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Shayxzoda asarlarida axloqiy-ijtimoiy masalalar

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Annotatsiya: Ushbu maqolada Maqsud Shayxzoda asarlarida axloqiy va ijtimoiy masalalarning badiiy aks etishi o'rganiladi. Shayxzoda dramalari va she'riyatida insonning ma'naviy komilligi, vijdon, adolat, or-nomus kabi axloqiy qadriyatlar hamda jamiyatdagi ijtimoiy muammolar chuqur yoritilgan. Maqola Shayxzoda ijodidagi axloqiy-ijtimoiy qarashlarning zamonaviy dolzarbligini, ularning o'zbek adabiyoti va milliy tafakkur rivojiga qo'shgan hissasini tahlil etadi.

Abstract: This article studies the artistic reflection of moral and social issues in the works of Maqsud Shaikhzoda. Shaikhzoda's dramas and poetry deeply cover such moral values as human spiritual perfection, conscience, justice, honor, and social problems in society. The article analyzes the contemporary relevance of moral and social views in Shaikhzoda's work, their contribution to the development of Uzbek literature and national thought.

Kalit so'zlar: Serqirra ijodkor, dard va quvonchlari, ma'naviy iztiroblar, ijtimoiy adolatsizlik, zulm va jaholatga qarshi fikr, vijdon chaqirig'i.

Keywords: Serkirra, a prolific writer, his pain and joy, spiritual suffering, social injustice, thought against oppression and ignorance, call of conscience.

Kirish

Maqsud Shayxzoda XX asr o'zbek adabiyoti taraqqiyotiga katta hissa qo'shgan yirik adib, dramaturg va shoirdir. Uning asarlarida inson ma'naviy olami, axloqiy qadriyatlar va jamiyat hayotidagi ijtimoiy muammolar chuqur badiiy tasvirlangan. Shayxzoda o'zining orqali o'zbek xalqining orzu-umidlari, dard va quvonchlari, ma'naviy iztiroblarini ifoda etib, axloq va jamiyat masalalariga teran nazar bilan yondashgan.

Shaxs va vijdon muammosi

Shayxzodaning ko'plab asarlarida **shaxsiy vijdon** masalasi markaziy o'rinni egallaydi. Insonning o'ziga va jamiyatga nisbatan axloqiy javobgarligi Shayxzoda dramalarida va she'rlarida asosiy mavzulardan biri sifatida ilgari suriladi.

Masalan, "**Jaloliddin Manguberdi**" dramasi orqali vatan oldidagi burch va vijdoniy mas'uliyat masalasi yuksak badiiy darajada tasvirlangan. Qahramonlar harakati orqali insonning o'z or-nomusini saqlashi va xalq manfaatlari uchun fidoyilik ko'rsatishi kerakligi uqtiriladi.

Adolat va zulmga qarshi kurash

Adolat va haqiqat uchun kurash Shayxzoda asarlarining doimiy mavzusi hisoblanadi. U jamiyatdagi ijtimoiy adolatsizlik, zulm va jaholatga qarshi fikr yuritadi. Shayxzoda asarlarida qahramonlar adolatsizlikka qarshi kurashayotgan, haqiqat va ozodlikni himoya qilayotgan shaxslar sifatida gavdalanadi.

"**Mirzo Ulugʻbek**" dramasida ilm va maʼrifat yoʻlida kurashgan Ulugʻbek obrazi orqali adolatparvarlik va aql-idrokning ustuvorligi targʻib etiladi.

Axloqiy poklik va or-nomus

Shayxzoda axloqiy komillikni inson kamolotining asosiy sharti sifatida koʻrsatadi. Uning sheʼr va dostonlarida insonning or-nomusga sodiq qolishi, yolgʻon va xiyonatdan yiroq boʻlishi zarurligi taʼkidlanadi.

Shayxzoda nazarida or-nomus faqat shaxsiy tushuncha emas, balki butun jamiyat shaʼni va kelajagi bilan bogʻliq maʼnaviy qadriyatdir. Bu gʻoya uning barcha asarlarida, xoh tarixiy dramalar, xoh zamonaviy mavzudagi sheʼrlarda boʻlsin, yorqin aks etgan.

Jamiyat va shaxs oʻrtasidagi munosabatlar

Shayxzoda jamiyat va shaxs oʻrtasidagi murakkab munosabatlarni ham chuqur oʻrganadi. U shaxsning jamiyat oldidagi axloqiy burchi, shaxsiy erkinlik va ijtimoiy masʼuliyat muammolarini oʻz asarlarida badiiy talqin etadi.

Adib koʻpincha shaxsning ichki kurashlarini, jamiyat bosimi va vijdon chaqirigʻi oʻrtasidagi ziddiyatni tasvirlaydi. Bu jihat Shayxzoda asarlarini zamonaviy inson hayotiga ham mos va dolzarb qiladi.

Shayxzoda qarashlarining zamonaviy ahamiyati

Bugungi kun sharoitida Shayxzoda ilgari surgan axloqiy-ijtimoiy gʻoyalar oʻz ahamiyatini yoʻqotmagan. Hali ham insoniyat adolat, vijdon, or-nomus va jamiyatdagi maʼnaviy poklikka ehtiyoj sezadi.

Shayxzoda asarlari oʻzbek adabiyotida axloqiy yetuklik va ijtimoiy ong rivojiga ulkan hissa qoʻshib, avlodlarga maʼnaviy saboq boʻlib xizmat qilmoqda.

Xulosa

Maqsud Shayxzoda asarlarida aks etgan axloqiy va ijtimoiy masalalar uning ijodini doimo dolzarb va qimmatliligini taʼminlab kelmoqda. Inson vijdoni, jamiyatdagi adolat, or-nomus va shaxsiy poklik masalalari Shayxzoda ijodining markazida turadi. Uning asarlari bugungi va kelajak avlodlar uchun maʼnaviy va axloqiy yetuklik yoʻlida yorqin nur boʻlib qoladi.

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3. MAQSUD SHAYXZODA HAYOTI VA IJODINING O‘ZBEK MILLIY ADABIYOTIDAGI TUTGAN O‘RNI. Toshkent davlat transport universiteti
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YOSHLAR MA'NAVIYATINI YUKSALTIRISHDA JADID XOTIN-QIZLAR MA'RIFATPARVARLIK G'OYALARI TARG'IBOTINING AHAMIYATI

Shodiyeva Iroda

Navoiy innovatsiyalar universiteti o'qituvchisi

Annotatsiya: Yoshlar – har bir jamiyatning kelajagi, ma'naviy va madaniy rivojlanishining asosiy tayanchidir. Yoshlar ma'naviyatini yuksaltirish ularning kelajakdagi muvaffaqiyatlari, ijtimoiy hayotdagi faol ishtiroki va jamiyat taraqqiyotiga munosib hissa qo'shishi uchun muhimdir. Bu jarayonda jadid xotin-qizlar ma'rifatparvarlik g'oyalari targ'iboti alohida ahamiyatga ega. Ushbu maqolada yoshlar ma'naviyatini yuksaltirishda jadid xotin-qizlar ma'rifatparvarlik g'oyalari targ'ibotining ahamiyati haqida so'z yuritilgan.

Kalit so'zlar: yoshlar, jadidlar, xotin-qizlar, ma'rifatparvarlik g'oyalari, ta'lim, madaniyat, ijtimoiy hayot.

Abstract: Youth is the future of every society, the main support for its spiritual and cultural development. Enhancing the spirituality of youth is important for their future success, active participation in social life and worthy contribution to the development of society. In this process, the promotion of the ideas of enlightenment of young women is of particular importance. This article discusses the importance of the promotion of the ideas of enlightenment of young women in enhancing the spirituality of youth.

Keywords: youth, youth, women, ideas of enlightenment, education, culture, social life.

Jadidchilik harakati O'rta Osiyo va Xitoyning sharqiy hududlarida XIX asr oxiri va XX asr boshlarida paydo bo'lgan. Bu harakat o'zida yangilik, ma'rifat va taraqqiyot g'oyalarini mujassam etgan. Jadidlar, ayniqsa, xotin-qizlarning ta'lim olishiga katta e'tibor bergan. Ular jamiyatda xotin-qizlarning nufuzini oshirish, ijtimoiy hayotda faol ishtirok etishini ta'minlash, ularni ma'rifatli qilishni rejalashtirgan. Jadid xotin-qizlar ma'rifatparvarlik g'oyalari, asosan, ta'lim, madaniyat va ijtimoiy hayotda ishtirok etish masalalariga qaratilgan. Ular, xotin-qizlar uchun ta'lim olish imkoniyatlarini yaratish, ularning bilim va ko'nikmalarini oshirish, shuningdek, ularni jamiyatda faol ishtirok etishga undashga harakat qilgan. Bu g'oyalar, yoshlarning ma'naviy qiyofasini shakllantirishda muhim rol o'ynaydi. Ma'rifatparvarlik g'oyalari yoshlarning fikrlash qobiliyatini rivojlantirish, ularning mustaqil fikrlashini rag'batlantirish va ijtimoiy masalalarga nisbatan o'z fikrini bildirish imkoniyatini beradi. Jadid xotin-qizlar o'zlarining faoliyati orqali yoshlarni ma'rifatli, bilimdon va o'z-o'zini rivojlantirishga

intiluvchi shaxslar sifatida tarbiyalashga harakat qilgan. Ularning g'oyalari, yoshlar ma'naviyatini yuksaltirishda muhim ahamiyatga ega bo'lib, ularni ijtimoiy hayotda faol ishtirok etishga undaydi. Yoshlarning ma'naviyatini yuksaltirishda jadid xotin-qizlar tomonidan olib borilgan targ'ibot ishlarining o'ziga xos jihatlari mavjud. Ular o'z faoliyati orqali yoshlarni milliy qadriyatlar, an'analar va madaniyat bilan tanishtirishga, milliy o'zligini anglashlariga yordam berishga intilgan. Bu jarayon, yoshlarning ma'naviy qiyofasini shakllantirishda muhim ahamiyatga ega.[1]

Shuningdek, jadid xotin-qizlar ma'rifatparvarlik g'oyalari, yoshlarni zamonaviy bilimlar bilan ta'minlashga, ularni global muammolarni hal etishga tayyorlashga qaratilgan. Ular, yoshlarni ta'lim olishga, ilm-fanga qiziqishga va o'z bilimlarini oshirishga undash orqali ma'naviyatni yuksaltirishga xizmat qiladi. Bu jarayonda jadid xotin-qizlar ham o'z bilim va ko'nikmalarini oshirishga intilishi, yoshlar uchun namuna bo'lishi muhimdir. Yoshlar ma'naviyatini yuksaltirishda jadid xotin-qizlar ma'rifatparvarlik g'oyalarining ahamiyati shundaki, ular, yoshlarni o'z maqsadlariga erishish uchun zarur bo'lgan bilim va ko'nikmalar bilan ta'minlaydi. Ular, yoshlarni o'z-o'zini rivojlantirishga, ijtimoiy hayotda faol ishtirok etishga, shuningdek, o'z fikrlarini erkin ifoda etishga undaydi. Jadid xotin-qizlar, shuningdek, o'z faoliyati orqali, yoshlarni milliy va umummadaniy qadriyatlar bilan tanishtirishga, ularni o'z xalqining tarixiy merosini anglashga va hurmat qilishga undashga harakat qilganlar. Bu jarayon, yoshlarning o'zligini anglashlariga, o'z millatiga bo'lgan sevgisini oshirishga va ma'naviyatini yuksaltirishga xizmat qiladi. Jadid xotin-qizlar ma'rifatparvarlik g'oyalarining targ'iboti, shuningdek, o'zaro hamkorlik va tajriba almashish jarayonlarini ham o'z ichiga oladi. Ular o'zaro fikr almashish, tajriba va bilimlarni baham ko'rish orqali yoshlarning ma'naviy qiyofasini shakllantirishda muhim rol o'ynaydi. Bu jarayon, yoshlarning o'zaro hamjihatlikda, bir-birini qo'llab-quvvatlashda va o'z maqsadlariga erishishda yordam beradi.[2]

Jadid xotin-qizlar ma'rifatparvarlik g'oyalari, shuningdek, yoshlarni ijtimoiy masalalarga qiziqtirish, ularni jamiyatda faol ishtirok etishga undashga qaratilgan. Ular, yoshlarni ijtimoiy adolat, tenglik va inson huquqlari masalalarida o'z fikrlarini bildirishga, o'z huquqlarini anglashga va ularni himoya qilishga rag'batlantiradi. Bu jarayon, yoshlarning ma'naviyatini yuksaltirishda muhim ahamiyatga ega. Jadidchilik harakati, o'zining ma'rifatparvarlik g'oyalari bilan, O'zbekiston va Markaziy Osiyo tarixida muhim o'rin egallagan. Jadidlar, yoshlar tarbiyasiga alohida e'tibor qaratgan bo'lib, ularning fikrlash qobiliyatini rivojlantirish, bilim olishga bo'lgan qiziqishini oshirish va ma'naviy jihatdan yetuk shaxslar bo'lib voyaga yetishlariga yordam berishga intilgan. Jadidchilik harakatining asosiy maqsadi o'z zamonasida mavjud bo'lgan ta'lim tizimini yangilash, yoshlarni zamonaviy bilimlar bilan tanishtirish va

ijtimoiy hayotda faol ishtirok etishga tayyorlashdir. Jadidlar ta'limni faqat an'anaviy darslar bilan cheklamagan, balki, yoshlarni o'z fikrlarini erkin ifoda etishga, mustaqil fikrlashga va ijtimoiy masalalarga nisbatan o'z fikrlarini bildirishga rag'batlantirishga harakat qilgan. Jadidchilik harakati, yoshlar tarbiyasida o'zining ma'rifatparvarlik g'oyalari orqali, ularning o'zligini anglashiga va milliy qadriyatlar bilan tanishishiga yordam beradi. Jadidlar yoshlarni o'z millatining tarixini, madaniyatini va an'analarini o'rganishga, ularni hurmat qilishga va o'z millatiga bo'lgan sevgisini oshirishga undagan. Jadidchilik harakatining yana bir muhim jihati ularning zamonaviy bilimlarni o'zlashtirishga bo'lgan e'tibori hisoblanadi. Jadidlar, ta'limda yangiliklarni joriy etish, yangi fanlar, texnologiyalar va ilm-fan yutuqlarini yoshlar orasida targ'ib qilishga intilgan. Bu jarayon, yoshlarning zamonaviy bilimlarga ega bo'lishi, o'z qobiliyatlarini rivojlantirishi va kelajakda muvaffaqiyatli shaxslar bo'lishiga yordam beradi.[3]

Jadidchilik harakati, yoshlarni o'zaro hamkorlik va o'zaro yordamga undashga ham alohida e'tibor qaratgan. Jadidlar, yoshlarning o'zaro fikr almashishi, tajriba va bilimlarini baham ko'rishi orqali, ularning ma'naviy qiyofasini shakllantirishda muhim rol o'ynaydi. Bu jarayon, yoshlarning o'zaro hamjihatlikda, bir-birini qo'llab-quvvatlashda va o'z maqsadlariga erishishda yordam beradi. Yoshlar tarbiyasida jadid harakatining o'rni, shuningdek, ularning ijtimoiy masalalarga bo'lgan munosabatini ham o'z ichiga oladi. Jadidlar, yoshlarni ijtimoiy adolat, tenglik va inson huquqlari masalalarida o'z fikrlarini bildirishga, o'z huquqlarini anglashga va ularni himoya qilishga rag'batlantiradi. Bu jarayon, yoshlarning ijtimoiy hayotda faol qatnashishi, o'z fikrlarini erkin ifoda etishi va ijtimoiy masalalarga nisbatan o'z fikrlarini bildirishiga imkon beradi.[4]

Jadid harakatining yoshlar tarbiyasidagi o'rni, shuningdek, ularning madaniyat va san'at sohalarida faol ishtirok etishlariga ham ta'sir ko'rsatadi. Jadidlar, yoshlarni o'z madaniyati, san'ati va adabiyotini o'rganishga, ularni rivojlantirishga va ijodiy qobiliyatlarini namoyish etishga undagan. Jadidlar, yoshlarni o'zaro fikr almashishga, tajriba va bilimlarni baham ko'rishga undaganlar. Bu jarayon, yoshlarning o'zaro hamjihatlikda, bir-birini qo'llab-quvvatlashi va o'z maqsadlariga erishishida yordam beradi. [5]

Jadidlar yoshlarning zamonaviy bilimlarni egallashini ta'minlash, fikrlash qobiliyatini rivojlantirish va ijtimoiy masalalarda faol ishtirok etishga tayyorlash orqali ularning kelajakda muvaffaqiyatli shaxslar bo'lishiga yordam beradi. Bu jarayon, yoshlarning o'z-o'zini rivojlantirishi, o'z maqsadlariga erishishi va hayotini mustaqil ravishda boshqarishiga imkon beradi. Jadid xotin-qizlari merosining yoshlar tarbiyasidagi o'rni, shuningdek, ularning o'zaro hamkorlik va tajriba almashish

jarayonlarini rivojlantirishga ham qaratilgan. Jadidlar, yoshlarni o‘zaro fikr almashishga, tajriba va bilimlarni baham ko‘rishga undagan. Bu esa yoshlarning o‘zaro hamjihatlikda, bir-birini qo‘llab-quvvatlagan holda, o‘z maqsadlariga erishishida yordam beradi.

XULOSA:

Xulosa qilib aytganda, yoshlar ma‘naviyatini yuksaltirishda jadid xotin-qizlar ma‘rifatparvarlik g‘oyalari targ‘iboti muhim ahamiyatga ega. Ular yoshlarni ta‘lim olishga, o‘z bilim va ko‘nikmalarini oshirishga, shuningdek, o‘z-o‘zini rivojlantirishga undash orqali ularning ma‘naviyatini yuksaltirishda muhim rol o‘ynaydi. Jadid xotin-qizlar faoliyati yoshlarning o‘z xalqiga bo‘lgan hurmati, muhabbatini oshiradi, ijtimoiy hayotda faol ishtirok etishiga xizmat qiladi. Bu esa yoshlar kelajagini belgilovchi asosiy omillardan biridir.

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Gamification in the EFL Classroom: Enhancing Learner Engagement and Language Proficiency through Digital Game-Based Learning

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Abstract:

Gamification, or the use of game elements in non-game environments, has emerged as a transformative method for English as a Foreign Language (EFL) instruction. This study investigates how digital game-based learning (DGBL) affects learner engagement, motivation, and language competency among secondary-level EFL students in Uzbekistan. The study shows, using a mixed-methods approach that includes classroom observation, pre- and post-tests, and student interviews, that gamified learning environments promote active involvement, reduce language fear, and improve communicative competency. The findings highlight the pedagogical value of integrating gaming dynamics with language learning objectives, as well as practical techniques for EFL teachers looking to establish dynamic, learner-centered classrooms.

Keywords: gamification, EFL, digital game-based learning, learner engagement, motivation, language proficiency

1. Introduction

The integration of technology in education has revolutionized traditional language teaching methods. Among emerging trends, gamification has gained momentum for its potential to boost student motivation and performance. In EFL contexts, where students frequently face anxiety and limited exposure to authentic English, gamification offers an interactive, immersive, and enjoyable alternative to conventional instruction (Reinders & Wattana, 2015).

2. Literature Review

In second language acquisition (SLA), motivation is an important factor, and game-based learning (GBL) has been linked to both intrinsic and extrinsic motivation (Deci & Ryan, 2000; Vygotsky, 1978). According to studies by Peterson (2010) and Hung (2017), DGBL improves vocabulary acquisition, grammar retention, and speaking.

3. Methodology

3.1 Participants:

30 Uzbek EFL students aged 14-15 in a public secondary school in Tashkent.

3.2 Instruments:

Pre- and post-language proficiency tests, observation checklists, student reflection journals, and semi-structured interviews.

3.3 Procedure:

Over a four-week period, students participated in a series of gamified lessons using platforms such as Kahoot, Quizizz, and Classcraft. Activities focused on vocabulary, grammar, and communicative tasks.

4. Results

Statistical analysis showed significant improvements in students' vocabulary and speaking exam results ($p < 0.05$). Qualitative data indicated improved motivation, good attitudes regarding English, and a decreased fear of making mistakes. Students said they enjoyed peer competition and the narrative elements embedded in game scenarios.

5. Discussion

Findings affirm that DGBL can serve as a catalyst for active learning in EFL classrooms. By aligning gamified tasks with curriculum standards, teachers can foster autonomy and learner agency. However, problems include technical limits and the requirement for teacher training. This study offers formal frameworks for gamification incorporation in national EFL curriculum.

6. Conclusion.

Gamification, when strategically implemented, can transform the EFL learning experience. It not only motivates students but also creates meaningful contexts for language use. Further research should examine long-term effects and adaptability across diverse educational settings.

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ЗАМОНАВИЙ УЛЬТРОТОВУШ ТЕКШИРУВ АППАРАТЛАРИНИНГ АФЗАЛЛИКЛАРИ.

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Мавзунинг долзарблиги: XXI-асрга келиб тиббиёт соҳасида замонавий ўзгаришлар кескин ошиб бормоқда. Бунинг натижасида инсониятда келиб чиқадиган ва учраши бўлган ҳар қандай сурункали ҳамда ўткир касалликларнинг олдини олиш муҳим вазифа ҳисобланади. Шу сабабли, олимлар томонидан замонавий ультротовуш ускунаси яратилган бўлиб, унинг натижасида касалликлар муддатидан олдин барвақт аниқланмоқда.

Жаҳон миқёсида 2022-2025 йилларда АҚШ олими С.Чонсон 3D ва 4D УТТ технологияларини такомиллаштириш бўйича, Япония олими Х.Такахаши эластография усули орқали ички аъзолар тўқималирининг эластиклигини баҳолаш бўйича илмий иш қилганлар. Ўзбекистон эса профессор А.Рахимов томонидан онкологияда элстаграфия ва УТТ қўлланиши бўйича жигар саратонини аниқлашда самаралари ўрганган

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

Олинган натижалар: олиб борилган замонавий ультротовуш текширув натижасида жами 62 нафар бемор замонавий ультротовуш текширувидан ўтказилди. Текширув натижалари шуни курсатдики, мурожаат қилган беморларнинг 10 нафарида жигар гепатози, жигар киргокларнинг юмалоклашганлиги, 52 нафари жигар церрози, нафарида жигар контураларининг нотекслиги аниқланди.

Хулосалар: хулосада ўрнида шуни айтиш мумкинки, замонавий ультротовуш текшириш бўйича беморларни ҳар олти ойдан текшириш ва аниқланган касалликлари бўйича уларни даволаш учун тегишли шифокорларга юбориш тавсия қилинади.

SO‘ZLARNING MA‘NOLARINI O‘RGANISHDA INTERFAOL METODLARDAN FOYDALANISH

International school of finance technology and science institute

Psixologiya va pedagogika kafedrası o‘qituvchisi

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Mamlakatimizda olib borilayotgan islohotlardan asosiy maqsad yurtimizda sog‘lom va barkamol, bilimli, yuksak ma‘naviy-ahloqiy fazilatlarga ega bo‘lgan avlodni shakllantirishdan iborat, chunki yurtimizning kelajagi, istiqboli, birinchi navbatda, yoshlar tarbiyasiga, ularni sog‘lom qilib o‘stirishga, milliy g‘oya, milliy mafkura va o‘z vataniga sadoqat ruhida tarbiyalashga bog‘liq.

O‘qitishda yangi pedagogik, innovatsion, interfaol texnologiyalariga asoslangan ta‘lim an‘anaviy ta‘limga qaraganda ancha yuqori samara berishi, mazkur texnologiyalar talabalarning bilish imkoniyatlarini, ijodiy qobiliyatlarini va amaliy ko‘nikmalarini rivojlantirishi, ularning mustaqil fikr yuritishini tashkil etishda samara berishi o‘z isbotini topmoqda.

Interfaol metodlardan foydalanish ta‘lim mazmunining barcha (bilim, ko‘nikma, malaka, ijodiy faoliyat) komponentlarini o‘zlashtirishga ijobiy ta‘sir etadi. Ular talabalarni tilshunoslik fanlari uchun juda muhim bo‘lgan holatlar, ya‘ni mustaqil muammoni ko‘rish, uni ifodalash, yechish yo‘llarini topishga imkoniyat beradi. Tilshunoslikka doir ilmlar silsilasida leksikologiya maxsus o‘rin tutadi. Leksikologiya muayyan tilning so‘z zahirasidir. Shu til zahirasidagi barcha so‘zlarning toifalarini farqlash, har toifa ichidan guruhlarni ajratish, har bir guruh ichidagi shahobchalarni farqlash, ularning shakllarini ajratishdan har bir so‘zning shakligacha aniqlash, shakldosh so‘zlarni farqlashdan maqsad ularning ma‘nolarini aniqlash, ular bildirgan ma‘noning asl va tub tomirlariga yetib boruvchi tadqiqot o‘tkazish, ushbu tadqiqotlarni umumlashtirish, tahlil natijalarini izchil ilmiy bayon qilish, ushbu fanning asosiy vazifalarini tashkil etadi.

Leksikologiya har bir so‘zni yolg‘iz holda emas, balki boshqa so‘zlar b-n bog‘liq holda o‘rganadi. Leksikologiyaning asosiy muammolaridan biri so‘zning mustaqil til birligi sifatida mavjudligi masalasidir.

Leksikologiyada so‘zlarning ma‘no jihatdan o‘zaro bog‘langan, ya‘ni monosemiya, polisemiya, sinonimiya, antonimiya, so‘z ma‘nolarining erkin yoki bog‘liq holda bo‘lishi kabi masalalari ham o‘rganiladi. So‘z ma‘nosini o‘rganish tilshunoslik uchun

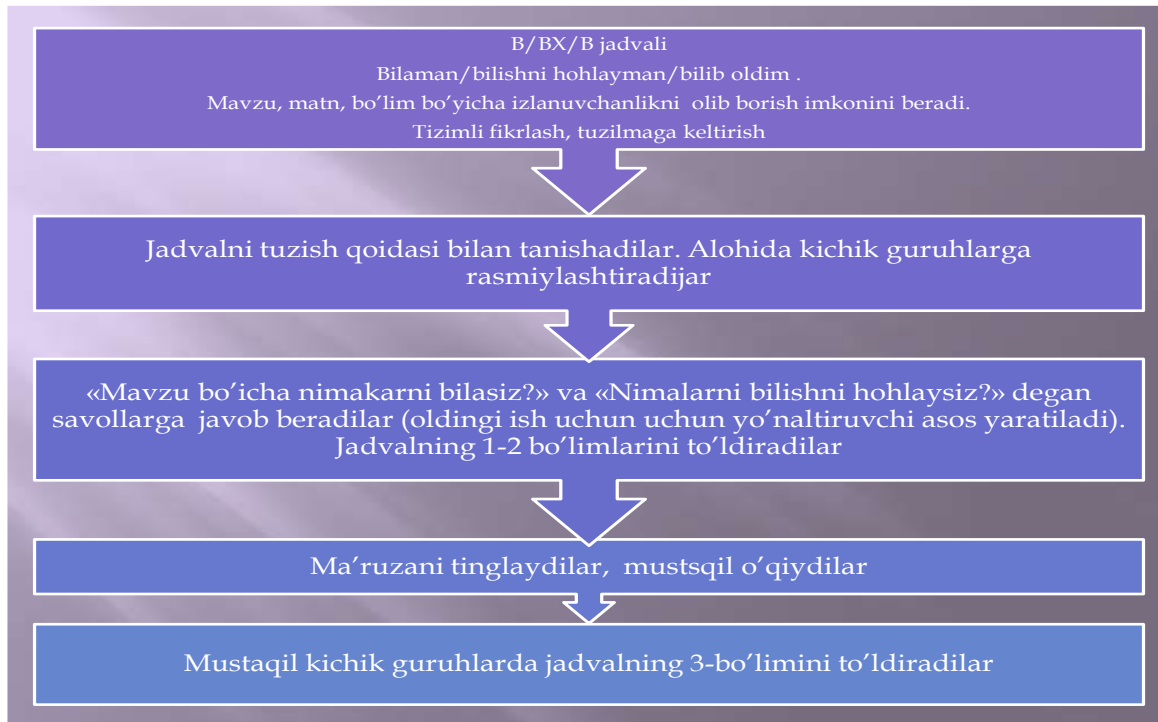
asos, poydevor qimmatiga ega. Shuning uchun ham soʻz maʼnosini tadqiq etish qadim-qadimlarga borib taqaladi. Bu semasiologik tadqiqot ishlarining boshi juda koʻhna ekanligini koʻrsatadi.

Bugungi kunda pedagoglarning innovatsion faoliyat koʻnikma, malakalariga ega boʻlishlari muhim ahamiyatga ega. Pedagoglar tomonidan innovatsion faoliyat koʻnikma, malakalarini oʻzlashtira olishlarida ularning innovatsion yondashuvga ega boʻlishlari talab etiladi¹. Oʻz mohiyatiga koʻra pedagoglar tomonidan innovatsion faoliyat koʻnikma, malakalarining oʻzlashtirilishi ularda innovatsion yondashuvni qaror topishi asosida kechadi. Yangi gʻoyani amalga oshirish mazmuni, shakl va metodlarini tizimlashtiradi.

Pedagog oʻqitish va tarbiyalashga oid oʻz konsepsiyasi yo metodikasini yaratadi. Oʻqituvchi taʼlim jarayonida innovatsion taʼlim texnologiyalari yordamida talabalarning qobiliyatlarini rivojlantirish, mustaqillik, oʻz-oʻzini nazorat, oʻz-oʻzini boshqarish, samarali suhbat olib borish, tengdoshlari bilan ishlash, ularning fikrlarini tinglash va tushunish, mustaqil, ijodiy, tanqidiy fikrlash, muqobil takliflarni ilgari surish, fikr-mulohazalarini erkin bayon qilish, oʻz nuqtai nazarlarini himoya qilish, muammoning echimini topishga intilish, murakkab vaziyatlardan chiqa olish kabi sifatlarni shakllantirishga muvaffaq boʻladi. Eng muhimi, innovatsion taʼlim texnologiyalarini qoʻllash orqali oʻqituvchi talabalarning aniq taʼlimiy maqsadga erishish yoʻlida oʻzaro hamkorlikka asoslangan harakatlarini tashkil etish, boshqarish, nazorat va tahlil qilish orqali xolis baholash imkoniyatini qoʻlga kiritadi. Oʻqituvchi taʼlim jarayonida innovatsion taʼlim texnologiyalari yordamida talabalarning qobiliyatlarini rivojlantirish, mustaqillik, oʻz-oʻzini nazorat, oʻz-oʻzini boshqarish, samarali suhbat olib borish, tengdoshlari bilan ishlash, ularning fikrlarini tinglash va tushunish, mustaqil, ijodiy, tanqidiy fikrlash, muqobil takliflarni ilgari surish, fikr-mulohazalarini erkin bayon qilish, oʻz nuqtai nazarlarini himoya qilish, muammoning echimini topishga intilish, murakkab vaziyatlardan chiqa olish kabi sifatlarni shakllantirishga muvaffaq boʻladi. Ushbu oʻrinda oʻqituvchi dars jarayonida foydalanishi mumkin boʻlgan innovatsion texnologiyalarni koʻrsatib oʻtamiz:

¹Pedagogik texnologiya va pedagogik mahorat / S.A.Madiyarova va b. – Toshkent: Iqtisod-moliya, 2009.

BBBjadvali



BBB jadvali uchun talabalardan yig'ilgan so'zlar

Lison, nutq, til, leksema, lisoniy paradigma, lisoniy ziddiyat, sinonim, antonim, omonim, partonimiya, graduonimiya, giponimiya, tur-jins munosabati, giperonim, giponim, neytral leksika, leksikologiya, leksikografiya

“Leksikologiya” moduliga doir BBB jadvali

Bilaman	Bildim	Bilishni xohlayman
til	lison	leksema
nutq	giperonim	lisoniy paradigma
sinonim	graduonimiya	lisoniy ziddiyat
antonim	giponim	neytral leksika
omonim	leksikologiya	leksikografiya
tur-jins munosabati	giponimiya	partonimiya

O'qitishda yangi pedagogik, innovatsion, interfaol texnologiyalariga asoslangan ta'lim an'anaviy ta'limga qaraganda ancha yuqori samara berishi, mazkur texnologiyalar talabalarning bilish imkoniyatlarini, ijodiy qobiliyatlarini va amaliy ko'nikmalarini rivojlantirishi, ularning mustaqil fikr yuritishini tashkil etishda samara berishi o'z isbotini topmoqda.

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EXPRESSION OF THE CONCEPT OF GRATITUDE IN THE LINGUISTIC PICTURE OF THE WORLD

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Abstract: This article analyzes the linguistic and cultural representation of the concept of “gratitude” in English and Uzbek languages. It explores the semantic, pragmatic, and discursive features of the concept in both language systems. The paper also examines the use of phraseological units, idioms, proverbs, and texts that express gratitude, identifying how this concept is reflected in the linguistic worldview of each language.

Keywords: gratitude, concept, linguistic worldview, cross-cultural differences, English, Uzbek, semantics, discourse.

Annotatsiya: Mazkur maqolada “shukronalik” konseptining ingliz va o‘zbek tillarida qanday ifodalanishi lisoniy va madaniy jihatdan tahlil qilinadi. Tushuncha ifodasining til tizimidagi semantik, pragmatik va diskursiv xususiyatlari o‘rganiladi. Maqolada shuningdek, shukronalik bildiruvchi frazeologik birliklar, iboralar, maqollar va matnlar asosida bu konseptning har ikki til lisoniy manzarasidagi o‘rni tahlil qilinadi.

Kalit so‘zlar: shukronalik, konsept, lisoniy manzara, madaniyatlararo farqlar, ingliz tili, o‘zbek tili, semantika, diskurs.

Аннотация: В данной статье рассматривается лингвистическое и культурное выражение концепта «благодарность» в английском и узбекском языках. Анализируются семантические, прагматические и дискурсивные особенности концепта в языковых системах. Особое внимание уделяется фразеологическим единицам, идиомам, пословицам и текстам, отражающим благодарность, и их роли в языковой картине мира каждого языка.

Ключевые слова: благодарность, концепт, языковая картина мира, межкультурные различия, английский язык, узбекский язык, семантика, дискурс

Introduction.

Language serves not only as a means of communication but also as a reflection of the worldview and cultural values of its speakers. One of the key notions deeply embedded

in the linguistic worldview is the concept of gratitude. Gratitude, as a universal human emotion and social practice, is expressed differently across cultures and languages, shaped by unique historical, religious, and socio-cultural contexts. This paper focuses on the linguistic expression of the concept of gratitude in English and Uzbek. By analyzing various linguistic units such as idioms, proverbs, and speech acts related to thankfulness, the study aims to uncover how gratitude is conceptualized and verbalized in both languages. Special attention is given to the semantic, pragmatic, and cultural dimensions of this concept, revealing the similarities and differences in its linguistic manifestation. Understanding how gratitude is expressed in different languages contributes to cross-cultural communication, intercultural competence, and the broader field of cognitive linguistics. This research, therefore, not only highlights language-specific features but also sheds light on shared human values reflected through language. This study employs a comparative, descriptive, and qualitative approach to analyze the linguistic expression of the concept of gratitude in English and Uzbek. The research is grounded in the framework of cognitive linguistics and cultural linguistics, focusing on the interplay between language, thought, and culture. Dictionaries of idioms and proverbs in both English and Uzbek; Literary and non-literary texts (novels, speeches, folk tales, etc.); Online corpora (such as the British National Corpus for English and the Uzbek National Corpus where available); Real-life communicative contexts (observed in spoken or written discourse, such as letters, social media comments, and conversations).

The following methods were applied:

1. Conceptual analysis – to identify the key semantic and cultural components associated with gratitude in both languages;
 2. Comparative analysis – to contrast the forms and functions of gratitude expressions in English and Uzbek;
 3. Pragmatic analysis – to examine how gratitude is used in different speech situations and to reveal its sociolinguistic functions (e.g., politeness, formality, emotional tone);
- Linguocultural interpretation – to explore cultural values and beliefs embedded in gratitude expressions, especially those found in idiomatic or formulaic phrases. Approximately 100 instances of gratitude-related expressions were selected from each language, with attention to their frequency, context, and function. The analysis revealed both universal and culture-specific features in the expression of gratitude in English and Uzbek. In English, common gratitude expressions include "thank you," "thanks a lot," "much appreciated," and idioms like "count your blessings" or "give credit where it's due." In Uzbek, frequently used expressions include "rahmat," "katta rahmat," "minnatdorman," and culturally rich idioms such as "Ko'pdan ko'rganing shukur

bo'lsin" (Be thankful for what you've been given). Uzbek tends to use more poetic, metaphorical gratitude expressions tied to hospitality, family, and community values. English proverbs such as "Gratitude is the sign of noble souls" reflect a moral or philosophical attitude toward thankfulness. Uzbek proverbs like "Shukr qilgan och qolmas" (One who is thankful will not starve) show the deep connection between gratitude, patience, and religious beliefs. In English, expressions of gratitude are often direct and formulaic, especially in formal contexts. However, emotional depth is often conveyed through tone and emphasis. In Uzbek, expressions of gratitude often serve not only to show politeness but also to build or maintain strong interpersonal relationships. They can be more elaborate and embedded in traditional values. The concept of gratitude in English is often associated with individual achievement and personal success, reflecting a more individualistic cultural perspective. In contrast, in Uzbek, gratitude is closely tied to communal and religious values, particularly the Islamic concept of shukr (thankfulness to God), highlighting a more collectivist worldview. In both languages, gratitude functions as a means of social cohesion, but the discursive strategies differ. English favors brevity and efficiency; Uzbek favors depth, respect, and emotional nuance.

Conclusion:

The concept of gratitude, while universal in human experience, finds distinct expressions shaped by the linguistic, cultural, and historical contexts of each society. This comparative study of English and Uzbek has demonstrated that although both languages have established ways to express thankfulness, the underlying conceptualizations, functions, and forms of expression often differ significantly due to differing cultural values, worldviews, and communication styles. In English, expressions of gratitude are often formulaic, concise, and embedded in contexts that emphasize individual politeness and personal appreciation. English tends to privilege expressions like "thank you" and "I appreciate it," which function efficiently in both formal and informal settings. Idiomatic expressions and proverbs related to gratitude in English tend to reflect moral values, such as nobility, fairness, and recognition of help, often in alignment with Western notions of personal autonomy and responsibility. In contrast, Uzbek gratitude expressions are rich in cultural and religious connotations. The frequent use of phrases like "katta rahmat," "minnatdorman," and proverbs reflecting spiritual gratitude (e.g., "Shukr qilgan och qolmas") indicates a deeper cultural and religious embedding. Uzbek speakers often incorporate gratitude into broader expressions of humility, respect, and interconnectedness, rooted in Islamic traditions and collectivist cultural norms. Gratitude in Uzbek is not merely a personal feeling—it is a social and even moral obligation, often expressed in a more elaborate

and emotional manner. This research has also highlighted how language reflects the linguistic worldview—a system through which people perceive, categorize, and interpret reality. Gratitude, as part of this worldview, shows how cognitive categories are shaped by cultural practices. While both languages convey gratitude, the values they reflect—such as formality, spirituality, humility, and social harmony—differ in meaningful ways. From a broader perspective, understanding how gratitude is linguistically and culturally constructed enriches our knowledge of intercultural communication. It enhances our ability to engage respectfully with speakers of other languages and deepens our appreciation of the diverse ways human emotions are expressed and valued across cultures. Future research may expand this comparative analysis to include other languages or focus on more dynamic modes of gratitude expression, such as in digital communication or intergenerational speech. Additionally, applying experimental or corpus-based methodologies could yield more statistically grounded insights into how frequently and in what contexts gratitude is expressed in everyday language use.

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Oliy ta'limda zamonaviy texnologiyalarning roli
The Role of Modern Technologies in Higher Education
Роль современных технологий в высшем образовании

Andijon davlat chet tillar instituti Xorijiy til va adabiyot fakulteti talabasi

O'rmonaliyeva Odinaxon Sherzodbek qizi

Ilmiy rahbar: Hamidov Nodirbek Zakirovich

Annotatsiya: Ushbu maqolada zamonaviy axborot-kommunikatsiya texnologiyalarining oliy ta'lim tizimida tutgan o'rni, ularning ta'lim jarayoniga integratsiyalashuvi, ilmiy va amaliy mashg'ulotlarga ta'siri tahlil qilinadi. Ayniqsa, masofaviy ta'lim, sun'iy intellekt, raqamli ta'lim platformalari, virtual laboratoriyalar, onlayn test tizimlari va interaktiv o'quv resurslarining qo'llanilishi orqali ta'lim samaradorligini oshirish yo'llari ko'rsatib o'tilgan. Shuningdek, professor-o'qituvchilarning raqamli kompetensiyalari, talabalar faolligi va mustaqil ta'lim ko'nikmalarining rivojlanishiga zamonaviy texnologiyalarning ta'siri yoritilgan. Oliy ta'lim muassasalarida raqamli transformatsiya, dars jarayonlarini avtomatlashtirish, ma'lumotlar tahlili, elektron jurnal va reyting tizimlarining joriy qilinishi orqali ta'lim sifati va shaffoflikka erishish masalalari ko'rib chiqilgan. Maqolada, shuningdek, raqamli texnologiyalarni joriy etishdagi muammolar va ularni bartaraf etish yo'llari ham tahlil etiladi.

Kalit so'zlar: Oliy ta'lim, zamonaviy texnologiyalar, raqamlashtirish, axborot-kommunikatsiya texnologiyalari (AKT)[4], masofaviy ta'lim, sun'iy intellekt, raqamli platformalar, elektron ta'lim, virtual laboratoriyalar, onlayn kurslar, raqamli kompetensiyalar, ta'lim innovatsiyalari, avtomatlashtirilgan tizimlar, elektron jurnal, reyting tizimi, ma'lumotlar tahlili, internet-resurslar, raqamli kutubxona, o'quv platformalari, ta'limda sun'iy intellekt, interaktiv ta'lim, shaxsiylashtirilgan o'qitish.

Annotation: This article provides an in-depth analysis of the role of modern information and communication technologies (ICT) in the higher education system, focusing on their integration into the educational process and their impact on both academic and practical training. Special attention is given to the use of distance learning, artificial intelligence, digital learning platforms, virtual laboratories, online testing systems, and interactive educational resources as tools to enhance the effectiveness of education. The article also highlights how digital technologies influence the development of digital competencies among professors and the active participation and independent learning skills of students. Additionally, it explores the

digital transformation of higher education institutions, the automation of educational processes, data analysis, and the implementation of electronic gradebooks and rating systems to ensure improved quality and transparency in education.[6] The article further discusses existing challenges in the implementation of digital technologies and proposes potential solutions.

Keywords: Higher education, modern technologies, digitalization, information and communication technologies (ICT), distance learning, artificial intelligence, digital platforms, e-learning, virtual laboratories, online courses, digital competencies, educational innovations, automated systems, electronic gradebook, rating system, data analysis, internet resources, digital library, learning platforms, artificial intelligence in education, interactive learning, personalized instruction.

Аннотация: В данной статье представлен глубокий анализ роли современных информационно-коммуникационных технологий (ИКТ) в системе высшего образования, их интеграции в образовательный процесс и влияния на научные и практические занятия. Особое внимание уделяется использованию дистанционного обучения, искусственного интеллекта, цифровых образовательных платформ, виртуальных лабораторий, онлайн-тестов и интерактивных учебных ресурсов как инструментов повышения эффективности образования. Также рассматривается влияние цифровых технологий на развитие цифровых компетенций преподавателей, активность студентов и их навыки самостоятельного обучения. В статье рассматриваются процессы цифровой трансформации в высших учебных заведениях, автоматизация учебных процессов, анализ данных, внедрение электронных журналов и рейтинговых систем с целью повышения качества и прозрачности образования. Кроме того, в статье анализируются проблемы внедрения цифровых технологий и предлагаются пути их решения.

Ключевые слова: Высшее образование, современные технологии, цифровизация, информационно-коммуникационные технологии (ИКТ), дистанционное обучение, искусственный интеллект, цифровые платформы, электронное обучение, виртуальные лаборатории, онлайн-курсы, цифровые компетенции, образовательные инновации, автоматизированные системы, электронный журнал, рейтинговая система, анализ данных, интернет-ресурсы, цифровая библиотека, образовательные платформы, искусственный интеллект в образовании, интерактивное обучение, персонализированное обучение.

Kirish

Bugungi kunda jahonda yuz berayotgan tezkor axborot oqimi, ilmiy-texnik taraqqiyot, raqamli texnologiyalarning keng qo'llanilishi ta'lim tizimini tubdan o'zgartirmoqda. Ayniqsa, oliy ta'lim sohasida yuzaga kelayotgan yangicha talab va ehtiyojlar zamonaviy texnologiyalarning ahamiyatini orttirmoqda. Endilikda ta'lim jarayonida an'anaviy metodlardan tashqari, interaktiv, masofaviy va raqamli platformalar orqali o'qitish tajribalari tobora kengaymoqda. Bu esa oliy ta'limda raqamlashtirish jarayonlarini jadallashtirish, innovatsion yechimlarni izlash va ularni amaliyotga joriy etish zaruratini yuzaga keltirmoqda.

O'zbekiston Respublikasi Prezidenti tomonidan islohotlar amalga oshirilgan, ta'lim sifatini oshirish, kadrlar tayyorlashda ilg'or tajribalarni joriy etish borasidagi chora-tadbirlar zamonaviy texnologiyalarni ta'limga integratsiyalashning ustuvor yo'nalishlardan biri ekanini ko'rsatadi. 2019-yilgi pandemiya holati esa bu jarayonni yanada tezlashtirdi. Masofaviy ta'lim, onlayn darslar, sun'iy intellekt asosidagi o'qitish vositalari — bularning barchasi oliy ta'limda zamonaviy yondashuvlarning zaruriylikini isbotladi.[1] Zamonaviy texnologiyalar orqali nafaqat dars jarayonlarini interaktiv shaklga keltirish, balki ta'lim sifatini oshirish, talabalar bilimni tahlil qilish, o'qituvchi va talaba o'rtasidagi aloqalarni mustahkamlash, ilmiy tadqiqotlarni avtomatlashtirish, hamda xalqaro ta'lim tizimlariga integratsiyalashish imkoniyatlari paydo bo'lmoqda. Axborot-kommunikatsiya texnologiyalari (AKT), raqamli kutubxonalar, elektron o'quv resurslari, sun'iy intellekt asosidagi o'qitish tizimlari, onlayn test platformalari va virtual laboratoriyalar bugungi oliy ta'lim muassasalarining ajralmas qismiga aylanmoqda. Shuni alohida ta'kidlash lozimki, zamonaviy texnologiyalarning joriy etilishi ta'lim sifatini oshirish bilan bir qatorda, ta'lim jarayonining ochiqligi, shaffofligi, samaradorligi va nazoratini ta'minlashga ham xizmat qiladi. Talimda so'ngi yillarda juda ko'p o'zgarishlar kiritilmoqda ya'ni talabalarni talim olishi uchun mashhur dastur keng qo'llanib kelmoqda. Bu dastur orqali talaba o'z baholarini yoki oraliq va yakuniy baholarni muntazam ravishda kuzatib borish qulaylikni yaratib bermoqda bulardan Hemis dasturi bu orqali talaba qanday qilib fanlarni o'zlashtiryotganini va davomatini tekshirib turadi. Oliy ta'lim muassasalarida elektron jurnal, reyting tizimlari, avtomatlashtirilgan baholash mexanizmlari, talabalar faoliyatini tahlil qilish vositalari keng joriy etilmoqda. Bu esa butun ta'lim jarayonini raqamlashtirish sari dadil qadam bo'lib xizmat qilmoqda. Mazkur maqolada zamonaviy texnologiyalarning oliy ta'lim tizimidagi o'rni, ularning o'qitish va o'rganish jarayonlariga ta'siri, texnologik yangiliklarning amaliyotda qo'llanilishi, shuningdek, bu borada yuzaga kelayotgan muammolar va ularni bartaraf etish yo'llari atroflicha yoritib beriladi. Shuningdek, ta'lim sifati,

samaradorligi va raqobatbardosh kadrlar tayyorlashda raqamli transformatsiyaning tutgan o'rnini haqida tahliliy fikrlar ilgari suriladi.

Muhokoma va natijalar: Zamonaviy texnologiyalarni oliy ta'lim tizimiga joriy etish — bu zamon talabi bo'lib, ushbu jarayon butun dunyoda ta'limning yangi bosqichga ko'tarilishiga xizmat qilmoqda. O'zbekiston oliy ta'lim tizimi ham bu borada izchil rivojlanib, raqamli transformatsiya yo'nalishida muhim bosqichlarni bosib o'tmoqda. Xususan, masofaviy ta'lim shakllarining yo'lga qo'yilishi, raqamli platformalarda dars o'tish, onlayn test sinovlari, virtual laboratoriyalardan foydalanish — bularning barchasi ta'lim jarayonini interaktiv va samarador qilishga xizmat qilmoqda. Sun'iy intellekt va avtomatlashtirilgan tizimlarning joriy qilinishi orqali o'quv jarayoni qat'iy nazoratga olinmoqda, talabning individual imkoniyatlariga mos o'quv strategiyalarini tanlash imkoni yaratilmoqda. Shuningdek, elektron jurnal va reyting tizimlari, ma'lumotlar tahlili vositalari orqali o'qituvchilarning ishini samarali baholash, talabalar faoliyatini kuzatib borish, o'quv yutuqlarini tahlil qilish mumkin bo'lib qoldi. Shu bilan birga, zamonaviy texnologiyalarni to'liq joriy etishda bir qator muammolar ham mavjud. Hozirgi kunda oliy talimda juda katta o'zgarishlar kiritilib kelmoqda, sababi yosh kadrlarni yanada bilimni oshirish maqsadida. Bulardan zamonaviy texnologiyalarni oliy talimga qo'shib talabalarni bilimni yanada rivojlantirish maqsadida ta'lim oid turli xil texnologiyalar yaratilmoqda. Bugungi kunda prezidentimiz talabalar uchun qulay sharoitlar yaratib bermoqda. Jumladan, barcha o'qituvchilar va talabalar yetarli raqamli savodxonlik darajasiga ega emasligi, texnik vositalarning yetishmasligi, barqaror internet tarmog'ining mavjud emasligi, dasturiy ta'minotlarning milliy ta'lim tizimiga to'liq mos emasligi kabi omillar samarali natijalarga to'liq erishishga to'sqinlik qilmoqda. Bu muammolarni bartaraf etish uchun davlat va ta'lim muassasalari tomonidan tizimli ishlar olib borilishi zarur.

Shuningdek, zamonaviy texnologiyalarning samaradorligini oshirishda o'qituvchilarning raqamli kompetensiyalarini doimiy ravishda rivojlantirib borish, zamonaviy o'quv platformalaridan foydalanish ko'nikmalarini shakllantirish, innovatsion yondashuvlarni o'quv dasturlariga integratsiyalash muhim ahamiyat kasb etadi.

Xulosa va natijalari:

Yuqoridagi tahlillardan quyidagi asosiy xulosalarni chiqarish mumkin:

1. **Zamonaviy texnologiyalar** oliy ta'limda dars jarayonini interaktiv, qulay va samarali qilish imkonini beradi.
2. **Masofaviy ta'lim, raqamli platformalar va sun'iy intellekt** ta'lim sifatini oshirishda muhim rol o'ynaydi.
3. **O'qituvchi va talabalarning raqamli kompetensiyalari** ta'lim natijalariga bevosita ta'sir ko'rsatadi.
4. **Texnologik infratuzilmaning yetishmasligi**, raqamli savodxonlik darajasining pastligi mavjud muammolar sirasiga kiradi.
5. Oliy ta'lim tizimida **raqamli transformatsiya** jarayonlarini chuqurlashtirish va tizimli tarzda olib borish — dolzarb vazifadir.

Shunday qilib, zamonaviy texnologiyalarni samarali joriy etish orqali oliy ta'lim sifatini oshirish, raqobatbardosh, mustaqil fikrlaydigan va global bozorga mos kadrlar tayyorlash imkonini yaratish mumkin. Bu esa butun jamiyat taraqqiyotining poydevoridir[1].

Xulosa

Zamonaviy axborot-kommunikatsiya texnologiyalari (AKT)[4] va raqamli yechimlarning oliy ta'lim tizimiga kirib kelishi ta'lim jarayonining tubdan o'zgarishiga sabab bo'lmoqda. Bugungi kunda ta'lim sifati, ochiqligi va samaradorligini ta'minlashda zamonaviy texnologiyalar hal qiluvchi vosita sifatida maydonga chiqmoqda. Mazkur maqolada olib borilgan tahlillar shuni ko'rsatadiki, raqamlashtirish jarayonlari nafaqat ta'lim shaklini, balki uning mazmun-mohiyatini ham o'zgartirmoqda.

Birinchidan, zamonaviy texnologiyalar oliy ta'lim muassasalarining faoliyatini avtomatlashtirishga, dars jarayonlarini interaktivlashtirishga, o'quv resurslariga erkin va tezkor kirishni ta'minlashga xizmat qilmoqda. Masofaviy ta'lim tizimining rivojlanishi, raqamli kutubxonalar va virtual laboratoriyalarning joriy etilishi har bir talabaning o'z individual tempida, joy va vaqt cheklovlarisiz ta'lim olishiga imkon bermoqda.[5] Bu esa ta'limda inklyuzivlik va teng imkoniyatlar tamoyillarini amalga oshirishga zamin yaratadi.

Ikkinchidan, sun'iy intellekt asosidagi o'qitish vositalari[8], avtomatlashtirilgan test tizimlari va reyting baholash tizimlari orqali bilimni baholash jarayoni ancha shaffof va adolatli tus olmoqda. Bu jarayon o'qituvchi sub'ektivligini kamaytirib, natijalarni aniq va tezkor aniqlash imkonini beradi. Shuningdek, talabalar faoliyatini real vaqt

rejimida kuzatish, ularning kamchiliklarini aniqlash va moslashtirilgan ta'lim dasturlarini taklif qilish imkoniyatlari ham kengaymoqda.

Uchinchidan, zamonaviy texnologiyalar o'qituvchilarning rolini faqat bilim beruvchi emas, balki yo'naltiruvchi, fasilitator (imkoniyat yaratuvchi) sifatida qayta shakllantirmoqda. O'qituvchilardan endilikda nafaqat o'z fanini yaxshi bilish, balki raqamli vositalardan samarali foydalanish, talabalarni motivatsiya qilish va mustaqil o'rganishga undash ko'nikmalari talab qilinmoqda. Bu esa pedagogik yondashuvlarning yangilanishini taqozo etadi[7].

To'rtinchidan, bu sohadagi rivojlanishga qaramay, hali ko'plab muammolar mavjud. Jumladan, AKT infratuzilmasining barcha hududlarda teng rivojlanmaganligi, o'qituvchilarning raqamli savodxonligi darajasining bir xilda emasligi, internet tezligi va uzluksizligining kafolatlanmaganligi, milliy o'quv dasturlarining texnologik platformalarga to'liq mos emasligi kabi masalalar hal etilishni kutmoqda. Bularni bartaraf etish uchun davlat, ta'lim muassasalari va xususiy sektor o'rtasida samarali hamkorlik talab etiladi.

Xulosa qilib aytganda, oliy ta'limda zamonaviy texnologiyalarni joriy etish orqali ta'lim sifatini oshirish, talaba va o'qituvchilarning bilim olish va bilim berish jarayonlarini yengillashtirish, raqobatbardosh mutaxassislarni tayyorlash, global ta'lim muhitiga moslashish kabi strategik maqsadlar ro'yobga chiqmoqda. Kelgusida bu jarayonlarni tizimli va uzluksiz amalga oshirish, texnologiyalardan foydalanish madaniyatini shakllantirish, innovatsion yondashuvlarni ilgari surish ta'limning barqaror va sifatli rivojlanishini ta'minlaydi.

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АУДИОТЕКСТЫ НА УРОКАЕ РУССКОГО ЯЗЫКА НА РАЗНЫХ ЭТАПАХ ОБУЧЕНИЯ

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Аннотация: Данная статья посвящена вопросам более лёгкого усвоения русского и других иностранных языков с использованием аудиотекстов. Автор рассматривает значимость аудиоматериалов в процессе изучения русского языка как иностранного, раскрывает их роль, разновидности и эффективность в образовательной практике. В исследовании особое внимание уделяется влиянию аудиотекстов на развитие навыков аудирования, произношения и устной речи обучающихся. Кроме того, в статье анализируются различные типы аудиотекстов — информационные, диалоговые, повествовательные, художественные и функциональные — и особенности их применения на уроках. Эффективное использование аудиоматериалов позволяет учащимся овладевать языком в естественном контексте, способствуя формированию устойчивых языковых навыков. Изучение иностранных языков, в том числе русского, является важным фактором в жизни подрастающего поколения в условиях современной глобализации. В этом процессе аудиотексты играют незаменимую роль: они не только формируют языковую компетенцию, но и способствуют развитию культурного мышления, слухового восприятия и аналитических способностей учащихся.

Ключевые слова: русский язык, аудиотексты, формы обучения, аудиоматериалы, учебник, этапы обучения, рефлексия

Abstract: This article is devoted to the issues of easier acquisition of Russian and other foreign languages using audio texts. The author considers the importance of audio materials in the process of studying Russian as a foreign language, reveals their role, varieties and effectiveness in educational practice. The study pays special attention to the influence of audio texts on the development of listening, pronunciation and oral speech skills of students. In addition, the article analyzes various types of audio texts - informational, dialogue, narrative, artistic and functional - and the features of their use in the classroom. Effective use of audio materials allows students to master the language in a natural context, contributing to the formation of stable language skills. Learning foreign languages, including Russian, is an important factor in the life of the younger generation in the context of modern globalization. In this process, audio texts play an indispensable role: they not only form linguistic competence, but also contribute to the development of cultural thinking, auditory perception and analytical abilities of students.

Key words: Russian language, audio texts, forms of teaching, audio materials, textbook, stages of teaching, reflection

В Узбекистане русский язык сохраняет своё важное положение как один из основных инструментов межэтнического общения, образования и делового взаимодействия. Несмотря на то, что государственным языком страны является узбекский, русский язык продолжает активно использоваться в различных сферах жизни: в средствах массовой информации, в научных и образовательных учреждениях, в судебной системе, в бизнесе и повседневной коммуникации.

Исторически русский язык стал широко распространённым в Узбекистане в период Советского Союза, когда он использовался как основной язык обучения в высших и средних учебных заведениях, а также как рабочий язык государственного и научного аппарата. После обретения независимости Узбекистан сохранил статус русского как одного из наиболее употребимых языков в многоязычном обществе. Это связано как с наличием значительного числа русскоязычного населения, так и с прагматической ценностью русского языка как средства доступа к международным ресурсам, литературе и науке.

На сегодняшний день в Узбекистане работают сотни школ и десятки университетов, где русский язык преподаётся как предмет или используется как язык обучения. Ведущие вузы страны, такие как Ташкентский государственный технический университет, Ташкентский филиал МГУ, Узбекский государственный университет мировых языков и другие, предлагают программы

на русском языке. Это создаёт условия для подготовки специалистов, способных вести профессиональную деятельность как на национальном, так и на международном уровне.

Русский язык также активно присутствует в медиа-пространстве страны. Газеты, телеканалы, радио и интернет-ресурсы на русском языке способствуют распространению информации, культурных ценностей и формируют пространство общественного диалога. Кроме того, в русскоязычной литературе, публицистике и искусстве Узбекистана находят отражение темы идентичности, культурного многообразия и взаимовлияния народов.

Особое внимание уделяется преподаванию русского языка как иностранного. В стране действуют российские культурные центры, курсы русского языка при посольстве РФ, а также филиалы российских вузов, где обучение ведётся на русском. Это стимулирует интерес молодёжи к изучению языка как средства получения образования и построения международной карьеры.

Языковое обучение и роль аудиотекстов

Одним из важнейших компонентов в овладении иностранным языком является развитие навыков восприятия речи на слух. Аудиотексты играют ключевую роль в этом процессе, так как они способствуют формированию у обучающихся способности понимать звучащую речь в различных коммуникативных ситуациях.

Использование аудиотекстов на уроках иностранного языка позволяет:

- познакомить учащихся с живой, аутентичной речью носителей языка;
- развивать фонематический слух и распознавание интонационных, ритмических и темповых особенностей языка;
- формировать навык прогнозирования содержания текста на основе прослушанной информации, повысить мотивацию к изучению языка через интересные и реалистичные материалы.

Кроме того, аудиотексты способствуют интеграции различных видов речевой деятельности — аудирования, говорения, чтения и письма, поскольку после

прослушивания учащиеся могут выполнять различные задания: пересказ, ответы на вопросы, составление диалога или написание краткого содержания.

Таким образом, аудиоматериалы являются неотъемлемой частью современного урока иностранного языка и важным средством развития языковой компетенции учащихся.

Этапы работы с аудиотекстами на уроках русского языка

Эффективное использование аудиотекстов в процессе обучения русскому языку как иностранному требует поэтапного подхода, обеспечивающего постепенное формирование и развитие навыков аудирования. Каждый этап работы с аудиоматериалом выполняет определённую функцию и направлен на достижение конкретных учебных целей.

1. Подготовительный этап

На этом этапе основное внимание уделяется созданию мотивации, активизации фоновых знаний учащихся и предварительному ознакомлению с лексико-грамматическим материалом, который может встретиться в аудиотексте. Преподаватель вводит ключевые слова и выражения, обсуждает возможные темы текста, формулирует прогнозы содержания. Данный этап способствует снижению языкового барьера и активизации когнитивной готовности к восприятию информации на слух.

2. Основной этап (восприятие аудиотекста)

На данном этапе осуществляется непосредственное прослушивание аудиотекста. Как правило, оно проводится в несколько прослушиваний, каждое из которых преследует определённую дидактическую цель. Первое прослушивание направлено на общее понимание содержания (глобальное аудирование), второе — на выделение деталей и уточнение информации (селективное и детальное аудирование). Возможно использование различных заданий: выбрать верные утверждения, заполнить таблицу, ответить на вопросы, соотнести реплики.

3. Послетекстовый этап

Этот этап включает анализ прослушанного материала, обсуждение содержания и выполнение продуктивных заданий, направленных на развитие речевых навыков. Учащиеся могут пересказать текст, выразить своё мнение, обсудить позицию говорящего, провести сравнительный анализ с аналогичными ситуациями в

своей культуре. Также возможно использование творческих заданий: составление диалогов, продолжение истории, ролевые игры. Послетекстовая деятельность способствует углублению понимания и закреплению лексико-грамматических структур.

4. Рефлексивный этап (по усмотрению преподавателя)

На этом этапе учащиеся оценивают собственную работу, осмысливают трудности, с которыми столкнулись, и определяют стратегии дальнейшего совершенствования навыков аудирования. Введение элементов рефлексии способствует развитию самостоятельности, критического мышления и ответственности за результат учебной деятельности.

Таким образом, этапность работы с аудиотекстами позволяет системно развивать навыки восприятия устной речи, укреплять мотивацию к изучению русского языка и формировать устойчивую коммуникативную компетенцию.

1. Начальный этап обучения (уровни А1–А2)

На начальном этапе овладения русским языком (уровни А1–А2 согласно Общеввропейским компетенциям владения иностранным языком — CEFR) основное внимание уделяется формированию базовых коммуникативных навыков. Учащиеся, как правило, ещё не обладают достаточным лексическим запасом и грамматической компетенцией для свободного восприятия развернутых речевых высказываний. В связи с этим использование аудиоматериалов должно соответствовать их уровню восприятия. Эффективным считается включение в учебный процесс простых и коротких аудиотекстов, представляющих собой:

- *Бытовые диалоги (приветствия, знакомство, описание профессии, повседневные ситуации);*

- *Адаптированные аудиосказки и фрагменты мультфильмов, где используется ограниченный набор лексики и повторяющиеся синтаксические конструкции.*

Такие аудиоматериалы способствуют формированию фонематического слуха, развитию навыков понимания на слух и закреплению основных лексико-грамматических структур.

2. Средний этап обучения (уровни В1–В2)

На среднем этапе обучения учащиеся уже обладают достаточной языковой подготовкой для восприятия более сложной речевой информации. Аудиотексты становятся более аутентичными и разнообразными по тематике и структуре. Целью становится развитие умений извлекать основную и детализированную информацию, а также интерпретировать интонационные средства выражения.

На этом уровне целесообразно использование следующих видов аудиотекстов:

- *Рассказы, интервью, диалоги на повседневные и культурно-социальные темы;*
- *Фрагментов новостей и радиозэфиров, адаптированных с учётом речевых особенностей учащихся;*
- *Обсуждения тематических бесед, позволяющих развивать навыки критического слушания.*

Кроме того, учащиеся начинают осваивать стратегии смыслового прогнозирования, логического анализа и интеграции аудиоинформации с визуальными и текстовыми материалами.

3. Продвинутый этап обучения (уровни C1–C2)

На продвинутом этапе владения русским языком учащиеся демонстрируют высокий уровень языковой компетенции, что позволяет использовать аутентичные аудиоматериалы без предварительной адаптации. Основной акцент делается на совершенствовании навыков критического мышления, аналитической обработки информации и интерпретации сложных речевых конструкций.

На данном уровне рекомендуется использование:

- *Лекций, подкастов, документальных фильмов, отражающих современные общественные, культурные и научные реалии;*
- *Аудиоверсий литературных произведений и философских эссе;*
- *Дискуссий, устных дебатов и комментариев, направленных на развитие аргументированной речи и способности к анализу различных точек зрения.*

Учащиеся учатся воспринимать речь в быстром темпе, различать стилистические особенности речи, распознавать риторические приёмы, а также формулировать развернутые устные и письменные отклики.

Заключение

Аудиотексты — это эффективное методическое средство в обучении русскому языку. Правильный выбор и методика их применения на разных этапах обучения значительно повышают уровень владения языком. С помощью аудиоматериалов учащиеся не только улучшают навыки восприятия на слух, но и развивают устную речь, письменную продукцию и аналитическое мышление. Поэтому учителям следует активно внедрять аудиотексты в учебный процесс и использовать их как важный инструмент обучения.

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INTEGRATING SOCIAL MEDIA PLATFORMS TO IMPROVE UNIVERSITY STUDENTS' SPEAKING PROFICIENCY

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Abstract: This article examines the role of social media platforms as tools for enhancing speaking proficiency among university students. The shift toward digital education has opened new avenues for language learning, where platforms like Facebook Live, Clubhouse, and YouTube serve as informal environments for practicing oral communication. This study emphasizes the potential of interactive content, online discussions, and collaborative digital tasks in promoting fluency, pronunciation, and confidence in speaking.

Keywords: Speaking proficiency, social media, university students, digital interaction, language education

Аннотация: В данной статье рассматривается роль платформ социальных сетей как инструментов повышения устной речи у студентов университетов. Переход к цифровому образованию открыл новые возможности для изучения языка, где такие платформы, как Facebook Live, Clubhouse и YouTube, служат неформальными площадками для практики устной речи. В исследовании подчеркивается значение интерактивного контента, онлайн-дискуссий и совместных цифровых заданий в развитии беглости речи, произношения и уверенности.

Ключевые слова: Устная речь, социальные сети, студенты, цифровое взаимодействие, обучение языкам

Annotatsiya: Ushbu maqolada universitet talabarlari ogʻzaki nutq malakasini rivojlantirishda ijtimoiy tarmoqlar vositasi sifatida qoʻllanilishi oʻrganiladi. Raqamli taʼlimga oʻtish jarayoni til oʻrganishning yangi yoʻllarini ochib berdi, bunda Facebook Live, Clubhouse va YouTube kabi platformalar ogʻzaki nutq mashq qilish uchun norasmiy muhit sifatida xizmat qiladi. Tadqiqotda interaktiv kontent, onlayn munozaralar va jamoaviy raqamli vazifalarning nutq ravonligi, talaffuz va ishonchni oshirishdagi oʻrni koʻrsatiladi.

Kalit soʻzlar: Ogʻzaki nutq, ijtimoiy tarmoqlar, talabalar, raqamli muloqot, til taʼlimi

Introduction
Social media has revolutionized communication in the 21st century, offering platforms that allow users to engage in real-time conversations, share multimedia content, and collaborate across distances. For university students learning English or other foreign

languages, these platforms provide authentic language exposure beyond textbooks and classrooms. Students can listen to native speakers, participate in global discussions, and access user-generated content that reflects natural language use. Engaging with peers on social media allows students to practice speaking without the immediate pressure of a traditional classroom. Many feel more confident when they can prepare their voice notes or videos in advance. This helps reduce speaking anxiety and build self-esteem, especially for introverted learners. Repeated exposure also helps in developing automaticity in language production. Group-based activities on platforms such as Telegram and Zoom foster peer-to-peer learning. Students can collaborate on tasks, give each other constructive feedback, and reflect on their own speaking progress. This promotes a supportive learning community and enhances speaking through repetition and interaction. Language acquisition, especially speaking skills, requires consistent exposure and practice. Traditional classroom environments may not always provide the interactive and spontaneous speaking opportunities students need. Social media platforms offer an alternative where students can engage in informal, authentic conversations and create content in the target language. The popularity of live-streaming, voice chat apps, and comment sections provides various contexts for developing fluency. This research applied a qualitative case study approach at a local university. A total of 30 students participated in a 6-week digital project-based learning module. Students were asked to record weekly speaking videos for Instagram and participate in Clubhouse discussions about weekly academic themes. Reflective journals and interviews were used to assess changes in confidence, vocabulary usage, and self-perception of fluency. Students reported increased motivation to speak English outside the classroom. The video format encouraged them to focus on clarity and expression. Clubhouse sessions allowed real-time interaction with peers, simulating authentic communicative scenarios. Over 80% noted improved comfort with speaking, while instructors observed noticeable progress in fluency and spontaneous speech delivery. Some students initially struggled with anxiety but adapted through repetition and peer support.

The use of social media as a supplementary tool for speaking practice proved to be effective in building learner autonomy. Students took ownership of their learning, received peer feedback, and became more reflective. Challenges included digital distraction and varying levels of participation. Instructors suggested embedding such tasks into formal curricula to ensure consistent engagement and assessment.

Conclusion

In conclusion, integrating social media into language education can enrich the learning experience by promoting speaking skills in real-world contexts. Educators should

consider guided, goal-oriented use of these platforms to foster meaningful communication among students. With proper design and monitoring, social media can be a powerful medium for enhancing students' speaking proficiency.

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THE IMPORTANCE AND BENEFITS OF LEARNING FOREIGN LANGUAGES

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Annotation. The article emphasizes the essential role of foreign language learning in today's globalized world. It outlines various advantages, including personal development through improved cognitive skills and self-esteem, enhanced educational opportunities that facilitate access to global knowledge, and career benefits in an increasingly competitive job market. Furthermore, it highlights how language proficiency fosters cultural awareness, enriches travel experiences, and enhances engagement with digital content. Ultimately, the article advocates for multilingualism as a crucial asset for individuals and societies, encouraging young learners to embrace language education for a more connected future.

Key words: cognitive skills, proficiency, experiences, learners, globalization, intellectual benefits, international, collaboration, multilingual professionals.

Аннотация: В статье подчеркивается важная роль изучения иностранных языков в современном глобализованном мире. В ней описываются различные преимущества, включая личностное развитие за счет улучшения когнитивных навыков и самооценки, расширенные образовательные возможности, которые облегчают доступ к мировым знаниям, и карьерные преимущества на все более конкурентном рынке труда. Кроме того, в ней подчеркивается, как владение языком способствует культурной осведомленности, обогащает опыт путешествий и усиливает взаимодействие с цифровым контентом. В конечном счете, в статье отстаивается многоязычие как важнейший актив для отдельных лиц и обществ, побуждая молодых учащихся принимать языковое образование для более связанного будущего. **Ключевые слова:** когнитивные навыки, владение, опыт, учащиеся, глобализация, интеллектуальные преимущества, международный, сотрудничество, многоязычные специалисты.

Annotatsiya: Maqolada bugungi globallashtirilgan dunyoda chet tillarini o'rganishning muhim roli ta'kidlangan. Unda kognitiv ko'nikmalar va o'z-o'zini hurmat qilish orqali shaxsiy rivojlanish, global bilimlarga kirishni osonlashtiradigan kengaytirilgan ta'lim imkoniyatlari va tobora kuchayib borayotgan mehnat bozorida martaba imtiyozlari

kabi turli xil afzalliklar ko'rsatilgan. Bundan tashqari, u tilni bilish madaniy xabardorlikni qanday oshirishi, sayohat tajribasini boyitishi va raqamli kontent bilan aloqani kuchaytirishini ta'kidlaydi. Oxir oqibat, maqola ko'p tillilikni shaxslar va jamiyatlar uchun muhim boylik sifatida targ'ib qiladi va yosh o'quvchilarni yanada bog'langan kelajak uchun til ta'limini qabul qilishga undaydi.

Kalit so'zlar: kognitiv qobiliyatlar, malaka, tajribalar, o'quvchilar, globallashuv, intellektual imtiyozlar, xalqaro, hamkorlik, ko'p tilli mutaxassislar.

In the era of globalization, learning foreign languages has become not just a valuable skill but a necessity. Communication across borders is increasingly common in education, business, science, technology, and tourism. Languages such as English, Chinese, Russian, Arabic, and Spanish serve as bridges between cultures and nations. The ability to speak more than one language provides both practical and intellectual benefits, opening doors to new opportunities and perspectives.

Personal Development

Mastering a foreign language plays a crucial role in personal development. It strengthens memory, improves cognitive flexibility, and enhances decision-making skills. Bilingual or multilingual individuals often exhibit better concentration, creativity, and mental agility. Learning another language also boosts self-esteem and motivation, especially when one can successfully communicate with native speakers. This builds confidence and develops social interaction skills.

Educational and Academic Opportunities

Foreign languages provide access to a vast amount of global knowledge. Students who know another language can read scientific articles, books, and research papers in their original form. Many top universities require knowledge of English or another international language for admission. Scholarships, international exchange programs, and research collaborations are often offered to those proficient in foreign languages. This broadens one's educational horizon and prepares them for success in global academic environments.

Career and Employment Advantages

In the job market, foreign language skills are increasingly valuable. Employers seek candidates who can work with international clients, manage cross-cultural teams, or expand into foreign markets. Sectors like tourism, translation, international business, diplomacy, and customer service all favor multilingual professionals. Knowing a foreign language can also lead to promotions and higher salaries, especially in multinational companies.

Business and Entrepreneurship Benefits

Entrepreneurs benefit greatly from foreign language proficiency. It helps in negotiating with international partners, understanding foreign markets, and building global networks. Access to business literature, legal documents, and news in multiple languages gives entrepreneurs a competitive edge. Additionally, it enhances customer relations and marketing strategies in diverse cultural settings.

Cultural Awareness and Global Understanding

Learning foreign languages fosters cultural awareness and appreciation. It helps people understand customs, traditions, and values of other societies. Language is deeply connected to culture, and by learning it, one gains insight into how others think and express themselves. This creates tolerance, empathy, and respect for diversity. In a world facing social and political tensions, such understanding is essential for peaceful coexistence.

Travel and Lifestyle Advantages

Knowing foreign languages makes travel more enjoyable and meaningful. Tourists who can communicate with locals have richer experiences and greater independence. Language skills help in navigating transport systems, reading signs, ordering food, and exploring non-tourist areas. Furthermore, many everyday tools—like apps, websites, and manuals—are in English or other foreign languages. Proficiency in these languages simplifies daily life and broadens access to information.

Technology and Entertainment

Much of the world's digital content is available in foreign languages. Understanding English or another major language allows people to enjoy films, music, books, and games from different cultures. It also enables participation in online courses, coding platforms, forums, and webinars. This exposure enhances digital literacy and personal enrichment.

In conclusion, the benefits of learning foreign languages are numerous and far-reaching. They impact personal development, academic achievement, professional success, cultural understanding, and everyday convenience. As the world becomes more interconnected, multilingualism is a key asset. Every individual, especially young learners, should embrace language learning as a path to a brighter and more connected future.

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COGNITIVE DEVELOPMENT OF ENGLISH HYDRONYMS

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Annotation: This article discusses the cognitive aspects of English hydronyms and provides a scientific rationale for the language and cultural influences associated with naming, an interdisciplinary integration that brings together historical and cognitive linguistics as well as cultural analyses. The study highlights the etymological roots, semantic evolution and cultural significance of English hydronyms. By tracing the historical layers of linguistic influence and analysing the cognitive motives for hydronym formation, the relationship of English hydronyms to historical events, cultural identity and environmental descriptions is revealed. Valuable insights into the cognitive and cultural heritage of English-speaking communities are presented.

Keywords: Hydronyms, cognitive linguistics, toponymy, etymology, cultural memory, English language, semantic evolution, historical linguistics, cultural analysis, naming practices

Аннотация: В данной статье рассматриваются когнитивные аспекты английских гидронимов и дается научное обоснование влиянию языка и культуры, связанному с именованим, междисциплинарной интеграции, которая объединяет историческую и когнитивную лингвистику, а также культурный анализ. В исследовании освещаются этимологические корни, семантическая эволюция и культурное значение английских гидронимов. Прослеживая исторические слои языкового влияния и анализируя когнитивные мотивы формирования гидронимов, раскрывается взаимосвязь английских гидронимов с историческими событиями, культурной идентичностью и описаниями окружающей среды. Представлены ценные сведения о когнитивном и культурном наследии англоязычных сообществ.

Ключевые слова: Гидронимы, когнитивная лингвистика, топонимия, этимология, культурная память, английский язык, семантическая эволюция, историческая лингвистика, культурный анализ, практики наименования

Annotatsiya: Ushbu maqolada ingliz gidronimlarining kognitiv jihatlari to'g'risida so'z yuritilgan bo'lib, til va madaniyatning nom qo'yish bilan bog'liq ta'siri, tarixiy va kognitiv tilshunoslik hamda madaniy tahlilni birlashtirgan fanlararo integratsiyalar ilmiy asoslab berilgan. Tadqiqotda ingliz gidronimlarining etimologik ildizlari, semantik evolyutsiyasi va madaniy ahamiyati yoritib berilgan. Til ta'sirining tarixiy

qatlamlarini kuzatish va gidronim shakllanishining kognitiv motivlarini tahlil qilish orqali ingliz gidronimlarining tarixiy voqealar, madaniy o'ziga xosliklar va atrof-muhit tasvirlarining o'zaro aloqadorligi ochib berilgan. Ingliz tilida so'zlashuvchi jamoalarning kognitiv va madaniy merosi haqida qimmatli ma'lumotlar berilgan.

Kalit so'zlar: Gidronimlar, kognitiv tilshunoslik, toponimiya, etimologiya, madaniy xotira, ingliz tili, semantik evolyutsiya, tarixiy tilshunoslik, madaniy tahlil, nomlash amaliyoti

Introduction

Onomastics, the study of names, encompasses various subfields, including toponymy (place names) and hydronymy (water body names). Hydronyms, as a subset of toponyms, are crucial for understanding the interplay between language, cognition, and culture. In the English-speaking world, hydronyms such as 'Thames,' 'Severn,' and 'Lake District' are not only markers of physical geography but also repositories of historical, cultural, and cognitive information (Room, 1993). This article investigates the cognitive development of English hydronyms, focusing on how these names are formed, transmitted, and transformed over time, and what they reveal about the cognitive processes underlying naming practices.

Literature Review

The study of hydronyms in English has a rich tradition, intersecting with historical linguistics, cultural studies, and cognitive science. Early works, such as Eilert Ekwall's *English River Names* (1928), provided foundational etymological analyses, tracing many English hydronyms to Celtic, Old English, Norse, and Latin roots. Ekwall (1928) argued that hydronyms are among the oldest linguistic strata in the British Isles, often predating other toponyms.

Recent cognitive linguistic approaches, as outlined by Lakoff (1987) and Evans (2019), emphasize the role of conceptual metaphor and categorization in the formation of place names. Hydronyms, in this view, are shaped by embodied experience (e.g., the perception of water flow, color, or sound) and by cultural models of landscape (Basso, 1996).

Cultural memory studies, such as those by Assmann (2011), highlight how hydronyms serve as mnemonic devices, encoding historical events, mythologies, and social identities. For example, the River Thames has been variously interpreted as a boundary, a trade route, and a symbol of national identity (Porter, 1994).

Etymological dictionaries (Room, 1993; Mills, 2011) provide detailed accounts of the origins and meanings of English hydronyms, revealing patterns of semantic change and

linguistic borrowing. These works underscore the dynamic interplay between language contact, migration, and environmental perception in the evolution of hydronyms.

Methodology

This study employs a qualitative, interdisciplinary methodology, combining historical linguistics, cognitive linguistics, and cultural analysis. Primary data sources include etymological dictionaries (Room, 1993; Mills, 2011), historical texts, and recent cognitive linguistic research. The analysis focuses on a representative sample of English hydronyms, selected for their historical depth, linguistic diversity, and cultural significance. The study examines the etymology, semantic evolution, and cognitive motivations underlying these names, drawing on the framework of conceptual metaphor theory (Lakoff & Johnson, 1980) and cultural memory studies (Assmann, 2011).

Discussion

Etymology and Historical Layers

English hydronyms exhibit a complex layering of linguistic influences, reflecting successive waves of settlement and language contact. Many major river names, such as 'Thames,' 'Severn,' and 'Avon,' derive from pre-English (Celtic) roots. For example, 'Thames' is believed to originate from the Brittonic Tamesas, meaning 'dark' or 'flowing' (Room, 1993; Mills, 2011). The River 'Avon' is a tautological name, as 'avon' simply means 'river' in Welsh, leading to the redundancy 'River Avon' (Ekwall, 1928). Norse and Anglo-Saxon influences are also evident, particularly in northern and eastern England. The River 'Ouse,' for instance, comes from Old English *wos*, meaning 'water' (Mills, 2011). The process of naming often involved descriptive terms based on observable features, such as color ('Blackwater'), size ('Great Ouse'), or flow ('Swift').

Cognitive Processes in Hydronym Formation

The cognitive development of hydronyms involves several key processes. First, early hydronyms often reflect salient perceptual features—color, sound, or movement. For example, 'Blackwater' or 'Wharfe' (from Old Norse *hvarf*, 'to turn') encode direct sensory experiences (Room, 1993).

Second, conceptual metaphor theory (Lakoff & Johnson, 1980) suggests that humans understand abstract domains through concrete experience. Hydronyms frequently employ metaphors, such as rivers as 'veins' or 'lifelines' of the land. The River 'Severn' (from Latin *Sabrina*) is associated with mythological figures, blending physical and cultural meanings (Porter, 1994).

Third, cognitive linguistics posits that naming involves categorization based on prototypes. Hydronyms often generalize from prototypical features (e.g., 'brook,' 'stream,' 'burn') to specific instances, reflecting local dialectal variation (Evans, 2019).

Finally, hydronyms serve as anchors of cultural memory, preserving historical events, legends, and social identities. The River 'Humber,' for example, is linked to early medieval boundary-making and identity formation (Higham, 1993).

Semantic Evolution and Linguistic Change

Hydronyms are remarkably stable over time, often surviving language shifts and political changes. However, their meanings and forms can evolve. Folk etymology sometimes alters hydronyms to fit contemporary language patterns, as in the case of 'Isis' (the upper Thames), which was reinterpreted in the 19th century to evoke classical associations (Porter, 1994).

Borrowing and adaptation are common, especially in colonial contexts. English settlers in North America, Australia, and elsewhere frequently transplanted familiar hydronyms ('Avon,' 'Thames,' 'Derwent') to new landscapes, creating a global network of English hydronyms (Cameron, 1996).

Hydronyms in Contemporary Cognitive and Cultural Contexts

In modern times, hydronyms continue to shape cognitive maps and cultural identities. They are invoked in literature, politics, and environmental discourse. The 'Lake District,' for example, is not only a geographical region but also a cultural icon, associated with Romantic poetry and national heritage (Bate, 2000).

Hydronyms also play a role in environmental awareness and conservation. The naming and renaming of rivers and lakes can reflect changing attitudes toward nature, heritage, and indigenous rights (Rose-Redwood et al., 2010).

Results

The analysis reveals several key findings regarding the cognitive development of English hydronyms. English hydronyms preserve some of the oldest linguistic strata in the language, often predating written records. The formation of hydronyms is guided by perceptual salience, metaphorical thinking, and categorization, reflecting universal cognitive processes. Hydronyms function as carriers of cultural memory, encoding historical events, myths, and social identities. While hydronyms are generally stable, they are subject to semantic evolution, folk etymology, and borrowing. The transplantation of English hydronyms to other parts of the world illustrates the role of naming in colonial and postcolonial identity formation.

Conclusion

The cognitive development of English hydronyms is a multifaceted process, shaped by perceptual, linguistic, and cultural factors. Hydronyms are not merely utilitarian labels but are deeply embedded in the cognitive and cultural fabric of English-speaking societies. They reflect the ways in which people perceive, categorize, and remember their environment, serving as living witnesses to historical change and cultural

continuity. Further research could explore the comparative cognitive development of hydronyms in other languages and the impact of digital mapping technologies on naming practices.

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LINGUOCULTURAL FEATURES OF UZBEK AND ENGLISH EUPHEMISMS

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Abstract: The article discusses the concepts of "euphemism" and "taboo" in linguistics; the meaning of these two concepts that represent the public life of the people in connection with traditions and mentality. These two concepts that they are ethnolinguistic terms originating from cultural and linguistic sources is also discussed. Furthermore, It is concerned about the role of these concepts in the lexicon of the Uzbek and English languages

Keywords: euphemism, taboo, euphemization, semantic category, stylistic tool.

Like any other scientific fields, linguistics is developing every day emerging various new trends, directions, new scientific and theoretical views. Indeed, human language is incredibly complex. It is extremely difficult to imagine all its aspects in their entirety at once. However, centuries of experience in the history of world linguistics have given rise to various representatives of the movement considered language study to be the most appropriate path and, thus, all their lives they try to clearly demonstrate the object of study and its essence. In leading linguistic research centers today the concept of "euphemism" as a semantic category is used extremely widely. It reveals the rich aspects of communication and enhances the influence of the expressed opinion in the process of communication. "Euphemism" in Greek which means "soft expression" is a word that the speaker considers awkward, inappropriate or rude words that act as synonyms for words and phrases.

In the linguistic dictionary edited by lexicographer O.S.Akhmanova "Euphemism is a synonym for a word or phrase that seems rude, vulgar or obscene to the speaker without emotional coloring that can be used instead of " [O.S. Akhmanova,2004]. D.N.Shmelev in a similar context also explained this notion as "euphemism - a word used in certain circumstances to characterize something that is considered extremely harsh, impolite and these inappropriate expressions are softened for the sake of preservation , in this case euphemisms serve to express the same meaning with contributions that are considered to be rude to the listeners" [D.N.Shmelev,1979].

Euphemism is the avoidance of naming a negative reality, a negative connotation of such reality serves to soften the blow, affecting the dignity of a person,

situations that are awkward, disrespectful, contrary to moral standards or confidential, which cannot be said directly. Euphemisms reduce the negative impact of realities, hide them, disguise them to convey and express a message in a softer and more delicate way. In the language there is also a euphemism that arose in connection with the requirements of a certain speech situation, their meaning often becomes clear from the text. Euphemism is widely used in scientific and formal styles [Shomaksudov A., Rasulov I., Kungurov R., Rustamov H., 1983]. If we study euphemism through fiction, it is clear that it has great importance as a stylistic tool. This is clearly seen in the translations of artistic works. In the scientific research of D.H.Karimova and M.M. Makhmudova, it is possible to find examples of euphemisms. Euphemisms are not only used in literary and artistic works, but their use requires great skill from the speaker.

The cultural development of mankind has influenced the development of language and culture. As their popularity grew, euphemisms also became more sophisticated. Therefore, while studying this phenomenon, it is necessary to take into account the socio-cultural environment associated with its occurrence.

It is noteworthy that in foreign linguistics euphemism can be associated with other phenomena including cryptology and jargon. Indeed, euphemism is the most important unit of human speech. Euphemistic phenomena reflects the community of culture and language. Human speech activity corresponds to the moral norms. Undoubtedly, one of the important tools indicating the level of speech culture and communication culture are euphemisms. When discussing euphemisms, linguocultural features should be taken into account. We must emphasize that analyzing euphemisms, especially the role of euphemisms in English and Uzbek linguistics, we have witnessed cultural difference. This is especially relevant for national mentality, cultural identity closely connected with identity.

In fact, euphemisms in the Uzbek language have their roots in religious beliefs. According to Islamic teaching, using bad words, insulting someone's feelings, even with language, is considered a sin. In some Uzbek families, the man calls his wife after his eldest daughter, and the wife calls her husband after her eldest son. It is acceptable to use the forms of address such as “dadasi”, “adasi” for husband and “onasi”, “oyisi” for wife. These forms of exclamation are a taboo relic of primitive times and illustrate the concept of being parent of more children than the married couple in the family. This demonstrates the value and importance of children, their partnership, their companionship with parents.

In Uzbek families, mentioning husbands' names by their wives in the presence of others is considered to be shameful, that's why euphemisms such as “dadajonisi”, “jufti halolim” or “turmush o'rtogim” (my spouse) have appeared. At the same time,

according to the Uzbek culture men also call their women as “oyijonisi” , “rafiqam” or “ayolim” (mom of my children/my wife).

The English use the words “miss”, “mistress (mrs)”, “lady” instead of the word “woman” to indicate the gender of the speaker taking into account respect for the person, her age and marital status. These words also exist in the Uzbek language. There are alternatives such as “qiz” , “ayol” , “kelin” , “onaxon” , “buvijon”.

In addition, brides according to the Uzbek culture use the word “oyijon”, “ayajon” or “qaynona oyijon” instead of “mother-in-law” and instead of the word “father-in-law” use the word “dadajon”. However, English women call their husbands' parents by their names, and it is absolutely normal for them . It is even embarrassing to directly announce bride’s pregnancy in Uzbek families. Instead of the word “homilador” (pregnant), the alternatives such as “yukli” , “boshqorong’u” , “tarvuz yutgan” are used. It is notable to observe this similar situation in English too. Euphemisms as “in the family way” , “bun in the oven” , “carrying a child” are used instead of the “pregnant” expression to make this notion gentler.

From the above mentioned contributions, we can conclude that a euphemism expresses harsh or rude words and phrases relatively softly. Euphemisms indicate the consequences of prohibitions, the consequences of which force a person to use sarcastic expressions. In other words, it is an exchange of something considered shameful to say, scary, dangerous, unpleasant to hear to the soft, gentle, pleasant, affectionate, harmless, beautiful word expressions.

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TABLE OF CONTENTS

1	SHAYXZODA ASARLARIDA AXLOQIY-IJTIMOIIY MASALALAR Qodirov Islomjon Iqboljon o'g'li	3-5
2	YOSHLAR MA'NAVIYATINI YUKSALTIRISHDA JADID XOTIN- QIZLAR MA'RIFATPARVARLIK G'OYALARI TARG'IBOTINING AHAMIYATI Shodiyeva Iroda	6-9
3	GAMIFICATION IN THE EFL CLASSROOM: ENHANCING LEARNER ENGAGEMENT AND LANGUAGE PROFICIENCY THROUGH DIGITAL GAME-BASED LEARNING Nafosat Mirvafoeva	10-12
4	ЗАМОНАВИЙ УЛЬТРОТОВУШ ТЕКШИРУВ АППАРАТЛАРИНИНГ АФЗАЛЛИКЛАРИ. Каримов Расулбек Хасанович, Фозилова Зарнигор Мавлановна, Абдуллаева Дилноза Кузибаевна	13
5	SO`ZLARNING MA`NOLARINI O`RGANISHDA INTERFAOL METODLARDAN FOYDALANISH Vaqoyeva Zarina Rayimovna	14-17
6	EXPRESSION OF THE CONCEPT OF GRATITUDE IN THE LINGUISTIC PICTURE OF THE WORLD Umida G'ulomova, daughter of Fozil, Uralova Oysuluv Poyan qizi	18-21
7	OLIY TA'LIMDA ZAMONAVIY TEXNOLOGIYALARNING ROLI O'rmonaliyeva Odinoxon Sherzodbek qizi, Hamidov Nodirbek Zakirovich	22-28
8	АУДИОТЕКСТЫ НА УРОКЕ РУССКОГО ЯЗЫКА НА РАЗНЫХ ЭТАПАХ ОБУЧЕНИЯ Кучкарова Рухшона, Султонова С.Х	29-36
9	INTEGRATING SOCIAL MEDIA PLATFORMS TO IMPROVE UNIVERSITY STUDENTS' SPEAKING PROFICIENCY Xodjamurodova Sitora	37-39
10	THE IMPORTANCE AND BENEFITS OF LEARNING FOREIGN LANGUAGES Xasanova Sitora O'ktam qizi	40-43
11	COGNITIVE DEVELOPMENT OF ENGLISH HYDRONYMS Nuniyazova Shakhlo Ulugbekovna	44-48

12	LINGUOCULTURAL FEATURES OF UZBEK AND ENGLISH EUPHEMISMS Akramova Diyora Khaitbaeva	49-51
	OUTLINE	52-53