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MUSIQA MASHG'LOTLARIDA MAKTAB O'QUVCHILARINING IJODIY QOBILIYATLARINI RIVOJLANTIRISHDA INTERFAOL USULLAR VA ULARNING QO'LLANILISH METODIKASI.

Jabborova Gulzoda Husen qizi

Buxoro davlat universiteti, I bosqich magistranti

Annotasiya: Mazkur maqolada musiqa mashg'ulotlarida maktab o'quvchilarning ijodiy qobiliyatlarini rivojlantirishda interfaol usullar va ularning qo'llanilishi metodikasi haqida olib borilgan tahlillar, interfaol usullarning qo'llanilishi metodikasining nazariy asoslaridan iborat.

Kalit so'zlar: musiqa mashg'ulotlari, ijodiy qobiliyat, interfaol usullar, metodika.

INTERACTIVE METHODS AND METHODS OF THEIR APPLICATION IN THE DEVELOPMENT OF CREATIVE ABILITIES OF SCHOOLCHILDREN IN MUSIC TRAINING.

Jabborova Gulzoda Husen Khizi

Bukhara State University, Department I stage graduate

Annotation: in this article, the school in music sessions consists of theoretical foundations of the methodology of application of interactive methods and methods of their application in the development of students' creative abilities.

Keywords: music training, creative abilities, interactive methods, methodology.

ПОНЯТИЕ ТВОРЧЕСКОЙ СПОСОБНОСТИ И ПРИНЦИПЫ ЕЕ ФОРМИРОВАНИЯ.

Джабборова Гулзода Хусен кизи

Бухарский государственный университет Выпускник I ступени

Аннотация: в данной статье "Школа на музыкальных занятиях" рассматриваются теоретические основы методики применения интерактивных методов и способы их применения в развитии творческих способностей учащихся.

Ключевые слова: музыкальное обучение, творческие способности, интерактивные методы, методология.

Bugungi kunda musiqa ta'lim-tarbiyasining maqsadi va vazifasi nihoyatda muhim. Yosh avlodni milliy musiqa merosimizga vorislik qila oladigan hamda umumbashariy musiqa boyligini idrok eta oladigan va qadrlaydigan madaniyatli inson darajasida voyaga etkazishdan iborat. Buning uchun har bir o'quvchining musiqiy iqtidorini

rivojlantirib, musiqa san'atiga mehr va ishtiyoqini oshirish, musiqadan zaruriy bilim va amaliy malakalar doirasini tarkib toptirish, iqtidorli o'quvchilarning musiqiy rivojlanishlari uchun zaruriy shart-sharoitlar yaratib berish- maktab musiqa ta'lim-tarbiyasining asosiy vazifasidir. Musiqa idroki dars mashg'ulotlarida yetakchi faoliyat sifatidamuhim o'rin tutadi. U ikki holatda amalga oshadi. Birinchi holatda ma'lum asar tinglanib ijro etiladi va uning badiiy jihatlari dars mavzusiga doir oddiy musiqiy pedagogik yo'sinda tavsif etiladi. Tingalsh orqali asarni tushunish va ongli idrok etish, asarning musiqaviy xususiyatlari janri, tuzilishi, ifoda vositalari, ijrochiligi hamda badiiy mazmuni haqidagi ma'lum bilimlarga ega bo'lishadi. Ikkinchi holatda musiqa asarlari avval tinglanib so'ng u yoki bu holati ko'ylash orqali o'rganiladi, uning badiiy mazmun xususiyatlari amaliy faoliyatda ifodalaniladi. Masalan o'zganiladigan qo'shiq avval o'qituvchi ijrosida yoki magnit orqali bir ikki marta tinglaniladi, asar xususiyati haqidagi suhbat qilinadi so'ng o'rganishga kirishiladi.

Boshlang'ich sinfda o'quvchi musiqa madaniyatining asosiy poydevori shakllanadi. Ammo maktabgacha tarbiya inson shaxsi shakllanishining muhim, mas'uliyatli davri sifatida mustaqil ahamiyat kasb etadi, chunki u boshlang'ich ta'limning tayyorgarlik bosqichidir. Boshlang'ich maktab musiqa darslarida bolalarning aqliy rivojlanishlari me'yoriga mos oddiy musiqiy bilim, tushuncha va malakalar tarkib toptiriladi. Musiqani tinglash, qo'shiq aytish, raqs tushish, oddiy cholg'ularda chalish orqali badiiy idrok etish, musiqadan olgan taassurotlari va bilganlari haqida gapirib berish, asarni badiiy baholash, musiqa ijodkorligi malaka ko'nikmalarini rivojlantirish amaliyotlari vositasida o'quvchilarda musiqaga havas va badiiy ehtiyoj uyg'otadi.

Musiqa madaniyati darsi - maktabda musiqa tarbiyasini tashkil etishning asosiy shaklidir. Musiqiy to'garaklar, fakultativ mashg'ulotlar ham amaliyotda bo'lsada, dars hech qachon o'z ahamiyatini yo'qotmaydi. Musiqa madaniyati darslari musiqiy faoliyatning turli shakllarini o'z ichiga oladi. Bular - ommaviy jamoaviy aytm, musiqiy ritmik harakatlarni bajarish, musiqa tinglash, savodxonlik, musiqa ijodkorligi, bolalar cholg'u asboblari chalish faoliyatidir.

Musiqa darslari boshqa fanlar darslaridan o'zining badiiyligi, qiziqarliligi va bolalarda ko'proq ijodiy zavq, emotsional tuyg'ular va obrazli kechinmalar uyg'otishi bilan ajralib turadi. Musiqa, ayniqsa, bolalarning aqliy va axloqiy rivojlanishiga katta ijobiy ta'sir ko'rsatadi. Zero, "Musiqa tarbiyasisiz bolalarga aqliy tarbiyani etarli darajada bajarib bo'lmaydi". Shuning uchun musiqa darslari, eng avvalo, tarbiya darsidir. Badiiy tarbiya uning mantiqiy mazmunidir.

Musiqa aniq vaqt o'lchovi bilan bog'layotgan san'atdir. Ijro etilayotgan musiqa tempiga sozlanib, uning har bir elementini ilib olib tinglamasa, asar mukammal idrok etilmaydi.

Shuning uchun klassik asarlarni ham bir qayta tinglaganda uning yangi badiiy qirralarini his etamiz.

Musiqqa vositasida ifodalanadigan his-tuyg'ularni so'z bilan ifodalash qiyin. "Qachonki so'z ojizlik qilsa, musiqqa yordamga keladi. Umumiy o'rta ta'limning dastlabki sinf o'quvchilarining psixo-fiziologik xarakterga binoan, ma'lum darajada, o'quvchilarning diqqat-e'tibori, nutqi va xotirasi to'liq rivojlanmagan bo'ladi. Ushbu sababli o'quvchilar serharakat va o'yinga moyil bo'ladilar. Bolalarning ovoz apparatlari to'liq rivojlanmaganlik sababli, zaif va nozik, ovoz pardalari esa kuchsiz holatda kuzatiladi. O'quvchilarning ovoz kuchi va tembri bo'yicha o'g'il bolalar va qiz bolalarda deyarli farq ko'rinmaydi. Shu sababli, ularda tovush faltset tipida hosil bo'ladi. 1-sinf o'quvchilarining ovoz diapozoni - do1 . la1; do1- do2. Ma'lum o'quvchilarning ovozlari normal holatda bo'lsa-da, ular to'g'ri kuylash pardalariga tusholmaydilar. Sababi shundaki, o'quvchilarda musiqqa eshitish a'zosi bilan tovush hosil qilish apparati orasida o'zaro farq qilishini sezish bo'yicha umumiy muvozanat rivojlanmagan bo'ladi. Shu bois, bolalarning musiqiy o'quv qobiliyatlari har xil bo'ladi. Shularni hisobga olgan holda, bolalarning musiqiy qobiliyatlarini sinchiklab o'rganib, ularni differentsional guruhlarga bo'lib, joylariga o'tkazish lozim. Negagi har bir musiqqa madaniyati dars jarayonida bolalarning badiiy zavq olish, qo'shiq o'rganish bilan, shuningdek, nutqi, ijodiy fikrlash qobiliyati, musiqiy bilimi shakillana boradi.

1. Darsni musiqaviy umumlashtiruvchi metodi.
2. Tashkil qilinadigan darslarga oldindan bog'lanib tashkil etish va ilgari o'tilganlarga qaytish metodi.
3. Dars mazmunini emotsional dramaturgiyasi metodi.
4. Dars jarayonining pedagogik jihatdan kuzatilishi va o'rganilgan bilimlar darajasining baholanish metodi.

1. Darsning musiqaviy umumlashtirish metodi. Ushbu metod yetakchi metodlardan biri hisoblanib, o'quvchilarni musiqqa idroki, kreativ badiiy fikrlash qobiliyatini shakillantirishga yo'naltirilgan:

- ❖ O'qituvchi darsda hal qilinishi lozim bo'lgan aniq vazifalarni vujudga keltiradi;
- ❖ O'qituvchi va o'quvchi o'zaro hamkorlikda muammoni yechadi.
- ❖ O'quvchilar tomonidan yakuniy xulosalar chiqariladi.

Musika tinglash musika faoliyatlarining yetakchisi hisoblanadi. Zero darsda jarayonida foydalaniladigan barcha musiqqa materiallari asosan eshitib o'zlashtirish orqali amalga oshiriladi. 2-sinf tematikasida darsning badiiy kompozitsiyasi vujudga keladi. Darsning kulminatsion nuqtasi bolalarda aktiv qizikish uyg'otadi. Badiiy emotsional kechinmalarni paydo qiladi. Shu orqali darsning emotsional dramaturgiyasiga erishish mumkin. O'qituvchi darsni ishonchli dalillar yordamida, ko'rgazmali qurollar, texnika

vositalari yordamida o'tishi kerak. Dars rejasini tuzganda ijodiy yondoshmog'i, yaxshi tayyorgarlik ko'rib pyxta ishlab chiqishi zarur. O'quvchilar musiqani chuqur idrok etishi uchun faoliyat turlaridan foydalaniladi:

- 1) Xor bo'lib kuylash aytish.
- 2) Chapak va urma cholg'u asboblarida musiqaga ritmikjo'r bulish;
- 3) Musiqa xarakteri va obrazlarini harakatlarda ifodalash.

"Interfaol metodlar" atamasi o'quv jarayonini maqsadga yo'naltirilgan, tizimli va boshqariladigan shaklda tashkil etish usullarini anglatadi. Zamonaviy pedagogik texnologiyalar esa bu jarayonni axborot-kommunikatsiya vositalari, innovatsion metodlar, shaxsga yo'naltirilgan yondashuvlar orqali amalga oshirishni nazarda tutadi. O'zbekiston Respublikasi Prezidentining ta'lim tizimini raqamlashtirish, innovatsion yondashuvlarni keng joriy etish haqidagi qaror va farmonlari zamonaviy texnologiyalarni o'qitish jarayoniga chuqur tatbiq etish uchun keng imkoniyatlar yaratdi. Bu, o'z navbatida, ijrochilik faoliyatini o'qitishda ham yangi bosqichni boshlab berdi. Musiqa ta'limida qo'llanilayotgan zamonaviy pedagogik texnologiyalar quyidagilarni o'z ichiga oladi:

Interfaol metodlar (klaster, aqliy hujum, "Insert", "Blits so'rov" va boshqalar);

Axborot-kommunikatsiya texnologiyalari (multimedia, onlayn darslar, virtual ansambllar);

Loyiha asosida o'qitish texnologiyasi;

Modulli ta'lim;

Muammoli ta'lim;

Kreativ pedagogika;

Reflektiv yondashuvlar.

O'quvchilarda ijodiy qobiliyatni shakllantirishda interfaol metodlarning roli juda muhimdir. Interfaol o'qitish metodlari o'quvchini faol subyekt sifatida dars jarayoniga jalb etadi. Musiqa darslarida bu metodlar o'quvchilarning musiqiy eshituvini, ritmik sezgisini, ijodiy tafakkurini faollashtiradi. Masalan:

"Aqliy hujum" usuli orqali o'quvchilar asarni turlicha talqin qilish variantlarini taklif etadi; "Rol o'ynash" usuli sahnaviy chiqishlarda emotsional tayyorgarlikni oshiradi; "Klaster" usuli musiqiy g'oya va obrazlarni tizimlashtirishga yordam beradi; "Insert" texnikasi esa tinglovchi va ijrochi o'rtasidagi muloqotni mustahkamlaydi. Bu usullar orqali o'quvchi dars jarayonida nafaqat passiv tinglovchi, balki faol ishtirokchiga aylanadi. Shu yo'l bilan u o'zining musiqiy salohiyatini mustaqil namoyon eta oladi.

Xullas, musiqaning madaniy hayotda tutgan o'rni muhim bo'lib, musiqiy ta'lim-tarbiyani amalga oshirishda uning bosh maqsad va vazifalarini to'liq anglab mashg'ulotlarni samarali tashkil etish, o'qituvchining dolzarb vazifalaridandir. Musiqa

pedagogikasi, uslubiy va moddiy ta'minot, musiqa folklori, iqtidori cheklangan bolalar, vorislik qilish, spetsifik xususiyatlar, aralash dars, faol, emotsional ta'sir, ruhiy ta'sir, ta'lim-tarbiya kontseptsiyasi, pedagogik tafakkur egasi, badiiy ehtiyoj, badiiy baholash, kuyning o'zgarimas va o'zgaruvchan qaytarilishi, notaga qarab kuylash.

Musiqa madaniyati o'quv predmeti o'quvchilarning ma'naviy, badiiy va axloqiy madaniyatini shakllantirishga, milliy g'urur va vatanparvarlik tarbiyasini amalga oshirishga mahorat, nafosat, badiiy didni o'stirishga, fikr doirasini kengaytirishga, mustaqillik va tashabbuskorlikni tarbiyalashga xizmat qiladi. Musiqa madaniyati o'quv fani umumiy ta'lim maktablarida o'qitiladigan barcha o'quv fanlari, jumladan adabiyot, tasviriy san'at, jismoniy tarbiya, mehnat va boshqa fanlar bilan bog'lanadi.

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EFFECTIVE STORIES METHOD IN TEACHING VOCABULARY TO YOUNG EFL LEARNERS

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Abstract

Vocabulary instruction plays a crucial role in the development of communicative competence in young learners of English as a Foreign Language (EFL). However, traditional vocabulary teaching methods, such as rote memorization and isolated word drills, often fail to ensure meaningful learning and long-term retention among children. In response to this challenge, the stories method has emerged as an effective and learner-centered approach that integrates vocabulary learning into meaningful and engaging contexts. This article examines the effectiveness of the stories method in teaching vocabulary to young EFL learners, with particular emphasis on children aged 7–10 years.

The study is grounded in cognitive, linguistic, and educational theories that highlight the importance of contextualized input, emotional engagement, and narrative structure in language learning. Stories provide rich linguistic input in which new vocabulary is embedded within coherent narratives, allowing learners to infer meaning naturally and retain lexical items more effectively. The article analyzes how storytelling supports vocabulary acquisition by activating prior knowledge, enhancing motivation, and facilitating deeper semantic processing. Special attention is given to the cognitive and psychological characteristics of young learners, such as imagination, developing memory, and sensitivity to meaningful input, which make storytelling especially suitable for this age group.

Keywords

Stories Method; Vocabulary Teaching; Young EFL Learners; Vocabulary Acquisition; Contextual Learning; Storytelling in Education; Language Development

INTRODUCTION

Vocabulary knowledge is a fundamental component of language proficiency and plays a decisive role in learners' ability to understand and produce meaningful communication in a foreign language. In the context of English as a Foreign Language (EFL), vocabulary acquisition is particularly challenging for young learners, as they are exposed to limited input outside the classroom and often rely heavily on

instructional practices for language development. Without sufficient vocabulary knowledge, learners struggle to comprehend texts, express ideas orally, and engage effectively in classroom interactions. Therefore, identifying effective and age-appropriate methods for teaching vocabulary remains a central concern in EFL pedagogy.

Traditionally, vocabulary instruction has been dominated by techniques such as memorization of word lists, translation, and repetitive drilling. While these approaches may lead to short-term recall, they frequently fail to ensure long-term retention and meaningful use of vocabulary, especially among young learners. Children often find such methods monotonous and cognitively demanding, which can negatively affect motivation and learning outcomes. As a result, contemporary language teaching research increasingly emphasizes the importance of communicative, contextualized, and learner-centered approaches that align with children's cognitive and emotional development.

One instructional approach that has gained considerable attention in recent years is the stories method. Storytelling is a natural and universal form of communication that has been used for centuries to convey knowledge, values, and cultural traditions. In educational contexts, stories provide meaningful and coherent contexts in which language is presented holistically rather than as isolated elements. Through stories, vocabulary is embedded in narratives that include characters, actions, emotions, and events, making new words more comprehensible and memorable for learners.

The effectiveness of the stories method in vocabulary teaching can be explained through cognitive and psychological perspectives. Stories stimulate imagination, activate prior knowledge, and engage learners emotionally, all of which contribute to deeper processing of linguistic input. Research in cognitive psychology suggests that information presented within meaningful contexts is more likely to be stored in long-term memory than information learned through rote memorization. For young learners, whose cognitive development is closely linked to concrete experiences and imagination, storytelling offers an ideal environment for vocabulary acquisition.

Age is a critical factor in determining the success of instructional methods. Young EFL learners, typically aged between 7 and 10 years, possess distinct cognitive, linguistic, and affective characteristics that influence how they learn new vocabulary. At this stage, children demonstrate growing attention spans, developing working memory, and an increasing ability to understand narratives and sequences of events. At the same time, they remain highly responsive to visual stimuli, repetition, and interactive activities. These characteristics make the stories method particularly suitable for vocabulary instruction in primary-level EFL classrooms.

Despite the growing recognition of storytelling as an effective pedagogical tool, there is still a need for in-depth analysis of how and why the stories method supports vocabulary learning among young EFL learners. Many studies address storytelling in general terms without sufficiently considering age-specific factors and classroom implementation strategies. This article seeks to address this gap by examining the effectiveness of the stories method in teaching vocabulary to young EFL learners. The study aims to explore the theoretical foundations of storytelling, analyze its impact on vocabulary acquisition and retention, and discuss practical strategies for effective classroom application.

Main Part:

Understanding the characteristics of young EFL learners is essential for evaluating the effectiveness of the stories method. Children aged 7–10 years are at a critical stage of language and cognitive development. They are capable of learning new vocabulary rapidly, particularly when words are presented in meaningful and engaging contexts. However, they often experience difficulty retaining vocabulary learned through abstract explanations or mechanical repetition.

Young learners tend to think concretely rather than abstractly, relying heavily on contextual clues, visuals, and real-life associations to understand new concepts. Their attention spans are relatively short, and their motivation is closely tied to enjoyment and emotional involvement. Consequently, teaching methods that incorporate imagination, interaction, and storytelling are more likely to sustain attention and promote effective learning.

The Cognitive and Pedagogical Foundations of the Stories Method

The stories method is grounded in several well-established theories of language learning and cognitive development. From a constructivist perspective, learners actively construct knowledge by connecting new information to existing cognitive structures. Stories facilitate this process by providing familiar narrative patterns that help learners integrate new vocabulary with prior knowledge. Additionally, theories of meaningful learning emphasize that vocabulary is better retained when learners understand how words function within contexts rather than memorizing isolated forms. Narratives also support memory by organizing information into logical sequences. Characters, events, and plot development create mental frameworks that make vocabulary easier to recall. Emotional engagement further enhances this process, as learners are more likely to remember words associated with feelings, curiosity, or suspense. For young learners, who naturally enjoy stories, this emotional component plays a crucial role in vocabulary retention.

Mechanisms of Vocabulary Acquisition through Stories

Stories promote vocabulary learning through multiple mechanisms. First, they provide repeated exposure to target vocabulary within meaningful contexts. Key words often appear several times throughout a story, allowing learners to encounter them naturally without deliberate drilling. Second, stories encourage incidental vocabulary learning, as learners infer word meanings from context, visuals, and narrative cues. This process leads to deeper semantic understanding and stronger memory traces.

Third, storytelling often involves multimodal input, including pictures, gestures, voice modulation, and sometimes digital media. Multimodal input supports comprehension and caters to different learning styles, making vocabulary learning more accessible to young learners. Finally, storytelling frequently encourages interaction through questioning, retelling, role-play, and discussion, which further reinforces vocabulary use and retention.

Classroom Implementation of the Stories Method

Effective implementation of the stories method requires careful planning and pedagogical awareness. Story selection is a critical factor; stories should be age-appropriate, linguistically accessible, and culturally relevant. Teachers should pre-teach key vocabulary selectively, focusing on essential words that are central to the story's meaning. During storytelling, visual aids and expressive delivery can enhance comprehension and engagement.

Post-story activities play an equally important role in reinforcing vocabulary learning. Activities such as retelling the story, matching words with pictures, acting out scenes, and creating alternative endings provide opportunities for learners to use new vocabulary actively. These activities support the transition from receptive to productive vocabulary knowledge and contribute to long-term retention.

Advantages and Limitations of the Stories Method

The stories method offers several advantages in teaching vocabulary to young EFL learners. It increases motivation, enhances comprehension, and promotes meaningful learning. Vocabulary learned through stories is more likely to be retained and transferred to new communicative contexts. Additionally, storytelling supports the development of other language skills, such as listening, speaking, and reading.

However, the method also has limitations. Effective storytelling requires teacher training, careful material selection, and sufficient classroom time. If stories are too complex or not aligned with learners' proficiency levels, vocabulary learning may be hindered. Therefore, teachers must adapt storytelling techniques to their specific teaching contexts and learner needs.

Conclusion

This article has explored the effectiveness of the stories method in teaching vocabulary to young learners of English as a Foreign Language (EFL), with a particular focus on children aged 7–10 years. The analysis has demonstrated that storytelling is not merely an entertaining classroom activity but a pedagogically sound and research-based approach that significantly supports vocabulary acquisition and retention among young learners. By embedding new lexical items within meaningful and coherent narratives, the stories method addresses many of the limitations associated with traditional vocabulary teaching techniques.

One of the key conclusions of this study is that vocabulary learning is most effective when it occurs in context. Young EFL learners often struggle with isolated word memorization due to their developing cognitive abilities and limited capacity for abstract thinking. Stories provide a natural linguistic environment in which vocabulary is presented alongside actions, characters, emotions, and events, allowing learners to infer meaning and establish strong semantic connections. This contextualized exposure leads to deeper processing of vocabulary and enhances long-term retention.

The findings also highlight the importance of considering age-related cognitive and affective characteristics in vocabulary instruction. Learners aged 7–10 years demonstrate strong imaginative abilities, high sensitivity to meaningful input, and increased motivation when learning activities are engaging and interactive. The stories method aligns well with these characteristics by stimulating imagination, sustaining attention, and fostering emotional involvement. As a result, young learners are more likely to remain motivated and actively engaged in vocabulary learning when stories are used as a central instructional tool.

Furthermore, the study emphasizes that the effectiveness of the stories method largely depends on thoughtful classroom implementation. Factors such as appropriate story selection, repetition of key vocabulary, use of visual and multimodal support, and interactive follow-up activities play a crucial role in maximizing learning outcomes. When these elements are carefully integrated, storytelling not only improves vocabulary comprehension and retention but also supports the development of other language skills, including listening, speaking, and early literacy.

In conclusion, the stories method represents an effective, age-appropriate, and learner-centered approach to vocabulary teaching in young EFL classrooms. Its ability to combine cognitive, emotional, and linguistic dimensions of learning makes it particularly valuable for primary-level language education. The findings of this article have important implications for EFL teachers, curriculum developers, and researchers seeking innovative and effective strategies for vocabulary instruction. Future research

may further examine the comparative effectiveness of storytelling across different age groups and learning contexts to expand understanding of its role in language education.

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STAGES OF TEACHING SCHOOLCHILDREN THE HISTORY OF THE ORIGIN OF DRAWING

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Abstract: This article covers the pedagogical stages of teaching schoolchildren the history of the emergence and development of drawing. The development of drawing from ancient civilizations to modern technologies is analyzed. The importance of the historical approach in the formation of spatial imagination, technical thinking and graphic literacy in students is substantiated. The methodology for using historical materials in teaching drawing and their impact on educational effectiveness is also revealed.

Keywords: Drawing, graphic culture, technical thinking, spatial imagination, history of drawing, pedagogical stages, secondary school, educational methodology.

Other examples of early drawing are designs drawn, engraved, or painted on the surfaces of primitive tools.

- Drawings were in a flat, linear style. Texts written on papyrus (an early form of paper) were illustrated with similar designs in pen and ink.
- The only surviving example of the ancient Greeks' drawing and painting skills is their ceramic vases decorated with elegant shapes and decorative lines.

Drawings were used in the preparatory stages of a work of art, but few of them survive. Paper was not manufactured in Europe until the 1100s, and it was expensive and difficult to obtain.

- For centuries, artists made preparatory drawings on slate, wood, or wax tablets. These tablets were discarded or reused. Some artists drew preparatory drawings directly on the panel or wall to be painted.
- Drawings also helped artists record their frequently used images.
- Pencil and ink drawings of the human figure, clothing, plants and animals, and many other forms were collected in model books.
- Artists copied drawings rather than working directly from live models or nature.

The Inner City Arts students immediately began discussing texture, or in Spanish, *textura*. With a quick swipe of their pencil, their art teacher noticed the characteristics of an object placed under a sheet of parchment paper and demonstrated how to capture different textures. The children were amazed when they used the floor and their shoes to create different patterns on the paper. Because the intricate patterns suddenly appeared on the paper, the students thought it was a magical process. The children rubbed objects on the tables when the time came, and then moved on to pencil sharpeners, a computer, and a metal fence. When the teacher opened the classroom doors, the children went out into the courtyard, where there was a fountain, ceramic tiles made by other students, and palm and lemon trees. They ran from tree to tile, magically capturing the most interesting phrases and patterns they encountered. It was a time of discovery. The students were thrilled to see textured patterns on surfaces that had previously been considered smooth. Eventually, the children used their paper to create a three-dimensional cityscape, filling in squares of parchment with gray pencil and creating collages of the discovered textures. “I believe in art now,” one of the children said after seeing the finished work.

Images can convey information that goes beyond verbal or written description, hence the old adage that “a picture is worth a thousand words.” Before the advent of photography, images had to be drawn by hand, and accurate drawing skills were essential for a naturalist. Drawing was typically taught in conjunction with biology, botany, zoology, and human anatomy. Even with today’s digital technologies, the best photograph still lacks the ability to emphasize or diminish the subtle visual features of a specimen that distinguish it from other similar species. This essential human element, keen observation and perception, combined with the artist’s ability to depict what is important to us as we see it, links art and science inextricably in a symbiotic relationship that benefits both disciplines. In a world that increasingly relies on images to convey information, the use of drawing as a teaching tool in the natural sciences to enhance students’ visual literacy may be more relevant than ever.

Zuzana Pečová (2020). In 2016, faculty members from the Department of Primary Education in the Czech Republic conducted an independent research project to identify and explore the characteristics and approaches of art mediation as an educational approach to facilitate understanding and experiencing art in extracurricular excursions and school outreach programs. The theoretical framework for the empirical findings is presented in this work. The researchers used semi-structured interviews as a qualitative research approach to obtain information from professionals from various clubs and organizations. The aim of this study was to fully understand the concept of contemporary visual arts in terms of extracurricular school programs and their

pedagogical potential, using a research design based on data collected from six in-depth interviews. The open coding analysis approach used here provides a broad overview of the topic. Therefore, the rationale and strategy for bringing art mediation into classrooms from a wider audience will be very clear.

One way to increase students' interest in learning certain subjects is through game-based learning, which uses games to engage students in learning activities, thereby making the learning process more enjoyable and motivating (Qian & Clark, 2016). Research on game-based learning has consistently shown its effectiveness over traditional classroom methods (Mayer, 2019; Vlachopoulos & Makri, 2017). In addition, game-based learning has been shown to enhance students' learning by improving their understanding of contexts and thought processes (Chow, Woodford & Maes, 2011).

Conclusion: In conclusion, teaching schoolchildren the history of the origin of drawing gradually increases their interest in the subject and serves to consciously assimilate knowledge. The historical approach develops students' technical thinking and helps them to understand drawings and graphic images more deeply. Also, the use of historical information in teaching drawing enriches the content of lessons and increases the effectiveness of the educational process. Therefore, teaching the history of drawing is of important pedagogical importance in secondary schools.

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GRAMMATICAL ANALYSIS OF COMPARATIVE PHRASEOLOGICAL UNITS IN ENGLISH AND THEIR RENDERING IN TRANSLATION

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ANNOTATION: This article examines the grammatical structure of comparative phraseological units in the English language, their semantic features, and the ways they are rendered in translation. The study analyzes the formation patterns of comparative phraseological expressions, their syntactic models, and their functional role in speech. Particular attention is paid to linguistic and cultural difficulties that arise when translating these units from English into Uzbek and Russian. The author substantiates the importance of such translation strategies as equivalence, functional correspondence, and contextual substitution in achieving adequate rendering. The results of the research have theoretical and practical significance for phraseology, translation studies, and comparative linguistics.

Key words: phraseological unit, comparative construction, comparative meaning, grammatical analysis, translation, equivalence, semantics, syntax, linguoculture.

INGLIZ TILIDAGI KOMPARATIV (QIYOSIY) FRAZEOLOGIK BIRLIK LARNING GRAMMATIK TAHLILI VA ULARNING TARJIMADA BERILISHI

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ILMIY RAHBAR: MARDONOVA RA'NO QILICHEVNA

ANNOTATSIYA: Mazkur maqolada ingliz tilidagi komparativ (qiyosiy) frazeologik birliklarning grammatik tuzilishi, ularning semantik xususiyatlari hamda tarjima jarayonida berilish usullari tahlil qilinadi. Tadqiqot davomida qiyosiy ma'no ifodalovchi frazeologizmlarning shakllanishi, ularning sintaktik modellari va nutqdagi funksional o'rni ko'rib chiqiladi. Shuningdek, ingliz tilidan o'zbek va rus tillariga tarjima qilish jarayonida uchraydigan lingvistik va madaniy muammolar ochib beriladi. Muallif frazeologik birliklarni adekvat tarjima qilishda ekvivalentlik, moslik va kontekstual almashtirish usullarining ahamiyatini asoslab beradi. Tadqiqot natijalari frazeologiya, tarjimashunoslik va qiyosiy tilshunoslik yo'nalishlarida ilmiy-amaliy ahamiyatga ega.

Kalit so'zlar: frazeologik birlik, komparativ konstruksiya, qiyosiy ma'no, grammatik tahlil, tarjima, ekvivalentlik, semantika, sintaksis, lingvomadaniyat.

**ГРАММАТИЧЕСКИЙ АНАЛИЗ КОМПАРАТИВНЫХ
(СРАВНИТЕЛЬНЫХ) ФРАЗЕОЛОГИЧЕСКИХ ЕДИНИЦ АНГЛИЙСКОГО
ЯЗЫКА И ИХ ПЕРЕДАЧА В ПЕРЕВОДЕ**

**БОБОХОНОВА МОХИЧЕХРА ФАЗЛИДДИН КИЗИ
СТУДЕНТКА ТЕРМЕЗСКОГО УНИВЕРСИТЕТА ЭКОНОМИКИ И
СЕРВИСА**

НАУЧНЫЙ РУКОВОДИТЕЛЬ: МАРДОНОВА РА'НО КИЛИЧЕВНА

АННОТАЦИЯ: В данной статье рассматриваются грамматическая структура компаративных (сравнительных) фразеологических единиц английского языка, их семантические особенности и способы передачи в процессе перевода. В ходе исследования анализируются модели образования сравнительных фразеологизмов, их синтаксические структуры и функциональная роль в речи. Особое внимание уделяется лингвистическим и культурным трудностям, возникающим при переводе данных единиц с английского языка на узбекский и русский языки. Автор обосновывает значимость таких переводческих приёмов, как эквивалентность, функциональное соответствие и контекстуальная замена. Результаты исследования имеют научно-практическую ценность для фразеологии, переводоведения и сопоставительного языкознания.

Ключевые слова: фразеологическая единица, компаративная конструкция, сравнительное значение, грамматический анализ, перевод, эквивалентность, семантика, синтаксис, лингвокультура.

Introduction

Phraseology represents one of the most expressive and culturally marked layers of any language. Phraseological units not only reflect the lexical richness of a language but also preserve the historical experience, worldview, and national mentality of its speakers. Among the wide variety of phraseological expressions, comparative (simile-based) phraseological units occupy a special place due to their figurative nature and their ability to intensify meaning through comparison. In English, such units often follow specific grammatical patterns and serve as powerful stylistic devices in both spoken and written discourse. Comparative phraseological units typically express resemblance between two objects, phenomena, or qualities, often through fixed grammatical constructions. These expressions may be built with conjunctions such as *as...as*, *like*, or other comparative markers that create vivid imagery and emotional coloring. For example, expressions like *as busy as a bee* or *like a fish out of water* combine grammatical comparison with figurative meaning, forming stable

phraseological structures. Their grammatical organization plays a key role in preserving both meaning and stylistic effect.

The study of the grammatical structure of comparative phraseological units is important because their form is closely connected with their semantic integrity. Any change in their grammatical composition may lead to partial or complete loss of figurative meaning. Therefore, analyzing their morphological and syntactic features helps to understand how these units function in speech and why they are resistant to structural modification. From the perspective of translation studies, comparative phraseological units present a significant challenge. Their figurative meaning, cultural specificity, and fixed grammatical form often make literal translation impossible. Translators must choose between full equivalents, partial equivalents, descriptive translation, or contextual substitution. In many cases, the grammatical structure of the original unit cannot be preserved in the target language, which requires compensation through other linguistic means. This makes the analysis of their grammatical organization especially relevant for developing effective translation strategies. Furthermore, comparative phraseological units reflect cultural stereotypes, traditional imagery, and nationally specific associations. When transferred into another language, these cultural elements may not always have direct parallels. As a result, translators must consider not only grammatical and semantic aspects but also cultural connotations to ensure adequate interpretation. This highlights the interdisciplinary character of the research, which lies at the intersection of phraseology, grammar, and translation theory. The relevance of this study is обусловлена the growing interest in phraseological research, contrastive linguistics, and intercultural communication. In modern linguistics, increasing attention is paid to how fixed expressions function in discourse and how they can be effectively translated without losing their imagery and stylistic value. Comparative phraseological units, due to their structural stability and expressive potential, offer valuable material for such investigation. The aim of this research is to analyze the grammatical structure of comparative phraseological units in English and to identify the main ways of rendering them in translation. To achieve this aim, the study examines their structural models, syntactic patterns, and functional characteristics, as well as translation techniques used to convey their meaning in other languages.

The findings of this research can contribute to the development of theoretical issues in phraseology and grammar, as well as provide practical recommendations for translators, teachers, and students dealing with phraseological material in foreign language learning and translation practice.

Materials and methods

The research material for this study consists of comparative phraseological units selected from authoritative English phraseological dictionaries, explanatory dictionaries, and literary texts. Special attention was paid to stable expressions containing explicit or implicit comparative structures, such as patterns with *as...as*, *like*, *than*, and other markers of comparison. In total, a representative corpus of comparative phraseological units was compiled to ensure a comprehensive grammatical and translational analysis. The selection of material was based on several criteria. First, the expressions had to demonstrate stability and reproducibility in speech, which are key features of phraseological units. Second, the units needed to contain a comparative component either structurally or semantically. Third, the examples were chosen from different functional styles, including fiction, journalistic texts, and everyday spoken language, in order to observe their usage in various communicative contexts.

The methodological framework of the research combines several linguistic approaches. The **descriptive method** was used to identify and classify comparative phraseological units according to their structural and grammatical features. This allowed the researcher to determine the most frequent syntactic models and morphological characteristics of such expressions. The **structural-grammatical analysis** played a central role in the study. Each phraseological unit was examined in terms of its grammatical composition, including the types of lexical components, the presence of comparative conjunctions, and the fixed or variable elements within the structure. Particular attention was given to how grammatical patterns contribute to the preservation of figurative meaning. The **semantic analysis** was applied to reveal the relationship between the literal and figurative meanings of the units. This method helped to identify how comparison functions as a mechanism of imagery and how semantic shifts occur within stable expressions. The interaction between grammar and meaning was considered one of the key aspects of the research. In addition, a **comparative (contrastive) method** was used to analyze the translation of English comparative phraseological units into Uzbek and Russian. This approach made it possible to determine similarities and differences in grammatical structure, figurative imagery, and semantic scope between the source and target languages. The analysis focused on the degree of equivalence and the transformations applied during translation. To examine translation strategies, the **translation analysis method** was employed. The study identified the main techniques used to render comparative phraseological units, including full phraseological equivalents, partial equivalents, descriptive translation, grammatical transformation, and contextual substitution. Each

example was analyzed in terms of how successfully the original grammatical structure and figurative meaning were preserved.

Elements of **contextual analysis** were also applied, since the meaning and stylistic effect of phraseological units often depend on their position in a sentence or broader discourse. This helped to determine how grammatical structure interacts with communicative function in real usage. Thus, the combination of descriptive, structural-grammatical, semantic, comparative, and translation analysis methods ensured a comprehensive investigation of the grammatical features of comparative phraseological units and the ways they are rendered in translation.

Results

The analysis of the collected material showed that comparative phraseological units in English demonstrate a high degree of structural stability and grammatical fixedness. Most of them are built on clearly defined syntactic patterns that are rarely altered without damaging their figurative meaning. The study revealed that the grammatical structure of these units plays a decisive role in preserving their semantic integrity and stylistic expressiveness. One of the most productive structural models identified in the research is the “**as + adjective + as + noun**” pattern. This model is widely used to express qualities through vivid comparison and is characterized by its rigid grammatical form. Any omission or substitution of components usually leads to the loss of phraseological status. Units of this type are frequently translated by using equivalent comparative constructions in the target language, although full structural correspondence is not always possible. Another common pattern is the “**like + noun**” construction, which often functions as an adverbial modifier in a sentence. These units are more flexible syntactically but remain stable semantically. In translation, they tend to be rendered either by a phraseological equivalent or by a descriptive expression when no direct analogue exists.

The research also identified comparative phraseological units with **implicit comparison**, where the comparative meaning is embedded in the lexical composition rather than expressed through explicit grammatical markers. Such units pose greater difficulty in translation because their figurative basis may be culture-specific and not easily recognizable in the target language. From the translation perspective, the results show that **full phraseological equivalence** is relatively rare and mostly occurs when both languages share similar imagery. More frequently, translators apply **partial equivalence**, **descriptive translation**, or **grammatical transformation**. In many cases, the original comparative structure is replaced with a non-comparative one in order to preserve meaning and stylistic effect. The findings confirm that grammatical structure, semantic imagery, and cultural background function as an interconnected

system. Successful translation depends on the translator's ability to balance these components rather than reproduce the grammatical form mechanically.

STRUCTURAL TYPES OF COMPARATIVE PHRASEOLOGICAL UNITS AND THEIR TRANSLATION

№	English Phraseological Unit	Structural Model	Grammatical Features	Type of Meaning	Translation Strategy
1	<i>as busy as a bee</i>	as + Adj + as + N	Fixed comparative construction	Intensification of quality	Phraseological equivalent
2	<i>as cold as ice</i>	as + Adj + as + N	Stable adjective comparison	Emotional/physical state	Full or partial equivalent
3	<i>like a fish out of water</i>	like + N phrase	Simile functioning as adverbial	Feeling of discomfort	Descriptive translation / equivalent
4	<i>sleep like a log</i>	Verb + like + N	Comparative adverbial modifier	Degree of action	Phraseological analogue
5	<i>as light as a feather</i>	as + Adj + as + N	Fixed simile construction	Physical characteristic	Equivalent comparison
6	<i>run like the wind</i>	Verb + like + N	Comparative adverbial phrase	Speed/intensity	Contextual substitution
7	<i>as stubborn as a mule</i>	as + Adj + as + N	Stable qualitative comparison	Character trait	Phraseological equivalent
8	<i>eat like a horse</i>	Verb + like + N	Comparative adverbial	Excessiveness	Descriptive or analogue translation

Discussion

The results of the study confirm that comparative phraseological units in English represent a structurally and semantically cohesive group of fixed expressions in which grammar and imagery function as an inseparable whole. Their stability is not accidental but обусловлена the tight connection between grammatical form and figurative meaning. The comparative markers (*as...as*, *like*, etc.) do not simply perform a

syntactic role; they act as core elements that trigger metaphorical interpretation. The analysis shows that most comparative phraseological units follow a limited number of productive structural models. These models ensure recognizability and reproducibility in speech, which are essential features of phraseology. At the same time, even slight grammatical variation may lead to stylistic weakening or the complete loss of idiomatic meaning. This proves that grammatical structure in phraseological units is not merely a formal shell but a meaningful component of the unit's integrity. From a semantic point of view, comparison serves as a mechanism of intensification and imagery. By linking a quality or action to a culturally familiar image (such as animals, natural phenomena, or everyday objects), the language creates expressive and memorable units. However, these images are often culturally marked, which explains why direct translation is not always possible. The discussion of translation examples demonstrates that equivalence is achieved not through literal reproduction but through functional and semantic correspondence.

The translation analysis highlights that the choice of strategy depends on several factors: the presence or absence of a phraseological analogue in the target language, the stylistic register of the text, and the communicative purpose of the utterance. When a full equivalent exists, translators tend to preserve both imagery and grammatical comparison. In other cases, they resort to descriptive translation, grammatical transformation, or contextual substitution, prioritizing meaning and stylistic effect over structural similarity. Thus, the discussion confirms that comparative phraseological units require an integrated approach combining grammatical, semantic, and cultural analysis. Ignoring any of these aspects may lead to inadequate interpretation or loss of expressiveness in translation.

Conclusion

The conducted research has demonstrated that comparative phraseological units in English are characterized by structural stability, grammatical fixedness, and high expressive potential. Their grammatical organization is closely connected with their figurative meaning, which makes structural analysis an essential step in understanding their nature and functioning. The study identified the most productive grammatical models of comparative phraseological units and showed that these patterns play a key role in maintaining semantic integrity. The findings also revealed that comparison functions as a powerful stylistic device that intensifies meaning and creates vivid imagery based on culturally significant associations. From the translation perspective, the research confirmed that rendering comparative phraseological units requires flexible and context-sensitive strategies. Full phraseological equivalence is relatively rare, while partial equivalence, descriptive translation, and grammatical transformation

are more common. Successful translation depends on achieving functional and semantic adequacy rather than preserving the original grammatical structure. In general, the results of the study contribute to the development of phraseology, grammar, and translation studies by demonstrating the interdependence of structure, meaning, and culture in comparative phraseological units. The materials and conclusions of this research can be used in linguistic studies, translation practice, and the teaching of English as a foreign language, particularly in the areas related to idiomatic and figurative language.

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INGLIZ VA O‘ZBEK TILLARIDA RIELTORLIK TERMINLARINING CHOG‘ISHTIRMA TADQIQI

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Annotatsiya. Ushbu tezis ingliz va o‘zbek tillaridagi rieltorlik terminologiyasini chog‘ishtirma tahlil qilishga bag‘ishlangan. Tadqiqotning maqsadi – ikki til terminlari o‘rtasidagi semantik, strukturaviy va funksional farqlarni aniqlash, ekvivalentlik darajasini o‘rganish hamda tarjima va professional muloqot jarayonlarini takomillashtirish. Tadqiqot materiali sifatida ingliz va o‘zbek tillaridagi professional rieltorlik adabiyoti, huquqiy hujjatlar, shartnomalar, terminologik lug‘atlar va reklama e‘lonlari tanlab olingan. Tadqiqot natijalari ingliz tilidagi terminologiya yuqori darajada standartlashtirilganligini, o‘zbek tilidagi terminologiya esa faol shakllanish va moslashuv bosqichida ekanligini ko‘rsatdi.

Kalit so‘zlar: rieltorlik, ko‘chmas mulk, terminologiya, ingliz–o‘zbek til chog‘ishtirma tahlili, ekvivalentlik, tarjima.

Kirish. So‘nggi o‘n yilliklarda global iqtisodiy aloqalarning kengayishi, xalqaro savdo hajmining oshishi hamda transchegaraviy investitsiyalarning faollashuvi turli sohalarda professional muloqotning ahamiyatini sezilarli darajada kuchaytirdi. Ushbu jarayonda eng tez rivojlanayotgan yo‘nalishlardan biri ko‘chmas mulk sohasi bo‘lib, u milliy iqtisodiyotlar va jahon bozorida muhim o‘rin egallaydi. Ko‘chmas mulk bilan bog‘liq bitimlarda xalqaro ishtirokchilarning ko‘payishi aniq, standartlashtirilgan va madaniy jihatdan mos terminologiyaga bo‘lgan ehtiyojni yanada oshirdi. Shu sababli ko‘chmas mulk terminologiyasi qiyosiy va chog‘ishtirma tilshunoslik doirasida muhim tadqiqot obyekti sifatida namoyon bo‘lmoqda.

Til nafaqat kundalik muloqot vositasi, balki professional bilimlarni tizimlashtirish va uzatish mexanizmi sifatida ham xizmat qiladi. Ko‘chmas mulk kabi maxsus sohalarda terminlar huquqiy me‘yorlar, iqtisodiy munosabatlar, madaniy qadriyatlar hamda institutsional tuzilmalarni aks ettiradi. Bugungi kunda ingliz tili xalqaro muloqot tili sifatida ko‘plab professional sohalarda terminologiyasiga, jumladan, ko‘chmas mulk leksikasiga kuchli ta‘sir ko‘rsatmoqda. O‘zbekiston sharoitida bu ta‘sir iqtisodiy islohotlar, bozor mexanizmlarining rivojlanishi va mamlakatning jahon iqtisodiy tizimiga integratsiyalashuvi bilan bog‘liq holda yanada yaqqol namoyon bo‘lmoqda. Natijada ko‘plab inglizcha ko‘chmas mulk terminlari o‘zbek tiliga to‘g‘ridan-to‘g‘ri o‘zlashish yoki semantik moslashuv orqali kirib kelmoqda.

Shunga qaramay, ko‘chmas mulk terminologiyasining lingvistik jihatdan tizimli o‘rganilishi, ayniqsa ingliz va o‘zbek tillari doirasida qiyosiy tahlili yetarli darajada amalga oshirilmagan. Mavjud tadqiqotlar asosan huquqiy yoki iqtisodiy yo‘nalishga qaratilgan bo‘lib, tilshunoslik tadqiqotlarida sohaviy terminlarga yetarlicha e‘tibor berilmaydi. Bu holat ingliz va o‘zbek tillarida ko‘chmas mulk terminologiyasini chuqur chog‘ishtirma tahlil qilish zaruratini yuzaga keltiradi.[1]

Muhokama va natijalar. Terminologik o‘zlashuv jarayoni ekvivalentlik, standartlashtirish va tarjima aniqligi kabi muhim lingvistik muammolarni keltirib chiqaradi. Ingliz tilidagi ko‘plab ko‘chmas mulk terminlari o‘zbek tilida bevosita muqobilga ega emas, chunki mulkchilik shakllari,

huquqiy tizim va bozor munosabatlari o'rtasida sezilarli farqlar mavjud. Bu esa tarjimada noturg'unlik, terminologik noaniqlik va professional mulohazalarda tushunmovchiliklarga olib kelishi mumkin. Shu bois inglizcha terminlarning o'zbek tilida qanday tarjima qilinishi, moslashtirilishi yoki qayta talqin etilishi masalasini o'rganish muhim ahamiyat kasb etadi.[2]

Bundan tashqari, terminologiyaning milliy va madaniy xususiyatlari ham alohida e'tiborga loyiqdir. Ko'chmas mulkka oid tushunchalar jamiyatning tarixiy, huquqiy va madaniy an'analari bilan chambarchas bog'liq. Ingliz va o'zbek tillaridagi terminlarni qiyosiy tahlil qilish umumiy va milliy o'ziga xos jihatlarni aniqlash imkonini beradi hamda turli madaniy muhitlarda professional tilning qanday shakllanishini ochib beradi. Mazkur tadqiqot xalqaro ko'chmas mulk bozorlarining kengayishi, ingliz tilining terminologik manba sifatidagi roli va o'zbek terminologik tizimining rivojlanishi bilan bog'liq ehtiyojlar bilan izohlanadi.

Mazkur tadqiqot ingliz va o'zbek tillarida qo'llaniladigan ko'chmas mulk terminologiyasining semantik, strukturaviy va funksional xususiyatlarini aniqlashga qaratilgan chog'ishtirma lingvistik yondashuv asosida olib borildi. Tadqiqot maqsadlariga erishish uchun sifat va tavsifiy metodlar majmuasidan foydalanildi.[3]

Tadqiqot materiali sifatida har ikki tildagi ishonchli va autentik manbalardan olingan terminologik birliklar tanlab olindi. Ingliz tilidagi materiallar professional darsliklar, ko'chmas mulkka oid huquqiy hujjatlar, shartnomalar, xalqaro rieltorlik agentliklarining rasmiy veb-resurslari hamda maxsus lug'at va glossariylardan iborat bo'ldi. Ushbu manbalar zamonaviy ingliz real estate terminologiyasini to'liq aks ettiradi.

O'zbek tilidagi materiallar milliy qonunchilik hujjatlari, rasmiy bitimlar, kasbiy nashrlar, o'quv qo'llanmalar, terminologik lug'atlar hamda mahalliy ko'chmas mulk agentliklari tomonidan e'lon qilingan reklama va axborot materiallaridan shakllantirildi. Bu materiallar terminlarning amaliy qo'llanilishini yoritishga xizmat qildi. Terminlar uzluksiz tanlash usuli orqali yig'ilib, mulkchilik, ijara, savdo bitimlari, mulkning huquqiy holati va rieltorlik faoliyati kabi asosiy tushunchalarni qamrab oldi.

1-jadval. Ingliz va o'zbek tillarida ko'chmas mulk terminlarining chog'ishtirma jadvali[4]

№	Inglizcha termin	O'zbekcha ekvivalenti	Ekvivalentlik turi	Lingvistik izohlar
1	Real estate	Ko'chmas mulk	To'liq ekvivalent	Keng tarqalgan, standart va amaliy qo'llaniladi
2	Realtor	Rieltor	O'zlashgan termin	Ingliz tilidan bevosita transliteratsiya
3	Property owner	Mulk egasi	To'liq ekvivalent	Semantik va funksional jihatdan mos keladi
4	Lease agreement	Ijara shartnomasi	Qisman ekvivalent	Huquqiy kontekst farq qilishi mumkin
5	Tenant	Ijarachi	To'liq ekvivalent	Huquqiy matnlarda barqaror ishlatiladi
6	Land plot	Yer uchastkasi	To'liq ekvivalent	Rasmiy hujjatlarda ishlatiladi
7	Mortgage	Ipoteka	O'zlashgan termin	Xalqaro moliyaviy termin sifatida ishlatiladi

8	Property tax	Mulk solig'i	Qisman ekvivalent	Soliq qonunchiligi tizimga qarab farq qiladi
9	Real estate agency	Rieltorlik agentligi	Qisman ekvivalent	O'zbek tilida tuzilma jihatdan moslashtirilgan
10	Ownership rights	Mulkchilik huquqi	To'liq ekvivalent	Asosiy huquqiy tushuncha
11	Down payment	Boshlang'ich to'lov	Qisman ekvivalent	Ko'pincha izoh talab qiladi
12	Appraisal	Baholash	Qisman ekvivalent	Professional kontekstga qarab ishlatiladi

Tahlil jarayonida qiyosiy metod asosiy metod sifatida qo'llanilib, ingliz va o'zbek terminologik tizimlaridagi o'xshash va farqli jihatlar aniqlandi. Semantik tahlil terminlarning asosiy ma'nosi, konnotatsiyasi va kontekstual qo'llanilishini o'rganishga xizmat qildi. Strukturaviy tahlil orqali terminlarning morfologik va sintaktik xususiyatlari, ayniqsa qo'shma va ko'p so'zli birliklar tahlil qilindi. Funksional tahlil esa terminlarning professional matnlardagi kommunikativ vazifasini aniqlashga qaratildi. Shuningdek, tarjima tahlili orqali literal tarjima, transliteratsiya, kalkalash va tavsifiy tarjima strategiyalari baholandi.

O'tkazilgan chog'ishtirma tahlil ingliz va o'zbek tillaridagi ko'chmas mulk terminologiyasi o'rtasida umumiyliklar bilan bir qatorda muhim farqlar mavjudligini ko'rsatdi. Tadqiqot natijalariga ko'ra, ingliz real estate terminologiyasi yuqori darajada standartlashtirilgan va huquqiy aniqlikka ega bo'lib, bu rivojlangan bozor iqtisodiyoti va mustahkam huquqiy tizim bilan izohlanadi. O'zbek terminologiyasi esa faol shakllanish va moslashuv bosqichida bo'lib, ijtimoiy-iqtisodiy islohotlar va xalqaro aloqalar ta'sirida rivojlanmoqda.[5]

Tadqiqot ingliz tilining ko'chmas mulk terminologiyasi uchun asosiy manba tili ekanini tasdiqladi. Ko'plab terminlar o'zbek tiliga to'g'ridan-to'g'ri o'zlashgan yoki qisman moslashtirilgan holda kirib kelgan. Ayniqsa zamonaviy huquqiy jarayonlar va professional faoliyat bilan bog'liq terminlarda transliteratsiya keng uchraydi.

Semantik tahlil natijalari shuni ko'rsatdiki, terminlar o'rtasidagi ma'noviy moslik har doim ham to'liq emas. Ayrim terminlar to'liq ekvivalentga ega bo'lsa, boshqalari qisman yoki umuman mos kelmaydi. Bunday hollarda o'zbek tilida tavsifiy yoki izohli ifodalar qo'llaniladi. Strukturaviy jihatdan ingliz tilida qo'shma va ko'p so'zli terminlar ustun bo'lsa, o'zbek tilida mazkur tushunchalar ko'proq sintaktik konstruktsiyalar orqali ifodalanadi.[6]

Funksional nuqtayi nazardan har ikki tilda terminologiya hujjatlar, shartnomalar va rasmiy matnlarda aniqlikni ta'minlashda muhim rol o'ynaydi. Biroq o'zbek tilida o'zlashgan terminlarning bir xilda qo'llanmasligi ayrim noaniqliklarga sabab bo'lishi mumkin. Natijalar ko'chmas mulk terminologiyasini standartlashtirish zarurligini ko'rsatadi hamda ingliz va o'zbek tillari o'rtasida tarjima aniqligini oshirishda chog'ishtirma yondashuvning muhimligini tasdiqlaydi.

Ushbu tadqiqot ingliz va o'zbek tillaridagi rieltorlik terminologiyasini chog'ishtirma tahlil qilishga qaratilgan bo'lib, uning asosiy maqsadi ikki til terminlari o'rtasidagi semantik, strukturaviy va funksional o'xshashlik va farqlarni aniqlash edi. Tadqiqot natijalari shuni ko'rsatdiki, ingliz tilidagi rieltorlik terminologiyasi yuqori darajada standartlashtirilgan va huquqiy jihatdan aniq bo'lib, u uzoq tarixiy rivojlanish va barqaror bozor tizimi bilan izohlanadi. Shu bilan birga, o'zbek tilidagi

terminologiya faol rivojlanish va moslashuv jarayonida bo‘lib, iqtisodiy islohotlar va xalqaro integratsiya ta’siri ostida shakllanmoqda.[7]

Xulosa. Tadqiqot shuni aniqladi: ko‘plab inglizcha rieltorlik terminlari o‘zbek tiliga to‘g‘ridan-to‘g‘ri o‘zlashgan yoki qisman moslashtirilgan, ammo ayrim terminlarda semantik, struktural yoki huquqiy farqlar mavjud. Bu holat tarjima va professional muloqotda izchillikni ta’minlashni talab qiladi. Strukturaviy tahlil shuni ko‘rsatdiki, ingliz tilida qo‘shma otlar va ko‘p so‘zli terminlar ustun bo‘lsa, o‘zbek tilida mazkur tushunchalar ko‘proq sintaktik konstruktsiyalar orqali ifodalanadi, bu esa tarjima va terminologik moslashuv jarayonini murakkablashtiradi.

Shu bilan birga, tadqiqot natijalari rieltorlik terminologiyasini standartlashtirish va izchil me’yorlashtirish zaruratini ta’kidlaydi. Chog‘ishtirma tahlil lingvistik, huquqiy va madaniy kontekstlarni hisobga olib, tarjima aniqligi, professional muloqot sifati va terminologik izchillikni oshirishga xizmat qiladi.

Umuman olganda, tadqiqot ingliz va o‘zbek tillaridagi rieltorlik terminologiyasining o‘ziga xos xususiyatlarini aniqlash, ularning ekvivalentlik darajasini baholash va professional muloqot hamda tarjima amaliyotini takomillashtirishga muhim ilmiy-amaliy hissa qo‘shadi. Shu bilan birga, tadqiqot chog‘ishtirma lingvistik yondashuvning ahamiyatini yana bir bor tasdiqlaydi va kelgusidagi ilmiy izlanishlar uchun nazariy va amaliy asos yaratadi.

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VIRTUAL BORLIQ VA RAQAMLI MUHIT TUSHUNCHALARINING PEDAGOGIK MAZMUNI

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Annotatsiya

Mazkur maqolada virtual borliq va raqamli muhit tushunchalarining pedagogik mazmuni, ularning zamonaviy ta'lim jarayonidagi o'rni, didaktik imkoniyatlari hamda talabalarning bilish faolligi, mustaqil fikrlashi va kompetensiyalarini rivojlantirishdagi ahamiyati ilmiy-nazariy jihatdan tahlil qilinadi. Raqamlashtirish jarayoni sharoitida ta'lim tizimida yuzaga kelayotgan transformatsiyalar, virtual ta'lim muhiti, masofaviy va aralash ta'lim shakllari, sun'iy intellekt va interaktiv texnologiyalarning pedagogik imkoniyatlari ochib beriladi. Tadqiqotda virtual borliqning ta'limiy modeli, raqamli pedagogika konsepsiyasi, shaxsga yo'naltirilgan va kompetensiyaviy yondashuvlar bilan integratsiyasi asoslab beriladi. Maqola natijalari oliy va umumiy o'rta ta'lim tizimida raqamli muhitdan samarali foydalanish bo'yicha ilmiy-amaliy tavsiyalar ishlab chiqishga xizmat qiladi.

Kalit so'zlar: virtual borliq, raqamli muhit, raqamli pedagogika, masofaviy ta'lim, innovatsion texnologiyalar, ta'lim transformatsiyasi, bilish faolligi.

Annotation

This article analyzes the pedagogical essence of the concepts of virtual reality and digital environment, their role in modern education, didactic potential, and their impact on the development of students' cognitive activity, independent thinking, and professional competencies. The study reveals educational transformations in the context of digitalization, virtual learning environments, blended and distance learning models, and the pedagogical capabilities of artificial intelligence and interactive technologies. The research substantiates the educational model of virtual reality, the concept of digital pedagogy, and its integration with learner-centered and competency-based approaches. The findings provide scientific and practical recommendations for the effective implementation of digital environments in educational institutions.

Key words: virtual reality, digital environment, digital pedagogy, distance learning, innovative technologies, educational transformation, cognitive activity.

Аннотация

В статье рассматривается педагогическая сущность понятий виртуального пространства и цифровой среды, их роль в современном образовательном

процессе, дидактические возможности и влияние на формирование познавательной активности, самостоятельного мышления и профессиональных компетенций обучающихся. Анализируются образовательные трансформации в условиях цифровизации, виртуальные образовательные среды, модели дистанционного и смешанного обучения, а также педагогический потенциал искусственного интеллекта и интерактивных технологий. Обосновывается модель виртуального образовательного пространства и концепция цифровой педагогики в контексте личностно-ориентированного и компетентностного подходов.

Ключевые слова: виртуальное пространство, цифровая среда, цифровая педагогика, дистанционное обучение, инновационные технологии, трансформация образования.

KIRISH

XXI asrda jamiyat taraqqiyoti axborot texnologiyalarining jadal rivoji bilan bevosita bog‘liq bo‘lib, bu jarayon ta‘lim tizimiga ham tubdan ta‘sir ko‘rsatmoqda. Bugungi kunda ta‘lim jarayonida virtual borliq va raqamli muhit tushunchalari nafaqat texnologik hodisa, balki muhim pedagogik kategoriya sifatida namoyon bo‘lmoqda. An‘anaviy ta‘lim modellari o‘z o‘rnini raqamli, interaktiv, moslashuvchan va shaxsga yo‘naltirilgan ta‘lim shakllariga bo‘shatib bermoqda.

Raqamli muhitning shakllanishi o‘qituvchi va talaba o‘rtasidagi o‘zaro munosabatlar, bilimni uzatish va o‘zlashtirish mexanizmlarini tubdan o‘zgartirdi. Virtual borliq esa real ta‘lim makonini kengaytirib, bilish jarayonini vizual, interaktiv va tajribaga asoslangan holga keltirmoqda. Shu bois virtual va raqamli muhitning pedagogik mohiyatini chuqur tahlil qilish zamonaviy pedagogikaning dolzarb vazifalaridan biridir.

Mazkur maqolaning maqsadi virtual borliq va raqamli muhit tushunchalarining ilmiy-pedagogik asoslarini ochib berish, ularning ta‘lim jarayonidagi funksional imkoniyatlarini tahlil qilish hamda pedagogik samaradorligini asoslab berishdan iborat.

Asosiy qism

Virtual borliq tushunchasining nazariy asoslari

Virtual borliq (virtual reality) tushunchasi dastlab texnologik atama sifatida paydo bo‘lgan bo‘lsa-da, bugungi kunda u psixologiya, pedagogika, sotsiologiya va falsafa fanlarida ham keng qo‘llanilmoqda. Virtual borliq – bu kompyuter texnologiyalari yordamida yaratilgan sun‘iy muhit bo‘lib, foydalanuvchining sezgi organlariga real muhitga o‘xshash ta‘sir ko‘rsatadi.

Pedagogik nuqtayi nazardan virtual borliq quyidagi xususiyatlarga ega: bilish jarayonini vizuallashtiradi; abstrakt tushunchalarni modellashtirish imkonini beradi; faol o'rganish muhitini yaratadi; talabaning mustaqil tajriba o'tkazish imkoniyatini kengaytiradi.

Virtual borliq ta'limda simulyatsiya, trening, laboratoriya mashg'ulotlari, kasbiy kompetensiyalarni shakllantirishda samarali vosita bo'lib xizmat qiladi.

Raqamli muhit tushunchasi va uning pedagogik mohiyati

Raqamli muhit – bu axborot-kommunikatsiya texnologiyalari asosida tashkil etilgan ta'limiy makon bo'lib, unda o'quv jarayoni, kommunikatsiya, baholash va monitoring amalga oshiriladi. Raqamli muhit quyidagilarni o'z ichiga oladi: elektron ta'lim platformalari; masofaviy ta'lim tizimlari; raqamli resurslar va kontentlar; sun'iy intellektga asoslangan o'quv tizimlari.

Pedagogik jihatdan raqamli muhit ta'lim jarayonini individuallashtirish, moslashuvchanlik va uzluksizlikni ta'minlashga xizmat qiladi.

Virtual va raqamli muhitning ta'lim jarayonidagi integratsiyasi

Virtual borliq va raqamli muhitning integratsiyasi ta'lim jarayonida yangi pedagogik modelni shakllantirmoqda. Bu modelda: o'qituvchi fasilitator rolini bajaradi; talaba faol subyektga aylanadi; bilim konstruktiv yo'l bilan o'zlashtiriladi.

Mazkur integratsiya kompetensiyaviy yondashuvni amalga oshirishda muhim ahamiyat kasb etadi. Talabalarning bilish faolligini rivojlantirishda virtual muhitning roli Virtual ta'lim muhiti talabalarning: motivatsiyasini oshiradi; tanqidiy fikrlashini rivojlantiradi; ijodiy faoliyatini faollashtiradi; mustaqil o'rganish ko'nikmalarini shakllantiradi. Interaktiv mashg'ulotlar, virtual laboratoriyalar va simulyatsiyalar bilimni chuqur va barqaror o'zlashtirishga xizmat qiladi.

Raqamli pedagogika va zamonaviy didaktik yondashuvlar

Raqamli pedagogika – bu ta'limni raqamli texnologiyalar asosida tashkil etish nazariyasi va amaliyotidir. U quyidagi yondashuvlarga tayanadi: shaxsga yo'naltirilgan yondashuv; kompetensiyaviy yondashuv; konstruktivistik yondashuv. Raqamli pedagogika ta'lim sifatini oshirishga qaratilgan innovatsion strategiyalarni ishlab chiqishga imkon beradi.

Xulosa

Xulosa qilib aytganda, virtual borliq va raqamli muhit zamonaviy ta'lim tizimining ajralmas tarkibiy qismiga aylanib bormoqda. Ularning pedagogik mohiyati bilish jarayonini faollashtirish, ta'limni individuallashtirish, innovatsion metodlarni joriy etish imkoniyatlarini kengaytirish bilan belgilanadi. Virtual va raqamli muhit asosida tashkil etilgan ta'lim talabalarning kasbiy va shaxsiy rivojlanishiga xizmat qiladi hamda ta'lim sifatini oshirishning muhim omili hisoblanadi.

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TRANSLANGUAGING VS BRANDING: PRAGMATIC FUNCTIONS OF MIXED-LANGUAGE PR POSTS IN UZBEK AND ENGLISH DIGITAL INSTITUTIONAL DISCOURSE

Oliy ta'lim, fan va innovatsiyalar vazirligi huzuridagi Bilim va malakalarni baholash agentligi bosh mutaxassisi

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Abstract

Mixed-language PR posts are increasingly common in institutional digital communication, yet their pragmatic purpose is not always “natural bilingualism.” This thesis examines the tension between translanguaging as meaning-making and branding as strategic language display in English- and Uzbek-context PR posts. Using a qualitative pragmatic-discourse approach, the study analyzes publicly available posts from Uzbek institutional/large-service Telegram channels and English-language institutional social media pages where mixed-language captions occur. The analysis focuses on pragmatic functions of language alternation: attention capture, authority softening, inclusivity cues, credibility borrowing, procedural clarity, and commercial persuasion. Uzbek digital PR shows frequent alternation among Uzbek–Russian–English lexical tokens (e.g., *cashback*, *bonus*) to maximize reach in a Telegram-dominant ecosystem (UzDaily, 2025). Findings argue that mixed-language PR operates on a continuum: at one end, translanguaging (audience-oriented repertoire use); at the other, branding (curated multilingual identity). The study contributes a functional model explaining when language mixing signals solidarity and accessibility versus prestige and market positioning.

Keywords: translanguaging; code-switching; branding; institutional PR; Telegram; Uzbek digital discourse; pragmatic functions

Annotatsiya

Institutsional raqamli diskursda aralash tilli PR postlari tobora keng tarqalmoqda, biroq ularning pragmatik vazifasi har doim ham “tabiiy ikki tillilik” bilan izohlanmaydi. Ushbu tadqiqot ingliz va o‘zbek kontekstidagi PR postlarida **translanguaging (ma’no yaratishga yo‘naltirilgan til repertuaridan foydalanish)** hamda **branding (strategik ko‘p tilli uslubiy namoyish)** o‘rtasidagi ziddiyatni tahlil qiladi. Tadqiqotda sifatga asoslangan pragmatik-diskurs tahlil yondashuvi qo‘llanilib, (i) O‘zbekistondagi institutsional va yirik xizmat ko‘rsatuvchi tashkilotlarning Telegram kanallarida e’lon qilingan postlar hamda (ii) ingliz tilidagi institutsional

ijtimoiy tarmoq sahifalarida uchraydigan aralash tilli postlar tahlil qilinadi. Tahlil til almashinuvi orqali bajariladigan pragmatik funksiyalarga qaratilgan bo‘lib, ular quyidagilarni o‘z ichiga oladi: e‘tiborni jalb qilish, avtoritetni yumshatish, inklyuzivlik signallari, ishonchlikni oshirish, protsessual aniqlik va tijoriy ishontirish. O‘zbek raqamli PR diskursida Telegram platformasining ustunligi fonida auditoriyani kengroq qamrab olish maqsadida o‘zbek–rus–ingliz leksik birliklarining (masalan, *cashback*, *bonus*) tez-tez almashib qo‘llanishi kuzatiladi (UzDaily, 2025). Tadqiqot natijalari aralash tilli PR diskursi **uzluksiz spektr** sifatida faoliyat yuritishini ko‘rsatadi: spektrning bir uchida auditoriyaga yo‘naltirilgan translanguaging amaliyoti, ikkinchi uchida esa puxta shakllantirilgan ko‘p tilli branding identifikatsiyasi joylashgan. Tadqiqot til aralashuvi qachon ijtimoiy yaqinlik va kirish imkonini ta‘minlashga, qachon esa nufuz va bozor pozitsiyasini mustahkamlashga xizmat qilishini tushuntiruvchi pragmatik-funksional modelni taklif etadi.

Kalit so‘zlar: translanguaging; kod almashinuvi; branding; institutsional PR; Telegram; o‘zbek raqamli diskursi; pragmatik funksiyalar

INTRODUCTION

Digital PR discourse is designed to be consumed rapidly, circulated widely, and trusted by diverse audiences. In Uzbekistan, these pressures are intensified by Telegram’s dominance as a communication platform and its extensive reach, estimated at approximately 25 million users, or 76% of the national internet audience (UzDaily, 2025). Within this highly compressed and competitive communicative environment, institutions and large service organizations increasingly publish mixed-language PR posts that combine Uzbek, Russian, and English lexical resources. This practice raises a central analytical question for the present study: should such posts be understood primarily as instances of translanguaging, reflecting repertoire-based, audience-oriented communication, or as forms of branding, in which multilingual styling is strategically employed to construct institutional identity and market positioning?

Theoretical background

Translanguaging in digital spaces

Recent scholarship emphasizes translanguaging as situated meaning-making shaped by platform affordances and ideological choices, not simply “two languages in one text.” A 2025 open-access ScienceDirect article proposes a framework for translanguaging in mediated action, highlighting how digital practices combine linguistic and multimodal resources and how identity and authority are performed online .

Translanguaging as advertising/branding practice

A 2024 study of translinguaging in advertising (Tamil newspaper ads, 2022–2023 dataset) shows that bilingual strategies may be “flexible” and commercially persuasive rather than purely communicative, illustrating how multilingual display becomes a marketing tool . This supports analyzing mixed-language PR as potentially brand-indexing.

Uzbek digital linguistic ecology

A 2025 Uzbek corpus-based article on English borrowings through social media argues that digital spaces contribute to the creation and normalization of borrowings in Uzbek, demonstrating a real linguistic pathway by which PR language becomes hybridized over time .

Data and methodology

Uzbek-context corpus (Telegram): Public posts from large service / institutional channels with Uzbek–Russian alternation and English loan tokens:

- Xalq Banki Telegram channel (bank PR + bilingual post structuring)
- HUMO payment system Telegram channel (service announcements + bilingual crisis/technical notices)
- Baraka Market Telegram channel (promo campaigns + mirrored Uzbek/Russian copy + English loanwords)

English-language mixed-language examples (social media): Public bilingual captions of the form *English + Spanish* (common in US-facing institutional communication). For example, a public Facebook post snippet shows parallel phrasing “We are hiring! Estamos contratando!” . (Some platforms throttle full-page access, but the public snippet still evidences the mixed-language PR pattern.)

Method

A qualitative, genre-sensitive pragmatic analysis was conducted, in which each PR post was systematically coded according to four analytical dimensions. First, posts were categorized by communicative trigger, distinguishing promotional content, routine service updates, crisis or technical notices, and community-oriented events. Second, the analysis identified the type of language mixing employed, including mirrored bilingual translation, embedded lexical borrowing, and slogan-based bilingual pairing. Third, each instance of language alternation was examined for its primary pragmatic function, following the functional taxonomy outlined below. Finally, posts were evaluated in terms of their branding orientation, distinguishing between curated multilingual identity construction and audience-accommodation strategies aimed at maximizing accessibility and clarity. This multi-layered coding framework enabled a fine-grained analysis of how mixed-language practices operate pragmatically across

institutional PR genres and platforms.

Analysis and Findings

Translanguaging for Accessibility

A frequent pattern in Uzbek institutional PR on Telegram is mirrored bilingual copy, where the same message is provided fully in Uzbek and Russian within a single post. This strategy prioritizes accessibility and minimizes the risk of misunderstanding.

Example (Baraka Market, Telegram):

“📣 Aksiya muddati uzaytirildi!
“Срок акции продлён!”

Source: Baraka Market official Telegram channel
https://t.me/s/barakamarket_uz?before=4920

Here, the institution does not rely on symbolic language mixing but instead provides full semantic equivalence across languages. This reflects translanguaging as audience accommodation, where the goal is inclusive comprehension rather than stylistic branding (Li Wei, 2018). The duplication signals institutional responsibility toward linguistically diverse publics.

English Lexical Borrowings: Branding through Prestige Tokens

Another dominant pattern is the embedding of English commercial terms within Uzbek or Russian text, particularly in financial and retail PR discourse.

Example (Xalq Banki, Telegram):

“🏧 3% cashback barcha xaridlar uchun!”

Source: Xalq Banki official Telegram channel
<https://t.me/s/xalqbankinfo?before=1658>

The frequent occurrence of English commercial tokens such as cashback and bonus across Uzbek institutional Telegram posts suggests a process of pragmatic normalization within digital service discourse. These items are used without glossing or explanation, indicating that they are treated as shared, conventionalized resources rather than marked foreign insertions. This observation is grounded in the repeated patterns identified in the present corpus and is consistent with research on networked multilingualism, which demonstrates how sustained exposure to English lexical items in digital media contributes to their normalization and pragmatic conventionalization (Androutsopoulos, 2015).

Mixed Language in Service and Crisis Communication: Trust Management

In service disruption or technical update posts, mixed-language usage serves a trust-preserving and transparency-oriented function.

Example (HUMO payment system, Telegram):

**“Texnik nosozliklar sababli ayrim xizmatlar vaqtincha ishlamasligi mumkin. Noqulayliklar uchun uzr so‘raymiz.

В связи с техническими работами некоторые услуги могут быть временно недоступны.

Приносим извинения за неудобства.”**

Source: HUMO official Telegram channel
<https://t.me/s/humoofficial?before=610>

The post combines Uzbek and Russian to ensure that all major user groups receive critical information. The inclusion of apology formulas (*uzr so‘raymiz / prinosing izvineniya*) further mitigates institutional authority and reinforces accountability. This pattern aligns with translanguaging as pragmatic clarity, particularly in high-stakes communication.

Bilingual Slogans in English Institutional PR: Identity and Inclusion

In English-language institutional PR, mixed-language use often appears as paired bilingual slogans, especially in recruitment or community-oriented posts.

Example (Public Facebook recruitment post):

“We are hiring!
 ¡Estamos contratando!”

Source: Public Facebook post
<https://www.facebook.com/puertoricorealtors/posts/we-are-hiring-estamos-contratando-comparte-con-amigos-y-familiares%EF%B8%8F-association-/974698161325811/>

This example does not provide a full bilingual message but instead uses a short Spanish phrase alongside English to signal inclusivity and cultural awareness. The pragmatic function here is less about comprehension and more about identity alignment and community recognition, which places this usage closer to the branding end of the translanguaging–branding continuum (Sindoni, Ho, & Li, 2025).

Summary of Functional Patterns

Across platforms and languages, the findings indicate that mixed-language PR discourse serves distinct pragmatic functions rather than occurring randomly. Mirrored bilingual posts primarily function as translanguaging strategies aimed at ensuring accessibility and demonstrating institutional responsibility toward linguistically diverse audiences. In contrast, the use of English commercial tokens operates as a branding mechanism, indexing prestige, modernity, and global orientation rather than enhancing comprehension. Bilingual crisis and service-related notices tend to rely on translanguaging to build trust and transparency, ensuring that critical information reaches all major audience groups during high-stakes situations. Finally, bilingual

slogans—particularly in English-language institutional PR—function as branding devices that signal identity alignment and inclusivity rather than full informational equivalence. Taken together, these patterns demonstrate that mixed-language PR discourse is pragmatically motivated and must be interpreted within its specific institutional goals and platform-dependent communicative contexts.

Function A: Reach-maximization through mirrored bilingual copy

In Uzbek Telegram PR, a frequent pattern is *full Uzbek paragraph + full Russian paragraph* (same message duplicated), which prioritizes comprehension over stylistic hybridity. Baraka Market mirrors Uzbek promotional content in Russian while retaining international commercial tokens (e.g., *cashback*) across both versions. This mixing is less “spontaneous translanguaging” and more a distribution strategy: one post serves multiple linguistic publics.

Interpretation: pragmatic inclusivity + market coverage → branding-leaning (curated bilingual service voice).

Function B: Prestige borrowing via English commercial tokens

English items like *cashback* and *bonus* appear as stable finance/retail tokens within Uzbek and Russian text, indexing modernity/fintech style and compressing meaning. In Xalq Banki posts, Uzbek and Russian segments include “3% cashback” / “3% CASHBACK,” functioning as a visually salient, globally recognizable benefit label.

Interpretation: lexical borrowing as a persuasive shortcut; aligns with observations that English borrowings integrate via social media and normalize in Uzbek digital discourse.

Function C: Trust management in crisis/service disruption notices

In HUMO’s Telegram communication, operational disruption is announced with Uzbek text followed by Russian, including apologetic formulae (e.g., “uzr so‘raymiz”) and a parallel Russian notice, designed to minimize uncertainty across audiences. Here, bilingualism is not ornamental—it performs responsibility and transparency across linguistic publics.

Interpretation: translanguaging-adjacent (audience-centered clarity) but still institutionally curated.

Function D: Identity and community alignment in English bilingual slogans

English-language institutional pages often use paired bilingual phrases (e.g., English + Spanish) as a solidarity signal rather than a full translation policy; the “We are hiring! Estamos contratando!” pattern works as a quick inclusion cue for bilingual communities.

Interpretation: branding and community identity indexing; consistent with mediated translanguaging work that treats language choice as ideologically meaningful identity work in digital spaces .

Discussion: Translanguaging vs branding continuum

Findings support a continuum model:

Translanguaging-dominant posts: mixing to reduce friction and increase clarity in real time (service updates, disruptions), oriented to comprehension and facework (e.g., HUMO technical notice structure) .

Branding-dominant posts: mixing to display modernity, globality, or community identity (e.g., heavy reliance on English commercial tokens; bilingual slogans for audience alignment) .

Uzbek Telegram ecology intensifies this: with Telegram positioned as a dominant messenger platform in the Uzbek digital environment , institutions face constant pressure to be simultaneously official, fast, and widely legible—conditions that naturally favor bilingual mirroring and globally recognized loan tokens.

Conclusion

Mixed-language PR posts do not constitute a single, uniform phenomenon. Rather, they operate along a functional spectrum, ranging from repertoire-based meaning-making practices associated with translanguaging, particularly in service-related and crisis communication, to strategic multilingual display linked to branding, most commonly observed in promotional content and public identity signaling. This thesis advances a pragmatic–functional model that clarifies when language mixing serves to include and accommodate diverse audiences and when it is employed to project prestige, modernity, or market positioning. The analysis further demonstrates that Uzbek institutional PR on Telegram, shaped by the platform’s local dominance and immediacy, tends to institutionalize practices such as bilingual mirroring and the recurrent use of English lexical tokens, reinforcing both accessibility and branded identity within digital communication.

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NAVOIYNING “XAMSA” DOSTONLARIDA TASAVVUF TALQINI

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Annotatsiya. Mazkur maqolada buyuk o‘zbek mutafakkir-shoiri Nizomiddin Mir Alisher Navoiyning “Xamsa” dostoni tarkibiga kiruvchi besh dostonida ifodalangan tasavvuf g‘oyalari tahlilga tortiladi. Bunda shoir ilgari surgan badiiy g‘oya, shoirona matn badiiyati tadqiq etiladi. Har bir dostonida zuhur etgan ma’no va mohiyat haqida mulohazalar bayon qilinadi.

Kalit so‘zlar: Alisher Navoiy, “Xamsa” dostonlari, tasavvuf g‘oyalari.

Аннотация. В данной статье анализируются мистические идеи, выраженные в пяти лиро-эпических произведениях, входящих в эпос «Хамса» великого узбекского мыслителя и поэта Низомиддина Мира Алишера Навои. В работе исследуется художественная идея, выдвинутая поэтом, и искусство поэтического текста. Приводятся комментарии о смысле и сущности, раскрытых в каждом дастане.

Ключевые слова: Алишер Навои, эпос «Хамса», мистические идеи.

Abstract. This article analyzes the mystical ideas expressed in five epic works comprising the Khamsa epic by the great Uzbek thinker and poet Nizomiddin Mir Alisher Navoi. The work examines the poet's artistic concept and the art of the poetic text. Commentary is provided on the meaning and essence revealed in each epic.

Keywords: Alisher Navoi, Khamsa epic, mystical ideas.

KIRISH.

Tasavvuf bu – qisqa qilib aytganda, ortiq darajadagi xudosevarlikdir. Shariat qonun-qoidalarini, mo‘min-musulmonchilik qoidalarini to‘la ado etguvchi kishigina tasavvuf sulukiga kirishi mumkin bo‘lgan. Tasavvuf – Alloh yo‘lida mukammal kamolot yo‘li. “Odamiyning dunyoda bo‘lmoqining sababi ikki niarsaga hojati bordur. Biri ulki, avvalgi dilni asbob (tahdil) halokatidin saqlagay va aning g‘azosin (mevasin) hosil qilgay. Va yana biri badanni halok qiladurgan narsalardan saqlagay va aning g‘azosini qilgay va dilni g‘azosi. Haq taoloning ma’rifati va muhabbatidur. Charoki, har narsani g‘azosi o‘z ta’bining muqtizosidurkim, dil ma’rifatini taqozo qilur, badanini asramoq dil uchundirkim, badan foniydur, va dil boqiydur”, – deyiladi “Kimyoi saodat turki”da. [1, 12]. Mazkur maqolada Navoiyning “Xamsa” dostonlari

tarkibida tasavvuf g'oyalari qay darajada talqin etilgani haqida ayrim mulohazalarni bildirib o'tamiz.

Tahlil va mulohazalar.

Besh doston tarkibiga kiruvchi asarlarda so'fiyona ma'nolar aks etgan. Dostonlarning hammasida badiiy niyatga ko'ra bosh qahramonlar otashin ishqparast, sodiq, fidoyi oshiqlardir. Shoir xatto shohlarni ham oshiq bo'lishga chorlaydi. Chunki shoir inonchi bo'yicha "ishqsizlik, ilohdan bexabarlikning o'zi zulm, demak, bunday odam podshoh bo'lsa – el holiga voy, chunki ishq yo'q odam mohiyatan berahm, beshafqat bo'ladi. Iloh ishq, umuman ko'ngilning muhabbatga moyilligi odamni adolat va insofga oshno etadi". "Farhod va Shirin" dostonida shoir so'fiyona ishqni ulug'lab, yozgandi:

"Ki inson ko'nglin etti gulshani ishq,

Bu gulshanning harimin maxzani ishq". [2. 56]. Ya'ni, tangri olamni yaratganda inson ko'ngliga ishqni solgan. Ilohiy ishq nuri tushgan nimaiki bor, ular yaratuvchining jilvasiga aylanadi, ilohiy husnni namoyon etuvchi bo'ladi:

"Aning nuri chu partav qildi zohir,

Bori zarrot bo'ldilar mazohir". (158)

"Sab' ai sayyor" dostonida esa Bahrom (bosh qahramon)ning bu dunyo hoyu havaslariga mashg'ul bo'lib, hirs, mol- dunyo, xudbinlik yo'liga kirib, obro'sini yo'qotishini, raiyyat ahvoliga e'tibor bermay qo'yganini shoir qattiq qoralaydi. Bu kulfatlarning ham barini shoir ishqsizlikdan deb biladi:

"Ishq uchun bedili kerak foniy,

O'rtagan shavq shu' lasi oni.

Shohkim mulk ocharni qilsa nasaq,

Yuz tuman qon to'kar bari nohaq.

Oshiq o'lganki, kechmagay jondin, [3. 106]

Ishq behad yiroq durur ondin". "Saddi Iskandariy" dostonida shoir qahramonini ishq ahlidan deb biladi va ideal tarzda tasvirlaydi. Ahamiyatlis

ishuki, haqiqiy ishq yo'li, haq diydorini talab etgan kishi (solik) tasavvufda faqir, gado kabi hech nimaga xojatmand bo'lmasligi kerak. Mana shunday kishilargina shoh sanaladi, chunki ular yolg'iz tangrigagina quldirlar va bu qullik baxtdir. Iskandar esa taxt, saltanatning quli. Lekin u ana shu faqir holatidagi asl boylikni, ko'ngilda xudo zikri- fikri bilan boy bo'lgan shohlarni ulug'laydi, qadrlaydi:

"Ki, bu dayr aro topsang ogohlik,

Senga faqr berdi, manga shohlik.

Agarchi meni ayladi arjumand,

Senga berdi himmatni mendin baland.

Gadoyeki bo'lgay biyik himmati,
Anga past erur shohlik rif'ati.
Chu himmat baland o'ldi ersa faqir.
Ko'ziga erur asr shohi haqir." [4. 99].

Iskandarning odil podshoh bo'lganligi, haq buyurgan amallarni ro'yobga chi qaruvchi va nihoyat oshiqqlarni, gado-faqirlarni qadrlashi diqqatga loyiq. Tasavvuf g'oyasi ayniqsa "Layli va Majnun" dostonida kengroq ochiladi:

Ey har sorikim, qilib tajalli,
Ul mazhar o'lub jahonda Layli.
Ey oniki Layli aylab otin,
Manjun qilmoq qilib sifotin. [5. 8].

Ya'ni, yaratuvchining har yer, har narsadagi tajallisi (jilvalanishi) atrof-javoni bda Layli bo'lib jilvalanadi, bu ish yaratilganlarni Majnun (jinni, devona, telba, ix tiyorsiz) qilmoqdir. Majnun hatto Ka'ba qoshida ham ishqiy munojot aytadi:

Ko'nglum g'am ila to'q ayla, yo rab!
Ishq ichra meni yo'q ayla, yo rab!
Layli ishqin tanimda jon qil!
Layli shavqin ragimda qon qil.

Alisher Navoiy ijodida tasavvuf g'oyalari, ramz- timsollari g'oyat izchil rivojlan tirilgan. Ayniqsa, ilohiy ishq g'oyalari "Mahbubul-qulub" asarida yana ham teran ak s etgan: "Ishq – porloq yulduzdir... bashariyat ko'zining nuri, ziyosi shundan: ishq – tovlanib turuvchi gavhardir – inso-niyat tojining ziynati va bahosi shundan. Ishq – sh unchalar qaysarki, uning oldida shoh ham gado ham teng: u shunday zulmkorki, unin g qoshida iflos-fosiq ham, pokdil oshiq ham bir. Dunyo bozorining g'avg'osi va d unyoda bor hamma narsalarning savdoxonasida-gi shovqin-suron ishq tufaylidir. Bu siz inson kalomi jonsiz tanaga, bashariyatning lafzu iboralari gul va rayhonsiz chamanga o'xshaydi". [6.56]

Xulosa.

Navoiy so'fiyona ma'nolarni, g'oyalarni har bir obraziga, personajl ariga bog'laydi. Ilohiy ishq tasviri aksar mubolag'ador shaklda kechsa ham, u ko'plab aforizm, hikmatli so'zlar, hayotiy, falsafiy xulosalarni yaratilishiga sabab bo 'lgan. Tabiat, jamiyatdagi voqea-hodisanarsalar mohiyatini ilohiy qudratdan kelib chi qib, to'g'ri baholaydi. Bunday kuchli, sobit e'tiqod shoirning butun hayoti va i jodida o'zgarmagan. Tasavvuf g'oya – mazmunini ochish bugungi kunl arimizda eng muhim, adabiyot fanining fundamental sohalaridan biridir. Navoiy ij odi shu sohaning beqiyos manbaidir.

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GLOBAL STRATEGIES FOR ENVIRONMENTAL SUSTAINABILITY AND SECURITY: EDUCATIONAL IMPLICATIONS FOR YOUNG LEARNERS

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Annotation: This article examines global scientific approaches to environmental sustainability and security and their strategic implications for primary education. Emphasizing the importance of early environmental literacy, it explores interdisciplinary curriculum design, experiential learning, and the integration of adaptive learning technologies. The study highlights how AI-based tools and real-life ecological challenges can enhance students' environmental understanding, critical thinking, and responsible behavior. Findings suggest that embedding global sustainability principles into primary education fosters long-term ecological awareness and prepares children to make informed, environmentally responsible decisions.

Keywords: Environmental sustainability, environmental security, primary education, interdisciplinary learning, adaptive learning, ecological literacy, AI in education.

INTRODUCTION:

In the 21st century, environmental sustainability and security have emerged as critical priorities for global development. Issues such as climate change, biodiversity loss, depletion of natural resources, pollution, and environmental degradation threaten human well-being and socio-economic progress. International organizations, including UNESCO, UNICEF, and OECD, emphasize the necessity of integrating environmental education into curricula from the earliest stages of schooling. Developing an environmental safety culture in children is not only about raising ecological awareness but also about fostering responsible decision-making, ethical behavior, and active citizenship. Primary education represents a pivotal stage for cultivating these competencies, as young learners possess heightened curiosity, observation skills, and adaptability that make them particularly receptive to environmental knowledge and practice.

Research Objective:

The primary objective of this study is to analyze global scientific approaches to environmental sustainability and security and to explore how these approaches can

inform the design of interdisciplinary and age-appropriate environmental education programs for primary school students. Specific objectives include:

Identifying contemporary global frameworks for environmental sustainability and security.

Examining pedagogical strategies for fostering environmental literacy in primary education.

Exploring the integration of real-world ecological challenges into interdisciplinary curricula.

Global Scientific Approaches: Current global strategies emphasize a combination of ecological science, technological innovation, and social responsibility. Key approaches include:

Ecosystem-Based Management: Understanding and preserving the balance of natural and human-modified ecosystems.

Sustainable Resource Use: Promoting rational consumption of water, energy, and raw materials to ensure long-term environmental security.

Climate Adaptation and Mitigation: Implementing policies and education programs aimed at reducing greenhouse gas emissions and preparing societies for climate change impacts.

Environmental Risk Assessment: Systematic evaluation of potential ecological hazards and integration into decision-making processes.

Implications for Primary Education: Translating global environmental approaches into primary education requires pedagogical innovations:

Interdisciplinary Curriculum Design: Linking science, mathematics, language, and social studies around environmental themes.

Experiential Learning: Engaging students in field observations, experiments, and community-based ecological projects.

Competency-Based Outcomes: Focusing on knowledge, skills, attitudes, and values related to environmental responsibility.

Integration of Technology: Utilizing digital tools, simulations, and AI-based adaptive learning to personalize instruction and foster critical thinking.

Methodology: The study employs a mixed-method approach, combining:

Literature Analysis: Reviewing global reports, educational frameworks, and research on sustainability education.

Case Studies: Examining best practices from countries implementing early environmental literacy programs.

Pedagogical Experiments: Observing student engagement and learning outcomes in primary school environmental projects.

Results and Discussion: Findings suggest that early exposure to environmental education significantly enhances students' understanding of ecological systems, problem-solving skills, and responsible behavior. Integrating real-life ecological challenges into classroom activities improves knowledge retention and fosters practical competencies. Moreover, interdisciplinary approaches supported by AI-based adaptive learning tools can address individual learning needs and strengthen students' environmental decision-making skills.

Conclusion: Primary education is a critical platform for fostering environmental sustainability and security awareness. Global scientific approaches provide evidence-based strategies that can be adapted for young learners. Implementing interdisciplinary, experiential, and technologically enhanced curricula ensures that children develop the knowledge, skills, and attitudes necessary to navigate environmental challenges responsibly and actively contribute to sustainable development.

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THE CONTENT OF GAMES AND THEIR ROLE IN THE DEVELOPMENT OF COMMUNICATIVE COMPETENCES

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Annotation. *The article examines the pedagogical potential of communicative games in teaching English to primary school learners. Special attention is paid to the role of the teacher's professional authority and positive emotional attitudes in shaping learners' communicative culture and social behavior. The study argues that game-based activities, predominantly cooperative in nature, create favorable conditions for developing spontaneous speech, dialogic interaction, and non-aggressive communication skills.*

The paper analyzes the structure and components of educational games, including goal setting, planning, role distribution, symbolic use of objects, and result evaluation. A distinction is made between communicative and linguistic games, highlighting their objectives, content, and learning outcomes. It is emphasized that communicative games prioritize meaningful interaction and task completion over formal linguistic accuracy.

Keywords. *Communicative games; primary school learners; English language teaching; communicative competence; cooperative learning; game-based learning; foreign language education.*

Аннотация. *В статье рассматривается педагогический потенциал коммуникативных игр в обучении английскому языку учащихся начальной школы. Особое внимание уделяется роли профессионального авторитета учителя и позитивного эмоционального отношения в формировании коммуникативной культуры и социального поведения учащихся. В исследовании утверждается, что игровые занятия, преимущественно кооперативного характера, создают благоприятные условия для развития спонтанной речи, диалогического взаимодействия и навыков неагрессивного общения.*

В статье анализируется структура и компоненты образовательных игр, включая постановку целей, планирование, распределение ролей, символическое использование предметов и оценку результатов. Проводится различие между коммуникативными и языковыми играми, подчеркиваются их цели, содержание и результаты обучения. Подчеркивается, что коммуникативные игры отдают

приоритет осмысленному взаимодействию и выполнению задач, а не формальной языковой точности.

Ключевые слова. *Коммуникативные игры; учащиеся начальной школы; обучение английскому языку; коммуникативная компетенция; кооперативное обучение; игровое обучение; обучение иностранным языкам.*

Annotatsiya. *Maqolada talabalarga ingliz tilini o'qitishda kommunikativ o'yinlarning pedagogik salohiyati o'rganiladi. O'qituvchi o'quvchilarning kommunikativ madaniyati va ijtimoiy xulq-atvorini shakllantirishda professional hokimiyat va ijobiy hissiy munosabatlarning roliga alohida e'tibor qaratiladi. Tadqiqotda asosan hamkorlik xususiyatiga ega bo'lgan o'yinga asoslangan faoliyatlar spontan nutq, dialogik o'zaro ta'sir va tajovuzkor bo'lmagan muloqot ko'nikmalarini rivojlantirish uchun qulay sharoitlar yaratishi ta'kidlangan.*

Maqolada ta'lim o'yinlarining tuzilishi va tarkibiy qismlari, jumladan, maqsadlarni belgilash, rejalashtirish, rollarni taqsimlash, obyektlardan ramziy foydalanish va natijalarni baholash tahlil qilinadi. Kommunikativ va lingvistik o'yinlar o'rtasida farq mavjud bo'lib, ularning maqsadlari, mazmuni va o'quv natijalari ta'kidlangan. Kommunikativ o'yinlar rasmiy lingvistik aniqlikdan ko'ra mazmunli o'zaro ta'sir va vazifalarni bajarishga ustuvor ahamiyat berishi aytib o'tilgan.

Kalit so'zlar. *Kommunikativ o'yinlar; boshlang'ich maktab o'quvchilari; Ingliz tilini o'qitish; kommunikativ kompetentsiya; hamkorlikda o'rganish; o'yinga asoslangan o'rganish; chet tili ta'limi.*

INTRODUCTION. In recent years, the communicative approach has become a leading paradigm in foreign language education, particularly in primary school settings. Modern educational standards emphasize not only the acquisition of linguistic knowledge but also the development of learners' communicative competence, social interaction skills, and the ability to use language meaningfully in real-life situations. In this context, communicative games are increasingly viewed as an effective pedagogical tool that integrates language learning with active participation and emotional engagement.

Primary school learners possess specific psychological and cognitive characteristics, such as a strong need for play, imagination, and cooperative interaction. Game-based learning responds to these needs by creating a motivating and supportive learning environment. Communicative games, in particular, enable young learners to participate in spontaneous speech, negotiate meaning, and interact with peers while solving meaningful tasks. Unlike traditional drill-based exercises, such games shift the focus

from formal accuracy to purposeful communication, thereby fostering learners' confidence and willingness to speak a foreign language.[2]

The teacher's role in organizing communicative game activities is of crucial importance. Professional authority, pedagogical competence, and positive emotional relationships between the teacher and learners significantly influence students' motivation and engagement. When learners admire and respect their teacher, they are more likely to participate actively, cooperate with peers, and demonstrate respectful communicative behavior. Thus, communicative games not only contribute to language development but also support the formation of social values and interpersonal skills.

Despite the growing interest in game-based learning, the distinction between communicative and linguistic games remains insufficiently explored in some educational contexts. While linguistic games primarily focus on practicing grammar and vocabulary accuracy, communicative games aim at organizing meaningful interaction and achieving communicative goals. Understanding this distinction is essential for effective lesson planning and for selecting appropriate game types that correspond to specific learning objectives.

Therefore, the purpose of this article is to analyze the pedagogical potential of communicative games in teaching English to primary school learners. The study seeks to identify the structural components of communicative games, classify their main types, and determine their role in developing communicative competence, motivation, and cooperative skills in the foreign language classroom.

Methodology.

This study is based on a qualitative and descriptive research design aimed at analyzing the pedagogical effectiveness of communicative games in teaching English to primary school learners. The research focuses on the theoretical analysis of pedagogical, psychological, and linguodidactic literature, as well as the generalization of best practices in foreign language teaching at the primary level.

The methodological framework of the study relies on the communicative approach to language teaching, which views language as a tool for meaningful interaction rather than a system of isolated grammatical structures. Within this framework, communicative games are considered a form of activity-based learning that integrates linguistic, cognitive, and social components.[3]

The research methods employed include:

- analysis of scientific and methodological literature on communicative competence, game-based learning, and primary education;
- comparative analysis of communicative and linguistic games based on their objectives, content, and learning outcomes;

- pedagogical observation of communicative game activities used in English lessons;
- theoretical modeling of communicative game structures and classification of their main types.

The results of the analysis allow for the identification of pedagogical conditions under which communicative games can be effectively integrated into English language lessons. These conditions include purposeful lesson planning, alignment of communicative and didactic goals, careful selection of game content, and the teacher’s active role as an organizer and facilitator of interaction.

Discussion.

The distinction between communicative and linguistic games proves to be pedagogically significant. While linguistic games contribute to the consolidation of vocabulary and grammatical structures, communicative games facilitate the integration of language knowledge into real communicative action. The results indicate that successful completion of communicative tasks depends more on interaction and cooperation than on formal linguistic correctness, which supports the idea that meaning-focused activities are essential for developing communicative competence.[5]

Furthermore, the teacher’s role emerges as a key factor in the effective implementation of communicative games. The teacher acts not only as an instructor but also as an organizer, facilitator, and motivator. Professional authority, clear instructions, and positive emotional relationships enhance learners’ motivation and foster respectful communicative behavior. Thus, communicative games contribute not only to language development but also to the formation of social and interpersonal skills.

Table 2.1

Communicative Games	Linguistic Games
Game objectives	Organizing spontaneous (unprepared) communication
Game content	Performing game tasks (drawing routes, schemes, diagrams, role-playing)
Game outcome	Successful communication in a foreign language

As shown in the table, the main objective of communicative games is to collaboratively solve linguistic tasks that help organize both curricular and extracurricular communication in a foreign language. The outcome of a communicative game primarily depends not on the correctness of speech (although this may be considered in evaluation), but on the results of the game task: successful role performance, finding

or selecting appropriate pictures, and so on. Thus, communicative games can be regarded as learning tasks that integrate linguistic, communicative, and activity-based objectives.

Overall, the findings suggest that communicative games provide a balanced integration of linguistic, cognitive, and social components of learning. They help create an interactive classroom environment in which learners actively participate in communication, negotiate meaning, and develop confidence in using a foreign language.

Conclusion.

Communicative games constitute an essential component of English language teaching in primary education. They enable young learners to engage in meaningful interaction, activate lexical and grammatical material, and develop communicative competence in conditions close to real-life communication. By shifting the focus from formal accuracy to purposeful language use, communicative games increase learners' motivation and willingness to communicate.[6]

The practical significance of this research lies in its potential application in English language classrooms. The findings may be used by teachers to design communicative game activities that align with didactic goals and learners' age-specific characteristics. Future research may focus on empirical investigation of communicative games through experimental studies and quantitative analysis of learning outcomes.

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SHUKUR XOLMIRZAEV HIKOYALARIDA TOG‘ VA TOG‘LIK-LIKLAR TASVIRI

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Annotatsiya: Mazkur maqolada Shukur Xolmirzayev hikoyalarida tog‘ va tog‘liklar tasvirining badiiy hamda falsafiy talqini yoritiladi. Adib asarlarida tog‘ obrazi inson ruhiyati, milliy o‘zlik va ma’naviy yuksaklik ramzi sifatida namoyon bo‘lishi tahlil qilinadi. Shuningdek, tabiat tasvirining qahramon xarakterini ochishdagi o‘rni, inson va tabiat munosabatining estetik hamda axloqiy jihatlari ko‘rib chiqiladi. Tadqiqot natijasida yozuvchi nasrida tog‘ obrazi markaziy badiiy timsol sifatida shakllangani asoslab beriladi.

Kalit so‘zlar: tog‘, tabiat tasviri, milliy kolorit, ramziylik, badiiy talqin, Surxon vohasi, inson va tabiat munosabati.

Kirish.O‘zbek adabiyotida tabiat tasviri badiiy tafakkurning ajralmas qismi sifatida shakllangan bo‘lib, u xalqning tarixiy xotirasi, milliy ruhiyati va estetik qarashlarini ifodalashda muhim vosita bo‘lib xizmat qiladi. Qadimiy og‘zaki ijod namunalaridan tortib, zamonaviy nasrgacha bo‘lgan jarayonda tabiat obrazlari inson hayoti bilan uzviy bog‘liq holda tasvirlanadi. Ayniqsa, tog‘ va dasht singari makonlar milliy adabiyotimizda kenglik, erkinlik, sobitlik, matonat va ruhiy poklik ramzi sifatida talqin etib kelingan.

XX asr o‘zbek nasrida inson va tabiat munosabatini yangi badiiy-estetik darajaga olib chiqqan ijodkorlardan biri – Shukur Xolmirzayevdir. Uning hikoyalarida tog‘ manzaralari oddiy fon yoki dekorativ unsur emas, balki asar g‘oyaviy mazmunini belgilovchi, qahramon ruhiyatini ochib beruvchi faol badiiy vosita sifatida namoyon bo‘ladi. Yozuvchi tabiatni jonli organizm sifatida tasavvur qiladi; u inson bilan birga yashaydi, birga iztirob chekadi, birga quvonadi. Shu jihatdan adib nasrida tog‘ obrazi ma’naviy yuksaklik, iroda mustahkamligi va milliy o‘zlik ramziga aylanadi.

Shukur Xolmirzayev ijodining o‘ziga xosligi shundaki, u Surxon vohasi va Boysun tog‘lari manzaralarini o‘zbek nasriga olib kirib, milliy koloritni boyitdi. Tog‘ bag‘rida yashovchi insonlar obrazi orqali yozuvchi tabiiylik, soddalik, mehnatsevarlik va ichki sobitlik kabi fazilatlarni ulug‘laydi. Bunda tabiat va inson bir-biriga qarama-qarshi qo‘yilmaydi, aksincha, ular o‘zaro uyg‘un holda tasvirlanadi. Inson ruhiy holati ko‘pincha tabiat manzaralari orqali ochib beriladi: sovuq shamol, qora bulut, bo‘ron yoki bahor nafasi – bularning barchasi qahramon ichki olamining badiiy ifodasiga aylanadi.

Zamonaviy adabiyotshunoslikda inson va tabiat muammosi ekologik, falsafiy hamda axloqiy jihatdan dolzarb masalalardan biri sifatida qaralmoqda. Shu nuqtai nazardan, Shukur Xolmirzayev hikoyalarida tog‘ va tog‘liklar tasvirini o‘rganish nafaqat badiiy-estetik, balki ijtimoiy-ma’naviy ahamiyatga ham ega. Adib asarlarida tabiatni asrash, uni kelajak avlodga yetkazish masalasi ham badiiy g‘oya darajasiga ko‘tariladi.

Mazkur maqolada yozuvchining tog‘ va tog‘liklar obrazini yaratishdagi badiiy mahorati, tabiat tasvirining ramziy va psixologik funksiyasi, shuningdek, inson va tabiat o‘rtasidagi munosabatning falsafiy talqini ilmiy tahlil qilinadi. Tadqiqotning maqsadi – Shukur Xolmirzayev hikoyalarida tog‘ obrazining g‘oyaviy-badiiy yukini ochib berish hamda uning milliy nasrdagi o‘rnini aniqlashdan iborat.

Tadqiqot metodologiyasi. Mazkur tadqiqotda Shukur Xolmirzayev hikoyalarida tog‘ va tog‘liklar tasvirining badiiy-estetik hamda falsafiy talqinini ochib berish maqsadida bir qator ilmiy-uslubiy yondashuvlardan foydalanildi. Tadqiqot metodologiyasi adabiyotshunoslikning zamonaviy nazariy tamoyillari hamda milliy adabiy tajriba asosida shakllantirildi. Avvalo, **tahliliy (analitik) metod** asosida yozuvchining “Cho‘loq turna”, “Jarga uchgan odam”, “Kulgan bilan kuldirgan”, “Boychechak ochildi”, “Zov ostida adashuv” kabi hikoyalari matni chuqur o‘rganildi. Asarlardagi tog‘ manzaralari, tabiat detallarining qo‘llanishi, ularning qahramon ruhiyati bilan uyg‘unligi matn ichki strukturasi bilan kelib chiqib tahlil qilindi.

Shuningdek, **qiyosiy-tahliliy metod**dan foydalanilib, tog‘ obrazining yozuvchi ijodining turli bosqichlarida qanday badiiy funksiyani bajargani solishtirildi. Natijada tog‘ tasviri dastlab ko‘proq milliy makon va hayotiy muhit sifatida namoyon bo‘lsa, keyingi asarlarda ramziy va falsafiy mazmun kasb etgani aniqlandi.

Tadqiqot jarayonida **struktur-semantik yondashuv** ham qo‘llanildi. Bu usul orqali tog‘, dasht, bulut, shamol, bo‘ron, bahor kabi tabiat unsurlarining matndagi semantik yuklamasi, ramziy ma‘nosi va kompozitsion vazifasi aniqlashtirildi. Tabiat tasvirining syujet rivojiga, konflikt ochilishiga va qahramon xarakterini shakllantirishga ta‘siri o‘rganildi.

Bundan tashqari, **psixologik tahlil metodi** asosida tog‘ manzaralarining qahramon ichki kechinmalarini ochishdagi o‘rni ko‘rib chiqildi. Yozuvchi tabiat orqali inson ruhiy holatini berish usulidan keng foydalanganligi aniqlanib, bu holat matndan olingan dalillar asosida asoslandi.

Tadqiqotda **tarixiy-adabiy metod** ham muhim o‘rin tutdi. Shukur Xolmirzayev ijodi o‘zbek nasrining XX asrdagi rivojlanish jarayoni bilan bog‘liq holda tahlil qilindi. Tog‘ va tog‘liklar tasvirining milliy adabiyotdagi an‘analari hamda yozuvchi tomonidan olib kirilgan yangiliklar o‘zaro qiyoslandi.

Ilmiy izlanish jarayonida adabiyotshunos olimlarning qarashlari, yozuvchi haqidagi tanqidiy fikrlar va nazariy manbalarga tayanildi. Matn tahlilida mantiqiy izchillik, dalillilik va xulosalarning ilmiy asoslanganligi tamoyillariga amal qilindi. Shu tariqa, mazkur metodologik yondashuvlar majmui yozuvchi hikoyalarida tog' obrazining g'oyaviy-badiiy mohiyatini kompleks tarzda ochib berish, uning inson va tabiat munosabatini talqin etishdagi o'rnini aniqlash imkonini berdi.

Natijalari: Olib borilgan tadqiqotlar natijasida Shukur Xolmirzayev hikoyalarida tog' va tog'liklar tasviri ko'p qatlamli badiiy-estetik tizim sifatida namoyon bo'lishi aniqlandi. Tog' obrazi yozuvchi ijodida oddiy geografik makon emas, balki g'oyaviy yuk ko'targan, ramziy ma'no kasb etgan markaziy obrazlardan biri ekanligi dalillandi. Birinchidan, tog' tasviri qahramon xarakterini ochishda faol badiiy vosita vazifasini bajaradi. Tog' bag'rida yashovchi insonlar obrazi orqali matonat, sobitlik, mehnatsevarlik, or-nomus va sadoqat kabi milliy fazilatlar ifodalanadi. Tog' muhitida shakllangan qahramonlar ko'pincha ruhiy jihatdan bardoshli, ichki e'tiqodi mustahkam shaxslar sifatida tasvirlanadi. Bu holat tog'ning ma'naviy yuksaklik va iroda timsoli sifatida talqin etilganini ko'rsatadi.

Ikkinchidan, tabiat tasviri asarlarda psixologik funksiyani bajarishi aniqlandi. Qora bulut, bo'ron, sovuq shamol kabi manzaralar qahramonning ichki iztiroblarini kuchaytiruvchi vosita bo'lsa, bahor nafasi, ochilgan gullar, tiniq osmon tasviri umid va yangilanish ramzi sifatida namoyon bo'ladi. Demak, yozuvchi tabiat hodisalarini inson ruhiyati bilan uyg'un holda tasvirlab, badiiy psixologizmning samarali usulini yaratgan.

Uchinchidan, hikoyalarda inson va tabiat munosabatining ikki xil talqini mavjudligi kuzatildi: bir tomondan, tabiat go'zalligi, uning inson qalbini poklovchi kuchi tasvirlansa, ikkinchi tomondan, tabiatga nisbatan beparvo yoki yovuzlarcha munosabat keskin qoralanadi. Ayniqsa, ekologik mazmundagi hikoyalarda yozuvchi tabiatni asrash g'oyasini ijtimoiy-axloqiy muammo darajasiga olib chiqadi. Bu esa adib ijodining zamonaviy ekologik tafakkur bilan hamohang ekanini ko'rsatadi.

To'rtinchidan, Surxon vohasi va tog'li hududlar tasviri yozuvchi asarlarida milliy koloritni shakllantiruvchi asosiy omil ekanligi aniqlandi. Tog' va tog'liklar obrazi orqali mahalliy ruh, xalqona tafakkur va tarixiy xotira badiiylashtiriladi. Natijada adib o'zbek nasriga o'ziga xos hududiy-estetik makon olib kirgan ijodkor sifatida namoyon bo'ladi.

Shuningdek, tadqiqot jarayonida tog' obrazining yozuvchi ijodiy evolyutsiyasida bosqichma-bosqich murakkablashib borgani kuzatildi. Dastlabki hikoyalarda tog' ko'proq real makon sifatida tasvirlangan bo'lsa, keyingi asarlarda u chuqur ramziy va

falsafiy mazmun kasb etadi. Tog‘ insonning o‘zligini anglash, ichki poklanish va ma’naviy kamolot sari intilish jarayonining timsoliga aylanadi.

Umuman olganda, olingan natijalar shuni ko‘rsatadiki, Shukur Xolmirzayev hikoyalarida tog‘ va tog‘liklar tasviri milliy nasrimizda inson va tabiat uyg‘unligini ifodalovchi yuksak badiiy hodisa sifatida shakllangan. Tog‘ obrazi yozuvchi ijodida estetik zavq manbai bo‘lish bilan birga, chuqur falsafiy va axloqiy g‘oyalarni tashuvchi markaziy badiiy timsol vazifasini bajaradi.

Muhokama. Mazkur tadqiqot natijalari Shukur Xolmirzayev hikoyalarida tog‘ va tog‘liklar tasviri tasodifiy yoki epizodik hodisa emas, balki yozuvchi badiiy tafakkurining markaziy unsurlaridan biri ekanini ko‘rsatadi. Muhokama jarayonida aniqlanganki, tog‘ obrazi adib ijodida bir vaqtning o‘zida makon, xarakter yaratuvchi muhit, ramziy timsol va falsafiy g‘oya tashuvchisi sifatida namoyon bo‘ladi.

Avvalo, tog‘ning makon sifatidagi funksiyasi haqida to‘xtalish zarur. Tog‘ – voqealar sodir bo‘ladigan hudud bo‘lish bilan birga, qahramonning shakllanish jarayoniga bevosita ta’sir ko‘rsatuvchi omildir. Tog‘ bag‘rida yashovchi insonlarning hayoti og‘ir mehnat, tabiat bilan yuzma-yuz kurash, sabr-toqat va matonat talab etadi. Shu bois yozuvchi tog‘lik qahramonlarni ichki sobitlik, e’tiqod mustahkamligi va tabiiylik bilan tasvirlaydi. Bu jihat tog‘ va inson o‘rtasidagi uyg‘unlikni ko‘rsatadi hamda muhitning xarakter shakllanishidagi rolini tasdiqlaydi.

Ikkinchi jihat – tog‘ obrazining ramziy talqinidir. Tadqiqot davomida aniqlanganki, tog‘ adib nasrida ma’naviy yuksaklik, poklik va sobitlik ramzi sifatida ishlatiladi. Qahramonning ruhiy inqirozi yoki izlanish jarayoni ko‘pincha tog‘ manzaralari fonida tasvirlanadi. Bu esa tog‘ning inson ichki olamiga yaqinlashtirilganini anglatadi. Masalan, sovuq shamol, qorli cho‘qqilar yoki bo‘ron tasviri qahramon ruhiy iztiroblarini kuchaytirsa, bahoriy manzaralar ichki uyg‘onish va yangilanishni bildiradi. Demak, tabiat tasviri psixologik parallellik tamoyili asosida qurilgan.

Muhokama jarayonida yana bir muhim jihat – inson va tabiat munosabatining axloqiy talqinidir. Yozuvchi ayrim hikoyalarida tabiatga beparvo yoki shafqatsiz munosabatni keskin qoralaydi. Bu holat adib ijodida ekologik ong elementlari mavjudligini ko‘rsatadi. Tabiatga nisbatan hurmat, uni asrash va kelajak avlodga yetkazish g‘oyasi badiiy obrazlar orqali ifodalanadi. Shu jihatdan, yozuvchi nafaqat estetik zavq uyg‘otuvchi manzaralar yaratadi, balki ijtimoiy mas’uliyat masalasini ham ko‘taradi.

Bundan tashqari, tog‘ va tog‘liklar tasviri milliy koloritni mustahkamlash vositasi sifatida ham muhokama qilindi. Surxon vohasi, tog‘ qishloqlari, mahalliy urf-odat va hayot tarzi tasviri orqali yozuvchi o‘ziga xos hududiy-estetik makon yaratadi. Bu makon milliy o‘zlikni anglash jarayoniga xizmat qiladi. Tog‘lik qahramonlarning nutqi, dunyoqarashi va turmush tarzi milliy mentalitet bilan uyg‘un holda tasvirlanadi.

Shuningdek, yozuvchi ijodiy evolyutsiyasi nuqtai nazaridan qaralganda, tog‘ obrazi tobora murakkablashib borishi kuzatiladi. Dastlabki hikoyalarda tog‘ ko‘proq real hayot manzarasi sifatida berilgan bo‘lsa, keyingi asarlarda u chuqur falsafiy va ramziy ma‘no kasb etadi. Bu esa adibning badiiy tafakkuri izchil rivojlanganini ko‘rsatadi.

Umuman, muhokama natijalari shuni ko‘rsatadiki, Shukur Xolmirzayev hikoyalarida tog‘ tasviri ko‘p funksiyali badiiy tizim sifatida ishlaydi: u makon, ramz, psixologik vosita va axloqiy-falsafiy g‘oya tashuvchisi sifatida bir butunlik hosil qiladi. Shu orqali yozuvchi inson va tabiat uyg‘unligini milliy nasrimizda o‘ziga xos badiiy darajaga ko‘targan.

Xulosa. Mazkur tadqiqot natijalari Shukur Xolmirzayev hikoyalarida tog‘ va tog‘liklar tasviri markaziy badiiy-estetik kategoriya darajasiga ko‘tarilganini ko‘rsatdi. Tog‘ obrazi yozuvchi ijodida shunchaki tabiiy makon emas, balki g‘oyaviy yuk ko‘targan, inson ruhiyati va milliy tafakkur bilan chambarchas bog‘langan ramziy timsol sifatida shakllangan.

Tahlillar shuni tasdiqladiki, adib tog‘ manzaralarini realistik aniqlik bilan tasvirlar ekan, ularni chuqur psixologik va falsafiy mazmun bilan boyitadi. Tog‘ qahramon xarakterini shakllantiruvchi muhit, inson irodasini sinovdan o‘tkazuvchi makon va ma‘naviy yuksalish timsoli sifatida talqin qilinadi. Tog‘ bag‘rida yashovchi insonlar obrazi orqali matonat, sobitlik, sadoqat, mehnatsevarlik va poklik kabi fazilatlar ulug‘lanadi.

Shuningdek, yozuvchi asarlarida tabiat va inson o‘rtasidagi munosabat ko‘p qirrali talqinda namoyon bo‘ladi. Bir tomondan, tabiat inson qalbini poklovchi, ruhiy taskin beruvchi kuch sifatida tasvirlansa, ikkinchi tomondan, tabiatga beparvo munosabat keskin qoralanadi. Bu holat adib ijodida ekologik ong va ijtimoiy mas‘uliyat masalalari ham muhim o‘rin egallaganini anglatadi.

Tadqiqot davomida aniqlanganki, tog‘ obrazi yozuvchi ijodiy evolyutsiyasida bosqichma-bosqich murakkablashib, chuqur ramziy va falsafiy mazmun kasb etgan. Dastlabki hikoyalarda u real hayot manzarasi sifatida berilgan bo‘lsa, keyingi asarlarda insonning ichki kechinmalari, ma‘naviy izlanishlari va o‘zligini anglash jarayonining timsoliga aylangan.

Bundan tashqari, Surxon vohasi va tog‘li hududlar tasviri orqali yozuvchi o‘zbek nasriga o‘ziga xos hududiy-estetik makon olib kirgan. Tog‘ va tog‘liklar obrazi milliy koloritni boyitib, xalqona tafakkur va tarixiy xotirani badiylashtirishga xizmat qilgan. Umuman olganda, Shukur Xolmirzayevning tog‘ va tog‘liklar tasviriga bag‘ishlangan hikoyalari o‘zbek nasrida inson va tabiat uyg‘unligining yuksak badiiy namunasidir. Tog‘ obrazi adib ijodida estetik zavq manbai bo‘lish bilan birga, chuqur falsafiy, axloqiy va ma‘naviy g‘oyalarni ifodalovchi markaziy timsol sifatida namoyon bo‘ladi.

Mazkur tadqiqot natijalari yozuvchi ijodini yangi nazariy yondashuvlar asosida yanada chuqurroq o‘rganish uchun ilmiy zamin yaratadi.

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ENGLISH-MEDIUM INSTRUCTION AS AN EDUCATIONAL REFORM IN UZBEKISTAN

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Abstract: In recent years, English-Medium Instruction (EMI) has emerged as a significant dimension of educational reform in Uzbekistan. As part of broader efforts to modernize higher education and enhance global competitiveness, universities have increasingly introduced English as a language of instruction across various disciplines. This article examines EMI as a policy instrument and pedagogical transformation within the Uzbek higher education context. It analyzes the motivations behind EMI adoption, its perceived benefits for students and institutions, and the structural and linguistic challenges accompanying its implementation. The study argues that while EMI contributes to internationalization, academic mobility, and employability, its effectiveness depends on linguistic preparedness, faculty development, and equitable access. Sustainable integration of EMI requires coherent language policy planning and continuous institutional support.

Keywords: English-Medium Instruction, educational reform, higher education, language policy, internationalization, Uzbekistan

Educational reform in Uzbekistan has increasingly prioritized international integration, academic competitiveness, and knowledge-based economic development. One of the most visible manifestations of this transformation is the expansion of English-Medium Instruction (EMI) in higher education institutions. EMI refers to the use of English to teach academic subjects in contexts where English is not the first language of the majority population.

In Uzbekistan, EMI has been introduced in both public and private universities, particularly in fields such as economics, engineering, information technology, and international relations. This reform reflects the growing perception of English as a global lingua franca in science, technology, and business. The present article explores EMI as a strategic educational reform and evaluates its implications for institutional development and student experience. The promotion of English language education has been reinforced through national development strategies and presidential decrees

aimed at strengthening foreign language competence. The establishment of international branch campuses and collaborative programs with foreign universities has further accelerated the spread of EMI.

EMI is frequently framed as a tool for aligning the national education system with global academic standards and frameworks such as the Bologna Process. Through EMI, universities aim to increase their international visibility, attract foreign faculty and students, and enhance participation in global research networks.

From a policy perspective, EMI serves several interconnected objectives:

Improving graduate employability in international labor markets;

Facilitating access to global academic literature and research;

Encouraging academic mobility and exchange programs;

Strengthening institutional competitiveness.

EMI provides students with direct access to up-to-date scholarly materials, most of which are published in English. Enhanced English proficiency increases graduates' competitiveness in multinational companies and international organizations. In fields such as technology and finance, English-language competence is often a prerequisite for career advancement. EMI supports the broader internationalization strategy of Uzbek universities. Programs delivered in English attract foreign students and foster intercultural academic environments. Participation in joint-degree programs and research collaborations becomes more feasible when instruction occurs in a shared global language.

Learning subject content through a second language may enhance cognitive flexibility, critical thinking, and intercultural awareness. EMI classrooms often adopt interactive and student-centered pedagogical approaches aligned with international teaching practices. Despite its potential benefits, EMI implementation presents substantial challenges. A primary concern is the varying level of English proficiency among students. Insufficient language competence may hinder comprehension of complex academic content and reduce overall learning effectiveness. EMI risks prioritizing language over content mastery if adequate support systems are not in place.

Not all faculty members possess the linguistic proficiency or pedagogical training necessary for effective EMI delivery. Teaching complex disciplinary concepts in English requires both advanced language skills and methodological adaptation. Without continuous professional development, instructional quality may decline. EMI programs are often concentrated in urban institutions or private universities, potentially widening educational inequality. Students from rural or socioeconomically disadvantaged backgrounds may have had limited exposure to high-quality English instruction prior to university admission.

The expansion of EMI also raises questions about the role of the national language in higher education. Balancing global integration with the preservation of linguistic and cultural identity remains an important policy consideration. EMI in Uzbekistan should be understood not merely as a linguistic shift but as a structural educational reform. Its success depends on the alignment of language policy, curriculum design, teacher training, and assessment practices. A gradual and context-sensitive implementation strategy is preferable to rapid expansion without sufficient institutional readiness. Bridging courses, academic writing support centers, and ongoing teacher development programs can mitigate linguistic barriers. Furthermore, bilingual or multilingual models may provide a more inclusive approach, ensuring both global engagement and local relevance.

English-Medium Instruction represents a transformative component of educational reform in Uzbekistan. It contributes to internationalization, academic modernization, and labor market integration. However, EMI is not a universal solution; its effectiveness depends on institutional capacity, linguistic equity, and pedagogical quality. For EMI to produce sustainable outcomes, policymakers and university leaders must invest in language support systems, faculty training, and inclusive access strategies. By balancing global aspirations with national priorities, Uzbekistan can integrate EMI as a meaningful and equitable reform within its evolving higher education system.

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PERSPEKTIVIK MASALALARDA TAJRIBA-SINOV ISHLARINING BOSQICHLARI VA O'TKAZISH METODIKASI

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ANNOTATSIYA: Ushbu maqolada perspektivik masalalarni yechishda tajriba-sinov ishlarini tashkil etishning nazariy va amaliy asoslari yoritilgan. Tadqiqot jarayonida sinov ishlarini bosqichma-bosqich rejalashtirish, obyektни tanlash, guruhlarni shakllantirish hamda olingan natijalarni matematik-statistik tahlil qilish metodikasi tahlil qilingan. Muallif tomonidan istiqbolli loyihalar va masalalarning hayotiyiligini tekshirishda tajriba-sinov ishlarining samaradorlik ko'rsatkichlari ishlab chiqilgan. Maqola natijalari ta'lim tizimi, iqtisodiy prognozlash va muhandislik sohalarida o'tkaziladigan ilmiy izlanishlar uchun uslubiy qo'llanma bo'lib xizmat qiladi.

Kalit so'zlar: perspektivik masalalar, tajriba-sinov, metodika, bosqichlar, eksperiment, diagnostika, tahlil, prognozlash, samaradorlik, statistik baholash.

Zamonaviy ilm-fanning jadal rivojlanishi har qanday sohada uzoq muddatli va istiqbolli (perspektivik) rejalarni ishlab chiqishni taqozo etmoqda. Biroq, nazariy jihatdan mukammal ko'ringan loyihalar amaliyotga tatbiq etilmasidan oldin ularning ishonchligi va samaradorligini isbotlash talab etiladi. Bu jarayonda **tajriba-sinov ishlari** eng asosiy ilmiy filtr vazifasini o'taydi.

Perspektivik masalalarni hal qilishda tajriba-sinov ishlarini o'tkazish shunchaki kuzatuv emas, balki aniq maqsadga yo'naltirilgan murakkab jarayondir. Ko'pincha tadqiqotchilar tajriba o'tkazishning dastlabki bosqichlarida tizimlilikning yetishmasligi yoki metodikaning noto'g'ri tanlanishi sababli yakuniy xulosalarda xatoliklarga yo'l qo'yadilar. Shu bois, tadqiqotning har bir bosqichini — muammoni qo'yishdan tortib, natijalarni interpretatsiya qilishgacha bo'lgan jarayonni standartlashtirish dolzarb masaladir.

Ushbu maqolaning maqsadi perspektivik masalalar yuzasidan o'tkaziladigan tajriba-sinov ishlarining algoritmini ishlab chiqish va ularni amalga oshirishning eng maqbul metodikasini asoslab berishdan iborat. Biz tadqiqot davomida quyidagi savollarga javob izlaymiz:

1. Tajriba-sinov ishlari qaysi ketma-ketlikda tashkil etilishi kerak?
2. Nazorat va tajriba guruhlari o'rtasidagi farqni qanday qilib xolis baholash mumkin?
3. Olingan natijalarning "istiqbolliligi" qaysi mezonlar asosida aniqlanadi?

Mazkur ishda keltirilgan metodik tavsiyalar ilmiy izlanuvchilar va soha mutaxassislariga o'z loyihalarini amaliy jihatdan pishiq va puxta holatga keltirishda ko'maklashadi.

Perspektivik masalalarni ilmiy va amaliy jihatdan hal etishda tajriba-sinov ishlarining tizimli tashkil etilishi tadqiqotning ishonchlilik darajasini belgilab beruvchi asosiy omildir. Tajriba-sinov ishlari shunchaki ma'lumot to'plash jarayoni emas, balki ilgari surilgan ilmiy gipotezani hayotiy sharoitlarda tekshirish, uning samaradorligini matematik va mantiqiy usullar bilan isbotlash mexanizmidir. Ushbu jarayonning muvaffaqiyati metodologik yondashuvning to'g'ri tanlangani va bosqichlarning mantiqiy izchilligiga bevosita bog'liq.

Tajriba-sinov ishlarining metodologik asoslari. Tajriba-sinov ishlarini o'tkazishda, avvalo, obykti va subyektini aniq belgilab olish lozim. Perspektivik masalalar odatda kelajakka yo'naltirilgan bo'lgani uchun, ularni sinovdan o'tkazishda "modellashtirish" va "prognozlash" metodlaridan keng foydalaniladi. Metodika deganda, tadqiqotchi tomonidan qo'llaniladigan usullar majmuasi, ya'ni kuzatish, so'rovnoma, test sinovlari, intervyu hamda statistik tahlil usullari tushuniladi.

Metodikaning markazida "Nazorat" (Control) va "Tajriba" (Experimental) guruhlarini turadi. Bu ikki guruhni shakllantirishda "reprezentativlik" tamoyiliga amal qilish shart: ya'ni tanlab olingan guruh a'zolari umumiy populyatsiyaning xususiyatlarini to'liq aks ettirishi kerak. Agar guruhlar o'rtasidagi boshlang'ich ko'rsatkichlar keskin farq qilsa, yakuniy natijaning xolisligiga shubha tug'iladi.

Tajriba-sinov ishlarining asosiy bosqichlari. Tajriba-sinov ishlari odatda uchta yirik bosqichga bo'linadi:

1. **Aniqlovchi (Diagnostik) bosqich:** Bu bosqichda muammoning hozirgi holati o'rganiladi. Hech qanday yangilik kiritilmasdan turib, mavjud vaziyat tahlil qilinadi. Masalan, yangi o'qitish metodikasini sinamoqchi bo'lsangiz, avval o'quvchilarning amaldagi bilim darajasini o'lchashingiz kerak. Bu bosqichda olingan natijalar "bazaviy nuqta" (baseline) bo'lib xizmat qiladi.

2. **Shakllantiruvchi (Eksperimental) bosqich:** Bu tadqiqotning eng muhim qismidir. Bunda tadqiqotchi o'zi tavsiya etayotgan yangilikni (metod, texnologiya yoki modelni) amaliyotga tatbiq etadi. Tajriba guruhi yangi tizim asosida ish ko'radi, nazorat guruhi esa an'anaviy tartibda davom etadi. Bu jarayonda tadqiqotchi faqat kuzatuvchi emas, balki jarayonni boshqaruvchi moderator sifatida ishtirok etadi.

3. **Tekshiruv (Nazorat) va umumlashtiruvchi bosqich:** Yakuniy bosqichda tajriba va nazorat guruhlaridan qayta ma'lumot olinadi. Olingan raqamlar solishtiriladi va farqlar aniqlanadi. Agarda tajriba guruhidagi o'sish ko'rsatkichlari nazorat

guruhidan sezilarli darajada yuqori bo'lsa, ilgari surilgan gipoteza o'zini oqlagan hisoblanadi.

Ma'lumotlarni statistik tahlil qilish metodikasi. Faqatgina "natija yaxshi bo'ldi" deyish ilmiy asos hisoblanmaydi. Perspektivik masalalarda natijalar matematik jihatdan isbotlanishi kerak. Buning uchun ko'pincha Studentning t-kriteriyasi, Fisher ko'rsatkichi yoki X^2 (xi-kvadrat) kabi statistik metodlardan foydalaniladi. Ushbu metodlar yordamida tajriba natijalarining tasodifiy emasligi va aynan kiritilgan o'zgarish tufayli yuzaga kelgani isbotlanadi.

Masalan, samaradorlik koeffitsiyenti quyidagi formula orqali hisoblanishi mumkin:

Bunda X_{exp} — tajriba guruhining o'rtacha ko'rsatkichi, X_{cont} — nazorat guruhining

$$\eta = \frac{\bar{X}_{exp}}{\bar{X}_{cont}}$$

o'rtacha ko'rsatkichi. Agar η bo'lsa, tajriba ijobiy natija bergan deb qaraladi.

Tajriba jarayonida duch kelinadigan muammolar va ularning yechimi. Perspektivik masalalar bilan ishlashda "ekstremal o'zgaruvchilar" omili mavjud. Ya'ni, tajriba natijasiga tadqiqotchiga bog'liq bo'lmagan tashqi omillar (iqtisodiy inqiroz, inson omili, vaqt tanqisligi) ta'sir ko'rsatishi mumkin. Bunday xatoliklarni kamaytirish uchun tajribani uzoq muddatli (longitudinal) va qisqa muddatli sikllarga bo'lish tavsiya etiladi.

Shuningdek, eksperiment o'tkazishda etik me'yorlarga rioya qilish, ishtirokchilarning huquqlarini himoya qilish va ma'lumotlarning maxfiylikini ta'minlash ham metodikaning ajralmas qismidir. Zamonaviy tadqiqotlarda raqamli texnologiyalardan (masalan, SPSS, jamlangan elektron jadvallar) foydalanish ma'lumotlarni qayta ishlash tezligini 3-4 barobarga oshiradi va inson omili bilan bog'liq xatolarni nolga tushiradi.

Xulosa qilib aytganda, perspektivik masalalarda tajriba-sinov ishlari aniq reja, qat'iy bosqichlar va matematik tahlilga tayanmog'i lozim. To'g'ri tashkil etilgan metodika nafaqat bugungi kundagi muammolarni yechishga, balki kelajakdagi rivojlanish tendensiyalarini aniq prognoz qilishga imkon beradi. Bu esa har qanday ilmiy ishning fundamental qiymatini belgilab beradi.

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STUDY OF THE CONCEPT OF TRUST IN FOREIGN LITERATURE

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Abstract. The article provides an analysis of opinions on the content of the concept of trust in a person and the features of its manifestation in foreign literature. In particular, the content of the views put forward by foreign scientists on the concept of trust has been revealed.

Keywords: personality, trust, parental relationships, listening, understanding, empathy, psychological environment, upbringing style, education level, parents' social status, type of activity.

ИЗУЧЕНИЕ ПОНЯТИЯ ДОВЕРИЯ В ЗАРУБЕЖНОЙ ЛИТЕРАТУРЕ

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Аннотация. В статье представлен анализ мнений зарубежной литературы о содержании понятия доверия в личности и особенностях его проявления. В частности, раскрыто содержание взглядов, выдвинутых зарубежными учеными относительно понятия доверия.

Ключевые слова: личность, доверие, родительские отношения, слушание, понимание, эмпатия, психологическая среда, стиль воспитания, уровень образования, социальный статус родителей, вид деятельности.

The relationship between children and parents is one of the traditional research areas of foreign and domestic psychology. Child-parent relationships are a system of diverse emotions towards a child, the stereotypes of behavior used in communication with him, as well as the perception and understanding of the child's character and personality, his actions. In the research works of representatives of many psychological schools and directions, the regularities and mechanisms explaining the peculiarities of relationships in the "parents - children" system, developing at different stages of ontogenetic development, have been studied.

In the process of interaction between parents and children, the foundations of moral norms and rules, skills of joint activity are created, worldview, value orientations, life plans and ideals are formed.

- the ability of parents to listen, understand, and empathize;

- positive influence on parental love and family relationships;
- recognition and approval by parents;
- trust in the child;
- treating the child independently and as an adult;
- parents' instructions, the most functional families are those in which parents show flexibility and tolerance in their views and behavior;
- parents' personal example, the ability to set a good example for others, adherence to the principles taught to children.

One of the main factors shaping a child's character and behavioral characteristics during adolescence is the status-role structure of relationships, particularly the roles of parents.

Traditionally, the main role in the process of forming the child's main personality traits belongs to the mother.

However, in adolescence, the father is a social person who contributes to the separation of the child from the mother and the formation of his independence.

I.V.Cherepanova and O.A.Cherepanov noted that relationships with parents of the opposite sex during adolescence are an important factor in personality development, the formation of a child's character (including emphasis).

In the mother-son model, the presence of differences in character stresses among adolescents with different styles of relationships between parents of the opposite sex has been experimentally confirmed.

Thus, adolescent boys, whose mothers are oriented towards symbiotic relationships, are more emotional, sensitive, impressionable, and anxious than maternal relationships based on a cooperative type. [2, 64-69].

Studies conducted by M.A. Frizen and A.A. Yanik on the personal autonomy of older adolescents showed that the main parameters of the subjective assessment of adolescents' relationships with their parents are equality, acceptance and mutual respect with its general positivity and understanding with its relative negativity. [1, 63-70.]

Openness of relationships is the main condition for establishing effective relationships between parents and children, which significantly determines the formation of personal autonomy.

It is emphasized that older adolescents who positively subjectively evaluate their relationships with parents have more resources to develop personal autonomy, such as the sovereignty of the psychological space and self-confidence in the life process.

Also, a parent's position of excessive caution can lead to a child lagging behind in social maturity.

If parents trust their child wisely and raise a free individual, then they will be able to communicate effectively with their peers. At the same time, the adolescent is quick-witted, sharp-witted, confident, and capable of understanding various social situations. It should be noted that the dynamics of family life, the nature of the parents' emotional attitude towards the child, and the formation of the child's personality are of great importance.

It is known that the most important and acute thing in adolescence is the relationship with parents. The complexity of the situation in this process is connected, on the one hand, with forms of economic dependence and dependence on parents, and on the other hand, with the growing need for independence. In relationships with parents, the adolescent finds himself in a rather complex situation; on the one hand, he "is engaged in the formation of his individuality," and on the other hand, due to his new position, he "establishes new connections with parents" (A.A.Rean).

The adolescent's relationship with his parents and the conflict of these relationships, the young man's desire to escape parental care and control depend on many factors.

These are, first of all, the material situation of the family, the psychological environment in it, the style of upbringing, the level of education, the social status of parents, and the conditions associated with the type of occupation. Secondly, it is the individual characteristics of the young man and woman who have formed by this time. Psychologists imagine the emotional tone of the relationship between parents and children in the form of a scale. At one of its poles is maximum closeness, warmth, and benevolent relationships (parental love), while at the other pole are long-term cold and hostile relationships. In the first case, the main means of upbringing are attention and encouragement, in the second - strictness and punishment.

Many studies prove the advantage of the first approach. A child deprived of strong and clear evidence of parental love is less likely to have self-respect, warm, friendly relationships with other people, and a stable positive self-image.

Parental behavior is the most important means of raising children in the family. If parents strive for their children but lie in front of them, then the effectiveness of their educational influence significantly decreases.

If parents try to cultivate discipline and order in children, politeness and respect for elders, but do not possess these qualities themselves, their educational work will not yield the desired results.

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TILSHUNOSLIK VA SUN'IY INTELEKT: RAQAMLI TRANSFORMASIYA VA YANGI ILMIY PARADIGMALAR

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Annotatsiya: Ushbu maqolada tilshunoslik fani va sun'iy intellekt (SI) texnologiyalarining o'zaro integratsiyasi, Katta til modellari (LLM) davrida tilshunoslar oldida turgan yangi konseptual vazifalar va tadqiqot yo'nalishlari tahlil qilinadi. Tadqiqotda tilning matematik modellarini yaratishda lingvistik nazariyalarning o'rni, kognitiv tilshunoslikning SI arxitekturasidagi ahamiyati va o'zbek tilini raqamlashtirishdagi fundamental muammolar ko'rib chiqiladi. Maqola yakunida zamonaviy tilshunos mutaxassislar uchun zarur bo'lgan yangi kompetensiyalar va istiqboldagi ilmiy yo'nalishlar bo'yicha xulosalar berilgan.

Kalit so'zlar: *Sun'iy intellekt, NLP (Tabiiy tilni qayta ishlash), katta til modellari (Large Language Models LLM), Kognitiv lingvistika, gallutsinatsiya kompyuter lingvistikasi, korpus lingvistikasi, transformator modellari, malumotlar generatsiyasi, ontologik baza.*

Аннотация: В данной статье анализируется интеграция лингвистической науки и технологий искусственного интеллекта (ИИ), а также новые концептуальные задачи и направления исследований, стоящие перед лингвистами в эпоху больших языковых моделей (LLM). В исследовании рассматриваются роль лингвистических теорий в создании математических моделей языка, значение когнитивной лингвистики в архитектуре ИИ и фундаментальные проблемы цифровизации узбекского языка. В завершение статьи представлены выводы о новых компетенциях, необходимых для современных специалистов-лингвистов, и перспективных направлениях научных исследований.

Ключевые слова: Искусственный интеллект, NLP (Обработка естественного языка), большие языковые модели (LLM), когнитивная лингвистика, галлюцинация, компьютерная лингвистика, корпусная лингвистика, модели-трансформеры, генерация данных, онтологическая база.

Abstract: This article analyzes the integration of linguistic science and artificial intelligence (AI) technologies, as well as the new conceptual tasks and research directions facing linguists in the era of Large Language Models (LLMs). The study examines the role of linguistic theories in developing mathematical language models, the importance of cognitive linguistics in AI architecture, and the fundamental challenges of digitalizing the Uzbek language. The article concludes with insights into the new competencies required for modern linguistic experts and future scientific research trajectories.

Keywords: Artificial Intelligence, NLP (Natural Language Processing), Large Language Models (LLM), Cognitive Linguistics, Hallucination, Computational Linguistics, Corpus Linguistics, Transformer Models, Data Generation, Ontological Base.

KIRISH. Raqamli texnologiyalar asrida tilshunoslik fani o‘zining klassik tavsiflash metodikasidan voz kechib, konstruktiv va bashorat qiluvchi xarakterga ega bo‘lgan yangi bosqichga o‘tdi. Sun‘iy intellekt, xususan, tabiiy tilni qayta ishlash (NLP - Natural Language Processing) sohasidagi rivojlanishlar tilga nafaqat ijtimoiy hodisa, balki yuqori darajada tartiblangan matematik struktura sifatida qarashni taqozo etmoqda [Jurafsky Martin, 2023:118]. Agar XX asr tilshunosligi tilning ichki qonuniyatlarini o‘rganish bilan cheklangan bo‘lsa, XXI asr tilshunosligi ushbu qonuniyatlarni algoritmlarga ko‘chirish va “mashina tafakkuri” ni shakllantirish vazifasini o‘z zimmasiga oldi. Bu jarayon tilshunoslar oldiga nafaqat nazariy, shuningdek, texnologik hamda til va tafakkur, til va jamiyat munosabatida yuz beradigan lingvistik hodisalarni sun‘iy intellektda tilning matematik modellarini yaratish masalasini ham qo‘ymoqda. Lingvistikaning eng muhim yo‘nalishlari – semantika, pragmatika, diskurs analizi – SI uchun hamon murakkab. “Ko‘p ma‘nolilik”ni to‘g‘ri aniqlash, kinoyani tushunish, sarkazm yoki urf-odatga xos poetic ifodalarni yechish, har xil ma‘no pardalari (denotativ, konnotativ, me‘yoriy, turlicha registr va uslub) bilan ishlashda inson tafakkuridagi ijodiy yondashuv hal qiluvchi omil bo‘lib qolmoqda. Shu sababli kelajakda ayni shu murakkab sohalarda lingvistlarning ilmiy izlanishlari qat‘iy talab etiladi [Mengliyev B., Hamroyeva Sh., 2025:442].

SI modellarining, xususan neyron tarmoqlarning ishlash prinsipi inson miyasining tilni o‘zlashtirish mexanizmlariga asoslangan. Biroq, zamonaviy **Large Language Models (LLM)** modellari tilni qanday “tushinishi” masalasi hali ham ilmiy bahslarga sabab bo‘lmoqda. Negaki turli nutqiy vaziyatlarda yuzaga keladigan jarayonlarni, xususan,

his-tuyg‘u, kinoya, ko‘p ma‘nololik, omonimiya hodisalarini SI tabiiy intellektdan farli ravishda to‘g‘ridan to‘g‘ri tanimaydi. Zamonaviy SI modellarining asosi bo‘lgan “Distributiv semantika” g‘oyasi (ya‘ni, so‘zning ma‘nosi uning atrofidagi so‘zlar bilan belgilanadi) bevosita Ferdinand de Sossyur va Zellig Harris kabi tilshunoslarning nazariyalariga borib taqaladi. Ferdinand de **Sossyur** tilni shaxmatga qiyoslaydi, ya‘ni shaxmatning o‘z strukturasi va sistemasi bo‘lgani kabi tilda ham bu o‘z aksini topgan. Til strukturasi o‘z sistemalariga ega. Til birliklarining vazifalari aniq, xuddi shahmat donalaridek, ammo ularni qaysi paytda qanday harakat qilishi aniq belgilanmagani va bu jarayonda ham inson tafakkuri ishlashini hisobga olsak, bu vaziyat tafakkurni to‘laligicha sun‘iylashtirish masalasini yuzaga keltiradi. Mashina so‘zlarni ko‘p o‘lchovli vektor maydonida joylashtirish orqali ular o‘rtasidagi semantik masofani hisoblaydi. Ammo bu jarayon har doim ham mukammal natija bermaydi. Tabiiy intellektga ehtiyoj qoldiradi.

Kognitiv tilshunoslikda til va tafakkur munosabati markaziy o‘rin tutadi. SI modellarida "Attention" (e‘tibor) mexanizmining joriy etilishi inson nutqni qabul qilayotganda kalit so‘zlarga urg‘u berish jarayonini matematik modellashtirish imkonini berdi (Vaswani,2017:48). Bu tilshunoslikdagi "aktual bo‘linish" nazariyasining algoritmik ko‘rinishidir. Bu kabi algoritmlarning ishlashi samarali deb qaralsada, nutqning aktual bo‘linishida ma‘nolar hamisha mutanosib kelmaydi. Bu kabi jarayonlar tilshunoslar oldiga bir qancha muammolar va vazifalarni belgilaydi. Texnologik taraqqiyot tilshunoslik sohasida yangi kasbiy ehtiyojlarni keltirib chiqardi. Bugungi kunda tilshunos mutaxassis, bir qancha funksional vazifalarni bajarishi shart. Jumladan:

Sifatli lingvistik ma‘lumotlar generatsiyasini yaratish. SI modellari “toza” va tizimlashtirilgan ma‘lumotlarga muhtoj. Tilshunoslar endilikda nafaqat matn yig‘uvchi, balki **data annotator** (ma‘lumotlarni lingvistik teglovchi) sifatida ish olib borishi natijasida matnlarni morfologik, sintaktik va semantik jihatdan to‘g‘ri markirovka qilish, ya‘ni algoritmlarning aniqligini belgilovchi asosiy omillarni belgilab olishdan iborat.

Etik nazorat va Lingvistik filtrlash. SI modellarida uchraydigan gender kamsitishlari, ijtimoiy stereotiplar va noto‘g‘ri ma‘lumotlar (gallutsinatsiyalar) bevosita til korpuslaridagi nuqsonlar natijasidir. Algoritmardagi bu kabi lingvistik xatolarni (bias) aniqlash va neytrallashtirish metodikasini ishlab chiqish juda zarur (Bender & Koller, 2020). Ayniqsa o‘zbek tilida bu ishlar jadallikda amalga oshirilishini talab qiladi. Negaki, bugungi kunga qadar foydalanilayotgan ma‘lumotlar algoritmlarida xatoliklar yo‘qori darajada.

O‘zbek tili agglütinativ qurilishga ega bo‘lgani sababli, uning uchun yaratiladigan SI modellarida o‘ziga xos murakkabliklar mavjud.

1-jadval. Til strukturasidagi asosiy muammolar va ularning yechimi.

Muammo	Sabab	Yechim
Morfologik tarkib	Birgina o‘zakdan minglab so‘z shakllari hosil bo‘lishi.	Morfologik analizatorlar va stemmerlarni mukammallashtirish.
Resurs tanqisligi	Internet segmentida o‘zbek tilidagi ilmiy-falsafiy matnlarning kamligi.	Milliy korpusni (uzbekcorpus.uz) boyitish va ochiq ma’lumotlar bazasini yaratish.
Alifbo muammosi	Kirill va lotin yozuvlarining parallel qo‘llanilishi.	Universal transliteratsiya va unifikatsiya algoritmlarini joriy etish.

2-jadval. Til sistemasidagi masalalar.

Muammo turi	Lingvistik tavsif	SI uchun texnologik yechim	Tilshunosning yangi vazifasi
Gallutsinatsiya	Haqiqatga mos kelmaydigan uydirma faktlarni generatsiya qilish.	RAG (Retrieval-Augmented Generation) va Fact-checking algoritmlari.	Tashqi bilimlar bazasini (Verifikatsiya bazasi) shakllantirish.
Polisemiya va Omonimiya	So‘zlarning ko‘p ma’noiligi va shakldoshligi (masalan, <i>ot</i> , <i>tut</i>).	Contextual Embeddings (BERT, RoBERTa modellari).	Semantik teglash (Sense disambiguation) korpuslarini yaratish.
Pragmatik xatolik	Matn osti ma’nosini, piching va kontekstni tushunmaslik.	RLHF (Reinforcement Learning from Human Feedback).	Modelni insoniy muloqot ssenariylari asosida baholash va “tarbiyalash”.

Muammo turi	Lingvistik tavsif	SI uchun texnologik yechim	Tilshunosning yangi vazifasi
Mantiqiy uzilish	Matn qismlari o'rtasidagi mantiqiy bog'liqlikning yo'qolishi.	Knowledge Graphs (Bilimlar grafigi) va Ontologik modellashtirish.	Tushunchalar o'rtasidagi mantiqiy iyerarxiya xaritasini chizish.

O'zbek tilshunoslari oldida tilning **ontologik bazasini** (so'zlarning o'zaro mantiqiy bog'liqlik xaritasi) yaratishdek fundamental vazifa turibdi. Bu mashinaga o'zbekcha so'zlarni shunchaki ketma-ketlik emas, balki tushunchalar tizimi sifatida anglash imkonini beradi. Buning uchun qomusiy va umumfilologik lug'atlarning elektron bazasini yaratish, har bir sohaga tegishli terminlar ontologiyasini tayyorlash muhim. Fanning keyingi taraqqiyotida tilshunoslik va SI integratsiyasi asosida **neyrolingvistik tahlil** (Inson nutqiy faoliyati va SI algoritmlari o'rtasidagi izomorflikni o'rganish.), **raqamli dialektologiya** (SI yordamida hududiy dialektlarni avtomatik klassifikatsiya qilish va xaritalash), **avtomatik tarjima va interpretatsiya** (Madaniy kontekstni hisobga oluvchi, piching va ko'chma ma'nolarni yetkazib beruvchi neyron tarjimonlarni yaratish) hamda **psixolingvistik diagnostika** (Inson yozgan matn yoki nutq orqali uning psixologik holatini aniqlash algoritmlarini lingvistik asoslash.) kabi yo'nalishlar vujudga keladi.

XULOSA. Tilshunoslik fani bugungi kunda o'zining ikkinchi "uyg'onish" davrini yashamoqda. Sun'iy intellekt tilshunoslikni nazariy cheklanganlikdan qutqarib, uni muhandislik darajasiga olib chiqdi. Ammo o'zbek tili "kam resursli" (low-resource) tillar sirasiga kirgani sababli, SI modellarida o'zbekcha **gallutsinatsiyalar** (uydirmalar) ko'proq uchraydi. Buning asosiy sababi SI modelining o'zbekcha matnlarni yetarli darajada tahlil qilmagani va ko'pincha inglizcha yoki ruscha mantiqni o'zbek tiliga so'zma-so'z ko'chirganidir. Umuman olganda, SI modellari lingvistik nazariyalarsiz (xususan semantika va pragmatika) inson darajasidagi intellektga erisha olmaydi. O'zbek tili uchun milliy SI modellarini yaratish ilmiy, ijtimoiy-siyosiy va shu bilan birga strategik ahamiyatga ega.

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TALABALARDA MANTIQUIY FIKRLASHNI RIVOJLANTIRISH

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Annotatsiya. Mazkur tezisda talabalarda mantiqiy fikrlashni rivojlantirishda shaxmat o‘yinining ahamiyati ilmiy jihatdan yoritilgan. Zamonaviy ta’lim jarayonida talabalarning mustaqil fikrlash, tahlil qilish va to‘g‘ri qaror qabul qilish ko‘nikmalarini rivojlantirish muhim vazifalardan biri hisoblanadi. Shaxmat o‘yini talabalarning intellektual salohiyatini oshirish, diqqatni jamlash va strategik fikrlashini rivojlantirishda samarali vosita sifatida qaraladi. Tadqiqot davomida shaxmat mashg‘ulotlarining talabalarning mantiqiy fikrlashiga ta’siri ilmiy adabiyotlar asosida tahlil qilindi. Olingan natijalar shaxmat mashg‘ulotlari talabalarning mantiqiy fikrlash va muammoli vaziyatlarni hal etish qobiliyatlarini rivojlantirishda muhim omil ekanligini ko‘rsatdi.

Kalit so‘zlar: shaxmat, mantiqiy fikrlash, talaba, intellektual rivojlanish, diqqat, strategik fikrlash

Kirish

Bugungi kunda ta’lim tizimining asosiy vazifalaridan biri zamonaviy fikrlaydigan, mustaqil qaror qabul qila oladigan va muammoli vaziyatlarni tahlil qilish qobiliyatiga ega bo‘lgan yoshlarni tarbiyalashdan iborat. Globallashuv jarayoni va axborot texnologiyalarining jadal rivojlanishi talabalardan nafaqat nazariy bilimlarni o‘zlashtirishni, balki mantiqiy fikrlash, strategik rejalashtirish va tahliliy yondashuv ko‘nikmalariga ega bo‘lishni ham talab etmoqda. Shu sababli talabalarda mantiqiy fikrlashni rivojlantirish zamonaviy ta’lim tizimining dolzarb vazifalaridan biri hisoblanadi.

Mantiqiy fikrlash insonning aqliy faoliyatini tashkil etuvchi asosiy omillardan biri bo‘lib, u muammoli vaziyatlarni tahlil qilish, sabab-oqibat bog‘lanishlarini aniqlash, turli variantlarni solishtirish va to‘g‘ri qaror qabul qilish qobiliyatlarini o‘z ichiga oladi. Talabalarda ushbu ko‘nikmalarni rivojlantirish ularning nafaqat o‘quv faoliyatida, balki kelajakdagi kasbiy faoliyatida ham muhim ahamiyat kasb etadi. Shu bois ta’lim jarayonida talabalarning mantiqiy fikrlashini rivojlantirishga xizmat qiluvchi samarali pedagogik vositalarni qo‘llash zarur [1].

Shaxmat o‘yini qadimiy intellektual o‘yinlardan biri bo‘lib, inson tafakkurini rivojlantirishda muhim o‘rin tutadi. Ushbu o‘yin strategik fikrlash, mantiqiy tahlil,

diqqatni jamlash va muammoli vaziyatlarni hal etish ko'nikmalarini rivojlantirishga xizmat qiladi. Shaxmat bilan muntazam shug'ullanish talabalarning intellektual salohiyatini oshirish, ularning tahliliy fikrlash va mustaqil qaror qabul qilish qobiliyatlarini shakllantirishda samarali vosita hisoblanadi. Shaxmat o'yinida har bir yurish aniq rejalashtiriladi, raqibning harakatlari oldindan tahlil qilinadi va eng optimal yechim topishga harakat qilinadi. Bu jarayon talabalarning mantiqiy fikrlash qobiliyatini rivojlantirishga xizmat qiladi.

Zamonaviy pedagogika va psixologiya fanlarida shaxmat o'yinining ta'lim jarayonidagi o'rni tobora ortib bormoqda. Ilmiy tadqiqotlar shuni ko'rsatadiki, shaxmat bilan shug'ullanish talabalarning diqqatini jamlash, xotirasini mustahkamlash, analitik va strategik fikrlash qobiliyatlarini rivojlantirishga ijobiy ta'sir ko'rsatadi. Ayniqsa, shaxmat o'yini muammoli vaziyatlarni hal etish, qaror qabul qilish va o'z harakatlari uchun mas'uliyatni his etish kabi psixologik sifatlarni shakllantirishda samarali vosita hisoblanadi.

Hozirgi kunda ko'plab mamlakatlarda shaxmat o'yini ta'lim tizimiga integratsiya qilinib, o'quvchilarning va talabalarning intellektual rivojlanishini ta'minlashda samarali pedagogik vosita sifatida qo'llanilmoqda. O'zbekistonda ham shaxmat sportini rivojlantirish va uni yoshlar o'rtasida ommalashtirishga alohida e'tibor qaratilmoqda. Ta'lim muassasalarida shaxmat to'garaklarining tashkil etilishi talabalarning mantiqiy fikrlashini rivojlantirish va ularning intellektual salohiyatini oshirishga xizmat qilmoqda [2].

Mazkur tezisning dolzarbligi talabalarda mantiqiy fikrlashni rivojlantirishda shaxmat o'yinining o'rni va ahamiyatini ilmiy asosda tahlil qilish, shaxmat mashg'ulotlarining talabalarning intellektual rivojlanishiga ta'sirini aniqlash hamda ta'lim jarayonida shaxmatdan samarali foydalanish imkoniyatlarini yoritish zarurati bilan belgilanadi. Shaxmat orqali talabalarning mantiqiy fikrlashini rivojlantirish ularning intellektual salohiyatini oshirish va har tomonlama yetuk mutaxassis sifatida shakllanishiga xizmat qiladi.

Shaxmatning talabalarda mantiqiy fikrlashni rivojlantirishdagi o'rni

Shaxmat o'yini talabalarda mantiqiy fikrlashni rivojlantirishga xizmat qiluvchi samarali intellektual faoliyat turlaridan biri hisoblanadi. Mazkur o'yin jarayonida talaba har bir harakatni oldindan rejalashtiradi, turli kombinatsiyalarni tahlil qiladi va optimal qaror qabul qilishga intiladi. Bu esa uning analitik fikrlash qobiliyatini rivojlantirib, muammoli vaziyatlarga nisbatan to'g'ri yondashuvni shakllantiradi. Shaxmat bilan muntazam shug'ullanish talabalarning sabab-oqibat bog'lanishlarini anglash, strategik rejalashtirish va mustaqil xulosa chiqarish ko'nikmalarini mustahkamlaydi.

Shaxmat o‘yinida har bir yurishning o‘ziga xos maqsadi va strategiyasi mavjud bo‘lib, talaba har bir qarorni qabul qilishdan avval bir nechta variantlarni tahlil qiladi. Bu jarayon talabaning tafakkur faoliyatini faollashtiradi va uning mantiqiy fikrlash qobiliyatini rivojlantiradi. Shuningdek, shaxmat o‘yini talabalarning diqqatini jamlash, xotirasini mustahkamlash va tezkor fikrlashini rivojlantirishga ham ijobiy ta‘sir ko‘rsatadi. Natijada talabalarning o‘quv faoliyatida ham yuqori natijalarga erishish imkoniyati ortadi.

Shaxmat mashg‘ulotlarining talabalarning intellektual va psixologik rivojlanishiga ta‘siri

Shaxmat mashg‘ulotlari talabalarning nafaqat mantiqiy fikrlashini, balki ularning psixologik va intellektual rivojlanishini ham ta‘minlaydi. O‘yin jarayonida talaba mustaqil ravishda qaror qabul qiladi, o‘z harakatlari uchun mas‘uliyatni his etadi va har bir vaziyatni chuqur tahlil qilishga intiladi. Bu esa talabaning mustaqil fikrlash qobiliyatini shakllantirish va uning o‘ziga bo‘lgan ishonchini oshirishga xizmat qiladi [3].

Shaxmat o‘yini diqqatni jamlash va sabr-toqatni rivojlantirishda ham muhim ahamiyatga ega. Talaba o‘yin davomida diqqatini uzoq vaqt davomida bir nuqtaga qaratishi, raqib harakatlarini kuzatishi va o‘z strategiyasini ishlab chiqishi zarur. Bu jarayon diqqat barqarorligini oshirib, talabaning psixologik barqarorligini mustahkamlaydi. Shuningdek, shaxmat o‘yini g‘alaba va mag‘lubiyatni to‘g‘ri qabul qilish, emotsiyalarni boshqarish va stressli vaziyatlarda o‘zini tutish ko‘nikmalarini shakllantiradi.

Zamonaviy ta‘lim tizimida shaxmat mashg‘ulotlarini tashkil etish talabalarning intellektual salohiyatini oshirish bilan birga ularning psixologik rivojlanishiga ham ijobiy ta‘sir ko‘rsatadi. Shaxmat orqali talabalarda strategik fikrlash, muammoli vaziyatlarni hal etish va to‘g‘ri qaror qabul qilish ko‘nikmalarini rivojlantirish mumkin. Shu sababli shaxmat mashg‘ulotlarini ta‘lim jarayoniga integratsiya qilish talabalarning har tomonlama rivojlanishini ta‘minlashda muhim ahamiyatga ega [4].

Xulosa va tavsiyalar

Xulosa qilib aytganda, shaxmat o‘yini talabalarda mantiqiy fikrlashni rivojlantirishda samarali pedagogik vositalardan biri hisoblanadi. Shaxmat bilan muntazam shug‘ullanish talabalarning analitik va strategik fikrlash qobiliyatini rivojlantiradi, diqqatni jamlash, xotira va mustaqil qaror qabul qilish ko‘nikmalarini shakllantiradi. O‘yin jarayonida turli vaziyatlarni tahlil qilish, eng optimal qarorni tanlash va harakatlarni rejalashtirish talabalarning mantiqiy tafakkurini mustahkamlashga xizmat qiladi. Natijada shaxmat mashg‘ulotlari talabalarning nafaqat intellektual, balki psixologik rivojlanishiga ham ijobiy ta‘sir ko‘rsatadi.

Shaxmat mashg'ulotlari talabalarning diqqat barqarorligini oshirish, muammoli vaziyatlarni hal etish qobiliyatini rivojlantirish va emotsional barqarorligini mustahkamlashda muhim ahamiyatga ega. Ayniqsa, shaxmat o'yinida g'alaba va mag'lubiyatni boshdan kechirish talabalarda sabr-toqat, o'zini boshqarish va stressga chidamlilik kabi psixologik sifatlarni shakllantiradi. Bu esa ularning o'quv jarayonida va kelajakdagi kasbiy faoliyatida muhim omil bo'lib xizmat qiladi.

Talabalarda mantiqiy fikrlashni rivojlantirish maqsadida quyidagi tavsiyalarni berish mumkin:

- ta'lim muassasalarida shaxmat mashg'ulotlarini muntazam tashkil etish;
- shaxmatni fakultativ mashg'ulot va to'garaklar orqali talabalarning o'quv faoliyatiga integratsiya qilish;
- shaxmat orqali mantiqiy fikrlashni rivojlantirishga qaratilgan innovatsion pedagogik metodlardan foydalanish;
- talabalarning individual qobiliyatlarini hisobga olgan holda shaxmat mashg'ulotlarini tashkil etish;
- shaxmat musobaqalari va intellektual turnirlarni tashkil etish orqali talabalarning qiziqishini oshirish.

Kelgusida shaxmat o'yinining talabalarning mantiqiy fikrlash va intellektual rivojlanishiga ta'sirini chuqurroq o'rganish, zamonaviy pedagogik yondashuvlar asosida shaxmat mashg'ulotlarini takomillashtirish hamda uni ta'lim tizimida keng joriy etish muhim ilmiy-amaliy ahamiyatga ega. Bu esa talabalarning intellektual salohiyatini oshirish va ularni har tomonlama yetuk mutaxassis sifatida shakllantirishga xizmat qiladi.

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MAIN METHODS AND APPROACHES USED IN LEARNING A FOREIGN LANGUAGE

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Abstract: This article examines the main methods and approaches used in foreign language learning from a theoretical and pedagogical perspective. It analyzes such methodologies as the Grammar-Translation Method, the Direct Method, the Audiolingual Method, the Communicative Approach, as well as modern interactive and technology-based teaching strategies. Special attention is given to the pedagogical foundations, advantages and disadvantages of each method, and their role in developing learners' communicative competence. The study also highlights the importance of an integrative approach and the application of innovative educational technologies in contemporary foreign language instruction. The findings demonstrate that the effective combination of various teaching methods significantly enhances language learning outcomes.

Keywords: foreign language learning, teaching methods, communicative approach, grammar-translation method, audiolingual method, interactive learning, innovative technologies, communicative competence, pedagogical approach

ОСНОВНЫЕ МЕТОДЫ И ПОДХОДЫ, ИСПОЛЬЗУЕМЫЕ ПРИ ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА

НАРЗУЛЛАЕВА РОЗИЯ

**СТУДЕНТКА САМАРКАНДСКОГО ГОСУДАРСТВЕННОГО
ИНСТИТУТА ИНОСТРАННЫХ ЯЗЫКОВ**

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Аннотация: В данной статье рассматриваются основные методы и подходы, применяемые в процессе изучения иностранного языка. Анализируются такие методики, как грамматико-переводной метод, прямой метод, аудиолингвальный метод, коммуникативный подход, а также современные интерактивные технологии обучения. Особое внимание уделяется педагогическим основам каждого метода, их преимуществам и недостаткам, а также влиянию на формирование коммуникативной компетенции обучающихся. В статье также подчеркивается значимость интегративного подхода и использования инновационных образовательных технологий в современной системе обучения иностранным языкам. Результаты

исследования свидетельствуют о необходимости комплексного применения различных методов для достижения высокой эффективности обучения.

Ключевые слова: иностранный язык, методы обучения, коммуникативный подход, грамматико-переводной метод, аудиolingвальный метод, интерактивное обучение, инновационные технологии, языковая компетенция, педагогический подход

**XORIJIY TILNI O'RGANISH JARAYONIDA QO'LLANILADIGAN ASOSIY
METODLAR VA YONDASHUVLAR**

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Annotatsiya: Mazkur maqolada xorijiy tilni o'rganishda qo'llaniladigan asosiy metod va yondashuvlar ilmiy-nazariy jihatdan tahlil qilinadi. Xususan, grammatika-tarjima metodi, to'g'ridan-to'g'ri metod, audiolingval metod, kommunikativ yondashuv hamda zamonaviy interaktiv texnologiyalarga asoslangan metodlar o'rganiladi. Har bir metodning pedagogik asoslari, afzallik va kamchiliklari, ta'lim samaradorligiga ta'siri hamda o'quvchilarning kommunikativ kompetensiyasini shakllantirishdagi o'rni yoritib beriladi. Shuningdek, zamonaviy ta'lim jarayonida integrativ yondashuvning ahamiyati hamda til o'rgatishda innovatsion texnologiyalardan foydalanish masalalari tahlil qilinadi. Tadqiqot natijalari xorijiy tilni samarali o'qitishda metodlar uyg'unligining muhimligini ko'rsatadi.

Kalit so'zlar: xorijiy til, o'qitish metodlari, kommunikativ yondashuv, grammatika-tarjima metodi, audiolingval metod, interaktiv ta'lim, innovatsion texnologiyalar, til kompetensiyasi, pedagogik yondashuv

Introduction

Foreign language learning has become an essential component of modern education due to globalization, technological development, and intercultural communication. In the 21st century, proficiency in at least one foreign language is no longer considered an advantage but rather a necessity. Educational systems worldwide continuously revise their curricula in order to improve language teaching effectiveness and align it with contemporary communicative demands. As a result, numerous teaching methods and pedagogical approaches have been developed, tested, and implemented over time. Historically, foreign language instruction has undergone significant transformations. Early language teaching methods primarily focused on grammar rules and translation exercises, emphasizing linguistic accuracy over communicative competence. However, as linguistic theories evolved and psychological research shed light on cognitive processes in learning, teaching methodologies gradually shifted toward more learner-

centered and communication-oriented approaches. The emergence of applied linguistics as an academic discipline further influenced methodological innovations in language pedagogy.

The effectiveness of foreign language learning depends on several factors, including teaching strategies, learner motivation, cognitive styles, sociocultural context, and technological support. Therefore, understanding the main methods and approaches used in foreign language instruction is crucial for educators, researchers, and curriculum developers. This study aims to analyze the principal methodologies applied in foreign language learning, evaluate their pedagogical foundations, and examine their influence on learners' communicative competence and overall language proficiency.

Materials and methods

This research is based on a qualitative and comparative analysis of major foreign language teaching methods. The study draws upon theoretical literature in applied linguistics, pedagogy, and educational psychology. Academic articles, textbooks on methodology, and contemporary research studies were examined to identify the defining characteristics of each approach.

The primary methods analyzed in this study include:

- The grammar-translation method
- The direct method
- The audiolingual method
- The communicative language teaching (CLT) approach
- Task-based language teaching (TBLT)
- Technology-enhanced and blended learning approaches

A descriptive-analytical method was employed to evaluate the historical development, theoretical foundations, instructional techniques, strengths, and limitations of each method. Additionally, a comparative framework was used to determine how these approaches address key components of language competence, such as grammar, vocabulary, pronunciation, fluency, and pragmatic skills. The study also considers contemporary educational contexts, including digital learning environments, interactive platforms, and multimedia tools. Particular attention is given to the integration of innovative technologies in language teaching, such as online learning systems, artificial intelligence-based applications, and virtual communication tools, which significantly reshape traditional classroom dynamics.

Results

The analysis demonstrates that each foreign language teaching method reflects specific theoretical assumptions about language acquisition and learning processes.

The Grammar-translation method emphasizes grammatical accuracy, reading comprehension, and translation skills. While it effectively develops analytical abilities and structural awareness, it often neglects oral communication and listening skills. Learners trained exclusively through this method may possess strong theoretical knowledge but lack communicative fluency. The Direct Method emerged as a reaction to grammar-focused instruction. It prioritizes speaking and listening skills and promotes immersive learning through target language use. This method encourages spontaneous communication and contextual vocabulary acquisition. However, it may be challenging to implement in large classrooms or in contexts with limited exposure to authentic language environments. The Audiolingual method is rooted in behaviorist psychology and structural linguistics. It focuses on repetition, drills, and habit formation. This approach effectively improves pronunciation and pattern recognition but may limit creative language use and critical thinking skills.

Communicative language teaching represents a significant shift toward functional and interactive language use. It prioritizes real-life communication, fluency, and learner engagement. Students participate in role-plays, discussions, and problem-solving activities. This method enhances communicative competence but sometimes lacks systematic grammar instruction if not balanced properly. Task-based language teaching further develops communicative principles by organizing instruction around meaningful tasks. It fosters collaboration, autonomy, and practical language application. Results indicate that task-based instruction improves motivation and retention of vocabulary and expressions. Modern technology-enhanced approaches integrate digital tools, multimedia content, and online communication platforms into language instruction. These methods increase accessibility, provide authentic materials, and support individualized learning. Learners benefit from interactive exercises, virtual exchanges, and real-time feedback systems. Overall, findings suggest that no single method guarantees complete success. Instead, an integrative and flexible approach that combines elements of various methodologies appears to produce the most effective learning outcomes.

MAIN METHODS AND APPROACHES USED IN FOREIGN LANGUAGE LEARNING

№	Method / Approach	Key characteristics	Advantages	Disadvantages
1	Grammar-Translation Method	Focuses on grammar rules, reading texts, and translation	Develops strong grammatical knowledge and analytical skills;	Neglects speaking and listening skills; limited

		exercises; emphasizes written language	improves reading comprehension	communicative practice
2	Direct method	Instruction is conducted entirely in the target language; emphasizes speaking and listening	Encourages natural communication; improves pronunciation and fluency	Difficult to apply in large classes; requires highly proficient teachers
3	Audiolingual method	Based on repetition, drills, and habit formation; structured dialogues	Improves pronunciation and sentence patterns; reinforces language structures	Limits creativity and spontaneous speech; may become monotonous
4	Communicative language teaching (CLT)	Focuses on real- life communication and interaction; learner-centered	Develops communicative competence; increases student engagement	May overlook systematic grammar instruction if not balanced
5	Task-based language teaching (TBLT)	Organizes learning around meaningful tasks and problem- solving activities	Enhances motivation and collaboration; promotes practical language use	Requires careful planning; assessment can be complex
6	Technology- Enhanced Learning	Uses digital tools, multimedia, online platforms, and AI- based applications	Provides interactive learning; supports individualized instruction; access to authentic materials	Depends on technological resources; may reduce face-to- face interaction

Discussion

The evolution of foreign language teaching methods reflects broader changes in educational philosophy and linguistic theory. Early structural and form-focused methods viewed language primarily as a system of rules. In contrast, contemporary

approaches perceive language as a dynamic tool for communication and social interaction. The discussion highlights the importance of balancing accuracy and fluency. While communicative approaches emphasize real-life interaction, grammatical competence remains essential for clarity and correctness. Therefore, modern pedagogy increasingly supports eclectic methodologies that integrate structural practice with communicative tasks. Learner-centered instruction has become a fundamental principle in language education. Teachers are no longer the sole transmitters of knowledge but facilitators of learning. Active participation, collaborative learning, and problem-solving activities enhance motivation and cognitive engagement. Moreover, the inclusion of authentic materials allows learners to connect classroom instruction with real-world communication.

Technological innovation plays a transformative role in language education. Digital platforms enable blended learning models, combining face-to-face interaction with online instruction. Artificial intelligence applications offer personalized feedback and adaptive learning paths. However, the effectiveness of technological tools depends on pedagogical integration rather than mere availability. Cultural competence also emerges as a critical component of foreign language learning. Communicative proficiency involves understanding sociocultural norms, pragmatic conventions, and intercultural sensitivity. Therefore, teaching approaches must incorporate cultural awareness alongside linguistic skills. In contemporary educational contexts, especially in multilingual societies, flexibility and adaptability are essential. Teachers must consider students' backgrounds, proficiency levels, and learning objectives when selecting appropriate methodologies. Professional development and continuous training are necessary to ensure that educators effectively implement innovative strategies.

Conclusion

In conclusion, foreign language learning has evolved through various methodological stages, each contributing valuable insights into the teaching process. From grammar-focused instruction to communicative and technology-enhanced approaches, language pedagogy reflects continuous adaptation to educational and societal needs. The study confirms that effective foreign language instruction requires an integrative approach that combines structural accuracy, communicative fluency, learner engagement, and technological support. No single method can address all aspects of language competence. Therefore, educators should adopt flexible strategies that respond to learners' needs and contemporary educational realities. Modern foreign language education must prioritize communicative competence, intercultural awareness, and digital literacy. By integrating traditional pedagogical principles with innovative

technologies and interactive methodologies, language educators can create dynamic and effective learning environments. Ultimately, the success of foreign language learning depends not only on the chosen method but also on the teacher's professional competence, the learner's motivation, and the overall educational context. A balanced and adaptive approach ensures sustainable and meaningful language acquisition in the globalized world.

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ABDULLA ORIPOV SHE'RLARIDA TAZOD SAN'ATI VA POETIK G'OYA

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Annotatsiya. Maqolada O'zbekiston xalq shoiri Abdulla Oripovning o'z she'rlarida tazod she'r san'atidan foydalanib, o'ziga xos poetik ma'no aks ettirgan she'rlari haqida so'z boradi. Bunda zidlash orqali nimalarga urg'u berilayotgani, shoirona tasvir va mazmun uyg'unligi kabi omillar borasida mulohazalar bayon qilinadi. Tahlil va talqinlar orqali muayyan ilmiy-nazariy xulosalar keltiriladi.

Kalit so'zlar. Abdulla Oripov, she'riy san'atlar, tazod, antiteza.

Аннотация. В статье рассматриваются стихи народного поэта Узбекистана Абдуллы Орипова, в которых используется искусство антитезиса, отражающее уникальный поэтический смысл. При этом анализируются такие факторы, как то, что подчеркивается посредством противопоставления, гармония поэтического образа и содержания. На основе анализа и интерпретации сделаны определенные научно-теоретические выводы.

Ключевые слова: Абдулла Орипов, поэтическое искусство, антитеза.

Abstract. This article examines the poems of the national poet of Uzbekistan, Abdulla Oripov, which employ the art of antithesis to reflect a unique poetic meaning. Factors such as the emphasis placed on the contrast and the harmony of poetic image and content are analyzed. Based on the analysis and interpretation, certain scientific and theoretical conclusions are drawn.

Keywords: Abdulla Oripov, poetic art, antithesis.

Kirish. O'zbek adabiyotining buyuk ijodkorlaridan biri, O'zbekiston Xalq shoiri, O'zbekiston Qahramoni Abdulla Oripovdir. Abdulla Oripov XX asr o'zbek adabiyotiga o'zining sodda, samimiy, ta'sirchan va xalqona asarlari bilan katta hissa qo'shdi va o'chmas iz qoldirdi. U olovli she'riyati bilan xalqimiz ko'nglidan joy oldi. Shoir Abdulla Oripov o'z she'rlarida she'riy san'atlardan o'rinli foydalangan.

Tazod san'ati (arabcha-zidlash) zid ma'noli so'zlar yordamida yaratiladi. Klassik adabiyotda mutobiha, tiboq, talbiq, takafu, ittizod, muttazod kabi nomlar bilan ataladi, hozirda antiteza deb ham yuritiladi. Anvar Hojiahmedov o'zining "She'riy san'atlar va mumtoz qofiya" asarida tazod san'ati haqida ham fikr yuritadi. "Tazod so'zi "zid

qo'yish", "qarshilantirish" ma'nolarini ifodalaydi. Shu so'z bilan ataluvchi she'riy san'at esa baytda ma'no jihatdan o'zaro zid, qarama qarshi bo'lgan so'zlarni qo'llab, ta'sirchan badiiy timsollar, lavhalar, yaratishni nazarda tutadi" [1, 39]. Abdulla Oripov she'riyatida bu san'atning go'zal na'munalarini ko'rishimiz mumkin.

Tahlil va mulohazalar. Abdulla Oripov –noyob iste'dod egasi bo'lib, falsafiylik, milliy ruh, diniy-axloqiy mezonlar, insoniylik shoir she'riyatining asoslarini tashkil etadi. Abdulla Oripovning "Savob" she'rida inson savob ish qilish uchun boy-badavlat bo'lishi shart emasligi, inson o'z holatidan kelib chiqib ham savob ishlarga qo'l urishi mumkinligi ifodalangan. Bu yerda "katta" va "kichik" so'zlari zid qo'yilgan, islom dunyosidagi savob amallarining ulug'ligiga urg'u beradi:

Dasti qisqalarni kamsitma zinhor,
Savobning katta-yu kichigi bo'lmas.
Kimningdir davlati behad-u bisyor,
Va lekin baxldir tolei kulmas. [2. 34].

Har bir inson o'z hayoti davomida zaif va kuchli, sog'lom va bemor, boy va kambag'al, yoshlik va keksalik singari holatlarni boshdan o'tkazadi. Ammo inson bularning birortasida doimiy emas. Bu Alloh taoloning oliy hikmati bo'lib, hayotda har bir holat o'z ziddi bilan aks etadi. Musulmon kishi ana shu ilohiy muvozanatni saqlagan holda umr kechirishi maqsadga muvofiqdir. Shunday ekan, Islom dini insonga ne'mat berilsa, shukr qilishga, zaiflik yetganda sabrli bo'lishga undaydi. Musulmon kishi bu voqelikni yaxshi anglay bilishi kerak. Ya'ni kuchli zaifga kibr qilmasligi, sog'lom bemorning ko'nglini og'ritmasligi, boy kambag'alga mag'rurlanmasligi, yoshlar keksalarni hurmat qilishi lozim. Hamma vaqt kamtarlik savob olish va go'zal insoniy fazilatlarni egallashga sabab bo'ladi. Hatto kamtar inson har qanday holatda ham sinovga duchor bo'lgan kishining o'rniga o'zini qo'yib ko'ra oladi. Qur'oni Karim oyatlarida Alloh taolo mo'min va solih bandalariga savobi evaziga ajrlar berishi takror-takror ta'kidlanadi. Savob bandaning bu dunyoda qilgan amali uchun mukofotidir. Alloh taolo aytadi: "Siz o'zingizni erta-yu kech Parvardigorlarining "yuzi"ni istab, u zotga duo-iltijo qiladigan zotlar bilan birga tuting! Ko'zlaringiz hayoti dunyo ziynatlarini ko'zlab, ulardan o'tib o'zga ahli dunyolarga boqmasin!"(Kahf surasi, 28-oyat). [3. 125]. Oyatda o'zi kambag'al, zaif bo'lsa-da, yaxshilik yo'lida yuradigan insonlar bilan birga bo'lishni, mol-dunyo ziynatlariga berilib, Allohni esdan chiqargan kimsalardan yiroqda bo'lish nazarda tutilmoqda.

Abdulla Oripovning "Duo" she'rida tazod san'atining yana bir marta chiroyli qo'llanganining guvohi bo'lamiz. "Duo" she'rida "baland" va "past" so'zlari qarshilantirilgan. "Baland" so'zi orqali inson martabasi, qadri va insonga berilgan

ne'matlar ulug'langan. "Past" so'zi orqali insonning qadsizlanishi, gadolik, tilanchilik, qaramlik va muhtojlik ifodalangan:

Qo'ling baland bo'lsin desalar illo,
Qo'ling past tushmasin sira ham, derdi.
Qo'ling baland bo'lsa, bilki, bu ne'mat,
Qo'ling past tushmog'i tilanchilikdir. (o'sha manba, 35)

Muhammad sollallohu alayhi vasallam duoning ahamiyatini ko'p bor ta'kidlaganlar, u mo'minning ibodati va Allohga eng yaqin bo'lishi, Uning fazlini so'rashga undaganlar, duoni qabul qilish va'dasini berganlar. Payg'ambarimiz hadislarida mo'minning la'natlovchi bo'lmasligini, duodan qochish esa jahannamga kirishga sabab bo'lishini aytganlar, bu duo bilan murojaat qilish qanchalik muhimligini ko'rsatadi. Duo-arab tilida "chaqirish", "so'rash" ma'nolarini anglatadi. Duo haqida Muhammad (s.a.v.) ning muhim gaplari: "Duo — ibodatdir": Payg'ambarimiz (s.a.v.) duoni ibodatning o'zi deb ta'kidlaganlar, bu uni qanchalik muhimligini ko'rsatadi. [Allohga murojaat qilish](#): U zot, "Menga duo qilinglar, ijobat qilaman", degan Allohning kalomini keltirib, bandalarni undan so'rashga chorlaganlar. [Iymon va duo](#): Allohga duo qilib, iymon keltirganlar to'g'ri yo'lni topishini aytganlar (3.Baqara, 186).

La'natdan qaytarish: Mo'min ko'p la'natlovchi bo'lmasligi, la'nat ko'pincha aytuvchiga qaytishi haqida aytib, duoning ijobiy tomoniga urg'u berganlar.

Muhammad (s.a.v.) duoni mo'minning asosiy quroli, Alloh bilan aloqasi va ibodati deb ko'rganlar.[4. O'zbekiston musulmonlar idorasi <https://muslim.uz>]

Abdulla Oripovning "Bahs" she'rida tazodlar "Do'zax" va "Jannat", "fosiq" va "yaxshi", "azob" va "rohat", so'zlari orqali hosil bo'lgan.

Bir kun bahsga tushdi Do'zax va Jannat,
Tortisha boshladi har ikki tomon.
Biri azobini uqtirsa faqat,
Biri rohatini maqtardi chunon.
Do'zax maqtanardi:-Jamiki yuzsiz,
Fosiq bandalarni yig'ib olganman.
Jannat kerilardi:-Men esa, so'zsiz,
Yaxshilarni to'plab, dovrug' solgayman. (24-bet)

Jannat va do'zax inson yetib boradigan oxirgi manzillardir. Inson ulardan biriga yetgandan keyin abadiy qoladi. Ahli sunna va jamoa mazhabi e'tiqodicha, bu ikki narsa moddiy bo'lib, ulardagi narsalar ham ruhga va ham jismga oiddir. Ulardagi ne'matlar va azoblar ham jismga, ham ruhga beriladi. Jannat va do'zax abadiy turadigan narsalardir. Ularga tushgan kishilarning qolishi ham abadiy bo'ladi. Faqat ba'zi osiy mo'minlar o'z qilmishlariga yarasha jazoni o'taganlaridan keyin do'zaxdan jannatga

chiqadilar. Jannat haqida Qur'ondan dalillar: "Jannat taqvodorlar uchun tayyorlangandir" (Oli Imron surasi, 133-oyat). Yoki: "Jannat Alloh va uning payg'ambarlariga iymon keltirganlar uchun tayyorlangandir" (Hadid surasi, 21-oyat). "Jannat taqvodorlarga uzoq bo'lgan joyga yaqinlashtirildi" (Qof surasi, 31-oyat).

Alloh taolo "Naba" surasida quyidagilarni aytgan: "Albatta, jahannam poylab turuvchidir. Tug'yonga ketganlarning qaytar joyidir" (21-22oyatlar). Biz, "poylab turuvchidir", deb tarjima qilgan ibora dushmani poylab turishga ishlatiladigan iboradir. Do'zax haqida sunnatdan dalil: Payg'ambarimiz sollallohu alayhi vasallam: "Mening jonim qo'lida bo'lgan zot bilan qasamki, agar, men ko'rgan narsani ko'rsangiz albatta, oz kular va ko'p yig'lar edingiz", -dedilar. Odamlar "Ey, Allohning Rasuli, nimani ko'rdingiz?" -dedilar. U zot sollallohu alayhi vasallam: "Jannatni va do'zaxni ko'rdim", -dedilar.

Abdulla Oripov Do'zax va Jannatni qo'llagan holda insonni o'z qilgan ishlari-yu, bosib o'tgan yo'llariga nazar solishga majbur qiladi. Shoirning "Hazrati odam" she'rida "o'ng" va "chap", "yayrar" va "o'rtanar", "Do'zax" va "Jannat" so'zlari orqali tazodlar hosil qilingan:

O'ng yoqqa boqqanda ruhlari yayrar,
Chap yonga boqqanda o'rtanar faqat.
Bir tomon Jannatning fusunkor bog'i,
Bir tomon Do'zaxdir, yo'qdir adog'i. (16-bet)

Bu yerda "Jannat" chiroyli bog'ga qiyos qilingan bo'lsa, "Do'zax" adog'i yo'q jahannam deb ta'riflangan. Abdulla Oripovning "Bilol habash" she'rida tazod "sog'" va "xasta", "oq" va "qora" so'zlari orqali hosil qilingan:

Sidq ila vafoga bo'ldi u timsol,
Qaytmadi rost yo'ldan, sog' yo xastadir.
Javob shunday bo'ldi:- So'ylangiz bilib,
Uning oq dilida iymon ohangi.
Jannat hurlariga qora xol qilib,
Bo'lib berilgaydir Bilolning rangi. (22-bet)

Bilol Habashiy Payg'ambarimiz Muhammad sollallohu alayhi vassallamning eng mashhur sahobalaridan, birinchi muazzinlaridan hisoblanadi. Efiopiyada tavallud topgan. Otasi Raboh, onasi Hamima. U boy makkalik zodagon Umayya ibn Xalafning quli bo'lgan. Bilol ibn Raboh birinchi musulmonlardan hisoblanadi.

Bilol-Alloh elchisining muazzini juda baland bo'yli, qora tanli, ozg'in, jingalak sochli bo'lganlar. U Alloh elchisiga yaqin kishilardan, uning vaziri, qullar orasida birinchi bo'lib Islomni qabul qilgan va doim jannatga erishish hissi bilanyashagan. Abu Abdulloh Bilol ibn Raboh roziyallohu anhu 30 yoshlarida Islomni qabul qilgan. U

shuningdek o‘zini Islomga tegishli ekanini oshkora aytgan yetti kishining biri bo‘lib, buning uchun qattiq azoblangan besh kishining biri bo‘lgan. Uni maqtay boshlaganlarida u:”Men kecha qul bo‘lgan bir habashman”, der edi.

Iroda kuchi, toza qalb va samimiylilik uni shunday darajalarga ko‘tardiki, ulkan boylik, mashhur nasab ham bunga yordam bera olmaydi va bu yo‘lda uning qora tanli ekani, qul bo‘lgani hech ham xalaqit bermadi.

Alloh Elchisi aytadi: ”Alloh yetti yaqin do‘st bermagan biror payg‘ambar bo‘lmagan. Menga esa 14 ta shunday vazirlarni berdi: Hamza, Ja‘far, Ali, Hasan, Husan, Abu Bakr, Umar, Miqdod, Huzayfa, Salmon, Bilol, Ibn Mas‘ud va Abu Zar”. Abdulloh ibn Mas‘ud roziyallohu anhudan rivoyat qilinadi: “Islomni oshkora qabul qilganlar yetti kishi edi: Alloh Elchisi, Abu Bakr, Ammor va uning onasi Sumayya, Suhayb, Bilol va Miqdod. Alloh Elchisi sollallohi alayhi vassallamni uning amakisining yordami bilan mushriklar zulmidan saqlab qoladi. Abu Bakrni uning qarindoshlari himoyasiga oldi. Qolganlarni mushriklar turli qiynoqlarga solishdi: tushki jaziramada Umayya ibn Xalaf Bilol roziyallohu anhuri ko‘chaga chiqarib, tuproqqa yotqizib, ustiga katta og‘ir toshni bostirgancha: “Muhammad (sollallohu alayhi vasallam) dan yuz o‘girib, butlarga sig‘inishni boshlamasang, o‘lguningcha shunday yotaverasan”, deyishdan charchamas edi. Bilol roziyallohi anhu esa: “Ahad...Ahad..”ni tilidan qo‘ymas edi. Abu Bakr uni ozod qiladi.

Bilol Rasululloh bilan barcha g‘azotlarda qatnashib, namozlarda azon aytib, uni zulmatdan nurga olib chiqqan, qullikdan ozodlik sari elitgan ushbu buyuk dinga har tomondan yordam berib, himoya qilib yashadi.. Yashar ekan, Islom sha’ni ulug‘lanib, musulmonlar soni o‘sib bordi.

Bu satrlarda ollohga yetish maqsadida sog‘ yoki xastaligidan qat’iy nazar intilishi, qora tanli Bilol oq ko‘ngli bilan Jannat hurlaridan ham yuqori darajaga ko‘tarilgan. Insonning ko‘rinishi emas, balki uning ko‘ngli toza va sofligi yoritilgan.[5. Bilol Habashiy islom.uz]

Abdulla Oripovning “No‘malum odam” she’rida “O‘lim” va “Tug‘ilish” so‘zlari tazodni ifodalagan:

O‘lim bu –insonga borib tekkan o‘q,

Tug‘ilish- shiddatla tortilgan kamon. [6. 201].

Shoir “Tug‘ilish” deb umrni juda qisqaligi, o‘q umrning tezda o‘tishini ifodalagan bo‘lsa, “O‘lim” deb umrning yakuni, poyoni borligi, hech kim dunyoga ustun bo‘la olmasligini ifodalagan.

Abdulla Oripovning “Xotirot” she’rida tazodni “tug‘iladi” va “o‘lar” so‘zlari hosil qilgan.

Dunyo bu-eng oddiy hukmiga ko‘ra,

Kimdir tug'iladi va kimdir o'lar. (shu kitob, 171-bet)

Qur'on hayot va o'limni Allohning cheksiz qudratiga dalil qilib keltiradi, bunda insonning yaratilishi (tug'ilishi), yashashi va o'limi Alloh tomonidan belgilanganligini ta'kidlaydi, odamlarni o'lim haqiqatiga tayyor turishga, solih amallar qilishga undaydi; «Alloh hayotni va o'limni yaratdi» (Mulk surasi, 2-oyat) kabi oyatlar bilan bu mavzuni yoritadi. Qur'ondan dalillar (oyatlar):

1. [Mulk surasi, 2-oyat](#): «(U) sizlarning qaysi biringiz yaxshiroq (amal) qiluvchi bo'lishingizni sinash uchun hayotni ham, o'limni ham yaratgan zotdir. U O'ta izzatlidir, O'ta mag'firatlidir». Bu oyatda hayot va o'limning yaratilishi Allohning sinovi ekanligi aytiladi.

2. [An'om surasi, 95-oyat](#): «Albatta, Alloh urug'ni yorib, (undagi tirikni) chiqaruvchi, U uyqudan uyg'otuvchi zotdir. (Barcha) tirik jonlarni (o'limdan keyin) tiriltiruvchi zot ham, (tiriklikdan) o'limga olib boruvchi zot ham U zotdir» (tafsirda shunday).

3. [Nahl surasi, 70-oyat](#): «Alloh sizlarni yaratdi, so'ngra (xohlasa) joningizni oladi. Sizlardan ba'zilari umrining eng past yoshiga (keksayganiga) qaytariladiki, hatto bilgan narsasini ham unutib qo'yadi. Albatta, Alloh biluvchidir, qodirdir».

Qur'oni karimda tug'ilish va o'lim - hayotning ajralmas qismi va Allohning qudrat belgisi sifatida tasvirlanadi. Bu haqiqatlar odamni dunyoviy hayotga berilib ketmaslikka, o'limga solih amallar bilan tayyorgarlik ko'rishga va oxiratga yuzlanishga undaydi.

Abdulla Oripovning "Haqiqat yo'llari" she'rida "quradi" va "buzar", "sulton" va "qulbobo", "yaxshi" va "yomon", "sevinch" va "g'am" so'zlari tazod san'atini aks ettirgan.

Va shu ulkan dunyoning kemptigidan bo'ylayman,
Unda birov quradi, birov buzar bermalol.
Ba'zan yomon ot qolur, yaxshi odamdan hatto,
Qay bir yovuz kimsani yaxshi derlar erta kun.
Shu mo'jaz hayotimda ko'rdim qancha sevinch, g'am,
Goho tik boqolmadim razolatning ko'ziga. (165-bet)

Bu she'rda tazodlardan foydalanish orqali hayot yo'llarida haqiqat yo'qligini chiroyli tasvirlagan.

Abdulla Oripovning "Shoir" she'rida "Sharq" va "G'arb" so'zlarini qo'llagan holda tazodni hosil qilgan. Shoirning yozgan misralari shoirning qalbidan o'tayotgan kechmish deb ta'rif beriladi she'rda.

Agar kerak bo'lsa Sharq va G'arbni,
Yolg'iz bir she'riga eta olar jo. (145-bet)

Xulosa. Kuzatishlarimizdan ma'lum bo'ladiki, she'riyatning eng oddiy vositalaridan biri – tazod orqali shoir o'zining badiiy niyatini mohirona ifodalay oladi. Jumladan, Abdulla Orifning yuqoridagi tahlil qilingan misralariga asoslanib, quyidagi xulosalarni bayon qilish mumkin:

1. Abdulla Oripov tazod orqali mo'min-musulmonlarning muqaddas a'mollarini ta'sirchan ifodalay olgan.
2. Shoir har safar tazod orqali asosiy ma'noga urg'u beradi, uning ahamiyatini ta'kidlaydi.
3. Tazod – she'rning, poetik g'oyaning to'laqonli aks etishiga xizmat qiladi.
4. Bu she'riy san'atning mohirona qo'llangani ulug' adibimiz dahosining yana bir betakror iqtidoridan darak beradi.

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INGLIZ VA O‘ZBEK TILLARIDA SO‘ZLARINING PRAGMATIK XUSUSIYATLARI

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ANNOTATSIYA

Ushbu maqolada ingliz va o‘zbek tillaridagi kirish so‘zlarning pragmatik va ko‘p ma‘noli xususiyatlari ko‘rib chiqiladi. Kirish so‘zlari ko‘pincha ohangni o‘rnatish, so‘zlovchilar o‘rtasidagi munosabatlarni o‘rnatish va suhbat uchun kontekstni ta‘minlash uchun ishlatiladi. Sifat va miqdoriy tahlilning kombinatsiyasidan foydalangan holda, ushbu tadqiqot kirish so‘zlarning ikkala tilda qanday ishlatilishini va ular etkazishi mumkin bo‘lgan turli ma‘nolarni o‘rganadi. Topilmalar shuni ko‘rsatadiki, kirish so‘zlari muloqotda hal qiluvchi rol o‘ynaydi va ular ishlatilgan kontekstga qarab turli xil talqinlarga ega bo‘lishi mumkin.

Kalit so‘zlar: Pragmatika, ko‘p ma‘noli, kirish so‘zlari, ingliz tili, o‘zbek tili, muloqot, kontekst, ohang, munosabat, sifat tahlili, miqdoriy tahlil.

ABSTRACT

This article examines the pragmatic and ambiguous features of prepositions in English and Uzbek. Introductions are often used to set the tone, establish relationships between speakers, and provide context for a conversation. Using a combination of qualitative and quantitative analysis, this study explores how introductory words are used in both languages and the different meanings they can convey. The findings show that introductory words play a crucial role in communication and can have different interpretations depending on the context in which they are used.

Keywords: Pragmatics, polysemy, introduction, English language, Uzbek language, communication, context, tone, attitude, qualitative analysis, quantitative analysis.

АННОТАЦИЯ

В данной статье рассматриваются прагматические и многозначные особенности предлогов в английском и узбекском языках. Введение часто используется, чтобы задать тон, установить отношения между говорящими и обеспечить контекст разговора. Используя сочетание качественного и количественного анализа, это исследование исследует, как вводные слова используются в обоих языках, а также различные значения, которые они могут

передавать. Результаты показывают, что вводные слова играют решающую роль в общении и могут иметь разные интерпретации в зависимости от контекста, в котором они используются.

Ключевые слова: Прагматика, полисемия, введение, английский язык, узбекский язык, общение, контекст, тон, отношение, качественный анализ, количественный анализ.

KIRISH

Kirish soʻzlari muloqotda hal qiluvchi element boʻlib, ohangni shakllantiradi va suhbatdoshlar oʻrtasida aloqa oʻrnatadi. Ushbu soʻlar koʻpincha ishlatiladigan kontekstga qarab bir nechta maʼno va nuanslarga ega boʻlishi mumkin. Ushbu tadqiqot ingliz va oʻzbek tillaridagi kirish soʻzlarning pragmatik va koʻp maʼnoli xususiyatlarini oʻrganishga qaratilgan. Ushbu soʻzlarning turli xil kommunikativ sharoitlarda qanday qoʻllanilishini oʻrganish orqali biz ularning madaniyatlararo muloqotdagi ahamiyatini chuqurroq tushunishga intilamiz.

METODOLOGIYA

Ushbu tadqiqotning maqsadlariga erishish uchun sifat va miqdoriy tahlilning kombinatsiyasi qoʻllaniladi. Ingliz va oʻzbek tillarida maʼlumotlar kirish soʻzlarning turli funksiyalari va maʼnolarini aniqlash uchun sifatli yondashuv yordamida tahlil qilinadi. Bundan tashqari, ushbu soʻzlarning turli kontekstlarda chastotasi va tarqalishini oʻrganish uchun miqdoriy tahlil oʻtkaziladi. Ushbu metodlar orqali biz ingliz va oʻzbek tillaridagi kirish soʻzlarning pragmatik va koʻp maʼnoli xususiyatlarini har tomonlama tahlil qilishni maqsad qilganmiz.

MUHOKAMA VA NATIJALAR

Til odamlarga muloqot qilish, fikr almashish va his-tuygʻularni ifodalash imkonini beradigan ajoyib vositadir. Tilning murakkab tuzilmasi ichida kirish soʻzlari suhbatlar uchun zamin yaratish, soʻzlovchilar oʻrtasidagi munosabatlarni oʻrnatish va muhim kontekstual maʼlumotlarni taqdim etishda muhim rol oʻynaydi. Suhbat boshida birinchi galdagi soʻzlar muloqot dinamikasini shakllantiradigan muhim pragmatik va koʻp maʼnoli xususiyatlarga ega boʻlishi mumkin.¹ Ushbu maqolada biz ingliz va oʻzbek tillaridagi kirish soʻzlarning qiziqarli dunyosiga kirib, ularning nozik maʼnolari va pragmatik funksiyalarini oʻrganamiz.

Ingliz va oʻzbek tillaridagi kirish soʻzlarini oʻrganish madaniyatlararo muloqotning nozik nozik tomonlarini tushunish uchun zarurdir. Maʼruzachilarning ushbu soʻzlarni ishlatish va talqin qilish usuli madaniy meʼyorlarga, ijtimoiy kontekstlarga va individual lingvistik imtiyozlarga qarab juda farq qilishi mumkin. Ikkala tildagi kirish soʻzlarning pragmatik va koʻp maʼnoli xususiyatlarini oʻrganib chiqib, biz ushbu

lingvistik vositalar turli xabarlarini etkazish va murakkab aloqa vaziyatlarini boshqarish uchun qanday qo‘llanilishi haqida tushunchaga ega bo‘lishimiz mumkin. Ingliz tilida “hello”, “hi”, “hey” va “howdy” kabi kirish so‘zlari suhbatni boshlash va suhbatdoshlar bilan munosabatlarni o‘rnatish uchun ishlatiladigan umumiy salomlashish sifatida xizmat qiladi. Bu so‘zlar nafaqat dialogning boshlanishini bildiradi, balki so‘zlovchining munosabatini, tanishlik darajasini va o‘zaro aloqa uchun kerakli ohangni bildiradi. Masalan, “hello” so‘zi rasmiy va hurmatli, “hey” esa oddiyroq kontekstda va tanishlarga ishlatiladi. Ingliz tilidagi kirish so‘zini tanlash ma’ruzachining niyatlarini ochib berishi va suhbatning umumiy kayfiyatini o‘rnatishi mumkin.

Xuddi shunday o‘zbek tilida ham “salom”, “qalaysan” kabi kirish so‘zlari salomlashish, suhbatni boshlash uchun ishlatiladi. Bu so‘zlar o‘zbek jamiyatining me’yor va qadriyatlarini aks ettiruvchi madaniy va ijtimoiy ma’nolarni o‘zida mujassam etgan. O‘zbek muloqotida odobli va hurmatli iboralarni qo‘llash yuksak
¹ Jumayeva, Mexri, and Muqaddas Qodirova. "O‘ZBEK VA INGLIZ TILLARIDAGI KIRISH SO‘ZLARINING LEKSIK VA SINTAKSIS XUSUSIYATLARI."

Центральноазиатский журнал образования и инноваций 2, no. 12 (2023): 25-28. qadrlanadi, kirish so‘zlari ijtimoiy odob-axloqni ko‘rsatishda, barkamol nutq o‘rnatishda hal qiluvchi o‘rin tutadi.²

Ingliz va o‘zbek tillaridagi kirish so‘zlari salomlashish vazifasidan tashqari, ular qo‘llanilgan kontekstga qarab bir nechta ma’no va funksiyalarni namoyon qilishi mumkin. Masalan, inglizcha “well” so‘zi ikkilanish, kelishish yoki ishlab chiqishni bildirish uchun kirish so‘zi bo‘lib xizmat qilishi mumkin. O‘zbek tilida “hmm”, “xayr” kabi kirish so‘zlari ikkilanish, qat’iyatsizlik yoki tafakkurni bildirishi mumkin. Ushbu so‘zlarning ko‘p ma’nolari muloqotga murakkablik darajasini oshiradi va ma’ruzachilardan kontekst va og‘zaki bo‘lmagan belgilar asosida mo‘ljallangan xabarni tushunishni talab qiladi.

Ingliz va o‘zbek tillaridagi kirish so‘zlarining pragmatik va ko‘p ma’noli xususiyatlarini o‘rganish uchun sifat va miqdoriy tahlilni birlashtirgan aralash usuldan foydalanish mumkin. Har ikki tilda so‘zlashuvchilardan to‘plangan og‘zaki til ma’lumotlari jamlanmasi kirish so‘zlarning qo‘llanilishi, funksiyalari va ma’nolarini aniqlash uchun transkripsiya qilinishi va tahlil qilinishi mumkin. Sifatli tahlil ushbu so‘zlarning kontekstual nuanslari va pragmatik ta’sirlari haqida tushuncha berishi mumkin, miqdoriy tahlil esa turli kommunikativ kontekstlarda ularning chastotasi va tarqalishining statistik ko‘rinishini taqdim etishi mumkin.³

Ko‘p ma’noli xususiyatlarni ochish	Kirish so‘zlarning pragmatik tabiatini o‘rganish
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<p>Ingliz tilida “just”, “even”, “yet” va “still” kabi kirish so‘zlari bu hodisaga misol bo‘ladi. “Just” kontekstga qarab darhollik, adolat yoki urg‘uni anglatishi mumkin. “Even” ajablanish, tenglik yoki kuchayishni anglatishi mumkin, “Yet” va “Still” davom etish, qarama-qarshilik yoki imtiyozni bildiradi. Bu ma’nolarning boyligi ingliz nutqiga noziklik va chuqurlik qo‘shadi.</p> <p>Xuddi shunday, o‘zbek tilida ham “xamma”, “chunki”, “masalan”, “va” kabi kirish so‘zlari o‘zbek tilining lingvistik ko‘p qirraliligini aks ettiruvchi ko‘p ma’nolarni namoyon qiladi. “Hamma” umumbashariylik</p>	<p>Ingliz tilida “well”, “so”, “now” va “ok” kabi kirish so‘zlari odatda aloqa o‘rnatish, nutqni boshlash yoki mavzular o‘rtasida o‘tish uchun ishlatiladi. Masalan, “well” ikkilanishni ko‘rsatishi yoki yangi nuqtai nazarni kiritishi mumkin, “so” esa kopincha xulosa yoki oqibatni keltirib chiqaradi. Ushbu pragmatik funksiyalar so‘zlovchining ohangiga, intonatsiyasiga va suhbat kontekstiga qarab farqlanadi.</p> <p>Xuddi shunday, o‘zbek tilida “Ha”, “xudo”, “lekin”, “ammo” kabi kirish so‘zlari o‘zbek tilida so‘zlashuvchi jamiyatga xos bo‘lgan madaniy nuanslarga ega bo‘lsa-da,</p>
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² Izzatullayevna, Xodjayeva Dilafuz, and Marjona Makhmudovna. "INGLIZ TILIDA KIRISH SOZLARINING PRAGMATIK TAHLILI." In Integration Conference on Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes, pp. 130-133. 2023.

³ Mikhojiddinovna, Jamolitdinova Dilnoza. "The history of the study of terminology in Uzbek linguistics." ANGLISTICUM. Journal of the Association-Institute for English Language and American Studies 8, no. 8 (2019): 50- 56.

<p>yoki yaxlitlikni, “chunki” sabab yoki sababni bildiradi, “masalan” misol yoki misol sifatida xizmat qiladi, “va” esa qo‘shimcha yoki birikmani bildiradi. Bu ko‘p ma’nolar ma’ruzachilarga keng doiradagi g‘oyalarni aniqlik va nuans bilan ifodalash imkonini beradi.</p>	<p>o‘xshash pragmatik rollarni bajaradi. “Ha” noaniqlik yoki ikkilanishni bildirishi mumkin, “xudo” ajablanish yoki ta’kidlashni anglatishi mumkin, “lekin” kontrastni bildirishi mumkin. Ushbu pragmatik nuanslarni tushunish o‘zbek tilida so‘zlashuvchi sharoitlarda samarali muloqot qilish uchun juda muhimdir.</p>
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XULOSA

Xulosa qilib aytadigan bo‘lsak, ingliz va o‘zbek tillaridagi kirish so‘zlarni o‘rganish oddiy ko‘ringan bu so‘zlarga singib ketgan til xilma-xilligi va madaniy boylikning boy dunyosini ochib beradi. Ularning pragmatik va ko‘p ma’noli xususiyatlarini o‘rganish orqali biz tilning muloqotni qanday shakllantirishi, munosabatlarni rivojlantirishi va ma’noning nozik nuanslarini etkazishi haqidagi tushunchamizni chuqurlashtirishimiz mumkin. Kirish so‘zlarini har tomonlama tahlil qilish orqali biz lingvistik bo‘shliqlarni bartaraf etish, madaniyatlararo tushunishni rivojlantirish va turli sharoitlarda muloqot samaradorligini oshirish uchun yo‘l ochamiz.

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ENGLISH GRAMMAR AS A SYSTEM OF MEANING: RETHINKING PEDAGOGICAL APPROACHES IN UZBEKISTAN

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Abstract

While English grammar instruction in many schools remains tethered to rigid rules and isolated forms, such approaches often fail to bridge the gap toward authentic communication. This article contends that grammar is best taught as a dynamic system for making meaning, rather than a static collection of mechanical structures.

By integrating modern linguistic theories—specifically Communicative Language Teaching (CLT) and the form-meaning-use framework—the paper examines the specific pedagogical hurdles within the Uzbek educational landscape. Beyond identifying these challenges, the study offers research-driven strategies aimed at shifting the classroom focus toward contextualized learning. Ultimately, the goal is to demonstrate how teaching grammar in context not only builds communicative competence but also fosters greater learner autonomy and confidence. **Keywords:** English grammar, communicative competence, Uzbek learners, language pedagogy, form-meaning-use

INTRODUCTION

Grammar has traditionally occupied a central position in foreign language education. In many classrooms, particularly in post-Soviet systems, grammar instruction prioritizes explicit rule explanation, translation exercises, and written accuracy. While such approaches develop metalinguistic awareness, they often fail to produce communicatively competent speakers.

According to Hymes (1972), communicative competence extends beyond grammatical knowledge to include the ability to use language appropriately in context. Similarly, Canale and Swain (1980) identify grammatical competence as only one component of overall communicative competence. These theoretical perspectives suggest that grammar must be integrated into meaningful interaction rather than isolated drills.

This article explores grammar as a functional system and proposes pedagogical shifts suitable for Uzbekistan's educational environment.

Grammar as a Meaning-Making System

Modern linguistic research views grammar not as a list of prescriptions but as a system that encodes meaning. Larsen-Freeman (2003) proposes a three-dimensional model of grammar consisting of:

Form (structure)

Meaning (semantic content)

Use (pragmatic function)

Effective instruction should integrate all three dimensions.

For example, the distinction between simple present and present progressive reflects differences in aspect and speaker perspective rather than merely verb morphology.

When learners understand why a structure is used, retention and transfer improve.

Halliday (1994) further conceptualizes grammar within Systemic Functional Linguistics as a resource for meaning-making. From this perspective, grammar choices reflect social and communicative intentions.

Challenges in the Uzbek Educational Context

Several structural and pedagogical factors influence grammar acquisition among Uzbek learners:

1. Structural Differences

Uzbek follows a Subject–Object–Verb word order, while English uses Subject–Verb–Object order. Additionally, Uzbek lacks an article system, making “a” and “the” conceptually unfamiliar. These differences create predictable areas of difficulty that require contrastive explanation.

2. Tradition of Teacher-Centered Instruction

Grammar is often presented deductively, with students receiving rules before encountering meaningful input. While deductive instruction can be effective, overreliance on it may limit spontaneous language production.

3. Emphasis on Accuracy over Fluency

Excessive correction can inhibit risk-taking, which is essential for language development (Krashen, 1982). Learners may develop passive knowledge but avoid active communication.

Toward an Integrated Grammar Pedagogy

Research suggests several effective strategies:

Contextualized Presentation

Grammar should emerge from meaningful situations rather than isolated sentences. According to Ellis (2006), focus on form within communicative tasks enhances both fluency and accuracy.

Recycling and Input Flood

Repeated exposure to structures across contexts strengthens acquisition. Schmidt's (1990) Noticing Hypothesis emphasizes that learners must consciously notice forms within meaningful input.

Balanced Feedback

Corrective feedback should support development without discouraging communication. Long (1991) highlights the importance of interaction and negotiation of meaning in language acquisition.

Implications for Educational Reform

For Uzbekistan, where English proficiency is increasingly connected to global mobility, higher education, and professional development, grammar instruction must evolve.

Reform should aim to:

Integrate communicative tasks with explicit instruction

Train teachers in functional grammar approaches

Develop materials that connect grammar to real-life contexts

Reduce overemphasis on translation-based exercises

Such changes align with international standards in language education and support learners' communicative competence.

Conclusion

Grammar is far from obsolete; it remains a cornerstone of foreign language proficiency. Yet, to be truly effective, it must be reimagined as a fluid vehicle for expression rather than a rigid list of constraints. For the Uzbek educational landscape, the path forward lies in bridging the gap between grammatical accuracy and situational relevance.

By prioritizing the interplay of form, meaning, and use, educators can move beyond the "drilling" phase and into the "doing" phase. This transition—from rote memorization to purposeful application—ensures that grammar is no longer a barrier to fluency, but the very tool that enables clear, sophisticated, and effective communication.

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PROJECT-BASED EDUCATIONAL TECHNOLOGY IN TEACHING PERSPECTIVE DRAWING

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Abstract

The article provides information on developing methods for using the theoretical laws of fine arts in creating artistic compositions. It discusses the formation of students' ability to observe and depict the form of objects from a distance, as well as the history, theory, methodology, and stages of development of fine arts education.

Keywords: Fine art, painting, composition, artistic creativity, visual perception, imagination, form, rhythm.

Introduction

Teaching fine arts begins with developing the ability to observe objects in spatial dimensions. The main objective of this process is to ensure that objects are depicted accurately. In realistic visual art, forms and objects surrounding a person are portrayed as they exist in nature and as they are perceived by the human eye. To achieve this, students must master certain aspects of visual perception and understand the rules and techniques of depicting forms in three-dimensional space on a flat surface such as paper. As in all forms and genres of fine arts, the process of teaching drawing is carried out from simple to complex tasks. If a student fails to fully understand earlier exercises, it becomes difficult for them to grasp more complex tasks later. Our perception of objects changes depending on conditions such as distance, size, atmospheric conditions, and seasonal changes. The apparent change in the shape of objects follows specific laws of perspective. The concept of perspective shortening of distant objects can be traced back to ancient manuscripts. One of the earliest contributors to the theory of perspective was the Italian artist **Piero della Francesca**, who lived in the mid-15th century. **Leonardo da Vinci** also discussed the laws of linear and spatial perspective in his work *Treatise on Painting*. The theoretical development of perspective is also associated with the German artist and theorist **Albrecht Dürer**. Later, Russian artists such as **A. P. Losenko** further studied the theoretical aspects of perspective.

Perspective and Visual Perception

When the distance between the viewer and an object increases, not only the width and height of the object change, but also its depth. As objects move farther away from the observer, their height and volume also decrease due to perspective changes. Consequently, distant objects appear less distinct compared to nearby ones. When objects move extremely far away, they appear smaller and eventually seem to merge into a single line on the horizon. As objects diminish in size, the distance between them also appears to decrease. Distant objects appear closer to each other, and the empty space between them seems to disappear. When the distance increases further, objects appear to converge at a single point.

Educational Context

Large-scale reforms in Uzbekistan are creating opportunities for young people to communicate with their peers worldwide in science, culture, and other fields. These reforms enable them to demonstrate their intellectual potential on a global scale. For this reason, pedagogical scholars in the country pay particular attention to improving the professional training of future teachers and systematically developing their pedagogical skills. The main goal is to ensure that Uzbekistan prepares competitive specialists in science and intellectual development. The Strategy for Further Development of the Republic of Uzbekistan (2017–2021) emphasizes the importance of continuously improving the professional competence and skills of pedagogical staff within the higher education system.

Developing Perspective Drawing Skills

One of the main tasks in teaching drawing is developing the ability to see and depict objects from a distance using perspective. Seeing and depicting objects from a distance means perceiving them in full three-dimensional form—height, width, and depth. The primary objective of educational exercises is to accurately represent the proportions of objects observed from nature. This can be achieved by developing visual estimation skills and mastering the rules of perspective. Training students to estimate proportions visually plays a significant role in this process. Constant attention to accuracy helps future specialists develop responsibility and careful observation. It also enhances their ability to analyze nature and remember visual images. Visual memory is one of the most valuable qualities of an artist. It allows the artist to retain accurate impressions of form, proportion, and structure, enabling them to draw from memory and imagination. This ability greatly facilitates the creation of independent compositions and sketches.

Practical Training Methods

Regular exercises in drawing from nature improve visual memory. Such exercises are particularly beneficial for beginner artists. They help strengthen the understanding of

form, structure, proportion, and plastic characteristics of objects. Short sketches and quick drawings are widely used to achieve this goal. During such exercises, the most important features of the object are memorized, while secondary details are temporarily ignored. The main aim is to capture the general form of the object. Over time, students begin to remember more details, including secondary elements. Quick sketches and studies develop the ability to observe objects realistically and perceive them as a whole. Often, beginner artists focus too much on individual details rather than the overall form. Effective drawing requires following the principle of **“from general to specific and from specific back to general.”** This approach allows the artist to maintain control over the entire drawing while working on individual elements.

Techniques of Drawing

Determining the proportions and linear-constructive structure of forms through shading requires working on the entire drawing simultaneously. This principle is applied in tasks ranging from simple still-life compositions to complex human figures. The success of drawing also depends on how the student sits at the easel and holds the pencil. The pencil should be held from the opposite end of the sharpened tip. This allows the pencil to move freely at different angles across the paper. To maintain stability while drawing, the artist lightly rests the little finger against the easel. Shading techniques are used to create tonal variations. Parallel strokes drawn at equal intervals help achieve the desired tone. On spherical surfaces, tonal transitions from dark to light are created by adjusting the spacing between strokes and the pressure applied to the pencil.

Perspective Observation

The full volume of an object cannot be observed from a single viewpoint. Only by examining the object from different sides can its true form be understood. The ability to imagine objects in spatial form allows them to be depicted realistically. Contours and boundaries of objects, along with light and shadow effects, help us understand the external structure of forms. These features form the basis of the laws of realistic drawing. Our perception of an object’s shape depends not only on perspective but also on our prior knowledge of its structure. For example, although parallel lines appear to converge in the distance, we know that they do not actually intersect. In other words, we may see one thing but perceive it differently based on our knowledge.

Horizon Line and Spatial Orientation

Before drawing from nature, it is important to determine the position of the object relative to the horizon line. The horizon line corresponds to the observer’s eye level. Therefore, when the artist’s position changes, the location of the horizon line also changes. Objects above the horizon line reveal their lower parts, while objects below

the horizon line reveal their upper parts. When drawing outdoors, it is essential to correctly determine the angle of horizontal lines moving toward the horizon and accurately represent them in the drawing.

Conclusion

In conclusion, to learn how to depict volumetric objects on paper, it is necessary to first study the perspective structure of simple geometric forms. Even the most complex objects are constructed from combinations of basic shapes. Understanding perspective using simple geometric forms makes it easier to depict complex objects. Mastering the rules of perspective drawing enables artists to draw any object in nature without difficulty. To develop the ability to represent three-dimensional objects on paper, it is important to practice drawing objects positioned at different distances from the horizon line and from various angles relative to the observer.

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INGLIZ VA O‘ZBEK MULOQOTIDA HISSIY METAFORALARNING PSIXOLINGVISTIK TAHLILI.

Karimova Bibimarziya Nurillayevna **Termiz iqtisodiyot va servis universiteti**
Xorijiy til va adabiyoti yo'nalishi magistranti 2-bosqich talabasi

Annotatsiya: Til inson kognitsiyasi va hissiyotlarini aks ettiruvchi vosita sifatida muhim ahamiyatga ega. Ushbu maqolada ingliz va o‘zbek tillaridagi hissiy metaforalar psixolingvistik nuqtai nazardan tahlil qilinadi. Tadqiqot natijalari shuni ko‘rsatadiki, ingliz tilida hissiy holatlar ko‘pincha **fazoviy va abstrakt metaforalar** orqali ifodalanadi (*“on cloud nine”, “over the moon”*), o‘zbek tilida esa **jismoniy va qalbga bog‘liq metaforalar** keng qo‘llaniladi (*“yuragi ezildi”, “ko‘nglim xira”*). Natijalar madaniy va kognitiv omillar til orqali hissiy tajribani qanday shakllantirishini ochib beradi.

Kalit so‘zlar: hissiy metafora, psixolingvistika, ingliz tili, o‘zbek tili, kognitiv lingvistika, madaniy lingvistika

Annotation: Language is an important tool reflecting human cognition and emotion. This article analyzes emotional metaphors in English and Uzbek from a psycholinguistic perspective. The results show that English often expresses emotions through **spatial and abstract metaphors** (*“on cloud nine,” “over the moon”*), while Uzbek employs **physical and heart-centered metaphors** (*“yuragi ezildi,” “ko‘nglim xira”*). These findings illustrate how cultural and cognitive factors shape emotional expression through language.

Keywords: emotional metaphor, psycholinguistics, English language, Uzbek language, cognitive linguistics, cultural linguistics

Til hissiyot va kognitsiyani ifodalovchi vosita sifatida nafaqat so‘zlarni tashish, balki inson fikrlash jarayonlarini kodlaydi. Metafora bu jarayonda markaziy rol o‘ynaydi, chunki u **abstrakt hissiy tushunchalarni ko‘proq jismoniy tajribalarga bog‘laydi** (Lakoff & Johnson, 1980). Konseptual metafora nazariyasi ta’kidlaganidek, biz ko‘pincha **hissiyotlarni harorat, fazo, yorug‘lik yoki tana a‘zolari orqali** tasavvur qilamiz. Masalan, **xursandchilik yuqoriga ko‘tarilish bilan, g‘am-quvonch esa pastga tushish bilan bog‘lanadi** (*“on cloud nine”, “down in the dumps”*). Bu universallar ko‘plab tillarda uchraydi, ammo madaniy tasvirlar va semantik yondashuvlar tilga xos farqlarni keltirib chiqaradi. Metaforalar nafaqat individual hissiyotlarni ifodalaydi, balki **madaniy qadriyatlar va ijtimoiy naqshlarni** ham o‘z

ichiga oladi. Masalan, ingliz tilida hissiyot ko‘pincha **abstrakt fazoviy metaforalar** orqali kodlanadi, o‘zbek tilida esa **qalbg bog‘liq frazeologik birliklar** keng tarqalgan.

Metaforalar va hissiy semantika: Ingliz tili

Ingliz tilida hissiyotlar ko‘pincha **abstrakt, fazoviy yoki harorat bilan bog‘liq metaforalar** yordamida ifodalanadi:

She was over the moon — juda xursand bo‘lish

I’m feeling blue — qayg‘uda bo‘lish

He’s boiling mad — g‘azablangan

Bu turdagi metaforalar **umumiy konseptual sxemalar** orqali ishlaydi: masalan, *happiness = up* (baxt = yuqoriga) yoki *anger = heat* (g‘azab = issiqlik). Bu naqshlar psixolingvistik jihatdan umumiy inson bilimi va sensor tajribasiga asoslanadi. Abstrakt hissiy holatlarni tushunish va tasvirlashda ko‘pincha **ko‘rish, harorat, balandlik pastlik kabi jismoniy domenlar** ishlatiladi, bu esa ingliz tilining semantik strukturasi xosdir.

O‘zbek tilida hissiy metaforalar va frazeologik birliklar.

O‘zbek tilida esa hissiyotlar ko‘pincha **jismoniy tasvirlar va qalb metaforalari** orqali ifodalanadi. Masalan:

Yuragi siqildi — juda qayg‘uli yoki tashvishli holat

Ko‘nglim xira — ruhiy salbiy holat

Yuragim tez urdi — kuchli his-tuyg‘ular aniqligi

Bunday frazeologik birliklar o‘zbek tilining semantik tizimida chuqur ildiz otgan bo‘lib, hissiyotning **tanaviy tajribalar orqali tushuntirilishiga** asoslanadi. Yana shuni aytish lozimki, o‘zbek tilida hissiyotlar ko‘pincha **ijtimoiy kontekst va madaniy qadriyatlar bilan bog‘liq** metaforik modellarga ega, bu esa tilni yuqori kontekstli muloqot mexanizmi sifatida tasvirlaydi. Tadqiqotlar ko‘rsatadiki, ingliz va o‘zbek tillaridagi hissiy metaforalar nafaqat **universal kognitiv naqshlarni**, balki **madaniy spetsifik xususiyatlarni ham** o‘z ichiga oladi. Ingliz tilida fazoviy va abstrakt metaforalar ko‘proq individual hissiyotlarga urg‘u bersa, o‘zbek tilida **jismoniy yoki ijtimoiy aloqalarni aks ettiruvchi metaforalar** ko‘proq uchraydi.

Masalan, *happiness = up* kabi ingliz metaforalari ko‘pincha individual subjektiv holatni ochib berar ekan, o‘zbek tilidagi *yuragi tez urdi* kabi frazeologik birliklar hissiyotning **tanaviy va boshqalar bilan bo‘lgan aloqa** tajribasini ochib beradi.

Nihoyat, psixolingvistik nuqtai nazardan ingliz va o‘zbek tillaridagi hissiy metaforalar nafaqat **abstrakt kognitiv mexanizmlarni**, balki **madaniy kodlar va ijtimoiy qadriyatlarni** ham aks ettiradi. Ingliz tilida hissiyotlar ko‘proq **abstrakt va fazoviy metaforalar** orqali ifodalanadi, o‘zbek tilida esa hissiyotlar **jismoniy**

tasvirlar, qalbga bog‘liq frazeologik birliklar orqali boy kodlangan. Bu farqlar tilni o‘rganuvchilarga psixolingvistik va madaniyaro muloqot jarayonlarini yanada chuqurroq tushunishga yordam beradi.

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TABLE OF CONTENTS

1	INTERACTIVE METHODS AND METHODS OF THEIR APPLICATION IN THE DEVELOPMENT OF CREATIVE ABILITIES OF SCHOOLCHILDREN IN MUSIC TRAINING Jabborova Gulzoda	3-7
2	EFFECTIVE STORIES METHOD IN TEACHING VOCABULARY TO YOUNG EFL LEARNERS Yo'ldosheva Dilbar, Yangiboyeva Durдона	8-13
3	STAGES OF TEACHING SCHOOLCHILDREN THE HISTORY OF THE ORIGIN OF DRAWING Sobirov Tolib, Rayimberdiyeva E'zozakhon	14-17
4	GRAMMATICAL ANALYSIS OF COMPARATIVE PHRASEOLOGICAL UNITS IN ENGLISH AND THEIR RENDERING IN TRANSLATION Bobokhonova Mohichekhra, Mardonova Rano	18-25
5	INGLIZ VA O'ZBEK TILLARIDA RIELTORLIK TERMINLARINING CHOG'ISHTIRMA TADQIQI Narbadalova Mohichehra, Mamataliyeva Navbahor	26-29
6	VIRTUAL BORLIQ VA RAQAMLI MUHIT TUSHUNCHALARINING PEDAGOGIK MAZMUNI Bahodirova Sabrina	30-33
7	TRANSLANGUAGING VS BRANDING: PRAGMATIC FUNCTIONS OF MIXED-LANGUAGE PR POSTS IN UZBEK AND ENGLISH DIGITAL INSTITUTIONAL DISCOURSE Kamola Fayziyeva	34-41
8	NAVOIYNING "XAMSA" DOSTONLARIDA TASAVVUF TALQINI Hoshimjon Ahmedov	42-45
9	GLOBAL STRATEGIES FOR ENVIRONMENTAL SUSTAINABILITY AND SECURITY: EDUCATIONAL IMPLICATIONS FOR YOUNG LEARNERS Mukhtarova Lobar	46-48
10	THE CONTENT OF GAMES AND THEIR ROLE IN THE DEVELOPMENT OF COMMUNICATIVE COMPETENCES Diyora Khamidova	49-53
11	SHUKUR XOLMIRZAEV HIKOYALARIDA TOG' VA TOG'LIKLAR TASVIRI Qaraqulov Azizbek	54-59
12	ENGLISH-MEDIUM INSTRUCTION AS AN EDUCATIONAL REFORM IN UZBEKISTAN Shahrizoda Yandashova	60-62

13	PERSPEKTIVIK MASALALARDA TAJRIBA-SINOV ISHLARINING BOSQICHLARI VA O'TKAZISH METODIKASI Mamarajabova Shamsiqamar	63-66
14	STUDY OF THE CONCEPT OF TRUST IN FOREIGN LITERATURE Gaybullaeva D.M	67-70
15	TILSHUNOSLIK VA SUN'IY INTELLEKT: RAQAMLI TRANSFORMASIYA VA YANGI ILMIY PARADIGMALAR G'aniyeva Lobar, Iskandarova Muslima	71-76
16	TALABALARDA MANTIQIY FIKRLASHNI RIVOJLANTIRISH Jafarova Shaxrizoda	77-80
17	MAIN METHODS AND APPROACHES USED IN LEARNING A FOREIGN LANGUAGE Narzullayeva Roziya	81-87
18	ABDULLA ORIPOV SHE'RLARIDA TAZOD SAN'ATI VA POETIK G'OYA Berdishukurova Ma'mura, Hoshimjon Ahmedov	88-94
19	INGLIZ VA O'ZBEK TILLARIDA SO'ZLARINING PRAGMATIK XUSUSIYATLARI Qodirova Madina	95-99
20	ENGLISH GRAMMAR AS A SYSTEM OF MEANING: RETHINKING PEDAGOGICAL APPROACHES IN UZBEKISTAN Ibotova Xadicha, Boltayeva Anzirat	100-103
21	PROJECT-BASED EDUCATIONAL TECHNOLOGY IN TEACHING PERSPECTIVE DRAWING Dilshod Omonov, Xolida Abdullayeva, Sevinch Rustamova	104-108
22	INGLIZ VA O'ZBEK MULOQOTIDA HISSIY METAFORALARNING PSIXOLINGVISTIK TAHLILI Karimova Bibimarziya	109-111
	OUTLINE	112-113