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PEDAGOGICAL CONDITIONS FOR DEVELOPING THE PROFESSIONAL COMPETENCE OF FUTURE TEACHERS

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Abstract: This article reveals the essence of the concept of competence. Ways of pedagogical development of professional competence in students are indicated. The content of the set of competencies that determine the level of development of pedagogical competence that can be acquired by future teachers is highlighted.

Keywords: competence, professional competence, personal experience, technologies, practical activity, development.

ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ РАЗВИТИЯ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ УЧИТЕЛЕЙ

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Аннотация: В данной статье раскрывается содержательная сущность понятия компетенции. Показаны пути педагогического развития профессиональной компетентности у обучающихся. Освещено содержание комплекса компетенций, определяющих уровень развития педагогической компетентности, которую могут приобрести будущие учителя.

Ключевые слова: компетентность, профессиональная компетентность, личный опыт, технологии, практическая деятельность, развитие.

In our country, all conditions and opportunities have been created for the upbringing of active, ambitious, talented young people with high spiritual and moral qualities, deeply mastering modern knowledge and professions - the decisive force of our present and future. Today, the development of science and technology requires a radical change in the requirements for education and its results. Based on this, the creation of a new generation of standards is an important task for teachers²⁴, is also focused on developing free thinking among the youth of our independent Uzbekistan. Therefore, one of the important tasks facing us, teachers, is to organize lessons based on modern

approaches in accordance with the requirements of the new era. The only way out of this problematic situation is the introduction of a new, competency-based approach in higher education is also focused on developing free thinking among the youth of our independent Uzbekistan. Therefore, one of the important tasks facing us, teachers, is to organize lessons based on modern approaches in accordance with the requirements of the new era. The only way out of this problematic situation is the introduction of a new, competency-based approach in higher education.

A competency-based approach requires the student to acquire knowledge and skills not in isolation, but as a whole. In connection with this requirement, in turn, the system of selecting teaching methods also undergoes changes. The selection and practical application of teaching methods requires the improvement of competencies and functions that meet the requirements of the educational process. The competency-based approach is a new pedagogical reality from the point of view of the modernization of higher education. Within the framework of this approach, it is necessary to consider the experience of practical activity, competence, and competence as didactic units and analyze the traditional three elements of education (triad) - "knowledge - skills - competence" in the form of six units (sextet) - "knowledge - skills - competence - experience of practical activity - competence - competence." First, it is necessary to clarify the essence of the concept of "competence." Competence (a Latin word meaning I achieve, I align) is the subject's readiness to set a goal and effectively implement external and internal resources to achieve it; in other words, it is the subject's personal ability to successfully solve problems related to a specific object of activity. It should be especially noted that most definitions of the concept of "competence" are presented in connection with professional education, professional activity. However, in connection with general secondary education, since this concept has an innovative character, there is a special need to clarify its essence.

Competence is a Latin word "Competentia," the lexical meaning of which in the Uzbek language means "a person knows well," "has experience."

Competence is a set of knowledge, skills, abilities, views related to the field, the values and qualities of a person, the manifestation of qualification or the ability to influence.

Competence - the ability to perform any work effectively, the ability to meet the requirements for performing work, the ability to meet the requirements for performing specific work functions

Competence is a quality characteristic of a person who is a skilled master of their profession, suitable for a certain position.

Professional competence is the acquisition by a specialist of knowledge, skills, and abilities necessary for carrying out professional activity and their application in practice at a high level.

L.M.Mitina understood pedagogical competence as a harmonious combination of knowledge about the subject, teaching methodology and didactics, pedagogical communication skills and abilities, as well as methods and means of self-development, self-improvement, and self-realization.

He identified the following three components in the structure of pedagogical competence: activity, communicative, and personal. Based on the structuring of pedagogical competence proposed by L.M.Mitina, we consider the following set of competencies, the level of mastery of which determines the level of development of pedagogical competence, sufficient and necessary for future specialists:

- activity or special competence (knowledge, skills, qualifications and individual methods of carrying out pedagogical activity);
- personal or professional competence (knowledge, skills, and abilities related to professional self-improvement and self-realization);
- communicative competence (knowledge, skills, and abilities related to the creative implementation of pedagogical activity)

The concepts of professionalism and competence have common features. It should be noted that people who always fully meet the established requirements and standards are not true professionals, because some do not know how to apply knowledge in practice, and therefore such pedagogical activity remains ineffective.

It is advisable to divide professional pedagogical competencies into separate types:

- special pedagogical competence;
- possessing sufficient knowledge to carry out pedagogical activity at the required level.

In addition, the teacher's ability to adequately assess their professional level and determine their own development as a specialist depends on this type;

- socio-pedagogical competence;
- the level of social competence determines the teacher's ability to effectively build relationships with colleagues and plan joint actions. Effective communication skills, pedagogical culture, and responsibility for work results;

all this is included in the concept of socio-pedagogical competence; - personal pedagogical competence;

- this is the ability to rationally organize pedagogical work, the main components of which are time management, the desire for personal growth.

Workers with a high level of personal pedagogical competence are less prone to fatigue and are able to work under time pressure.

Qualities of professional competence of a teacher

1. Formation of motivation in students
2. Planning, evaluation of the educational process, ability to establish feedback
3. Knowledge of information and communication technologies
4. Self-improvement
5. Knowledge of pedagogy and psychology
6. Perfect knowledge of one's subject
7. Introduction of innovations in the educational environment

The composition of professional competence can include competence in professional activity, competence in professional communication, and the competence of a specialist in the ability to represent their profession.

In conclusion, it should be said that in the education and upbringing of a person, not only the orientation of education towards the learner is important, but also the psychological readiness of the teacher for pedagogical activity. In such cases, special attention should be paid to the level of professional competence of the teacher. The adoption of a competency-based approach in the education system as the conceptual basis of educational reforms, the introduction of a competency-based approach into the education system requires serious changes in the goals, content, form of education, teaching methods, pedagogical and information technologies, control methods, as well as the role of the educator and the learner. For the formation of a teacher's professional competence, it is necessary to implement fundamental changes in pedagogical higher education. Higher education At a time when certain work is being carried out in the direction of improving the State Educational Standard, curriculum and textbooks, although it is difficult to abandon the existing traditional content, it will be necessary to further clarify the content of education.

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QARAQALPAQ XALÍQ QOSÍQLARÍNDAGÍ FRAZEOLOGIZMLERDÍN LINGVOMÁDENIY XARAKTERI

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Qaraqalpaq folklorın lingvomádeniy jaqtan analizlew sońǵı jıllarda qolǵa alına baslandı. Bul baǵdarda dáslepki izertlew jumısları az sanda bolsa da kózge kórine basladı. Sh.Qunnazarova [4], X.Tolıbaev [5], Z.Daniyarovalardıń [3] dissertaciyalıq jumıslarında dástanlardıń, erteklerdiń tillik ózgeshelikleri hár tárepleme izertlenildi. Bul izertlew jumısları tiykarınan folklorlıq shıǵarmalardı mádeniy kózqarastan, xalıqtıń etnografıyalıq ózgesheliklerine baylanıslı izertlenilgen.

Frazeologizmler-obrazlı ekspressivlik kórkemlew quralları. Bul olardıń tiykarǵı xızmeti. Bul xızmet qaraqalpaq tilinde ayqın kórinis tapqan. Obrazlılıq-qaraqalpaqlardıń dúnya tanıwınıń xarakterli belgisi. Qaraqalpaq ádebiyatında kórkem sóz sheberleri óz shıǵarmalarında xalıqtıń hám qaraqalpaq tiliniń bul ózgesheliklerin sheberlik penen kórsete alǵan.

Qaraqalpaq tiliniń frazeologiyalıq qatlamı strukturası hám máánisi boyınsha quramalı hám quramalı, hár qıylı. Sózlik quramınıń belgili bólimin quraytuǵın frazeologizmler xalıq awızeki dóretpelerinde kórkem shıǵarmalarda, xalıqtıń awızeki sóylew tilinde keń qollanıladı.

Hár bir tildiń frazeologiyalıq sisteması tereń milliy tamırlarǵa iye. Frazeologizmlerdiń basım kópshiligi milliy tiykardı negiz etip alǵan. Olar-millet ómiriniń aynası, sonlıqtan onda saqlanǵan milliy mádeniy negizlerge súyeniledi. Frazeologizmlerdiń milliy belgisi olardıń mánilik ayırmashılıqlarında kórinis tabadı.

Qaraqalpaq xalqınıń úrp-ádet dástúrleri uzaq jıllar dawamında qalıplesken. Olardıń jasaw tárizi, kún kórisi, mádeniy milliilikte óz kórinisin tabadı. Qaraqalpaq xalqınıń eń tiykarǵı mádeniy milliy ózgeshelikleriniń biri-dástúriy mádeniyat ulgilerindegi milliy máresimleri. Xalıqtıń túsiniginde milliy úrp-ádetler saqlanıp qalǵanda ǵana basqa milletlerden bólek mádeniy ayırmashılıqları menen ajıralıp turadı.

Qaraqalpaq tilindegi frazeologizmler etnolingvistikalıq kóz-qarastan izertlenbedi. G. A. Adilovanıń [1] “Qaraqalpaqstan qazaqları etnografizmleriniń lingvomádeniy analizi” degen temadaǵı jumısı qaraqalpaqstan qazaqları tilindegi etnografizmlerdiń qalıplesiw tariyxı hám olardıń ózine tán lingvomádeniy ózgesheliklerin ashıp beriw, leksika semantikalıq toparlarǵa ajıratıw, qurılısı boyınsha túrlerin anıqlawǵa baǵıshlanǵan. Bul jumısta tiykarınan etnografıyalıq leksika sóz etiledi, biraq frazeologizmlerge dıqqat awdarılmaǵan.

Qaraqalpaq tilindegi frazeologizmlerdiń xarakterli belgileriniń biri –olardıń awızeki tilde keńnen qollanılıwı bolıp tabıladı. Ásirler dawamındaǵı dástúrlerdiń biri awızeki sóylewde, xalıq awızeki úlgerinde, salt dástúrlerde kórkem obrazlı sózler-frazeologizmler kóplep qollanılǵan. Hár kúngi azanǵı dasturqan basındaǵı pátıya, tilek-bulardıń barlıǵı da frazeologizmler arqalı aytılgan.

Qaraqalpaq tilindegi jaqsı tilekler “aq” komponenti menen kelgen frazeologizmlerde kórinedi. Aq otaw-uldıń jańadan tigilgen úyi, aq pátıya-ata-ananıń perzentlerine bildiretuǵın jaqsı tilekleri, aq jawlıq-perzentlerin tárbiyalap ósirgen ana, aq kóylek-kelinlerdiń toy libas, páklik belgisi. Bunday frazeologizmler xalıq qosıqlarında da ushırasadı.

Aq jawlıqlı anam qıylanıp azbasın,

Beldi bekkem buwıp hárgiz jazbasın. (“Joqlaw” 239-bet. V tom)

Bul qatarlardaǵı aq jawlıqlı frazeologizmi arqalı qaraqalpaq analarınıń sawlatlı, ǵaybar kelbeti óz kórinisin tapqan.

Xızmetińe qız-kelinshek talasıp,

Aq bolǵay maqsherde júziń jan balam. (“Joqlaw” 205-b. V-tom)

Bul qatarlarda bolsa ata-ananıń óz perzentine jaqsı tileklerin júziń aq bolǵay frazeologizmi arqalı bildirilgen.

Qaraqalpaqlarda shańıraqqa húrmet penen qaraw, tuwǵan tuwısqanlar arasında bawırmanlıq, mehir-aqıbet hám erli-zayıplardıń bir-birine sadıqlıǵı milliy qádiriyat bolıp esaplanadı.

Qol qanatım, aǵalarım, inilerim,

Kózi yashlım, mehribanıńm xosh endi. (“Joqlaw” 204-b. V-tom)

Ákelshi beri inimdi,

Súyip bir *mawqım basayın*. (“Sıńsıw” 184-b. V-tom)

Bul qatarlarda qol qanat frazeologizmi arqalı tuwısqanlardıń bir-birine jaqınlıǵı sadıqlıǵı kórinedi. Mawqım basayın frazeologizmi arqalı bolsa jaqın tuwısqanlardıń bir-birine súyipenshiligi aytılgan.

Kempir-ǵarrı, men úshewmiz turamız,

Qayta-qayta *máslahattı quramız*. (“Inim” 175-b. V-tom)

Bul qatarlarda bolsa shańıraqta hárqanday perzent ata-anası menen oylaspay heshbir isti baslamaytuǵınlıǵı máslahat qurıw frazeologizmi arqalı berilgen.

Nekemdi qıysa da qazı hám molla,

Bergen amanatın alsa da alla. (“Sıńsıw” 177-b. V-tom)

Bul qosıq qatarlarında bolsa musılman xalıqlarında ushırasatuǵın milliy dástúrlerdiń biri shańıraq bolıwdıń birinshi shárti neke qıyıw frazeologizmi qollanılǵan. Bul ámel kóbinese qazı, mollalar tárepinen iske asırılǵan.

Shańıraq lekseması jeke turǵanda, tuwra mánisinde qara úydiń bir bóleginiń atamasın bildiredi. Sol qara úydiń bir bóleginiń ataması arqalı xojalıq, bala-shaǵa mánisinde metonimiyalıq usıl arqalı awısıp qollanıladı. Shańıraq xalıqtıń nıshanı. Shańıraǵıń shayılmásın-degen tilek báhá shańıraǵıń bekkem bolsın, ot basıń aman bolsın degen tilekti bildiredi. Qaraqalpaq xalqınıń eki jastıń shańıraq qurıwı-toyda jaslarǵa aq pátiya, tilek aytıw úrdis bolıp esaplanadı. Frazelogizmler milliy mádeniy maǵlıwmatlardıń dáregi sıpatında eń jaqsı tileklerdi bildiredi.

Biz otırmız toyxanada,

Baxıtlar bolsın ziyada. (“Toy baslaw qosıqları” 27-b. V-tom)

Sonday-aq xalıq qosıqlarında qaraqalpaq xalqınıń milliy mentalitetine ǵana tán bolǵan awız tiyiw frazeologizmi de hár qıylı variantlarda qollanılganın kóriwge boladı. Mısalı; Aǵań kelse as piser,

Astıń dámin tat, bópe. (“Háyyiw” 457-b. 99-tom)

Quyırıqmaydan *awız tiy,*

Quwırdaqqa toy bópe. (“Háyyiw” 457-b. 99-tom)

Awız tiyiw-awqattan yamasa nannan awız tiyip ketiw, azıraq awızǵa salıw.

Aynanayın jan balam,

Asımnıń aldı asıǵım. (“Háyyiw” 460-b. 99-tom)

Bul qatar da bolsa asımnıń aldı dep shańıraqtıń tuńǵısh perzenti, onnan keleshekte atasınıń úmitleri kóp ekenligin kóriwge boladı.

Hár qanday shańıraqta kelispewshilikler aqıbetinde erli-zayıp arasında túrli jaǵdaylar júz beriwı múmkin. Usıǵan baylanıslı xalıq qosıqlarında frazeologizmler ushırasadı.

Mısalı;

Quday urıp, *kewil burǵan* shıǵarsań,

Meniń jan apamdı urǵan shıǵarsań.

Basqaǵa *kóz salıp* júrgen shıǵarsań,

El-xalıqqa shermende bolǵan jezdejan. (“Aytıs” 84-b. V tom)

Bul qosıq qatarlarındaǵı kewil burıw frazeologizmi arqalı er adamnıń óz hayalınan basqa hayalǵa kewil beriwı, kóz salıw frazeologizmi arqalı da basqa hayalǵa sóz salıp, qarap júrgenligin aytadı.

Ramazan ayında ayıtılatuǵın salt jırlarınıń biri-yaramazan. Professor Q. Ayımbetov bul haqqında bılay dep jazadı: “Yaramazandı kásip qılǵan adamlar burınǵı zamanlarda qasına birneshe jaslardı toplaıp alıp, basqa urıwlarıń ellere barıp, jańa túsken kelinshektiń, yáki úyinde er jetken qızı bar úydiń qasına kelip, at üstinde turıp yaramazan aytatuǵın bolǵan. Yaramazandı baslawshı óz táriypin aytıp bolǵannan soń qasındaǵılar jámáát bolıp xor menen naqıratın aytatuǵın bolǵan”[2] Yaramazan aytqanlarǵa hár qıylı sıylıq, sawǵalar berilgen. Onı alıp bolıp yaramazan aytıwshılar

úy iyelerine pátiya berip, tilek bildirgen. Bul tileklerde tiykarınan frazeologizmler qollanılǵan.

Asın, asın asıńa,

Bereket bersin basıńa,

Qırǵawılday qorǵalap,

Bódenedeı jorǵalap,

Dáwlet kelsin qasıńa...

Úyińniń ishi toq bolsın,

Bále-qada joq bolsın. (“Aytım” 244-b, V tom)

Hár bir xalıq hár sózdi ózinshe qabıllaydı, hár millettiń óziniń isenimleri boladı. Biz úyrengen frazeologizmlerde xalıqtıń úrp-ádet dástúrlerine, ruwxıy dúnyası sáwlelengen. Frazeologizmlerdiń tábiyatın úyretip, qollanıw ózgesheligin túsindiriw jaslardıń sóz baylıǵın arttırıw, rawajlandırıw, milliy ideyanı sanaǵa sińdiriw ushın úlken áhmiyetke iye.

Solay etip, qaraqalpaq xalıq qosıqlarındaǵı frazeologizmler lingvomádeniy ózgesheliklerge iye. Olardıń qollanıw órisi de hár qıylı. Sebebi frazeologizmlerde tárbiyalıq áhmiyetke iye mazmun bar. Frazeologiyalıq sistema eń mádeniyat saqlawshı alıp júriwshı qatlam sıpatında ózinde insannıń dúnya tanıwınıń etnikalıq usıl, formaların óz boyında jámlegen. Qaraqalpaq xalıq óziniń quwanışlı kúnlerinde de, qayǵılı kúnlerinde de qosıqsız, saz-sáwbetsiz, awızeki poeziyasız jasay almadı. Adamǵa ózi tuwılǵan kúninen baslap, qosıq barqulla joldas boldı.

Qaysı bir xalıqtıń klassikalıq ádebiyatın alıp qarasaqta onıń ishinde xalıq qosıqları kórnekli orın iyeleydi. Xalıq óz qosıqlarına húrmet penen qarap, qosıq-tábiyattaǵı eń sulıw qubılıslardıń kórkem obrazları, kórkem-ónerdiń hasil marjanı dep bahalaǵan. Haqıyqattan da xalıq qosıqları barlıq waqıtta adamnıń gózzallıqqa degen súyiwshiligin arttırıp, óziniń eń jaqsı ideyaları menen xalıqqa estetikalıq tárbiya berip otıradı.

PAYDALANILǵAN ÁDEBIYATLAR

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EViews AMALIY DASTURIDA SURXONDARYO VILOYATIDA QISHLOQ XO'JALIGI MAHSULOTINI VA UNGA TA'SIR QILUVCHI OMIL KO'RSATKICHLARNI PROGNOZLASHTIRISH.

Normamatova Yulduz Ravshan qizi

Annotatsiya: Ushbu maqolada Surxondaryo viloyatida qishloq xo'jaligi mahsuloti hajmini prognozlash maqsadida EViews amaliy dasturi yordamida ko'p omilli ekonometrik tahlil amalga oshirildi. Tadqiqotda 2010–2021-yillar oralig'idagi statistik ma'lumotlar asosida hududiy qishloq xo'jaligi mahsuloti hajmining (Q) investitsiyalar hajmi (K), qishloq xo'jaligida bandlar soni (L) va ekin maydoni (S) bilan o'zaro bog'liqligi o'rganildi. Ma'lumotlar logarifmik shaklga keltirilib, chiziqli logarifmik model asosida baholandi. Natijalarga ko'ra, investitsiyalar hajmi va bandlik darajasi ishlab chiqarish hajmiga ijobiy ta'sir ko'rsatgan bo'lsa, ekin maydoni ko'rsatkichi salbiy ta'sirga ega ekanligi aniqlandi. Modelning $R^2 = 0,9957$, F-statistik = 620,37 va Durbin–Watson = 2,05 qiymatlari uning yuqori aniqlik va adekvatlik darajasini tasdiqlaydi. EViews dasturida aniqlangan trend modellari asosida 2022–2026-yillarga mo'ljallangan prognoz ko'rsatkichlari shakllantirilib, qishloq xo'jaligida investitsiyalar hajmining o'sishi, bandlikning ortishi va ekin maydonlarining qisqarishi prognoz qilindi. Tadqiqot natijalari viloyat agrar sektorining istiqboldagi rivojlanishini bashoratlash va resurslardan oqilona foydalanishda amaliy ahamiyatga ega.

Kalit so'zlar: EViews dasturi, ekonometrik modellashtirish, qishloq xo'jaligi mahsuloti, investitsiyalar, bandlik, ekin maydoni, trend tahlili, prognozlash, Surxondaryo viloyati.

Surxondaryo viloyati bo'yicha hududiy qishloq xo'jaligi mahsuloti hajmining o'zgarishini endogen omil hisoblangan ko'rsatkichga asosiy ishlab chiqarish omil (resurs)lari ta'sirida o'zgarishi bo'yicha ko'p omilli tahlil amalga oshirildi(1-jadval).

1-jadval

**Surxondaryo viloyati qishloq xo'jaligi mahsuloti hajmi va uning o'zgarishiga
 ta'sir etuvchi omil ko'rsatkichlari¹**

Yil	Hududiy qishloq xo'jaligi mahsuloti	Hududiy iqtisodiyotda kiritilgan investitsiyalar	Hudud qishloq xo'jaligida bandlar soni,	Hududning qishloq xo'jaligi ekin

¹ Ўзбекистон Республикаси Давлат статистика қўмитаси маълумотлари асосида муаллиф томонидан ишлаб чиқилган.

	hajmi, mlrd. so'm (Q)	hajmi, mlrd. so'm (K)	ming kishi (L)	maydoni, ming ga (S)
2010	2841,1	726,2	301,3	230,1
2011	4264,9	1037,2	313,8	230,2
2012	5283,6	1379,9	315,0	229,6
2013	6575,4	1462,3	324,3	229,9
2014	7992,4	1645,0	334,4	230,1
2015	9796,6	1956,5	342,8	229,9
2016	11873,4	2188,5	348,4	230,1
2017	15290,9	2986,0	349,1	218,8
2018	19606,3	4711,9	339,5	218,7
2019	23686,7	7452,1	341,0	217,3
2020	24689,7	7882,9	325,4	206,9
2021	32030,4	12143,7	318,1	208,8

Yuqoridagi jadvalda ajratib olingan natijaviy va ta'sir etuvchi omil ko'rsatkichlarining o'lchov birligi bir xil emasligi, ya'ni omil ko'rsatkichlarining bir jinsli emasligi sababli asosiy trend modelini chiziqli logarifmik bog'lanish ko'rinishida aniqlab olamiz. Buning uchun omil ko'rsatkichlarining barchasini natural logarifmik ko'rsatkichlarga keltirib olinadi (2 -jadval).

2-jadval

Surxondaryo viloyati qishloq xo'jaligi mahsuloti hajmi va uning o'zgarishiga ta'sir etuvchi omil ko'rsatkichlarining logarifmik holati²

t	<i>LnQ</i>	<i>LnK</i>	<i>LnL</i>	<i>LnS</i>
2010	7.95	6.59	5.71	5.44
2011	8.36	6.94	5.75	5.44
2012	8.57	7.23	5.75	5.44
2013	8.79	7.29	5.78	5.44
2014	8.99	7.41	5.81	5.44
2015	9.19	7.58	5.84	5.44
2016	9.38	7.69	5.85	5.44
2017	9.64	8.00	5.86	5.39
2018	9.88	8.46	5.83	5.39
2019	10.07	8.92	5.83	5.38
2020	10.11	8.97	5.79	5.33
2021	10.37	9.40	5.76	5.34

² Muallif tomonidan ishlab chiqilgan.

Ajratib olingan asosiy endogen va ekzogen omillarning bog'lanishi asosida yuz berayotgan o'zgarish trendlarini aniqlash maqsadida yuqoridagi davriy qator ko'rinishidagi ma'lumotlarni EViews10 dasturidan foydalangan holda tahlil qilamiz (3-jadval).

3-jadval
Omllarning bog'lanish xususiyatlari va tuzilgan omilli model sifatining asosiy ko'rsatkichlari³

Variable	Coefficient	Std. Error	t-Statistic	Prob.
Hududiy iqtisodiyotga kiritilgan investitsiyalar hajmi LnK	0.6984191	0.0625602	11.16	0.000
Hudud qishloq xo'jaligida bandlar soni LnL	4.143181	0.4809934	8.61	0.000
Hududning qishloq xo'jaligi ekin maydoni LnS	-1.612479	1.284434	-1.26	0.245
Tasodifiy omillar ta'sirini e'tiborga oluvchi qiymat LnS	-11.51768	6.142283	-1.88	0.098
R-squared	0.995720	Mean dependent var	9.275000	
Adjusted R-squared	0.994115	S.D. dependent var	0.765868	
S.E. of regression	0.058753	Akaike info criterion	2.569741	
Sum squared resid	0.027616	Schwarz criterion	2.408105	
Log likelihood	19.41844	Hannan-Quinn criter.	2.629584	
F-statistic	620.3746	Durbin-Watson stat	2.053840	

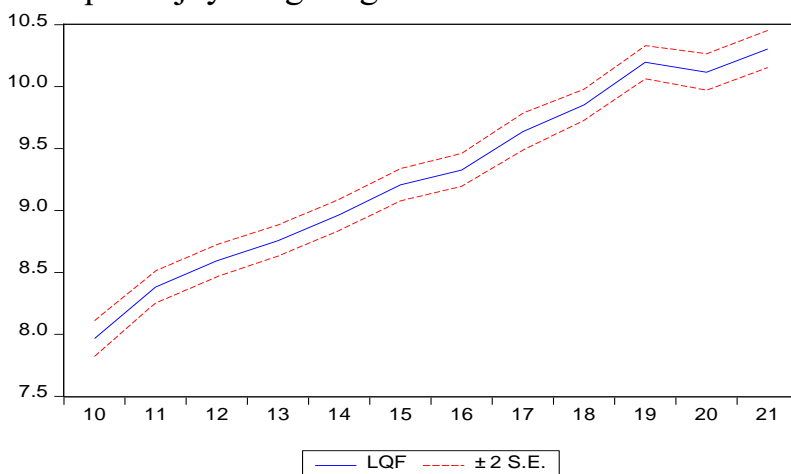
³Muallif tomonidan EViews10 dasturida hisoblash asosida ishlab chiqilgan.

Prob(F-statistic)	0.00000 0
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Tuzilgan modelni sifatini tekshiruvchi statistik test natijalari modelni real jarayon uchun foydalanish mumkinligini ko'rsatmoqda. Xususan, Fisherning statistik qiymatini 620.4 teng bo'lishini uni kritik qiymatidan katta ekanligini ifodalaydi. Modelni real jarayonga mosligini Akiake axborot mezoni (-2.56), Shvarts mezoni (-2,40) va Xannan-Kuin (-2,63) mezonlari ham tuzilgan modelni real jarayonga mosligini hamda modelni prognozlashtirishda foydalanish mumkinligini ko'rsatmoqda. Tuzilgan model vaqtli qator ma'lumotlari asosida tuzilgani uchun modelni qoldiqlarida birinchi tartibli avtokorrelyatsiyasi mavjudligini Darbin - Uotson (DW) mezonini bo'yicha tekshirildi. Darbin-Uotson (*DW*) mezonini statistik qiymati 2.05 ga teng bo'lishi, modelni qoldiqlaridan birinchi tartibli avtokorrelyatsiya mavjud emasligini ko'rsatmoqda. Statistik test natijalariga ko'ra, tuzilgan model natijalarini tahlil qilish va Surxondaryo viloyatida hududiy qishloq xo'jaligi maxsulotini prognozlashtirish mumkinligini ifodalaydi.

EViews10 dasturiy paketidan foydalangan holda Surxondaryo viloyati hududiy qishloq xo'jaligi tarmog'i tomonidan 2010-2021 yillar oralig'ida ishlab chiqarilgan mahsulot hajmining ± 2 statistik xatolik chegaralarida o'zgarishi trendini shakllantiramiz hamda ushbu trendning ahamiyatini ifodalovchi ko'rsatkichlarni baholaymiz (1-rasm).

Rasmda keltirilgan ko'rsatkichlar tuzilgan modelning ahamiyati hamda adekvatligini aks ettiradi. Jumladan, Teil notenglik koeffitsienti 0,0026 ga, Teil U2 koeffitsienti 0,19 ga, Bias nisbati 0 ga, variatsiya nisbati 0,001 ga, kovariatsiya nisbati 0,998 ga hamda simmetrik MAPE 0,3717 ga teng ekanligi tuzilgan modelning zaruriy oraliqlarda joylashganligini ko'rsatadi.

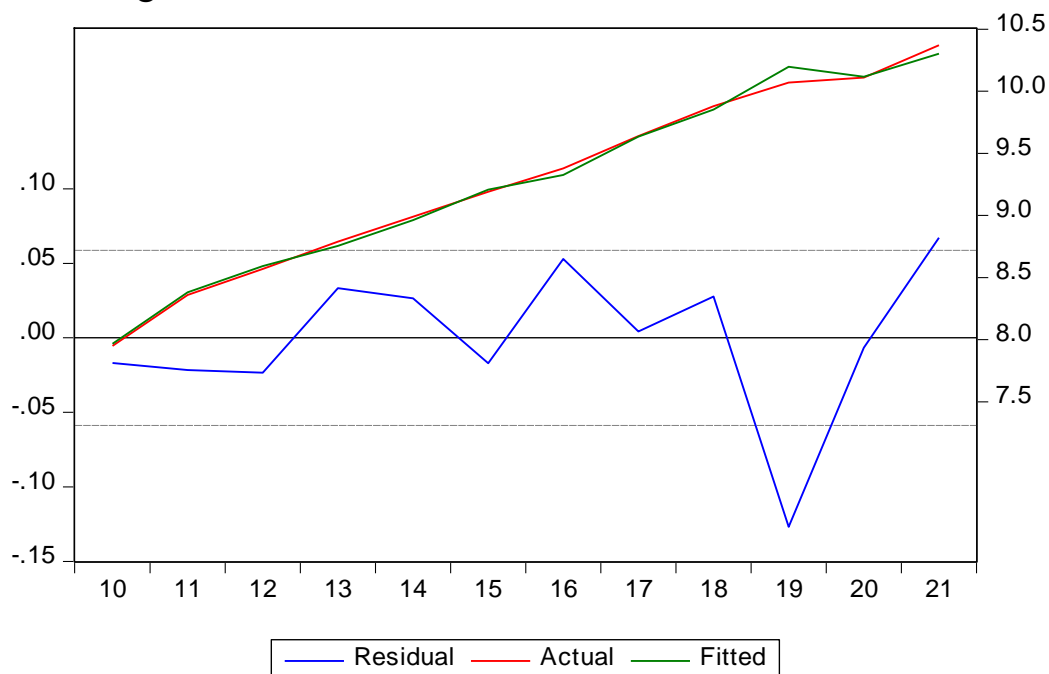


Forecast: LQF	
Actual: LQ	
Forecast sample: 2010 2021	
Included observations: 12	
Root Mean Squared Error	0.047972
Mean Absolute Error	0.035358
Mean Abs. Percent Error	0.372097
Theil Inequality Coefficient	0.002578
Bias Proportion	0.000000
Variance Proportion	0.001072
Covariance Proportion	0.998928
Theil U2 Coefficient	0.193796
Symmetric MAPE	0.371787

1-rasm. Surxondaryo viloyati hududiy qishloq xo'jaligi tarmog'i tomonidan 2010-2021 yillar oralig'ida ishlab chiqarilgan mahsulot hajmining ± 2 statistik xatolik chegaralarida o'zgarishi⁴

Rasmda keltirilgan ko'rsatkichlar tuzilgan modelning ahamiyati hamda adekvatligini aks ettiradi. Jumladan, Teil notenglik koeffitsienti 0,0026 ga, Teil U2 koeffitsienti 0,19 ga, Bias nisbati 0 ga, variatsiya nisbati 0,001 ga, kovariatsiya nisbati 0,998 ga hamda simmetrik MAPE 0,3717 ga teng ekanligi tuzilgan modelning zaruriy oraliqlarda joylashganligini ko'rsatadi. Xususan, simmetrik MAPE uchun chegara 10 gacha ekanligi hisobga olinsa, taxminiylik xatoligi darajasi belgilangan chegaradan kichikligini ko'rish mumkin, ya'ni MAPE: $0,3717 < 10$. Yuqoridagilar bilan birga Surxondaryo viloyati hududiy qishloq xo'jaligi tarmog'i tomonidan ishlab chiqarilgan yalpi mahsulot hajmining omillar ta'sirida o'zgarish modelini baholashda qoldiq, haqiqiy va tuzilgan model qiymatlari grafigidan ham foydalanish maqsadga muvofiq (2-rasm).

Grafikda qoldiq model asosida hisoblangan va haqiqiy qiymatlarning qoldiq ko'rsatkichlari o'rtasidagi tebranish darajasi yuqori bo'lsa-da, haqiqiy ko'rsatkichlar va tuzilgan model asosida hisoblangan ko'rsatkichlar grafigi o'rtasidagi farq darajasi sezilarsiz ekanligini ko'rish mumkin.



2-rasm. Hududiy qishloq xo'jaligi tarmog'i yalpi mahsuloti hajmining qoldiq, haqiqiy va tuzilgan model qiymatlari grafigi⁵

⁴Muallif tomonidan EViews10 dasturi asosida ishlab chiqilgan.

⁵Muallif tomonidan EViews10 dasturi asosida ishlab chiqilgan.

Surxondaryo viloyatida qishloq xo'jaligi maxsulotiga ta'sirini ifodalovchi ekonometrik modelni statistik testlarga tekshirish natijalari modelni real jarayon uchun qo'llash mumkinligi ko'rsatdi. 4-jadvalda keltirilgan modelni chiziqli logarifmik model sifatida keltirish mumkin.

$$\ln Y = 0,698 \cdot \ln K + 4,143 \cdot \ln L - 1,612 \cdot \ln S - 11,517 \quad (1)$$

Aniqlangan chiziqli logarifmik model potentsirlansa, hududiy qishloq xo'jaligi ishlab chiqarishi hajmini ifodalovchi chiziqsiz ko'rinishdagi ekonometrik model kelib chiqadi:

$$Y = \frac{K^{0,698} \cdot L^{4,143}}{S^{1,612} \cdot e^{11,517}} \quad (2)$$

Dasturiy paketdan foydalangan holda aniqlangan trend modellari asosida 2022-2026 yillarda hududiy qishloq xo'jaligi mahsuloti hajmi o'zgarishining istiqboldagi ko'rsatkichlari hamda ularni hisoblash uchun eng qulay modellar ro'yxatini keltiramiz (4-jadval).

Hududiy qishloq xo'jaligi mahsulotlarni keyingi davrdagi qiymatini prognozlashtirishda mustaqil o'zgaruvchilarni vaqtga nisbatan o'zgarish qonuniyatini ifodalovchi modellar tuziladi. 4-jadvaldagi (1) model Surxondaryo viloyatiga kiritilgan investitsiyalarning o'zgarish qonuniyatini ifodalovchi trend modeli bo'lib, modelni determinatsiya koeffitsientini 0.96 ga tengligi va Fisher mezonining statistik qiymatini 120.85 ga teng bo'lishi tuzilgan model real jarayon uchun mosligini ifodalaydi. (2) modelni Fisher mezonini statistik qiymati 11.62 teng bo'lishi, jadval qiymati 4.26 ni tashkil qilishi tuzilgan modelni adekvat ekanligi va model natijasiga ko'ra qishloq xo'jaligida band bo'lganlar soni yiliga o'rtacha 2,09 ming kishiga ko'payishi aniqlandi. (3) model esa qishloq xo'jaligida ekin maydonlarini hajmini vaqtga nisbatan o'zgarishini ifodalovchi trend modeli bo'lib, tuzilgan statistik jihatdan ahamiyatli ekanligi aniqlandi. Tuzilgan modelga ko'ra Surxondaryo viloyatida qishloq xo'jaligida foydalaniladigan ekin maydonlar hajmi o'rtacha yiliga 2167 ga qisqarayotganligi aniqlandi.

4-jadval

Ishlab chiqarish modelidagi mustaqil o'zgaruvchilarning trend modeli⁶

Ko'rsatkich nomi	Model	R ²	F _{stat}
Hududiy iqtisodiyotga kiritilgan investitsiya, mlrd. so'm	$K = 874,9 \cdot t - 1889$	0.96	120.85
Hudud qishloq xo'jaligida bandlar soni, ming kishi	$L = 2,09 \cdot t + 315,86$	0.72	11.62

⁶Tadqiqot natijalari asosida muallif tomonidan ishlab chiqilgan.

Hududning qishloq xo'jaligi ekin maydoni, ming ga	$S = -2,167 \cdot t + 237.45$	0.77	33.40
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Prognoz natijalariga ko'ra, Surxondaryo viloyatida qishloq xo'jaligi ekin maydoni 2026 yilga kelib 198 ming gektarni tashkil qilishi aniqlandi. Qishloq xo'jaligida band bo'lganlar soni 2026 yilda 329 mingtani tashkil qilishi prognozlashtirildi. Hududga jalb qilingan investitsiyalar esa yuqori o'sish sur'atlariga ega bo'lishi natijasida 2026 yilda 16518 mlrd. so'mni tashkil qilishi aniqlandi. Bu esa 2021 yilga nisbatan 1.4 barobarga ko'pdir.

FOYDALANILGAN ADABIYOTLAR RO'YXATI:

1. Ismoilov Azizbek Otakhonovich "Django va HPC: iqtisodiy modellarni yuqori quvvatli kompyuter tarmoqlarida ishga tushirish"
<https://uzhpc.uz/publications/ismailov-hpc-django-2021>
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3. X.S.Muhiddinov, O.Q.Xatamov, A.N.Rahimov. Ekonometrika asoslari. O`quv qo`llanma. Qarshi: Intelektl nashriyoti 2021.-2875
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SURXONDARYO VILOYATIDA QISHLOQ XO'JALIGI MAHSULOTINI EViews YORDAMIDA KO'P OMILLI MODELLASHTIRISH VA PROGNOZLASH

Muallif: Yulduz Normamatova

Annotatsiya

Mazkur maqolada Surxondaryo viloyatida 2010–2021 yillar oralig'ida qishloq xo'jaligi mahsuloti hajmi (Q)

kapital (K), mehnat (L) va yer (S) ko'rsatkichlari ta'sirida EViews dasturi yordamida ko'p omilli logarifmik model asosida

tahlil qilindi. Model quyidagi tenglama bo'yicha baholandi va 2022–2026 yillar uchun prognozlar chiqarildi.

$\ln Q = 0.6984191 \ln K + 4.143181 \ln L - 1.612479 \ln S - 11.51768$ Model natijalari

Model natijalari EViews dasturida baholandi. Quyidagi asosiy ko'rsatkichlar olingan:

- LnK koeffitsienti: 0.6984191

- LnL koeffitsienti: 4.143181

- LnS koeffitsienti: -1.612479

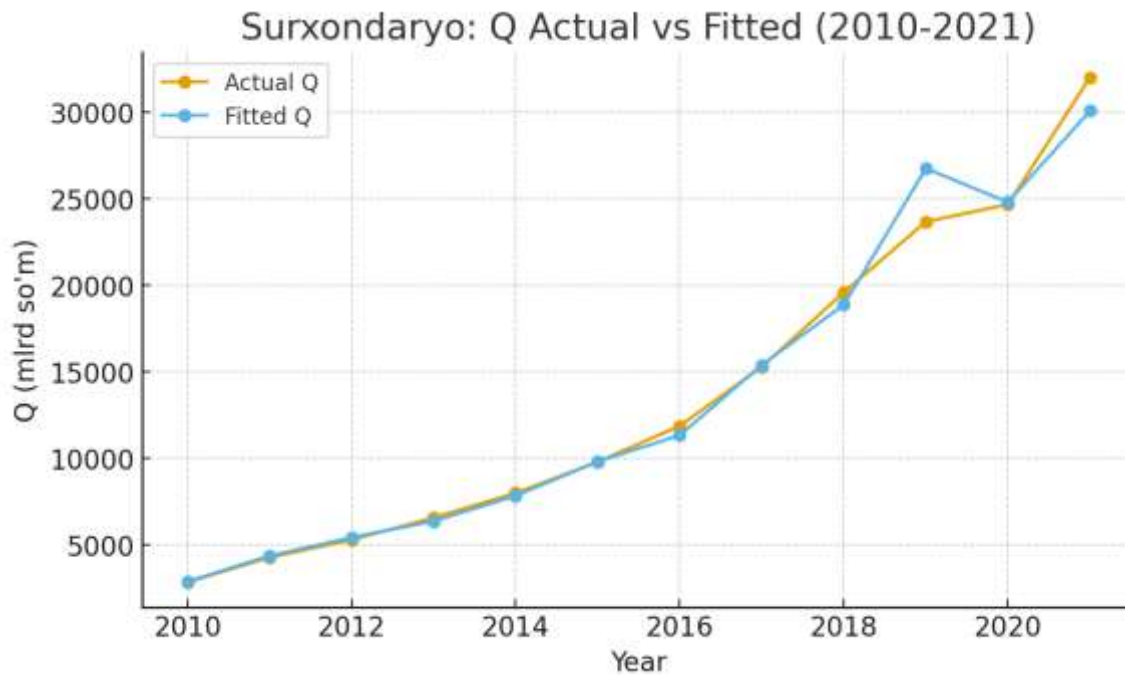
- Konstanta: -11.51768

- $R^2 = 0.99572$

- F-statistic = 620.3746

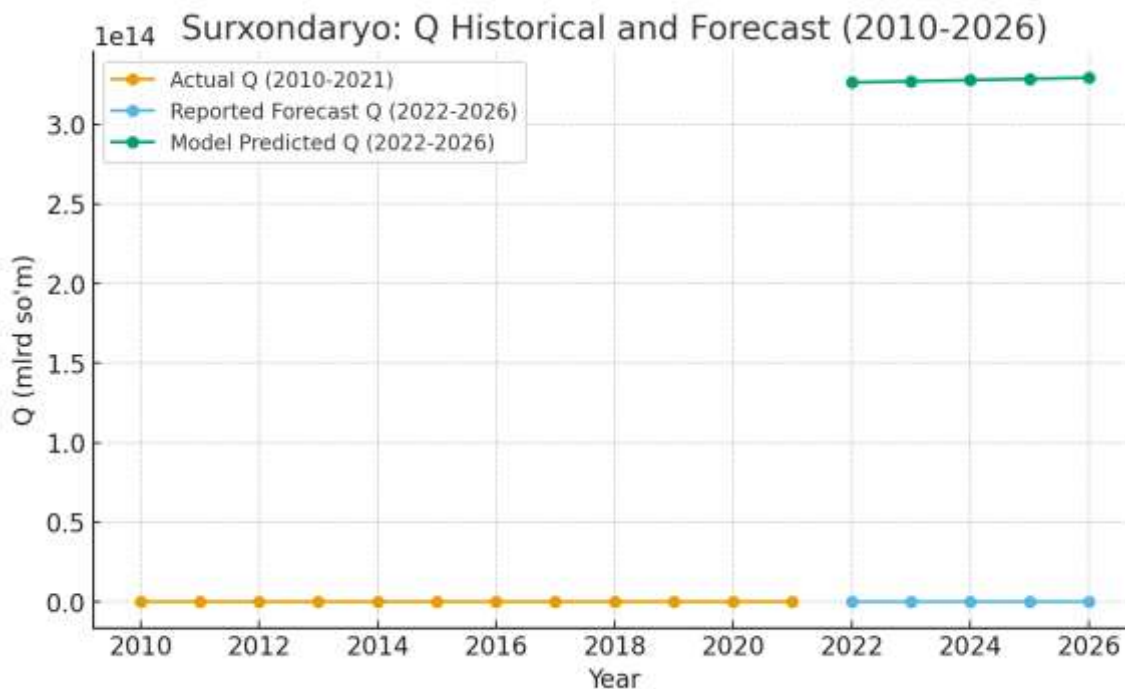
- DW = 2.05384

Natijalar grafiklari



1-rasm.

Surxondaryo: 2010–2021 yillar uchun haqiqiy va model bo‘yicha hisoblangan qiymatlar.



2-rasm.

Surxondaryo: 2010–2026 yillar uchun haqiqiy va prognoz qiymatlar.

EViews kodi

' EViews command file to reproduce the log-linear model and forecasts

' Data should be in a workfile with freq=annual 2010-2026 (or 2010-2021 for estimation)

wfcreate(wf=surxondaryo) a 2010 2026

```
' Read in historical data (2010-2021) - user can paste values manually or import CSV
' Example: series Q = 2841.1, 4264.9, 5283.6, 6575.4, 7992.4, 9796.6, 11873.4,
15290.9, 19606.3, 23686.7, 24689.7, 32030.4
' Replace the following with your import command, e.g. read(t=csv)
"/mnt/data/surxondaryo_agri_model/historical_data.csv"
' Log-transform variables
series lnQ = log(Q)
series lnK = log(K)
series lnL = log(L)
series lnS = log(S)
' Estimate log-linear model (OLS)
equation eq1.ls lnQ c lnK lnL lnS
' Show regression output
show eq1.output
' Generate fitted values and residuals
series lnQ_hat = eq1.@fitted
series Q_hat = exp(lnQ_hat)
series resid = lnQ - lnQ_hat
' Forecasting (example: using provided trend models for K,L,S)
' Create series for K_trend, L_trend, S_trend for 2022-2026
' K_trend = 874.9*t - 1889 (t = year)
' L_trend = 2.09*t + 315.86
' S_trend = -2.167*t + 237.45
' In EViews you can set series values for specific sample period:
smpl 2022 2026
series t = @year
series K_trend = 874.9*t - 1889
series L_trend = 2.09*t + 315.86
series S_trend = -2.167*t + 237.45
' Compute ln values and model-predicted lnQ and Q for forecast period
series lnK_tr = log(K_trend)
series lnL_tr = log(L_trend)
series lnS_tr = log(S_trend)
series lnQ_fore = 0.6984191*lnK_tr + 4.143181*lnL_tr + -1.612479*lnS_tr + -
11.51768
series Q_fore = exp(lnQ_fore)
' Show forecasted series
show Q_fore
Sana: 2025-11-02
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THE USE OF GAMIFICATION IN ENGLISH LANGUAGE TEACHING: ENHANCING INDIVIDUAL LEARNER ENGAGEMENT AND MOTIVATION

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Introduction. In recent years, the integration of digital technologies into education has transformed traditional teaching methods. One of the most promising approaches in this regard is gamification, which refers to the use of game elements and mechanics in non-game contexts to enhance learner motivation and engagement (Deterding et al., 2011). In English language teaching (ELT), gamification has gained significant attention due to its potential to create interactive and enjoyable learning experiences. For university students, who often struggle with motivation and self-regulation in language learning, gamification can serve as a tool that fosters autonomy, collaboration, and perseverance. This study explores the benefits of gamification in ELT, emphasizing its positive effects on learners' individual engagement, motivation, and achievement.

Methodology. This research is based on a qualitative review of existing studies related to gamification in English language learning. The analysis includes findings from both experimental and observational studies published between 2015 and 2024 in peer-reviewed journals. The main focus is on how game-based elements such as points, badges, leaderboards, and progress tracking influence students' cognitive, affective, and behavioral engagement. Data from 12 empirical studies were examined to identify recurring patterns and key themes regarding learners' responses to gamified instruction.

The participants in the reviewed studies were mainly undergraduate students aged between 18 and 25, studying English as a foreign or second language in higher education institutions. Gamified learning platforms such as Kahoot!, Duolingo, and Classcraft were frequently used in the studies to assess their impact on student learning outcomes. Thematic content analysis was employed to extract common findings about motivation, participation, and individual learning progress.

Results. The analysis revealed several notable benefits of gamification in English language learning. First, motivation emerged as a central factor. Most studies reported that students exhibited increased intrinsic motivation when game elements were integrated into lessons (Hamari et al., 2016). The use of rewards such as points and badges encouraged students to participate more actively in classroom tasks.

Additionally, leaderboards stimulated a healthy sense of competition, which pushed learners to perform better while still maintaining enjoyment.

Second, gamification improved learner engagement. According to Su and Cheng (2019), the inclusion of interactive challenges and instant feedback allowed students to stay more focused and involved in the learning process. Students appreciated the sense of achievement and progress, which motivated them to continue practicing language skills outside the classroom. Moreover, gamification fostered autonomous learning, as learners were able to monitor their performance and set personal goals.

Third, gamification was found to enhance collaborative learning. Several studies, including Alabbasi (2018), demonstrated that team-based challenges and multiplayer tasks helped learners develop communication and problem-solving skills. These elements promoted a sense of community and mutual support among learners, which is particularly valuable in language learning contexts where communication is essential.

Finally, gamification contributed to measurable improvements in academic performance. Research by Surendeleg et al. (2021) showed that students exposed to gamified English lessons performed significantly better in vocabulary and grammar tests compared to those in traditional classrooms. The combination of entertainment and education led to sustained learning outcomes and greater retention of language structures.

Discussion. The results of this analysis suggest that gamification offers substantial pedagogical value for English language teaching, especially at the university level. Its main strength lies in its ability to transform traditional, often monotonous learning tasks into dynamic and motivating experiences. By incorporating elements such as rewards, feedback, and progress tracking, gamification stimulates learners' intrinsic motivation, which is essential for long-term success in language acquisition (Deci & Ryan, 2000).

Moreover, gamification aligns with the principles of constructivist learning theory, which emphasizes active participation and personal meaning-making. Through interactive tasks and challenges, students engage in experiential learning that promotes deeper understanding and retention of linguistic structures. Gamified learning environments also encourage self-determination, as learners gain a sense of competence and autonomy in controlling their progress.

However, while the benefits of gamification are evident, it is essential to recognize potential challenges. Overreliance on external rewards may lead to superficial engagement if not carefully balanced with meaningful learning objectives. Teachers must therefore design gamified activities that support pedagogical goals rather than

merely entertain students. Additionally, differences in personality and learning preferences mean that not all students may respond positively to competitive elements such as leaderboards. Despite these challenges, the findings indicate that when implemented thoughtfully, gamification can serve as a powerful educational tool. It supports not only engagement and motivation but also fosters communication, collaboration, and creativity—skills that are essential for success in both academic and professional settings.

Conclusion. Gamification represents an innovative approach to enhancing English language learning, particularly among university students. By integrating game-like elements into lessons, educators can create more interactive, enjoyable, and effective learning experiences. The reviewed studies demonstrate that gamification promotes motivation, engagement, collaboration, and academic success. Nevertheless, educators must adopt a balanced approach, ensuring that game mechanics align with clear learning outcomes. Future research should explore long-term effects of gamification on language proficiency and examine how individual learner differences influence the effectiveness of gamified instruction.

References

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ONA TILI FANIDAN O'QUVCHILARNING SAVODXONLIGINI OSHIRISHDA ZAMONAVIY TEXNOLOGIYALARDAN FOYDALANISH

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Annotatsiya; Mazkur maqolada ona tili ta'limida o'quvchilarning savodxonligini oshirishda zamonaviy pedagogik va axborot texnologiyalaridan foydalanishning ahamiyati yoritilgan. Unda interaktiv metodlar, raqamli platformalar, multimediya vositalari hamda onlayn ta'lim resurslarining o'quvchilarning yozma va og'zaki nutqini rivojlantirishdagi o'rni tahlil etilgan. Shuningdek, dars jarayonida AKT vositalaridan samarali foydalanish orqali o'quvchilarda mustaqil fikrlash, so'z boyligini kengaytirish, imlo va uslubiy xatolarga yo'l qo'ymaslik ko'nikmalarini shakllantirishning usullari ko'rsatib berilgan. Maqolada ona tili darslarida "Elektron darslik", "Quizizz", "Kahoot", "LearningApps" kabi platformalardan foydalanishning ijobiy natijalari misollar asosida tahlil qilingan. Natijada, o'quvchilarning savodxonlik darajasini oshirishda zamonaviy texnologiyalar o'qituvchining asosiy yordamchisiga aylangani asoslab beriladi.

Kalit so'zlar: Ona tili, savodxonlik, zamonaviy texnologiyalar, interaktiv metodlar, axborot-kommunikatsiya texnologiyalari (AKT), elektron darslik, raqamli ta'lim, mustaqil fikrlash, innovatsion yondashuv, o'quv jarayoni samaradorligi.

Аннотация; В данной статье раскрывается значение использования современных педагогических и информационных технологий в процессе преподавания родного языка с целью повышения грамотности учащихся. Анализируется роль интерактивных методов, цифровых платформ, мультимедийных средств и онлайн-ресурсов обучения в развитии письменной и устной речи школьников. Кроме того, показаны способы формирования у учащихся навыков самостоятельного мышления, расширения словарного запаса и предотвращения орфографических и стилистических ошибок за счёт эффективного использования средств ИКТ на уроках. В статье на примерах

рассматриваются положительные результаты применения таких платформ, как «Электронный учебник», «Quizizz», «Kahoot», «LearningApps» на уроках родного языка. В результате обосновывается, что современные технологии становятся основным помощником учителя в повышении уровня грамотности учащихся.

Ключевые слова: Родной язык, грамотность, современные технологии, интерактивные методы, информационно-коммуникационные технологии (ИКТ), электронный учебник, цифровое обучение, самостоятельное мышление, инновационный подход, эффективность учебного процесса.

Annotation; This article highlights the importance of using modern pedagogical and information technologies in teaching the native language to improve students' literacy. It analyzes the role of interactive methods, digital platforms, multimedia tools, and online learning resources in developing students' written and oral speech. In addition, the article demonstrates ways to form students' skills of independent thinking, vocabulary expansion, and prevention of spelling and stylistic errors through the effective use of ICT tools during lessons. Positive outcomes of using platforms such as "Electronic Textbook," "Quizizz," "Kahoot," and "LearningApps" in native language classes are discussed through examples. As a result, it is substantiated that modern technologies have become the teacher's main assistant in increasing students' literacy levels.

Keywords: Native language, literacy, modern technologies, interactive methods, information and communication technologies (ICT), electronic textbook, digital learning, independent thinking, innovative approach, effectiveness of the educational process.

Kirish. Bugungi globalashuv va raqamli transformatsiya jarayonida ta'lim tizimining barcha bo'g'inlarida zamonaviy axborot-kommunikatsiya texnologiyalaridan samarali foydalanish dolzarb masalaga aylanib bormoqda. Ayniqsa, o'quvchilarning savodxonlik darajasini oshirish, mustaqil fikrlashga, aniq va to'g'ri so'zlash hamda yozishga o'rgatishda ona tili fani o'qituvchisining roli beqiyosdir. Chunki ona tili ta'limi nafaqat grammatik bilimlarni berish, balki o'quvchilarda til vositasida tafakkur qilish, mantiqiy fikrni shakllantirish va nutq madaniyatini rivojlantirishga xizmat qiladi. Shu boisdan, bugungi kunda dars jarayonlarini interaktiv shakllarda tashkil etish, zamonaviy texnologiyalarni o'quvchilarning yosh xususiyatlari va qiziqishlariga moslashtirish zarur bo'lib qolmoqda.

Adabiyotlar tahlili va metodologiya. Ona tili ta'limi jarayonida o'quvchilarning savodxonligini oshirish masalasi ko'plab mahalliy va xorijiy olimlar tomonidan

o'rganilgan. Xususan, O'zbekistonlik metodist olimlar — A. G'ulomov, M. Jo'rayev, Sh. Yusupova, G. Abdurahmonova, N. Mamarasulova va boshqalar o'z tadqiqotlarida ona tili darslarida o'quvchilarning nutq madaniyatini shakllantirish, imloviy savodxonlikni rivojlantirish va o'qitish metodikasini takomillashtirish masalalariga alohida e'tibor qaratganlar. Ularning ilmiy ishlari shuni ko'rsatadiki, zamonaviy o'qitish texnologiyalarini dars jarayoniga tatbiq etish o'quvchilarning faolligini oshiradi, o'z fikrini mustaqil va aniq ifodalashga undaydi hamda dars samaradorligini sezilarli darajada yaxshilaydi.

Shuningdek, xorijiy tadqiqotchilar — J. Dewey, B. Bloom, H. Gardner, P. Freire kabi pedagoglar ta'lim jarayonida interaktiv metodlarning o'quvchi shaxsini rivojlantirishdagi o'rnini chuqur asoslab berganlar. Ularning fikricha, ta'lim jarayoni faqat bilim berish emas, balki o'quvchining ijodiy tafakkurini rivojlantirish, mustaqil tahlil qilish va amaliy faoliyatga tayyorlashni ham o'z ichiga olishi kerak. Bu g'oyalar bugungi kunda O'zbekiston ta'lim tizimida ham o'z aksini topib, zamonaviy pedagogik yondashuvlarning shakllanishiga asos bo'lmoqda.

Muhokama va natijalar. Ona tili ta'limida o'quvchilarning savodxonligini oshirish zamonaviy pedagogik jarayonning eng muhim yo'nalishlaridan biridir. Savodxonlik darajasi o'quvchining nafaqat imlo va grammatik qoidalarni o'zlashtirishida, balki uning og'zaki va yozma nutq madaniyatini, mantiqiy tafakkurini, tahlil qilish va fikrini aniq ifodalash qobiliyatini ham belgilaydi. Shu bois, ona tili darslarida zamonaviy texnologiyalarni joriy etish orqali o'quvchilarni faol, mustaqil va ijodkor shaxs sifatida shakllantirish imkoniyati paydo bo'ladi.

Muhokama jarayonida aniqlanishicha, zamonaviy texnologiyalarning ona tili darslarida qo'llanilishi o'qituvchining metodik yondashuvini o'zgartiradi. An'anaviy darslarda o'qituvchi markaziy rolni bajargan bo'lsa, interaktiv darslarda o'quvchi faol ishtirokchiga aylanadi. Masalan, "Kahoot", "Quizizz" yoki "LearningApps" kabi interfaol platformalardan foydalanish o'quvchilarni dars jarayoniga faol jalb etadi, ularni raqobat va hamkorlik muhiti orqali o'qishga undaydi. Bu esa savodxonlikni oshirishda muhim omil hisoblanadi. O'quvchilar o'z xatolarini aniqlab, ularni tahlil qilishni, to'g'ri javobni izlashni o'rganadilar.

Xulosa. O'zbekiston Respublikasida lizing munosabatlarining shakllanishi va rivojlanishi iqtisodiyotning turli tarmoqlarini modernizatsiya qilish, ishlab chiqarish samaradorligini oshirish, hamda kichik biznes va xususiy tadbirkorlikni qo'llab-quvvatlashda muhim omil bo'lib xizmat qilmoqda. Lizing mexanizmining samarali ishlashi, bir tomondan, investitsion jarayonlarni jadallashtirsa, ikkinchi tomondan, korxonalarining asosiy fondlarini yangilash imkonini beradi. Shu nuqtai nazardan, lizingga oluvchi va lizingga beruvchi tashkilotlarning samaradorlik ko'rsatkichlarini

tahlil qilish iqtisodiy siyosatni takomillashtirish va investitsion muhitni yanada yaxshilashda muhim ahamiyat kasb etadi.

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AKADEMIK YOZUVDA MANBALAR BILAN ISHLASH: IQTIBOS VA PARAFRAZ TEXNIKASI

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Annotatsiya: *Maqolada akademik yozuv jarayonida manbalar bilan ishlash madaniyati, iqtibos keltirish va parafraz qilish texnikalarining nazariy hamda amaliy jihatlari tahlil qilinadi. Akademik halollikni ta'minlashda to'g'ri iqtibos va parafraz usullarining ahamiyati yoritiladi. Shuningdek, iqtibos va parafraz qilishda yo'l qo'yiladigan xatolar, ularning plagiat bilan bog'liqligi va bu jarayonda raqamli texnologiyalarning o'rni misollar asosida ko'rsatib beriladi.*

Калит сўзлар: *akademik yozuv, iqtibos, parafraz, manbalar bilan ishlash, ilmiy halollik.*

Akademik yozuv – bu ilmiy fikrni mantiqiy, aniq va asosli tarzda ifodalash san'atidir. Unda nafaqat o'z fikrini bayon etish, balki mavjud ilmiy manbalar bilan samarali ishlash ham muhim o'rin tutadi. Manbalar bilan ishlash jarayoni iqtibos keltirish va parafraz qilish kabi texnik usullar orqali amalga oshiriladi.

Hozirgi davrda ilmiy axborotlarning ko'payishi, internet resurslariga erkin kirish imkoniyatining kengayishi natijasida manbalar bilan ishlash madaniyatiga e'tibor yanada ortmoqda. Ayniqsa, axborot texnologiyalari sohasida ilmiy ishlanmalar, dasturiy yechimlar, algoritmlar yoki texnik hujjatlar tahlil qilinayotganda, manbalarni to'g'ri ko'rsatish ilmiy halollikning ajralmas qismiga aylanmoqda.

Akademik yozuvda har bir ilmiy g'oya yoki dalil ma'lum bir manbaga asoslanadi. Shu sababli, manbalar bilan ishlash ilmiy tadqiqotning ishonchliligini oshiradi. To'g'ri tanlangan va rasmiylashtirilgan manbalar: muallifning mavzuga chuqur yondashayotganini ko'rsatadi; o'quvchiga ma'lumotning kelib chiqishini aniqlash imkonini beradi; plagiatning oldini oladi; ilmiy muloqot madaniyatini shakllantiradi.

Masalan, bir IT talabasi sun'iy intellekt bo'yicha kurs ishi yozayotganida "GPT arxitekturasi" haqidagi ma'lumotni manbasi bilan keltirsa, bu nafaqat halollikni, balki uning texnik manbalarni tahlil qila olish qobiliyatini ham namoyon etadi.

Iqtibos (citation) – bu boshqa muallifning fikrini yoki matnini o'z asarimizda to'g'ridan-to'g'ri yoki bilvosita keltirishdir. Iqtibos ilmiy yozuvning asosiy tayanchlaridan biri hisoblanadi. Iqtibosning quyidagi turlari mavjud:

1. To'g'ridan-to'g'ri iqtibos – matn asl holatda, qo'shtirnoq ichida keltiriladi.

Masalan: “Plagiat – bu ilmiy halollik tamoyillarini buzishning eng keng tarqalgan shaklidir” (Bretag, 2016).

2. Bilvosita iqtibos – muallif fikri o‘z so‘zlarimizda bayon etiladi, lekin manba ko‘rsatiladi. Masalan: Bretag (2016) ta’kidlaganidek, plagiat ilmiy etikani buzuvchi asosiy omillardan biridir.

Iqtibos keltirishda APA, MLA, IEEE yoki Chicago kabi xalqaro sitata standartlaridan foydalanish zarur. Axborot texnologiyalari yo‘nalishida odatda IEEE yoki APA uslubi qo‘llanadi.

Parafraz – bu boshqa manbadagi fikrni o‘z so‘zlarimiz bilan qayta ifodalash, lekin mazmunini o‘zgartirmaslik demakdir. Parafraz qilish o‘quvchining mavzuni anglash darajasini ko‘rsatadi va akademik yozuvda eng muhim ko‘nikmalardan biridir. Parafraz qilishda quyidagilarga e’tibor beriladi: asl ma’noni buzmaslik; muallif fikrini qisqa va aniq bayon etish; so‘z va tuzilmani o‘zgartirish, lekin g‘oyani saqlab qolish; manbani baribir ko‘rsatish.

Misol: Asl manba: “Plagiarism detection tools rely on artificial intelligence and natural language processing.” Parafraz: “Plagiatni aniqlash dasturlari sun’iy intellekt va tabiiy tilni qayta ishlash texnologiyalariga asoslanadi.” Ko‘rinib turibdiki, mazmun saqlangan, lekin so‘z birikmalari va tuzilma o‘zgartirilgan.

Ko‘plab talabalar iqtibos va parafraz texnikalarini to‘liq o‘zlashtirmagani sababli bilmagan holda plagiatga yo‘l qo‘yishadi. Masalan: manba ko‘rsatilmadan parafraz qilish; o‘zgartirilmagan matnni o‘z so‘zimiz deb berish; faqat manba nomini yozib, matnni to‘liq ko‘chirish – bularning barchasi plagiat hisoblanadi.

Bunday holatlar ilmiy ishning bekor qilinishiga, muallifning obro‘sigga zarar yetkazishiga, hatto ba’zi holatlarda huquqiy javobgarlikka olib keladi.

Zamonaviy IT texnologiyalari manbalar bilan ishlashni osonlashtiradi. Quyidagi vositalar iqtibos va parafraz jarayonida keng qo‘llanilmoqda:

- Zotero, Mendeley, EndNote – manbalarni saqlash va avtomatik iqtibos keltirish dasturlari;
- Grammarly, QuillBot – parafraz va tilni tahlil qilishda yordam beradi;
- Turnitin, iThenticate – plagiatni aniqlash vositalari.

Masalan, QuillBot dasturi matnni qayta tuzish orqali parafraz qilish imkonini beradi, biroq foydalanuvchi baribir manbani ko‘rsatishi shart – aks holda bu “yashirin plagiat” sifatida baholanadi.

Akademik yozuvni o‘rgatishda o‘qituvchilar quyidagi yondashuvlardan foydalanishlari mumkin:

1. Amaliy mashg‘ulotlar – talabalar manbalarni to‘g‘ri iqtibos keltirish va parafraz qilishni amalda bajaradilar;

2. Ko‘p bosqichli yozuv jarayoni – reja, qoralama, tahrir va yakuniy versiya orqali o‘rganish;

3. Plagiat tahlili – talabalar o‘z ishlarini Turnitin orqali tekshirib, natijani muhokama qilishadi.

Bu usullar nafaqat yozuv sifatini oshiradi, balki ilmiy halollik madaniyatini shakllantiradi.

Xulosa qilib aytganda, akademik yozuvda manbalar bilan ishlash, xususan, iqtibos va parafraz texnikalarini puxta egallash, har bir tadqiqotchi va talabaning ilmiy saviyasini belgilaydi. To‘g‘ri qo‘llangan iqtibos va parafraz: plagiatning oldini oladi; ilmiy ishonchlilikni ta‘minlaydi; tadqiqot madaniyatini yuksaltiradi.

Axborot texnologiyalari rivojlangan bugungi kunda manbalar bilan ishlash jarayoni yanada qulaylashdi, biroq bu qulaylik mas‘uliyatni ham oshiradi. Shuning uchun har bir yozuvchi, ayniqsa IT sohasidagi mutaxassis, akademik yozuvning etik me‘yorlariga rioya qilishi lozim.

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RIVOJLANAYOTGAN MAMLAKATLAR TAJRIBASI ASOSIDA O‘ZBEKISTONDA INKLYUZIV SUG‘URTA TIZIMINI RIVOJLANTIRISH YO‘NALISHLARI

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ANNOTATSIYA

So‘nggi yillarda pandemiya, inflyatsiya va ijtimoiy-iqtisodiy beqarorlik kabi global muammolar sug‘urta xizmatlariga bo‘lgan ehtiyojni keskin oshirdi. Shu sharoitda inklyuziv sug‘urta konsepsiyasi moliyaviy xavf-xatarlarga qarshi himoya vositasi sifatida alohida e‘tibor qozonmoqda. Ushbu maqolada inklyuziv sug‘urtaning mohiyati, rivojlanayotgan mamlakatlar amaliyotidagi o‘rni va O‘zbekiston iqtisodiy tizimida uni rivojlantirish istiqbollari tahlil qilinadi. Tadqiqot davomida inklyuziv sug‘urtaning ijtimoiy ahamiyati, past daromadli aholi qatlamlarini moliyaviy tizimga jalb etishdagi roli hamda u orqali kambag‘allikni kamaytirish va iqtisodiy barqarorlikni ta‘minlash mexanizmlari yoritilgan.

Geneva Assotsiatsiyasi, BMT Taraqqiyot Dasturi va boshqa xalqaro tashkilotlar tomonidan o‘tkazilgan tadqiqotlar asosida inklyuziv sug‘urtaning rivojlanishidagi asosiy to‘siqlar – mahsulotlarning mavjudligi, kirishuvchanligi, arzonligi va xabardorlik darajasi – tahlil qilinib, O‘zbekiston sharoitida ularni bartaraf etish bo‘yicha amaliy tavsiyalar ishlab chiqilgan. Jumladan, raqamli texnologiyalarni joriy etish, moliyaviy savodxonlikni oshirish, moslashuvchan to‘lov tizimlarini yaratish, davlat tomonidan soliq imtiyozlari va subsidiyalarni kengaytirish, hamda mahalliy hamkorlikni kuchaytirish kabi yo‘nalishlar inklyuziv sug‘urtaning barqaror rivojlanishiga xizmat qiluvchi asosiy omillar sifatida belgilangan.

Natijada, maqolada O‘zbekistonda inklyuziv sug‘urta tizimini rivojlantirish orqali iqtisodiy o‘sishni ta‘minlash, aholining moliyaviy barqarorligini mustahkamlash, ijtimoiy tengsizlikni kamaytirish hamda global iqtisodiy tizimga integratsiyani jadallashtirish bo‘yicha nazariy va amaliy xulosalar keltirilgan.

KALIT SO‘ZLAR:

inklyuziv sug‘urta, moliyaviy inklyuziya, kambag‘allikni kamaytirish, ijtimoiy himoya, raqamli texnologiyalar, moliyaviy savodxonlik, rivojlanayotgan mamlakatlar, sug‘urta bozori, barqaror rivojlanish, iqtisodiy xavfsizlik.

So‘nggi yillarda pandemiya va inflyatsiya kabi global iqtisodiy muammolar sug‘urtaga bo‘lgan ehtiyojni sezilarli darajada oshirdi. Ushbu sharoitda "inklyuziv sug‘urta" konsepsiyasi moliyaviy xavf-xatarlarga qarshi himoya vositasi sifatida alohida ahamiyat kasb etmoqda. Inklyuziv sug‘urta ijtimoiy jihatdan himoyaga muhtoj qatlamlar uchun sug‘urta qamrovidagi bo‘shliqlarni bartaraf etish orqali moliyaviy barqarorlikni ta‘minlashga xizmat qiladi va u an‘anaviy sug‘urta xizmatlaridan foydalana olmayotgan past daromadli aholi qatlamlari uchun moliyaviy himoya vositasi sifatida ko‘zga tashlanmoqda.

Inklyuziv sug‘urta nafaqat sug‘urta xizmatlarining jismoniy va moliyaviy jihatdan mavjudligini ta‘minlash, balki ularni aholi ehtiyojlariga mos tarzda loyihalash va yetkazib berish orqali ijtimoiy adolat va iqtisodiy inklyuziyani kuchaytirishga xizmat qiladi. Shu orqali kam ta‘minlangan guruhlar orasida moliyaviy chidamlilikni oshirish, ularni turli makroiqtisodiy zarbalarga nisbatan bardoshli qilish va uzoq muddatli iqtisodiy farovonlikka erishishga hissa qo‘shish mumkin. Ushbu maqolada inklyuziv sug‘urta rivojlanishining ijtimoiy ahamiyati va O‘zbekistonda unga bo‘lgan ehtiyoj xususida nazariy va amaliy yechimlar yoritilgan.

Geneva Assotsiatsiyasi ¹tomonidan olib borilgan tadqiqotlar natijasiga ko‘ra, inklyuziv sug‘urta tizimlari rivojlangan mamlakatlarda moliyaviy inklyuziyani kengaytirish va ijtimoiy tengsizlikni kamaytirish bo‘yicha muhim vosita sifatida qaralmoqda. Fransiya, Germaniya, Italiya, Yaponiya, Ispaniya, Buyuk Britaniya va AQSh kabi yetakchi iqtisodiyotlarda 28,000 dan ortiq xonadon ishtirok etgan global so‘rov natijalari shuni ko‘rsatadiki, aholining turli ijtimoiy-demografik qatlamlari o‘rtasida sug‘urta qamrovi va himoya bo‘shliqlari hali ham sezilarli darajada mavjud. Garchi respondentlarning 85 foizi hech bo‘lmaganda bir ixtiyoriy sug‘urta mahsulotiga ega bo‘lgan bo‘lsa-da, past daromadli ishchi kuchi, Z avlodi vakillari hamda boshqa guruhlar orasida an‘anaviy sug‘urta xizmatlaridan foydalanish darajasi pastligicha qolmoqda. Bundan tashqari, ayrim mamlakatlar kesimida ham o‘ziga xos ehtiyoj va muammolar mavjud: masalan, Yaponiyada Z avlodi orasida sug‘urtalash darajasi past bo‘lsa, Fransiyada keksalar uchun xususiy sog‘liqni saqlash sug‘urtasiga bo‘lgan ehtiyoj yuqoriligi kuzatilmoqda.²

Inklyuziv sug‘urtaning global ahamiyati ortib borayotgan bir paytda, ushbu konsepsiyaning O‘zbekiston kabi rivojlanayotgan mamlakatlar uchun ham alohida

¹ Geneva assotsiatsiyasi- (to‘liq nomi: *The Geneva Association – The International Association for the Study of Insurance Economics*) — bu sug‘urta iqtisodiyoti va risklarni boshqarish bo‘yicha xalqaro ilmiy-assotsiatsiya hisoblanadi. U 1973-yilda Shveysariyada, aniqrog‘i, Jenevada tashkil etilgan.

² INCLUSIVE INSURANCE IN ADVANCED ECONOMIES: Alleviating strains on society report. 2024 y November.

strategik va ijtimoiy-iqtisodiy ahamiyat kasb etishi tabiiy. Mamlakatda aholi daromadlarining notekis taqsimlanishi, norasmiy mehnat bozorining kengligi, ijtimoiy himoya tizimining hali to'liq qamrovga ega emasligi va moliyaviy savodxonlik darajasining pastligi – bularning barchasi inklyuziv sug'urtaning zaruratini yanada oshirmoqda.

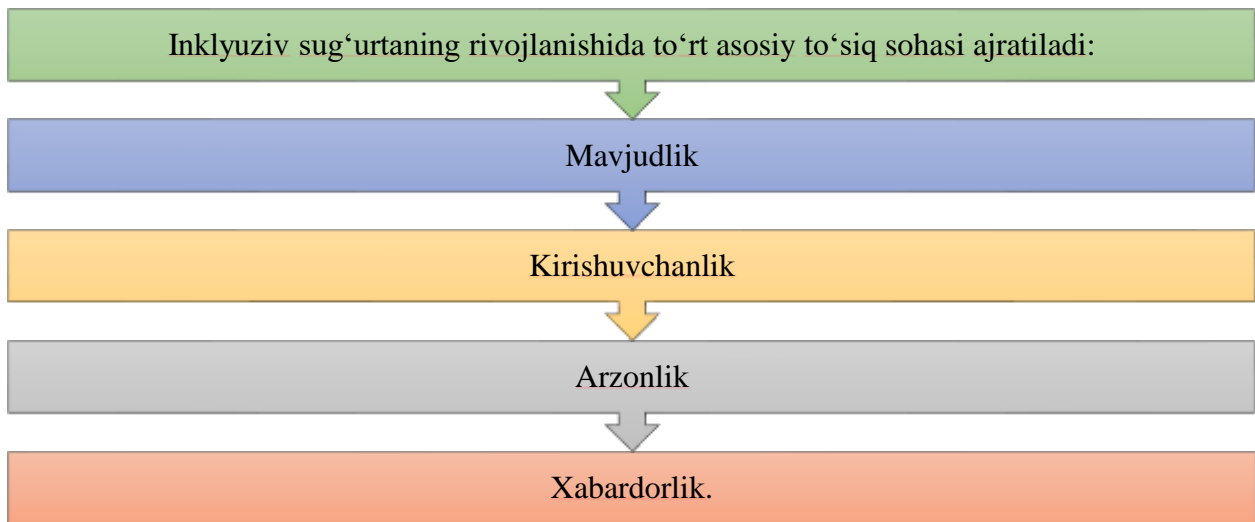
Hozirda O'zbekistonda aholining katta qismi, ayniqsa qishloq joylarda yashovchilar, ayollar, yoshlar, norasmiy ishlovchilar va mehnat muhojirlari sug'urta xizmatlariga yetarlicha kirish imkoniyatiga ega emas. Ixtiyoriy tibbiy sug'urta, kichik bizneslarni moliyaviy xavflardan himoyalovchi mahsulotlar yoki tabiiy ofatlarga qarshi qamrov — bularning barchasi hali keng ommalashmagan. Shu nuqtai nazardan, inklyuziv sug'urta O'zbekiston jamiyatida moliyaviy himoya bo'shliqlarini to'ldirish, aholining iqtisodiy barqarorligini oshirish va kambag'allikning oldini olish uchun muhim vosita sifatida qaralishi lozim.

Bundan tashqari, O'zbekiston hukumati tomonidan 2022–2026 yillarga mo'ljallangan ijtimoiy himoya strategiyasida ham moliyaviy xizmatlarning inklyuzivligini oshirish alohida ustuvor yo'nalish sifatida belgilangan. Mazkur siyosiy va institutsional muhit inklyuziv sug'urtani rivojlantirish uchun qulay asos yaratadi. Buni amalga oshirish uchun esa sug'urta kompaniyalari va davlat o'rtasida yaqin hamkorlik, moliyaviy savodxonlikni oshirishga doir kompaniyalar, hamda raqamli yechimlardan foydalanish orqali sug'urta mahsulotlarini ommabop va qulay shaklda taqdim etish zarur.

Xalqaro tajriba shuni ko'rsatadiki, inklyuziv sug'urta tizimlari ijtimoiy tengsizlikni kamaytirishga xizmat qiladi. O'zbekiston uchun esa bu, ayniqsa, pandemiya va inflyatsion bosim ortidan yuzaga kelgan ijtimoiy-iqtisodiy muammolar fonida, dolzarb masala sifatida ko'rilmogda. Shu jihatdan, O'zbekiston inklyuziv sug'urtani rivojlantirish orqali barqaror rivojlanish maqsadlariga erishishda muhim qadam tashlashi mumkin. 2020-yil holatiga ko'ra, O'zbekistonda sug'urta bozori yalpi ichki mahsulotga (YaIM) nisbatan atigi 0,36% ni tashkil etgan, bu esa sug'urtalanganlik darajasining juda past ekanligini ko'rsatadi. 2022-yilga kelib, bu ko'rsatkich 0,34% dan 0,7% gacha o'zgarib turgan. 2023-yilda esa sug'urta bozori hajmi 29% ga o'sib, 8,06 trillion so'mga yetgan bo'lsa-da, hayot sug'urtasi ulushi 24,47% dan 3,53% ga tushib ketgan.³ Bu raqamlar aholining katta qismi sug'urtadan foydalanmayotganini anglatadi. Birlashgan Millatlar Tashkiloti Taraqqiyot Dasturi (UNDP) tomonidan 2022-yilda o'tkazilgan tahlilga ko'ra, O'zbekistonda inklyuziv sug'urta xizmatlari past darajada bo'lib, asosiy sabablar qatoriga mahsulotlar dizaynining mijozlar

³ <https://stat.uz> O'zbekiston Respublikasi Davlat statistika qo'mitasi

ehtiyojlariga mos emasligi, past moliyaviy savodxonlik va tarqatish kanallarining cheklanganligi kiradi.



1-rasm. Inklyuziv sug'urtaning rivojlanishidagi to'siqlar⁴

Ushbu to'siqlar sug'urta xizmatlaridan foydalanish imkoniyatlarini sezilarli darajada cheklaydi, ayniqsa ijtimoiy va iqtisodiy jihatdan zaif qatlamlar uchun.

1. Mavjudlik to'siqlari asosan moslashtirilgan sug'urta mahsulotlarining yetishmasligi bilan bog'liq. Bu holat ko'pincha axborot assimetriyasidan kelib chiqadi, bu esa noxush tanlov (ya'ni, yuqori xavfga ega shaxslarning sug'urtaga ko'proq murojaat qilishi) va axloqiy tavakkalchilik (sug'urtalangan shaxslarning xavfsizlik choralari kamroq e'tibor berishi) kabi salbiy oqibatlarga olib keladi. Sug'urtalovchilar ayrim demografik guruhlar bo'yicha risklarni aniq baholash uchun zarur bo'lgan ma'lumotlarning yetishmasligi yoki muassasaviy cheklovlar, jumladan qat'iy tartibga solish choralari tufayli ushbu guruhlarini bozor tashqarisida qoldirishi mumkin.

2. Kirishuvchanlikdagi muammolar, ayniqsa chekka va uzoq hududlarda, infrastrukturaviy va texnologik cheklovlar bilan kuchaytiriladi. An'anaviy tarqatish mexanizmlarining (masalan, agentlar yoki brokerlar orqali) mavjud emasligi yoki cheklanganligi, ushbu hududlardagi aholini sug'urta xizmatlaridan foydalana olmaslikka olib keladi. Bundan tashqari, raqamli tafovut – internetga ulanish va raqamli savodxonlikning past darajasi – sug'urtachilar bilan onlayn muloqotni qiyinlashtiradi.

3. Arzonlik inklyuziv sug'urtaning asosiy iqtisodiy to'siqlaridan biri hisoblanadi. Kam daromadli guruhlar uchun sug'urta xarajatlari ko'pincha boshqa asosiy ehtiyojlar oldida ikkinchi darajaga tushadi. Yuqori sug'urta premyalari, ayniqsa zararli tanlov va

⁴ Adabiyotlar ma'lumotlari asosida muallif tomonidan tayyorlandi

tarqatish xarajatlari ta'sirida, ushbu xizmatlarni arzonlashtirish imkoniyatlarini cheklaydi. Bundan tashqari, mulkka egalik qilish bilan bog'liq noto'g'ri tasavvurlar (masalan, tabiiy ofatlarga moyil hududlardagi uylar) sug'urtaga bo'lgan talabni yanada pasaytiradi.

4. Xabardorlikning pastligi, moliyaviy savodxonlik darajasining yetarli emasligi bilan izohlanadi. Aholining ko'plab qatlamlari sug'urtaning foydali jihatlarini to'liq tushunmaydi yoki salbiy hodisalar ehtimolini past baholaydi. Bu esa "aniq yo'qotish"ni istamaslik bilan bog'liq xulq-atvoriy omillarni kuchaytiradi va sug'urtani xarid qilishni murakkablashtiradi.

Ushbu to'siqlarni bartaraf etish uchun sug'urta kompaniyalari **ko'p yo'nalishli strategik yondashuvni** ishlab chiqishlari zarur. Bunga quyidagilar kiradi:

- ✚ Mijozlar orasida ishonchni shakllantirish va mustahkamlash;
- ✚ Maqsadli guruhlar ehtiyojlariga mos mahsulotlar ishlab chiqish;
- ✚ Raqamli texnologiyalar yordamida xizmatlarga kirishuvchanlikni oshirish;
- ✚ Moliyaviy savodxonlikni keng omma orasida targ'ib qilish;
- ✚ Davlat sektori bilan hamkorlikni yo'lga qo'yish.

Inklyuziv sug'urtani yuqoridagi tahlillar yordamida rivojlantirgan mamlakatlar sirasiga Hindiston: 2014-yilda boshlangan Pradhan Mantri Jan Dhan Yojana dasturi orqali 500 milliondan ortiq odam bank hisoblariga ega bo'lib, sog'liqni saqlash sug'urtasi bilan qamrab olindi, Tanzaniya: 2006-yilda aholining atigi 11% moliyaviy xizmatlardan foydalangan bo'lsa, 2019-yilga kelib bu ko'rsatkich 60% ga yetdi. Bu o'sish asosan mobil moliyaviy xizmatlar orqali amalga oshdi, Gana: Inklyuziv sug'urta laboratoriyalari orqali norasmiy sektor ishchilari uchun sog'liqni saqlash sug'urtasi mahsulotlari ishlab chiqilib, ro'yxatdan o'tganlar soni 30% ga oshdi.

O'zbekistonda inklyuziv sug'urtani rivojlantirish bo'yicha tavsiyalar

1. *Raqamli texnologiyalarni joriy etish*: Mobil ilovalar va USSD xizmatlari orqali sug'urta mahsulotlarini taqdim etish.
2. *Moliyaviy savodxonlikni oshirish*: Aholi orasida sug'urtaning ahamiyati haqida targ'ibot ishlarini kuchaytirish.
3. *Moslashuvchan to'lov tizimlari*: Past daromadli qatlamlar uchun mos to'lov variantlarini yaratish.
4. *Davlat tomonidan qo'llab-quvvatlash*: Sug'urta kompaniyalariga soliq imtiyozlari va subsidiyalar taqdim etish.
5. *Mahalliy hamkorlik*: Mahalliy hokimiyatlar, jamoat tashkilotlari va banklar bilan hamkorlikda sug'urta xizmatlarini kengaytirish.

Xulosa qilib shuni aytish mumkinki, O'zbekistonning iqtisodiy va ijtimoiy tizimida inklyuziv sug'urtaning rivojlanishi iqtisodiy o'sishni ta'minlash bilan birga, davlat

tomonidan ko'rsatilayotgan ijtimoiy himoya mexanizmlarini yanada samarali qiladi. Inklyuziv sug'urtaning kengayishi, barcha ijtimoiy guruhlarning xavfsizligini ta'minlashga xizmat qiladi, xususan, kambag'allikni kamaytirish, norasmiy sektorda faoliyat ko'rsatayotgan fuqarolarni himoya qilish va ijtimoiy tengsizlikni kamaytirishga yordam beradi. Raqamli texnologiyalarni joriy etish, moliyaviy savodxonlikni oshirish va moslashuvchan to'lov tizimlarini yaratish inklyuziv sug'urtaning barqaror rivojlanishiga xizmat qiluvchi asosiy omillardan hisoblanadi. Shu bilan birga, davlat tomonidan sug'urta kompaniyalariga taqdim etiladigan soliq imtiyozlari va subsidiyalar, hamda mahalliy hamkorlikni kuchaytirish inklyuziv sug'urta bozorining kengayishiga muhim turtki bo'ladi. Agar O'zbekiston yuqoridagi yo'nalishlar asosida amalga oshirsa, 5-7 yil ichida sug'urtalangan aholi ulushini 0,7% dan 5-10% gacha oshirish mumkin. Bu nafaqat aholining moliyaviy barqarorligini ta'minlaydi, balki sug'urta bozorining o'sishiga ham xizmat qiladi. Shu tarzda, inklyuziv sug'urtaning rivojlanishi, nafaqat moliyaviy va iqtisodiy barqarorlikni, balki O'zbekistonning global iqtisodiy tizimiga integratsiyasini ta'minlashda ham muhim rol o'ynaydi.

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DEVELOPMENT OF THE STATE IN THE TREATISE “THE STATE OF THE WRESTLER MUHAMMAD”

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Annotation. This article is aimed at highlighting the blessed states, discoveries and miracles of Muhammad Kushtigir, that is, Pahlavan Muhammad, who was glorified as the sun of the nation and religion, in the treatise “The State of the wrestler Muhammad” by Hazrat Alisher Navoi, which describes the images and biography of that person. Pahlavan Muhammad’s ability in science and technology, his grace and perfection, his pleasant voice in music and his mastery of artistic methods, and the beauty of his morals are shown as the reasons for his respect and admiration among the people. Alisher Navoi describes his trainer, friend and colleague Pahlavon Muhammad as a physically and spiritually perfect person.

Keywords: Pahlavon Muhammad, Alisher Navoi, wrestling, valoyat, kashf-u karomat.

One of the masterpieces of the unique creator Alisher Navoi, who enriched our classical literature with his invaluable works, is the epic "Holoti Pahlavon Muhammad". This work is a work describing the images and biographies of Muhammad Kushtigir, that is, Pahlavon Muhammad, who was glorified as the sun of the nation and religion. The reason why his name Muhammad is called “Kushtigir” is because one of the folk wrestling styles of his time, single-handed wrestling, was called kushtigir. The word “Kushtigir” was added to his name because he gained fame and fame in this style of wrestling. It is said that he was talented in science and technology, and his contemporaries greatly praised him for his virtues and perfection. In the art of music, he also had a pleasant voice and mastered the methods of the art. It is said that he put a lot of effort into the difficult and delicate science of music, putting words to music, classifying ghazals, and performing them to their intended purpose.

It is emphasized that Pahlavan Muhammad was also knowledgeable in poetry and problem solving and was a quick-witted creator. When the poets of his time wrote poems, they would show them to Pahlavan and have them translated. Pahlavan Muhammad also wrote qut'as and masnavis, and he used the pseudonym “Kushtigir” in his work. Pahlavan Muhammad has a son, and he spends all his time raising him and raising him to be a scholar. However, his son is unfaithful and leaves his father. Pahlavan Muhammad's heart is deeply hurt by this, but he does not want to tell anyone.

However, he keeps Navoi close to him and tells him all his secrets, including the fact that Navoi does not hide secrets from this person, and he cites the alliance between the two. The treatise notes that Pahlovan Muhammad is also skilled in the arts, the science of fortune telling, rhyme, the science of recitation, tajweed and astrology. The work also emphasizes that he is knowledgeable in medicine and has a lot of information in the science of jurisprudence. According to Navoi, having so much and sufficient knowledge is a grace from Allah. Navoi states in his work “The State of the Warrior Muhammad”: “The Almighty God bestowed upon him the ability to do any kind of work. He would be able to do any kind of work, he would be a dreamer of the experts of science, and he would make a kind of ability a nation in his nature, he would be able to make a difference with every kind of people, he was impressed by their hearts and loved by nature, and his character was impeccable and his morals were impeccable, he was a true winner in his clients and he was full of mercy and compassion in his nature, he was naturally loyal and helpful to the great and kind to the lesser and the less fortunate, and he was gentle and kind in his dealings with the ordinary and the ordinary, and he was consistent and intelligent in his dealings with the citizens and the poor.” [1:2012.23] That is Allah bestowed upon him the gift of ability. Whatever he undertook, he was certainly successful. His morals were beautiful, he was generous, compassionate, he served and was kind to the elders, he loved the young and the poor. He was gentle and kind to people and was beneficial to the citizens and the poor, and he was a good person. These qualities indicate that this person was a saint in terms of his gift of ability.

It is also stated in this work: “During the twenty-four hours of the day and night, whether on a journey or in a hazard, there was no rest from the pursuit of the Pahlavan, and all kinds of food were available. Indeed, citizens and poor people, residents and travelers were deprived of this blessing. The nobles and their families, the freedmen, the princes and the nobles enjoyed it, even when the sultan’s salat was available, these balkan food items were also available, and if they were not available - The warriors' servants would carry them to the mountain, and if they did not, someone would come from above and ask for them, and the Ashriba, Fawaqih, and Halwiyat Hamul At’imaga - it was inevitable, they would be carried, and the citizens, the foreigners, and the nobles who came from all over would stay for ten days, maybe a month or two - this material would be carried without any trouble, maybe two or three times, and barley and straw, straw, and a place to stay for themselves would be prepared for their children. And many of these people, when they went, would benefit from Pahlavan's kindness and generosity, as well as some dervish-like clothes and blessings. The people of Jamii would not complete their work in their own ways until they had brought themselves to

the Fatiha and Takbir of the Warrior.” [1:2012.23] That is twenty-four hours a day and night, whether on a journey or in a state of emergency, Pahlavon Muhammad’s dervish room would have various meals. The poor and the needy, the residents and the visitors would enjoy these meals. The rich and the wealthy, the nobles and the princes would enjoy them. When Husayn Bayqara visited, these various meals would also be served. There would be wine, fresh fruits, halva, and sugar-curd. If the poor and the needy came to seek salvation, they would be served food and treated for ten days, or even a month. Barley and straw would also be prepared for their horses, and a comfortable place would be prepared for them and their horses.

There were also cases when Pahlavan Muhammad would share the travel expenses of those who came, as well as dervish clothes and gifts. All the followers of the order would not complete their work until they received a blessing from Pahlavan Muhammad. In this, we can also see that the unique miracles of the Guardians, namely, the coming of food from the unseen, generosity with compassion and kindness to the poor and needy, openness and humility, and the fact that his prayers were answered, prove that Pahlavan Muhammad was a saint.

Navoi notes that he often wanted to participate in meetings with the saints and dervishes of his time. And all classes of people, especially kings and princes, and courtiers, were eager to talk with him. He cites that Pahlavan Muhammad was greatly loved and respected by saints and dervishes, kings and beggars, and even representatives of other religions. In this, we are sure that just as Allah makes His closest and most beloved friends dear and honorable, Pahlavan Muhammad is also a friend of Allah.

Imam Rabbani states in letter 197 of his famous work “Maktubot”: “A happy person is one whose heart has cooled off from the world and is passionate and heated with the love of Allah, the Almighty and Glorious. Love for the world is the beginning of sins. And not loving the world is the beginning of all worship, and the world is the anger of Allah.” [5: 2021. 94] Navoi happily says that he was a close friend and like-minded person with this great person for about forty years, but he admits that he is weak in describing the person's biography. When Navoi was sick, he paid great attention to him and helped Navoi recover by performing the treatments prescribed by the doctor. Pahlavon Muhammad, who had been Navoi’s mentor, friend, and colleague for forty years, fell ill and died. Before his death, he summoned Navoi. Navoi writes with a thousand sorrows that Pahlavon Muhammad died in 1493, one year after the death of his friend and teacher, Abdurakhmon Jomi, the leader of the order. His death left the entire nation in grief and caused mourning. In every era, saints have been revered by society as perfect people who call people to goodness and show them the

right path. In particular, the role of Pahlavon Muhammad as a saint in the development of culture and science of his time is unparalleled.

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MAKTAB YOSHIDAGI O'QUVCHILARNING AXLOQIY PSIXOLOGIK SIFATLARINI SHAKLLANTIRISH

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Anotatsiya: Ushbu maqolada maktab yoshidagi o'quvchilarning aynan o'sha davrning o'zida axloqiy ko'nikmalarini shakllantirish va ijtimoiy muhitda hamda jamoada aynan mana shu sifatni rivojlantirish, do'stlari davrasida bu psixologik tarafni odatiy holatga aylantirish jarayoni va bu jarayonda pedagog va ota onalarning o'rni va ahamiyati haqida so'z yuritilgan.

Kalit so'zlar: pedagogik talab, axloqiy tarbiya, o'z o'zini tarbiyalash metodlari, munosabat, oila va pedagog.

Аннотация: В статье рассматривается процесс формирования нравственных качеств учащихся школьного возраста в этот период, развитие этого качества в социальной среде и обществе, превращение этой психологической стороны в нормальное состояние в кругу друзей, а также роль и значение педагогов и родителей в этом процессе.

Ключевые слова: педагогические требования, нравственное воспитание, методы самообразования, отношение, семья и педагог.

Abstract: This article discusses the process of forming moral skills of school-age students at that very period and developing this quality in the social environment and in the community, turning this psychological aspect into a normal state in the circle of friends, and the role and importance of teachers and parents in this process.

Keywords: pedagogical requirements, moral education, methods of self-education, attitude, family and teacher.

Kirish: Hozirgi kunda yoshlarga yaratilayotgan imkoniyat va shart sharoitlar bugungi kun farzandlarini shijoat ila o'qishlari, intilishlari uchun tag zamin vazifasini bajarib kelmoqda. Aynan mana shu yo'lda o'quvchi yoshlarni nafaqat ilm fan taraflama balkim, tarbiya ko'nikmalarini ham shakllantirib borish barchamizning vazifamizdir. Yurtimiz yoshlarini ayni zamonga monand intilishlari va qiziqishlarining ortida ulkan mehnat va tarbiya deb atalmish ulkan bir jarayonlar majmui yotibdi. Shu sababdan ham har bir inson ma'lum bir yosh pozitsiyalariga yetgunga qadar amalaga oshishi shart bo'lgan bazi axloqiy psixologik sifatlar to'la

darajada rivojlanib bo‘lishi kerak. Shundagina inson yetuk shaxs bo‘lib shakllanadi va har qanday holatda o‘z tashabbuslarini erkin bayon eta oladi.

Asosiy qism: Insonda axloqiy psixologik sifatlarni shakllantirish uchun bir qancha muhim bo‘lgan jarayonlar mavjud. Aynan mana shu jarayonlar asosida shaxsda birin ketinlikda axloqiy sifat shakllanib boradi.

Pedagogik talab. Pedagogik talab tarbiyaning eng muhim metodlaridan biridir. Talab turli vazifalarni bajarishi, ijtimoiy xulq-atvor mezonlarini ifodalashi, biror-bir faoliyatda bajarilishi zarur bo‘lgan aniq vazifa sifatida yoki turli ko‘rsatma sifatida namoyon bo‘lishi, muayyan harakatlarga undovchi bo‘lishi mumkin [1]. Aynan mana shu pedagogik talab asosida shaxsda axloqiy tarbiyaning asl ildizi namoyon bo‘ladi. Qachonki insonda ma’lum bir sifatni shakllantirish uchun talab bo‘lsa, shundagina u mana shu sifatni rivojlantirishga harakat qiladi. Misol uchun o‘smirlik yoshida bo‘lgan bola do‘stlari davrasida hurmat e‘tiborga ega bo‘lish uchun o‘zida malum bir axloqiy sifatlarni shakllantirishi kerak ya’ni do‘stlar davrasida o‘zini tuta bilishi, so‘zlashish odoblariga rioya qilishi kerak. O‘z o‘zidan bu jarayon uchun kerak bo‘lgan axloqiy sifatga talab oshadi ya’ni bola o‘ziga kerakli bo‘lgan sifatga extiyoj sezadi va bu extiyoj ijtimoiylashuv jarayonida talabga aylanadi.

O‘quvchida o‘zini-o‘zi tarbiyalashga ehtiyoj, ya’ni o‘z ustida ongli, batartib ishlashga ehtiyoj paydo bo‘lgandagina tarbiya jarayonini samarali deb hisoblash mumkin. O‘quvchilarni, ayniqsa, o‘rta va katta yoshdagilarni o‘z bilim va malakalarini mustaqil oshirishlariga yo‘llash kerak [1]. Ayni mana shu jumladan bilishimiz mumkinki o‘quvchi o‘zini tarbiyalashga extiyoj sezdimi demak uning tarbiya jarayonidagi axloqiy sifatlarini shakllanib borayotgani aniq va ravshandir.

Shaxsning kamolga yetishida irsiyat, muhit, maqsadga muvofiq amalga oshiriladigan ta’lim-tarbiya va nihoyat o‘zining mustaqil faoliyati ham muhim ahamiyatga egadir [2]. Yuqoridagi jumladan shuni bilishimiz mumkinki, shaxsni kamolga yetishida nafaqat irsiyat va faoliyat, balkim muhit ham asosiy vazifani bajaradi. Aynan mana shu holatda axloqiy sifatni shakllanishida ham muhitning roli nihoyatda beqiyosdir. Ayniqsa maktab yoshida bo‘lgan bolalar uchun tashqi muhit ta’sirlari bu sifatning shakllanishiga o‘zining turli salbiy ta’sirlarini o‘tkazmay qo‘ymaydi. Shuning uchun ham maktab yoshidagi bolalarni axloqiy sifatlarini shakllanishida nafaqat pedagog balk ota onalar ham birdek mas’ul bo‘lishlari lozimdir.

Oilada farzandlarga tarbiyaviy ta’sir ko‘rsatishining iltimos, maslahat, ishontirishi, talab qilish, buyruq va tanbeh berish, jazolash, rag‘batlantirish singari qator usullaridan o‘z o‘mida va me’yorida foydalanilmasa, ko‘zlangan maqsadga erishib bo‘lmaydi [3]. Shuning uchun ham bolalarda axloqiy sifatlarni

shakllantirishda har handay usulni o‘z meyorida qo‘llash har tomonlama yaxshi hisoblanadi.

Muhtaram Prezidentimiz I.A.Karimov ta’kidlaganidek “Bu muqaddas zaminda yashayotgan har bir inson o‘z farzandlari baxtu saodati, fazl-u kamolotini ko‘rish uchun butun hayoti davomida kurashadi, o‘zini ayamaydi. Bola tug‘ilgan kundan boshlab oila muhitida yashaydi. Oilaga xos an’analar, qadriyatlar, urf-odatlar bola zuvalasini shakllantiradi. Eng muhimi, farzandlar oilaviy hayot maktabi orqah jamiyat talablarini anglaydi, his qiladi”.

Xulosa: Shunday qilib har bir shaxsni shakllanishida axloqiy sifatlarni ham bir meyyorda olib ketish insonni har tomonlama rivojlanishi uchun asosiy vosita vazifasini bajaradi. Shuning uchun ham maktab yoshidagi bolalarda bu psixologik holatni shakllantirish nafaqat ijtimoiylashuvi jarayonini balkim ilmiy ko‘nikmalarini ham shakllanishiga yordam beradi.

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УПОМЯНУТЫЕ В «МУХОКАМАТ - УЛ ЛУГЪАТАЙН» НАЗВАНИЯ РАЗНОВИДНОСТИ ЛОШАДЕЙ.

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Из истории известно, что животные играют незаменимую, и ни с чем не сравнимую роль в человеческой цивилизации. Если подойти к этому с научной точки зрения, можно привести много примеров. Только в бронзовом и железном веках одомашнивание собак и лошадей внесло большой вклад в развитие раннее человеческое общество. В одном из наших древних исторических источников, в эпосе «Алпомыш», очень доступно описано искусство верховой езды, описание лошадей, скачки было упомянуто в произведении. Кроме того, в письменных источниках у народов Средней Азии тот факт, что они обучают своих детей верховой езде с трехлетнего возраста, показывает уровень здесь верховой езды. Важна информация, предоставленная Аль-Джахизом, арабским историком, жившим в IX веке. «Они (тюрки) никогда не устают ездить верхом. Турок проводит упражнения по стрельбе по диким животным, птицам, учебным мишеням. Он может стрелять из лука назад, вперед, вправо, влево, вверх и вниз, гоня лошадь галопом изо всех сил... Турок одновременно и пастух, и коневод, и наездник, и торговец лошадьми, и целитель ...». По мнению тюркских ученых и историков, открытие стремени тюркскими народами произвело большой поворот в их военной и общественной жизни. Следует отметить, что вышеперечисленные пункты обосновывают место и значение лошади в прошлом человечества. У узбекского народа и сегодня есть многовековые ценности, связанные с лошадьёю, так сказать, тысячелетиями служащие национальному совершенству тюркского народа. У нас есть пословица: «Даже если потеряешь коня, не ломай свой джаккамик (яккамикс)». Джаккамик — кол для лошадей из прочного дерева. Его длина составляет около трех метров, и половина его находится под землей. Лошадь привязывают к нему. Обычно у новых владельцев дома нет лошади, но они устанавливали кол в надежде, что у них в будущем будет лошадь, которая сможет прокормить их в новом доме. Неудивительно, что из этой гармонии возникла поговорка у народов Востока «Той отга еткзар, от – муродга (Жеребенок будет конем, конь доведет тебя до цели)».

Великий мыслитель А. Навои, лингвист известен как человек, быстро, точно и полно чувствующий суть вещей, обладающий глубокими знаниями во многих областях, в своем произведении «Мухокамат - ул лугъатайн» он тоже упоминает о разновидности лошадей. Он обратил внимание на такие слова как: “tubichoq, arg’umoq, yaqa, yobutotu” перешедшие из тюркского языка в практику персидского языка. Также много сведений о лошадях и их типах содержится в произведении Тоғая Мурада «От кишнаган оқшом». Ниже приведен отрывок с произведения. «Мен икки кун от сайладим. Обокли дашти гала-гала от! Дашт чангитиб чопиб юрибди! Бир яшар кулунлар, уч яшар тойлар, тўрт яшар ғўнонлар, беш яшар дўнонлар. Ҳайбатли айғирлар!.. Галани айланиб юрдим. Бир бўзга кўзим тушди. Шунини ушладим. Тишларини кўрдим. Ёши еттида бўлса-да, ҳали озиқли тиши чикмабди. Аслида, беш ёшида чиқади. Демак, энди чикмайди. Озиқ тишсиз от хосиятли от бўлади! Уч мингга нақд санаб бердим. Бўзни миниб келдим. Биродарлар, бўз от қандай бўлади? Сурпдай оппоқ бўлади! Борди-ю, аждодида бўлса, тўққизга тўлганда тарлон бўлади. Тўққиз ёшида бўзнинг баданида холдай-холдай қора доналар пайдо бўлади. Шундан бошлаб у бўз эмас, Тарлон от бўлади. Тарлон — хол-хол от. Тарлон – отлар сараси». «Я выбирал лошадь два дня. В степи Обокли табуны лошадей. Скачут табуны пыль поднимая в степи. Годовалые “кулун”ы, трехлетние “той”и, четырехлетние “тунон”ы, пятилетние “донон”ы. Огромные жеребцы. Я ходил вокруг табуна. Я заметил одного “боз”. Я поймал его. Осмотрел его зубы. Хотя ему семь лет, у него еще не было клыка. На самом деле он должен был появиться в пятилетнем возрасте. Если не появились в 5 летнем возрасте они больше не появятся. Это означает, что эта лошадь – к богатству к благосостоянию! Я заплатил три тысячи наличными. Приехал на лошади. Братцы, каким бывает сивый конь? Он бывает белым как ситец! Если его предки из “тарлон”а, он будет “тарлон”ом, когда ему исполнится девять лет. В возрасте девяти лет на теле появляются серые пятна. С этого момента он будет “тарлон”лошадью, а не сивый. Тарлон - лучшая лошадь! Братцы, если вы не знаете лошадей, берите Тарлона!».

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LINGUISTIC DIVERSITY IN FILMS AND TV SERIES

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Key words: tv series, film, variations, cinematography, discourse, social activity.

Abstract: This article analyzes linguistic diversity in television series and films within the context of film discourse. It also reviews some previous research on this topic. Furthermore, methods for addressing sociolinguistic differences in films and television series are discussed.

Introduction: In linguistics, translation issues have long been one of the central topics for scholars due to their ongoing relevance. In the world of cinema, text analysis—cinematic discourse—and the analysis of translation issues in texts from films of two nations has become a topic of interest for modern linguists.

Previous Research in the Field: Some prior research has focused on the limitations of linguistic diversity within films and TV series. This direction does not primarily examine how films relate to the sociolinguistic differences they portray, but rather the extent to which they may fail to reflect the complex sociolinguistic variations encountered in everyday life. Using concepts and systems that emphasize discursive and action-oriented analysis of language variation, they enable the study of cinematic discourse as a distinct domain of social activity. Furthermore, they encompass perspectives from various fields, particularly cinema, television, and translation studies.

The intersection of film and linguistics remains an area requiring deeper investigation. However, an interdisciplinary approach alone cannot overcome existing shortcomings. While sociolinguistics has overlooked audiovisual works as a significant domain of language manifestation, film studies similarly appears to neglect these sociolinguistic aspects. This becomes evident when relevant information is missing from glossaries, manuals, and textbooks. As Hatchnb¹ notes, media studies often treat language merely as a "transparent" vehicle, a conduit for delivering "content," which is subsequently analyzed through narrative analysis or other evaluative criteria. Furthermore, the tendency in audiovisual texts to prioritize visual meaning over verbal communication

¹ Hutchby, Ian. 2006. *Media talk: Conversation analysis and the study of broadcasting*. Maidenhead: Open University Press.

has distanced film studies from literary analysis. Consequently, this has led to sidelining the indexical properties of language when studying audiovisual narratives and their characters. It should be noted that analyses of such features do exist; for instance, elements like accent, dialect, jargon, and code-switching are recognized as stylistic devices used in film dialogue². However, within film studies, the approach to these elements often remains superficial. This is observed even in contemporary migrant cinema, although this genre frequently incorporates non-standard language varieties, migrant languages, and code-switching.

Engaging with film studies offers significant advantages, especially when examining not only the language itself but also various elements of cinematic discourse that influence how producers and actors manage sociolinguistic distinction. An important aspect of this research is character and description, which provides an opportunity for interdisciplinary collaboration, allowing linguists to demonstrate the relevance of linguistic differentiation within audiovisual narratives. According to Culpeper and McIntyre,³ a character's manner of language use partly defines their types of action within a fictional context. Based on this, it can be said that stylistic choices in character dialogue serve as indicators of their emotional and affective states, as well as their social types and styles. Through such interdisciplinary exchange, linguists can help counteract the tendency in film studies to overlook the indexical dimensions of language. At the same time, it is essential not to overstate the importance of language within cinema's comprehensive multimodal meaning-making system.

Analysis: Cinematic discourse should be viewed not as a substitute for other forms of communication, but as a distinct and full-fledged field for sociolinguistic research. This idea might seem self-evident, but it is important to state it, especially when a contrary perspective is applied in historical and contemporary research, i.e., when audiovisual works are used as a basis for understanding everyday language. For example, Tagliamonte and Roberts⁴ study the use of intensifiers in a US TV series, evaluating the potential of data derived from mass media as a proxy for "real-world" linguistic data in sociolinguistic analysis. Their research analyzes the frequency of intensifier use across different seasons and by character gender, compares these results with spoken English corpora, and ultimately concludes that "media language does indeed reflect what is happening in the language" (ibid.: 296). However, this analysis shows that the

² Kozloff, Sarah. 2000. *Overhearing film dialogue*. Berkeley, CA: University of California Press.

³ Culpeper, Jonathan & Dan McIntyre. 2010. Activity types and characterisation in dramatic discourse. In Jens Eder, Fotis Jannidis & Ralf Schneider (eds.), *Characters in fictional worlds*, 176207. Berlin/New York: Walter de Gruyter.

⁴ Tagliamonte, Sali A. & Chris Roberts. 2005. So weird; so cool; so innovative: The use of intensifiers in the television series *Friends*. *American Speech* 80. 280-300.

linguistic diversity in audiovisual works is too broad to substantiate such a claim. Furthermore, it suggests that data derived from cinematic discourse might reflect societal perceptions about language more than actual language samples observed within a specific speech community.

Unlike methodologies used by other disciplines in film analysis, some research employs a selective approach. Instead of conducting a comprehensive multimodal⁵ analysis aimed at illuminating meaning-making mechanisms in films, the authors focus specifically on the implications of sociolinguistic differences in the cinematic context. This approach necessitates certain limitations in selecting films and identifying specific parts of films to focus on. It is worth noting that not all films are equally suitable for sociolinguistic analysis. While it would be incorrect to say that any audiovisual narrative is entirely devoid of sociolinguistic elements, the integration of linguistic diversity into the film narrative is achieved in various ways. The authors refer to dialect as "local linguistic diversity," but while no audiovisual story is completely free of sociolinguistic elements, the integration of linguistic diversity into cinematic storytelling occurs in varied manners. Furthermore, characters whose development is closely tied to the types of language they use or engage with are considered more significant than others. While this analytical basis might indicate a certain "bias towards spoken language" to some extent, it is precisely this bias that makes the film a valuable subject for sociolinguistic research, especially from the perspective of language ideologies underlying cinematic depictions of socio-cultural diversity⁶. Additionally, a sociolinguistic perspective might focus more on the initial parts of a film, as character-specific stylistic distinctions are typically established in the early stages of the narrative. The analysis might also focus on a single decisive scene or a specific character. The three-part analytical framework of repertoires, characters, and scenes proposed by Androutsopoulos can effectively contextualize these choices within the broader scope of the film.

Conclusion, it can be said that there exists research in this field based on diverse approaches, but a consolidated review of them is lacking. This direction does not study how films and TV series relate to the sociolinguistic differences within them, but rather the extent to which they fail to reflect the complex sociolinguistic variations of

⁵ Bateman, John & Karl-Heinrich Schmidt. 2011. *Multimodal film analysis: How films mean*. London: Routledge.

⁶ Bucholtz, Mary. 2003. Sociolinguistic nostalgia and the authentication of identity. *Journal of Sociolinguistics* 7(3). 398-416.

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everyday life. Furthermore, they encompass perspectives from various fields, particularly cinema, television, and translation studies.

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MAKTAB DARSLIGIDA MUMTOZ ADABIYOT NAMOYONDALARINI O‘QITISH BO‘YICHA TAKLIF VA TAVSIYALAR

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Kalit so‘zlar: sinkveyn, zigzag, *kungaboqar metodi*, *Gulxaniy*, *Sa‘diy Sheroziy*, *Ogahiy*, *Nodira*

Annotatsiya

Ushbu maqolada maktab darsliklarida mumtoz adabiyot namoyondalarining hayoti, asarlarini o‘quvchilarga qiziqarli usullarda o‘rgatish maqsad qilib olingan.

Sa‘diy Sheroziy hayoti uning «Guliston» va «Bo‘ston» asarlaridan parchalar berilgan. Bu asarlarda ham 5-sinf o‘quvchisiga noma‘lum bo‘lgan quyidagi so‘zlar mavjud: hamul- teng, ittifoqo-oqibat, xullas, nisor qilmoq-berib yubormoq, g‘addor-yolg‘onchi, qabo-mato turi. 5-sinfda Sa‘diy Sheroziy hayoti va ijodidan keyin berilgan topshiriqlarda shunday savol bilan murojaat qilinadi: “Tab‘i aybjo‘ylik bo‘lsa agar bas, Tovus oyog‘idan boshqasin ko‘rmas” satrlari ma‘nosini tushuntirib bering”. Xo‘sh, 12-13 yoshli bola shu savolga javob topa oladimi? Aslida, Shayx Sa‘diyning asarlaridan olingan she‘riy parchalarni birinchi galda tahlil qilish, o‘quvchilarga soddarroq tilda tushuntirish lozim edi. Ammo mualliflar bundan chekinib, yuqoridagi kabi savollar bilan o‘quvchini o‘ylantirib qo‘yishmoqda.

Shu o‘rinda muhim bir masalaga to‘xtalsak. Til va adabiyot sohasining ham ilmiy, ham amaliy jabhasi bo‘lgan muassasalar – O‘zbekiston Fanlar Akademiyasi tasarrufidagi O‘zbek tili, adabiyoti va folk-lori instituti, O‘zbekiston Yozuvchilar uyushmasi, shuningdek, Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universiteti nega darslik yaratish jarayoniga jalb qilinmaydi? Kelajak egalarining tafakkurini rivojlantirish va ularning ko‘ngliga ezgulik hamda to‘g‘rilik urug‘larini qadashda, nahotki, sanoqli mutaxassislarining maqolalari-yu taqrizlari yetarli bo‘lsa?! Bizningcha, bu ishda ko‘pchilik bo‘lib, bahamjihat ishlagan ma‘qul. Shu boisdan ham, yuqorida sanab o‘tilgan tashkilotlarni darslik yaratish jarayonida bevosita ishtirok etishlari, o‘z fikr-mulohazalari bilan darsliklarning ba‘zi qismlari yaratilishi lozim.

5-sinfda turli afsona va rivoyatlardan iborat hind eposi sifatida “Panchatantra” va “Kalila va Dimna” alohida asarlar sifatida sanab o‘tilgan. 8-sinfda esa u bitta asar sifatida izohlangan: “...sanskrit tilida mashhur “Panchatantra”, ya’ni keyinalik “Kalila va Dimna” nomi bilan mashhur bo‘lib ketgan buyuk didaktik asar dunyoga keladi” (72-

bet). 8-sinfdagi ma'lumotga tayanilsa, ikkala asar bitta ekanligi oydinlashadi. Ko'rinib turibdiki, ma'lumotlar bir-birini inkor qiladi.

6-sinf II qismida mumtoz adabiyot namoyondalaridan Gulxaniy berilgan. Darslikda adibning hayoti hamda "Zarbulmasal" asaridan parchalar berilgan, Asarda ko'zga tashlanuvchi badiiy obrazlar o'zlarining tur va tabiatlariga ko'ra, uch xildir: qushlar, hayvon- hasharot va kishi obrazlari. Qushlar obrazlari asarning bosh rejasiga qo'yilgan asosiy orazlar bo'lib, hayvon-hasharot va kishi obrazlari quslarning o'zaro suhbatlarida,, ular tomonidan keltirilgan naql-u rivoyatatlarda namoyon bo'ladi. Asar ko'p planli, qiziqarli syujet chizig'iga ega, folklorizmga boy, o'ta xalqchil majoziy asar sifatida o'zbek adabiyotining nodir namunasi. Unda xalqimizning yaqin o'tmishidagi tarixi, milliy qadriyatlari, urf-odatlarini, til xazinasini, zarbulmasallari o'z ifodasini topgan. Zarbulmasalni o'qitishda biz bolalarga yanada tushunarli bo'lishi uchun **"Kungaboqar"** metodidan foydalanishimiz mumkin. **"Kungaboqar"** metodida o'quvchilar 4-5 kishidan iborat guruhlar bo'linadi. O'qituvchi fanning mavzusidan kelib chiqib, o'rta bitta muammoni tashlaydi. Har bir guruh kungaboqar yasab, uning markaziga doira joylashtirib, barglar yopishtiradi. Mavzuga qarab, doiraga har bir guruhga yoki umumiy bitta muammo yozilib, doskaga yopishtiriladi. Ajratilgan vaqt ichida guruhlar birgalikda fikrlarini bargga yozib, uni o'sha guruh muammosi yozilgan gulga joylashtirib qo'yadilar. Bu uslubda o'tilgan mavzuni tushuntirish, uni mustahkamlash va takrorlash hamda o'quvchilar egallagan bilimlarni aniqlashda foydalanish mumkin. Masalan, asardagi qushlarning suhbatlaridagi masallarni muhokama qilish orqali asarning didaktik mohiyatini ochish mumkin.

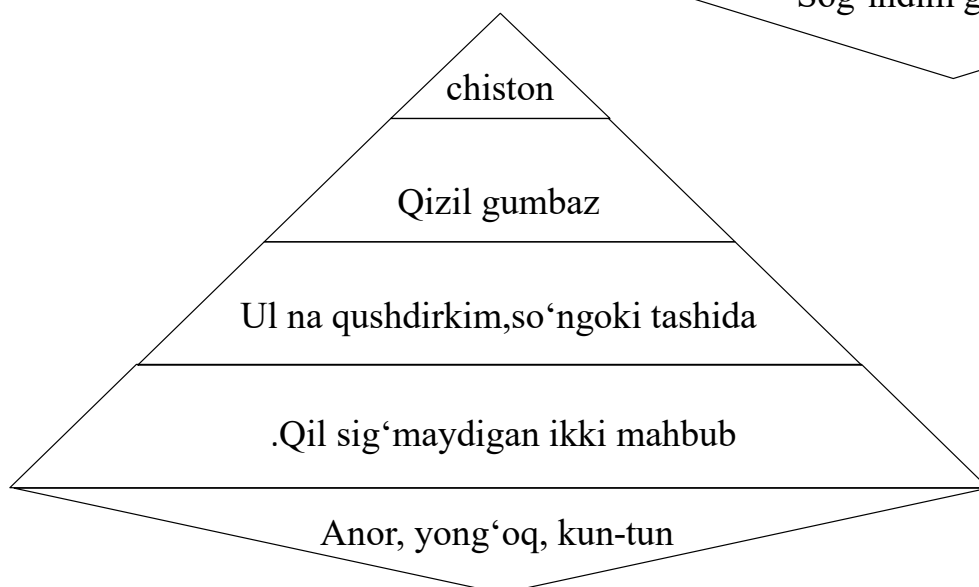
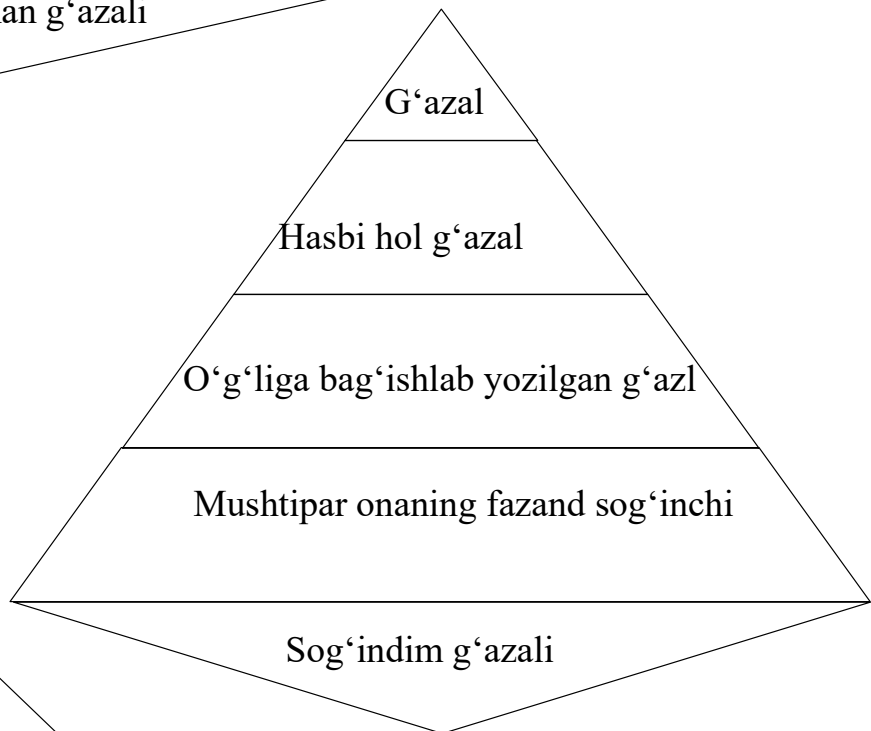
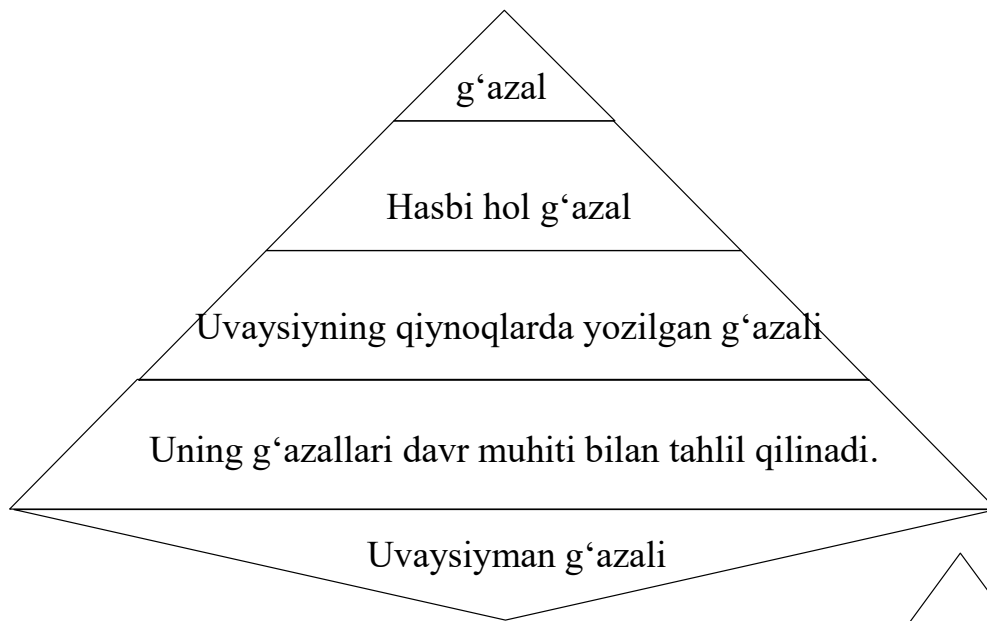
7-sinf adabiyot darsligida Mumtoz adabiyot namoyondalaridan Jahon otin Uvaysiy va uning g'azal va chistonlari berilgan. Uvaysiyning g'azal chistonlari juda chuqur ma'no hamda ramzdan iborat, buni o'quvchiga tushuntirishimizda dars davomida biz **"SINKVEYN"** texnologiyasidan foydalanishimiz mumkin.

"SINKVEYN" texnologiyasi haqida tushuncha

"SINKVEYN" – bu besh qatordan iborat bo'lib, unda bir tushuncha haqida axborot beriladi. Birinchi qatorda mavzu (kalit so'z) beriladi, ikkinchi qatorda unga bir yoki ikkita aniqlovchi tanlanadi. Uchinchi qatorda unga harakat-holat (fe'l) bilan to'ldiriladi. To'rtinchi qatorda so'z har xil usul bilan yoyiq gapga aylantiriladi. Beshinchi qatorda kalit so'zning ma'nodoshi (sinonimi) keltiriladi.

"Sinkveyn" (taxminiy variant)

Kalit so'zlar: *Uvaysiyman, Sog'indim, Anor, Yong'oq, Kun-tun*



8-sinf darsligida esa, Mumtoz adabiyot namoyondalaridan Lutfiyning hayoti va ijodi uning gʻazallari berilgan.

Navoiygacha boʻlgan davrdagi oʻzbek sheʼriyatining yirik vakili Mavlono Lutfiy asarlarining ham oʻrni bilan katta shuhrat qozongan shoir ijodi ulkan maʼnaviy xazinadir. Ushbu darslikda hazaj bahrining hazaji musammani axrabi makfufi mahzuf (yoki maqsur), hazaji musad dasi mahzuf vaznlari Lutfiy gʻazallari misolida tahlil qilingan. Lutfiyning “Xoh inon, xoh inonma” radifli gʻazali aruzning oʻynoqi, lekin oʻquvchi uchun nisbatan murakkab turlaridan biri boʻlmish hazaji musammani axrabi makfufi mahzuf (yoki maqsur), yaʼni mafʼuvlu – mafoiylu – mafoiylu – faulun (yoki mafoiyl) vaznida bitilgan.

Taqteʼsi:

-- V |V -- V|V-- V |V -- (yoki V -- ~)” [5; 76].

Sensan sevarim, xoh inon, xoh inonma,

Qondur jigarim, xoh inon, xoh inonma.

Yuqorida keltirilgan baytning birinchi rukni – sadr va

ibtido mafoiylunning axrab koʻrinishi – mafʼuvlu (-- V)

rukni, ikkinchi, uchinchi ruknlari – hashv – mafoiylunning makfuf tarmogʻi – mafoiylu (V-- V)ga, oxirgi ruknlar – aruz hamda zarb – esa mafoiylunning mahzuf koʻrinishi – faulun (V --)ga teng. Matlaʼdagi se-, -va, i-, i- hijolari qisqa, sen-, -sen, -rim, -non, -non, -ma hijolari choʻziq, xoh hijolari esa oʻta choʻziq hijolar sanaladi.

Demak, bu hazaji musammani axrabi makfufi mahzuf

(-- V |V -- V|V-- V |V --) deb nomlanadi. Lutfiyning 430 ta sheʼridan 61 tasi mazkur vazn mahsuli hisoblanadi. Darslikda berilgan hazaj bahrining ikkinchi vazni hazaji musaddasi mahzuf oʻlchovidir. Ushbu vazn ham Lutfiyning “Ayoqinggʻa tushar har lahza gisu...” gʻazali misolida tahlil qilinadi. Mazkur vaznda Lutfiyning 326 gʻazalidan 23 tasi yozilgan. Shuningdek, olti ruknli ushbu oʻlchovda “Shashmaqom”ning “Soqiynomai savti navo”, “Soqiynomai moʻgʻulcha navo”, “Soqiynomai savti chorgoh” kuylari bastalangan.

Ushbu darslikdagi uchinchi bahr – “ramal” bahri sheʼriyatimizda juda keng qoʻllangan oʻlchov turi boʻlib “tuyaning loʻkillashi” degan maʼnoni anglatadi. Bu bahrning asosini esa foilotun aslining aynan takrori tashkil qiladi. Zahiriddin Muhammad Bobur oʻzi ning “Muxtasar” asarida: “Ramal bahri ellik toʻqqiz vazn, oʻttiz bir mustaʼmal, yigirma sekkiz muxtaraʼ, oʻn ikki vazn mustaʼmali matbu”,- deb taʼkidlab, 59 ta vaznning barchasiga misollar keltiradi. Adabiyotshunos U.Toirovning fikricha, ramalning shakllanishi, asosan, xalq ogʻzaki ijodi qoʻshiqlari bilan bogʻliq hodisa boʻlib, Hirot hukmdorlari davrida mazkur bahr alohida qoʻshiq janri hisoblangan. Maʼlumki, aruz tizimida har bir bahr bir necha vaznlarni oʻz ichiga oladi. Bu vaznlar bir bahrga

mansubligidan qat'i nazar, o'ziga xos ohangga ega.8-sinf "Adabiyot" darsligida ramal bahrining ramali musammani mahzuf (yoki maqsur), ramali musammani maxbuni mahzuf vaznidagi g'azallardan keng foydalanilgan.

Darslikda tahlil qilingan ramal bahri o'lchovlari orasida ramali musammani mahzuf (yoki maqsur) $-V - \backslash -V - \backslash -V - \backslash -V -$ (yoki $-V \sim$) vaznida yozilgan g'azallar ko'proq qismni tashkil etadi. Bu vazn "turkiy she'riyatda eng ko'p istifoda etilgan bo'lib, "Xazoyin ul-maoniy"dagi 2600 ta g'azaldan 1101 tasi ushbu o'lchovda bitilgan". 8-sinf "Adabiyot" darsligidagi mazkur vaznda yozilgan g'azallarning tahlili Alisher Navoiy hamda Nodira ijodi misolida keltirilgan. Shuningdek, darslikda Mavlono Lutfiyning "Bu ko'nguldur, bu ko'ngul" radifli g'azali ham ramali musammani mahzuf vaznida, deb keltiriladi. Lutfiyning "Bu ko'nguldur, bu ko'ngul" radifli g'azalining vazni "ramali musammani mahzuf (maqsur), ya'ni foilotun – foilotun – foilon(yoki foilon). Taqte'si: $-V - \backslash -V - \backslash -V - \backslash -V -$ (yoki $-V \sim$)" tarzida berilgan. Lekin g'azal tahlil qilinganida "ramali musammani mahzuf (maqsur)" vazniga to'g'ri kelmasligi kuzatildi. Quyida darslikdagi va biz tahlil qilgan taqte'larni keltiramiz.

Darslikda (G'azal jadvalga o'zimiz tomonimizdan solingan):

Meni shaydo qila durg'onbu ko'nguldur bu ko'ngul

$-V - - - V - - - V - - - V -$

Xoru ras vo qi la durg'onbu ko'nguldur bu ko'ngul

$-V - - - V - - - V - - - V -$

Biz tahlil qilganda esa:

Meni shaydo qila durg'on bu ko'nguldur bu ko'ngul

$-V - - VV - - VV - - VV -$

Xoru ras vo qila durg'onbuko'nguldurbuko'ngul

$-V - - VV - - VV - - VV -$

G'azali misralarini vaznga moslab, hijolarga ajratsak, ulardagi-ni, qi-, -la, bu, ko'-, bu, ko'-, -u, qi-, -la, bu, ko'-, bu, ko'- hijolari qisqa, me-, shay-, -do, -dur, -g'on, -ngul, -dur, -ngul, xor-, ras-, -vo, -dur, -g'on, -ngul, -dur, -ngul hijolari esa cho'ziq ekanligi ma'lum bo'ladi. Shunga ko'ra Lutfiyning "Bu ko'nguldur, bu ko'ngul" radifli g'azali matla'si ramali musammani mahzuf vaznida emas, balki ramali musammani maxbuni mahzuf($-V - \backslash VV - \backslash VV - \backslash VV -$) o'lchovida yozilganligi aniqlashadi. Shuningdek, g'azalning 6-baytining birinchi misrasi ramali musammani maxbuni maqsur($-V - \backslash VV - \backslash VV - \backslash VV \sim$) vaznida yaratilgan. Mazkur vazn yuqoridagi o'lchovdan oxirgi hijoning o'ta cho'ziqligi bilan farq qiladi. Quyida baytning matnini keltiramiz: Dushman-u do'st orasinda men g'ofilni mudom, Besar-u po qiladurg'on bu ko'nguldur,

bu ko'ngul. Shuningdek, g'azal maqtasining birinchi bayti ramali musammani maxbuni maqtu'(-V --\VV --\VV --\ --) vaznida bitilgan.

*O'zgin ko'rmaki ko'zung yoshini, ey Lutfiy,
 Ayni daryo qiladurg'on bu ko'nguldur, bu ko'ngul.*

G'azalda o'ta cho'ziq hijo uchramaydi: Xuddi shunday holatni Alisher Navoiyning "Deyin" radifli g'azalida ham kuzatish mumkin. Mazkur g'azalning vazni ham ramali musammani mahzuf (maqsur), ya'ni foilotun -foilotun -foilotun - foilun(yoki foilon)da deb beriladi. Taqte'si: -V - -\V - -\V - -\V - (yoki -V ~) tarzida keltirilgan. Lekin biz Alisher Navoiyning "Deyin" radifli g'azalini tahlil qilganimizda darslikdagi she'r ramali musammani mahzuf (maqsur) vazniga to'g'ri kelmasligini kuzatdik. Quyida darslikdagi va biz tahlil qilgan taqte'larni keltiramiz. Darslikda (g'azal jadvalga o'zimiz tomonimizdan solingan):

Qoshi yo sinmude yin ko'zi qa ro sinmudeyin
 - V --- V --- V --- V -

Ko'nglu mahar bi ri ningdarduba lo sinmudeyin
 - V --- V --- V --- V -

Biz tahlil qilganda esa:

Qo shi yo sinmude yin ko'zi qa ro sinmudeyin
 - V -- V V -- V V -- V V -

Ko'nglu mahar bi ri ningdarduba lo sinmudeyin
 - V -- V V -- V V -- V V -

Shu o'rinda bu g'azalning ham matla'sidagi hijolarnieslab o'tishni joiz deb topdik. Alisher Navoiyning "Deyin" radifli g'azali matla'si misralarini vaznga moslab, hijolarga ajratsak, ulardagi-shi, -mu, de-, -zi, qa-, -mu, de-, -lu, bi-, -ri, -du, ba-, -mu, de- hijolari qisqa, qo-, yo-, -sin, -yin, ko' -, -ro, -sin, -yin, ko'ng, -ma, har, -ning, dar-, -lo, -sin, -yin kabi hijolari esa cho'ziq ekanligi ma'lumbo'ladi. Shunga ko'ra Alisher Navoiyning "Deyin" radiflig'azali ham ramali musammani mahzuf vaznida emas balki ramali musammani solimi maxbuni mahzuf o'lchovida yozilganligi aniqlashadi. Mazkur vazn asosini esa foilotun aslining maxbun tarmog'i failotun(birinchi, ikkinchi, uchinchi ruknlarda) hamda maxbuni mahzuf tarmog'i failun(to'rtinchi ruknlarda) tashkil etadi. 8 ta cho'ziq va 7 ta qisqa hijoning juft-juft bo'lib takrorlana borishi sho'x, yengil, o'ynoqi, musiqabop ohang yaratadi .

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THE STUDY OF PROVERBS IN LINGUISTICS

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Abstract: Proverbs, as concise expressions of collective wisdom, have been studied extensively in the field of linguistics. This paper explores the linguistic characteristics, functions, and cultural significance of proverbs across languages. It examines both theoretical approaches and empirical studies, highlighting how proverbs serve as tools for communication, social regulation, and the transmission of cultural values. The study demonstrates the interplay between language structure, semantics, pragmatics, and cultural context in proverb usage, providing insights into their role in shaping linguistic competence and sociocultural understanding.

Keywords: Proverbs, Linguistics, Semantics, Pragmatics, Cultural values, Idiomatic expressions, Communication, Cross-linguistic study, Folklore, Social regulation.

Аннотация: Пословицы, как краткие выражения коллективной мудрости, широко изучаются в лингвистике. В данной статье рассматриваются лингвистические характеристики, функции и культурное значение пословиц в различных языках. Исследуются как теоретические подходы, так и эмпирические исследования, подчеркивается роль пословиц как средств коммуникации, социального регулирования и передачи культурных ценностей. В статье демонстрируется взаимодействие структуры языка, семантики, прагматики и культурного контекста при использовании пословиц, что позволяет глубже понять их значение для развития языковой компетенции и межкультурного понимания.

Ключевые слова: пословицы, лингвистика, семантика, прагматика, культурные ценности, идиоматические выражения, коммуникация, кросс-лингвистическое исследование, фольклор, социальное регулирование.

Introduction. Proverbs are one of the most ancient forms of linguistic expression, encapsulating societal norms, wisdom, and collective experiences in brief, memorable statements. Linguistically, proverbs are significant for their syntactic compactness, semantic richness, and pragmatic function. Across languages, they convey universal truths, ethical lessons, and culturally specific norms.

The purpose of this study is to explore proverbs from a linguistic perspective, analyzing their structure, meaning, communicative functions, and cultural implications. By examining previous research and theoretical frameworks, this paper aims to provide a comprehensive understanding of the role of proverbs in language and society.

Materials and Methods: The study employs both qualitative and comparative linguistic methods. Primary materials include collections of English proverbs, bilingual proverb dictionaries, and corpora of spoken and written language. Secondary sources encompass scholarly articles, linguistic analyses, and cross-cultural studies on proverbial expressions.

Methods applied in this study include:

Descriptive analysis – to examine the syntactic and semantic features of proverbs;

Pragmatic analysis – to investigate their use in context;

Comparative methodology – to explore similarities and differences across languages;

Historical-linguistic approach – to trace the evolution and dissemination of proverbs in English and other languages.

Linguistic Features of Proverbs

Syntactic Properties: Proverbs are characterized by concise and often fixed structures, making them easily memorable. They frequently employ parallelism, repetition, and balanced phrases. For example: “A stitch in time saves nine” demonstrates syntactic compactness and rhythmic structure.

Semantic Properties: Semantically, proverbs convey generalized truths or moral lessons. Their meanings are often non-literal, requiring interpretation beyond the surface words. For instance, “Don’t count your chickens before they hatch” communicates caution, not actual chickens.

Pragmatic Functions: Pragmatically, proverbs serve as tools for social guidance, persuasion, and reinforcement of cultural norms. They can be employed to emphasize advice, resolve conflicts, or provide ethical guidance in conversations.

Proverbs and Cultural Context: Proverbs reflect the values, beliefs, and historical experiences of a society. Comparative studies show that while themes such as honesty, diligence, and prudence are universal, the imagery and metaphorical references vary across cultures. For instance, English proverbs often reference farming and domestic life, whereas African proverbs may draw on wildlife and communal life experiences.

Analysis and Discussion: Linguistic analysis of proverbs highlights their multifunctionality. They operate at the interface of syntax, semantics, and pragmatics, while simultaneously transmitting cultural knowledge.

Cross-linguistic comparisons reveal both universal patterns and culture-specific variations. The study also underscores the educational value of proverbs, particularly

in language learning, where they enhance vocabulary, idiomatic competence, and pragmatic awareness. Furthermore, proverbs in discourse analysis illustrate how language users employ them for rhetorical effect, persuasion, and social bonding.

CONCLUSION

Proverbs, as linguistic artifacts, provide a rich source of insight into language, culture, and cognition. Their compact syntactic forms, layered meanings, and pragmatic functions make them a unique area of study in linguistics. Understanding proverbs aids not only in linguistic competence but also in appreciating the cultural context in which language operates.

Future research should continue exploring cross-cultural variations, cognitive processing of proverbs, and their role in modern digital communication.

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SINTAKTIK BIRLIKLARNING ILOVALI ELEMENT SIFATIDA BAJARIB KELADIGAN FUNKSIYALARI

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Annotatsiya:

Ushbu maqolada sintaksisning muhim kategoriyalaridan biri bo'lgan *ilova konstruktsiyalarining* tuzilishi, semantik va stilistik xususiyatlari tahlil qilinadi. Ilova hodisasining sintaktik birliklar mazmunini kengaytirish, aniqlashtirish va bosh gapga qo'shimcha axborot kiritishdagi o'rni yoritiladi. Tadqiqot davomida aniqlovchi, to'ldiruvchi va hol kabi ikkinchi darajali gap bo'laklarining ilova sifatida qo'llanish xususiyatlari ko'rib chiqiladi. Predlogli otlar bilan ifodalangan ilovali hol konstruktsiyalarining matnning semantik qatlamini boyitishdagi funksional yuklamasi misollar asosida ochib beriladi. Ilova hodisasining nutqning ekspressivligi, emotsionalligi va kommunikativ qiymatini oshirishdagi roli ilmiy asosda sharhlanadi. *Kalit so'zlar:* sintaksis, ilova konstruktsiyasi, ilovali element, asosiy ifoda, aniqlovchi, to'ldiruvchi, hol, predlogli ot, semantik kengayish.

Abstract:

This article examines the structure, semantic features, and stylistic functions of *appositive constructions* as one of the essential categories of syntax. It highlights the role of apposition in expanding, clarifying, and supplementing the meaning of syntactic units. The study analyzes the use of secondary sentence parts—attributes, objects, and adverbials—as appositional components within different syntactic structures. Special attention is given to adverbial appositions expressed by prepositional nouns and their contribution to enriching the semantic layer of the text. The paper provides examples illustrating the communicative, expressive, and explanatory functions of appositive elements and discusses their significance in enhancing the emotional and stylistic value of speech.

Key words: syntax, appositive construction, appositional element, main expression, attribute, object, adverbial modifier, prepositional noun, semantic expansion.

Аннотация:

В данной статье анализируется структура, семантические и стилистические особенности присоединительных конструкций, являющихся одной из важных категорий синтаксиса. Освещается роль явления присоединения в расширении, уточнении содержания синтаксических единиц и введении дополнительной

информации в главное предложение. В ходе исследования рассматриваются особенности использования второстепенных членов предложения, таких как определение, дополнение и обстоятельство, в качестве приложения. Функциональная нагрузка присоединительных конструкций обстоятельств, выраженных предлогами, в обогащении семантического слоя текста раскрывается на основе примеров. Роль явления приложения в повышении экспрессивности, эмоциональности и коммуникативной ценности речи интерпретируется на научной основе.

Ключевые слова: синтаксис, присоединительная конструкция, приложенный элемент, основное высказывание, определение, дополнение, обстоятельство, существительное с предлогом, семантическое расширение.

Tilshunoslikning eng muhim tarmoqlaridan biri bo'lgan sintaksis so'z birikmasi va gaplarning tuzilishi, ularning o'zaro munosabati hamda mazmuni ifodalashdagi vazifasini o'rganadi. Sintaktik birliklar – so'z birikmasi, gap, qo'shma gap va matn – til tizimining yuqori pog'onasini tashkil etadi. Ushbu birliklarning shakllanishi va nutqdagi o'zaro bog'lanishi jarayonida turli yordamchi vositalar, xususan, ilova konstruktsiyalari muhim rol o'ynaydi.

Ilova hodisasi tilda izoh, aniqlik, qo'shimcha ma'no berish, shuningdek, nutqning ifodaviyligini oshirish vositasi sifatida xizmat qiladi. Shu sababli ilova konstruktsiyalarini tahlil qilish nafaqat sintaktik, balki semantik va stilistik jihatdan ham ahamiyatlidir. Sintaktik birliklar tarkibida ilovali elementlarning paydo bo'lishi ularning grammatik tuzilishini murakkablashtiradi, shu bilan birga, mazmuniy qatlamini ham boyitadi.

Ilova hodisasi, mohiyat e'tibori bilan, gapning o'ziga xos nostandart tuzilish shakllaridan biri bo'lib, bunda sintaktik birliklardan biri mustaqil kommunikativ ma'noga ega tarzda ajralib chiqadi. Boshqacha aytganda, ilova – bu gap tuzish tamoyilining shunday shakli ekanki, unda asosiy ifoda tarkibidagi bir bo'lak semantik jihatdan mustaqil ma'no yuklab, qo'shimcha izoh yoki aniqlik beradi.

Sintaktik sathda ilovani gapning grammatik tuzilishi va semantik mazmunini boyituvchi, ularni gapdan tashqarida sintaktik kuchaytirish uslublaridan biri sifatida ko'rish mumkin. Til materiallarini tahlil qilish shuni ko'rsatadiki, ilovali komponent sifatida turli sintaktik birliklar – aniqlovchi, to'ldiruvchi va hol kabi ikkinchi darajali gap bo'laklari – faol ishtirok etadi va ular turli grammatik vazifalarni bajaradi [2; 124-b.].

Ayniqsa, ilova vazifasidagi aniqlovchilar postpredikativ (asosiy kesimdan keyin keluvchi) xarakterga ega bo'lib, gapning mazmuniy kengayishini ta'minlaydi. Ular

ilova konstruksiyalariga sintaktik istiqbolning o'ziga xos ohangini olib kiradi, butun gapga emotsionallik va ekspressivlik bag'ishlaydi. Bunday aniqlovchilar aniqlanayotgan ot bilan bir qatorda emas, balki undan so'ng kelib, unga qo'shimcha yoki okkazonal belgi, sifat, izohni beradi. Shu tarzda ular sintaktik jihatdan ajralgan bo'lsa-da, semantik aloqani saqlab qoladi va gapning umumiy mazmuniy yaxlitligini buzmaydi.

Shu bilan birga, birikuvchi ilovalar aniqlanayotgan so'z bilan leksik jihatdan o'xshash bo'lishi ham, o'xshash bo'lmasligi ham mumkin. Bu holatda ilova komponenti turgan so'zga semantik jihatdan bog'lanadi hamda uning ma'nosini to'ldiradi, kengaytiradi yoki aniqlashtiradi. Natijada ilova faqat grammatik jihatdan emas, balki mazmuniy nuqtayi nazardan ham asosiy ifoda bilan chambarchas aloqada bo'ladi. Leksik takror shaklidagi ilovalar esa nutqda emotsionallik, ekspressivlik va stilizatsiyani (ya'ni, ma'lum bir uslubga mos ohangni) kuchaytirish vositasi sifatida xizmat qiladi [4; 182–183-b.]. Ular matnda qo'shimcha axborot yuklaydi, asosiy gap bilan bog'lanishning semantik ko'prigini hosil qiladi va nutqning ta'sirchanligini oshiradi. Shu sababli bunday turdagi ilovalar, ayniqsa, badiiy va publitsistik uslubda muhim kommunikativ-estetik vazifani bajaradi.

Til materiallarini tahlil qilish shuni ko'rsatdiki, ilova komponenti ilova sifatida eng ko'p uchraydigan sintaktik birliklardan biridir. Bunday tez-tez takrorlanish ilova va birikish hodisalarining o'xshashligini tushuntirishga yordam beradi. Haqiqatan ham ilova vositasi yordamida predmet aniqlanadi va tavsiflanadi, mavjud bo'lgan yetishmayotgan ma'lumot qo'shimcha tarzda berilib, gap mazmuni aniqlanadi, ta'kidlanadi va to'ldiriladi.

Shunday qilib, ilova hodisalari semantik jihatdan o'xshashlik ko'rsatadi: ular bosh gapning mazmunini kengaytiradi, aniqlashtiradi va tavsiflaydi. Ayniqsa, ilova to'ldiruvchi vazifasida ishlaganda, u bosh gapning kesimi vositasiz to'ldiruvchili o'timli fe'l bilan ifodalangan bo'lsa, ilova komponenti predloqli to'ldiruvchi bilan ifodalanishi mumkin. Bu esa gapning semantik boyligini oshiradi va yetishmayotgan ma'lumotni aniqlash imkonini beradi.

Ilovali to'ldiruvchi qo'shimcha va aniqlash ma'nosiga ega bo'lib, shuningdek, ilovalı komponent tarkibidagi axborotni ajratib ko'rsatish va ta'kidlash vositasi sifatida xizmat qiladi. Gapning asosiy kesimida ko'pincha fe'l kesimlarning mazmuni tushunarsiz yoki yetarli ma'lumotga ega bo'lmagan hollarda ilovalı komponentlar oldingi gap mazmunini tushuntirish va aniqlashtirishda muhim rol o'ynaydi.

Illyustrativ materialni tahlil qilganda, ilovalı komponent to'ldiruvchi sifatida nisbatan kam uchraydi. Bu holat uning funksional yo'nalishiga – ya'ni ajralish, to'ldirish va bosh gap mazmunini tushuntirish vazifasiga bog'liq. To'ldiruvchi element, gapning

doimiy bo‘laklari kabi, fe‘l valentligiga bog‘liq bo‘lib, fakultativ bo‘laklardan farqli o‘laroq kam qo‘llaniladi. Shu sababli ilovali to‘ldiruvchining nutqiy yuzaga chiqishi boshqa sintaktik birliklarga nisbatan cheklangan, lekin uning mavjudligi gap mazmunini to‘ldirish va aniqlik kiritishda katta ahamiyatga ega [3; 155-b.].

Tahlil qilinayotgan til materialida *predloqli otlar bilan ifodalangan hol guruhi* ilova konstruktsiyasining asosiy komponenti sifatida keng qo‘llaniladi. Ushbu guruh quyidagi funksiyalarni bajaradi:

a) *Harakat yoki voqeaning joyini aniqlash:*

I couldn’t approach the library at that hour. Not today! (H. James, The Turn of the Screw, 112 p.)

b) *Harakatni bajarish usulini detallashtirish:*

She completed the task. In every possible manner. (R. Kipling, The Jungle Book, 58 p.)

v) *Harakat yoki voqeaning yuz berish holatini ta’kidlash:*

He didn’t understand how to proceed. Under such circumstances. (E. Hemingway, A Farewell to Arms, 204 p.)

g) *Harakat, holat yoki belgini aniqlash:*

Tom couldn’t comprehend what it meant to act without guidance. Never! (F. Scott Fitzgerald, The Great Gatsby, 167 p.)

Shu tarzda, predloqli otlar bilan ifodalangan ilova konstruktsiyalari gap mazmunini aniqlashtirish, ta’kidlash va to‘ldirishda muhim vosita bo‘lib xizmat qiladi.

Shunday qilib, ilovali hol bosh gapdagi yetishmaydigan axborotni ajratib ko‘rsatish, aniqlashtirish va to‘ldirish vazifasini bajaradi. Ilova hodisasi o‘ziga xos shaklda matnda yuzaga kelishi mumkin, ba’zi hollarda esa uni nutq universalligi jihatidan ham qarash lozim. Ilova gap tuzishning formal-struktur va intonatsion-semantik aspektlarining nisbiy mustaqilligini, shuningdek, til va nutq birliklarining assimetriyasini aniq ko‘rsatadi. Sintaksisning elementi sifatida ilova hodisasi bosh gapning semantik bo‘linish vositasi sifatida qaraladi. Ilova komponentlar gap mazmunida lo‘gik urg‘uni beradi va rematik elementlar rolini bajaradi, shuningdek, nutqning ta’sirchanligi va ekspressivligini oshirish vositasi hamdir. Bosh gapning strukturasi soddalashtirilgan holda, ilova komponent matn tuzishning o‘ziga xos usuli sifatida namoyon bo‘ladi.

Kommunikativ va ekspressiv (ta’sirchan) funksiyasi tufayli ilova komponenti nutqning turli uslublarida qo‘llanilishi mumkin. Shu bilan birga, ilova hodisasi bosh gapning alohida komponentlarini til normalari va aniq shakllangan gap bo‘laklari sifatida yaratishda noan’anaviy oqibatlarga olib keladigan struktur xilma-xillikni yuzaga

chiqaradi. O'z komponentlar gapning sintaktik va funksional istiqbolini ifodalashda muhim vosita hisoblanadi.

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THE IMPACT OF REAL-TIME AI-GENERATED FEEDBACK ON SPOKEN FLUENCY AMONG ESL LEARNERS

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Abstract: This study looks at how real-time AI feedback helps ESL students speak more fluently. During six weeks, one group used AI speaking apps, and another group used traditional practice. The students who used AI improved their fluency and pronunciation more than the other group. The results show that AI feedback can help learners speak more confidently and correctly. It also helps them learn faster and stay motivated.

Keywords: ESL learners, speaking fluency, AI feedback, pronunciation, language learning.

Аннотация: Это исследование изучает, как обратная связь от ИИ в реальном времени помогает студентам ESL говорить более свободно. В течение шести недель одна группа использовала ИИ-приложения, а другая — обычную практику. Группа с ИИ показала большее улучшение в беглости и произношении. Результаты показывают, что ИИ помогает учиться быстрее, говорить увереннее и делать меньше ошибок.

Ключевые слова: ESL студенты, беглость речи, ИИ обратная связь, произношение, изучение языка.

Annotatsiya: Bu tadqiqot real vaqtli AI feedback ESL o'quvchilariga qanday yordam berishini o'rganadi. Olti hafta davomida bir guruh AI ilovalaridan foydalandi, ikkinchi guruh esa oddiy mashq qildi. AI ishlatgan guruh ravon gapirish va talaffuzda ko'proq o'sish ko'rsatdi. Natijalar shuni ko'rsatadiki, AI talabalarga tezroq o'rganish, aniqroq gapirish va ko'proq ishonch bilan muloqot qilishga yordam beradi.

Kalit so'zlar: ESL o'quvchilari, ravon gapirish, AI feedback, talaffuz, til o'rganish.

INTRODUCTION

Speaking is one of the most important skills for ESL learners, but it is also one of the most difficult. Many students feel shy or afraid to speak because they think they will

make mistakes. Others cannot hear their pronunciation problems, so they continue speaking incorrectly. In traditional classrooms, teachers try to help every student, but it is not always possible to give feedback to each learner quickly. Because of this, many students do not improve their fluency as fast as they want.

Today, real-time AI tools are becoming very popular in language learning. Apps like ELSA Speak or Duolingo Speaking AI can listen to the student's voice and give instant feedback. These apps show the mistakes in pronunciation, grammar, or stress, and they also tell the learner how to say the word or sentence correctly. This kind of support helps students learn faster because they do not have to wait for the teacher to correct them. AI feedback also makes students more confident, because they can practice anytime and repeat the exercise as many times as they want.

Many teachers and researchers believe that AI can be a strong tool for improving speaking fluency. However, there is still a need to study how much AI helps students in real learning situations. For this reason, this research focuses on understanding the effect of real-time AI feedback on ESL learners' spoken fluency. The goal is to see whether students who use AI improve more than students who use traditional speaking practice [1].

Methods

This study was done with 30 intermediate ESL learners. The research lasted for six weeks. The students were divided into two groups. The first group used real-time AI speaking apps every day for 15 minutes. They used apps like ELSA Speak, which gave instant feedback on pronunciation, stress, and grammar. The second group practiced speaking in the traditional way. They did pair work, reading aloud, and simple speaking tasks, but they did not use any AI tools.

Before the study began, both groups took a pre-test based on the IELTS Speaking Band Descriptors. This helped the researcher understand the students' starting level. After six weeks, both groups took a post-test with the same format. The scores were compared to see which group improved more. The researcher also asked students simple questions about how they felt during the learning process.

Results

The results of the study showed a strong and clear difference between the two groups. The group that used real-time AI feedback made much bigger progress in speaking fluency and pronunciation. After six weeks, the AI group improved their fluency score by about 1.0 band. Their pronunciation score increased by 0.8 band. Many students in this group said they felt more confident speaking English because the AI apps corrected their mistakes immediately. They explained that they could practice

many times, listen again, and learn at their own speed, which made them more comfortable.

The traditional group improved only a little. Their fluency score increased by 0.2 band, and their pronunciation improved by 0.3 band. Several students in this group said speaking was still difficult for them. They often did not know their mistakes during practice, so they repeated the same errors many times. They also said that waiting for the teacher’s feedback took more time, and this slowed their progress. The test results and student opinions together show that real-time AI feedback helped learners learn faster, correct mistakes more effectively, and speak more clearly. The AI tools also supported student confidence and gave them more chances to practice without feeling nervous.

Table 1. Pre-test and Post-test Scores

Group	Fluency (Pre-test)	Fluency (Post-test)	Pronunciation (Pre-test)	Pronunciation (Post-test)
AI Feedback Group	4.5	5.5	4.4	5.2
Traditional Group	4.6	4.8	4.5	4.8

The table shows the scores before and after the six-week study. The AI group had strong improvement in both fluency and pronunciation. Their scores increased by more than one full band in fluency and almost one band in pronunciation. The traditional group showed only small improvement in both skills. These results show that students who receive instant corrections learn faster and improve more, while students without real-time feedback progress more slowly

Discussion

The results of the study show that real-time AI feedback can help ESL learners improve their speaking skills more effectively than traditional practice. Students in the AI group made bigger progress because they received corrections immediately after making a mistake. This helped them understand what they were doing wrong and fix it at the same moment. When students can hear their mistakes and repeat the correct version, they learn faster and remember the correct pronunciation longer. This is one of the main reasons why the AI group improved more in fluency and pronunciation [2].

Another important point is confidence. Many students in the AI group said they felt less afraid to speak because they could practice alone with the app. They did not feel embarrassed or shy, which often happens in classroom speaking activities. The AI app did not judge them, and they could repeat the exercise many times until they felt

satisfied. This made speaking practice easier and more comfortable for them. More confidence often leads to more practice, and more practice leads to better results. The traditional group did not improve as much because they did not receive quick feedback. When learners do not know their mistakes right away, they sometimes continue using incorrect pronunciation or grammar for a long time. This slows down learning. Some students in the traditional group also said they needed more teacher support and more time to understand their mistakes. This shows that traditional practice alone may not be enough for fast improvement in speaking fluency. Even though AI feedback is very helpful, there are still some small challenges. Some students said that the AI app sometimes had difficulty understanding their accent or voice. A few students felt stressed when the app showed many mistakes at once. This means that AI tools are useful, but they cannot fully replace a human teacher. Teachers can give emotional support, explain difficult points more clearly, and help students stay motivated [3].

Overall, the discussion shows that real-time AI feedback is a strong tool for improving spoken fluency in ESL learners. It helps students learn faster, correct mistakes sooner, and feel more confident while speaking. At the same time, AI should be used together with traditional teaching, not instead of it. A combination of both methods can give students the best learning results.

Conclusion

This study shows that real-time AI feedback has a strong and positive effect on improving spoken fluency in ESL learners. The students who used AI speaking apps made much bigger progress than the students who practiced in the traditional way. They improved more in both fluency and pronunciation, and they also felt more confident when speaking English. These results mean that AI tools can support learners in a very effective way because they give fast and clear corrections at the exact moment the mistake happens.

Real-time AI feedback also helps students learn at their own speed. They can repeat words and sentences as many times as they want, and they do not have to wait for a teacher's answer. This makes practice easier and more comfortable, especially for shy students who do not like speaking in front of others. The AI tools also make learning more engaging because students can listen to their own voice, see their progress, and understand their improvement.

However, the study also shows that AI tools cannot completely replace teachers. Some students had problems when the AI did not understand their accent, and a few learners felt stressed when the app pointed out many mistakes at the same time. Teachers are still important because they can give emotional support, explain

grammar or pronunciation in a simple way, and help students stay motivated.

Technology works best when it is used together with a teacher's guidance.

In general, the conclusion of the study is clear: real-time AI feedback is a helpful and powerful tool for improving ESL speaking skills. It supports faster learning, clearer pronunciation, and stronger confidence. Future research can continue exploring how AI can help with other language skills such as listening, vocabulary, and grammar. Using AI and traditional teaching together can create the best learning environment for ESL students.

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**MODERN METHODS OF TEACHING FOREIGN LANGUAGES
CHET TILLARNI O'QITISHNING ZAMONAVIY USULLARI**

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Annotatsiya: : Ushbu maqolada uchta mashhur zamonaviy usullarning tanqidiy sharhi taqdim etilgan: Kommunikativ tillarni o'rgatish va Technology-Enhanced Learning (Texnologiyani o'rganish). Har bir usul, ularning kuchli va zaif tomonlarini tahlil qilish, talabalarning faolligini oshirish va madaniyatlararo kompetentsiyani rivojlantirish, bundan tashqari, har bir usul bilan bog'liq umumiy muammolarni hal qilish va ularni engib o'tish uchun moslashtirilgan yondashuvlarni taklif qilamiz. dinamik va samarali ta'lim muhitini yaratish uchun, nihoyat, biz chet tillarini o'qitish samaradorligini yanada oshirishi mumkin bo'lgan kelajakdagi tadqiqot yo'nalishlarini aniqlaymiz".

Kalit so'zlar: Chet tillarini o'rgatish, zamonaviy usullar, kommunikativ tillarni o'rgatish , vazifaga asoslangan ta'lim , Ikkinchi tilni o'zlashtirish, til bilimi, talabalarning faolligi, tanqidiy ko'rib chiqish, amaliy ilovalar

Abstract : This article presents a critical review of three prominent modern methods: Communicative Language Teaching (CLT), Task-Based Learning (TBL), and Technology-Enhanced Language Learning (TELL). We examine the theoretical foundations of each method, analyzing their strengths and weaknesses in terms of promoting language proficiency, fostering student engagement, and developing intercultural competence. The discussion includes practical examples of classroom activities and strategies for effective implementation. Furthermore, we address common challenges associated with each method and propose solutions for overcoming them. The article concludes by advocating for a flexible and adaptive approach that integrates elements of all three methods to create a dynamic and effective learning environment. Finally, we identify areas for future research that could further enhance the effectiveness of foreign language teaching."

Key words: Foreign language teaching, modern methods, communicative language teaching (CLT), task-based learning (TBL), Technology-Enhanced Language Learning (TELL), Second Language Acquisition, language proficiency, student engagement, critical review, practical applications

INTRODUCTION

Modern methods of teaching foreign languages focus on learner-centered, communicative, and interactive approaches, often integrated with technology to create engaging and effective learning experiences. Key methods include Communicative Language Teaching (CLT) (emphasizing real-life situations), Task-Based Language Teaching (TBLT) (using tasks to build skills), and Immersion (fully immersing learners in the language). Technology, such as apps, online platforms, and multimedia, is now integral to providing authentic materials and interactive practice.¹

The Importance of Foreign Language Learning in the 21st Century:

Potential Content: Discuss the increasing globalization of the world and the need for individuals to communicate effectively across cultures. Cite statistics on the growing demand for multilingual professionals in various industries. Highlight the cognitive benefits of language learning, such as improved memory, problem-solving skills, and creativity.

Example Paragraph: "In an era characterized by unprecedented global interconnectedness, the ability to communicate effectively in multiple languages has become an indispensable skill. The rise of multinational corporations, international collaborations, and global tourism has fueled a growing demand for individuals with foreign language proficiency. Moreover, research has consistently demonstrated that learning a foreign language can enhance cognitive abilities, improve memory, and foster greater cultural understanding."²

Potential Content: Briefly describe traditional methods such as Grammar-Translation and Audio-Lingualism. Explain their limitations in terms of developing communicative competence and engaging students in meaningful interaction. Highlight the shift towards more student-centered and communicative approaches in recent decades.

The transformation of society in the Republic of Uzbekistan according to an innovative scenario requires the training of highly qualified personnel capable of

¹ Brown, H. D. (2007). Principles of language learning and teaching(5th ed.). Pearson Education.

² Byram, M. (1997). Teaching and assessing intercultural communicative competence. Multilingual Matters

generating new knowledge and creating innovative world-class technologies . The processes of implementation of the Bologna Declaration, the gradual entry of Uzbekistan into the world educational community led to the intensification of intercultural communication and significantly increased the importance of foreign languages for specialists in various fields. This immediately influenced the status of the "Foreign Language" discipline in non-linguistic educational organizations, since knowledge of a foreign language allows students to operate with information obtained from foreign-language sources, expands the professional range of a specialist of any profile. An understanding came that a modern student of a non-linguistic university (future engineer, economist, lawyer, and other specialists) needs to master a foreign language communicative competence that allows him to carry out professional activities in new conditions. Mastering a foreign language in a non-linguistic university is currently considered as an obligatory component of the professional training of a specialist of any profile, and possession of a foreign language communicative competence is one of the components of professional competence.

The changing realities of the modern world require the same changes in educational systems . In this regard, the topic of innovation is becoming important for the entire system of education and teaching a foreign language, in particular. As many years of practice show, modern methods of teaching foreign languages offer us a wide range of concepts of the educational process, methods, and technologies — both traditional and innovative. Curriculum developers and teachers give preference to one method or another, depending on the learning objectives, the student population, the duration and intensity of the training course, and other conditions . Moreover, each of the teaching methods has its own advantages and disadvantages, and the success of their application depends on the specific goals and conditions of training. In recent years, the role of a foreign language as a means of communication has significantly increased, which should be taken into account when teaching a language. The specificity of a foreign language is that we teach, not the basics of science, but skills and abilities, and this requires sufficient speech practice.³

Further research is needed to investigate the long-term impact of these modern methods on language proficiency and intercultural competence. Additionally, studies exploring the challenges of implementation, such as teacher training and resource availability, are crucial for ensuring the successful adoption of these approaches in diverse educational settings. Ultimately, the goal of foreign language education is to equip

³ Coyle, D., Hood, P., & Marsh, D. (2010). CLIL: Content and language integrated learning. Cambridge University Press.

learners with the skills and confidence to communicate effectively in a globalized world, and modern methods offer a promising path towards achieving this objective."⁴

CONCLUSION

"In conclusion, this paper has explored the evolving landscape of foreign language education, highlighting the shift from traditional, grammar-focused approaches to modern, communicative methodologies. The analysis of Communicative Language Teaching (CLT), Task-Based Learning (TBL), Content and Language Integrated Learning (CLIL), and Technology-Enhanced Language Learning (TELL) reveals a common thread: a focus on learner-centeredness, authentic communication, and the development of practical language skills.

While each method offers unique advantages, the findings suggest that the most effective approach is often a blended one, carefully tailored to the specific needs and context of the learners. The integration of technology, in particular, holds significant potential for enhancing engagement and providing personalized learning experiences.

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INGLIZ TILIDAGI DINIY ATAMALARNING TIL XUSUSIYATLARI

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Annotatsiya: *Ushbu maqolada Ingliz tilidagi diniy atamalar lingvistik, madaniy va tarixiy evolyutsiyaning jonli chorrahasini ifodalaydi. Ushbu atamalarni o'rganish dinning tilni qanday shakllantirishi va aksincha, qimmatli tushunchalarni beradi. Ushbu maqola ingliz tilidagi diniy terminologiyaning lingvistik xususiyatlarini o'rganib, ularning etimologiyasi, semantik xususiyatlari, morfologik qoliplari va pragmatik funksiyalariga e'tibor qaratadi. Bundan tashqari, u diniy tushunchalar qanday qilib vaqt o'tishi bilan rivojlanib, kundalik tilning bir qismiga aylanib, muqaddas va dunyoviy ta'sirlarni aks ettiradi.*

Kalit so'zlar: *Diniy atamalar, tilshunoslik, etimologiya, semantika, ingliz tili, morfologiya, pragmatika, madaniy ta'sir.*

INGLIZ TILIDAGI DINIY ATAMALARNING TIL XUSUSIYATLARI

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Abstract: *This article about Religious terms in the English language represent a vibrant intersection of linguistic, cultural, and historical evolution. The study of these terms offers valuable insights into how religion shapes language and vice versa. This paper explores the linguistic features of religious terminology in English, focusing on their etymology, semantic characteristics, morphological patterns, and pragmatic functions. Additionally, it highlights how religious concepts evolve with time and become part of everyday language, reflecting both sacred and secular influences.*

Keywords: *Religious terms, linguistics, etymology, semantics, English language, morphology, pragmatics, cultural influence*

*ЛИНГВИСТИЧЕСКИЕ ОСОБЕННОСТИ РЕЛИГИОЗНЫХ ТЕРМИНОВ В
АНГЛИЙСКОМ ЯЗЫКЕ*

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Аннотация: *Религиозные термины в английском языке представляют собой динамичное пересечение лингвистической, культурной и исторической эволюции. Изучение этих терминов даёт ценную информацию о том, как религия формирует язык и наоборот. В данной статье рассматриваются лингвистические особенности религиозной терминологии в английском языке, уделяя особое внимание её этимологии, семантическим характеристикам, морфологическим моделям и прагматическим функциям. Кроме того, в ней рассматривается, как религиозные понятия развиваются со временем и становятся частью повседневного языка, отражая как сакральные, так и светские влияния*

Ключевые слова: *Религиозные термины, лингвистика, этимология, семантика, английский язык, морфология, прагматика, культурное влияние.*

INTRODUCTION

Language has always been a powerful carrier of cultural and spiritual values. English, as a globally influential language, contains a rich spectrum of religious terms derived from various sources including Christianity, Judaism, Islam, and other spiritual traditions. These terms have been shaped by historical events such as the Roman conquest, the spread of Christianity, colonialism, and globalization. Investigating the linguistic features of religious terms not only enriches our understanding of language but also sheds light on socio-religious transformations.

1. Etymology of Religious Terms

Many English religious terms have roots in Latin, Greek, and Hebrew due to early Christian texts being translated from these languages.

Latin influence: Words like Mass, saint, salvation, incarnation originated from Latin.

Greek influence: Gospel (from Greek euangelion meaning “good news”), baptism, ekklesia (church).

Hebrew influence: *Terms like hallelujah ('praise the Lord') and amen ('truly' or 'let it be so') are borrowed directly from Hebrew. Such etymological layers reflect how the Bible and religious scholarship have influenced English vocabulary.*

2. Semantic Features

Religious terms often carry deep connotative meanings that reflect abstract spiritual beliefs.

a. Polysemy *Many religious terms have multiple meanings:*

Spirit: Can mean a supernatural being, the essence of a person, or enthusiasm.

Grace: Can mean divine favor or elegance in movement.

b. Terminology Specificity

Some words have highly specialized meanings within a religious context:

Transubstantiation: A theological concept in Catholicism.

Jihad: Originally meaning 'struggle', now widely understood as 'holy struggle'.

3. Morphological Patterns

Religious terms in English often display specific word-formation processes:

a. Affixation

Prefixes and suffixes are used to form new religious words:

Prefix: Anti-Christ (against Christ)

Suffix: Holiness, righteousness (-ness forming nouns from adjectives)

b. Compounding

Words are combined to express complex religious ideas: God-fearing, Holy Ghost, born-again

c. Borrowing and Calquing *Borrowing: Buddha, karma from Sanskrit Calquing: Kingdom of God translated from Latin Regnum Dei*

4. Pragmatic Functions

Religious language plays a role beyond sacred contexts; it influences everyday communication.

a. Metaphorical Expressions *-Religious terms are used metaphorically: "Cross to bear" implies a burden. "Adam's apple" refers to a part of the throat.*

b. Expressive and Interpersonal Use *Many English speakers use religious phrases for emotional expression: Exclamations: Oh my God, Heavens above Blessings: God bless you*

5. Modern Usage and Secularization *Many originally religious terms have become secular or generalized: Angel now refers to a kind person Sinful is used for something indulgent, like food. This evolution shows how religious language adapts in a changing, secular world while retaining traces of its spiritual and cultural roots.*

Conclusion

Religious terms in English serve as testament to the language's capacity to absorb and reflect cultural and spiritual concepts. Their linguistic features—ranging from etymology and semantic depth to morphological diversity—make them a fascinating subject for linguists, theologians, and cultural scholars alike. Studying these terms not only enhances understanding of language but also offers a window into the spiritual history of English-speaking societies.

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**“TAXEMIC AND PRAGMATIC APPROACHES TO COMPOSITE
SENTENCES: FUNCTIONAL SENTENCE PERSPECTIVE, DISCOURSE
ANALYSIS, AND PUNCTUATION IN MODERN ENGLISH”**

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Annotation: This article provides an integrated linguistic analysis of composite sentences in Modern English through five complementary perspectives: structural (compound, complex, and compound-complex sentences), taxemic (formal signals and clause-linking mechanisms), functional sentence perspective (theme–rheme organization and communicative dynamism), pragmatics (speaker intention, politeness, and contextual meaning), discourse analysis (cohesion and coherence across texts), and punctuation (semantic and emphatic functions). The study demonstrates how these theoretical frameworks interact and collectively influence meaning, emphasis, and communicative effect within composite constructions. Each section includes theoretical explanation, analytical interpretation, and practical examples to ensure clarity and applicability to linguistic research. The work contributes to English syntax studies by offering a multidimensional model for interpreting composite sentences beyond their structural form, highlighting their communicative and discourse-level significance.

Annotatsiya: Ushbu maqola zamonaviy ingliz tilidagi qo‘shma gaplarning beshta to‘ldiruvchi nuqtai nazar orqali integral lingvistik tahlilini taqdim etadi: strukturaviy (qo‘shma, murakkab va qo‘shma-murakkab jumlar), taxemik (rasmiy signallar va gaplarni bog‘lash mexanizmlari), funksional jumla istiqboli (mavzu-remni tashkil etish va kommunikativ dinamizm), pragmatiklik, ma‘no tahlili, pragmatiklik, ma‘no tahlili. (matnlar bo‘yicha uyg‘unlik va izchillik), tinish belgilari (semantik va empatik funktsiyalar). Tadqiqot ushbu nazariy asoslar qanday o‘zaro ta‘sir qilishini va kompozitsion konstruktsiyalardagi ma‘no, urg‘u va kommunikativ ta‘sirga birgalikda ta‘sir qilishini ko‘rsatadi. Har bir bo‘lim lingvistik tadqiqotlar uchun aniqlik va

qo'llanilishini ta'minlash uchun nazariy tushuntirish, analitik talqin va amaliy misollarni o'z ichiga oladi. Ish kompozitsion jumalarni strukturaviy shaklidan tashqari talqin qilishning ko'p o'lchovli modelini taklif qilish orqali ingliz sintaksisini o'rganishga hissa qo'shadi, ularning kommunikativ va nutq darajasidagi ahamiyatini ta'kidlaydi.

Keywords: Composite sentence; compound sentence; complex sentence; compound-complex sentence; taxeme; supertaxeme; parataxeme; hypotaxeme; Functional Sentence Perspective (FSP); theme; rheme; communicative dynamism; pragmatics; politeness strategy; discourse analysis; cohesion; coherence; punctuation; semantic markers; syntactic relations.

Composite sentences are essential structures in English because they connect ideas and show logical relations such as cause, contrast, time, and condition. Traditional grammar divides them into compound, complex, and compound–complex types, but their meaning depends on more than structure alone. To understand composite sentences fully, it is necessary to examine how they function through different linguistic approaches. This study uses five perspectives: the taxemic approach, Functional Sentence Perspective (FSP), pragmatics, discourse analysis, and punctuation. The taxemic approach shows how formal signals like connectors and word order link clauses. FSP explains how information is arranged through theme and rheme. Pragmatics reveals how speakers use composite sentences to express politeness, intention, or emphasis. Discourse analysis shows how these sentences create cohesion in longer texts. Punctuation is examined as a tool that shapes meaning and clarity. ¹By combining these perspectives, the study provides a clear and integrated understanding of how composite sentences work in Modern English.

1. Composite sentences

A composite sentence is a sentence that contains **two or more clauses**. It is divided into:

- **Compound sentences** → coordination
- **Complex sentences** → subordination
- **Compound-complex sentences** → both at once

Composite sentences allow speakers to express logical relations such as cause, result, concession, time, and condition.

1. ¹ Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999). *Longman Grammar of Spoken and Written English*. Pearson Education.

Composite sentences show how English organizes **hierarchy** between ideas.

- In **compound**, both ideas have equal status.
- In **complex**, one idea is subordinate.
- In **compound-complex**, hierarchy becomes multidimensional.

This structure affects meaning, rhythm, emphasis, and clarity.

EXAMPLE:

Although the weather was cold, they continued working, and the results improved.

Explanation:

- “Although the weather was cold” → subordinate clause (concession)
- “they continued working” → main clause
- “and the results improved” → coordinated main clause

2. Taxemic approach

Taxemics studies **formal signals** in sentences:

- **Taxeme** – any grammatical signal (word order, connector, punctuation)
- **Supertaxeme** – the whole sentence
- **Parataxeme** – coordination markers
- **Hypotaxeme** – subordination markers

Taxemics focuses on how structural signals create meaning.

Taxemic approach shows:

- how clauses are linked
- what type of relation exists (equal vs. dependent)
- how sequence, contrast, cause, etc. are signaled
- how changing order changes communicative meaning

Word order and connectors act as **signals**, not just words.

EXAMPLE

He stayed because he cared.

vs.

Because he cared, he stayed.

Analysis:

- Both sentences carry same meaning.
- But taxemes (connectors + word order) change **focus**.
- In the second, the reason is emphasized first.

3. Functional sentence perspective

Functional Sentence Perspective (FSP) explains how information is organized within a sentence:

- **Theme** – given/known info

- **Rheme** – new/important info
- **Transition** – linking element

FSP focuses on how sentences achieve communicative goals by placing information strategically.

In composite sentences:

- Subordinate clause can carry theme or rheme
- Word order changes communicative emphasis
- Clauses with higher “communicative dynamism” usually appear later

FSP explains *why* speakers change clause order even if grammar allows many options.

EXAMPLE

When the meeting ended, the discussion continued online.

- Theme → “When the meeting ended”
- Rheme → “the discussion continued online”

The new information (rheme) appears in the main clause.

4. Pragmatics of Composite Sentences

Pragmatics studies how **context, intention, tone, politeness, and hidden meaning** shape the interpretation of composite sentences.²

Composite clauses often express:

- politeness
- persuasion
- indirect criticism
- justification
- hedging

The same grammatical structure can convey different meanings depending on pragmatic context.

For example:

- “If” can soften requests.
- “Although” can mask criticism.
- “Because” can justify actions.

Composite sentences allow speakers to control their tone and social meaning.

EXAMPLE

If you have time, could you help me with this report?

2. ² Halliday, M. A. K., & Matthiessen, C. (2014). *Halliday’s Introduction to Functional Grammar* (4th ed.). Routledge.

Pragmatic effect:

- The “if”-clause softens the request
- Makes it polite and less direct

5. Discourse Analysis

Discourse analysis studies how sentences connect to create **coherent texts**. Composite sentences:

- link ideas
- maintain logical flow
- show contrast, addition, causality
- create narrative progression

Composite sentences build cohesion through:

- discourse markers (however, therefore, although)
- temporal linking (before, after, when)
- cause-effect relations
- contrasts

They function not only grammatically but also textually.

EXAMPLE

The theory is complex; however, it is widely accepted.

Analysis:

- “however” signals contrast
- semicolon shows close connection
- improves discourse flow

6. Punctuation in Composite Sentences

Punctuation helps signal relationships between clauses:

- comma (,)
- semicolon (;)
- colon (:)
- dash (—)

Each punctuation mark adds a different logical or emotional value.

- Comma separates dependent clauses
- Semicolon links closely related independent clauses
- Colon introduces explanation or result
- Dash adds emphasis or dramatic pause

Punctuation shapes meaning, rhythm, and interpretation.

EXAMPLE

She agreed to join the project — because she trusted the team.

Analysis:

- Dash adds emotional emphasis
- The reason is expressed dramatically
- The sentence becomes stylistically stronger

Conclusion:

The analysis demonstrates that composite sentences in Modern English cannot be fully understood through structural description alone. Their interpretation depends on a combination of taxemic signals, functional information structure, pragmatic intention, discourse context, and punctuation choices. The taxemic approach clarifies the formal relationship between clauses, identifying the roles of coordination and subordination. Functional Sentence Perspective reveals how theme–rheme organization contributes to communicative efficiency and emphasis. Pragmatic analysis shows that composite clauses often encode politeness, persuasion, implicit criticism, or justification. Discourse analysis proves that composite sentences ensure textual cohesion by linking ideas temporally, logically, or contrastively. Finally, punctuation functions as a semantic and pragmatic tool that guides interpretation and rhetorical impact. Together, these perspectives form an integrated analytical framework that expands the traditional understanding of composite sentences, offering a deeper and more nuanced interpretation of their communicative roles in English.

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TERMINOLOGIYANING NAZARIY MASALALARI

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Annotatsiya. Ushbu maqolada termin tushunchasining mazmun-mohiyati, uning lingvistik xususiyatlari hamda ilmiy tafakkur taraqqiyotidagi roli keng yoritilgan. Terminlarning tarixiy shakllanish jarayoni, ularning ilmiy-texnik rivojlanish bilan bog'liq ravishda boyib borishi va xalqaro hamkorlikda yagona tushunchalar tizimini shakllantirishdagi ahamiyati tahlil etilgan. Shuningdek, fan-texnika sohaslariga oid terminlarning maxsus vazifadorligi, morfologik-barqarorlik va aniqlik talablari lingvistik yondashuvlar asosida asoslab berilgan. Tadqiqotda terminologiyaning ilmiy nutqning tarkibiy qismi sifatidagi roli bilan birga, jamiyat taraqqiyotini aks ettiruvchi dinamik hodisa ekanligi ta'kidlanadi.

Kalit so'zlar: termin, terminologiya, ilmiy nutq, ilmiy uslub, ilmiy-texnik taraqqiyot, leksik birlik, stilistika, ilmiy tafakkur, til tizimi.

Annotation. This article provides a comprehensive analysis of the concept of a term, its linguistic characteristics, and its role in the development of scientific thinking. It examines the historical formation of terms, their expansion in connection with scientific and technological progress, and their importance in creating a unified system of concepts within international cooperation. The study also substantiates, from a linguistic perspective, the special functional features, morphological stability, and precision requirements of terms used in various fields of science and technology. Furthermore, the research emphasizes that terminology, as an integral part of scientific discourse, is a dynamic phenomenon that reflects societal development.

Keywords: term, terminology, scientific discourse, scientific style, scientific and technological progress, lexical unit, stylistics, scientific thinking, language system.

Kirish. Terminologiya tilshunoslikning muhim va muammoli tarmoqlaridan biri sanaladi. Terminologiya masalalariga oydinlik kiritish, termin tushunchasi, termin tanlash mezonlari, sohalarga oid terminlarni tadqiq etish dolzarb bo'lib, terminologiya va sohalarga oid terminlar xalqaro miqyosda atroflicha o'rganilgan. Rus tilshunosi S.Grinev Grinevich sohaviy terminologiya bo'yicha qilingan ishlarni davriylik jihatidan tahlil qilib, aynan, ijtimoiy-siyosiy leksikaga doir keng ko'lamli ishlar amalga

oshirilganligini o‘z qarashlarida ta’kidlagan¹. Shuningdek, G.Vinokur, A.Reformatskiy, D.Lotte, V.Danilenko kabi olimlarning ilmiy izlanishlarida terminologiyaning nazariy jihatlarini, terminlar tizimini tartibga solish, terminning belgilari, termin va terminologiyaning amaliy ahamiyati maxsus tadqiq etilgan². A.Superanskaya, N.Podolskaya, N.Vasilyeva esa termin maxsus maqsadli ishlatiladigan, tilning o‘ziga xos elementi, birligi degan ilmiy qarashni ilgari suradi³. Tilshunoslikda sohaviy terminologiyaga oid bir qancha tadqiqotlar olib borilgan. Y.Belchikov, I.Protchenko, A.Buryachok, P.Milshin, N.Leyberova, I.Tkacheva⁴ kabi tilshunoslar semantik-mavzuiy jihatdan ijtimoiy-siyosiy qatlamga doir so‘zlarni nominativlik asosida o‘rganish jrayonida davlat boshqaruviga oid leksikaga alohida to‘xtalib o‘tadi. Davlat boshqaruviga oid leksik birliklarni mazmuniga ko‘ra bir necha mavzuiy guruhga ajratib tahlil qiladilar.

G.Lyubena ham terminologiyaning nazariy masalalariga o‘z hissasini qo‘shgan. Sohaga doir terminlarni eng istiqbolli tematik guruhlar va kichik guruhlariga ajratgan, so‘z yasash modellarining optimal turlarini ishlab chiqqan⁵. Shuningdek, sohaga oid terminologik tizimning shakllanish davrlari yoritilgan, tematik guruhlarining tasniflanish xususiyatlari qayd etilib, bu guruhlar orasidan istiqbolli va rivojlanayotganlari aniqlangan.

R.Paisyeva zamonaviy rus tilidagi yuridik terminosistemasining leksik-semantik va struktural jihatlarini tadqiq etgan. Jinoiy va fuqarolikka oid yuridik matnlardan 8000 ta leksemani to‘plagan va tahlilga tortgan. Terminologik mikrosistemani diaxron o‘rganish jarayonida uning tarkibida ikki qatlam: asl terminologik va o‘zlashtirilgan

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4 Бельчиков Ю.А. Общественно-политическая лексика В.Г.Белинского. – М., 1962; Мильшин П.К. Обогащение общесвенно-политической лексики русского литературного языка в советскую эпоху: Автореф. дисс. ... канд. филол. наук. – Ростов н/Д., 1964.; Бурячок А.А. Формирование общего фонда социально-политической лексики восточнославянских языков. Автореф. дисс. ... д-ра. филол. наук. – Киев, 1984; Лейберова Н.М. Терминология государственного устройсва в современном русском языке. Автореф. дисс. ... канд. филол. наук. – Л., 1984.; Ткачева И.О. Политическая лексика в современном русском языке: семантические асобинности и проблемы лексикографического представления. Дисс. ... канд. филол. наук. – Санк-Петербург, 2008.

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terminlar ajralib turishi aniqlanib, tahlil qilingan terminlar yasalishining asosiy yo'llari ko'rsatib berilgan⁶. Rus huquqiy terminologik tizimining o'ziga xosligi shunda bo'lganki, terminlarning muhim qismi milliy til bilan bog'liq holda ko'pgina terminlar o'z qatlamning manbasi bo'lgan. Rus tilidagi yuridik terminologiyaning leksik-semantik va struktur tadqiqiga bag'ishlagan ishning birinchi bobida huquqshunoslik terminlarining leksik-semantik tuzilishini o'rganib, semantik guruhlarga ajratgan. Ikkinchi bobda esa, terminlarning shakllanish strukturasi aks etgan. Ya'ni qo'shimcha qo'shish asosida yasalgan terminlar va qo'shma so'z shaklidagi terminlar struktur jihatdan mukammal tahlil qilingan.

Z.Sergeyeva esa stomatologiya terminologiyasining struktur-semantik tadqiqini amalga oshirish jarayonida sohaga doir terminlarning leksik-semantik xususiyatlari va so'z yasalish qonuniyatlarini hamda rivojlanish tendensiyalarini aniqlashga erishgan⁷. Tadqiqotning ikkinchi bobi sohaga doir terminlarning struktur-grammatik xususiyatlarini tavsiflashga bag'ishlangan bo'lib, semantik va sintaktik usulda termin hosil qilish terminning grammatik strukturasi ga ahamiyatli ta'sir qilishini bildirib o'tgan. Shuningdek, frazeologik terminlar haqida fikr yuritib, buni komponentlarning ajralmasligi bilan izohlaydi. Bunday terminlarning juda kam sonli ekanligini ta'kidlab, birikmali terminlarning miqdor jihatdan ko'pligini isbotlab o'tadi.

Nguen Txi Txu Van rus tilidagi davlat boshqaruvi terminlarini tadqiq etishda termin tushunchasi uning xususiyatlari, tadqiqotning nazariy muammolari, rus tilida davlat boshqaruvi terminologiyasini shakllantirishdagi faol jarayonlarga alohida to'xtalib o'tadi. Shuningdek, davlat boshqaruvi terminlarining struktur va leksik-semantik tahlillarini va tematik tasnifini amalga oshirgan⁸.

Terminologiyaga oid tadqiqot ishlari olib borgan tilshunoslardan yana biri M.Kulchiyeva rus tili ta'sirida shakllangan eroniy tillar guruhiga mansub osetin tilining ijtimoiy-siyosiy terminologiyasini ishlab chiqqan⁹. Osetin va rus tili lingvomadaniy munosabatlarining tarixi, siyosiy terminologiyaning tarkibiy qismi bo'lgan davlat boshqaruviga oid terminlarning genetik tasnifi berilgan, ijtimoiy-siyosiy terminologiyaning shakllanish bosqichlari aniqlangan. O'zlashtirilgan ijtimoiy-siyosiy terminlarning leksik-semantik, fonetik va derivatsion jihatlariga alohida urg'u berilgan.

6 Паисьева Р.И. Лексико-Семантическая и словообразовательная структура современной русской юридической терминосистемы. Автореф. дисс... канд. филол. наук. – Одесса, 1985. – С. 6–8.

7 Сергеева З.А. Структурно-семантический анализ стоматологической терминологии. Автореф. дисс. ... канд. филол. наук. – М., 1985.– С. 8.

8 Нгуен Тхи Тху Ван. Терминология государственного управления в современном русском языке. Дисс...канд. филол. наук. – М., 2001. – С. 213.

9 Кульчиева М.Б. Вклад русского языка в становление и развитие общественно-политической терминологии осетинского языка. Автореф. дисс... канд. филол. наук. – Владикавказ, 2005. – С.7.

S.Efendiyeva lezgi tilidagi ijtimoiy-siyosiy terminologiyaning rivojlanishini tadqiq qilish jarayonida tematik guruhlarini shakllantiradi¹⁰. Unga ko‘ra ijtimoiy-siyosiy terminlar guruhiga tegishli 800 ta leksik birlikning 300 dan ko‘prog‘ini ma‘muriy-siyosiy terminlar guruhiga kiritib, aynan, davlat boshqaruviga doir bo‘lgan mansabdor shaxslar, idoralar, organlar, hududlarning nomenklatura nomlari, siyosiy partiyalar, boshqaruv tili terminlarini jamlab tahlilga tortgan. Demak, bu kabi ishlardan shunday fikrga kelishimiz mumkinki, davlat boshqaruvi terminlari siyosiy terminlarning asosini tashkil etadi.

Termin va terminologiya masalalarida A. Hojiyevning ilmiy qarashlari alohida ahamiyatga ega. “Har bir til, uning lug‘at tarkibi ichki va tashqi imkoniyatlar asosida rivojlanishini ta’kidlab, termin qaysi tildan olinganidan qat’i nazar shu tilga singib ketgan so‘zlar uning o‘z mulki, boyligi hisoblanishiga ilmiy asoslar keltiradi”¹¹. Shuningdek, o‘zlashma terminlarni ilmiy-amaliy, asossiz almashtiraverishning salbiy oqibatlarini haqida o‘z qarashlarini bildirib, termin tanlashda quyidagi mezonlarga amal qilmoq ma’qulligini uqtirib o‘tadi:

1. Terminologiyaning biror sohasiga tegishli tushunchani aniq ifodalovchi so‘z o‘zbek tilining o‘zida bo‘lgani va qo‘llanilib turgani holda, hech qanday asossiz boshqa tildagi so‘zga almashtirilgan bo‘lsa, bunday terminlarni o‘z o‘rnida qayta tiklash;
2. Tushunchani aniq va to‘g‘ri ifodalay oladigan so‘z o‘zbek tilining o‘zida bo‘lgani holda yoki o‘zbek tilining materiallari yordamida hosil qilish mumkin bo‘lgan holda, boshqa tildagi so‘z qabul qilingan bo‘lsa, o‘zbek tilining imkoniyati ishga solinishi va hosil qilingan yangi termin chet tilidan kirgan so‘z bilan almashtirilishi;
3. Chet tilidan o‘tgan termini boshqasiga almashtirish yoki almashtirilmaslikni hal etishda terminning dunyo tillarida qo‘llanish yoki qo‘llanilmasligiga ahamiyat berish; *respublika* terminini *jumg‘uriyat* so‘zi bilan almashtirish yoki *demokratiya* terminini *xalqchil* so‘ziga almashtirish noo‘rin bo‘lib, aynan, davlat boshqaruvi sohasida noqulaylik keltirib chiqaradi.
4. Chet tilidan o‘tgan biror termini o‘zbek tilidagisi bilan almashtirish yoki almashtirmaslikda so‘zning bir ma’noli yoki ko‘p ma’noli bo‘lishiga e’tibor berish¹². Demak, termin terminologiyaning talablariga javob berishi uchun tushunchani to‘laqonli va mukammal aks ettirishi kerak bo‘ladi. Shuni ham e’tiborga olish kerakki, sohalarga oid terminlarni shakllantirganda birinchi galda tilning o‘z ichki imkoniyatlaridan foydalanish muhim hisoblanadi.

¹⁰ Эфендиева С.С. Развитие Общественно-политической терминологии лезгинского языка. Автореф. дисс. ... канд. филол. наук. – Махачкала, 2006. – С. 18.

¹¹ Хожиев А. Термин танлаш мезонлари. – Т., Фан. 1996. – Б. 13.

¹² Ko‘rsatilgan manba: – Т., Фан. 1996. – Б. 14–20.

So‘nggi yillarda amalga oshirilgan R.Sharopova, N.Sadinova, Y.Shirinova, S.Mavlyanov kabi tilshunoslarning tadqiqotlarida sohalar terminologiyasining lingvistik masalalari va ularning yechimi xususida asosli xulosalar mavjud¹³.

Xulosa. Terminlarni o‘rganuvchi tilshunoslikning sohasi bo‘lgan terminologiya tor ma’noda ma’lum bir sohaga oid maxsus leksikadir. Keng ma’noda esa, terminologiya umumiy lug‘at tarkibining ayrim sohalarda ishlatiladigan qismidir. Demak, termin esa ma’lum bir terminologik sistemaning a’zosi va shu terminologik sistemada birgina ma’noga ega bo‘lishi mumkin¹⁴. Demak, termin tushunchaning mohiyatini, eng asosiy belgilarni aniq ifoda etishi va shu bilan birga ma’no jihatidan to‘g‘ri bo‘lishi kerak. Termin nominative (nomlash) va kommunikativ (aloqa) funksiyasiga ega. Barcha fikrlarimizni umumlashtirgan holda aytishimiz mumkinki, keltirilgan barcha nazariy qarashlar, o‘rganilgan tadqiqot ishlari o‘zbek tilidagi davlat boshqaruvi terminlarining o‘rganilishi va tadqiq etilishida asos bo‘lib xizmat qiladi.

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¹³ Шаропова Р.Ж. Ўзбек тили ижтимоий-сиёсий терминларининг семантик-структур хусусиятлари ва лексикографик талқини. Филол. фан. б. фалс. док. ... дисс. – Қарши, 2019. – Б. 129–131; Садинова Н.У. Ўзбек тили иш юритиш терминологияси. Филол. фан. б. фалс. док. ... дисс. – Т., 2020. – Б. 139–142; Ширинова Е.Т. Ўзбек тили банк-молия терминологияси. Филол. фан. б. фалс. док. ... дисс. – Т., 2020. – Б. 133–136; Mavlyanov S.J. O‘zbek tili diplomatik terminlari. Filol. fan. b. fals. dok. ... diss. – Т., 2022. – Б. 46–67.

¹⁴Акобиров С.Ф. Тил ва терминология. – Т.: Ўзбекистон, 1968. – Б. 6.

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