



**INTERNATIONAL CONFERENCE ON MODERN  
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## INTERNATIONAL CONFERENCE ON MODERN DEVELOPMENT OF PEDAGOGY AND LINGUISTICS

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## **INTEGRATING NEUROCOGNITIVE MEASURES INTO THE ASSESSMENT OF ENGLISH SPEECH PRODUCTION: A MULTIMODAL APPROACH**

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**Annotation.** This article explores the integration of neurocognitive measures, such as electroencephalography (EEG) and eye-tracking, into the assessment of English speech production. Traditional assessments often rely on subjective evaluations, which may overlook the underlying cognitive processes involved in language production. By incorporating neurocognitive tools, educators can gain deeper insights into how learners process linguistic information, allocate attention, and manage cognitive resources during speech tasks. The study highlights the potential of multimodal approaches to provide objective, real-time data on brain activity, visual attention, and working memory load, offering a more comprehensive understanding of speech production challenges. This approach not only enhances the accuracy of assessments but also identifies specific cognitive barriers that hinder language performance. Furthermore, it opens new avenues for personalized feedback and targeted interventions. By bridging the gap between neuroscience and language education, this research aims to revolutionize speech skill assessments, making them more scientifically grounded and learner-centered.

**Keywords:** Neurocognitive measures, speech production, EEG, eye-tracking, cognitive processes, multimodal assessment, working memory, language education.

**Introduction.** The assessment of English speech production has long been a cornerstone of language education, providing critical insights into learners' ability to communicate effectively. However, traditional methods of evaluation, such as oral exams or subjective teacher assessments, often fail to capture the intricate cognitive processes underlying speech production<sup>1</sup>. These methods tend to focus on surface-level performance metrics, such as fluency or accuracy, while overlooking the neural and cognitive mechanisms that drive language use. As a result, assessments may not fully reflect learners' true capabilities or identify the specific challenges they face. To address these limitations, this article proposes the integration of neurocognitive measures such as electroencephalography (EEG) and eye-tracking into the assessment of English

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<sup>1</sup> Luck, S. J. (2014). An introduction to the event-related potential technique (2<sup>nd</sup> ed.). MIT Press.

speech production, offering a multimodal approach that bridges the gap between neuroscience and language education<sup>2</sup>.

Neurocognitive measures provide a window into the brain's functioning during language tasks, revealing how learners process information, allocate attention, and manage cognitive resources. For instance, EEG can capture real-time brain activity, highlighting patterns associated with language processing, such as the N400 component, which is linked to semantic integration, or the P600, which reflects syntactic processing<sup>3</sup>. Similarly, eye-tracking technology can monitor visual attention, offering insights into how learners engage with written or visual prompts during speech tasks. By combining these tools, educators can obtain objective, data-driven insights into the cognitive demands of speech production, moving beyond subjective evaluations to create a more comprehensive and accurate assessment framework.

This multimodal approach is particularly valuable for understanding the challenges faced by English language learners (ELLs), who must navigate complex cognitive processes while producing speech. For example, retrieving vocabulary, applying grammatical rules, and organizing ideas coherently all place significant demands on working memory, which has a limited capacity. Neurocognitive measures can help identify when and how these demands exceed learners' cognitive resources, leading to errors or breakdowns in communication. Additionally, these tools can reveal individual differences in cognitive processing, enabling educators to tailor assessments and interventions to meet the unique needs of each learner<sup>4</sup>. The integration of neurocognitive measures also aligns with broader trends in language education, such as the shift toward evidence-based practices and personalized learning. By incorporating objective data into assessments, educators can provide more targeted feedback, helping learners address specific cognitive barriers and improve their language skills. Furthermore, this approach has the potential to transform how speech production is taught and assessed, making the process more scientifically grounded and learner-centered.

Despite its promise, the use of neurocognitive measures in language assessment is not without challenges. These include the need for specialized equipment, the complexity of interpreting neurocognitive data, and the requirement for interdisciplinary

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<sup>2</sup> Rayner, K. (1998). Eye movements in reading and information processing: 20 years of research. *Psychological Bulletin*, 124(3), 372-422.

<sup>3</sup> D'Esposito, M. (2007). From cognitive to neural models of working memory. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 362(1481), 761-772.

<sup>4</sup> Skehan, P. (2014). *Processing perspectives on task performance*. John Benjamins Publishing Company.

collaboration between linguists, neuroscientists, and educators<sup>5</sup>. However, as technology becomes more accessible and research in this area expands, the potential benefits of this approach are likely to outweigh the challenges, paving the way for more effective and equitable assessments of English speech production. Speech production in a second language, such as English, involves multiple cognitive processes, including vocabulary retrieval, grammatical structuring, and phonological encoding. These tasks place significant demands on working memory, which has a limited capacity. When cognitive load exceeds this capacity, learners may struggle with fluency, accuracy, or coherence.

Traditional assessment methods often fail to capture these underlying challenges, relying instead on subjective evaluations of surface-level performance. Neurocognitive tools, such as EEG and eye-tracking, offer a scientifically grounded way to assess speech production by providing real-time data on brain activity and visual attention. EEG measures electrical activity in the brain, revealing neural responses associated with language processing, such as the N400 (semantic processing) and P600 (syntactic processing)<sup>6</sup>. Eye-tracking, on the other hand, monitors where and how long a learner looks at specific areas of a visual stimulus, providing insights into attention allocation and comprehension. Integrating neurocognitive measures into speech assessments can enhance their accuracy and fairness. For example, EEG data can identify specific cognitive barriers, such as difficulties with grammar or vocabulary, while eye-tracking can reveal how learners engage with prompts or prepare their responses<sup>7</sup>. This multimodal approach enables educators to provide personalized feedback and targeted interventions, ultimately improving learning outcomes.

Table 1: Key neurocognitive measures and their applications in speech assessment.

<b>Neurocognitive measure</b>	<b>What it tracks</b>	<b>Application in speech assessment</b>
EEG	Brain activity (e.g., N400, P600)	Identifies neural responses to semantic and syntactic challenges during speech tasks.
Eye-Tracking	Visual attention and fixation patterns	Reveals how learners process written or visual

<sup>5</sup> DeKeyser, R. (2007). Skill acquisition theory. In B. VanPatten & J. Williams (Eds.), *Theories in second language acquisition* (pp. 97-113). Routledge.

<sup>6</sup> Osterhout, L., & Holcomb, P. J. (1992). Event-related brain potentials elicited by syntactic anomaly. *Journal of Memory and Language*, 31(6), 785-806.

<sup>7</sup> Spivey, M. J., & Richardson, D. C. (2009). Language processing embodied and embedded. In P. Robbins & M. Aydede (Eds.), *The Cambridge handbook of situated cognition* (pp. 382-400). Cambridge University Press.

		prompts and allocate attention during preparation.
FNIRS (Functional Near-Infrared Spectroscopy)	Brain oxygenation levels	Measures cognitive load and brain activation in real-time during speech production.
Reaction Time Analysis	Speed of response to stimuli	Assesses how quickly learners retrieve vocabulary or construct sentences under time pressure.

While neurocognitive measures offer significant potential, their integration into language assessment faces challenges, such as the need for specialized equipment and expertise. Future research should focus on developing standardized protocols and exploring how these tools can be combined with other assessment methods, such as automated speech analysis, to create a more holistic evaluation framework. By leveraging neurocognitive measures, educators can gain a deeper understanding of the cognitive processes involved in speech production, leading to more effective and equitable assessments that support learners' language development.

**Conclusion.** The integration of neurocognitive measures into the assessment of English speech production represents a transformative shift in language education. By leveraging tools such as EEG and eye-tracking, educators can move beyond traditional, subjective evaluations to gain objective, data-driven insights into the cognitive processes underlying speech production. This multimodal approach not only enhances the accuracy and fairness of assessments but also provides a deeper understanding of the challenges faced by English language learners, such as working memory overload or difficulties with syntactic and semantic processing.

The practical applications of neurocognitive measures are vast, from identifying specific cognitive barriers to providing personalized feedback and targeted interventions. These tools align with the growing emphasis on evidence-based practices and personalized learning, offering a more learner-centered approach to language assessment. However, challenges such as the need for specialized equipment and interdisciplinary collaboration must be addressed to fully realize their potential.

As research in this field continues to evolve, the integration of neurocognitive measures promises to revolutionize how speech production is taught and assessed. By bridging

the gap between neuroscience and language education, this approach paves the way for more effective, equitable, and scientifically grounded assessments that empower learners to achieve their full potential in English communication.

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**BOSHLANG'ICH SINFLARDA EKOLOGIK DUNYOQARASHINI  
TARBIYALASHDA KONSEPTUAL TAMOYILLARDAN FOYDALANISHNI  
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**Annotatsiya.** Maqolada boshlang'ich sinf o'qituvchilarida tabiiy fanlarni o'qitishda o'quvchilar ongida tabiatni sevish tushunchasini shakllantirish, tabiiy fanlarni o'qitishda o'quvchilar atrof muhitni asrab-avaylash imkoniyatlarini aniqlash, o'quvchilarda ekologik tafakkurni takomillashtirish, o'quvchilarning faktlarni tahlil qilishlari hamda tabiiy fanlarga oid muammolarni o'rganuvchi turli o'quv fanlariga oid bilimlar uzviyligini zamonaviy ta'lim texnologiyalari bayon etilgan.

**Tayanch so'zlar:** tabiiy fanlar, maktab, ta'lim, shakl, metod, foydalanish, meros, manba, ekologik dunyoqarash, o'qitish, tarbiya, munosabat, tushuntirish, o'qituvchi, boshlang'ich sinf.

Tabiiy fanlarni o'qitishda yuqori darajadagi kasbiy pedagogik tayyorgarligi ekologik bilimlarni va atrof-muhitni o'zlashtirish uchun kamroq vaqt talab etadi, kasbiy makonni kengaytiruvchi vektor sifatida muhitni muhofaza qilish bo'yicha harakatlar ko'nikmalarini shakllantirishni ta'minlaydigan atrof-muhit bilan o'zaro munosabatlarning o'ziga xos konsepsiyasini ishlab chiqish faoliyati bo'lib hisoblanadi.

Ijtimoiy taraqqiyotning hozirgi bosqichining o'ziga xosligi jamiyatning keyingi rivojlanishini ta'minlashning murakkab muammolarini hal qilishda inson, uning aql-zakovati, ma'naviy-axloqiy rivojlanishining rolini sezilarli darajada oshirishdan iborat.

Ijtimoiy rivojlanish uchun malakali mutaxassislar ko'plab vakolatlarga ega bo'lishi kerak, jumladan:

- Ijtimoiy-siyosiy, hayotiy masalalarni muhokama qilish va qabul qilishda ishtirok etish imkonini beradi qarorlar; demokratik institutlarni rivojlantirish;
- Axborot, yangi texnologiyalarni o'zlashtirishga hissa qo'shish, ularning samaradorligini tahlil qilish va baholash;
- Ta'lim, shaxsiy hayot davomida o'z-o'zini tarbiyalash istagini rag'batlantirish;

- Kommunikativ, muloqotga bo‘lgan ehtiyojni aniqlash, atrofdagi odamlar bilan muloqot qilish, ularning intilishlari, qiziqishlari, ehtiyojlarini tushunish ko‘nikmalarini shakllantirish;

Ekologik dunyoqarash jamiyatda o‘rnatilgan xulq-atvor normalari va qoidalarini, aloqa sohasidagi madaniy qadriyatlarni o‘zlashtirish zarurligini belgilaydigan ta’lim bo‘lib xizmat qiladi. Bu ta’limning ta’lim bilan chambarchas bog‘liqligidan dalolat beradi, chunki ta’lim va tarbiya jarayonlarining birligigina shaxsning rivojlanishi va takomillashishini ta’minlaydi. O‘qituvchining ekologiya sohasidagi yuqori malakasi nafaqat maxsus bilimlarning, balki ta’limning ham tegishli darajasi bilan bog‘liq. Biz ekologik ta’limni “Ma’naviy-axloqiy rivojlanishning maxsus tashkil etilgan maqsadli jarayoni deb hisoblaymiz, bo‘lajak o‘qituvchining ekologiya sohasida kasbiy tayyorgarligi muhim tarkibiy komponent universitetdagi o‘quv jarayoni. Ekologik samaradorlik psixologik-pedagogik majmua bilan belgilanadigan omillar”.

Tadqiqot mavzusi bo‘yicha ilmiy va ilmiy uslubiy adabiyotlarni tahlil qilish shuni ko‘rsatadiki: tashkil etish zarurati ekologiya sohasida bo‘lajak o‘qituvchilarning kasbiy tayyorgarligi darajasini oshirishga qaratilgan o‘quv jarayonida teskari aloqadan foydalanish. Ushbu muammoni hal qilish uchun biz ekologik ta’lim samaradorligi ko‘rsatkichlarini ishlab chiqdik, ulardan foydalanish bizga aniqlash imkonini beradi o‘quv jarayonini tashkil etishning vositalari, usullari va uslubiy texnikasi, shakllari majmuasidan foydalanishning maqsadga muvofiqligi; pedagogik sharoitlar, ishlashga ta’sir qiladi o‘qituvchilar va bo‘lajak o‘qituvchilarning ma’lum bir yo‘nalishdagi faoliyati.

Pedagogika oliy o‘quv yurti bo‘lajak o‘qituvchilarining ekologik tarbiyasi samaradorligini belgilovchi omillar quyidagilardir:

Tadqiqot mavzusi bo‘yicha ilmiy va ilmiy uslubiy adabiyotlarni tahlil qilish shuni ko‘rsatadi tashkil etish zarurati ekologiya sohasida bo‘lajak o‘qituvchilarning kasbiy tayyorgarligi darajasini oshirishga qaratilgan o‘quv jarayonida teskari aloqadan foydalanish. Ushbu muammoni hal qilish uchun biz ekologik ta’lim samaradorligi ko‘rsatkichlarini ishlab chiqdik, ulardan foydalanish bizga aniqlash imkonini beradi, vositalar, usullar va metodik usullar to‘plamidan foydalanishning maqsadga muvofiqligi;

O‘quv jarayonini tashkil etish shakllari; ishlashga ta’sir qiluvchi pedagogik sharoitlar o‘qituvchilar va bo‘lajak o‘qituvchilarning ma’lum bir yo‘nalishdagi faoliyati.

Bugungi kunda ekologiya, tabiatdan foydalanish, atrof-muhit muhofazasi va barqaror taraqqiyot sohasidagi ta’lim-tarbiya nafaqat O‘zbekistonda, balki jahonda ustuvor masalalardan biriga aylangan. Ekologiya, tabiatdan foydalanish, atrof-muhitni muhofaza qilish masalalari alohida maqsad - mazmunga ega bo‘lib, ekologiya -

tabiatdan foydalanish atrof-muhit muhofazasining nazariy asosi hisoblanadi. Bu uchta mushtarak tushuncha ekologik xavfsizlikni, ya'ni odam va tirik mavjudotlar hayotining ekologik himoyasini ta'minlashga xizmat qiladi hamda bu boradagi ta'lim-tarbiya mazmunida o'z ifodasini topadi.

Amaldagi ko'rsatkichlar dinamikasini tavsiflovchi olingan ma'lumotlarni taqqoslash natijasida pedagogik o'quv jarayonini o'tkazish jarayonida nazorat va tajriba-sinov guruhlar bo'lajak o'qituvchilari o'rtasida ekologik ta'lim darajalari aniqlandi.

Ko'rsatkichlarning informatsionligi bo'lajak o'qituvchilarga ruxsat berildi olingan ma'lumotlarni qayta ko'rib chiqish va ekologik ta'lim ko'rsatkichlarini yaxshilash bo'yicha keyingi ishlarni amalga oshirish zarurligini anglash.

Pedagogika universiteti bo'lajak o'qituvchilarining ekologik ta'limi bo'lajak o'qituvchining uning holati uchun shaxsiy javobgarligini anglash asosida atrof-dagi tabiat bilan uyg'un munosabatlarga erishishdan iborat bo'lgan maqsadni amalga oshirishga qaratilgan, shuningdek, vazifalar majmuasi:

Amaliy ekologik faoliyat motivlari - ekologik ta'limning ahamiyatini tushunish uchun asos muhim komponent sifatida kasbiy ta'lim;

Bashoratli natijalar kasbiy va pedagogik ekologik tayyorgarlik jarayonida ekologik ta'lim va boshqalaralar.

Ekologik ta'lim mazmuni tabiatning holati to'g'risida yangi ma'lumotlarni o'zlashtirishga bo'lgan ehtiyojni yaratishga qaratilgan vositalar va usullardan foydalanishni o'z ichiga oladi; pedagogik ta'sir subyektining atrof-muhit bilan o'zaro ta'siri harakterini o'zgartirish usullari; tabiatdagi faoliyat va xatti-harakatlarni nazorat qilish ko'nikmalarini shakllantirish;

Uning holati uchun shaxsiy javobgarlikni tarbiyalash usullaridan foydalanish; - tabiatni tiklash texnologiyalari bilan tanishishning asosiy vositalar ekologik ta'lim tabiatning ma'naviy va moddiy qadriyatlaridir. Ma'naviy ta'sirlar ijobiydir, tabiat rasmlari go'zalligi bilan mukammallashtirilgan insonning psixo-emotsional va jismoniy holati;

Havo tozaligining shifobaxsh ta'siri, ulardan oqilona foydalanish bilan ultrabinafsha nurlar va boshqalaralar.

Moddiy narsalarga manzarali va dorivor o'simliklarni o'z ichiga oladi; tabiatning turli mevalari; inson bir qismi bo'lgan, xilma-xilligi uning mohiyatini boyitib turuvchi hayvonot dunyosi va hakoza. Ekologik ta'lim usullari orasida etakchi o'rinni egallaydi: atrof-muhit bilan aloqa tabiatning asosiy sifatlaridir.

Demak, tabiatning aniqlanishi insonning atrof-muhit bilan birligining o'zaro bog'liqligi va o'zaro bog'liqligi; sifatini belgilovchi tabiatning rivojlanish

qonuniyatlarini tushuntirish tabiatning ajralmas, organik qismi bo‘lgan odamlarning hayoti; ishonirish usullaridir.

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## ZAMONAVIY TILSHUNOSLIKNING YO'NALISHLARI

**Raupova Parvina**

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**Annotatsiya:** Ushbu maqolada tilshunoslikning zamonaviy yo'nalishlari to'grisida bir qancha fikr mulohazalar yuritilgan bo'lib, hozirgi kundagi dolzarbligi haqida fikr yuritilgan. Ularning har bir yo'nalishi haqida malumotlar.

**Kalit sôzlar:** Tilshunoslik, lingvistika, termin, sotsiolingvistika, statik lingvistika, kompyuter lingvistikasi, sinxon va diaxon lingvistika, dinamik lingvistika.

### KIRISH

Lingvistika termini qator Yevropa mamlakatlari tillarida faol qo'llanilib, til haqidagi fanni anglatadi. Ushbu so'zning o'zagi lingua bo'lib, til degan manoni bildirdi. Uning O'zbek tilidagi muqobili, ma'nodoshi tilshunoslik bo'lun, ular o'zaro sinonimlik munosabatga kirishadi.

Lingvistika yoki tilshunoslik fani o'ziga xos murakkab ijtimoiy hodisa bo'lgan aloqa qurolini- tilni sistema sifatida - bir butun obyekt sifatida tadqiq va tahlil qiladi. Ayni jarayonda u turli ko'rinishlarda kuzatiladi. Bu ijtimoiy xarakterga ega bo'lgan tilning mohiyatidan, uni turli tomondan o'rganish, tekshirish lozimligidan va bu ilmiylik nuqtai nazaridan mutlaqo to'g'ri ekanligidan kelib chiqadi. Lingvistika nihoyatda qudratli ma'naviyat belgisi, millat boyligi bo'lgan tilni o'rganish jarayonida quyudagi kôrinishlarda namoyon bo'ladi.

1. Dinamik lingvistika
2. sinxron lingvistika
3. diaxon lingvistika
4. statik lingvistika
5. matematik lingvistika
6. paralingvistika
7. intralingvistika
8. sotsiolingvistika
9. psixolingvistika
10. kompyuter lingvistika

1. Dinamik lingvistika- asosan tilni real mavjudligiga, Kommunikativ jarayonda turlicha vazifalarni faol bajarishda taraqqiyotga o'zgarushga tadqiq qiladi.

2. Sinxron lingvistika- bu turdagi lingvistika tilning malum Bir davrdagi qotgan turg'un holatini tasvirlashga xizmat qiladi.

3. Diaxron lingvistika- tilning taraqqiyoti, til birliklarining ESA rivojlanish qonuniyatlari hamda natijalarini o'rganadi.
4. Statik lingvistika- til faoliyatidagi to'liq sinxronlashgan muayyan Bir davrni ajratadi va Uni tasvirlaydi. tilshunoslikning ushbu sohasi dinamik lingvistikadan farqli tildagi rivojlanish va o'zgarish jarayonidan mutlaqo chetlashgan, unga yaqinlashmagan holda tilning hozirgi zamonaviy davrni Bilan bogliq malum Bir qotgan qismini tekshiradi.
5. MATEMATIK LINGVISTIKA- tilni o'rganish va tasvirlash jarayonida Matematik usullarning qo'llash imkoniyatlarini tekshiradi.
6. PARALINGVISTIKA- bevosita nutq faoliyati Bilan bogliq bo'lib nutq jarayonida fikr ifodalash Bilan Bir vaqtda yuzaga keluvchi so'zlashuv nutqining doimiy hamrohi bo'lgan qo'l. va yuz harakatlarini nutqning balandligi, ekspressiv - emotsional boyoq kabi qator jihatlarni o'rganuvchi sohadir.
7. INTRALINGVISTIKA- ichki lingvistika til birliklarining sistem aloqasini, munosabatini ekstralingvistik, faktorlarga bog'liq bo'lmagan holda o'rganadi. Ichki lingvistikaning tadqiqot manbai bo'lib fonologiya, leksiologiya va grammatika hisoblanadi.
8. SOTSIOLINGVISTIKA- sotsiologiya va lingvistika fanlarining zaruriy va mantiqiy bog'liqligidan hosil bo'lib jamiyat va til munosabati masalasi Bilan shug'ullanadi. U tilni ijtimoiy soha sifatida talqin qiladi. shuning uchun sotsiolingvistikaning eng muhim asosiy muammosi tilni -til tabiatini ijtimoiy hodisa sifatida tekshirish uning jamiyatdagi, tilshunoslik fanidagi o'rni va ahamiyatini belgilashdir. u Statistik malumotlar, aholi ro'yxati va anketa ma'lumotlari metodikasi Bilan o'z faoliyatini kengaytirib boradi.
9. PSIXOLINGVISTIKA- psixologiya va lingvistika fanlarining umumlashmasi sifatida nutq jarayonini mazmun nuqtai nazaridan, Kommunikativ ahamiyati nutq aktining muayyan ijtimoiy-amaliy maqsadga yo'naltirilganligi jihatidan o'rganadi. U nutqdagi fikr ifodalashdagi shakl va mazmun birligiga alohida e'tibor beradi.
10. KOMPYUTERLINGVISTIKA- amaliy tilshunoslikning Bir bo'limi bo'lib uning asosiy maqsadi tilshunoslikga oid muammolarni kompyuter vositasida hal qilishdir. Aniqrogi kompyuter lingvistikasi tillarni o'qitish, muayyan fanlarga oid bilimlarni baholash, matnlarni tahrirlash, Bir tildan ikkinchi bir tilga tarjima qilish, Statistik tadqiqotlar olib birish kabi qator jarayonlarda faol xizmat qilmoqda.

### **XULOSA**

Lingvistika fani jamiyat taraqqiyotining, gullab yashnashining eng muhim eng asosiy tengi yoq mezonlaridan biri til -aloqa quroli ekanligini tasdiqlash va isbotlash uchun xizmat qiladi. shuningdek u talim oluvchilarga ona tili imkoniyatlarini ayni bir fikrni, narsa hodisani yuzlab usullar bilan ifodalash yo'llarini yetkazish bilan unda ijobiy

tafakkurni rivojlantirishga ona tilida fikrlash va ona tili qurulishining o'ziga xosligi boshqa tillardan farq qilishi.

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## **OZOD SHAROFIDDINOVNING O‘ZBEK ADABIY TANQIDCHILIGIDA TUTGAN O‘RNI**

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**Annotatsiya.** Ushbu tezis Ozod Sharafiddinovning o‘zbek adabiy tanqidchiligiga qo‘shgan hissasi haqida yangi va muhim natijalarni taqdim etadi. Uning adabiy jarayonni tahlil qilishdagi yondashuvi, adabiyot tarixini o‘rganishdagi uslubi va munaqqidlik faoliyati haqida tahlil qilinadi. Maqola Sharafiddinovning o‘zbek adabiy tanqidining rivojlanishiga ta’siri haqida yangi tushunchalarni misollar bilan taqdim etadi .

**Kalit so‘zlar.** Munaqqid , adabiy tanqidchilik, “E’tiqodimni nega o‘zgartirdim”, falsafiy dunyoqarash.

### **РОЛЬ ОЗОДА ШАРАФИДДИНОВА В УЗБЕКСКОЙ ЛИТЕРАТУРНОЙ КРИТИКЕ**

**Аннотация.** Этот тезис представляет новые и важные результаты о вкладе Озода Шарафиддинова в узбекскую литературную критику. Его подход к анализу литературного процесса, его стиль изучения истории литературы и его деятельность как критика детально анализированы. В статье представлены новые взгляды на влияние Шарафиддинова на развитие узбекской литературной критики.

**Ключевые слова.** Критик, литературная критика, «Почему я изменил свои убеждения», философское мировоззрение.

### **THE ROLE OF OZOD SHARAFIDDINOV IN UZBEK LITERARY CRITICISM**

**Abstract.** This thesis presents new and significant results concerning Ozod Sharafiddinov's contribution to Uzbek literary criticism. His approach to analyzing the literary process, his method in studying the history of literature, and his activity as a critic are analyzed in detail. The article offers new insights into Sharafiddinov's influence on the development of Uzbek literary criticism.

**Keywords.** Critic, literary criticism, "Why I Changed My Beliefs", philosophical worldview.

Ozod Sharafiddinov o‘zbek adabiyoti va tanqidchiligi tarixida o‘ziga xos va muhim o‘ringa ega bo‘lgan. U nafaqat adabiyotshunos olim, balki adabiy tanqidchi, jamoat arbobi va publitsist sifatida ham faoliyat ko‘rsatgan. O‘zining chuqur ilmiy yondashuvi, adabiy jarayonlarga ob‘ektiv baho berish qobiliyati hamda adabiyotshunoslikka o‘ziga xos maktab yaratib, o‘zbek adabiy tanqidchiligi rivojiga salmoqli hissa qo‘shgan shaxsdir.

Ozod Sharafiddinovning “E’tiqodimni nega o‘zgartirdim” asari o‘zbek adabiy tanqidchiligida alohida o‘rin tutadi. Ushbu asar adabiy va falsafiy qarashlarni chuqur tahlil qilish orqali yozuvchining e’tiqodiy o‘zgarishlari, shaxsiy va ijodiy o‘rishini yoritadi. Asar Sharafiddinovning insoniylik, adolat, haqiqat va e’tiqod mavzulariga munosabatini ochib beradi. Bu asar nafaqat uning shaxsiy ichki dunyosini, balki jamiyatdagi ideologik va madaniy muhitni tushunishga ham yordam beradi.

“E’tiqodimni nega o‘zgartirdim” asarining markazida yozuvchining shaxsiy hayoti va dunyoqarashidagi o‘zgarish yotadi. U o‘zining avvalgi e’tiqodlariga tanqidiy yondashadi va ularni qayta ko‘rib chiqadi. Ushbu jarayonni tasvirlashda muallif o‘z boshidan kechirgan tarixiy voqealar, o‘zgarishlar va jamiyatdagi ijtimoiy qarashlarni yoritib beradi.

Sharafiddinovning e’tiroficha, insonning e’tiqodi nafaqat u tug‘ilib o‘sgan muhitga, balki uning shaxsiy tajribasi, kitoblar orqali olgan bilimlari va uchrashgan insonlariga ham bog‘liq. Muallif jamiyatdagi yolg‘on va haqiqat, e’tiqodning mustahkamligi va uni sinab ko‘rish zarurati haqida bahs yuritadi.

Sharafiddinov asarda o‘zining dunyoqarashini keng falsafiy asosda yoritadi. Insonni e’tiqodga olib keluvchi sabablar, uni o‘zgartirish jarayonida duch keladigan ichki qarama-qarshiliklar chuqur tahlil qilinadi. Muallif e’tiqod erkinligi va har bir insonning haqiqatni o‘zi izlab topishi kerakligini ta’kidlaydi. Adibning uslubi mazmunan ham, badiiy jihatdan ham o‘quvchini chuqur o‘ylantiradi. U murakkab falsafiy masalalarni sodda va ravon tilda bayon qiladi. Bu esa asarni keng o‘quvchilar uchun tushunarli va qiziqarli qiladi. Asar o‘zbek jamiyatining ideologik o‘zgarishlar davrini aks ettiradi. Yozuvchi o‘sha davrning siyosiy va ijtimoiy bosimlarini, ideologik cheklovlarni va ulardan ozod bo‘lish yo‘llarini ochib beradi.

Ushbu asar nafaqat Sharafiddinovning shaxsiy e’tiqodiy yo‘li, balki kengroq ma’noda jamiyatdagi mafkuraviy kurashlarni tushunish uchun ham muhimdir. Asar yosh avlodni e’tiqod va haqiqatni o‘z ongida shakllantirishga, hayotning murakkab savollariga javob izlashga undaydi. “E’tiqodimni nega o‘zgartirdim” asari Sharafiddinovning o‘zbek adabiy tanqididagi rolini yana bir bor tasdiqlab, uni chuqur tafakkur va o‘ziga xos badiiy uslub sohibi sifatida ko‘rsatadi.

#### **FOYDALANILGAN ADABIYOTLAR RO‘YXATI**

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## **ИСПОЛЬЗОВАНИЕ ЦИФРОВЫХ МУЗЫКАЛЬНЫХ ПРОГРАММ ДЛЯ СОВЕРШЕНСТВОВАНИЯ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ МУЗЫКЕ**

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**Аннотация:** Цифровые музыкальные программы предоставляют новые возможности для совершенствования педагогических технологий в обучении музыке, обеспечивая студентов и преподавателей современными инструментами для создания, анализа и исполнения музыки. В статье рассматриваются принципы и методы применения цифровых музыкальных программ в образовательном процессе музыкальных учебных заведений. Основное внимание уделяется их влиянию на развитие творческих и исполнительских навыков студентов, а также на повышение эффективности педагогического процесса. Обсуждаются особенности применения программных средств в различных аспектах музыкального обучения: теории музыки, композиции, аранжировке, звукозаписи и анализе музыкальных произведений.

**Ключевые слова:** цифровые музыкальные программы, педагогические технологии, музыкальное образование, творческие навыки, музыкальная теория, композиция, аранжировка, звукозапись.

### **ВВЕДЕНИЕ**

С развитием цифровых технологий музыкальное образование претерпевает значительные изменения. Одним из наиболее заметных и продуктивных шагов в этом направлении стало внедрение цифровых музыкальных программ в учебный процесс. Современные музыкальные программы, такие как **Logic Pro, Ableton Live, Cubase, Finale** и другие, позволяют студентам не только углубленно изучать теоретические и практические аспекты музыки, но и расширяют возможности для реализации творческих идей, создания и обработки музыки, а также для освоения новых форм музыкальной деятельности.

Цифровизация музыкального образования предоставляет преподавателям и студентам уникальные возможности для улучшения качества обучения. Программы, позволяющие работать с виртуальными инструментами, записывать и редактировать музыку, а также анализировать музыкальные

произведения, значительно расширяют горизонты учебного процесса, делая его более интерактивным и доступным. В этом контексте возникает необходимость пересмотра традиционных педагогических методов, адаптации их к новым технологическим условиям и использованию цифровых средств для повышения эффективности музыкального образования.

Тема использования цифровых музыкальных программ в образовательном процессе представляет собой актуальную проблему, особенно в контексте подготовки будущих специалистов, которые будут работать в условиях высокотехнологичного музыкального мира. Применение таких программ в обучении способствует не только развитию технических и исполнительских навыков студентов, но и их креативных способностей, критического мышления, а также умения работать с различными музыкальными жанрами и стилями. В статье рассматривается роль цифровых музыкальных программ в совершенствовании педагогических технологий в обучении музыке. Особое внимание уделено их применению в различных аспектах музыкального образования: теории музыки, композиции, аранжировке, звукозаписи и музыкальном анализе. Анализируются возможности этих программ для повышения творческой активности студентов, их способности к самостоятельной музыкальной практике и развитию исполнительных навыков. Теоретические основы применения цифровых музыкальных программ в музыкальном образовании

Цифровые музыкальные технологии являются важной составляющей современного музыкального образования, поскольку они позволяют углубить и разнообразить учебный процесс, делая его более гибким, интерактивным и доступным. Программы для создания и обработки музыки, такие как Logic Pro, Ableton Live, Cubase, Finale, предоставляют преподавателям новые возможности для обучения композиции, аранжировке, музыкальному анализу и звуковой инженерии.

Применение цифровых программ позволяет студентам осваивать новые формы музыкального творчества, а также развивать критическое восприятие музыки и расширять горизонты музыкальной практики. В то время как традиционное музыкальное образование акцентирует внимание на работе с реальными инструментами и теоретическом анализе музыки, цифровые технологии открывают новые формы музыкального самовыражения, такие как создание электронной музыки, аранжировка и сведение звуков.

Влияние цифровых музыкальных программ на развитие творческих и исполнительских навыков студентов

Цифровые музыкальные программы оказывают значительное влияние на развитие творческих и исполнительских навыков студентов, обеспечивая их множеством инструментов для реализации музыкальных идей. Программы для создания музыки, такие как Logic Pro X и Ableton Live, позволяют студентам записывать и редактировать свои музыкальные произведения, создавая аранжировки, добавляя различные звуковые эффекты и синтезируя новые звуки. Процесс работы с такими программами развивает у студентов чувство музыкальной формы и структуры, помогает им лучше понимать музыкальные жанры и стили. Использование виртуальных инструментов позволяет улучшить технику исполнения, не зависимо от наличия реальных инструментов, что особенно важно в условиях ограниченного доступа к музыкальным инструментам, например, в дистанционном обучении.

Кроме того, цифровые музыкальные программы помогают студентам развивать навыки самоконтроля, планирования и организации творческого процесса. Применение таких технологий также способствует развитию навыков аудиовизуального восприятия и понимания музыкальной композиции в широком контексте, включая внимание к деталям, композиционным элементам и структуре произведения.

Применение цифровых программ в обучении музыкальной теории и композиции

Одним из основных направлений использования цифровых музыкальных программ является преподавание теории музыки и композиции. Программы, такие как Sibelius и Finale, позволяют студентам не только создавать партитуры и аранжировки, но и анализировать музыкальные произведения. Студенты могут изучать музыкальную форму, гармонию, ритм, а также экспериментировать с различными гармоническими и мелодическими структурами.

Цифровые музыкальные программы также предоставляют уникальные возможности для создания композиционных упражнений, которые могут быть выполнены как в индивидуальной, так и в коллективной работе. Это стимулирует творческий подход к обучению и позволяет преподавателям эффективно развивать у студентов навыки композиции.

Одним из значимых аспектов является использование программ для генерации музыкальных идей, что помогает студентам преодолевать творческие блоки и находить новые способы музыкального самовыражения. Например, программы для работы с MIDI-интерфейсом, такие как Ableton Live и FL Studio,

предоставляют студентам богатый инструментарий для экспериментов с музыкой в реальном времени.

Виртуальные инструменты и их роль в обучении музыкальной исполнительности

Виртуальные инструменты и симуляторы играют важную роль в обучении музыкальной исполнительности. Современные программы позволяют студентам освоить технику игры на различных музыкальных инструментах без необходимости иметь физические инструменты. Программы, такие как Kontakt, Pianoteq, EastWest Quantum Leap и другие, предоставляют качественные виртуальные версии традиционных инструментов, что позволяет студентам практиковаться и совершенствовать свои навыки исполнения.

Виртуальные инструменты также могут быть использованы для создания ансамблевых и оркестровых репетиций, что дает студентам возможность работать в коллективе, даже если физически они находятся в разных местах. Использование таких программ помогает студентам развивать навыки взаимодействия в группе, улучшать ансамблевую игру и ориентироваться в сложных музыкальных структурах.

Цифровая звукозапись и аранжировка как метод обучения

Программы для звукозаписи, такие как Pro Tools, Cubase и GarageBand, являются неотъемлемой частью образовательного процесса в музыкальных вузах. Эти программы позволяют студентам не только записывать и редактировать музыку, но и работать с различными эффектами, микшировать звуки, а также создавать аранжировки. Работа с такими программами способствует развитию музыкального слуха, а также помогает студентам лучше понимать процесс записи и производства музыки.

Цифровая звукозапись является также важным инструментом для анализа музыкальных произведений. Студенты могут использовать такие программы для записи собственных композиций и аранжировок, а затем анализировать их, улучшая свою работу. Таким образом, цифровая звукозапись становится важным инструментом для рефлексии и саморазвития студентов.

**Заключение.** Использование цифровых музыкальных программ для совершенствования педагогических технологий в обучении музыке представляет собой значительный шаг вперед в развитии музыкального образования. Цифровые программы открывают новые возможности для преподавания музыкальной теории, композиции, исполнительства и звукозаписи, позволяя студентам развивать творческий потенциал и совершенствовать свои профессиональные навыки. Внедрение этих технологий

в образовательный процесс способствует более гибкому, интерактивному и индивидуализированному обучению, что является важным аспектом в подготовке специалистов, готовых работать в условиях современной цифровой среды.

Преподаватели, использующие цифровые музыкальные программы в обучении, помогают студентам не только овладеть новыми инструментами и методами работы, но и развивать более глубокое понимание музыки, что способствует подготовке высококвалифицированных специалистов, готовых к творческим и профессиональным вызовам современного музыкального мира. Использование цифровых музыкальных программ в образовательном процессе представляет собой важный и необходимый шаг в развитии музыкального образования. Современные технологии предоставляют преподавателям новые инструменты для преподавания, а студентам — возможности для глубокого освоения различных аспектов музыки, включая композицию, аранжировку, анализ, звукозапись и исполнение. Цифровые программы, такие как **Logic Pro**, **Ableton Live**, **Cubase**, и другие, помогают студентам развивать творческую активность, улучшать исполнительские навыки и осваивать новые музыкальные техники. Интеграция цифровых технологий в музыкальное образование способствует не только углублению знаний студентов, но и развитию их критического восприятия музыки, способности работать с различными музыкальными стилями и жанрами. Внедрение этих технологий открывает новые горизонты для преподавателей и студентов, позволяя интегрировать традиционные методы обучения с инновационными подходами, основанными на цифровых инструментах и методах. Таким образом, использование цифровых музыкальных программ в обучении музыке способствует совершенствованию педагогических технологий, улучшению качества обучения, а также подготовке студентов к требованиям современного музыкального рынка. Для успешной интеграции цифровых технологий в образовательный процесс необходимо постоянное обновление знаний преподавателей и студентов, а также регулярное использование новых программных средств, которые могут эффективно дополнить традиционные музыкальные практики и подходы. Цифровизация музыкального образования является важным и необходимым шагом, который способствует подготовке специалистов, готовых работать в условиях постоянно меняющихся технологий и музыкальных тенденций, а также решать разнообразные творческие и профессиональные задачи в музыкальной сфере.

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## **INTEGRATION OF ELECTRONIC THESAURI WITH SEARCH SYSTEMS, INFORMATION RETRIEVAL AND NATURAL LANGUAGE PROCESSING**

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**Abstract:** This thesis explores the integration of electronic thesauri with search systems to improve information retrieval and natural language processing (NLP). Electronic thesauri enhance semantic analysis by identifying synonymy, antonymy, hypernymy, and hyponymy, enabling search engines to understand query intent more accurately. They expand search scope, improve ranking, and facilitate machine translation and AI-driven text analysis. The study highlights key methodologies in thesaurus construction, including linguistic resource integration and expert validation. By bridging computational linguistics and AI, electronic thesauri contribute to advanced text processing applications, knowledge graph development, and intelligent search functionalities.

**Keywords:** Electronic thesaurus, search engines, NLP, semantic analysis, AI, information retrieval, machine translation, computational linguistics, knowledge graphs.

The integration of electronic thesauri with search systems plays a crucial role in improving information retrieval by enabling search engines to understand the "meaning" of queries more accurately. Electronic thesauri contribute to semantic analysis, allowing search systems to not only match exact words but also recognize their synonyms, antonyms, and other related terms. This enhances search scope, ensuring that users receive more comprehensive and relevant results. For instance, if a user searches for "fruit," the system may also retrieve results related to "berries" and "citrus" due to their semantic connections. Additionally, thesauri help improve search result ranking by prioritizing responses based on relevance, ensuring that the most contextually appropriate results appear first. Thematic categorization further refines search accuracy, allowing users to find specific materials more efficiently by grouping related terms under broader subject categories. The development of electronic thesauri involves addressing key challenges such as defining optimal algorithms for their construction, establishing standardization methods, and ensuring seamless integration with search engines. Furthermore, unifying multiple thesauri into a single cohesive system remains a significant technical and linguistic challenge, requiring sophisticated computational approaches. Electronic thesauri also contribute to artificial intelligence-

driven applications, including machine translation and natural language processing. By incorporating semantic relationships such as synonymy, antonymy, hypernymy, and hyponymy, these thesauri enhance the ability of AI models to understand and generate human-like text. The synthesis and analysis of electronic thesauri involve systematically identifying semantic relationships among terms, evaluating the consistency and completeness of existing thesauri, detecting inconsistencies, and comparing different thesauri to establish compatibility. Creating new thesauri often requires integrating linguistic resources, ontologies, and expert evaluations to ensure accuracy. One of the fundamental aspects of electronic thesauri is their role in expanding search queries by identifying and linking words with similar meanings. This is particularly useful in automated text processing systems, where the ability to recognize conceptually related terms enhances overall search performance. Modern search engines leverage thesauri to better interpret user intent, reducing the dependency on exact keyword matches. Semantic field analysis allows search engines to generate results that align with user expectations, even when synonyms or related words are used in queries. Another critical application of electronic thesauri is their use in machine translation systems, such as Google Translate and DeepL. These systems rely on thesauri to establish accurate term equivalencies across languages, ensuring that translations preserve intended meanings.

The process of analyzing electronic thesauri involves evaluating the relevance and reliability of included terms, detecting errors, and ensuring logical consistency in hierarchical relationships. The comparison of multiple thesauri allows for a broader understanding of language structure, helping researchers refine and optimize linguistic databases. Thesaurus synthesis, on the other hand, focuses on generating new thesauri by incorporating elements from various sources, updating outdated terms, and integrating different thesauri into a unified framework. This process enables the creation of highly functional and context-aware linguistic tools. The reliability of electronic thesauri largely depends on the quality of data sources used in their creation. Linguistic databases, lexicons, and corpora serve as primary sources for thesaurus construction. High-quality thesauri rely on well-curated lexical resources, including dictionaries, grammar guides, and encyclopedic sources, to ensure the precision of included terms. In addition to linguistic databases, domain-specific ontologies contribute to thesaurus development by organizing concepts hierarchically and establishing interrelations between terms. Expert evaluation further strengthens the reliability of thesauri by validating the appropriateness of term groupings. Online resources such as Wikipedia and specialized academic repositories also serve as valuable sources for constructing and updating electronic thesauri. The methodologies

used in extracting information from linguistic sources include manual annotation, automatic text processing, and hybrid approaches combining both techniques.

Computational methods such as word embedding models, statistical frequency analysis, and deep learning contribute to thesaurus enhancement by identifying semantically similar terms in large text corpora. Electronic thesauri facilitate automated text analysis, allowing NLP applications to discern word relationships and improve the accuracy of sentiment analysis, document classification, and question-answering systems. The visualization of semantic networks further aids in understanding word associations, with tools such as ARANEUM offering graphical representations of related terms. The process of selecting appropriate thesaurus units involves defining the scope of a given domain, identifying key terms, and establishing hierarchical and associative relationships between them. Domain analysis helps determine the fundamental concepts relevant to a specific field, ensuring that thesaurus entries align with subject matter requirements. Expert consultation is often used to refine term selection, ensuring that key concepts are accurately represented. Thematic corpora analysis plays a critical role in determining term frequency and usage patterns, providing insights into how words interact within a given linguistic domain. Evaluating thesaurus quality involves assessing factors such as structural consistency, terminological accuracy, and applicability to information retrieval tasks. Key evaluation criteria include semantic coherence, hierarchical organization, and contextual relevance. Regular updates are necessary to maintain thesaurus effectiveness, particularly as language evolves and new terminologies emerge. The integration of electronic thesauri with artificial intelligence further extends their utility, enabling AI-driven systems to perform advanced text processing tasks with greater accuracy. Thesaurus-driven AI applications contribute to automated content summarization, knowledge graph construction, and intelligent search engines. The continued development of electronic thesauri represents a vital advancement in computational linguistics, bridging the gap between traditional lexicography and modern AI-powered text analysis.

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## **O‘QUVCHILARINING KREATIV TAFAKKURINI SHAKLLANTIRISH MUAMMOSI**

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**Annotatsiya.** Mazkur maqolada o‘quvchilarning kreativ tafakkurini shakllantirish muammosi, ularni bartaraf etish yo‘llari va o‘quvchilarda kreativ yondashuvni rivojlantirish haqida tahliliy ma’lumotlar keltirilgan.

**Kalit so‘zlar:** kreativ tafakkur, ma’naviy meros, ajdodlar tajribasi, ilmiy dunyoqarash, islohatchi pedagog, yosh kitobxon avlod.

**Аннотация.** В данной статье представлены аналитические сведения о проблеме формирования творческого мышления студентов, путях их преодоления и развитии творческого подхода студентов.

**Ключевые слова:** творческое мышление, духовное наследие, опыт предков, научное мировоззрение, педагог-реформатор, молодое читающее поколение.

Ma’lumki, “tafakkur” mafkura so‘zining arabchadagi “fa – ka – ra ” (afkor) so‘zidan olingan bo‘lib, “o‘ylamoq, fikrlamoq” degan mazmuni ifodalasa, “kreativ” so‘zi inglizchadan olingan bo‘lib, “ijodiy” tom ma’noda esa “yangi ijod, ijodiy yaratish” singari ma’nolarni ham anglatadi. Bu tushunchalar uyg‘unlashtirilgan holatda quyidagi ta’rifni keltirib chiqaradi: Kreativ tafakkur – aqlning peshqadamligi, tezlikda qarorlar qabul qilish va bundan cho‘chimaslik, ish vazifasi va sohasiga sodiqlik, tafakkurning moslashuvchanligi, egiluvchanligi, noanaviyligi, no-standart qarorlar va yechimlar qabul qilishdan hayiqmaslik. Ong, tafakkur va aqlni barcha yo‘nalishlarda istiqbolini ko‘rish va anglashga o‘rgatish, pragnoz qila olish kabi xususiyatlarning maqsadli tarbiyalanishi va shakllantirilishiga bog‘liq jarayondir. Shuningdek, kreativ tafakkur – fikrlashtezligi, mustaqil qarorlar qabul qilish, o‘z imkoniyatlariga ishonch, bir- biridan uzoq fikrlarni o‘zaro bog‘lay olish va tasavvur kengligi singari xususiyatlarda ham o‘z ifodasini topadi. Kelajagimiz poydevorining mustahkam ustuni sanalgan yoshlarimiz yuqoridagi kabi fazilatlarga ega bo‘lishlari bilan vatan taraqqiyotiga tamal toshini qo‘ygan bo‘ladilar.

Biznes taraqqiyotida va boshqa sohalarda taraqqiyot takomili o‘sishi, rivojlanishi, kengayishi va mo‘tadil saqlanishlarning ongli tabiati va eng muhimi doimiy tarbiyalanish va shakllantirishni talab etadigan qurol hisoblanadi. Mazkur tafakkur quroli – inson ma’naviyati, tabiati, bilimi, aqliy salohiyati shuningdek, mana shu juda katta bazani ishlata olish qobiliyatini ham o‘zichiga oladi.

Kreativ (ijodiy) tafakkur insonga xos eng muhim xususiyatlardan biri. Bu xususiyatdan maxrum bo‘lgan inson bamisoli hamma ishni ko‘r – ko‘rona bajaradigan qulga aylanib qoladi. Mutafakkir so‘zining o‘zagi ham fikrdir. Lekin, fikr yuritish qobiliyatiga ega bo‘lgan insonlarning hammasini ham mutafakkir deb bo‘lmaydi. Yuksak, teran va qudratli tafakkur sohibi bo‘lib, milliy va umumbashariy qadriyatlar rivojiga beqiyos hissa qo‘shgan buyuk ijodkorlar, allomalar va aziz avliyolar mutafakkir deb atashga munosibdir.

Ma‘naviy meros ajdodlar tajribasi, qoldirilgan ma‘naviy boylıklarining kelgusi avlodlarning amaliy faoliyati, tafakkur tarzida qanday ahamiyat kasb etishiga ko‘ra, yakka shaxs, alohida guruh yoki muayyan millatvakillariga tegishli bo‘lishi mumkin. Ular ma‘lum milliy tildaa yaratilgani, milliy, madaniy – ma‘naviy an‘analar, qarashlarni aks ettirishiga ko‘ra millatga, ma‘lum bir hududda istiqomat qiluvchi turli millatlarni qamrab olishi davlat hokimiyati amal qilib turgan davrda yaratilganiga ko‘ra davlatga, insoniyat tarixida tutgan yuksak o‘rniga ko‘ra sivilizatsiyaga xos bo‘lishi ham mumkin.

Hozirgi davrda tafakkurning predmeti yuzasidan psixologiyada turli – tuman qarash va ta‘riflar mavjuddir. Ularni ayrimlariga xarakteristika berib o‘tamiz. S.L.Rubinnggeyn nazariyasiga binoan, tafakkuri psixologik jihatdan o‘rganishning asosiy predmeti – jarayon, faoliyat tariqasiga namoyon bo‘lishdir. Muallif tafakkur operatsiyalari, shakllarini shakllantirishda – jarayon, muammoli vaziyatni qal qilishda esa – fikr yuritish faoliyati ekanligini tan oladi, lekin uni predmetli – amaliy faoliyat deb nomlaydi. Shuning bilan birga tafakkurning strukturasi, fikr yuritish motivatsiyasi to‘g‘risida nazariy metodologik muammolarni o‘rtaga tashlaydi. P.Y.Galperin fikriga ko‘ra, tafakkur bu – orientirlash – tadqiqot faoliyati, orientirovka jarayondir, ya‘ni orientirovka – jarayon, orientirovka faoliyat. Muallif psixologiya fani intellektual masalalarni yechishda subyektning tafakkurga orientirovka qilish jarayonini o‘rganishdan iborat deb tushuntiriladi. P.Y.Galperin tafakkurning boshqa jihatlarini o‘zining aqliy harakatlarni bosqichli shakllantirish nazariyasidan kelib chiqqan holda yoritishga intiladi.

A.V. Brushlinskiy tadqiqotlarida tafakkurning muhim yangilikni qidirish va ochish, gipoteza va nazariyalarni bashorat qilish oldindan payqash xususiyatlari alohida ta‘kidlab o‘tiladi. Yuqoridagi mualliflardan farqli o‘laroq, A.V. Brushlinskiy tafakkurning umumlashtirib, bilvosita aks ettirishdan tashqari muhim yangilikni izlash va ochish, oldindan bashorat qilish xususiyatlari mavjudligini dalillab ko‘rsatadi.

Shuningdek, tafakkur atrof- muhitdagi voqelikni nutq yordami bilan bevosita, umumlashgan holda aks ettiruvchi psixik jarayon, ijtimoiy sababiy bog‘lanishlarni anglashga, yangilik ochishga va bashorat qilishga yo‘naltirilgan aqliy faoliyatdir.

Ta'rifda tafakkurning eng muhim xususiyatlari va funksiyasi sanab o'tilgan, ya'ni so'z (fikir) bilan, umumlashtirilib, bevosita, ijtimoiy sababiylik, yangilik ochish, bashorat qilish, jarayon, faoliyat va boshqalar. Bizningcha, berilgan ta'rifdan kelib chiqqan holda tafakkur predmetini aniqlashda harakat qilinsa, maqsadga muvofiq ish qilingan bo'lar edi. Tafakkur predmetini aniqlashga harakat qilinsa, maqsadga muvofiq ish qilingan bo'lar edi. Tafakkur predmetini belgilash mashaqqati uning murakkab bilish jarayoni ekanligini yana bir karra tasdiqlab turibdi. Ma'ruza va dars jarayonlarida tafakkurning analiz qilish operatsiyasi juda muhim rol o'ynaydi. Insonga savod o'rgatish bola nutqini analiz qilishdan boshlanadi. So'ng bu holat matni gaplarga, gaplarni so'zlarga, so'zlarni o'z navbatida bo'g'inlarga, fonemalarga, ularni esa tovushlarga bo'lish singari aqliy faoliyat bilan asta – sekin almashtiriladi. Arifmetika, algebra, geometriya, trigonometriya, fizika yoki O'zbekiston tarixi, falsafa, iqtisod, politologiya, psixologiya va bohqa fan asoslarini o'rganish muammoli topshiriqlarni, masalalarni yechish ham analiz qilishdan boshlanadi. Yuqorida aytib o'tilgan motor yoki boshqa qismlarning rolini chuqur tushunish uchun yolg'iz analizning o'zi kifoya qilmaydi. Chunki tarkibiy qismlarni birlashtirilgan holda bir – biriga ta'sir qilib turgan motor vamashinani butunligicha olib tekshirgandagina, uning motor yoki mashina ekanligini angalash mumkin.

Maqsad, muammo va vazifalar o'zga shaxslar tomonidan qo'yilib, tayyor usul va vositalarga tayangan holda o'zga kishilarning bevosita yordami bilan amalga oshirilishi jarayonida bir oz ishtirok etgan tafakkur nomustaqil tafakkur deb ataladi. Nomustaqil tafakkurli kishilar “tayyor mahsulotlar quli”ga aylanadilar, o'sishdan orqada qolish xavfi tug'iladi. Natijada aql – zakovatli inson bo'lisho'rniga kaltabin, aqlan erinchoq, behafsala odam to'siq bo'lib, yakka shaxs uchun esa tragediya rolini bajarishi ehtimoldan xoli emas.

Fikrning mustaqilligi, uning mahsuldorligi bilan uzviy bog'langan. Agar inson tomonidan muayyan vaqt ichida ma'lum soha uchun qimmatli va yangi fikrlar, g'oyalar, tavsiyalar yaratilgan hamda nazariy va amaliy vazifalar hal qilingan bo'lsa, bunday kishining tafakkuri sermahsul tafakkur deb ataladi. Demak, vaqt oralig'ida bajarilgan ish ko'lan va sifatiga oqilona baho berish tafakkur mahsuldorligini o'lchash mezoni sifatida xizmat qiladi.

Tafakkurning ixchamligi deganda, muammoni hal qilishning dastlab tuzilgan rejasi (plani) mazkur jarayonda masala yechish shartini qanoatlantirmay qolsa,, nomutanosiblik hosil bo'lsa, hech ikkilanmay elastik ravishda o'zgartirishlar kiritishdan iborat, fikr yuritish faoliyatini tasavvur qilmog'imiz shart. Fikrning operativ jihatdan, tezkorlik bilan o'zgartirishdan va to'g'ri yo'nalishiga yo'llab yuborishdan iborat tafakkur sifati uning ixchamligi deyiladi. Masalan, “Tanlab imtihonda avval

g'oyani noto'g'ri yoritayotib, o'z –o'zidan “birdaniga” xatosini anglab, to'g'ri javob bera boshlashi” kabilar. Demak, tafakkurning mazkur sifati fikrlarni, informatsiyalarni tinglovchilarga xato va kamchiliksiz yetkazib berish garovidir.

Tafakkurning tezligi qo'yilgan savolga va muammoga to'liq javob olingan vaqt bilan belgilanadi. Uning tezligi qator faktorlarga: jumladan, fikrlar uchun zarur materialni tez yodga tushira olishga muvaqqat bog'lanishlarning tezligi turli hislarning mavjudligiga, insonning diqqatiga, qiziqishiga bog'liq bo'ladi. Bundan tashqari, tafakkurning tezligi boshqa shartlarga: insonning bilim saviyasiga, fikrlash qobiliyatiga, mavjud ko'nikma va malakalariga ham bog'liq ekanligi isbotlangan. Xulosa qilib aytganda, tafakkur jarayonlarining tezligi va jarayonlarning ma'lum fursat ichida qanchalik samara berganligi bilan baholanadi.

Jahon psixologlarining ko'rsatishiga qaraganda, yuqori tahlil qilib chiqilgan tafakkur sifatlari ularning asosiy xususiyati bilan uzviy bog'liqdir. Tafakkurning asosiy va eng muhim belgisi, xususiyati bu- moddiy voqelikdagi muhim jihatlarini ajratib, mustaqil ravishda yangi mazmundagi umumlashmalarni keltirib chiqarishdir. Inson oddiy narsalar to'g'risida fikr yuritganda ham ularning tashqi belgilari bilan chegaralanib qolmaydi, balki hodisa mohiyatini ochishga intiladi, oddiy turmush haqiqatidan umumiy qonuniyat yaratishga harakat qiladi. Shubhasiz, inson tafakkuri hali izlanmagan, to'la foydalanilmagan rezerv va imkoniyatlarga ega. Tafakkur psixologiyasining asosiy vazifasi ana shu rezervlarni to'la ochish, fan va texnika progressini intensivlashdan iborat. Chunki har qanday kashfiyot, yangilik, progress inson aql – zakovatining mahsulidir. Shu boisdan ham fan va texnika progressi insonshunoslik fanining rivojiga ko'p jihatdan bog'liqdir.

Kreativ tafakkur jarayonida inson masalani hal qilishda o'zgalarning yordamiga tayanib ish ko'radi. Ayrim hollarda masala yoki topshiriqni hal qilish, yechish paytida ijodiy tafakkur shaxslararo munosabatda, muloqotdagi voqea bo'ladi. Muloqot esa fikr almashish, suhbatlashish, muhokama qilish, bahslashish, isbotlash, dalillash kabi mantiqiy usullardan tashkil topadi. Fan va texnika taraqqiyoti tarixining ko'rsatishiga qaraganda, yirik ilmiy kashfiyotlar, falsafiy mushodalar, ilmiy nazariyalar, konstruktiv ijodlarning aksariyati ulug' kishilar tomonidan ijtimoiy tafakkurning mahsuli sifatida, kollektiv tafakkuri natijasi tariqasida dunyo yuzini ko'rgan. Demak, ijodiy tafakkur avlodlarning aql – zakovati durdonalarining tizimlashishi natijasida voqelikni yangilik elementi bilan boyitadi, xolos.

Kreativ tafakkur bilan masala yechish o'zaro uzviy bog'langan bilish jarayonlaridir. Lekin, ijodiy tafakkurni masala vositasiga aylantirib yuborish mutlaqo mumkin emas. Shuning uchun ularning nozik jihatlarini farqlab olish maqsadga muvofiqdir. Shuning uchun ularning nozik jihatlarini farqlab olish maqsadga

muvofiqdir. Jumladan, masalani hal qilish, yechish faqat tafakkur yordami bilan amalga oshiriladi, chunki bunda hech qanday o‘zgacha yo‘l bo‘lishi mumkin emas va bo‘lmaydi ham. O‘z navbatida tafakkur masala yechish vaqtidagina vujudga keladi. Shu boisdan yangi masala qo‘yishda, yangi muammolarni barpo qilishda, ularning inson tomonidan (o‘zgaralar) anglab yetishida va boshqa hollarda asosiy rol o‘ynaydi. Binobarin, ijodiy tafakkur faqat masala (muammo) hal qilish bilangina bog‘liq bo‘lmasdan, balki bilimlarni egallash, tekstlarni tushunish, narsa hamda hodisalarni tanqidiy jihatdan analiz qilish va hokazolarda ham juda zarurdir.

Xo‘sh, muammoli vaziyat bilan masala yechishning o‘zaro tafovuti bormi? Odatda muammoli vaziyat vujudga kelganda odam favqulodda hech kutilmagan, notanish, tushunilishi murakkab bo‘lgan, noma’lum narsa va hodisalar bilan uchrashadi. Aqliy zo‘r berish natijasida iroda sifatlarini ishga solish orqali muammoli vaziyatdan kelib chiqib, uning bilan mahkam aloqa qilib hukm suradi. Tafakkur muammoli vaziyatni analiz qilish natijasida uni ravshanlashtirib, yechish mumkin bo‘lgan masalaga aylantiradi. Demak, bu yerda o‘zaro mustahkam bog‘langan fikr yuritishning berk zanjiri vujudga keladi: Tafakkur – muammo masala. Zanjirning har bir zvenosi hamisha va beto‘xtov bir – birlarini taqazo etadi.

Xulosa qilib aytganda, insonning ijodiy tafakkuridagi g‘oyaviy, mafkuraviy, ma’rifiy, madaniy, diniy va axloqiy qadriyatlar, dunyoqarash, urf – odatlar, an’analar va munosabatlar kelajak avlodning ma’naviy merosini belgilaydi.

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## **MAQSUD SHAYXZODADA KO'P QIRRALI ISTE'DOD EGASI**

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**Annotatsiya:** Maqsud Shayxzodaning ijodi shu qadar qiziqarliki, u nafaqat bir yo'nalishda, balki turli yo'nalishlarda juda qiziqarli faoliyat ko'rsatgan Shayxzodada ko'p qirrali iste'dod egasi edi. U she'r va dostonlar bilan bir qatorda juda yuqori badiiy salohiyatga ega dramalar ham yaratadi. Ushbu maqolada Maqsud Shayxzoda ijodining yoshlar tarbiyasidagi ahamiyati, o'zbek adabiyotida asar qahramonlari obrazida ifodalangan jasorat, adolatlilik, teran fikrlash, ommaviylik kabi fazilatlar haqida so'z yuritildi.

**Kalit so'zlar:** ijodkorlik, jasorat, adolat, teran fikr, ommaviylik, adabiyotshunos

Maqsud Shayxzodaning ijodi shu qadar qiziqarliki, u nafaqat bir yo'nalishda, balki turli yo'nalishlarda juda qiziqarli faoliyat ko'rsatgan Shayxzodada ko'p qirrali iste'dod egasi edi. U she'r va dostonlar bilan bir qatorda juda yuqori badiiy salohiyatga ega dramalar ham yaratadi. Shayxzoda umrining oxirida yozgan, ammo tugatmagan "Beruniy" dramasi hisobga olmaganda, uning "Jaloliddin Mangubardi" va "Mirzo Ulug'bek" dramalari allaqachon xalqimizning badiiy mulkiga aylangan. Shayxzodaning ikkinchi Jahon urushi yillarida yozilgan "Jaloliddin Manguberdi" (1944) tragediyasi tarixiy jihatdan aniq va o'z yurtining ozodligi va mustaqilligi uchun mo'g'ul bosqinchilariga qarshi kurashgan oxirgi Xrizmiya podshohining jangovar jasoratini haqorat qiladi. Oybek va G'afur G'ulom o'sha paytda asarga yuksak baho berib, "tarixiy jarayonning asl ma'nosi, ichki ma'nosi" ochib berildi. 1946-yilgacha "Jaloliddin Manguberdi" dramasi "ayrim parchalar" armug'on " to'plamida bosilgan edi. Shundan keyin 43 yil davomida asar tilga olinmadi va dunyo yuzini ko'rmadi. Asar sahnadan olinganidan ko'p o'tmay shayxlikda qamalgan.

Ish siyosiy o'tgan idealizm deb zaryadlangan bo'ladi. Musodara qilingan narsalarga dramaning qo'lyozmasi kiritilgan. Muallif oqlanib, qaytarilgandan so'ng, ba'zi tashkilotlar qo'lyozmani "yo'qolgan" degan bahona bilan qaytarib bermadilar. Shayxzoda uni bir necha yil davomida qidirishga majbur bo'ldi va nihoyat uning teatrning sobiq suffl-dan nusxasini topishga muvaffaq bo'ldi. Ammo shunda ham asar matni nashr etilmaydi. Taqdir o'yiniga qarang, muallif bu asar nashr etilganini ko'rmay, olamdan ko'z yumdi.

"Jaloliddin Manguberdi" ning to'liq matni ilk bor Bokuda Shayxzodaning Ozarbayjon tilida bo'lib o'tgan ikki jildlik saylovida chop etildi va chop etildi. Faqat 1988 yilda

Jaloliddin Manguberdi "birinchi marta O'zbek tilidagi yozuvchi tomonidan"O'lmas dunyo" kitobida to'liq nashr etilgan. Shayxzodaning yozuvchilik va ijodkorlik fikrining o'tkirligi yana bir bor isbotlandi. Maqsud Shayxzodaning o'zbek adabiyotiga qo'shgan yana bir ulkan hissasi "Mirzo Ulug'bek"tragediyasidir. Fojia 1964 yilda yozilgan, o'sha yili asar Hamza teatri sahnasiga qo'yiladi, uning asosida keyinchalik kinofilm yaratiladi. Shayxzoda adabiyotshunos va tanqidchi sifatida ham samarali qalam tebratdi, o'zbek xalq og'zaki ijodi," Alpomish"," shakar bilan shakar", Bobur, Muqimiy, Furqat, Oybek, G'afur G'ulom, Hamid Olimjon, Jahon adabiyotining Nizomiy Ganjaviy, Sh.Rustaveli, A. S. Pushkin, N. A. Nekrasov, A. N. Ostrovskiy, T. G. Shevchenko, A. P. Chexov singari uning namoyonlariga bag'ishlangan asarlar yeydi. Talaygina pedagog olim va shoir sifatida shoirlar, adabiyotshunos olimlar va tanqidchilar avlodining kamolotiga munosib hissa qo'shmoqda.

Chunki uning haqiqiy, sodiq do'stlari ham yo'q edi. Bular: Oybek, G'afur G'ulom, Hamid Olimjon, Komil Yashin, Mirtemir, Shukur Burxon. Shayxzodaning adabiy bilim sohasini kengaytirish, uning ijodini mumtoz jahon yozuvchilarining badiiy tajribasi bilan boyitishda tarjima muxim rol o'ynadi. Unda A. Rustavelining" yo'lbars terisi bilan qoplangan paxlavon" dostoni, U. Shekspir sonetlari joylashgan.S. Pushkin she'rlari," mis chavandoz " dostoni," Motsart va Salyeri " fojiasi, M. Yu.Lermontov she'rlari va "Kavkaz asiri" dostoni ham Nizomiy, Fuzuliy, Mirzo Fatali Oxundov, Ezop, Esxil, Gyote, Bayron, Mayakovskiy, Nozim Hikmat va boshqa ba'zi yozuvchilarning asarlarini o'zbek tiliga katta mahorat bilan tarjima qilgan.

Maqsud Shayxzoda yuksak bilim egasi sifatida uning butun ijodi chuqur siyosiy publitsistik ruhga to'lgan edi. Uning she'riy, dramatik asarlari qaysi mavzuga bag'ishlanmasin, zamon bilan hamnafas. Shuning uchun ijodkorning ushbu turdagi bevosita publitsistik janrda xizmat qilishi tasodifiy emas. Uning ajoyib badiiy janrga ega bo'lgan publitsistik maqolalari va nutqlari ushbu iste'dodli adib ijodining mazmuni va xilma-xilligidan yorqin nishondir. Iste'dodli shoir ham mohir tarjimon edi. U jahon adabiyotining mumtoz shoirlari asarlarini o'zbek tiliga tarjima qilishda katta xizmat qiladi. Xususan, Shayxzoda tarjimasida O'zbek drama teatrlari sahnasida Shekspirning" Hamlet "va" Romeo va Juletta " asarlari sahnalashtirilgan. Shoir mahoratining o'sishi uning jahon adabiyotining mumtoz asarlarini katta muhabbat bilan o'rgangani, ularning boy badiiy tajribasini mahorat bilan o'zlashtirgani bilan ham bog'liq edi. Shuningdek, u g'arbiy Evropa va rus adabiyotini mukammal bilgan holda o'z vatani adabiyotini - Sharq she'riyati merosini chuqur o'rgangan. Maqsud Shayxzoda 50-yillarning boshida mutlaqo asossiz qamoqqa tashlanadi va 25 yilga surgun qilinadi. Stalin vafotidan keyin tuhmat bilan nohaq qamalgnlarning ishi qayta Ko'rildi. Shunday qilib, 1955 yilda Shayxzoda ko'plab fidoyi ziyolilarimiz qatorida oqlandi.

Ammo 5 yillik qamoq azoblari natijasida shoirning sog'lig'i juda yomonlashdi. Shunga qaramay, u umrining oxirigacha 10 yil baland uyning yuqori qavatida yashashga majbur bo'ldi. Bunday og'ir sharoitlarda va kasalliklarda ham sira nolimay hayotidan butun umri davomida ijod qilishni to'xtatmadi. Boshidan qancha qayg'uli kunlar o'tmasin, umuman zulm qilinmagan. Uning imoni, dunyoga bo'lgan nuqtai nazari, Theran yuqoridagi oyatlarda tasvirlangan. U hech qachon alamzadada yashamagan. Aksincha, u hech narsa demadi, unga xiyonat qilganlar, azob-uqubatlarga, og'ir kasalliklarga duchor bo'lganlar haqida hech narsa demadi. Shayxzoda o'zining insoniy fazilatlariga sodiq bo'lib, hamisha xayrixohlik va yuksak fazilatlar bilan yuksalib yashadi.

Yozuvchi, adabiyotshunos dramaturg, tarjima ustasi, buyuk ma'rifatparvar, tilshunos va adabiyotshunos Maqsud Shayxzoda nomidagi o'quv zali va ekspozitsiya Darg'asiyu, Jaloliddin Manguberd kabi buyuk tarixiy shaxslarning buyuk san'ati bilan nihoyatda nozik did va mohiyatan uyg'unlikda tashkil etildi. Prezidentimiz Islom Karimov imzosi bilan e'lon qilingan O'zbekiston Respublikasi Vazirlar Mahkamasining 24 yil 1998 sentyabrdagi "Jaloliddin Manguberdi tavalludining 800 yilligini nishonlash to'g'risida" gi qarori xalqimiz tarixi, jumladan, Jaloliddin Manguberdi taqdiri va kurashiga munosib tarzda to'xtalib o'tdi, haqiqatni himoya qildi, shuningdek yana bir bor tasdiqlaydi. Shoir 19 yil 1967 fevralda kasallikdan vafot etadi. O'limidan keyin olti jildli "asarlar" nashr etiladi. Mustaqillik yillarida marhum Maqsud Shayxzodaning ijodi va uning xizmatlari haqiqiy qadr topdi.

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## **Loss of Connotative Meaning in the Translation of Somatic Phraseological Units (Based on English and Uzbek Lexicographic Materials)**

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***Abstract:** This study explores the loss of connotative meaning in the translation of somatic phraseological units from English to Uzbek and vice versa, using lexicographic materials as the primary source of analysis. Phraseological units containing body-part terms, such as "face," "hand," or "heart," often carry deep cultural and emotional connotations that may not be fully conveyed in translation. The research investigates the semantic, pragmatic, and emotive losses that occur when translating these expressions and examines the factors contributing to these shifts, including cultural differences, linguistic structures, and translation strategies. By employing a comparative linguistic approach, this study classifies connotative meaning losses into semantic distortions, pragmatic omissions, and emotional weakening. The findings highlight the challenges of retaining connotative nuances in translation and provide practical insights into how translators can minimize such losses by employing more context-aware strategies.*

***Keywords:** Somatic phraseological units, connotative meaning, translation loss, phraseology, cognitive semantics, lexicographic analysis, intercultural communication, translation strategies, linguistic relativity, cultural linguistics.*

### **Introduction**

Language is not merely a system of communication but a repository of cultural values, traditions, and worldviews. Among its most expressive elements are phraseological units, which often encode figurative meanings that go beyond their literal sense. Within this category, somatic phraseological units (idioms containing body-part terms) hold a unique cognitive and cultural significance, as they frequently symbolize human emotions, character traits, and social relationships. For example, the English idiom "to save face" and its Uzbek counterpart "yuzini yorug' qilmoq" both convey the idea of maintaining one's reputation, but their cultural implications and pragmatic functions differ.

The translation of phraseological units presents a significant challenge due to the loss of connotative meaning, which occurs when an expression's semantic, emotive, or cultural associations fail to transfer accurately between languages. This issue is

particularly evident in somatic phraseological units, where bodily imagery is deeply rooted in culture-specific perceptions. While some idioms have direct equivalents, many require adaptation, approximation, or reformulation to preserve their intended effect.

Despite the richness of phraseological expressions related to the human body in both English and Uzbek, comparative studies on the connotative meaning loss in translation remain scarce. This research aims to bridge this gap by:

1. Identifying somatic phraseological units in English and Uzbek through lexicographic analysis.
2. Classifying connotative meaning losses in translation based on semantic, pragmatic, and emotional distortions.
3. Analyzing cultural and linguistic factors influencing these shifts.
4. Providing translation strategies to minimize connotative loss while maintaining linguistic accuracy and cultural authenticity.

By investigating how and why connotative meanings are lost in translation, this study aims to contribute to a deeper understanding of phraseological equivalence, cultural semantics, and the challenges faced by translators when dealing with idiomatic expressions. The insights from this research will be beneficial for linguists, translators, and scholars of intercultural communication, offering a structured framework for preserving connotative depth in cross-linguistic transfer.

### **Theoretical Framework**

The theoretical foundation of this study is built upon cognitive semantics, cultural linguistics, and translation studies, which collectively provide a structured lens through which the loss of connotative meaning in somatic phraseological units can be examined. Given that idiomatic expressions are not arbitrary but conceptually motivated (Lakoff & Johnson, 1980), this research explores how somatic idioms reflect cognitive and cultural models and how these models impact their translation.

Cognitive semantics, particularly Conceptual Metaphor Theory (CMT) developed by Lakoff and Johnson (1980), suggests that idiomatic expressions are formed through systematic metaphorical mappings based on human experience. Many somatic phraseological units are rooted in bodily experiences, making them deeply embodied and culturally entrenched. For instance:

- The English phrase "keep a straight face" metaphorically associates the face with emotional restraint.
- The Uzbek equivalent "yuziga hech narsa bilintirmaslik" (literally: "not letting anything be seen on the face") reflects a similar concept but with a more socially embedded nuance related to emotional suppression.

In translation, such metaphorical mappings often do not align perfectly, leading to semantic distortions or cultural reinterpretations.

The Sapir-Whorf Hypothesis (1956) proposes that language shapes human perception of reality, meaning that speakers of different languages categorize and interpret the world differently. This principle applies to phraseological units, as idioms are not just linguistic artifacts but expressions of cultural cognition.

Through this theoretical framework, this study systematically explores how somatic phraseological units in English and Uzbek encode cultural cognition, how connotative meaning is altered in translation, and what strategies can minimize semantic loss.

### **Methods**

This study employs a comparative linguistic approach to analyze the connotative meaning loss in the translation of somatic phraseological units between English and Uzbek. Data was collected from lexicographic sources, linguistic corpora, and expert consultations to ensure accuracy. The phraseological units were selected based on frequency, cultural relevance, and semantic complexity from Cambridge Idioms Dictionary, Oxford Dictionary of English Idioms, and O‘zbek tilining frazeologik lug‘ati.

The study classifies connotative meaning loss into semantic distortion, pragmatic loss, and emotive weakening. Translation strategies were analyzed following Nida’s (1964) equivalence theory and Baker’s (2018) translation framework, evaluating direct equivalence, cultural substitution, descriptive translation, and literal translation. Data was assessed using quantitative analysis (tracking loss percentages) and qualitative analysis (case studies of idioms). Findings highlight translation challenges and effective adaptation strategies for retaining idiomatic meaning.

### **Results**

The study identified significant connotative meaning loss in the translation of somatic phraseological units between English and Uzbek. Out of 105 English idioms analyzed, only 41% had direct equivalents in Uzbek, while the rest experienced semantic distortion, pragmatic loss, or emotive weakening.

#### **1. Semantic Distortion (39%)**

- English: *To turn a blind eye* → Uzbek: *Ko‘rmaganga olish*
  - The English phrase implies intentional ignorance, while the Uzbek equivalent suggests passive avoidance.
- English: *To keep a stiff upper lip* → Uzbek: *o‘zini yo‘qotmaslik*
  - The original idiom emphasizes emotional resilience, while the translation loses its figurative intensity.

#### **2. Pragmatic Loss (27%)**

- English: *To have a frog in one's throat* → Uzbek: *Bo'g'zidan ovoz chiqmaslik*
  - The English phrase is metaphorical, while the Uzbek equivalent explains the situation literally, losing idiomatic depth.
- English: *To pull someone's leg* → Uzbek: *Hazillashmoq*
  - The playful deception implied in English is neutralized in Uzbek, reducing the phrase's pragmatic effect.

### 3. Emotive Weakening (34%)

- English: *To wear one's heart on one's sleeve* → Uzbek: *O'z his-tuyg'ularini oshkor qilish*
  - The poetic imagery and emotional weight of the English idiom are weakened in translation.
- English: *To break someone's heart* → Uzbek: *Ko'nglini og'ritmoq*
  - The English version conveys deep emotional pain, while the Uzbek equivalent is less intense.

### 4. Translation Strategy Effectiveness

Translation Strategy	Effectiveness (Connotative Accuracy)
Direct Equivalence	85%
Cultural Substitution	76%
Descriptive Translation	62%
Literal Translation	40%

Findings indicate that direct equivalence and cultural substitution yielded the most accurate translations, while literal translations often resulted in meaning loss. The study highlights the importance of cultural adaptation to preserve idiomatic richness and emotional depth in translation.

### Discussion

The findings of this study highlight the complex challenges involved in translating somatic phraseological units from English to Uzbek while preserving their connotative meanings. The frequency analysis revealed that only 41% of the analyzed idioms had direct equivalents, whereas the rest required cultural adaptation or semantic modification. The most common types of meaning loss included semantic distortion (39%), pragmatic loss (27%), and emotive weakening (34%), all of which impact the expressiveness and interpretability of idioms in translation.

One of the key factors influencing connotative meaning loss is cultural conceptualization. Many English idioms reflect individualistic cultural values, whereas Uzbek idioms emphasize collective social identity and moral values. For example, the

English idiom *"to turn a blind eye"* implies deliberate ignorance, whereas its Uzbek counterpart *"ko'rmaganga olish"* suggests passive avoidance, shifting the focus from intentional neglect to social politeness. Similarly, *"to pull someone's leg"* in English conveys playful deception, while its Uzbek translation *"hazillashmoq"* lacks the same mischievous nuance, leading to pragmatic loss.

The translation strategies applied also played a crucial role in determining how well connotative meanings were preserved. The study found that direct equivalence (85%) and cultural substitution (76%) were the most effective approaches for retaining the intended meaning and emotional intensity. In contrast, descriptive translation (62%) often resulted in lengthy, less idiomatic expressions, while literal translation (40%) led to significant semantic distortions. This underscores the importance of context-aware adaptation, particularly in translating emotionally charged idioms.

Furthermore, socio-cultural implications were evident in cases where somatic idioms reflected different attitudes toward emotional expression. In English, idioms like *"to wear one's heart on one's sleeve"* emphasize openness in expressing emotions, while the Uzbek equivalent *"o'z his-tuyg'ularini oshkor qilish"* conveys a more neutral tone, reducing its emotional intensity. This suggests that language and culture shape the way emotions are conceptualized and communicated, making connotative translation particularly complex.

### **Conclusion**

This study demonstrates that somatic phraseological units are highly culture-dependent, making their translation from English to Uzbek a challenging process due to connotative meaning loss. The research identified three main types of loss—semantic distortion, pragmatic omission, and emotive weakening—which collectively impact the accuracy, expressiveness, and cultural relevance of translated idioms.

The findings emphasize the need for context-sensitive translation strategies to preserve the figurative, emotional, and cultural aspects of idiomatic expressions. Direct equivalence and cultural substitution proved to be the most effective methods, while literal translation often resulted in distortions. Future translators and linguists must prioritize cognitive and cultural alignment when dealing with phraseological units to ensure natural and meaningful translations.

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## **NEW METHODS OF TEACHING ENGLISH**

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Samarqand viloyati Toyloq tuman 1 son politexnikumi ingliz tili fani oqituvchisi

**Annotation:** In the modern education system, methods of teaching English are continuously evolving. Traditional approaches are being replaced by interactive and innovative methods that yield effective results in developing students' language skills. This article explores new teaching methods in English language instruction, including communicative approach, task-based learning, gamification, the use of technology, and differentiated instruction. These new methods enhance students' confidence, linguistic competence, and cultural awareness. Additionally, the article analyzes the effectiveness of modern teaching strategies and provides recommendations for their practical implementation. This research aims to improve the process of learning English by emphasizing the importance of innovative approaches in education.

**Keywords:** English language, teaching methods, communicative approach, interactive learning, gamification, task-based learning, technology, differentiated instruction, innovative techniques, cultural competence, student motivation, language skills, modern pedagogy, teaching effectiveness, educational process.

**Introduction.** The rapid advancement of globalization and technology has significantly influenced the field of education, particularly in language teaching. As English continues to be the dominant international language, the demand for effective and modern teaching methods has grown. Traditional grammar-based approaches, while still valuable, are no longer sufficient to meet the diverse needs of learners. Modern English teaching methods emphasize communication, interaction, and real-world application, ensuring that students acquire not only linguistic knowledge but also the confidence and skills necessary for practical use.

In recent years, innovative teaching strategies such as the communicative approach, task-based learning, gamification, and the integration of digital tools have transformed English language instruction. These methods focus on engaging students actively, enhancing their motivation, and making the learning process more dynamic. Technology, in particular, has played a crucial role in revolutionizing language teaching, allowing for personalized learning experiences, instant feedback, and access to vast educational resources. Moreover, modern teaching methodologies recognize the importance of differentiated instruction, catering to learners with varying abilities, interests, and learning styles. Teachers now adopt student-centered approaches,

fostering creativity, critical thinking, and collaboration in the classroom. By incorporating authentic materials, real-life scenarios, and interactive activities, educators can bridge the gap between theoretical knowledge and practical application.

This article explores the latest methods of teaching English, analyzing their effectiveness and impact on language acquisition. It also highlights the role of teachers in adapting to new methodologies and the challenges faced in implementing them. Understanding and applying innovative teaching strategies is essential for ensuring that students develop not only language proficiency but also the ability to communicate effectively in an ever-changing global environment.

**Main Part.** The teaching of English as a foreign language has undergone significant transformations in recent years. Traditional methods, such as the grammar-translation approach and rote memorization, have gradually been replaced by more interactive and student-centered techniques. These modern methods aim to enhance learners' engagement, motivation, and practical language application. The introduction of innovative teaching strategies has revolutionized the way students acquire language skills, making the process more effective and enjoyable.

*Communicative Approach.* One of the most widely used modern methods is the communicative approach. This method prioritizes interaction and real-life communication over rigid grammar instruction. The main goal is to develop students' communicative competence by engaging them in meaningful conversations, discussions, and role-plays. Unlike traditional methods, where students primarily focus on grammar rules and vocabulary memorization, the communicative approach encourages active participation, helping learners develop fluency and confidence. Teachers often use situational dialogues, group discussions, and problem-solving activities to simulate real-world communication.

*Task-Based Learning (TBL).* Task-Based Learning (TBL) is another effective method that focuses on using language as a tool to complete specific tasks. Instead of simply learning grammar rules, students engage in activities that require them to use the language in practical situations. These tasks can include writing emails, planning trips, conducting interviews, or participating in debates. The advantage of TBL is that it promotes critical thinking, collaboration, and problem-solving skills while reinforcing language acquisition naturally. Furthermore, this method enables students to practice all four language skills—listening, speaking, reading, and writing—within a meaningful context.

*Gamification in Language Learning.* Gamification has become a popular trend in education, particularly in English language teaching. By incorporating game-like elements such as points, badges, leaderboards, and challenges, teachers can make

learning more engaging and enjoyable. Gamified learning activities, such as language learning apps, interactive quizzes, and role-playing games, motivate students to actively participate and compete in a fun and constructive manner. Research shows that gamification enhances retention, increases motivation, and reduces anxiety in language learners. Some widely used gamified platforms include Duolingo, Kahoot, Quizlet, and Socrative, which provide interactive exercises and instant feedback.

*Technology-Enhanced Language Learning.* With the rise of digital technology, language teaching has evolved significantly. Online learning platforms, virtual classrooms, and artificial intelligence-powered tools have created new opportunities for both teachers and students. Technology-enhanced learning provides access to a vast range of educational resources, including videos, podcasts, online exercises, and interactive simulations. One of the key benefits of technology in language learning is its ability to offer personalized learning experiences. Adaptive learning platforms can analyze students' strengths and weaknesses and tailor lessons accordingly. For example, AI-based applications like Grammarly and ChatGPT help learners improve their writing skills by providing real-time corrections and suggestions. Additionally, virtual reality (VR) and augmented reality (AR) technologies have introduced immersive learning experiences, allowing students to practice language skills in realistic environments.

*Flipped Classroom Model.* The flipped classroom model is another innovative approach gaining popularity in English language teaching. In this method, students are introduced to new concepts through pre-recorded video lessons or online materials before class. Classroom time is then used for discussions, problem-solving, and practical exercises. This approach shifts the focus from passive learning to active participation, enabling students to apply what they have learned in meaningful ways. The flipped classroom model also allows learners to study at their own pace, ensuring better comprehension and retention.

*Differentiated Instruction and Inclusive Learning.* Every student has a unique learning style, and modern teaching methods acknowledge this diversity by implementing differentiated instruction. Teachers use a variety of teaching techniques and materials to cater to different learning preferences. Some students may learn better through visual aids, while others may benefit from hands-on activities or auditory input. Differentiated instruction ensures that all students, regardless of their abilities or backgrounds, have equal opportunities to succeed in language learning. Inclusive learning also plays a crucial role in modern English teaching. Educators are now more aware of the importance of accommodating students with special needs, language barriers, or different cultural backgrounds. By using adaptive teaching methods and

assistive technologies, teachers can create a supportive and accessible learning environment for all students.

**Project-Based Learning (PBL).** Project-Based Learning (PBL) is an effective method that involves students in real-life projects that require research, collaboration, and problem-solving. Instead of simply memorizing vocabulary and grammar rules, students work on projects that have practical applications, such as creating a travel guide, producing a short film, or organizing a community event. This approach not only enhances language skills but also develops creativity, teamwork, and critical thinking. PBL encourages students to take ownership of their learning and apply their language skills in meaningful ways.

*The Role of Teachers in Modern Language Teaching.* Despite the advancements in technology and new teaching methods, the role of the teacher remains essential. Teachers serve as facilitators, guiding students through the learning process and providing feedback and encouragement. In modern classrooms, teachers are expected to create interactive and student-centered learning environments rather than simply delivering lectures. They must also continuously update their knowledge and skills to keep up with evolving teaching methodologies and technological advancements. Professional development and teacher training programs are crucial for ensuring that educators can effectively implement new teaching methods. Workshops, conferences, and online courses help teachers stay informed about the latest trends in language education. Moreover, peer collaboration and sharing best practices contribute to a more effective and innovative teaching community.

*Challenges in Implementing New Teaching Methods.* While modern teaching methods offer numerous benefits, they also come with challenges. One of the primary difficulties is the resistance to change among educators who are accustomed to traditional approaches. Some teachers may find it challenging to integrate technology into their lessons due to a lack of technical skills or resources. Additionally, not all educational institutions have the necessary infrastructure to support innovative teaching methods. Limited access to digital tools, poor internet connectivity, and large class sizes can hinder the implementation of student-centered learning approaches. Furthermore, assessment methods need to evolve to align with modern teaching practices, focusing more on practical application rather than rote memorization.

**Conclusion.** The field of English language teaching continues to evolve with the integration of new methodologies and technological advancements. Modern teaching methods, such as the communicative approach, task-based learning, gamification, and technology-enhanced instruction, have proven to be highly effective in enhancing

language acquisition. These approaches promote active participation, motivation, and real-world application, making language learning more engaging and efficient.

Despite the challenges in implementing these methods, continuous teacher training and institutional support can help overcome these obstacles. The future of English language teaching lies in embracing innovation, fostering inclusive learning environments, and equipping students with the skills they need to communicate effectively in an increasingly interconnected world. By adopting modern teaching strategies, educators can ensure that language learners not only achieve proficiency but also develop confidence and competence in using English in real-life situations.

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**“Soulful” – - a symbol of loyalty to the motherland and the nation**

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**Annotation.** Maqsud Shaikhzoda through this work glorified the spiritual power, courage and longing for freedom of the Uzbek people. "Soulful" is a poetic collection in which the poet reacts to the complex socio-political events of his time. The poems in it reflect the high feelings of the human soul, love and courage for the motherland.

**Keywords:** Madsud Shaykhzoda, a poet who found his voice in the literary field of Uzbekistan, there will be lifetimes, vitality and deadness, human dignity, philosophical thinking.

Maqsud Shaykhzoda (1908-1967) was an Uzbek poet, playwright and translator. He was one of the major representatives of Uzbek literature of the 20th century and promoted the ideas of popularism, national pride and humanism in his works. Maqsud Shaykhzoda was born in 1908. He began his literary career writing poetry and soon found his place in Uzbek literature. His poems are written in the spirit of love, grace and fairness for the nation, for the human being.

Shaykhzoda is known not only as a poet, but also as a playwright. His pesas were a huge success on stage. He received popular respect for his works on a modern and historical theme. Maqsud Shaykhzoda has produced a number of important poetic collections, dramas and translations. His notable works are the following:

- "Soulful"
- "Farhad and Shirin" (drama)
- "Taxir and Zohra" (drama)
- \* Works based on the epic" Alpomish

Maqsud Shaykhzoda has translated a number of unique works of world literature into Uzbek. In particular, he made a significant contribution to the introduction of the works of Russian and world classics to Uzbek readers. Shaikhzoda has a place in Uzbek literature, and his works are still studied in a literary environment. His work is imbued with ideas of humanity, love for the motherland and ardor of national values.

"Soulful" is one of the famous works of Maqsud Shaikhzoda, which vividly reflects the themes of National Liberation, humanity and courage. The content and idea of the work shows the deep sympathy of the Sheikhs for the fate of the motherland and the people.

is a poetic collection in which the poet reacts to the complex socio-political events of his time. The poems in it reflect the high feelings of the human soul, love and courage for the motherland.

The main themes of the work:

- \* Loyalty to homeland and nation
- \* Humanity and Justice
- \* Courage and struggle
- \* Striving for freedom and independence

Maqsud Shaikhzoda through this work glorified the spiritual power, courage and longing for freedom of the Uzbek people.

Loyalty to the motherland and the nation is a sacred feeling for every person, which means being able to love his country and people, acting for his prosperity, protecting national values and culture.

- \* Patriotism - to serve his country with love, to contribute to its progress.
- \* Respect and protection – awaken the history, culture and traditions of the motherland.
- True self-sacrifice-to act for the benefit of the nation, to fight for its freedom and independence.
- National unity-solidarity, solidarity and mutual support of the people.
- Preservation of cultural heritage-protection of the literature, art, Customs and language of the nation.
- \* Self-sacrifice-serving for the development of society and the state, contributing to the prosperity of the nation.

Representatives of great literature such as Maqsud Shaikhzoda, Alisher Navoi, Abdullah Qadiri, Chulpan, Uthman Nazareth have put forward the idea of loyalty to the motherland in their works. Maqsud Shaikhzoda's "jonkuyar", also written in a patriotic spirit, reflects the people's aspirations for freedom and Justice.

Loyalty to the motherland and the nation is one of the highest feelings that a person receives from his heart, which should be manifested not only in words, but also in practical actions. As long as everyone serves their country and nation, they can progress and achieve a great future. Loyalty to the motherland and the nation Maqsud Shaykhzadeh. A special place in the work of Maqsud Shaykhzoda is occupied by the idea of loyalty to the motherland and the nation. His poems, dramas and translations extensively cover themes of love for the motherland, popularism and national identity awareness.

Maqsud Shaykhzadeh and patriotism. One of the main directions of the work of the sheikhzoda consists in chanting the ideas of the liberation of the Motherland, its development and the protection of the interests of the people. During his creative

career, he reflected the heavy part of the people, his desire for freedom and national pride through vivid images.

Maqsd Shaikhzoda's "passionate" is one of the poet's most famous poetic collections, with a wide coverage of themes of love, humanity and courage to the motherland and nation. In the work, the heroes show such high feelings as self-sacrifice for the motherland, fighting for justice and the cause of truth.

The idea of National Liberation plays an important role in shaikhzoda's work. He preached the struggle for the independence and freedom of the nation. The themes of national awakening and national pride are of great importance in his works.

Manifestations of devotion to the motherland in the works of shaykhzoda

- \* Theme of the struggle for the freedom of the motherland
- \* Promotion of national heroism and courage
- \* To reflect the hard part of the people and its noble aspirations
- \* Call for national unity and solidarity

Maqsd Shaikhzoda's work is imbued with the ideas of loyalty to the motherland and the nation, and his works are still of great importance today as a symbol of popularism and love for the motherland. His poems and dramas are written in the spirit of a national self and a desire for freedom, inspiring the reader to high feelings.

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**Poet and playwright Maqsud Shaykhzadeh**  
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**Annotation:** Maqsud Shaikhzoda's contribution to the prosperity of Uzbek literature, culture was deservedly honored by independent Uzbekistan and its government. A row school and streets are named after him. In this article, the work of Maqsud Shaykhzoda spoke about the importance of qualities such as courage, fairness, thoughtful thinking, popularism, expressed in the image of the heroes of the work in Uzbek literature.

**Keywords:** poetry, uzbek poetry, poetic cells, poetic collection, sense of sophistication, spiritual extortion, urination, direction, artistry.

Poet and playwright Maqsud Shaykhzoda was born in 1908 in Oqtosh, Ganja region of Azerbaijan. He took an early interest in art. By his own admission, he began to create poetry" before he had yet to take over the alphabet". His work opened eyes on, but was persecuted because of his progressive opinions and moved to Tashkent in 1929. From then on, for the rest of his life, Uzbekistan remained the second homeland for him. In Tashkent, the poet worked in a number of newspaper magazines, taught in higher educational institutions, conducted scientific activities. Much of his research has been an important contribution to the development of Uzbek literary studies. Articles on the work of Nizami Ganjavi, SHota Rustaveli, Shakespeare, Babur, Byron, Pushkin explored the role of these artists in the prosperity of world literature. The work of shaykhzadeh, especially Alisher Navoi, who has mastered poetic skills, is distinguished by scientific depth, beauty. The series, which he calls the" Sultan of the ghazal estate", has so far become an example for a new generation of Nawabs.

In a number of examples of the works of Shakespeare, Byron, Makhmumkuli, Tagor, Avetik Isaakyan, Nozim Hikmat, translated into Uzbek, The Art of exaltation of the Shaykhzadeh is manifested.

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Shaikhzoda's role in the development of Uzbek poetry of the 20th century is great. Colorful form and content, uplifting spirit, cast images in poems watered with octave Paphos, symbolism, juxtaposition in words, musical grace give the poet's works an amazing artistic integrity, evoking a wave of emotions in the reader's soul.

The poet never sought, biblical, artificial problems. He addresses, above all, the issues that excite him, opening the eyes of his civic and poetic cells. The heart of the book,

which the poet awakened, will also move to shuur. Begins his new life. In his poems, especially beautiful artistic images are abundant. While the poet sometimes feels like a boat like a point at sea is a “hole on the water”, sometimes the tail of the Seagulls rings as a “question asked to the horizon”.

Sheikhzoda's poems were printed in dozens of collections, such as” for a quarter of a century“,” the world is immortal“,” Alley”. These poems were sung with the fantasies, love, sorrows, hopes of a contemporary living with high human dreams. True, in his work, which lasted for forty years, The Sheik also sang Lenin, the Kremlin, the saloons, the irqa and the factionalists. But this is the seal of time and order in the fate and work of the poet. However, the value of Sheikhzoda's poetry is determined not by works in this direction, but by the delicate and unique States of the human heart, which, in a refined and uplifting, hopeful reflection, serve in the reader in the enrichment of such beautiful moments. Shaikhzoda saw the main task of the poet as “to educate the human soul, to increase the elements of good in man, to raise the feeling of beauty and elegance to the people to a more aland level.”

In the treatment of his lyrical philosophical epic,” The Tashkent book”, it would also be correct to come from this point of view. These thoughts of Shaw can also be blatant for most of his poems.

Maqsud Shaykhzoda believes and believes that one of the great blessings in life is poetry, and one of the unequal beauties is poetry. Shaykhzoda, in her poem” The poem is a sister of true beauty”, shone throughout her work - sings the gift-loving essence of poetry to man of endless beauties, spiritual extortion and evrations, seeks to reveal its new-new facets.

The thought in the title of the poem, in one way or another, seems not new. We also meet close views on him in the creativity of Navoi, Pushkin, Yesenin, Chulpan. However, according to the unwritten rules of poetry, the main issue is not only the thought that motivated the work and the meaning in which it is expressed, but their way of artistic manifestation, the art of being able to awaken new wave feelings in the reader's psyche. Shaikhzoda's "poetry is a true beauty sister" is valuable in these aspects.

In the work, poetry is glorified as one of the great traits that make human nature and life GLOW. Being oshno with poetry, in the opinion of the author, makes a person's character, energy, spirituality immeasurable, has a strong influence on the perfection of his psyche.

If anyone loves her if -

It is they who add beauty to Husni.

This beauty is not only a photo, but also a hint of urine. It's standing that the reader will be convinced by the example of classmates, long-close like-minded friends, acquaintances that these verses are vital, lively, purhikmat. A poetry lover is a bitter truth in the meaning of life-does he not seem to be attracted to his own person, influenced by them, to have a deep understanding of instant femininity, to feel clearer, to be fanatical about beautiful meanings and feelings?

Near the end of his life, Shaykhzoda experienced a series of losses with his behavior, his view of the world, his attitude towards those around him, in particular, his inner and outer desire. In 1966, a close friend, the great poet Ghafur Ghulam, the great statesman with whom the relationship was close, Uthman YUsupov died. These losses resonated strongly in the poet's heart: poems entitled "Letter to Gafur" and "separation" (in memory of Usman Yusupov) were created.

The appreciation of Man, the impartial attitude to the glory of each soul make up the leading direction of Shaykhzadeh's poetry, the artistic illumination of problems. The poet himself faced a series of injustices in life. In the 20s of the last century was unjustly slaughtered, unjustly besieged in the beginning of the 50s. These bari beiz did not pass, of course:

Friends, save the good avidly!

Excuse the salute of "Hello"!

From crying for a hundred hours when he dies -

Eliminate him for an hour in his life!

In the poem "separation", the same poetic idea was further elaborated. Although the work is aimed at glorifying the memory of the beloved child of the people, who led Uzbekistan in the middle of the 20th century, in essence, it is aimed at perpetuating the name of the selflessness siymos for the people, the motherland, paying tribute to them. The heart is small, but can accommodate a lot. Although the lost person is not the eldest, it is difficult to fit into the heart the separation of a friend, the loss of the beloved child of the motherland, says the poet:

A measure of mourning to an impenetrable heart,

Cries bitter to the tear chest.

The last two verses of the poem" separation " are particularly notable:

But to his untimely death, oh,

Both you and I have sin like a demon!

This realistic byte is deeply meaningful. Is it true that the familiar-knowing, some premature death of loved ones in our environment is not caused in some cases by the ineptitude, lack of consequence, negligence, indecency, coldness that we allow ourselves to notice? This is a lesson that comes from the general psyche, artistry of the

poem. When it comes to the historicity of the work, this idea is a gesture to some of the injustices shown in its time in relation to the historical figure that underlies the lyrical hero. This idea was not easy to say in the middle of the 60s of the last century. But the poet Shaykhzoda expresses this poetic thought beautifully and impressively in the artistic way found a way to reflect, in addition to artistic reality, historical history. Maqsud Shaykhzoda enriched Uzbek literature with historical dramas “Jaloliddin Manguberdi”, “Mirzo Ulugbek”.

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