi. Antropolog-lingvist Edvard Sapir, ma'lum bir guruhlarining til va odatlari ular yashayotgan haqiqiy dunyoni shakllantiradi, deb aytgan. U shuningdek, ikki til hech qachon shunday o'xshash bo'lmasligini va ular bir jamiyatni ifodalash uchun ishlatilmaydi, deydi. Har bir jamiyatning dunyosi turlicha. Bu tahlilni ko'rib chiqsak, tilni bilish — bu madaniyatni qabul qilishni anglatadi. Shu asosda, boshqa bir madaniyatni bilish, uning maxsus tilini bilishdir. Shuning uchun muloqot, dunyoni tushunish va talqin qilishda muhim rol o'ynaydi. Bugungi kunda madaniylararo o'zaro aloqalar juda keng tarqalgan. Muloqot, o'zining e'tiqodlari va kelib chiqishi boshqalardan sezilarli darajada farq qiladigan insonlar bilan tushunish va moslashish uchun zarurdir [2,34].

Madaniy shaxsiyatni ifodalash uchun tilni ishlatish oson. Biroq, biz tilni jarayonlar va rivojlanishlarni tushuntirish, ma'lum bir gapiruvchining niyatlarini izohlash uchun ham ishlatamiz. Ma'lum tillar, ma'lum madaniy guruhlarini ifodalaydi. Etnik guruhlar tomonidan baham ko'rilgan qadriyatlar, asosiy taxminlar, xulq-atvor an'analari, e'tiqodlar va munosabatlar — bularning barchasi madaniyatni tashkil etadi. Bu berib o'tilgan to'plami guruh a'zolarining xulq-atvoriga va ularning bir-birining xulq-atvorini qanday talqin qilishiga ta'sir qiladi. Madaniyatning atributlarini ifodalashda tilni ishlatamiz. Shuningdek, til yordamida madaniyatimizdagi noyob obyektlarni ko'rsatamiz.

Bularning barchasi shuni anglatadiki, boshqa tildagi bilimlarni o'rganish va o'rgatish xalqaro muloqot va hamkorlik uchun zarurdir. Boshqa tillarni bilish, boshqa mamlakatlar va ularning madaniyatlari haqida bilish imkonini beradi. Shuning uchun, til va madaniyat o'rtasidagi munosabat juda muhimdir. Til o'rganiladi, demak, u madaniyat orqali uzatiladi. Maktabgacha yoshdagi bolalar o'zlarining birinchi tilini uydan va tashqaridan eshitgan tasodifiy so'zlar orqali o'rganadilar. Maktab yoshiga yetgach, ular birinchi tilini yoki boshqa bir tilni o'rganadilar. Agar bu birinchi til bo'lsa, bolalar yozish va o'qishni, gaplarni to'g'ri qurish va rasmiy grammatika ishlatishni o'rganadilar. Biroq, bolalar maktabga bormasdan oldin birinchi tilning asosiy tuzilmasi va lug'atini bilib olishadi. Aksincha, madaniyat til orqali, o'qitish orqali katta darajada uzatiladi. Til – insonlarga tarix yaratish imkonini beradigan omildir, chunki hayvonlarda bunday tarix yo'q. Hayvonlar xulq-atvorini o'rganish jarayonida ularning xulq-atvori faqat insonlarning aralashuvi va boshqa turdagi ta'sirlar orqali o'zgargan.

Taniqli olimlarning ishlarini tahlil qilib, til va madaniyat o'rtasidagi bog'liqlikni quyidagicha xulosa qilish mumkin: bu ikkala tushuncha bir-biri bilan bog'liq, chunki ular birgalikda bizning o'zimizni ifodalashda, so'zlar va jismoniy imo-ishoralar orqali muloqot qilishda yordam beradi. Til, boshqalar bilan muloqot qilish, fikrlarni baham ko'rish va bir-birimizni tushunishga yordam beradigan vositadir. Madaniyat esa, bir guruh odamlar tomonidan baham ko'riladigan e'tiqodlar, an'analalar, qadriyatlar yoki urf-odatlar to'plamidir. Til bizning shaxsiyatingimizni va o'z-o'zimizni qabul qilishni shakllantirishda muhim rol o'ynaydi; u

bizning kimligimizni, o‘shimizni, atrofimizni va hayotdagi tajribalarimizni aniqlashga yordam beradi. Til va madaniyat inson hayotining ikki muhim jihatidir. Shunday qilib, har qanday ijtimoiy birlik – aloqalar, guruhlar, tashkilotlar yoki jamiyatlar vaqt o‘tishi bilan madaniyatni rivojlantiradi. Har bir madaniyatning o‘ziga xos belgilari yoki ularning kombinatsiyasi bor, ammo barcha madaniyatlar ma’lum umumiy funksiyalarga ega. Muloqot nuqtai nazaridan juda muhim bo‘lgan uchta funktsiya quyidagilar:

1. Shaxslarni bir-biriga bog‘lash,
2. Umumiy shaxsiyat asosini yaratish,
3. A‘zolar o‘rtasida o‘zaro aloqalar va muzokaralar uchun kontekst yaratish.

Muloqot va madaniyat o‘rtasidagi munosabat juda murakkab va yaqin bir aloqadir. Avvalo, madaniyat muloqot orqali yaratiladi; ya’ni, muloqot - insonlar o‘rtasidagi o‘zaro aloqalar orqali madaniy xususiyatlar, masalan, urf-odatlar, rollar, qoidalar, marosimlar, qonunlar yoki boshqa me’yorlar yaratiladi va baham ko‘riladi. Odamlar o‘rtasidagi aloqalarda madaniyatni yaratishga qaratilgan aniq bir niyat bo‘lmasligi mumkin, balki madaniyatlar ijtimoiy muloqotning tabiiy natijasidir. Shunday qilib, madaniyatlar ijtimoiy muloqotning “qoldig‘i” deb atalishi mumkin. Muloqot va uning vositalariga ega bo‘lmasdan, madaniy xususiyatlarni bir joydan boshqa joyga, bir davrdan boshqasiga o‘tkazish va saqlash mumkin bo‘lmasdi. Shunday qilib, madaniyat muloqot orqali yaratiladi, shakllanadi, uzatiladi va o‘rganiladi. Aksincha, muloqot amaliyotlari madaniyat tomonidan yaratiladi, shakllanadi va uzatiladi.

Bu muloqot-madaniyat munosabatining ta’sirlarini tushunish uchun, muloqot jarayonini faqat bitta muloqot hodisasi sifatida emas, balki davom etayotgan jarayon sifatida ko‘rish kerak. Masalan, uch kishidan iborat guruh birinchi marta uchrashganda, a‘zolar o‘zlari ilgari boshdan kechirgan muloqot tajribalari va boshqa madaniyatlarda o‘rgangan fikr va xulq-atvor naqshlarini olib keladilar. Guruhdagi boshqa a‘zolar bilan muloqot qilishni boshlaganlarida, ular umumiy tajribalarga ega bo‘lib, ular haqida gaplashish usullarini yaratadilar. Agar guruh davom etsa, unda alohida tarix, naqshlar, urf-odatlar va marosimlar rivojlanadi. Bu madaniy xususiyatlar ba’zida juda aniq va sezilarli bo‘lishi mumkin, shuning uchun guruhga yangi qo‘shilgan kishi davom etayotgan madaniy “qoidalar” bilan tanishadi va ularni muloqot orqali o‘rganadi. Yangi a‘zolar, o‘z navbatida, guruh madaniyatiga kichik, ba’zan esa katta o‘zgarishlar kiritadilar. Bunga javoban, o‘zgargan madaniyat hozirgi va kelajakdagi guruh a‘zolarining muloqot amaliyotlariga ta’sir qiladi. Bu har qanday madaniyat uchun to‘g‘ri muloqot madaniyatni shakllantiradi, va madaniyat muloqotni shakllantiradi.

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ASSESSING WRITING SKILLS: TIPS AND SUGGESTIONS

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Abstract: By evaluating your writing, you are making a commitment to make it better. Making changes to documents and fixing mistakes is surely part of your effort to get better. But evaluating your writing might also spur you on to write more. Your writing will get better with practice. The educational outcomes of students are closely related to evaluating and providing feedback. Giving your students insightful, in-depth comments on their writing is crucial in an online setting so they can see where they are succeeding at expressing their thoughts and where they still have potential for improvement. Responding to students in a remote course in a clear, involved, and targeted way gives you the chance to establish a rapport with them and help them study both within and outside of the course.

Keywords: educators, assessing, integrate, evaluate, engaging, creative ways, acquire, crucial, feedback.

Introduction

Writing skills play a crucial role in teaching, impacting both educators and students in various significant ways. For teachers, effective writing skills enable them to communicate clearly, concisely, and engagingly with students. Whether preparing lesson plans, writing instructional materials, or providing feedback, strong writing skills ensure that the information is conveyed accurately and comprehensively. Teachers who can write well are better equipped to present complex concepts in a way that is easily understood, fostering a positive and productive learning environment.

For students, the ability to develop their writing skills is essential to academic success. Writing encourages critical thinking, creativity, and clarity of thought. It helps students organize and express their ideas, not just for academic purposes, but as a vital skill for future professional endeavors. Teachers who model strong writing and integrate writing activities into their curriculum inspire students to value and develop these skills. Furthermore, writing serves as an essential tool for assessment and reflection. Teachers can use written assignments to gauge students' understanding of the material and to identify areas that require further clarification. In turn, students benefit from written feedback, as it provides a more thoughtful and detailed response than verbal comments alone.

Methods

Evaluating writing skills of learners effectively requires a balanced and comprehensive approach that considers multiple aspects of writing, from structure and grammar to creativity and critical thinking. Here are several strategies that can help evaluate writing skills in a fair and thorough way:

1. Clear Rubrics and Criteria

- Develop clear rubrics: Create a detailed rubric outlining the specific elements you’ll be evaluating. This might include organization, coherence, grammar, vocabulary, punctuation, and the depth of content.
 - Make criteria transparent: Share the rubric with learners beforehand so they understand what is expected. This helps them focus on the key areas that will be assessed.
2. Focus on Different Aspects of Writing
- Evaluate writing across various dimensions:
- Organization: Assess how well the writing is structured. Are ideas logically ordered with a clear introduction, body, and conclusion?
 - Clarity and Coherence: Evaluate if the ideas flow naturally, with appropriate transitions between sentences and paragraphs.
 - Grammar and Mechanics: Look for correct use of grammar, punctuation, spelling, and sentence structure.
 - Content and Relevance: Assess how well the writer addresses the prompt or topic. Is the content detailed, accurate, and relevant? Does the writing show critical thinking and depth?
 - Style and Voice: Consider the tone, style, and voice of the writing. Does the writer effectively engage the intended audience and convey their message?
3. Provide Formative Feedback
- Ongoing assessment: Instead of only evaluating the final draft, consider reviewing drafts or portions of the writing. Provide feedback during the writing process so that students can make improvements along the way.
 - Constructive comments: Offer specific, actionable feedback. Instead of saying “poor grammar,” explain what specific grammatical issue needs to be addressed.
 - Positive reinforcement: Acknowledge strengths in their writing to motivate them, such as strong arguments or creative expression, alongside areas for improvement.
4. Peer Review
- Collaborative evaluation: Encourage peer reviews where students assess each other’s writing. This not only helps learners gain different perspectives on their work but also improves their own writing by evaluating others.
 - Guided peer feedback: Provide guidelines for peer reviews so students focus on constructive criticism and follow a structured approach to evaluating writing.
5. Self-Assessment
- Reflection: Have learners reflect on their own writing by completing a self-assessment checklist. Ask them to consider what they’ve done well and what could be improved. This promotes self-awareness and accountability.
 - Goal setting: Encourage students to set writing goals based on their self-assessment. This helps them take ownership of their learning.
6. Use a Variety of Writing Tasks
- Different writing genres: Evaluate writing across different forms, such as essays, creative writing, reports, and research papers. This provides a fuller picture of a learner's writing ability and their adaptability to different contexts.
 - Timed writing: Consider including timed writing exercises to assess how students perform under pressure and how quickly they can organize and express their thoughts.
7. Consider the Context and Purpose

- Contextual evaluation: Take into account the purpose of the writing and the learner's grade level or proficiency. For instance, a beginner-level student might be assessed differently than an advanced one.

- Real-world application: Assess writing based on its real-world applicability. For instance, evaluating how well a student can compose an email, a report, or a persuasive essay simulates practical writing scenarios.

8. Track Progress Over Time

- Pre- and post-assessment: To gauge improvement, compare earlier pieces of writing with more recent ones. This can help you identify patterns, show growth, and give students a sense of accomplishment.

- Portfolio approach: Consider using a portfolio to collect a range of written work over time. This allows for a more holistic assessment of a student's development as a writer.

9. Peer Discussions or Conferences

- Writing conferences: Meet with students one-on-one or in small groups to discuss their writing. This personal interaction allows you to ask questions, clarify misunderstandings, and offer tailored advice.

- Encourage revision: Through discussions, help students understand the importance of revising their work. Show them how to edit effectively and revise based on feedback.

10. Evaluate Critical Thinking and Creativity

- Argumentation and reasoning: Assess how well students develop and support their arguments or ideas. Are their claims backed with evidence? Do they show critical thinking by analyzing rather than merely summarizing?

- Creativity and originality: Look for creative expression and originality. Does the student show a unique voice or perspective in their writing?

Conclusion

In summary, writing is an essential skill in teaching because it enhances communication, supports student learning, and provides opportunities for both teachers and students to engage in critical thinking and reflection. The development of strong writing skills in both teachers and students can lead to more effective teaching and learning outcomes. Effective evaluation of writing skills should be multifaceted, focusing not only on technical aspects like grammar but also on content, structure, and creativity. Using clear rubrics, providing constructive feedback, incorporating peer and self-assessments, and tracking progress over time can all help ensure a fair and comprehensive evaluation. Additionally, creating a supportive environment that encourages growth and revision will motivate students to improve their writing continuously.

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LOTIN TILINING TIBBIYOT FANIDAGI ROLI VA UNING AHAMIYATI

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Annotatsiya. Lotin tili shifokorlarga va tibbiyot ta'limini olishni boshlagan talabalarga o'zaro ma'lumot almashish va kasbiy bilimlarni o'rganish jarayonida yordam beradi. Lotin tilidagi murakkab anatomik, histologik va klinik terminlarni to'g'ri tarjima qilishda ko'plab qiyinchiliklar yuzaga keladi. Bu atamalar tibbiy mutaxassislarga o'z kasbiy sohalarida o'zaro tushunishni osonlashtiradi.

Kalit so'zlar: tibbiyot, an'anaviy, anatomik, histologik va klinik, epidemiya, bronx, herpes, karsinoma.

Kirish. Lotin tilining tibbiyot sohasidagi o'rni va ahamiyati juda katta. Tibbiyotda lotin tilini bilish, dunyoning turli mamlakatlaridagi shifokorlarga bir-birlarini oson tushunish imkonini beradi. Shu tariqa, lotin tili butun dunyo shifokorlari uchun umumiy til sifatida xizmat qilmoqda. U tibbiy sohada uzoq tarixga ega bo'lib, ko'plab tibbiy asarlar an'anaviy ravishda lotin tilida yozilgan.

Bu til shifokorlarga va tibbiyot ta'limini olishni boshlagan talabalarga o'zaro ma'lumot almashish va kasbiy bilimlarni o'rganish jarayonida yordam beradi.

Zamonaviy pedagogikada tibbiy ta'limda o'quvchilarning faol ishtirokini ta'minlash uchun interfaol texnologiyalarni qo'llash, o'qituvchi va o'quvchilarning o'zaro hamkorligini kuchaytiradi.

Tibbiyot universitetlarida ta'lim olish jarayonida, talabalarga kasbiy va madaniy ko'nikmalarni egallash kerakligi ta'kidlanadi. Tibbiyot institutlarining dastlabki bosqich talabalari lotin tili va tibbiy terminologiya fanini o'rganishni boshlaydilar. Bu, odatda, yangi va qiyin fan bo'lganligi sababli, barcha talabalar uni bir xil darajada o'zlashtira olmaydi. Xususan, lotin tilidagi murakkab anatomik, histologik va klinik terminlarni to'g'ri tarjima qilishda ko'plab qiyinchiliklar yuzaga keladi. Bu, moslashgan va moslashmagan aniqlovchilarni o'rganishda ham aks etadi.

Tibbiyotda lotin tili o'rganishning asosiy maqsadi - tibbiy terminologiya va atamalarni o'rganishdir. Bu atamalar tibbiy mutaxassislarga o'z kasbiy sohalarida o'zaro tushunishni osonlashtiradi. Shifokorlar va tibbiyot xodimlari xalqaro atamalardan foydalanib, turli mamlakatlardagi mutaxassislar bilan oson aloqada bo'lishlari mumkin. Tibbiyotda ishlatiladigan atamalar ko'pincha yunon va lotin tillaridan kelib chiqqan bo'lib, ular ilmiy va amaliy tibbiyotning asosiy vositalarini tashkil qiladi. Masalan, epidemiya, bronx, herpes, karsinoma, emfizema kabi atamalar lotin tilidan kelib chiqqan. Bu atamalar barcha mamlakatlar shifokorlari uchun tushunarli va yagona ma'lumotnoma sifatida xizmat qiladi.

Bugungi kunda lotin tili faqat qadimgi Rim madaniyatining yodgorligi sifatida emas, balki zamonaviy ilmiy va tibbiy sohalarida ham mustahkam o'ringa ega. U biologiya, huquqshunoslik va tibbiyotda ilmiy terminologiya asosiy qismi hisoblanadi. Shu sababli, tibbiyotda lotin tili

va yunon tilining asoslarini o‘rganish, mutaxassislariga o‘z kasbiy bilimlarini yanada chuqurroq anglash va yangilab borilayotgan tibbiy bilimlarga tezkor kirish imkoniyatini taqdim etadi. Tibbiyotda anatomik atamalar va terminologiyaning o‘rni nihoyatda muhimdir. Ularning to‘g‘ri tushunilishi va ishlatilishi shifokorning kasbiy faoliyatini samarali olib borishida hal qiluvchi rol o‘ynaydi. Shu tarzda, lotin tili tibbiyotda bilimlarni uzatishda va xalqaro miqyosda o‘zaro tushunish jarayonida muhim vosita hisoblanadi.

Tibbiy terminologiya va uning ahamiyati -Lotin tili, tibbiyotda xalqaro terminologiyaning asosiy manbai hisoblanadi. Shifokorlar har bir davlatda qadimgi yunon va lotin tillari asosida shakllangan universal atamalardan foydalanadilar. Ushbu atamalar mutaxassislar uchun tushunarli bo‘lib, millatga qarab o‘zgarishsiz qoladi. Bunday xalqaro atamalar tibbiyot fanining asosiy tarkibini tashkil etadi. Tibbiy terminologiyaning boshlang‘ich nuqtasi - ilmiy tushunchalarni ixcham va aniq ifodalashdir. Tibbiyotda uchta asosiy terminologiya tizimi mavjud: anatomik va gistologik terminologiya, farmatsevtik va klinik terminologiya.

Lotin tilini o‘rganish tibbiyotda nafaqat ilmiy terminlarni tushunish, balki butun dunyo bo‘ylab mutaxassislar bilan muloqot qilish imkonini beradi. Shifokorlar uchun lotin tili nafaqat tibbiy bilimlarni o‘zlashtirish, balki tibbiy atamalarni o‘zaro tushunish va bemorlarga yordam berish uchun zarur vosita hisoblanadi.

Lotin tili va kasbiy tilni shakllantirish -Lotin tili o‘rganish jarayonida, talabalar faqat atamalarni o‘rganib qolmay, balki o‘z kasbiy tili uchun zarur bo‘lgan terminologik tizimni ham shakllantiradilar. Bu tizim, tibbiyotda ishlatiladigan barcha atamalar va tushunchalarning asosiy strukturasini tashkil qiladi. O‘qituvchi, bu tizimni tushunishga va uni to‘g‘ri qo‘llashga yordam beradi. Bu jarayonning muvaffaqiyatli bo‘lishi uchun lotin tili kursi nafaqat nazariy bilimlarni, balki amaliy ko‘nikmalarni ham o‘z ichiga olishi kerak.

Lotin tili tibbiyot ta’limining ajralmas qismi bo‘lib, kelajakdagi shifokorlarni tayyorlashda muhim rol o‘ynaydi. Ushbu til, tibbiy atamalarni tushunish va to‘g‘ri ishlatishda, shuningdek, umumiy madaniy rivojlanishda katta ahamiyatga ega. Lotin tilini o‘rganish jarayonida olingan bilimlar va ko‘nikmalar, nafaqat tibbiyot fanlarini o‘rganishda, balki amaliy shifokorlik faoliyatida ham samarali qo‘llanadi. Shu bilan birga, lotin tilini o‘rganish, talabalarni tibbiy sohadagi terminologiya tizimi bilan tanishtirib, ularni global miqyosda faol ishlay olishlari uchun tayyorlaydi.

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ZAMONAVIY O'ZBEK SHE'RIYATIDA SHAXSIY ERKINLIK VA ICHKI KECHINMALAR

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Annotatsiya: Zamonaviy o'zbek she'riyati jamiyat va shaxs o'rtasidagi bog'liqlikni o'zida aks ettirishda davom etmoqda. Mustaqillik yillarida shaxsiy erkinlik, ichki kechinmalar va inson ruhiyati mavzulari tobora dolzarb bo'lib bormoqda. Shoirilar avvalgidek faqat jamiyat yoki millat taqdirini emas, balki o'z shaxsiy olamini, ichki kechinmalarini ham ko'proq tahlil qilishga intilmoqda.

Kalit so'zlar: she'riyat, shaxs, erkinlik, kechina, jamoyat, ruh, jamiyat, anana, pozitsiya, munosabat.

Kirish. Zamonaviy o'zbek she'riyati shaxsiy erkinlik va inson ruhiyatining murakkab kechinmalarini aks ettirishda sezilarli o'zgarishlarga duch kelmoqda. Shoirilar avvalgidek faqat ijtimoiy mavzular bilan cheklanib qolmay, balki shaxsiy erkinlik, individual his-tuyg'ular, ichki iztiroblarni ham ifodalashga ko'proq e'tibor qaratmoqda. Mustaqillikdan keyingi adabiy jarayonlarda shaxsiylik (subyektivizm), introspektiv izlanishlar va kechinmalar she'riyatda

1. Shaxsiy erkinlik tushunchasi va zamonaviy she'riyatdagi ifodasi

Zamonaviy she'riyatda shaxsiy erkinlik ikki asosiy jihatda namoyon bo'ladi:

1. Ichki erkinlik – shoirilar o'z fikrlarini ochiq-oydin ifodalashga intilmoqda. She'rlarda ruhiy ozodlik, individual qarashlar, insonning o'z "men"ini topish yo'lidagi izlanishlari ustuvor mavzularga aylanmoqda.

2. Jamiyat va an'analarga munosabat – shaxsning ijtimoiy muhitdagi erkinligi, an'ana va zamonaviylik o'rtasidagi ziddiyat she'rlarda ko'p yoritilmoqda.

Shavkat Rahmon, Usmon Azim, Xurshid Davron, Jahongir Ostonsingari shoirilar ijodida bu jihatlarni kuzatish mumkin. Ularning she'rlarida falsafiy fikr yuritish, ichki monolog va ichki kechinmalar chuqur aks ettirilgan.

2. Ichki kechinmalar va inson ruhiyati

Hozirgi she'riyat shaxsning ruhiy olami, ichki ziddiyatlarini yetkazishda yangi poetik uslublardan foydalanmoqda. Bu jihat quyidagi elementlar orqali seziladi:

Introspektiv (ichki kuzatuv) yondashuv – shoir o'z ruhiy olamiga sayohat qiladi, o'zini tahlil qiladi.

Metaforalar va ramzlar orqali ichki kechinmalarni yetkazish – tabiat hodisalari, tush, suv, soyalar, shamol kabi obrazlar inson ruhiyati bilan bog'lanadi.

Melanxolik ohang – ayrim shoirilarning she'rlarida yolg'izlik, ichki iztirob va ruhiy bo'shliq seziladi.

3. Zebo Mirzo she'riyatida shaxsiy erkinlik va ichki kechinmalar

Zebo Mirzo – zamonaviy o'zbek she'riyatining yetuk vakillaridan biri bo'lib, uning ijodi shaxsiy erkinlik, ayolning ichki dunyosi, tuyg'ular va ichki kurashlar bilan boyitilgan. Uning she'rlarida quyidagi jihatlarni yaqqol ko'rinadi:

1. Ayolning ichki erkinlikka intilishi – Zebo Mirzo she'riyatida ayol obrazlari nafaqat muhabbat, balki iztirob, qo'rquv, ichki qarama-qarshiliklar bilan ham namoyon bo'ladi.

2. Hayot va o'lim, baxt va iztirob o'rtasidagi ziddiyatlar – shoironing ko'plab she'rlarida ichki kechinmalar chuqur ifodalangan. Masalan:

**Bir kun kelib sensiz uyg'onarman,
Yuragimda og'riq – sensiz yo'qolgan...**

3. Tabiat va inson ruhiyati uyg'unligi – uning she'rlarida yomg'ir, quyosh, shamol kabi tabiat hodisalari inson ichki holati bilan uyg'unlashadi.

Xulosa

Zamonaviy o'zbek she'riyatida shaxsiy erkinlik va ichki kechinmalar tobora chuqur o'rganilmoqda. Shoirlar endilikda jamiyatga nisbatan o'z pozitsiyasini ochiq bildirish barobarida, ichki dunyoga sho'ng'ish, inson ruhiyati bilan bog'liq mavzularni poetik jihatdan yuksak ifodalashga intilmoqda. Zebo Mirzo, Shavkat Rahmon, Usmon Azim kabi shoirlarning ijodi bu tendensiyaning yorqin namunalaridandir.

Zamonaviy o'zbek she'riyatida ichki kechinmalarni ifodalash uchun turli poetik vositalardan foydalaniladi:

Ichki monolog – shoir o'ziga savollar beradi, o'zini tahlil qiladi.

Yorqin metaforalar – shaxsiy his-tuyg'ular suv, shamol, qush, soya kabi obrazlar bilan ifodalanadi.

Oddiy va jozibali tilda yozish – bugungi shoirlar murakkab falsafiy ohanglardan ko'ra, oddiy, tushunarli, lekin chuqur ma'noga ega satrlar yaratishga intilmoqda

Bugungi o'zbek she'riyatida shaxsiy erkinlik va ichki kechinmalar tobora muhim ahamiyat kasb etmoqda. Shoirlar o'z ichki dunyosi, shaxsiy izlanishlari, ruhiy ziddiyatlarini ochiq ifodalashga harakat qilmoqda. Shavkat Rahmon, Usmon Azim, Xurshid Davron, Jahongir Ostons, Zebo Mirzo singari shoirlarning she'rlari bunga yaqqol misoldir. Ayniqsa, Zebo Mirzo ijodida ayol ruhiyatining nozik va murakkab qirralari, ichki erkinlikka intilish, muhabbat va hayot ziddiyatlari poetik badiiy vositalar orqali ta'sirchan ifodalangan.

Bu tendensiya o'zbek she'riyatining faqat ijtimoiy masalalar emas, balki inson ruhiyatining teran qatlamlarini ham o'rganishga yo'nalganini ko'rsatadi.

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ЛИНГВОФОЛЬКЛОРИСТИКА – НОВАЯ НАПРАВЛЕНИЯ В КАРАКАЛПАКСКОМ ЯЗЫКОЗНАНИИ

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Аннотация: В данной статье обсуждается формирование и развитие лингвофольклористического направления в каракалпакском языкознании. В связи с этим, представлена информация о лингвофольклористических школах, которые сформировались в мировой лингвистике, а также проанализирована их специфика. Особое внимание уделено состоянию исследований каракалпакского устного народного творчества. В статье также обозначены перспективы будущих исследований в этой области.

Ключевые слова: каракалпакский язык, лингвофольклористика, образцы устного народного творчества, язык фольклора, язык и культура.

В лингвистике сформировались несколько школ лингвофольклористики, включая Курскую, Воронежскую и Петрозаводскую. Одним из основателей Курской лингвофольклористической школы является профессор Курского государственного университета, заслуженный деятель науки Российской Федерации Александр Тимофеевич Хроленко. Он был одним из первых в языкознании, кто использовал термин «лингвофольклористика». В настоящее время Курская лингвофольклористическая школа получила известность не только в России, но и далеко за ее пределами. Ученый в 1968 году защищает кандидатскую диссертацию на тему «Паратактические конструкции в языке русской народной лирической песни». Александр Тимофеевич Хроленко посвятил свою работу «Лексика русской народной поэзии» выявлению конструкций и семантических особенностей слов, используемых в фольклорных произведениях. В 1984 году он успешно защитил докторскую диссертацию на тему «Поэтическая фразеология русской народной лирической песни» в Ленинградском государственном университете.

В статьях «Проблемы фольклорной лексикографии» и «Семантическое строение фольклорных слов», опубликованных в академических изданиях Ленинграда в 1979 году, были обоснованы цели и задачи лингвофольклористического направления в лингвистике, а также его основные направления. Основным объектом исследования лингвофольклористики являются фольклорные тексты, а основной задачей - изучение языка фольклора.

Лингвокультурологическую школу, оформившуюся в стенах Воронежского государственного университета, возглавила Заслуженный деятель науки Российской Федерации, профессор Евгения Борисовна Артеменко. Представители данной школы сосредоточили свои изыскания на изучении фольклора и его диалектов, языковом и мелодическом строении фольклора, языковых основах устных поэтических песен и народной мудрости, семантике языковых единиц, строении текстов, особенно, народном поэтическом синтаксисе.

Основателем лингвофольклористической школы при Петразаводском государственном университете стал Заслуженный деятель науки Российской Федерации, доктор филологических наук, проф. Замир Курбанович Тарланов. В 1972 году он защитил докторскую диссертацию на тему «Синтаксис русских пословиц».

В Нукусе последние годы были проведены международные конференции, которые посвящены исследованию героических дастанов, занимающих особое место в патриотическом воспитании молодежи и воспитании любви к Родине. Эти конференции являются ярким примером того, насколько важно сохранять устное народное творчество. В 1997 году была проведена международная научно-теоретическая конференция в Нукусе, посвященная изучению проблем фольклорных произведений тюркоязычных народов и каракалпакского народного дастана «Қырық қыз». В 2001 году была проведена конференция на тему изучения каракалпакского народного дастана «Едиге». В 2008 году была проведена конференция на тему «Народный фольклор Центральной Азии и проблемы духовного развития общества». Все эти конференции демонстрируют, что устное народное творчество является важным источником информации о культуре и обществе и его необходимо сохранять для будущих поколений.

Каракалпакская лингвофольклористика - это новое направление в каракалпакском языкознании, которое сформировалось на стыке языкознания и фольклористики. Основной задачей этого направления является изучение языка каракалпакского устного народного творчества.

Наиболее ранними работами, посвященными каракалпакской лингвофольклористике являются статья Д.С. Насырова «Қарақалпақ қахарманлық дәстанларында әскерий атланыс хәм урысларды баянлаўда қолланылатуғын терминлер» (Термины, используемые в каракалпакских героических дастанах при повествовании военных походов и войн) [Насыров, 1973]. Эти работы стали отправной точкой для дальнейшего развития каракалпакской лингвофольклористики. В 1979 году выходит в свет книга О.Бекбаулова «Қахарманлық эпостың араб-парсы лексикасы хәм оның тарихый-лингвистикалық анализи» (Арабо-персидская лексика героического эпоса и ее историко-лингвистический анализ), в 1992 году публикуется работа О. Бекбаулова, К. Мамбетназарова «Қахарманлық дәстанлардағы өзлестирме сөзлердің түсиниги» (Толкование заимствованных слов в каракалпакских героических дастанах) [Бекбаўлов, 1979; Бекбаўлов, Мәмбетназаров, 1992]. В этих работах дана историческая и лингвистическая характеристика арабо-персидской лексики, использованной в каракалпакских дастанах, приводятся мнения по этимологии отдельных слов.

В 1985 году академик Х. Хамидов провел исследование языковых особенностей текстов образцов рукописей дастанов «Қоблан» и «Ғәрип-ашық», которые являются письменными памятниками старокаракалпакского языка. Результаты данного исследования были опубликованы в монографии «Ески қарақалпақ тилинің жазба естеликлери». В ходе исследования были проанализированы лексические, грамматические и синтаксические особенности текстов, а также установлены различия между языком рукописей и современным каракалпакским языком.

В период независимости было проведено специальное монографическое исследование языка каракалпакского фольклора. В 1992 году Ш. Абдиназимовым была успешно защищена кандидатская диссертация на тему «Лексика дастана «Қырық қыз»». В 1997 году в период с 10 по 12 сентября была проведена международная конференция,

посвященная эпосу «Қырық қыз», в ходе которой были опубликованы статьи, посвященные изучению языка данного дастана.

В тезисах научно-теоретической конференции, посвященной проблемам изучения каракалпакского народного дастана «Едиге» и опубликованной в 2001 году есть материалы М. Календерова [Қалендеров, 2001: 46], Х. Отениязовой [Отениязова, 2001: 43], З. Тлеуовой [Тлеуова, 2001: 47], в которых рассматриваются языковые особенности дастана «Едиге», бытовая лексика.

В материалах международной научно-практической конференции «Орайлық Азия халықларының миллий фольклоры хәм жәмийеттиң руўхый жетилисиўи машқалалары» (Народный фольклор Центральной Азии и проблемы духовного развития общества), проходившей с 27 по 28 ноября 2008 года в Нукусе, ученые - языковеды Ш. Абдиназимов [Абдиназимов, 2008: 153-155], А. Абдиев [Абдиев, 2008: 152-153], Р. Нажимова [Нажимова, 2008: 177-179], опубликовали свои статьи.

В 2010 году А. Абдиевым защищена кандидатская диссертация на тему «Алпамыс» дәстаны тилинің лексика-семантикалық хәм стилистикалық өзгешеликлери» (Лексико-семантические и стилистические особенности языка дастана «Алпамыс»), опубликован ряд статей, связанных с этой темой, а также издан краткий толковый словарь дастана «Алпамыс».

В 2011 году в Каракалпакском государственном университете была проведена республиканская научно-теоретическая конференция на тему «Актуальные проблемы современной филологической науки», приуроченная 20-летию обретения независимости Республикой Узбекистан.

В начале XXI века в каракалпакском языкознании начали появляться новые исследования, основанные на когнитивной лингвистике и антропоцентрической парадигме, которые были сформированы в рамках мировой лингвистики. В результате появилось новое направление языкознания - лингвокультурология, которое изучает отражение культурного уровня народа в лингвокультурных явлениях.

На основе исследований, проведенных учеными в области лингвистики и фольклора, начало формироваться новое направление языкознания - лингвофольклористика, которое изучает фольклорные тексты. Если объектом исследования является специфика фольклорного языка, конструкции фольклорных текстов и фольклорная картина мира, то это исследование относится к лингвофольклористическому направлению.

В настоящее время исследования фольклорного творчества в каракалпакском языкознании развиваются в трех основных направлениях. Исследователи первого направления стремятся изучить взаимоотношения между поэтикой устного художественного творчества и устным народным языком. Исследователи, занимающиеся вторым направлением, изучают структуру языка фольклорных произведений в целом и его отдельных элементов. Исследователи третьего направления изучают устный поэтический язык, включая функционально-стилистические аспекты языка фольклорных произведений.

В настоящее время одной из главных задач, стоящих перед каракалпакской лингвофольклористикой, является создание словаря языка каракалпакского фольклора. Необходимо создать словарь, включающий каждое слово, использованное в 100 томнике каракалпакского фольклора, и выявить его значение в контексте.

Каракалпакская лингвофольклористика является важным направлением исследований, которое позволяет углублять знания о богатстве языка и образцов народного

устного творчества каракалпакского народа. Среди основных направлений исследований можно выделить изучение семантики фольклорных слов в контексте, морфемики фольклорных слов, роли исполнителя в фольклорном тексте, локальной и жанровой дифференциации фольклорных текстов, поэтического синтаксиса фольклорных текстов, а также кросскультурной лингвофольклористики.

Подводя итог необходимо отметить, лингвофольклористика позволяет получать глубокие знания о языке и культуре народа, а также расширять наши представления о мире в целом. Изучение устного художественного языка позволяет понимать особенности культуры и традиций народа, а также углублять знания в области литературы и языковедения.

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STIVEN KING HAYOTI VA IJODI TADQIQOTCHILAR NAZARIDA

N.B. Nuriddinova

SamDCHTI mustaqil izlanuvchisi

Annotatsiya: Ushbu maqolada mashhur triller, qo'rquv, fantastika, mistika janrlarida ijod qilayotgan amerikalik yozuvchi Stiven King ijodiga doir tadqiq qilingan ishlar va yozuvchi ijodi o'rganilgan.

Kalit so'zlar: fantastika, asar, janr, ijod, dahshat, ilmiy fantastika, voqelik.

Stiven King 1947-yilning 21-sentyabrda Amerikaning Portlend shahrida tug'ilgan. Bu amerikalik buyuk yozuvchi dahshatlar, triller, qo'rquv, fantastika, mistika janrlarida ijod qiladi. Ushbu yozuvchi "dahshatlar qirolii" deb tan olingan. Stiven Kingning quyidagi asarlari ekranlashtirilgan: "Kerri", "O'lik hudud", "Nur", "Kristina", "Kujo", "Uy hayvonlari qabristoni", "Uyquda yuruvchilar", "Bo'ri-odam davri".

Stiven King asarlari butun dunyodagi eng ko'p o'qiladigan ijod namunalaridan biri hisoblanadi, u yuqori darajada keng omma orasida mashhurlikka erishdi. "Odatda, uning mashhurligini ta'minlaydigan omillar orasida quyidagilar ajralib turadi: u gotika an'alarini meros qilib oldi, fantastika imkoniyatini yaxshi tushundi, o'quvchilarga murakkab syujet va tilni yuklamadi, yozuvchilar orasida u eng boy tasavvurga egasi sanaladi, u tasvirlagan voqealarda kitobxon o'zini ko'radi" [11, c. 8-9].

Akademik I.Sulton "... badiiy asar qahramonining ta'sir kuchi – ularning ijobiy yoki salbiy bo'lishida emas, balki bu qahramonlarning hayotiylikida, ya'ni hayot haqiqatiga mosligidadir. Faqat hayotiy obrazgina o'quvchini ishontirish va hayajonga sola biladi", – deb yozadi [9].

Ushbu fikrga qo'shilgan holda shuni ta'kidlash mumkinki, qisman bo'lsada salbiy obrazlar taqdiri kitobxon tomonidan kamiroq hayajonga sabab bo'ladi.

Ilmiy fantastika bu – alq bovar qilmas, g'ayritabiiy qobiliyatlar, o'zga sayyoraliklar, parallel koinotlar, kosmosga sayohat, kelajakdagi ilm-fan va ilg'or texnologiyalar kabi tasavvuriy, ammo ba'zan haqiqatdan yiroq, ba'zida esa ishonarli mazmunga ega fantastika janri hisoblanadi.

Ilmiy fantastikaning yana bir maqsadi ilmiy yangiliklar, innovatsiyalar natijalarini tadqiq etib, ularni adabiy tushunchalar bilan ifodalashdir. Ilmiy fantastikani mualliflar shaxsiyat, xohish, axloq va ijtimoiy tuzilma kabi falsafiy g'oyalarni muhokama qilishda bir vosita sifatida ishlatgan. Stiven King ham fantastika va ilmiy fantastika janrida asarlar yozgan, bu asarlari tez o'z kitobxonlariga ega bo'lgan.

Stiven Kingning mashhurligi sabablarini tushunishga harakat qilgan, tanqidchi Burnet Lin Bosking yozishicha, uning asarlari hech bo'lmaganda kitoblarini ochmagunimizcha, aynan o'zimizni va biz ishonmoqchi bo'lgan dunyomizni aks ettiradi [14, p. 211]. Uning asarlari butun hayoti davomida insonning azob-uqubatlari va xo'rliklari tasvirini chizadi. Shu bilan birga, u axloqiy poklanishni taklif qiladi va qahramonlarga taqdiri tanlash imkoniyatini qoldiradi. Albatta, bu tanlov ularning axloqiga bog'liq va shuning uchun ham yozuvchini shu joydan boshlab o'z qahramonlarining psixologiyasiga katta e'tibor qaratishga undaydi. Yozuvchi uchun quyidagi tushunchalar muhimdir: sevgi kuchi, axloqiy tanlov va go'ayritabiiylikning mavjudligi. Adibning ko'plab asarlari syujetining asosini insonning go'ayritabiiy imkoniyatlari tashkil etishi bejiz emas. Uning qahramonlari o'z tanlovlarini xohishidagidek qilishadi.

Stiven King turli xil janrlarning elementlarini aralashtiradi: ilmiy fantastika, dahshat, detektiv, fantaziya, tasavvuf. Ba'zan uning asarida grotesk shaklida chizilgan kundalik Amerika voqeligining oddiy rasmini ko'rishingiz mumkin. S. King, albatta, badiiy taxmin va konventsiyaga ega. Dastlab, bu Konventsiya Isaak Asimov yoki Rey Bredberi bilan bir xil deb hisoblangan. Ammo asta-sekin bunday identifikatsiya noto'g'ri ekanligi aniq bo'ldi. Dunyoga mashhur ilmiy fantastika yozuvchilaridan farqli o'laroq, S. King asarlaridagi harakatlar boshqa sayyoralarda emas, balki er yuzida, oddiy odamga yaxshi tanish bo'lgan ma'lum bir joyda sodir bo'ladi. U tasvirlab bergan vaziyatlarning o'zi ham Asimov va Bredberi asarlari sahifalarida ko'rsatilganidan farq qiladi. Ular shunday tuzilganki, konventsiyaga qaramay, o'quvchi sodir bo'layotgan voqelik tuygo'usini tark etmaydi [12].

U Mark Tven, Folkner, O'Konner va boshqalar kabi amerikalik yozuvchilar an'analariining izdoshi. Bir tomondan ushbu yozuvchilar va Stiven Kingning asarlari o'rtasidagi bogo'liqlik, boshqa tomondan, ulardagi muammolarning o'ziga xosligidir.

Albatta, bu uni darhol klassiklar bilan bir qatarga qo'yish mumkin degani emas, lekin shu bilan birga uni e'tiborsiz qoldirib ham bo'lmaydi. Tanqidchi Bernard Gallager haqli ravishda ta'kidlaydi: "Men King Shekspirning o'rnini egallashi mumkin degan fikrni nazarda tutgan emasman, lekin shunga qaramay, men bunday madaniy hodisani o'rganishga loyiq deb bilaman" [15, p. 35].

Maykl Makdowell "The Unexpected and The Inevitable" maqolasi orqali Stiven Kingning texnik usullarini, ayniqsa uning asarlari ritmini ko'rib chiqadi. Shubhasiz, Stiven King o'quvchini zeriktirmaydigan dinamik romanlarning ustasi. Kingning siyosiy, ijtimoiy va axloqiy mavzularidagi asosiy tanqidiy ishlaridan biri Jonatan Devisning "Stiven King's America" asaridir [16]. Devisning fikriga ko'ra, King ijtimoiy munosabatlarga izolyatsiyalanish, begonalashish va axloqiy tanazzulga katta e'tibor beradi.

"Stiven Kingning ismi va uning asarlari uzoq vaqtdan beri ko'plab rus o'quvchilariga tanish bo'lishiga qaramay, uning ijodiga bag'ishlangan uncha ko'p tanqidiy maqolalar va asarlar mavjud emas" [7, 9-bet]. E'tiborga loyiq nashrlar orasida quyidagi maqolalarni ajratib ko'rsatish mumkin: A. Shemyakin "Stiven Kingning sirli romani" [13], A. Zverev "Ikkinchi ko'rish" [18], V. Simonov "Noma'lum Stiven King" [8], A. Medvedev "Noaniq obro'ga ega yozuvchi" [6], L. Varustin "Stiven Kingning hayoliy va haqiqiy tushunchalari" [2], S. Kuznetsov "Katta adabiyot vasvasasi" [5] kabilar.

Tadqiqotchi A. G. Neenilin esa, o'z ishida Stiven King ijodidagi bolalar obrazlariga e'tiborini qaratadi. Belarus adabiyotshunosligida T. E. Komarovskaya [4], Yu.V. Stulov [10], G. A. Artamonov [1] kabi tadqiqotchilar Stiven King ijodi bilan shugo'ullanishgan.

Xulosa qilib aytganda, Stiven Kingning qahramonlari o'z taqdirini o'zlari tanlash imkoniyati kengligida. Yozuvchi ijodining turli jihatlarini tadqiqotlarida tahlil qilgan olimlar barcha janrlardagi asarlari voqealarni grotesk shaklida tasvirlagandek tasavvur uygo'otishini aytadi, ammo uning syujeti, qahramonlari yashayotgan makon boshqa ijodkorlarning fantastik dunyosidan farqli ekanligi kuzatildi. Uning asarlarining mashhurligi dolzarb mavzularga bago'ishlangan, bu kitobxonlarni qiziqtiradi. Asarlarining tili sodda va o'qish qulay, bu esa barcha o'quvchini o'ziga tortadi. Yuqoridagi ishlarni o'rganish shuni ko'rsatadiki, Stiven King ijodi doirasida o'rganilish lozim bo'lgan ko'plab mavzlarga ehtiyoj bor.

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