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THE ROLE OF MOTIVATION IN TEACHING SPEAKING SKILLS IN FOREIGN LANGUAGES

Esirgapov Muhiddin Nizomiddinovich

Samarqand davlat chet tillar instituti Payariq

Xorijiy tillar fakulteti "Umumiy fanlar" kafedrasini mudiri

muhiddinnizomiddinovich@gmail.com

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Mirzayev Utkir Azamatovich

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Abstract: Motivation plays a crucial role in learning a foreign language, especially in developing speaking skills. This article explores the importance of motivation in enhancing speaking abilities, different types of motivation, and effective strategies for teachers to encourage learners to speak confidently.

Keywords: Motivation, Speaking Skills, Language Learning, Teaching Strategies

Аннотация: Мотивация играет важную роль в изучении иностранного языка, особенно в развитии навыков говорения. В данной статье рассматривается значимость мотивации в улучшении навыков устной речи, различные виды мотивации и эффективные стратегии для преподавателей, способствующие уверенности учащихся в разговоре.

Ключевые слова: Мотивация, Навыки говорения, Изучение языка, Стратегии преподавания

Annotatsiya: Motivatsiya chet tilini o'rganishda, ayniqsa, gapirish ko'nikmalarini rivojlantirishda muhim rol o'ynaydi. Ushbu maqolada motivatsiyaning gapirish qobiliyatini oshirishdagi ahamiyati, turli motivatsiya turlari va o'qituvchilar uchun o'quvchilarni ishonch bilan gapirishga undash strategiyalari muhokama qilinadi.

Kalit so'zlar: Motivatsiya, Gapirish ko'nikmalari, Til o'rganish, O'qitish strategiyalari

Introduction: Speaking is one of the most challenging aspects of learning a foreign language. Many students struggle with fluency due to fear of making mistakes, lack of

confidence, or insufficient practice. Motivation is a key factor that influences learners' willingness to engage in speaking activities. Understanding different motivational factors can help educators create an effective learning environment.

Literature Review: Several studies highlight the importance of motivation in developing speaking skills. Dörnyei (2001) emphasizes the role of motivational strategies in second language acquisition, arguing that learners with high motivation are more likely to engage in speaking activities. Gardner and Lambert (1972) distinguish between integrative and instrumental motivation, showing that both types influence language learners' performance. More recent research by Ushioda (2011) focuses on the self-regulation of motivation and how personalized learning experiences enhance speaking confidence.

Moreover, studies suggest that students who receive positive reinforcement and engage in interactive speaking tasks are more likely to improve their fluency. According to Krashen's (1982) Input Hypothesis, motivation plays a role for input learners are exposed to, affecting their speaking proficiency. Other researchers, such as Dörnyei and Csizér (1998), propose motivational strategies that teachers can implement, including creating a supportive environment, setting achievable goals, and using engaging materials.

Research Methodology: This study adopts a qualitative research approach to analyze the role of motivation in developing speaking skills in foreign language learners. Data is collected through surveys and interviews with language learners and teachers to assess their perspectives on motivational strategies. The participants include students from various proficiency levels and instructors with different teaching experiences. Additionally, classroom observations are conducted to evaluate the effectiveness of interactive speaking activities in enhancing motivation. The collected data is analyzed using thematic analysis to identify key patterns and trends related to motivation and speaking skills development.

Analysis and Results: The findings indicate that motivation significantly influences learners' speaking proficiency. Students who reported higher motivation levels were more confident in speaking activities and demonstrated better fluency. The analysis revealed that intrinsic motivation, such as personal interest and enjoyment, played a more vital role than extrinsic factors like grades or rewards. Furthermore, learners engaged in interactive speaking exercises, such as role-plays and group discussions, showed noticeable improvement in their speaking abilities.

Survey results highlighted that 80% of students felt more motivated when teachers provided positive feedback and encouragement. Additionally, 75% of respondents indicated that technology-enhanced learning, such as language learning apps and

online speaking partners, increased their motivation. Classroom observations supported these findings, showing that students participating in communicative tasks spoke more frequently and confidently compared to those who relied solely on traditional learning methods.

Another critical result was that anxiety and fear of making mistakes negatively affected students' speaking performance. However, when instructors created a comfortable and supportive environment, learners were more willing to participate in conversations. The research suggests that incorporating engaging topics and real-life communication scenarios significantly boosts motivation and speaking confidence.

Conclusion and Recommendations: Motivation is essential for mastering speaking skills in a foreign language. The study demonstrates that learners with higher motivation levels exhibit greater confidence and fluency. Both intrinsic and extrinsic motivation play a role in language acquisition, but personal interest and meaningful engagement have a more profound impact on speaking performance.

To enhance motivation in foreign language learning, educators should consider the following recommendations:

Personalized Learning Approaches: Tailoring speaking activities to students' interests and cultural backgrounds can significantly increase motivation.

Encouraging a Positive Learning Atmosphere: Teachers should foster a supportive environment where students feel safe to express themselves without fear of judgment.

Integrating Technology: Digital tools, such as language apps, virtual conversations, and AI-driven speech recognition, can make learning more interactive and engaging.

Using Real-life Communication Scenarios: Implementing practical speaking tasks, such as role-playing real-world situations, helps learners develop confidence in using the language outside the classroom.

Providing Constructive Feedback: Timely and encouraging feedback can boost students' confidence and willingness to participate in speaking activities.

Incorporating Peer Interaction: Group discussions and collaborative projects can foster communication skills and motivate learners to practice speaking regularly.

Setting Clear and Attainable Goals: Establishing milestones for language proficiency encourages students to stay committed to their learning journey.

By applying these strategies, educators can help students overcome speaking anxiety and develop their communication skills more effectively. A well-motivated learner is more likely to engage in speaking activities, which ultimately leads to successful language acquisition and improved fluency.

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**"Фархад и Ширин" Максуда Шайхзаде-известное драматическое
произведение.**

**Ташкентский государственный транспортный университет
Рузмаматова Зилола Дилшодбек кизи**

Аннотация. Произведения Шейхзаде переведены на родственные народы и иностранные языки. В процессе перевода поэт получил образование у школы мастерства братских народов и классиков мировой литературы, писал стихи, вобравшие в себя передовые традиции. Максуд шайхзада перевел на узбекский язык многие уникальные произведения мировой литературы. Благодаря его переводам узбекские читатели получили возможность познакомиться с творчеством мировых классиков.

Ключевые слова: Мадсуд Шайхзада, поэт, нашедший свой голос на литературной арене Узбекистана, будет жизнь, жизнь и смерть, человеческое достоинство, философское мышление.

Один из выдающихся представителей узбекской литературы, сын забардастского драматурга, философа-литературоведа Максуда Масума, Шайхзаде родился в 1908 году в Охдоше, Азербайджан. Получив начальное образование в Акдоше, он продолжил учебу в новой советской школе. Шейхзаде, который преподавал с 1925 года, окончил Бакинский высший педагогический институт с полным образованием.

Он приехал в Ташкент в 1928 году, в 1935-1938 годах возглавлял кафедру узбекской классической литературы в Институте языка и литературы при Комитете наук Узбекской ССР, а с 1938 года возглавлял кафедру узбекской классической литературы в Ташкентском государственном педагогическом институте имени Низами.

Литературная карьера поэта началась с 1929 года. Публикация его сборников "Десять стихотворений" (1932), "Мои согласные" (1933), "Третья книга" (1934), "Республика" (1935) ознаменовала приход в литературу поэта с самобытным голосом.

В годы великой отечественной войны поэт мобилизовал всю свою творческую энергию, накал своего сердца на победу над врагом. С первых дней войны герои сражались, прославляя Тхэпа, в "Борьбе нечуна" (1941), представляя самоотверженный труд его людей в тылу фронта. Его поэтические сборники, такие как "Битва и песня" (1942), "капитан Гастелло" (1941), "Сердце говорит",

историческая драма "Джалолиддин Мангуберди" (1944) и ряд других публицистических произведений.

В годы послевоенного мирного строительства триумфальный труд, борьба за мир, о которых широко писало перо по всей нашей родине, стали главной темой поэтических сборников поэта, таких как "Тетрадь пятнадцати лет", "мои аплодисменты", "струны времен"., "Шула", "квартирмейстер".

В 1958 году был создан лирический эпос "Ташкент", посвященный городу навкирон Ташкент в Коне и Айн в Адипе, описывающий его историю, культуру и международные связи с прошлым. Хассос стал известен как талантливый драматург благодаря трагедии "Мирзо Улугбек", которую поэт написал в 1960 году. Он создал классический образец жанра трагедии в узбекской драматургии через образ великого человека — Улугбека.

Шайхзода перевел на узбекский язык "Медного рыцаря" Пушкина, "Кавказского пленника" Лермонтова, "очень изысканные" стихи Маяковского и множество поэм, трагедии и сонеты Шекспира "Гамлет" и "Ромео и Джульетта", стихи Нозима Хикмата, произведения азербайджанских поэтов. Заслуживают внимания и научные труды шайхзаде по истории узбекской литературы, узбекскому народному устному творчеству, в частности исследование творчества Алишера Навои. Он также был кандидатом филологических наук, доцентом.

Произведения Шайхзоды переведены на братские народы и иностранные языки. Поэт получил образование в области переводческого дела в школе мастерства классиков братских народов и мировой литературы, писал стихи, в которых воплотил прогрессивные традиции. Заслуги поэта в области литературы были отмечены правительством Широ. Максуд Шайхзода, один из выдающихся поэтов узбекской литературы, навсегда останется в сердцах нашего народа благодаря своим мудрым произведениям, богатым философскими мыслями. Он прожил менее шестидесяти лет. Он умер в 1967 году.

Максуд Шайхзода (1908-1967) - один из крупнейших представителей узбекской литературы, снискавший народную любовь как поэт, драматург и переводчик. Его творчество проникнуто идеями гуманизма, патриотизма и верности нации. Его произведения до сих пор занимают важное место в узбекской литературе и культуре.

Максуд Шайхзода родился в 1908 году. Свою литературную карьеру он начал с написания стихов, а позже также с драматургии и переводов. В его произведениях воспевается национальный дух, любовь к Родине и человеческое

достоинство. В своих произведениях Шайхзода воспевал историю, культуру и дух национального героизма узбекского народа.

"Душевный" - гимн преданности Родине и нации. Одно из самых известных произведений Максуда Шайхзоды - "джонкуяр", написанное в духе любви к родине, мужества и популяризаторства. Стихи, вошедшие в этот сборник, пробуждают в душе человека высокие чувства и побуждают к самопожертвованию во имя Родины.

Шайхзода также внесла значительный вклад в узбекскую драматургию. Его пьесы "Фархад и Ширин", "Тахир и Зухра" имели большой успех на театральных сценах. Эти произведения воспевают национальные традиции, любовь и мужество.

"Фархад и Ширин" - одно из известных драматических произведений Максуда Шайхзоды, написанное по мотивам легендарной истории великих влюбленных Фархада и Ширин. В этой пьесе ярко отражены темы любви, мужества и самопожертвования. Герои произведения борются на пути своего счастья и процветания Родины, что еще больше усиливает патриотические идеи в творчестве Шейхзоды.

В Пьесе Фархад жертвует собой ради любви и счастья людей, что показывает его образ как символ мужества и верности. Ширин, напротив, продолжает стремиться к своему возлюбленному с любовью и преданностью в душе. Произведение занимает важное место в узбекском театральном искусстве по своему содержанию и художественному стилю.

Максуд Шайхзода перевел на узбекский язык множество уникальных произведений мировой литературы. Благодаря его переводам узбекские читатели смогли познакомиться с творчеством мировой классики.

Максуд Шайхзода своим творчеством оставил неизгладимый след в истории узбекской литературы. Его произведения до сих пор изучаются в литературной среде и направляют читателей к идеям любви к Родине, верности нации и гуманизма. Его наследие остается источником вдохновения для нового поколения.

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MAQSUD SHAYKHZADEH IS A VERSATILE TALENT

Tashkent state transport university

Aktamova Aziza Utkir qizi

Annotasiya: Ko'pqirrali This talent was awarded. Poems and poetry together with it network, a very high artistic with a capacity of dramas, too, has been created. The end of his life he started to write this, but it was not the end "Beruni" dramasi also take into account that when his "Jaloliddin Manguberdi" and "Mirzo Ulugbek" was to become the property of our people drama artistic members already.

Keywords: Jaloliddin Manguberdi critic, artifacts, food, art, talent is the owner of poems, "Toshkentnoma", Farobi was buried in the cemetery.

This works in all types of genres and artistic creativity yozibgina remain, despite the fact that literature also effective as creativity and critic. Since 1941 "the genial poet" in the computer's monographs declared up to the last day of his life constantly dealing with the life and work of Navoi come.

This talent was awarded. Poems and poetry together with it network, a very high artistic with a capacity of dramas, too, has been created. The end of his life he started to write this, but it was not the end "Beruni" drama also take into account that when his "Jaloliddin Manguberdi" and "Mirzo Ulugbek" was to become the property of our people dramasi artistic members already.

Actually blood from the degeneration of Azerbaijan and later the favorite of the people of Uzbekistan genuine poet, writer, dramaturg, This is renowned as a scholar Maqsud 1908-a year of Azerbaijan to the region Aktash owned in the city of Ganja was born. His father was a doctor in the country with a big reputation as consolidating notions.

In the creation of this poem, mainly, the modern theme in the pen tebratib, the un and nato, while in the historical past to the thoughtful look in her artistic life is a person devoted to new problems and modern lighting contributory to the event. The latest game in the last years of his life he issued on scene to write.

On the occasion of the 500 anniversary of navoi it wrote "the lyrics are about the hero of navoi" (1948) article "after some of navoi lyrics about methods poetik" (1959), "Ustod of san'atxonasida" (a 3 part article, 1965-66), "property G'azal old" (1966), "from the history of cultivation of tazkira" (1968), such as large scientific studies to create a new development stage of subjects navoiyshunos to get out.

Creativity of the people of Uzbekistan as oral poet figures, "Alpomish", "sugar Sweet" like works of literature, classical and modern Uzbek Babur, Muqimiy, Furkat, Oybek,

G'afur G'ulom, Hamid Alimdjani of world literature after Nizami Ganjaviy, Sh. Rustaveli, A. S. Pushkin, N. A. Nekrasov, N. A. Ostrovskiy, T. G. Shevchenko, A. P. Chekhov, wrote to figures such as works dedicated to. While many scientists and teachers as only a poet poets, and art critics contributed to the generation of trains.

1929-the first in English of the young poets of the year poem "truth of the east" in the pages of the newspaper were printed out. This is the first collection of this immediately "Ten poems", and later "my undosh" (1933), "the third book" (1934), "Jumhuriyat" (1935) are published as packages.

Maqsud This "labor of our people's heroic struggle and fight, freedom and friendship, happiness and the bitterness of the country to prop up qalamim observed in the case of the beautiful landscapes and spiritual man, my heart to be content" was noted.

These qualities of the poet, above all, in life, in reality the spiritual world of our people and changes in circumstances able to formulate a new, unique image appeared. This history –Road – Trip – Ship –Caravan, map of the globe and Land), Address, Number, Rate, and time of the image. These are an integral link with each other, I will try and always, depending on which is holistic in the history of mankind, this is the caravan of mankind – the ship will not be stopped, it is the dream of mankind – happiness is moving towards the address.

This book of his "five to ten years the notebook" or "quarter century of devon" put that title could also know that you can. The poet himself "the notebook comes with a lifetime limited respite of man", then this notebook is useful, good work – "records" should fill with says. "Numbers" while there is such a line in the poem: "I am neither wise but love the meaning of the number in the core and neither accountable and the country, especially"...

"Hands" of being the man in the poem at the hand of the cover, the seal of his inner world sees. "Unbelievably compassionate living hands" also "ill, evil, cold like" hands there are, in short, every hand "Of the heart are" the heart neni ordered, that hand will perform.

This is one of the works from testifying creative Maqsud minor "Toshkentnoma" poems of. These poems the poet of the literary public of literature and creative in their own time the price of our large success as well. Truly, "Toshkentnoma" This is the most perfect in February, demonstrated that specific facets of personality than of the poet. In February, the specific is not the case of the game are built on holistic.

This game has been translated to foreign languages and the fraternal peoples. The poet in the process of translating the fraternal nations and world literature skill from the school of education, wrote poems at the advanced hugs traditions.

This 1967-19-year-died in February. He was buried in the cemetery Farobi Tashkent.

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METHODS FOR DEVELOPING INDEPENDENT ACTION IN ARTISTIC AND AESTHETIC EDUCATION

Sultanova Shirin Murodjon kizi

Tashkent International Kimyo University, faculty: Theory and Methods of Primary education. Master's student 2nd year.

ABSTRACT

The development of independent action in artistic and aesthetic education is crucial for fostering students' creativity, critical thinking, and self-expression. This paper explores theoretical and practical approaches that enhance independent learning in artistic disciplines such as visual arts, music, theater, and design. Various pedagogical methods, technological integrations, and interactive learning strategies are analyzed to demonstrate their effectiveness. A comparative analysis of international practices provides insight into the best models for fostering independence in artistic education. The research also highlights the importance of student-centered approaches, interdisciplinary learning, and the role of modern digital tools.

Key words Independent learning, artistic education, creativity, critical thinking, pedagogical strategies, technology in education, student-centered learning.

INTRODUCTION

Artistic and aesthetic education plays a fundamental role in personal and professional development, allowing students to explore creativity, refine artistic skills, and cultivate an independent approach to problem-solving. However, traditional teaching methods often focus on replication rather than fostering autonomous creative thinking. The ability to act independently in the learning process is essential for students to develop their unique artistic voices and become active participants in the cultural and creative industries. This paper aims to examine methods that encourage independent action in artistic education and their effectiveness in contemporary educational settings.

Relevance of the topic

In the modern world, where creativity and adaptability are essential, fostering independent learning in artistic education has become a priority. Many contemporary educational systems recognize the need to shift from passive learning to active, self-directed exploration. Independent action in artistic disciplines not only enhances technical skills but also builds confidence, resilience, and the ability to work autonomously. Furthermore, the integration of digital technologies and innovative

pedagogical strategies has significantly transformed artistic education, making it more interactive and accessible.

Scientific basis of the topic

The development of independent action in artistic education is supported by several psychological and pedagogical theories, including:

1. Constructivist Learning Theory (Piaget, Vygotsky) – Emphasizes student-centered learning, where learners construct their knowledge through exploration and interaction.
2. Experiential Learning Theory (Kolb) – Highlights the role of direct experience and reflection in the learning process.
3. Self-Determination Theory (Deci & Ryan) – Focuses on the importance of autonomy, competence, and relatedness in motivation and learning.
4. Creative Process Models (Guilford, Wallas) – Define creativity as a structured process that can be nurtured through independent exploration and experimentation.

These theories provide the foundation for modern pedagogical approaches aimed at fostering independent learning in artistic education.

International Experiences

Different countries have adopted unique models to enhance independent action in artistic education. Some notable examples include:

- Finland: The Finnish education system emphasizes student autonomy, integrating project-based learning and interdisciplinary approaches in artistic subjects.
- United States: Many American art schools and universities employ portfolio-based assessment, allowing students to develop individual artistic projects with minimal restrictions.
- Japan: Art education in Japan incorporates traditional artistic techniques with modern digital tools, encouraging students to experiment and innovate.
- Germany: The Bauhaus-inspired model promotes hands-on learning, where students actively engage in problem-solving through artistic creation.
- South Korea: Digital technology is widely integrated into artistic education, with AI-powered design tools and virtual reality experiences enhancing creative learning.

Materials

To develop independent action in artistic education, various tools and resources are utilized, including:

1. Traditional Art Materials: Paints, brushes, clay, charcoal, and sculpture materials allow for hands-on experimentation.
2. Digital Tools: Graphic tablets, digital design software (e.g., Adobe Creative Suite, Procreate), and animation tools help students explore new creative possibilities.

3. Interactive Learning Platforms: Online courses (e.g., Coursera, Skillshare) and virtual classrooms enhance accessibility to artistic education.
4. Collaborative Spaces: Makerspaces, art studios, and community workshops foster independent project development and peer collaboration.
5. AI and VR Technologies: AI-generated art tools and VR-based artistic experiences allow students to push the boundaries of creativity.

Methods

Several pedagogical methods can enhance independent action in artistic and aesthetic education:

1. Project-Based Learning: Students develop long-term artistic projects based on personal interests and research.
2. Flipped Classroom Approach: Theoretical content is studied independently, while classroom time is dedicated to hands-on practice.
3. Inquiry-Based Learning: Students explore artistic concepts by formulating questions and conducting experiments.
4. Gamification: Using game-based elements (e.g., art challenges, interactive quizzes) to make learning engaging.
5. Mentorship Programs: Pairing students with professional artists or educators to guide independent artistic development.
6. Technology-Enhanced Learning: Integrating AI, VR, and digital platforms to facilitate self-directed artistic exploration.

Results and discussion

Research indicates that students who engage in independent artistic learning demonstrate:

- Greater creativity and originality in their work.
- Improved problem-solving and critical thinking skills.
- Higher motivation and engagement in artistic projects.
- Enhanced ability to adapt to new artistic trends and technologies.

Challenges include:

- The need for proper guidance to balance independence with structured learning.
- Ensuring accessibility to digital tools and materials for all students.
- Developing assessment methods that effectively measure independent artistic growth.

Conclusion

Fostering independent action in artistic and aesthetic education is essential for preparing students for careers in creative industries and beyond. Educational institutions must adopt innovative methodologies, integrate modern technologies, and promote student autonomy to maximize artistic potential. Future research should focus

on developing more inclusive and adaptive models for independent learning in artistic education.

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**ANALYSIS OF PHRASEOLOGICAL UNITS IN ENGLISH AND UZBEK
LANGUAGES**

**INGLIZ VA O'ZBEK TILLARIDA FRAZEOLOGIK BIRIKMALAR
TAHLILI**

Teacher of Chirchik State Pedagogical University,

Khonsaidova Maktuba Makhamadaliyevna

Chirchik State Pedagogical University Faculty of Humanities, Department of Uzbek
Language and Literature

Students of group 22/4 **Kurbanova Shakhriyo Tursunkulova Shokhsanam**

Abdumo'minova Zebo

Annotatsiya : Ushbu maqolada ingliz va o'zbek tillaridagi frazeologik birliklarni o'rganishga bag'ishlangan bir-biriga bog'liq bo'lmagan tillarning frazeologik birliklari tahlil qilinadi. Frazeologik birliklar muhim vosita hisoblanadi obrazlilik, ifodalilik va emotsionallikni yaratadi va ularni oshirishga xizmat qiladi. Frazeologik birliklar ruhiga ixchamligi, semantik vazni va ta'sirchanligi mos keladi. Bu, o'z navbatida, frazeologik tadqiqotlarning dolzarbligi va ahamiyatini yana bir bor ochib beradi. Bundan tashqari, ushbu tahlil natijalariga ko'ra, boshqa leksik-semantik guruhlarga mansub so'z va iboralarni ham funksional jihatdan o'rganish mumkin .

Kalit so'zlar: frazeologik, obrazlilik, ifodalilik, emotsionallik, leksik-semantik, tahlil, funksional, dolzarb, brikalar, ibora.

Abstract: This article is devoted to the study of phraseological units in English and Uzbek, analyzing phraseological units of unrelated languages. Phraseological units are an important tool that creates imagery, expressiveness and emotionality and serves to enhance them. The spirit of phraseological units is characterized by their conciseness, semantic weight and expressiveness. This, in turn, once again reveals the relevance and importance of phraseological research. In addition, according to the results of this analysis, words and phrases belonging to other lexical-semantic groups can also be studied functionally.

Key words: phraseological, imagery, expressiveness, emotionality, lexical-semantic, analysis, functional, topical, bricks, phrase.

Аннотация: В данной статье анализируются фразеологизмы неродственных языков, посвященная изучению фразеологизмов английского и узбекского языков. Фразеологизмы являются важным инструментом, создающим образность, выразительность и эмоциональность и служащим их повышению. Лаконичность, смысловая масса и выразительность соответствуют духу

фразеологизмов. Это, в свою очередь, еще раз раскрывает актуальность и важность фразеологических исследований. Кроме того, по результатам данного анализа функционально могут быть изучены и слова и словосочетания, принадлежащие к другим лексико-семантическим группам.

Ключевые слова: фразеология, образность, выразительность, эмоциональность, лексико-семантический, анализ, функциональный, тематический, кирпичики, экспрессия.

INTRODUCTION

Phraseologisms, which are the product of long-term development, reflect the experience of society and pass it from one generation to another, so they play an important role not only as a means of communication, but also as a source of various socially significant information. In this sense, the national cultural semantics of language is the result of historical development, which also includes the cultural past, the richer the history of a nation, the brighter and more diverse the content of its linguistic units. The comparative study of the pharmacology of different languages serves to deepen the understanding of the structure of both languages, to enrich the knowledge of the behavior, culture, literature, history, customs of people who speak these languages. Object of research and methods used Phraseological units in English and Uzbek languages that are not related to each other were selected as the object of research.

MATERIALS AND METHODS

Research methods such as associative, conceptual, contextual, component, lexicographic, linguocultural, semanticcognitive, etymological analysis were used in the research.

Results obtained and their analysis. Before thinking about the nature of phraseological units, it is important to know what a phraseological unit is. There are various hypotheses in defining the object of phraseology. The object of phraseology consists only of stable compounds. Phraseology is defined as the study of the structural features of phraseological units, their appearance in the language system, and the properties of their use at a point. Although the term "phraseology" is derived from the Greek word "frama" (phrasis-expression, speech wrapper), this term serves to express different meanings. For this reason, the term phraseology is used in linguistics in two senses: in the general sense of the existing phraseological units in the language, and in the sense of the field that studies such units. So, phraseology is the science of expressions.

Phraseological units are inextricably linked with the spiritual culture, customs, profession, way of life, past, aspirations, attitude to reality of the people who speak the language. Much work has been done in world linguistics on the study of phraseological units. Although phraseological units are very ancient in terms of origin, the history of the science of phraseology covers almost two centuries [1]. The first researcher of phraseological theory was Charles Balli. He included in his scientific works special chapters on the study of phraseological units [2].

Phraseological compounds consist mainly of word combinations, in other words, phraseologies are a separate unit of language that includes figurative, fixed word combinations that are completely or partially semantically reshaped, equal in structure to a free link or sentence. Most of the phraseologies were created by the people in both English and other languages, their authors are unknown, and their sources of origin are not clear. In this sense, the phraseological scholar A.V. The author of most of the English phraseologies of the day is unknown, and has reasonably pointed out the idea that they were created by the people. However, it is possible to identify the sources of origin of some phraseological units. In this sense, phraseology is a microsystem that is part of the general system of language, which reflects the heritage and values of the past, passed down from generation to generation. Many of the phraseological units that make up the system are a source of enrichment for a particular language. The phraseological system consists of the phraseological units, the relationship between their main components.

RESEARCH AND DISCUSSION

Phraseologisms are connections of words that consist of more than one word and are stable in meaning and form. Phraseologisms are used in a figurative sense, in figurative expressions, and have norms and methods of historical application, the meaning of which is clarified in the course of a particular speech.

Phraseologisms are different from sentences that are a unit of speech when they are in the form of a phrase or a sentence. As a lexical unit, they are close to words in many ways, and many of the features inherent in words are also characteristic of phraseology. V. According to Kunin, it is characterized as a unit with a stable property. Linguists' views on stagnation do not coincide, because when they say phraseological units stagnation, they mean its ready use. The concept of stagnation is important for phraseology because the solution of most theoretical and practical problems in phraseology is directly related to this concept.

The study of the theory of stagnation in phraseology requires a complex approach.

The theory of stability of phraseology is based on the invariant of different types inherent in it, i.e., the variability of one or another of its elements. A.V. Kunin

suggested that the recession be of five types. [9] They include consumption stagnation, structural semantic stagnation, semantic stagnation, lexical and syntactic stagnation. In short, the stability of phraseological units consists of the volume of different types of micro-stability that are characteristic of it. Thus, the answer to the question of what a phraseological unit is is that a phraseological unit is a fixed combination of a word / lexeme with full or partial meaning.

F. de Saussure noted that syntagma, when it comes to its features, has such ready units in language that their linguistic nature derives from their meaning and syntactic properties, such units are traditionally used in a readymade form [3]. In Western linguistics, phraseology has not been widely and deeply studied. Phraseologisms are treated as idioms, and dictionaries have been compiled, but not studied in depth. Research in the field of phraseology is carried out mainly in Russian and Uzbek linguistics.

Issues of translating phraseological units from English into Uzbek, considering their etymological and social attributes, is viewed as quite possibly the most troublesome sorts of interpretation changes. The object of interpretation isn't a language framework as a deliberation, be that as it may, a particular discourse work in another dialect (the first content), based on which another discourse work in another dialect (the interpretation text) is made. The reason for the interpretation is to familiarize the peruser (or audience) who doesn't have the foggiest idea about the first language as intently as conceivable with this content (or the substance of oral discourse).

Problems of phraseology are extremely important both for practice and for translation theory; they often present great practical difficulties and arouse great theoretical interest, since they are related to the difference in semantic and stylistic functions performed in different languages by words of the same real meaning, and to the difference in combinations that such words enter into in different languages. This paper discusses only some of the many problems of translating phraseological units. It is usually accepted to indicate the equivalent of a phraseological unit to a word. However, the theory of complete equivalence is becoming obsolete. This does not mean that phraseological units and words have nothing in common, which is considered by the theory of correlation of certain types of phraseological units and words, which, however, is based on slightly different principles. The most characteristic for phraseological turns of stable combinations of words are in principle equal in meaning to a single word, differing from it, as a rule, by a certain expressive and stylistic coloring.

Some idioms are translated with the help of partial (relative) equivalence. According to E. F. Arsentyeva, such idiomatic expressions are characterized by the minor

differences in terms of phraseological expression of the identical semantics that can have a componential or morphological character (Arsentyeva, 1989: 100) The classification of phraseological units also contains the necessary theoretical knowledge for the translator, with which we can identify the phraseological units in the text, then analyze it and, based on the analysis, give the most accurate translation in this context. The most legitimate approach is to consider phraseological units in three aspects: semantic, structural grammatical, and component. Taking into account the marked levels, the following types are distinguished:

1) phraseological equivalents (full and partial) - phraseological units with identical semantics, structural and grammatical organization and with identical component composition;

Red book - Qizil kitob; The black prince -Qora shahzoda; Black list -Qora ro'yxat; Black diamonds - Qora oltin; Keep quiet - Sir saqlamoq; Make conversation - Manosiz suhbatlashmoq; Milk cow - Sog'in sigir; First think, then speak - Avval o'yla , keyin so'yla; The dog bark, but caravan goes on - It hurar , karvon o'tar; Step by step - Qadam ba qadam.

2) phraseological analogs (full and partial) - phraseological units that express the same or similar meaning, but are characterized by a complete difference in the approximate similarity of the internal form;

A black hen lays a white egg - Qora sigir oq sut berar . Cut the melon -foydanib olmoq. Put smb/smt to the test -tekshirib ko'rmoq; Red meat - Qo'y go'shti; Take a fancy to smb -Maftun bo'lmoq ; Talk turkey - Ochiqdan-ochiq gapirmoq.

3) non-equivalent phraseological units- phraseological units that do not have correspondences in the phraseological system of another language.

To throw up one's cap -do'ppisini osmonga otmoq . Come Yorkshire over smb - Aldamoq , nonni tuya qilmoq Betweenhawk and buzzard -Oila a'zolarini va xizmatkorlar o'rtasidagi o'rinni egallagan inson ; Green room -Teatrda artistlarning kiyinadigan , yasanadigan xonasi ; Harley Street - Shifokorlar, tibbiyot dunyosi (Lo'ndondagi ko'pgina mashxur doktorlar yashaydigan ko'cha); Gretna Green marriage - Uydan qochgan sevishganlar o'rtasidagi turmush;

Since phraseology stands out for its functions in language and speech, it requires a special approach in the translation process. The main difficulty is that no dictionary can provide for all the false uses of phraseology in the context. Phraseological units, similar in internal form in different languages, are not always identical in meaning as a result of their reinterpretation, so you cannot rely on the similarity of the figurative basis. But when an expression still retains its connection with the sphere in which it was born, the translator has to look for such a phraseological units in the Uzbek

language. Techniques for translating phraseological units vary from complete replacement of imagery to complete preservation of the image in translation. And yet, what is common and characteristic of all is the preservation of imagery in translation. But at the same time, the standard and traditional in the original must be transferred to the standard and traditional in the translation. When translating, it is important to observe the stylistic uniformity of the original text. Along with the absence of a corresponding phraseological units in the Uzbek language, it may seem that an Uzbek phraseological units that has the same semantic content does not correspond to English. Of course, ideally, you should strive for full equivalence of the means used, but in practice, you often have to sacrifice functional and stylistic correspondence to preserve expressiveness. It is very important that phraseological substitutions in translation convey the national flavor of the original language. The original, which is full of phraseological phrases, must retain its phraseological richness and quality.

CONCLUSION

The importance of our research is phraseologisms expressing the emotional state of a person. It analyses general semantic feature of a group of phraseological units, various emotional states, linguistic and extralinguistic characteristics, human emotions and phraseological-semantic fields. It is noticeable that a special place in semantic studies of recent times is occupied by the problems of emotional semantics, closely related to the so-called emotional aspect of the human factor in the language. Human emotions are reflected in language.

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ANALYSIS OF LABORATORY ABNORMALITIES IN PATIENTS WITH IMMUNE THROMBOCYTOPENIA

Juraeva Dilbar Erkinovna, Matkarimova Dilfuza Saburovna

Termez Branch of the Tashkent Medical Academy

Tashkent Medical Academy

ABSTRACT

Objective: To analyze the characteristics of laboratory abnormalities in patients with immune thrombocytopenia depending on disease severity.

Materials and methods: The study included 91 patients diagnosed with ITP in medical institutions of the Surkhandarya region from 2020 to 2024. Methods included clinical laboratory, morphological, and statistical studies.

Results: Along with the main laboratory criterion of ITP - the presence of varying degrees of platelet reduction - changes in peripheral blood hematological parameters were characterized by a decrease in hemoglobin and erythrocytes, corresponding to mild (in moderate thrombocytopenia) and moderate (in severe thrombocytopenia) anemia. The bone marrow hematopoiesis showed sufficient cellularity and a normoblastic type of hematopoiesis, accompanied by an increase in the number of megakaryocytes, mainly those not containing platelets.

Keywords: immune thrombocytopenia, Surkhandarya region, severity of thrombocytopenia, peripheral blood, myelogram, megakaryocytes, platelets.

Introduction: In daily practice, doctors of almost all specialties encounter various manifestations of immune thrombocytopenia (ITP) [4, 7]. Untimely and delayed diagnosis leads to prolonged unjustified treatment tactics in patients, as well as long-term bleeding that reduces their quality of life for many years [1, 5, 6, 8].

Despite the long period of studying ITP, its etiology and pathogenetic mechanisms remain poorly understood [2, 3]. The question of the causes and conditions contributing to its occurrence remains controversial to this day [11,13]. However, it is known that exogenous and endogenous factors play an important role in the development and chronicity of ITP, leading to complex disorders in the body [12,14].

Objective: To analyze and compare the frequency of clinical manifestations in patients with immune thrombocytopenia depending on disease severity.

Materials and methods: The study included 91 patients with ITP aged 18 to 80 years (median age 41.2±3.9 years) from Termez city and districts of the Surkhandarya region. The diagnosis of ITP was established based on international criteria (2019), clinical examination results, and laboratory data (complete blood count, bone marrow examination) [9, 10]. Statistical analysis was performed using the "Statistic for Windows, 2017" software package.

Results and discussion: Laboratory manifestations of the disease (peripheral blood and bone marrow analysis) were assessed in the main group of ITP patients and according to thrombocytopenia severity. Analysis of median hematological parameters in peripheral blood in the main group of ITP patients revealed significantly lower hemoglobin values (1.5 times lower, P<0.001) compared to the control group, accompanied by a decrease in erythrocyte count (1.3 times lower, P<0.01).

The main diagnostic criterion for ITP was a platelet count below $100 \times 10^9/L$. Compared to the control group, the platelet count in the main group was significantly reduced by 6.3 times ($P < 0.001$).

Although the leukocyte count did not deviate from the normal range, its median in the main ITP group was statistically significantly lower than in the control group by 1.6 times ($P < 0.05$). All leukocyte subpopulations in the differential count were within normal limits.

The dynamics of average hematological parameters in peripheral blood for moderate, medium, and severe thrombocytopenia were characterized by a decrease in median hemoglobin and erythrocyte values by 1.2 ($P > 0.05$) and 1.1 ($P > 0.05$); 1.4 ($P < 0.05$) and 1.2 ($P > 0.05$); 1.5 ($P < 0.05$) and 1.44 ($P < 0.05$) times, respectively.

Compared to the control group, the median platelet count in patients with mild thrombocytopenia was 4.03 times lower ($P < 0.001$), with moderate ITP 6.5 times lower ($P < 0.001$), and with severe ITP 12.6 times lower ($P < 0.001$).

The leukocyte median, as in the main group, was lower than the control group median by 1.6 times ($P < 0.01$), 1.52 times ($P < 0.01$), and 1.4 times ($P < 0.01$) for mild, moderate, and severe ITP, respectively.

All leukocyte subpopulations, except for a slight increase in basophils, were within normal limits. Compared to the control median, lymphocytes increased to $37.7 \pm 2.94\%$ ($P > 0.05$) in mild thrombocytopenia, were $35.5 \pm 2.53\%$ ($P > 0.05$) in moderate ITP, and decreased to $31.2 \pm 2.1\%$ ($P > 0.05$) in severe ITP.

At the same time, considering the severity of thrombocytopenia, basophils and eosinophils increased to $1.36 \pm 0.09\%$ ($P > 0.05$) and $4.5 \pm 0.20\%$ ($P < 0.05$), $1.37 \pm 0.12\%$ ($P > 0.05$) and $4.1 \pm 0.22\%$ ($P < 0.05$), $1.56 \pm 0.22\%$ ($P > 0.05$) and $5.1 \pm 0.29\%$ ($P < 0.05$).

The median of band and segmented neutrophils reached $5.6 \pm 0.92\%$ ($P > 0.05$) and $65.30 \pm 4.37\%$ ($P < 0.05$), $5.3 \pm 0.71\%$ ($P > 0.05$) and $61.12 \pm 3.66\%$ ($P < 0.05$), $4.2 \pm 0.9\%$ ($P > 0.05$) and $55.6 \pm 3.8\%$ ($P < 0.05$) respectively, depending on the severity of ITP.

The average ESR indicators, as in the main group, were also higher in all degrees of ITP severity than in the control group by 1.2 ($P < 0.05$), 1.4 ($P < 0.05$) and 1.75 ($P > 0.05$) times, respectively.

Thus, according to CBC data, it can be concluded that all signs of ITP are present: a decrease in hemoglobin concentration, cytopenia (a decrease in the number of erythrocytes, platelets, and leukocytes), absolute neutropenia, relative lymphocytosis, and accelerated ESR.

For a reliable diagnosis of ITP, all patients underwent analyses of the bone marrow sternal punctate, i.e., a morphological analysis of the myelogram.

By assessing the quantitative and morphological picture based on myelogram data in the main group with ITP, a normoblastic type of hematopoiesis was identified. The normal number of blast cells ($1.2 \pm 0.02\%$) served as an important bone marrow marker that distinguished ITP from systemic oncohematological diseases.

At the same time, a characteristic bone marrow indicator for the disease was an increase in the total number of megakaryocytes (MGC) to 34.3 ± 0.12 ($P < 0.001$) due to an increase in platelet-free forms of MGC (30.1 ± 0.3 ; $P < 0.01$), the number of which was increased due to the rapid detachment of platelets and their entry into the peripheral blood, where their accelerated elimination in the spleen was observed due to the attack of antiplatelet antibodies on them.

Regardless of the severity, a similar picture was characteristic of all groups of patients with ITP in the bone marrow, which, additionally, differed in a more pronounced increase in the total number of MGCs and their platelet-free forms.

Along with the absence of an increase in normal values of blast cells in all degrees of ITP severity, in moderate thrombocytopenia, the median of the total number of MGCs reached 24.3 ± 2.28 ($P < 0.001$), and the forms containing and not containing platelets, respectively, 7.2 ± 0.8 ($P > 0.05$) and 17.2 ± 2.47 ($P < 0.001$).

At the same time, with moderate severity, the total number of MGCs increased to 32.7 ± 3.10 ($P < 0.001$), and MGCs with and without platelets increased to 3.6 ± 0.16 ($P > 0.05$) and 29.1 ± 3.02 ($P < 0.001$), respectively.

Additionally, in severe thrombocytopenia, the total number of MGCs increased to 36.5 ± 3.2 ($P < 0.001$), and MGCs with and without platelets increased to 3.8 ± 0.18 ($P > 0.05$) and 32.7 ± 3.53 ($P < 0.001$), respectively.

Conclusion. Thus, along with the main laboratory criterion of ITP, the presence of varying degrees of platelet decrease, changes in peripheral blood hematological parameters were characterized by a decrease in hemoglobin and erythrocytes, corresponding to mild (in moderate and moderately severe thrombocytopenia) and moderate (in severe thrombocytopenia) anemia severity. The bone marrow hematopoiesis picture showed sufficient cellularity and a normoblastic type of hematopoiesis, accompanied by an increase in the number of MGCs due to platelet-free forms.

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СУРУНКАЛИ ЖИГАР ЕТИШМОВЧИЛИГИДА УЛЬТРОТОВУШ ТЕКШИРУВИНИНГ АХАМИЯТИ.

**Каримов Расулбек Хасанович¹, Фозилова Зарнигор Мавлановна²,
Абдуллаева Дилноза Қузибаевна³.**

Тошкент тиббиёт академияси Урганч филиали “Патоморфология” кафедраси
доцент (PhD)¹.

Тошкент тиббиёт академияси Урганч филиали “Харбий дала терапияси,
гематология ва диагностика” кафедраси ассистенти².

Тошкент тиббиёт академияси Урганч филиали клиникаси врач³.

Мавзунинг долзарблиги: Сурункали жигар етишмовчилиги (хроник жигар етишмовчилиги) — бу жигарнинг узок муддат давомида паталогик жараенлар таъсирида шикастланиши ёки қон айланиш тизими керакли даражада ёрдам беролмаслиги натижасида юзага келадиган хасталик. Бу хасталик турли сабаблар туфайли ривожланиши мумкин. Масалан: вируслар, яъни гепатит В ва С турлари, алкогольлик жигар касалликлари, жигар тўқималарининг зарарланиши. Ушбу касалликни эрта аниқлаш ва динамик назорат қилишда ултратовуш текширувининг ахамияти катта.

Жаҳон соғлиқни сақлаш ташкилоти (ЖССТ) маълумотларига кўра, ҳар йили жигар циррозидан 300 000 киши вафот этади. Ўзбекистонда сурункали жигар касалликлари, айниқса, вирусли гепатитлар ва жигар циррози билан боғлиқ ҳолатлар кузатилмоқда. 2024 йилда 5813919 нафар одам сурункали жигар етишмовчилиги билан касалланган.

Ишнинг мақсади: ишнинг мақсади сифатида Хоразм вилояти Урганч шаҳрида яшовчи сурункали жигар етишмовчилиги билан вилоят юқумли касалликлари шифохонасига мурожаат қилган беморларнинг ултратовуш текширувидан ўтказиш.

Олинган натижалар: олиб борилган ултратовуш текширув натижасида жами 97 нафар бемор мурожаат қилган ва ултратовуш текширувидан ўтказилди. Текширув натижалари шуни курсатдики, мурожаат қилган беморларнинг 31 нафарида жигар циррози ташхиси қўйилди. Қолган 66 нафар беморда вирусли гепатитнинг В ва С турлари аниқланди.

Хулосалар: хулосада ўрнида шуни айтиш мумкинки, жигар етишмовчилиги билан мурожаат қилган беморларда аниқланган жигар циррози ва вирусли гепатитнинг В ва С турларини ултратовуш текшириш орқали олдини олиш бўйича тиббиёт муассасалари ва соғлиқни сақлаш ташкилотлари билан

хамкорлик қилиш, кўплаб профилактик чоралар амалга ошириш муҳим аҳамият касб этади.

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SIGNIFICANCE OF D-DIMER AND FERRITIN INDICATORS IN PATIENTS WITH VARIOUS SEVERITY LEVELS OF COVID-19.

¹Gadayev A.G., ²Safarova G.A.

¹Tashkent Medical Academy

²Bukhara State Medical Institute named after Abu Ali ibn Sino

Introduction. Although most patients who have had COVID-19 recover and return to their initial state, some of them still have persistent health problems, and this process is called post-acute COVID syndrome or long COVID. The World Health Organization defines long COVID as the continuation of disease symptoms for three months or more after the initial infection and the occurrence of new symptoms in the absence of other causes. The opinion of experts from the aforementioned reputable organization has been confirmed by a number of other observations.

Sometimes persistent symptoms can be observed even after a minimally symptomatic infection. Fatigue, shortness of breath, chest tightness, cough, joint pain, headache, and cognitive dysfunction belong to this group of symptoms. According to observers, long COVID is observed in 10-30% of patients and lasts for more than a year.

Objective of the study. To assess D-dimer and fibrinogen indicators based on the results of laboratory and instrumental studies of 400 patients with COVID-19 without comorbidities during the acute period of the disease.

Materials and methods. It is known that COVID-19 infection causes severe inflammatory processes in the body. Some studies have reported that several indicators, including D-dimer and ferritin levels, remain elevated for a long time in patients who have experienced severe forms of the disease. Taking this into account, we conducted a comparative study of these indicators in patients under our observation.

Results. The average age of the observed patients was 32.7 ± 2.15 , 34.7 ± 2.05 , and 34.5 ± 2.9 years in the respective groups, with no significant difference noted between them ($p > 0.05$).

In patients with mild COVID-19, the D-dimer level was 325.4 ± 40.5 ng/ml, while in moderate and severe cases it was 367.2 ± 42.5 ng/ml and 445.6 ± 50.2 ng/ml, respectively. When comparing the obtained results, a significant difference was found between the first and third groups ($p < 0.05$). Ferritin levels in blood serum were 460.2 ± 38.1 , 482.6 ± 44.3 , and 587.7 ± 47.2 ng/ml, respectively, between the groups. When comparing them, a significant difference was also noted between the first and third groups ($p < 0.05$).

The significantly higher D-dimer and ferritin levels in the third group confirm that these patients require long-term monitoring. The obtained results are consistent with the findings of observations conducted by some authors.

Conclusion. The obtained results demonstrate that monitoring D-dimer and ferritin indicators in patients who have experienced severe COVID-19 infection is of significant practical importance.

**Translated literature has become an integral part of the national spiritual
wealth of the Uzbek people**

Boykhurozov Diyorbek Sherzod ugli

(Tashkent State Transport University)

Abstract: Maksud Sheikhzade's numerous translations are noted for their high artistic quality. He introduced Uzbek readers to the masterpieces of more than fifty authors. Artistic translation plays a huge role in the development of culture and literature in our country and in the internationalization of social communist consciousness.

Keywords: poet, work, translator, Maksud Sheikhzada, book, poem, genre, poems.

Artistic translation plays a huge role in the development of culture and literature in our country and in the internationalization of social communist consciousness. Its importance in the mutual enrichment of national cultures is also invaluable. We are persistently looking for new methods and forms of work that meet today's requirements, making it possible to make the mutual enrichment of cultures even more fruitful, to open up even wider access to all the best that the culture of each of our peoples provides to all people."* The translation work of talented ministers of the muses is of great benefit in this noble cause.

Deeply aware of the importance of such work, Uzbek writers constantly get acquainted with the achievements of the literatures of fraternal peoples, with the works of world classics, and translate all the most significant, ideologically and poetically valuable into their native language. Translated literature has become an integral part of the national spiritual wealth of the Uzbek people, it actively and positively affects the mind and heart of readers. Among those who have made a great contribution to the formation and development of translation in Uzbekistan, the name of the Honored Artist Maksud Sheikhzade should be mentioned. He wrote many highly artistic works translated into his native language from Russian and Azerbaijani; he is quite successful

His numerous translations are noted for their high artistic quality. M.Sheikhzade introduced Uzbek readers to the masterpieces of more than fifty authors. In the archive fund of the Institute of Manuscripts named after H.Suleymanov was found to have written many poems translated from his native language into Russian. Translation work, therefore, occupied a significant part of the work of Sheikhzade, who perfectly understood the history of the peoples of the East, was a connoisseur of world fiction, and created interesting literary portraits of representatives of both domestic and foreign classics. His literary views have been explored in a number of special works*.

Sheikhzade has written more than twenty collections in Uzbek, Russian and Azerbaijani languages, as well as a number of ballads and poems. The facets of his poetic work have become the subject of study by many researchers.

The circle of poets whose works interested Maksoud Sheikhzade consists of two groups:

1) poets, whose work he has been deeply engaged in all his life or addressed them many times (V.Shakespeare, S.Rustaveli, A.S.Pushkin, M.Y.Lermontov, V.V.Mayakovsky, N.Hikmet, E.Charents, A.A.Surkov, M.F.Akhundov, Ya.Kolas, S.Rustam);

2) poets to whom he addressed occasionally (D.Byron, R.Tagore, Vallathal, Mohammed Kamal, Adam Mickiewicz, R.I.Becher, S.Shchipachev, M.Rylsky, A.Isaakyan, I.Chavchavadze, N.A.Nekrasov, T.G.Shevchenko, N.Guillen, Abulkasim Lahuti, Rasul Rza, Eduard Bagritsky, Yanka Kupala and others). These are the scales of the translation work of Maksud Sheikhzade, who devoted the greatest part of his creative forces to the works of Shakespeare. And this is not accidental. The famous English artist John Dryden, defining Shakespeare's achievements in the history of literature, emphasized that "Shakespeare was Homer or the father of our dramatic poets"* . He was the same for M. Sheikhzade. His works captivated the translator "with their humanistic pathos, passionate exposure of the evil reigning in the world, and defense of the high moral principles put forward by the epoch of greatness."

Maksud Sheikhzade is an outstanding Uzbek poet and playwright, publicist and teacher. He is truly the largest and most talented translator. Many major and private works have been devoted to the study of his multifaceted work. There are studies on some aspects of his translation work. However, until now, this most important aspect of his work has remained outside the close attention of science. There is no special study of Maksud Sheikhzade's work as a translator yet, which, in fact, prompted the dissertation to fill this gap to some extent.

Let us briefly consider the works devoted to Sheikhzade's translations in order to show that the topics and problems revealed and solved in this dissertation have not yet found comprehensive research.

The experience of scientific generalization of the problem of literary translation in the aspect of comparative stylistics (using the example of Uzbek translations of English and American literature). Tashkent, 1981. the waters of Chulpan (Abdulhamida Suleymanova)¹ and Maksuda Sheikhzade², reveals the successes and failures of both translations, but does not consider the images of the main characters. We pay special attention to the problem of recreating the characters of Hamlet, Romeo, Juliet and other heroes of tragedies in Uzbek.

E.S.Aznaurova analyzed Hamlet's famous monologue "To be or not to be?", comparing two translations by Maksud Shaykhzade (editions 1948 and 1960) with their English and Russian translations. The author of the work pays attention to the translation of "King Lear" made by Gafur Ghulam, especially the speech of the fool, his jokes, wordplay, puns; expresses his attitude to some of the features (more linguistic) of the translation. Naturally, within the limits of the article, she was unable to address issues related to the transfer of Hamlet's character.

M.Shaykhzade is one of the honored places in the development of Shakespeare's legacy. For the first time in science, he analyzes Shaykhzade's translations of some of Shakespeare's sonnets and evaluates their quality. In recent years, a number of scientific papers have appeared in Uzbekistan devoted to the study of the artistic skills of translators.

As for the translation of the tragedy "Romeo and Juliet", it has not found any noticeable reflection in criticism and has not received special research. However, this does not mean that it does not deserve special and detailed study. On the contrary, the tragedy and its translation are so significant that little attention to them is surprising. The characters of the main characters, the problem of their re-creation in translation. This choice is not natural. That the study of any work cannot be considered complete if the characters of its images have not been thoroughly examined, because the ideological and thematic content, composition, plot, plot, circumstances, relationships of the characters, the figurative structure of the work - everything that makes up the "form of life" is cemented by the characters of the characters, conditioned by the artist's desire for their full and truthful disclosure. The truthful recreation of the characters determines the adequacy of the "life form" of the translation and the original."The recreation of the character in the translations of Hamlet and Romeo and Juliet. This main problem is being solved in parallel with the study of the artistic features of these tragedies; the applicant is interested in how the translator solves the issue of preserving phraseological units, wordplay, puns, "talking names", what equivalents he finds to those visual means that cannot be recreated in his native language.

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**ENHANCING PROFESSIONAL SKILLS IN TRANSLATION EDUCATION
THROUGH A PRAGMATIC FRAMEWORK IN ENGLISH-UZBEK
CONTEXTS**

Karina Khusainova

Doctoral student Tashkent state pedagogical university named after Nizami

Annotation. This article explores the role of the pragmatic approach in enhancing professional skills among translation students, focusing on English-Uzbek language pairs. The study analyzes how pragmatic elements such as context, speech acts, and cultural nuances influence translation quality and accuracy. Through qualitative observations and classroom-based case studies, the research demonstrates that integrating pragmatic competence into translation training fosters deeper cross-cultural understanding, improves the handling of idiomatic expressions, and enhances overall communication effectiveness. The article emphasizes the need for curriculum reform to include pragmatics in translator education and provides practical methods for its implementation. The findings contribute to developing a more holistic approach to translation pedagogy that bridges linguistic accuracy and communicative appropriateness.

Keywords: pragmatic approach, translation, competence, English-Uzbek, communication, education, context.

Introduction. In today's increasingly globalized world, the role of translation has expanded beyond the simple transfer of words from one language to another. Translators are expected not only to master linguistic structures but also to convey meanings that are culturally and contextually appropriate. This shift underscores the importance of developing pragmatic competence among translation students, particularly in bilingual settings such as English and Uzbek. Pragmatics, which focuses on language use in real contexts, plays a crucial role in achieving accurate and meaningful translations that resonate with the target audience. The traditional translation training models have largely emphasized grammatical accuracy and lexical equivalence. However, such approaches often fail to prepare students for the pragmatic challenges they will encounter in real-life translation tasks, such as understanding idiomatic expressions, interpreting speaker intentions, and managing cultural references¹. A pragmatic framework, therefore, offers a more holistic and practical

¹ Baker M. In Other Words: A Coursebook on Translation. – UK: Routledge, 2018. – 332 p.

perspective by integrating elements like speech acts, politeness strategies, implicature, and context sensitivity into translation education.

This study explores the effectiveness of implementing a pragmatic approach in translator training, with a focus on English-Uzbek language pairs. It highlights the challenges faced by students when translating texts that require a deep understanding of both linguistic and cultural nuances. Through classroom observations, textual analysis, and interviews with experienced translators, the study aims to identify methods that enhance students' ability to produce contextually appropriate translations. Furthermore, the research draws attention to the urgent need for curriculum development in translation programs. By embedding pragmatic principles into the teaching methodology, educational institutions can better equip students with the skills necessary for professional success. This includes not only language proficiency but also intercultural awareness and communicative adaptability.

Overall, the article contributes to the growing body of literature advocating for a more comprehensive and practical model of translation education. By placing pragmatics at the center of translator training, we can bridge the gap between theoretical knowledge and real-world application, ultimately improving the quality and effectiveness of translations between English and Uzbek². The development of professional translation skills requires more than mastery of grammar and vocabulary; it demands the ability to navigate between languages and cultures in a way that preserves both meaning and intention. In this context, the pragmatic approach in translation education has gained increasing relevance, especially for language pairs like English and Uzbek, where cultural and linguistic structures significantly differ. Pragmatic competence enables translators to interpret and reproduce the speaker's intended meaning rather than just the literal message, ensuring the translated content resonates with the target audience both linguistically and culturally. In English-Uzbek translation, many students initially struggle with challenges such as translating idioms, handling culturally bound expressions, and maintaining appropriate levels of politeness and formality.

These difficulties stem from a lack of training in interpreting implied meanings, context-sensitive expressions, and sociocultural norms that shape language use³. For instance, translating the English expression "*He kicked the bucket*" literally into Uzbek as "*U chelakni tepdi*" would produce a nonsensical or humorous result, whereas a pragmatically aware translation would convey the idiomatic meaning of death, perhaps using a culturally suitable equivalent like "*U vafot etdi*". This demonstrates the

² Hatim B., Mason I. *Discourse and the Translator*. – UK: Routledge, 2005. – 245 p.

³ Nord C. *Text Analysis in Translation*. – Netherlands: Rodopi, 2005. – 276 p.

importance of teaching students how to handle metaphorical, idiomatic, and indirect speech, all of which require a pragmatic lens. Without such skills, translations can be grammatically correct but pragmatically inappropriate, often sounding unnatural, confusing, or even disrespectful in the target culture. Traditional methods of translation education tend to focus on word-for-word equivalence and ignore the broader context in which communication occurs. Therefore, introducing a pragmatic framework into translator training programs is crucial. This can include teaching students to identify and analyze speech acts (requests, apologies, compliments), politeness strategies, implicatures, and culturally marked elements in both the source and target languages. In the English-Uzbek context, pragmatics helps students understand, for example, how English indirectness (*“Could you possibly open the window?”*) should be rendered into a polite but more direct Uzbek equivalent that sounds natural, such as *“Iltimos, derazani ochib yuboring”*. Similarly, the English use of hedging words like *“perhaps”*, *“I suppose”*, and *“kind of”* often does not have direct counterparts in Uzbek, requiring the translator to use tone, context, or additional words to express the same level of tentativeness or politeness. Introducing context-based activities, where students work on authentic texts that require interpretation of communicative intent, has proven effective in enhancing pragmatic competence. These tasks may include translating dialogues, interviews, speeches, and culturally rich narratives. Another effective strategy is the use of contrastive analysis, where students compare how specific pragmatic features (like apologies or requests) are constructed in English versus Uzbek. Furthermore, students benefit greatly from classroom practices like role-plays, group discussions, and reflective translation exercises, which help them become aware of how choices in tone, register, and formality affect the translated message.

Discourse analysis also plays a valuable role by allowing students to dissect real-life texts, uncovering the layers of pragmatic meaning hidden beneath grammatical structures. In particular, analyzing English texts such as political speeches, advertisements, or literary dialogues can help students identify speaker intentions, emotions, and persuasive strategies, and then find appropriate ways to express these in Uzbek⁴. In practical terms, the pragmatic approach helps future translators build sensitivity to cultural expectations essential in avoiding miscommunication or cultural faux pas. For example, the English casual greeting *“Hi”* may be translated as *“Salom”* in Uzbek, but in formal situations, a phrase like *“Assalomu alaykum”* would be more appropriate. The same goes for formal address: while English often uses first names

⁴ Nida E. A., Taber C. *The Theory and Practice of Translation*. – USA: Brill, 2003. – 206 p.

even in professional contexts, Uzbek culture may require respectful titles and last names, especially when addressing elders or authority figures.

Pragmatic training also teaches students to adapt their translations depending on the medium translating a casual email is different from translating a formal government document. This adaptability is a key feature of professional competence and is best nurtured through a pragmatic approach. Moreover, feedback from experienced translators and instructors suggests that students who receive pragmatic training exhibit improved confidence, accuracy, and creativity in translation. They are better able to justify their translation choices and consider the target reader's expectations. In a mini-research project conducted at a translation faculty in Uzbekistan, students who received instruction in pragmatics were asked to translate culturally complex English texts into Uzbek. Their translations were compared with those from a control group using only traditional methods. The results showed that students with pragmatic awareness produced more natural, context-sensitive translations and made fewer errors related to tone, register, and politeness⁵. Interviews with students revealed that learning about speech acts and cultural norms helped them understand the importance of "*reading between the lines*" and not just translating words.

They expressed appreciation for activities that allowed them to role-play real-life scenarios and work collaboratively, which in turn developed their communication and problem-solving skills. As such, it becomes clear that incorporating pragmatics into translator training provides a more realistic and effective approach to preparing students for the demands of the profession. To further improve outcomes, it is recommended that translation programs in Uzbekistan and elsewhere include courses specifically focused on pragmatic theory and its application in translation. Curriculum developers should integrate tasks that combine linguistic analysis with cultural and communicative interpretation⁶. Furthermore, translation instructors should collaborate with linguists and practitioners to ensure that course content reflects real-world challenges.

Practical assignments can be complemented by assessments that evaluate pragmatic competence alongside linguistic accuracy, encouraging students to think beyond the sentence level. In conclusion, the pragmatic approach fills a critical gap in translation education by fostering context awareness, cultural sensitivity, and professional adaptability essential elements for high-quality translation between English and Uzbek. As translation increasingly serves as a tool for international communication and

⁵ Yuldasheva G. Pragmatik yondashuv asosida tarjima malakasini shakllantirish. – Toshkent: O‘zMU, 2021. – 188 b.

⁶ Karimova M. Tarjimada pragmatik omillar: ingliz va o‘zbek tillari misolida. – Samarqand: SamDCHTI, 2020. – 154 b.

intercultural dialogue, training future translators with a pragmatic mindset will ensure they are equipped not just to translate words, but to convey meaning, intention, and culture accurately and effectively.

Conclusion. In summary, the integration of a pragmatic approach into translation education is essential for developing professional competence among students, especially in the context of English-Uzbek language pairs. While traditional translation instruction often focuses on linguistic accuracy, it fails to address the vital aspect of communicative intent, cultural nuance, and context sensitivity. Pragmatic competence equips students with the ability to interpret implied meanings, manage politeness strategies, and handle culturally specific expressions skills that are crucial for producing translations that are both accurate and culturally appropriate.

The findings discussed in this article highlight that pragmatic training enhances students' critical thinking, cross-cultural awareness, and ability to make informed translation choices. Through context-based tasks, discourse analysis, and real-world simulations, students become more confident and adaptable translators, capable of meeting the demands of diverse translation situations. The incorporation of pragmatic principles into the curriculum should no longer be seen as optional but as a fundamental component of translator training. By embracing a pragmatic framework, educational institutions can ensure that graduates are not only linguistically proficient but also professionally prepared to bridge cultural and communicative gaps in today's globalized world. This approach ultimately raises the overall quality and effectiveness of English-Uzbek translations in academic, professional, and public domains.

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**YURTIMIZDA IMKONIYATI CHEKLANGAN BOLALARGA IJTIMOYIY
YORDAMNI TASHKIL ETISH ISTIQBOLLARI.**

Nuraliyeva Madina Ergash qizi

sayoraabduraxmonova756@gmail.com

Toshkent tibbiyot akademiyasi Termiz filiali talabasi

Abdurasulova Sohiba Abdurahmon qizi

Toshkent tibbiyot akademiyasi Termiz filiali Pediatriya fakulteti talabasi

abdurasulovasohiba021@gmail.com

Abdukarimov Ahmadali Sherali o'g'li

aliabdukarimov417@gmail.com

Toshkent tibbiyot akademiyasi Termiz filiali talabasi

Egammurodov Otabek Abduhakimovich

otabekegammurodov4@gmail.com

Toshkent tibbiyot akademiyasi Termiz filiali talabasi

Almardanova Kamola Tulkinovna

almardanovakomo@icloud.com

Toshkent tibbiyot akademiyasi Termiz filiali talabasi

Annotatsiya: Mazkur maqolada imkoniyati cheklangan bolalarga ko'rsatilayotgan ijtimoiy yordamning dolzarb masalalari, uning rivojlanish istiqbollari va takomillashtirish yo'llari tahlil qilinadi. O'zbekiston Respublikasida nogiron bolalar uchun yaratilayotgan sharoitlar, davlat siyosati, huquqiy-me'yoriy asoslar va xalqaro tajribalar o'rganiladi. Inklyuziv ta'lim tizimini rivojlantirish, rehabilitatsiya markazlari faoliyatini takomillashtirish, ijtimoiy himoya dasturlarini kengaytirish hamda jamiyatning nogiron bolalarga nisbatan ijobiy munosabatini shakllantirish bo'yicha olib borilayotgan chora-tadbirlar tahlil qilinadi. Shuningdek, maxsus ta'lim muassasalari, psixologik va pedagogik qo'llab-quvvatlash dasturlari, nogiron bolalarni mehnat bozoriga jalb etish mexanizmlari ham yoritib beriladi. Tadqiqot natijalari asosida imkoniyati cheklangan bolalarga ijtimoiy yordam ko'rsatishning samaradorligini oshirish hamda kelgusidagi strategik yo'nalishlar bo'yicha amaliy tavsiyalar ishlab chiqiladi.

Kalit so'zlar: imkoniyati cheklangan bolalar, ijtimoiy yordam, inklyuziv ta'lim, rehabilitatsiya, maxsus ta'lim muassasalari, jamiyatga integratsiya, davlat dasturlari, huquqiy asoslar, psixologik qo'llab-quvvatlash, ijtimoiy himoya, xalqaro tajriba, mehnat bozoriga moslashuv.

Kirish

Jamiyatning har bir a'zosi teng huquqlarga ega bo'lishi kerakligi inson huquqlari va erkinliklari to'g'risidagi xalqaro me'yorlarda, shuningdek, O'zbekiston Respublikasining Konstitutsiyasi va qonunlarida mustahkamlab qo'yilgan. Shu nuqtayi nazardan, imkoniyati cheklangan bolalarning jamiyat hayotida faol ishtirok etishini ta'minlash, ularning sifatli ta'lim olishi, sog'lig'ini tiklash va mehnat bozoriga moslashishiga ko'maklashish davlatning ustuvor vazifalaridan biridir. Bugungi kunda O'zbekistonda imkoniyati cheklangan bolalarni qo'llab-quvvatlashga qaratilgan qator davlat dasturlari amalga oshirilmoqda. Xususan, maxsus ta'lim muassasalari, rehabilitatsiya markazlari va inklyuziv ta'lim tizimi rivojlantirilmoqda. Shuningdek, nodavlat tashkilotlar va xalqaro hamjamiyatning hamkorligida ushbu bolalar uchun maxsus dasturlar ishlab chiqilmoqda. Shunga qaramay, imkoniyati cheklangan bolalarga ko'rsatilayotgan ijtimoiy yordamni yanada takomillashtirish zarurati saqlanib qolmoqda. Jumladan, ularning ta'lim olish imkoniyatlarini kengaytirish, jamiyatga moslashuv jarayonini yengillashtirish, rehabilitatsiya xizmatlarini zamonaviy talablar asosida tashkil etish hamda huquqiy va iqtisodiy mexanizmlarni mustahkamlash muhim masalalar sirasiga kiradi. Ushbu maqolada imkoniyati cheklangan bolalar uchun ijtimoiy yordam tizimini rivojlantirish istiqbollari tahlil qilinib, mavjud muammolar va ularni hal etish yo'llari yuzasidan ilmiy-amaliy tavsiyalar ishlab chiqiladi. Tadqiqotning asosiy maqsadi – nogiron bolalarni qo'llab-quvvatlash tizimini takomillashtirish, ularning jamiyat hayotida to'laqonli ishtirok etishiga ko'mak berish va bu boradagi ilg'or xalqaro tajribalarni o'rganishdan iborat.

Tadqiqot usullari va materiallari

Ushbu tadqiqot imkoniyati cheklangan bolalarga ijtimoiy yordam ko'rsatish tizimini tahlil qilish va uning istiqbolli yo'nalishlarini aniqlashga qaratilgan. Tadqiqot jarayonida turli ilmiy-uslubiy yondashuvlar va amaliy tadqiqot metodlaridan foydalanildi. Nazariy tahlil – O'zbekiston Respublikasi qonunchilik hujjatlari, davlat dasturlari, xalqaro konvensiyalar va ijtimoiy himoya bo'yicha normativ-huquqiy hujjatlar o'rganildi. Tahliliy yondashuv – imkoniyati cheklangan bolalar uchun yaratilgan sharoitlar, davlat va nodavlat tashkilotlarning faoliyati, rehabilitatsiya markazlari hamda inklyuziv ta'lim tizimi tahlil qilindi. Taqqoslash usuli – O'zbekiston tajribasi xorijiy mamlakatlarning nogiron bolalar uchun ijtimoiy yordam tizimi bilan solishtirilib, samarali model va mexanizmlar aniqlandi. Sotsiologik tadqiqot – imkoniyati cheklangan bolalar va ularning ota-onalari, pedagoglar, psixologlar hamda ijtimoiy xodimlar o'rtasida so'rovnomalar o'tkazilib, muammolar va ehtiyojlar tahlil qilindi. Statistik tahlil – rasmiy ma'lumotlar va tadqiqot natijalari asosida imkoniyati cheklangan bolalarning ijtimoiy hayotga integratsiyalashuv darajasi, ta'lim olish

imkoniyatlari va rehabilitatsiya jarayonining samaradorligi baholandi. O‘zbekiston Respublikasi Prezidentining nogiron bolalarni qo‘llab-quvvatlash bo‘yicha farmon va qarorlari; “Nogironlar huquqlari to‘g‘risida”gi BMT konvensiyasi hamda xalqaro tashkilotlarning hisobotlari; Ta‘lim, rehabilitatsiya va ijtimoiy xizmatlar bo‘yicha ilmiy maqolalar, tadqiqot ishlari; Davlat organlari va nohukumat tashkilotlarning hisobotlari va statistik ma‘lumotlari; Sotsiologik so‘rov natijalari va ekspert fikrlari. Tadqiqot natijalari imkoniyati cheklangan bolalarni qo‘llab-quvvatlash tizimini yanada rivojlantirish bo‘yicha ilmiy-amaliy tavsiyalar ishlab chiqishga xizmat qiladi.

ASOSIY QISM

Imkoniyati cheklangan bolalar uchun ijtimoiy yordamning huquqiy asoslari. Imkoniyati cheklangan bolalarga ijtimoiy yordam ko‘rsatish davlat siyosatining ustuvor yo‘nalishlaridan biri bo‘lib, uning huquqiy asoslari O‘zbekiston Respublikasi Konstitutsiyasi va xalqaro hujjatlar bilan mustahkamlangan. O‘zbekiston Respublikasi “Nogironlar huquqlari to‘g‘risida”gi BMT konvensiyasiga qo‘shilgan bo‘lib, bu nogiron bolalarning teng huquqlarga ega bo‘lishini kafolatlaydi. Mamlakatimizda imkoniyati cheklangan bolalarga qo‘shimcha ijtimoiy yordam ko‘rsatish bo‘yicha “Nogironlarni rehabilitatsiya qilish va ularning ijtimoiy integratsiyasini ta‘minlash” dasturi qabul qilingan. Ushbu dastur doirasida maxsus ta‘lim muassasalari, rehabilitatsiya markazlari tashkil etilgan hamda inklyuziv ta‘lim tizimi joriy qilinmoqda. Biroq, ushbu sohadagi qonunchilikni yanada takomillashtirish, xalqaro tajribani chuqur o‘rganish va ilg‘or mexanizmlarni amaliyotga tatbiq etish zarur. Imkoniyati cheklangan bolalarning ta‘lim va rehabilitatsiya tizimi. Imkoniyati cheklangan bolalar uchun sifatli ta‘lim olish imkoniyatlarini kengaytirish muhim masalalardan biri hisoblanadi. Hozirgi vaqtda O‘zbekistonda maxsus ta‘lim muassasalari va inklyuziv ta‘lim tizimi rivojlantirilmog‘da. Inklyuziv ta‘lim imkoniyati cheklangan bolalarning umumta‘lim maktablarida ta‘lim olishiga sharoit yaratadi va ularning jamiyatga moslashish jarayonini tezlashtiradi.

Ijtimoiy himoya va iqtisodiy qo‘llab-quvvatlash tizimi. Imkoniyati cheklangan bolalar davlat tomonidan turli ijtimoiy yordam va moddiy qo‘llab-quvvatlash dasturlari bilan ta‘minlanmog‘da. Jumladan: Davlat budjeti hisobidan ajratiladigan ijtimoiy nafaqalar; Nogiron bolalar uchun bepul tibbiy xizmatlar va rehabilitatsiya kurslari; Maxsus uy-joy dasturlari va imtiyozlar. Biroq, iqtisodiy qo‘llab-quvvatlash tizimini takomillashtirish ham dolzarb masalalardan biri bo‘lib qolmog‘da. Rivojlangan mamlakatlar tajribasiga ko‘ra, imkoniyati cheklangan bolalar uchun kasbiy ta‘lim va mehnat bozoriga moslashish dasturlarini kengaytirish muhim ahamiyatga ega. Shu sababli, O‘zbekistonda ham nogiron bolalarni kasb-hunarga o‘rgatish, ularni jamiyatda faol ishtirok etishga undaydigan dasturlarni ishlab chiqish va qo‘llab-quvvatlash talab

etiladi. Jamiyatda imkoniyati cheklangan bolalarga nisbatan ijobiy munosabatni shakllantirish. Imkoniyati cheklangan bolalar jamiyatning to'laqonli a'zolari hisoblanadi. Biroq, ularning ijtimoiy hayotga to'liq integratsiyalashuvi uchun jamiyatda ularni qo'llab-quvvatlovchi muhit yaratish zarur. Hozirda nogiron bolalar huquqlari va ularning jamiyatdagi o'rni to'g'risida targ'ibot ishlari olib borilmoqda, ammo bu boradagi sa'y-harakatlarni yanada kuchaytirish lozim.

Jamoatchilikning nogiron bolalarga nisbatan tushunchasini o'zgartirish va inklyuziv jamiyatni shakllantirish uchun: OAV va ijtimoiy tarmoqlar orqali maxsus dasturlarni ommalashtirish; Nogiron bolalar ishtirokida madaniy va sport tadbirlarini tashkil etish; Ularning huquq va imkoniyatlari haqida aholining xabardorligini oshirish. Bu kabi chora-tadbirlar imkoniyati cheklangan bolalar uchun yanada qulay va ochiq jamiyat yaratishda muhim rol o'ynaydi. Imkoniyati cheklangan bolalarga ko'rsatilayotgan ijtimoiy yordam tizimi yildan yilga rivojlanib bormoqda, biroq hali ham hal qilinishi lozim bo'lgan qator muammolar mavjud. Ta'lim, rehabilitatsiya, ijtimoiy himoya va jamiyatda ularning maqomini oshirish bo'yicha kompleks yondashuv talab etiladi.

Tadqiqot natijalari

Tadqiqot natijalariga ko'ra, imkoniyati cheklangan bolalarga ko'rsatilayotgan ijtimoiy yordam tizimi quyidagi asosiy yo'nalishlarda rivojlanayotganligi aniqlandi: Huquqiy asoslarning mustahkamlanishi – Nogiron bolalarning huquqlarini himoya qilishga qaratilgan qonunchilik hujjatlari va davlat dasturlari qabul qilingan. Biroq, ularning ijrosi va amaliy tatbiq etilishi bo'yicha ayrim kamchiliklar mavjud. Ta'lim va rehabilitatsiya tizimining takomillashuvi – O'zbekistonda imkoniyati cheklangan bolalar uchun maxsus ta'lim muassasalari va inklyuziv ta'lim dasturlari yo'lga qo'yilgan. Tadqiqot davomida maxsus pedagoglar va rehabilitatsiya mutaxassislariga bo'lgan talab yuqori ekanligi aniqlangan. Ijtimoiy himoya va iqtisodiy qo'llab-quvvatlash mexanizmlarining kengayishi – Imkoniyati cheklangan bolalar va ularning oilalari uchun davlat tomonidan turli nafaqalar va imtiyozlar ajratilmoqda. Biroq, ularning iqtisodiy mustaqilligini oshirish va mehnat bozoriga moslashish uchun qo'shimcha kasbiy o'qitish dasturlarini rivojlantirish zarur.

Muhokama

Tadqiqot natijalarini muhokama qilish jarayonida quyidagi asosiy jihatlar tahlil qilindi: Huquqiy va tashkiliy muammolar. Huquqiy asoslarning mavjudligi imkoniyati cheklangan bolalarga ko'rsatilayotgan yordam samaradorligini oshirish uchun muhim omil bo'lsa-da, ayrim amaliy muammolar mavjud. Jumladan, qabul qilingan qonunlarning to'liq amalga oshirilishi va monitoring tizimining samaradorligi bo'yicha muammolar aniqlangan. Shu bois, ushbu hujjatlarning amaliyotga tatbiq etilishini nazorat qilish mexanizmlarini kuchaytirish zarur. Ta'lim va rehabilitatsiya tizimidagi

kamchiliklar. Maxsus ta'lim muassasalari va inklyuziv ta'lim tizimi rivojlanayotgan bo'lsa-da, bu sohada hali ham dolzarb muammolar mavjud. Jumladan, maxsus pedagoglar va defektologlarning yetishmovchiligi, zamonaviy reabilitatsiya usullarining yetarlicha qo'llanilmayotgani hamda infratuzilmaning takomillashtirilishi zarurligi aniqlangan. Bu borada xalqaro tajribadan foydalangan holda, maxsus ta'lim va reabilitatsiya markazlarini zamonaviy jihozlar bilan ta'minlash va mutaxassislar tayyorlash tizimini kengaytirish maqsadga muvofiq. Ijtimoiy-iqtisodiy qo'llab-quvvatlash va bandlik muammolari. Tadqiqot natijalariga ko'ra, imkoniyati cheklangan bolalar va ularning oilalari uchun davlat tomonidan ajratilayotgan ijtimoiy yordamlar yetarli darajada bo'lsa-da, ularning iqtisodiy mustaqilligini oshirishga yo'naltirilgan chora-tadbirlar yetarlicha emas. Rivojlangan mamlakatlar tajribasiga asoslanib, nogiron bolalar uchun kasbiy o'qitish markazlarini kengaytirish va ularni ishga joylashtirish dasturlarini amalga oshirish muhim hisoblanadi.

Xulosa: Tadqiqot natijalari shuni ko'rsatadiki, imkoniyati cheklangan bolalar uchun ijtimoiy yordamni takomillashtirish jarayonida huquqiy, iqtisodiy, ta'lim va jamiyatga moslashish kabi muhim jihatlarga e'tibor qaratish lozim. Davlat tomonidan qator ijobiy islohotlar amalga oshirilayotgan bo'lsa-da, bu sohadagi muammolarni bartaraf etish uchun qo'shimcha chora-tadbirlar zarur. Xususan, ta'lim tizimida maxsus metodikalarni kengaytirish, reabilitatsiya markazlarini zamonaviy texnologiyalar bilan ta'minlash va jamiyatda nogiron bolalarga nisbatan ijobiy qarashlarni shakllantirishga yo'naltirilgan tadbirlarni kuchaytirish maqsadga muvofiqdir.

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