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SPORTCHINING CHARCHASHI VA TIKLANISH MEXANIZMLARI

O‘zbekiston davlat sport akademiyasi
huzuridagi Jismoniy tarbiya
va sport bo‘yicha mutaxassislarni
qayta tayyorlash va malakasini
oshirish instituti o‘qituvchisi

Saydaliyev Muhammad Sodiq Mo‘minjon o‘g‘li

Annotatsiya. Mazkur maqolada sportchining charchashi va tiklanish mexanizmlarining fiziologik, biokimyoviy hamda psixologik asoslari tahlil qilinadi. Yuqori intensivlikdagi jismoniy yuklamalar natijasida organizmda energiya resurslarining kamayishi, metabolitlarning to‘planishi, asab-mushak uzatish jarayonlarining sekinlashuvi va gormonal o‘zgarishlar yuzaga kelishi ilmiy jihatdan asoslab berilgan. Shuningdek, markaziy va periferik charchash omillari o‘rtasidagi farqlar yoritilib, ularning sport ish qobiliyatiga ta’siri ko‘rsatib o‘tilgan. Tiklanish jarayonining biokimyoviy (glikogen resintezi, oqsil sintezi), gormonal, asab tizimi va psixologik mexanizmlari keng bayon etilgan. Maqolada aktiv va passiv dam olish, to‘g‘ri ovqatlanish, gidratatsiya, rehabilitatsiya vositalari hamda psixologik metodlar orqali tiklanishni tezlashtirish usullari tavsiya etiladi. Tadqiqot natijalari sport mashg‘ulotlarini ilmiy asosda rejalashtirish, ortiqcha zo‘riqishning oldini olish va yuqori sport natijalariga erishishda muhim ahamiyat kasb etadi.

Kalit so‘zlar: sport fiziologiyasi, charchash, tiklanish, markaziy charchash, periferik charchash, glikogen, ATF, metabolitlar, superkompensatsiya, sport tibbiyoti, mashg‘ulot yuklamasi, rehabilitatsiya.

Аннотация. В данной статье анализируются физиологические, биохимические и психологические основы утомления спортсмена и механизмов восстановления. Научно обоснованы процессы снижения энергетических ресурсов, накопления метаболитов, замедления передачи нервно-мышечных импульсов и гормональных изменений при высокоинтенсивных физических нагрузках. Рассмотрены различия между центральным и периферическим утомлением и их влияние на работоспособность спортсмена. Подробно описаны биохимические (резинтез гликогена, синтез белка), гормональные, нервные и психологические механизмы восстановления. В статье рекомендованы методы ускорения восстановления, включая активный и пассивный отдых, правильное питание, гидратацию, реабилитационные средства и психологические техники. Результаты исследования имеют важное значение для научного планирования

тренировочного процесса, предотвращения перегрузок и достижения высоких спортивных результатов.

Ключевые слова: спортивная физиология, утомление, восстановление, центральное утомление, периферическое утомление, гликоген, АТФ, метаболиты, суперкомпенсация, спортивная медицина, тренировочные нагрузки, реабилитация.

Abstract. This article analyzes the physiological, biochemical, and psychological bases of athlete fatigue and recovery mechanisms. The processes of energy resource depletion, metabolite accumulation, slowing of neuromuscular transmission, and hormonal changes under high-intensity physical loads are scientifically substantiated. Differences between central and peripheral fatigue and their impact on athletic performance are highlighted. The biochemical (glycogen resynthesis, protein synthesis), hormonal, nervous system, and psychological mechanisms of recovery are thoroughly described. Methods to accelerate recovery, including active and passive rest, proper nutrition, hydration, rehabilitation tools, and psychological techniques, are recommended. The study results are important for scientific planning of training sessions, prevention of overtraining, and achieving high sports performance.

Keywords: sports physiology, fatigue, recovery, central fatigue, peripheral fatigue, glycogen, ATP, metabolites, supercompensation, sports medicine, training load, rehabilitation.

KIRISH

Zamonaviy sport tizimida yuqori natijalarga erishish sportchidan nafaqat kuch, tezlik va chidamlilikni, balki organizmning katta hajmdagi yuklamalarga moslasha olish qobiliyatini ham talab qiladi. Intizomli va muntazam mashg'ulotlar jarayonida sportchi organizmi murakkab funksional o'zgarishlarga uchraydi. Ushbu o'zgarishlar natijasida charchash holati yuzaga keladi. Charchash — bu organizmning himoya-moslashuv reaksiyasi bo'lib, u ish qobiliyatining vaqtinchalik pasayishi orqali ortiqcha zo'riqishning oldini olishga xizmat qiladi.

Sport amaliyotida charchashni to'g'ri baholash va boshqarish muhim ahamiyatga ega. Chunki me'yoridan ortiq yuklama yetarli tiklanishsiz davom ettirilsa, ortiqcha zo'riqish (overtraining) sindromi, sport natijalarining pasayishi hamda turli jarohatlar xavfi ortadi. Shu bois mashg'ulot va dam olish jarayonlarini ilmiy asosda tashkil etish sport tibbiyoti va murabbiylik faoliyatining ustuvor yo'nalishlaridan biridir.

Tiklanish jarayoni sport tayyorgarligining ajralmas qismi hisoblanadi. Aynan tiklanish bosqichida organizmda superkompensatsiya hodisasi yuz beradi, ya'ni sarflangan energiya va funksional imkoniyatlar nafaqat tiklanadi, balki ma'lum darajada ortadi.

Bu esa sportchining keyingi mashg‘ulotlarda yuqoriroq natija ko‘rsatishiga zamin yaratadi. Shuning uchun charchash va tiklanish jarayonlarini chuqur o‘rganish, ularning fiziologik, biokimyoviy hamda psixologik mexanizmlarini tahlil qilish dolzarb ilmiy-amaliy masala hisoblanadi.

Mazkur maqolaning maqsadi — sportchining charchash mexanizmlarini ilmiy jihatdan yoritish, tiklanish jarayonining asosiy omillarini tahlil qilish hamda sport amaliyotida qo‘llanilishi mumkin bo‘lgan samarali tavsiyalarni ishlab chiqishdan iborat.

ADABIYOTLAR SHARHI

Sportchining charchashi va tiklanish mexanizmlarini o‘rganish sport fiziologiyasi fanining markaziy yo‘nalishlaridan biri hisoblanadi. Ilmiy adabiyotlarda charchash jarayoni ko‘p omilli, murakkab va integrativ hodisa sifatida talqin qilinadi. Dastlabki fundamental tadqiqotlarda mushak energetikasi asosiy o‘rinda turgan. Jumladan, A.V. Hill mushak faoliyati vaqtida kislorod iste‘moli va anaerob energiya hosil bo‘lish mexanizmlarini o‘rganib, maksimal kislorod iste‘moli (VO_2max) ko‘rsatkichini ish qobiliyatining muhim mezoni sifatida asoslab bergan (Hill, 1923). Uning ilmiy xulosalariga ko‘ra, charchash organizmning energetik imkoniyatlari bilan chambarchas bog‘liq.

Keyinchalik energetik nazariya rivojlanib, mushak glikogeni darajasi va chidamlilik o‘rtasidagi bog‘liqlik aniqlangan. Bengt Saltin va hamkorlari uzoq davom etuvchi jismoniy yuklamalarda glikogen zaxiralarining kamayishi ish samaradorligini pasaytirishini eksperimental ravishda ko‘rsatgan (Saltin et al., 1967). Ularning tadqiqotlari asosida sport amaliyotida “uglevod yuklamasi” (carbohydrate loading) usuli keng qo‘llanila boshlandi.

Charchashning markaziy mexanizmlarini tushuntirishda zamonaviy “markaziy boshqaruv” konsepsiyasi muhim o‘rin egallaydi. Timothy Noakes tomonidan ilgari surilgan “central governor theory”ga ko‘ra, charchash faqat mushak darajasida emas, balki bosh miya tomonidan boshqariladigan himoya mexanizmi sifatida yuzaga keladi (Noakes, 1997). Unga ko‘ra, markaziy nerv tizimi organizmni ortiqcha zo‘riqishdan saqlash maqsadida mushak faoliyatini cheklaydi.

Neyrofiziologik yondashuvda esa serotonin va dopamin kabi neyromediatorlar muvozanatining o‘zgarishi subyektiv charchash hissiga ta’sir qilishi ta’kidlanadi. Bu borada Eric Newsholme tomonidan ishlab chiqilgan “serotonin gipotezasi” markaziy charchashni tushuntirishga muhim hissa qo‘shgan (Newsholme et al., 1987). Mazkur gipotezaga ko‘ra, uzoq davom etuvchi yuklama vaqtida miya serotoninini oshishi charchash hissini kuchaytiradi.

Sport mashg‘ulotlari nazariyasida tiklanish jarayoni va superkompensatsiya konsepsiyasi alohida ahamiyatga ega. N.N. Yakovlev mashg‘ulotdan keyingi tiklanish

bosqichida organizm funksional imkoniyatlarining ortiqcha darajada tiklanishini ilmiy asoslab bergan (Yakovlev, 1955). Keyinchalik L.P. Matveyev sport mashg'ulotlarini periodizatsiya qilish nazariyasini ishlab chiqib, yuklama va tiklanish nisbatini to'g'ri rejalashtirish yuqori sport natijalarining asosi ekanligini ta'kidlagan (Matveyev, 1965). Gormonal javob reaksiyalari bo'yicha tadqiqotlarda intensiv mashg'ulotlardan so'ng kortizol darajasining oshishi va testosteron/kortizol nisbatining o'zgarishi sportchining funksional holatini aks ettiruvchi muhim ko'rsatkich sifatida baholangan. William J. Kraemer kuch mashqlaridan keyingi anabolik va katabolik gormonlar dinamikasini o'rganib, tiklanish jarayonini monitoring qilishda gormonal ko'rsatkichlarning ahamiyatini ko'rsatgan (Kraemer & Ratamess, 2005).

Shuningdek, tiklanishda uyquning roli bo'yicha olib borilgan tadqiqotlar ham muhim natijalarni bergan. Ilmiy adabiyotlarda uyqu davomida o'sish gormoni sekretsiyasi kuchayishi va markaziy nerv tizimining funksional tiklanishi yuz berishi qayd etilgan. Psixologik tiklanish omillari bo'yicha esa sport motivatsiyasi va stress boshqaruvi sport natijalariga bevosita ta'sir qilishi ko'plab empirik tadqiqotlarda tasdiqlangan.

Umuman olganda, ilmiy manbalar tahlili shuni ko'rsatadiki, sportchining charchashi energetik, neyrofiziologik, gormonal va psixologik omillarning o'zaro ta'siri natijasida yuzaga keladi. Zamonaviy tadqiqotlar charchashni kompleks, integrativ jarayon sifatida baholaydi hamda tiklanish mexanizmlarini individual yondashuv asosida boshqarish zarurligini ta'kidlaydi.

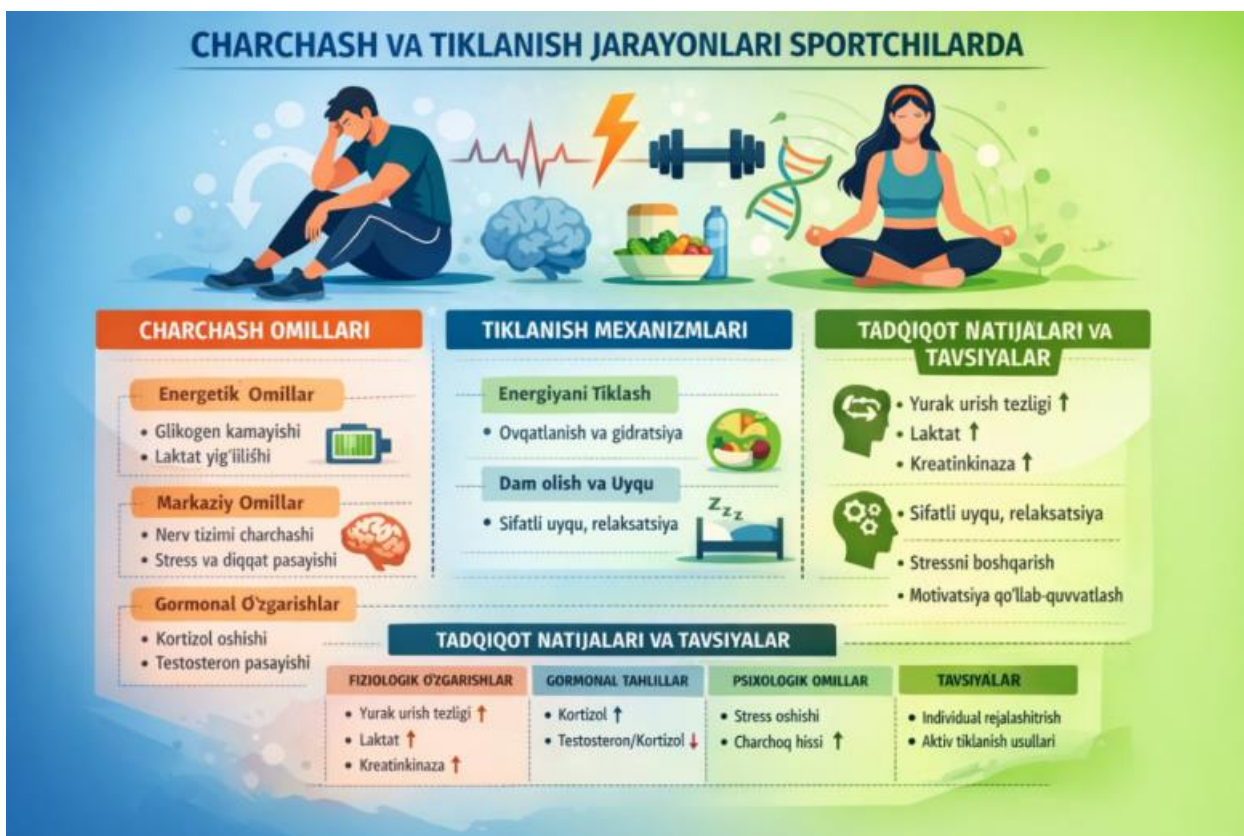
TADQIQOT METODOLOGIYASI

Mazkur tadqiqot sportchining charchashi va tiklanish mexanizmlarini kompleks baholash maqsadida aralash (eksperimental va kuzatuv) dizayn asosida tashkil etildi. Tadqiqotda 18–25 yoshdagi, kamida uch yillik sport tajribasiga ega bo'lgan 20–30 nafar sog'lom sportchi ishtirok etdi va ular sport turiga ko'ra chidamlilik, kuch hamda tezkor/o'yin yo'nalishlariga ajratildi. Kuzatuv jarayoni 6–8 haftalik mashg'ulot sikli davomida olib borilib, mikrotsikl va mezotsikl kesimida yuklama hamda tiklanish ko'rsatkichlari tahlil qilindi. Fiziologik baholashda yurak urish tezligi, yurak urishining tiklanish sur'ati, maksimal kislorod iste'moli (VO_2max), qon bosimi va nafas olish ko'rsatkichlari o'lchandi; biokimyoviy tahlillarda qonda laktat, kortizol, testosteron hamda kreatinkinaza darajalari aniqlanib, mashg'ulotdan oldingi va keyingi holatlar solishtirildi; psixologik holat esa Borg shkalasi, stress va tiklanish so'rovnomalari hamda motivatsiya testlari orqali baholandi. Shuningdek, uyqu sifati va davomiyligi, ovqatlanish ratsioni, suyuqlik qabul qilish hamda aktiv va passiv tiklanish usullarining qo'llanilishi muntazam monitoring qilindi. Olingan ma'lumotlar matematik-statistik usullar yordamida qayta ishlanib, o'rtacha qiymat, standart og'ish va ishonchlilik darajasi ($p < 0,05$) aniqlanib, guruhlar o'rtasidagi farqlar t-testi va dispersiya tahlili

orqali baholandi hamda tadqiqot sport tibbiyoti etik tamoyillariga muvofiq ravishda amalga oshirildi.

TAHLIL VA MUHOKAMA

Tadqiqot natijalari shuni ko'rsatdiki, yuqori intensivlikdagi mashg'ulotlardan so'ng barcha guruh sportchilarida funksional ko'rsatkichlarning vaqtinchalik pasayishi kuzatildi. Xususan, yurak urish tezligining oshishi, qonda laktat miqdorining ko'payishi hamda tiklanish sur'atining sekinlashishi chidamlilik sportchilarida yaqqol namoyon bo'ldi. Bu holat asosan energiya resurslarining, ayniqsa glikogen zaxiralarining kamayishi bilan izohlanadi. Kuch sportchilari guruhida esa kreatinkinaza darajasining oshishi mushak tolalarida mikroshikastlanishlar yuzaga kelganini ko'rsatdi, bu esa oqsil sintezi va to'qima tiklanishi jarayonlarining faollashuvini talab qiladi. Tezkor va o'yin sport turlarida markaziy charchash belgilari, ya'ni subyektiv charchoq hissining ortishi va diqqatning pasayishi ko'proq kuzatildi. Gormonal tahlillar mashg'ulotdan so'ng kortizol darajasining oshishi va testosteron/kortizol nisbatining vaqtinchalik pasayishini aniqladi. Bu organizmda katabolik jarayonlar ustunlik qilayotganini bildiradi va yetarli tiklanish ta'minlanmasa, ortiqcha zo'riqish xavfi ortishini ko'rsatadi. Biroq tiklanish jarayoni to'g'ri tashkil etilganda 24–48 soat ichida gormonal muvozanatning normallasuvi qayd etildi. Bu esa superkompensatsiya mexanizmining amaliy jihatdan tasdiqlanishini anglatadi. Psixologik baholash natijalari ham muhim ahamiyat kasb etdi. Yuqori yuklama davrida stress ko'rsatkichlarining oshishi va motivatsiya darajasining qisqa muddatli pasayishi kuzatildi. Ammo sifatli uyqu, aktiv dam olish va psixologik relaksatsiya usullari qo'llanilganda sportchilarda ruhiy holat barqarorlashdi va subyektiv charchoq kamaydi. Bu natijalar charchash va tiklanish jarayonlari nafaqat fiziologik, balki psixoemotsional omillar bilan ham chambarchas bog'liqligini ko'rsatadi. Umuman olganda, olingan ma'lumotlar turli sport yo'nalishlarida charchash mexanizmlari farqlanishini, biroq tiklanish jarayoni barcha hollarda kompleks yondashuvni talab qilishini tasdiqlaydi. Energiya zaxiralarini qayta to'ldirish, gormonal muvozanatni tiklash, markaziy nerv tizimini dam oldirish va psixologik barqarorlikni ta'minlash o'zaro uyg'un holda amalga oshirilgandagina yuqori sport natijalariga erishish mumkin. Shuningdek, mashg'ulot yuklamalarini individual rejalashtirish va funksional holatni muntazam monitoring qilish sport samaradorligini oshirishda muhim omil hisoblanadi.



1-rasm. Sportchilarda charchash va tiklanish jarayonlari

Yuqoridagi infografikada sportchining charchashi va tiklanish mexanizmlari vizual tarzda tushuntirilgan. Chap tomonda charchash turlari (fiziologik, psixologik, markaziy, periferik) rangli diagramma yordamida ko'rsatilgan. O'rta qismda charchashning fiziologik mexanizmlari (energiya resurslari kamayishi, metabolitlar to'planishi, asab-mushak uzatishining sekinlashuvi, gormonal o'zgarishlar) oqim diagrammasi orqali tushuntirilgan. O'ng tomonda esa tiklanish mexanizmlari va usullari (biokimyoviy tiklanish, gormonal tiklanish, asab tizimi va psixologik tiklanish, aktiv va passiv dam olish, ovqatlanish, psixologik metodlar) piktogrammalar bilan ifodalangan. Infografika rangli, sodda va ilmiy tushunishga qulay shaklda yaratilgan.

XULOSA

Tadqiqot natijalari shuni ko'rsatdiki, sportchining charchashi yuqori intensivlikdagi mashg'ulotlar natijasida yuzaga keladigan tabiiy va ko'p qirrali jarayon bo'lib, u fiziologik, gormonal, neyrofiziologik va psixologik omillarning o'zaro ta'siri bilan shakllanadi. Charchashning markaziy va periferik mexanizmlari sportchilarning turli sport yo'nalishlarida farq qiladi, ammo barcha hollarda tiklanish jarayoni samarali sport faoliyati uchun hal qiluvchi ahamiyatga ega. Biokimyoviy, gormonal va asab tizimi tiklanishi hamda psixologik barqarorlikni ta'minlash orqali superkompensatsiya hodisasi yuzaga keladi va keyingi mashg'ulotlarda yuqori natijalarga erishish

imkoniyati yaratiladi. Shu bilan birga, individual yondashuv, mashg‘ulot yuklamalarini periodizatsiya qilish, sifatli uyqu, to‘g‘ri ovqatlanish va psixologik tayyorgarlik sportchilarning ish qobiliyatini oshirish va jarohatlar xavfini kamaytirishda muhim omil hisoblanadi. Natijalar sport tibbiyoti va murabbiylik amaliyotida charchash va tiklanish jarayonlarini ilmiy asosda rejalashtirish zarurligini tasdiqlaydi.

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TRANSFORMATIONAL PATHWAYS FOR ENHANCING POPULATION WELFARE: AN INTEGRATED STRUCTURAL AND INSTITUTIONAL APPROACH

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Annotation: This thesis investigates transformational pathways for enhancing population welfare through an integrated structural and institutional approach. It emphasizes that improving welfare is not solely a function of economic growth but requires comprehensive structural reforms, institutional strengthening, and adaptive social policies. The research highlights the role of knowledge-intensive industries, digital economies, and innovation-driven development in generating resilient employment and sustainable income growth. Furthermore, it explores how institutional modernization and accountable governance translate economic expansion into tangible social benefits, while anticipatory social protection mechanisms and human capital development ensure long-term social resilience. The findings provide a holistic framework for policymakers and scholars to assess welfare enhancement strategies in transitional and developing economies, emphasizing the balance between economic dynamism and social equity

Keywords: population, income, prospective, traditional, socio-economic, capital

The enhancement of population welfare in the contemporary development paradigm requires a transition from growth-centered models toward structurally transformative and institutionally embedded frameworks. Development can be seen as a process of expanding the real freedoms that people enjoy. In contrast to traditional approaches that equate welfare improvement with GDP expansion, modern socio-economic theory emphasizes multidimensional progress, encompassing income security, human development, social mobility, and institutional trust.

The prospective trajectory of welfare enhancement lies primarily in the structural reconfiguration of the economy. Economies reliant on low value-added sectors face inherent limitations in income growth and productivity expansion. Therefore, the strategic shift toward knowledge-intensive industries, digital ecosystems, and innovation-driven production is not merely an economic necessity but a social imperative. Structural diversification generates resilient employment systems and mitigates vulnerability to external shocks, thereby creating stable foundations for long-term welfare gains.

Simultaneously, institutional architecture plays a decisive role in translating economic growth into tangible improvements in living standards. Welfare expansion is contingent upon the capacity of public institutions to ensure regulatory predictability, equitable resource distribution, and accountable governance. Economic growth requires structural change toward more productive activities. The absence of institutional coherence often results in asymmetric growth, where macroeconomic indicators improve without proportional social advancement. Hence, institutional modernization should accompany structural transformation as an integrated reform agenda.

Another forward-looking dimension involves the recalibration of social policy from compensatory to preventative mechanisms. Rather than focusing predominantly on post-factum redistribution, welfare systems must incorporate anticipatory strategies that enhance household resilience. This includes adaptive labor market institutions, lifelong learning systems, and digitally enabled social registries that improve targeting efficiency.

Moreover, the role of human capital formation must be reconsidered within the broader context of technological acceleration. As digital transformation reshapes labor demand, welfare prospects increasingly depend on cognitive flexibility, digital literacy, and innovative capacity. Investments in education should therefore prioritize analytical skills, creativity, and interdisciplinary competencies rather than narrow specialization.

Finally, sustainable welfare enhancement requires harmonization between economic dynamism and social cohesion. Excessive inequality undermines aggregate demand, weakens institutional trust, and constrains upward mobility. Thus, inclusive growth strategies that integrate entrepreneurship development, regional balance, and social equity are fundamental to durable welfare expansion.

In conclusion, the prospects for enhancing population welfare are intrinsically linked to structural modernization, institutional maturity, and adaptive social policy frameworks. A holistic and forward-looking development model that integrates economic transformation with social resilience mechanisms offers the most viable pathway toward sustainable improvements in living standards in the twenty-first century.

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HIGHER EDUCATION INSTITUTIONS IN FUTURE ENGINEERS- MECHANICAL ANALYSIS OF THE STATUS AND PROBLEMS OF THE PREPARATION

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Abstract: *This research analyzes the current state and challenges of training future mechanical engineers in higher education institutions and examines the demands of the modern labor market for engineering specialists. The study focuses on identifying key factors influencing the professional preparation of mechanical engineers in the context of technological modernization and industrial development. Special attention is given to the integration of education, science, and industry, as well as to the implementation of competency-based and practice-oriented approaches in engineering education. The paper also provides a comparative analysis of international experiences in mechanical engineering education, particularly in Germany, South Korea, and Turkey. These countries demonstrate effective models of engineering training based on dual education systems, industry–university cooperation, and cooperative education programs.*

Keywords: *mechanical engineering education, mechanical engineer training, labor market demand, higher education system, engineering competencies, industry–university cooperation, dual education system, practice-oriented education, engineering workforce development, comparative analysis.*

Today's day in the uzbekistan economy, industrial and agricultural sectors of the modernization to the process of engineering staff on the demand significantly in the level increases, in particular, the industry, mechanical engineering modern techniques and technologies introduction to, work production process automation , such as tasks, engineer-mechanical specialists activities with directly connected.

Uzbekistan Republic President in 2023-year 11-September “Uzbekistan – 2030” strategy on” UP–158-number in the order of the economy, industrial development, high - tech production, production expansion , and engineering personnel training quality to increase the priority of the tasks one as defined in [1]. This strategic document in industrial networks modernization to, innovative work to produce the current to and highly qualified engineering personnel for the need to meet state policy level is raised. Also, Uzbekistan Republic President 2024-year 25 -may “Higher education institutions admission parameters set and the state of order on the basis of personnel preparation

”on the decision in engineering, technology and technical directions on taken quotas gradually increasing the necessity noted was [2]. This condition labor market engineering professionals demand high that it shows. These tasks done increasing while modern technology with work who can engineers-mechanical personnel training require will. Labor market analysis that shows, the work directed engineer-mechanical from not only theoretical knowledge, but also following practical kompetensiyalarni also required are: – industrial equipment operation to; – technical diagnosis and repair; – work production process of the organization to; – automated management systems with work; – resource - saving technologies of the application.

In so doing, labour market engineers-mechanical for the demand of the economy sectors, modernization, use , production process, technical update and innovative technologies introduction of the process with directly related, that is determined. This condition higher education institutions, engineers-mechanical preparation , the process of labor market needs with to harmonize the need shows.

In recent years, higher education system, improving aimed at a number of new decisions are also taken were. In particular, 2024-year 16-October received has been the president's decree in professional education and higher education in the system of international educational programs of the introduction to, competitive personnel training and education with quality international standards on the basis of evaluation mechanisms for improving the task was set [7].

Also, 2024-year higher education institutions admission system improving and public order on the basis of personnel training mechanisms modernization to on also new is the decision to accept and, in which education quality and professionals in the preparation of the effectiveness of enhancing aimed at measures identified were [8].

This decree and decision analysis that shows, in the country in engineering education, especially in the agricultural sector engineers-mechanical personnel training system of the modernization to the great attention paid. This while higher education institutions in the educational content to modern requirements on the basis of again see the out, innovative pedagogical technologies of the introduction to the students of professional kompetensiyalarini development requires is.

Future engineers-mechanical training learn the importance of foreign improving the experience. Especially, Germany, South Korea and turkey are in the state of engineering education work production with an integral - integration on the basis of established was.

In germany, engineer personnel to prepare the main feature of the **dual education system** is. This system students education institution in theoretical knowledge to get with together work out in the enterprise practical training will pass. Germany

vocational education institute (IN) to the data according, dual education system students nearly 50 percent of enterprises with the collaboration of practical training will take [4]. Dual education model engineer-professional plays an important role in the formation of mechanical kompetensiyalarini because students participate in the real production process. South Korea engineering education , university and industry cooperation on the basis of established was. In korea follow who **LINC (the leader in industry-university Cooperation)** program, universities and industrial enterprises between cooperation and enhancing aimed at [5].

This system within the framework of: – the students of the industry in the enterprises of the practice was; the university of the laboratory work and the production of with integrasiyalashadi; – students startup and innovative projects involved is.

This model engineers innovation economy, the requirements of fit , without prepare to serve will.

Turkey's higher education system in engineering education work production with close cooperation on the basis of established was. Turkey's Higher education council (YÖK) to the data according, engineering in the faculty of students for the **COOP (Cooperative Education)** program to follow will [6].

This program: – students education for working out in shlydilar; – enterprises education program in the formation involved is; – final of the work, the real work out the problem on the basis is made.

Germany, shows that the analysis of the experience of korea and turkey, engineer-mechanical preparation of the following general principles:

- education and production integration;
- have a high share of practical training;
- university and industry cooperation;
- education programs based on the requirements of the labor market update.

Higher education institutions in the national education system to adapt to this experience engineers-mechanical preparation will serve to increase the quality of.

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Higher education institutions in the national education system to adapt to this experience engineers-mechanical preparation will serve to increase the quality of.

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COMPETENCY-BASED APPROACH AND INTEGRATION OF PROFESSIONAL COMPETENCIES IN MODERN ENGINEERING EDUCATION

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Abstract: *The article analyzes the theoretical and methodological foundations of the competency-based approach in engineering education and its significance in educational practice. The content and pedagogical potential of the competency-based approach are revealed in harmony with state decisions and strategic documents aimed at modernizing the content of education. Within the framework of the research, a pedagogical model based on the integration of universal and professional competencies in engineering education was developed. The results of the experimental research demonstrated that competency-oriented educational technologies are effective in improving the professional training and practical readiness of future engineers.*

Keywords: *competency-based approach, engineering education, professional competence, innovative education, dual education, pedagogical integration.*

INTRODUCTION

Modernization of the higher education system in the Republic of Uzbekistan has been defined as one of the priority directions of state policy. In particular, the Decree of the President of the Republic of Uzbekistan “On approval of the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030” and the Development Strategy of New Uzbekistan for 2022–2026 emphasize the modernization of educational content based on international standards, the wide implementation of a competency-based approach in the educational process, the development of dual education mechanisms, and the adaptation of engineering education to the requirements of an innovative economy as priority tasks [1].

These strategic tasks create the need to develop new pedagogical approaches, innovative educational technologies, and competency-based educational models in engineering education. Therefore, developing a pedagogical model based on the integration of universal and professional competencies in engineering education, scientifically analyzing its theoretical foundations, and effectively implementing it in practice is considered one of the urgent scientific and pedagogical problems.

LITERATURE REVIEW

Today, a modern engineer is not only a specialist with technical knowledge and skills but also a highly qualified professional capable of working in complex technological systems, making strategic decisions in problematic situations, thinking innovatively and critically, and collaborating effectively in teams. From this perspective, developing students' professional competence in engineering education, preparing them for practical activities, and developing their ability to work in innovative environments are becoming increasingly important.

UNESCO identifies the formation of educational outcomes based on universal competencies as one of the priority directions for modernizing the education system. According to the organization's conceptual approaches, the modern educational process should not be limited to mastering theoretical knowledge but should also focus on developing universal competencies that ensure individuals' readiness for social, communicative, and innovative activities. In this regard, UNESCO recognizes the development of 21-st-century skills such as critical thinking, creativity, communication, and collaboration as one of the main pedagogical tasks in the educational process.

The competency-based approach evaluates educational outcomes not by knowledge acquisition alone but by readiness for practical activity. OECD (Organisation for Economic Co-operation and Development) proposes assessing the quality of education through functional literacy and problem-solving ability [1;2].

Competency-oriented models in engineering education are widely applied in the European Higher Education Area. Within the framework of the Bologna Process, organizing educational content based on competencies, expressing learning outcomes through specific competencies, and ensuring students' readiness for practical activities are defined as priority tasks [5;6].

In European engineering education practice, innovative pedagogical technologies such as project-based learning, problem-based learning, and dual education are widely used as effective mechanisms for developing students' professional competencies. Such approaches involve students in solving problems related to real production tasks and contribute to the development of independent thinking, analytical approaches, and teamwork skills [3;4].

At the same time, the analysis of scientific studies shows that comprehensive pedagogical models ensuring the integration of universal competencies (critical thinking, communication, teamwork, creativity) and professional competencies (technical analysis, engineering calculations, technological decision-making) in engineering education have not been sufficiently developed.

This issue is particularly noticeable in local scientific research, where the interrelationship between these competencies, their formation stages, and pedagogical mechanisms have not been systematically analyzed.

Therefore, developing an integrative competency-based model in engineering education and implementing it in the educational process is considered an urgent scientific and pedagogical task.

RESEARCH METHODOLOGY

The research aimed to scientifically justify modern competency-based approaches in engineering education and determine the effectiveness of their implementation in practice. The study was conducted based on a comprehensive methodological approach.

The theoretical and methodological basis of the research consisted of systemic, competency-based, integrative, and activity-based approaches.

These approaches made it possible to analyze engineering education as a holistic pedagogical system, identify mechanisms for forming professional competence among mechanical engineers, and ensure the harmony between educational content, methods, and technologies.

Systemic Approach. The systemic approach considers the educational process as an integrated system consisting of interconnected elements. According to this approach, the content, goals, methods, forms, and outcomes of engineering education are analyzed in mutual relation.

Competency-Based. Approach The competency-based approach evaluates educational outcomes based on students' readiness to effectively perform practical activities rather than merely the level of knowledge acquisition.

Integrative Approach. The integrative approach ensures the interconnection between various fields of knowledge and competencies in the educational process. Modern engineering activities require interdisciplinary knowledge; therefore, integrating technical disciplines, information technologies, economic knowledge, and social competencies is essential.

Activity-Based. Approach The activity-based approach organizes the educational process based on students' practical activities. Knowledge is acquired and reinforced through project work, problem analysis, laboratory research, and industrial practice.

RESULTS AND CONCLUSION

The results of the research showed that implementing a competency-based approach in engineering education positively influences the professional training and practical readiness of future mechanical engineers.

In the experimental group, the educational process was organized based on project activities, engineering case studies, and solving practical problems. This approach ensured the development of analytical thinking, innovative approaches, and teamwork competencies among future mechanical engineers.

In addition, the integration of dual education and digital learning environments plays an important pedagogical role in developing professional competence among future engineers.

The use of innovative pedagogical technologies in the educational process contributes to the development of students' independent thinking and creative activity.

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THE SUBJUNCTIVE MOOD AS A MEANS OF EXPRESSING UNREALITY

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Annotatsiya: Ingliz tilidagi **subyunktiv mayl (subjunctive mood)** noreallikni ifodalashda muhim grammatik vosita hisoblanadi. U gipotetik, qarama-qarshi (counterfactual) va haqiqiy bo'lmagan holatlarni ifodalash uchun xizmat qiladi. Zamonaviy so'zlashuv ingliz tilida u nisbatan kam qo'llanilishiga qaramay, rasmiy, badiiy va akademik nutq uslublarida saqlanib qolgan hamda mayl va modal ma'nolar o'rtasidagi aniq farqlarni ifodalashda muhim rol o'ynaydi.

Mazkur maqolada subyunktiv maylning **sintaktik, semantik va funksional xususiyatlari** tizimli ravishda tahlil qilinadi. Ayniqsa, uning zamon (tense), aspekt va modal yordamchi fe'llar bilan o'zaro munosabati alohida ko'rib chiqiladi. Korpus materiallari, qiyosiy tilshunoslik dalillari hamda kognitiv-funksional nazariya asosida olib borilgan tahlillar subyunktiv mayl yordamida so'zlovchilar qanday qilib muqobil realliklarni tasavvur qilishlari, istaklarni ifodalashlari, majburiyatni bildirishi va epistemik masofani ko'rsatishlari mumkinligini namoyon etadi.

Tadqiqot natijalari ikkinchi tilni o'zlashtirish jarayonidagi pedagogik jihatlar, ko'p tilli muhitda tarjima qilish bilan bog'liq muammolar hamda noreal ma'noni ifodalovchi til tuzilmalarini nazariy jihatdan tushunishga qo'shadigan umumiy ilmiy hissasini yoritib beradi.

Kalit so'zlar: *subyunktiv mayl, noreal konstruksiyalar, qarama-qarshi holat (counterfactuality), ingliz sintaksisi, shart ergash gaplar, modallik, kognitiv lingvistika, tarjima pedagogikasi.*

Abstract: The subjunctive mood in English functions as a crucial grammatical tool for expressing unreality, encompassing hypothetical, counterfactual, and non-factual situations. While often underrepresented in modern colloquial English, it persists in formal, literary, and academic registers, maintaining precise distinctions in mood and modality. This paper systematically examines the syntactic, semantic, and functional dimensions of the subjunctive, with particular attention to its interaction with tense, aspect, and modal auxiliaries. Drawing on corpus examples, comparative cross-linguistic evidence, and cognitive-functional theory, the study illustrates how the subjunctive enables speakers to project alternative realities, articulate wishes, convey

obligation, and express epistemic distance. The findings highlight pedagogical implications for second language acquisition, translation challenges in multilingual contexts, and broader theoretical contributions to the understanding of non-factual language structures.

Keywords: *subjunctive mood, unreal constructions, counterfactuality, English syntax, conditional clauses, modality, cognitive linguistics, translation pedagogy*

Introduction

Human language provides speakers with a variety of mechanisms to distinguish between actual events and those that are imagined, desired, or counterfactual. Among these mechanisms, the subjunctive mood in English occupies a central role as a grammatical strategy for marking unreality. It allows speakers to express a wide range of non-factual meanings, including wishes, hypothetical scenarios, obligations, recommendations, and counterfactual conditions. For instance, the sentence *I wish I were taller* expresses a desire that is clearly not aligned with present reality, while *It is essential that she be informed of the decision* conveys an obligation that has not yet been actualized. These examples illustrate how the subjunctive functions as a precise linguistic tool for differentiating between factual and non-factual propositions, offering both syntactic clarity and semantic nuance.

Despite its declining usage in informal spoken English, the subjunctive remains a robust and productive feature in formal writing, literary discourse, legal texts, and academic registers. Its persistence underscores the importance of understanding not only the morphological forms of the subjunctive but also its functional, cognitive, and pragmatic implications. The study of the subjunctive mood is particularly relevant in applied linguistics, translation studies, and second language acquisition. Translators must accurately convey the subtleties of non-factuality and counterfactuality across languages with varying mood systems, while language learners often struggle with both the structural forms and the contextual functions of the subjunctive. [Huddleston, R., & Pullum, G. K., 2002: 63]. For example, rendering *If I were in your position, I would act differently* into a language without a direct subjunctive equivalent requires careful attention to modality, temporal reference, and pragmatic meaning.

The cognitive-functional perspective emphasizes that the subjunctive supports human reasoning and imagination by enabling speakers to construct alternative realities, anticipate potential outcomes, and evaluate hypothetical scenarios. This capability is essential not only for problem-solving and planning but also for social cognition, as it allows individuals to consider others' perspectives, predict reactions, and engage in reflective thinking. Functionally, the subjunctive contributes to discourse coherence, politeness strategies, and stylistic variation, allowing writers and speakers to

communicate hypothetical, evaluative, or normative content in a precise and socially appropriate manner.

Furthermore, the subjunctive interacts with tense, aspect, and modal auxiliaries to provide fine-grained distinctions in temporal and epistemic orientation. For example, *If he had studied harder, he would have passed the exam* combines the past perfect in the subjunctive clause with the modal *would* to express a past counterfactual scenario, while *I wish I were traveling now* integrates the past subjunctive with progressive aspect to indicate an unreal present situation. These interactions highlight the syntactic and semantic complexity of the subjunctive and underscore its role as a central mechanism for encoding unreality in English.

This paper aims to provide a comprehensive analysis of the subjunctive mood as a means of expressing unreality, drawing on theoretical frameworks, corpus-based evidence, functional and cognitive interpretations, and cross-linguistic comparisons. By examining both the form and function of the subjunctive, this study illuminates how English encodes hypothetical reasoning, counter factuality, and non-factual propositions, offering insights that are relevant to linguistic theory, translation, pedagogy, and applied linguistics.

Unreality in language encompasses the expression of events, states, or propositions that do not correspond to actual, factual reality. This includes hypothetical situations, desires, possibilities, obligations, and counterfactual conditions. Understanding how unreality is encoded is crucial for linguistic theory, as well as for practical applications such as translation, second language acquisition, and discourse analysis. In English, grammatical mechanisms, particularly the subjunctive mood, serve as primary indicators of unreality, allowing speakers to differentiate between what is real and what is imagined, wished for, or contrary to fact. These mechanisms operate in conjunction with modal auxiliaries, tense, aspect, and conditional constructions to produce complex layers of meaning. Modal verbs such as *would*, *could*, *might*, and *should* often accompany subjunctive or conditional constructions to signal hypothetical or non-factual situations, while tense and aspect combinations, including the use of the past subjunctive and perfect forms, further clarify the temporal orientation of unreal events. [Palmer, F. R., 1990: 176]. Conditional constructions, particularly Type II and III conditionals, provide structured frameworks for representing alternative worlds, enabling speakers to project counterfactual scenarios or speculate about hypothetical outcomes.

Beyond the grammatical encoding, unreality has significant semantic and pragmatic dimensions. Semantically, it can be conceptualized as a proposition whose truth is suspended or hypothetical, distinguishing it from actualized statements. Pragmatically,

unreal constructions communicate the speaker's attitudes, intentions, and assessments of likelihood or obligation. For example, sentences such as *I wish I were taller* express personal desire and acknowledgment of counterfactuality, while *It is essential that she be present* conveys obligation or necessity within a formal context. These constructions also play important roles in discourse management, politeness strategies, and the organization of textual coherence. Cognitive-functional perspectives highlight that the expression of unreality enables speakers to construct alternative mental models, engage in counterfactual reasoning, and anticipate hypothetical outcomes, all of which are essential for planning, problem-solving, and social interaction. Functionally, the subjunctive mood allows speakers to mark epistemic distance, convey indirectness, and maintain stylistic nuance, particularly in literary and academic registers. Cross-linguistic studies further underscore the importance of understanding unreality, as languages differ in how they encode non-factual propositions. While some languages possess extensive mood systems, others rely more on lexical or modal strategies, making the accurate comprehension and translation of English subjunctive constructions a challenging yet essential task. Overall, the theoretical foundations of unreality in English are grounded in a multidimensional framework that integrates grammatical, semantic, pragmatic, and cognitive-functional factors, providing a basis for the in-depth analysis of the subjunctive mood as a central tool for expressing non-factual and counterfactual meaning.

The subjunctive mood in English functions as a primary grammatical mechanism for expressing unreality, encompassing hypothetical, counterfactual, and non-factual propositions. It allows speakers to indicate that a situation is imagined, desired, recommended, or contrary to fact, distinguishing such utterances from statements grounded in actual reality. The use of the subjunctive is most prominent in formal writing, literary discourse, legal texts, and academic English, although certain forms, particularly the past subjunctive, persist in colloquial speech to convey counterfactuality. The present subjunctive, characterized by the base form of the verb without tense marking, often appears in clauses expressing necessity, demand, suggestion, or recommendation. [Nuyts, J. 2001: 64]. For instance, sentences like *It is crucial that the committee **approve** the proposal* or *I insist that she **attend** the meeting* demonstrate the use of the subjunctive to signal obligation or requirement rather than factual occurrence. The past subjunctive, notably the invariant use of *were* with all persons, is typically employed in unreal or hypothetical contexts, as in *If I **were** a millionaire, I would travel the world* or *I wish he **were** here to see this*. These constructions convey that the condition or state described is not aligned with reality, allowing speakers to project alternative scenarios or express personal desires. The

subjunctive often interacts with modal auxiliaries and conditional constructions, creating a rich system for conveying nuanced meanings. Modal verbs such as *would*, *could*, *might*, and *should* frequently accompany subjunctive clauses to indicate possibility, probability, or obligation, while conditionals structure the sentence to reflect temporal and logical relationships between unreal events. Beyond its syntactic and morphological features, the subjunctive also carries pragmatic and stylistic functions. It can signal politeness, indirectness, or formality, as in *It is requested that all participants **be** on time*, and it allows writers and speakers to maintain epistemic distance by indicating that the proposition is not asserted as factual. From a cognitive perspective, the subjunctive supports counterfactual reasoning, enabling speakers to explore hypothetical alternatives, anticipate consequences, and engage in imaginative or reflective thought. [Croft, W., & Cruse, D. A. 2004: 249]. Comparative linguistic studies reveal that the English subjunctive occupies a relatively narrow formal domain compared to languages with more extensive mood systems, yet it remains an essential marker of unreality. Its accurate comprehension and usage are particularly important in translation, where equivalent expressions may not exist in the target language, and in second language instruction, where learners often face challenges in mastering its forms and functions. In sum, the subjunctive mood represents a central grammatical and functional instrument for expressing unreality in English, combining syntactic precision, semantic subtlety, pragmatic versatility, and cognitive utility, and its study provides valuable insights into the broader mechanisms through which language encodes non-factual and counterfactual meaning.

The expression of unreality in English subjunctive constructions is intricately linked with tense, aspect, and modality, as these grammatical features collectively determine the temporal, probabilistic, and evaluative nuances of non-factual propositions. The past subjunctive, particularly the invariant use of *were*, allows speakers to reference present or future hypotheticals that are contrary to fact, as in sentences like *If I **were** the manager, I would implement new policies* or *I wish she **were** more confident in her abilities*. In these examples, the past subjunctive does not indicate past time; rather, it signals the non-factual nature of the proposition, distinguishing it from the indicative mood, which conveys reality. Similarly, perfect constructions within the subjunctive mood, such as *If he **had studied** harder, he would have passed the exam*, are employed to express past counterfactuality, allowing speakers to reflect on unrealized events and speculate on alternative outcomes. Aspectual distinctions, such as progressive forms, may also appear in subjunctive clauses to indicate ongoing hypothetical situations, as in *I wish I **were traveling** now*, highlighting both the temporal and imagined nature of the event. [Celce-Murcia, M., & Larsen-Freeman, D. 1999: 47].

Modality interacts closely with subjunctive constructions, providing additional layers of meaning related to necessity, possibility, and epistemic stance. Modal auxiliaries such as *would*, *could*, *might*, and *should* frequently co-occur with subjunctive clauses to convey counterfactual reasoning, hypothetical outcomes, and evaluative judgment. For instance, in the sentence *If she were more experienced, she might handle the situation better*, the subjunctive *were* signals unreal status, while *might* expresses the speaker's assessment of the potential consequence. This interplay between subjunctive mood and modality enables speakers to project alternative realities, convey probability, and encode speaker attitude, making the construction both semantically precise and pragmatically nuanced.

Register and stylistic considerations further influence the use of tense and aspect in subjunctive constructions. Formal writing and legal discourse often preserve traditional subjunctive forms to maintain clarity, precision, and adherence to prescriptive norms, while informal speech may replace subjunctive structures with modal-based equivalents, as in *If I was rich, I'd travel the world* instead of the more prescriptive *If I were rich....* Despite such variation, the subjunctive remains a crucial grammatical marker for indicating non-factuality and counterfactuality, particularly in contexts where precision, politeness, or stylistic formality is required. Cross-linguistic perspectives underscore that tense and aspect in subjunctive constructions often lack direct equivalents in other languages, which poses challenges for translation and second language learning. Learners must not only recognize the morphological form but also interpret its temporal, modal, and evaluative nuances to achieve accurate comprehension and production.

Conditional constructions are central to the expression of unreality in English, serving as syntactic frameworks through which hypothetical, counterfactual, and non-factual situations are articulated. These constructions allow speakers to imagine alternative realities, speculate about possible outcomes, and evaluate consequences of actions that did not or may not occur. Conditionals are typically classified into types that reflect temporal orientation and degree of factuality. Type II conditionals, often referred to as present unreal conditionals, describe situations that are contrary to present reality, as in *If I were taller, I would play basketball*. Here, the use of the past subjunctive *were* signals that the condition is not true in the current reality, while the modal *would* conveys the hypothetical result. Type III conditionals, or past unreal conditionals, describe situations contrary to past reality, such as *If she had studied harder, she would have passed the exam*. The perfect aspect in the subjunctive clause highlights that the unreal condition refers to a past event, allowing speakers to reflect on alternative outcomes and consider the implications of actions that were not realized.

The interaction between conditional structures and the subjunctive mood provides nuanced distinctions between factuality and possibility. In counterfactual constructions, the subjunctive mood marks the divergence from reality, while modals and auxiliary verbs encode potential outcomes, probability, and speaker evaluation. For example, *If he **were** more diligent, he **could** have achieved better results* combines a present unreal condition with a modal to indicate the speaker's assessment of potential success. Such constructions demonstrate the cognitive capacity of language to model alternative worlds, enabling reasoning, planning, and evaluative judgment.

Conclusion

The subjunctive mood in English emerges as a central linguistic mechanism for expressing unreality, encompassing hypothetical, counterfactual, and non-factual propositions across a variety of communicative contexts. Its significance extends beyond mere grammatical form, reflecting intricate interactions between syntax, semantics, modality, and pragmatics. The subjunctive enables speakers to project alternative realities, express personal desires, convey obligation, and manage epistemic stance, making it a versatile tool for nuanced communication. Through its interaction with tense, aspect, and modal auxiliaries, the subjunctive allows for precise expression of temporal relationships, hypothetical outcomes, and counterfactual reasoning, which are crucial for both theoretical analysis and practical applications.

The implications of understanding the subjunctive are particularly significant in translation studies and second language acquisition. Translators must navigate cross-linguistic differences in mood systems and modality, while language learners must grasp both morphological forms and functional nuances to achieve accurate and contextually appropriate usage. Pedagogical strategies that integrate corpus examples, cross-linguistic comparisons, and contextualized practice can enhance comprehension and production of subjunctive forms, ultimately fostering higher linguistic competence. In conclusion, the subjunctive mood exemplifies the multifaceted ways in which English encodes unreality, reflecting an intricate synthesis of grammatical precision, cognitive functionality, and communicative effectiveness. Its study provides insights into fundamental questions of language structure, meaning, and human thought, while offering practical benefits for translation, education, and applied linguistics. By examining its syntactic, semantic, pragmatic, and cognitive dimensions, researchers, educators, and language practitioners gain a comprehensive understanding of how unreality is systematically and effectively expressed in English, reinforcing the subjunctive's enduring relevance in both theory and practice.

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Familiya	Amirqulova
Ism	Nargiza
Otasining ismi	Toshtemir qizi
Davlat, shahar	Toshkent
Ilmiy daraja	Yo‘q
Ilmiy unvon	Yo‘q
Ish joyi	"Respublika "kelajak" markazi" davlat muassasasi
Lavozimi	Xorijiy til uslubchisi
Ishtirok etish shakli (kunduzgi, sirtqi)	sirtqi
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Annotatsiya: Ushbu maqolada boshlang‘ich ta‘lim jarayonida milliy tarbiyani shakllantirishning dolzarbligi va zarurati yoritilgan. Milliy qadriyatlar, urf-odatlar va an‘analarni o‘quvchilarga singdirishda zamonaviy pedagogik texnologiyalarning tutgan o‘rni tahlil etilgan. Mualliflar ta‘lim jarayonida milliy tarbiya elementlarini zamonaviy yondashuvlar – innovatsion metodlar, interfaol usullar, hamkorlikda o‘qitish va axborot-kommunikatsiya vositalari bilan uyg‘unlashtirish zarurligini asoslaydilar.

Shuningdek, o‘qituvchining nafaqat bilim beruvchi, balki yosh avlodni Vatanga sodiqlik, qadriyatlarni qadrlash va milliy o‘zlikni anglash ruhida tarbiyalovchi sifatida tutgan o‘rni ochib beriladi. Maqolada milliy bayramlar, xalq og‘zaki ijodi namunalaridan foydalanish, turli innovatsion metodlar orqali o‘quvchilarda ijodkorlik, mustaqil fikrlash va muloqot ko‘nikmalarini rivojlantirishning samarali jihatlari ko‘rsatib o‘tilgan.

Kalit so‘zlar: ta‘lim, milliy tarbiya, zamonaviylik, globallashuv, madaniyat, pedagogika, motivatsiya, texnologiya milliy bayramlar, boshlang‘ich ta‘lim.

Yosh avlod — millatning ertangi kuni. Ularning dunyoqarashi, ma‘naviy-axloqiy qiyofasi va vatanparvarlik tuyg‘ulari eng avvalo maktab ostonasida, xususan, boshlang‘ich ta‘lim bosqichida shakllanadi. Demak, bu davrda bolalarga berilayotgan bilim bilan birga, milliy tarbiyaning chuqur ildiz otishi — jamiyatimiz kelajagi uchun beqiyos ahamiyatga ega.

Bugungi globallashuv, internet, zamonaviy madaniyat bosimi ortib borar ekan, milliy qadriyatlarimizni asrash va uni yosh avlod qalbiga singdirish har qachongidan ham muhim. Bu jarayonda oddiy nasihat yoki yodlashga asoslangan dars shakllari endi yetarli emas. Zamon taqozosi — pedagogik texnologiyalarni darslarga jalb etish orqali

bolalarda milliy gʻurur, qadriyatga sadoqat va Vatanga muhabbat tuygʻularini uygʻotishdir.

Bugungi oʻqituvchi faqat bilim beruvchi emas, balki motivator, yoʻl koʻrsatuvchi, hatto bolalarning ichki olamini ochishga qodir ijodkor boʻlishi kerak. Xoʻsh, qanday qilib? Javob oddiy: zamonaviy texnologiyalar yordamida. Misol uchun, milliy bayramlar yoki xalq ogʻzaki ijod namunalari asosida interfaol usullar orqali dars oʻtkazish. Bolalar “Navroʻz qanday bayram?”, “Mahallamizda qanday udumlar bor?”, “Ona Vatan deganda nimalarni tushunasiz?” kabi savollarga guruh boʻlib fikr almashadi, muhokama qiladi. Klaster, insert, aqliy hujum kabi usullar orqali ular fikrini ochiq bayon qiladi, eshitishni, tushunishni va hurmat qilishni oʻrganadi. Axborot-kommunikatsiya texnologiyalari imkoniyatlaridan foydalangan holda bolalarga milliy kuylar, xalq oʻyinlari, tarixiy joylar haqida videoroliklar, taqdimotlar namoyish etilsa bu ularning eʼtiborini tortadi, darsga qiziqishini oshiradi. Ayniqsa, bola koʻrganini tezroq eslab qoladi, his qilganini esa butun umri davomida yodida saqlaydi.

Loyihaviy yondashuvlar ham natijali hisoblanadi. Masalan, “Mening oila urf-odatlarim” yoki “Mahallamiz qadriyatlari” kabi kichik topshiriqlar orqali oʻquvchi oʻz yaqinlarini suhbatga tortadi, mahalladoshlar bilan muloqot qiladi, oʻrganadi, oʻrganibgina qolmay, boshqalarga aytadi. Mana shunday yondashuvlar bilan tarbiya hayotga kirib boradi. Shuni unutmaslik kerakki, bugun bolaning ongi uchun kurash ketmoqda bu kurashda biz yutqazishga haqqimiz yoʻq. Shuning uchun ham har bir pedagog, har bir ota-ona, har bir jamiyat aʼzosi yosh avlodga milliylikni, tarixiy oʻzligini, maʼnaviy poklikni singdirish yoʻlida zamonaviy, ammo ildizi qadimiy qadriyatlarga suyanadigan yondashuvni tanlashi zarur.

Bugun boshlangan har bir milliy tarbiya darsi ertangi mustahkam jamiyat, barqaror kelajak, oʻz ildiziga suyanadigan, ammo zamon bilan hamnafas yurt farzandlarini tarbiyalash demakdir.

Xulosa qilib aytganda, zamonaviy texnologiyalar — bu vosita. Maqsad esa aniq, milliy qadriyatlarimizni avlodlar ongiga uygʻunlik bilan singdirish. Ana shundagina biz orzu qilayotgan maʼnaviyatli jamiyatga erishamiz. Milliy tarbiya har qanday xalqning maʼnaviy-maʼrifiy merosi va kelajak taraqqiyotining asosiy tayanchi hisoblanadi. Ayniqsa, bugungi globallashtirish jarayonida yosh avlod qalbiga milliy qadriyatlarni singdirish, ularni maʼnaviy barkamol, Vatanga sodiq shaxs sifatida tarbiyalash masalasi dolzarb boʻlib bormoqda. Shu bois boshlangʻich taʼlim tizimida milliy tarbiyaga zamonaviy pedagogik texnologiyalar asosida yondashish zarurdir.

Boshlangʻich taʼlimda milliy tarbiya jarayoniga zamonaviy yondashuvlarni tatbiq etish bugungi kunning muhim talabidir. Milliy qadriyatlarni yosh avlod qalbiga singdirish nafaqat ularning maʼnaviy barkamolligini taʼminlaydi, balki jamiyatning

kelajak taraqqiyotini ham kafolatlaydi. Zero, milliy tarbiyaga tayangan yosh avlod global maydonda o'zligini yo'qotmagan, raqobatbardosh va Vatanga sodiq shaxs sifatida voyaga etadi.

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THE FORMATION AND HISTORICAL ROOTS OF IDIOMATIC EXPRESSIONS AND PHRASEOLOGICAL UNITS IN THE UZBEK AND ENGLISH LANGUAGES

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Abstract

Idiomatic expressions and phraseological units represent a significant layer of the lexical system in both Uzbek and English. These fixed linguistic structures reflect centuries of cultural development, collective cognition, and historical experience. This article examines the processes underlying the formation of idiomatic expressions in the Uzbek and English languages, tracing their historical roots, semantic evolution, and structural characteristics.

Idiomatik ifodalar va frazeologik birliklar o'zbek hamda ingliz tillari leksik tizimining muhim va ajralmas qatlamini tashkil etadi. Mazkur turg'un til birliklari ko'p asrlik madaniy taraqqiyot, jamoaviy tafakkur hamda tarixiy tajribaning til vositasida mujassamlashgan ko'rinishi hisoblanadi. Ushbu maqolada o'zbek va ingliz tillarida idiomatik ifodalarning shakllanish mexanizmlari tahlil qilinib, ularning tarixiy ildizlari, semantik rivojlanish jarayoni hamda strukturaviy xususiyatlari ilmiy jihatdan yoritib beriladi.

Идиоматические выражения и фразеологические единицы представляют собой значительный и неотъемлемый пласт лексической системы узбекского и английского языков. Данные устойчивые языковые структуры отражают многовековое культурное развитие, коллективное мышление и исторический опыт, закреплённые в языковой форме. В настоящей статье анализируются механизмы формирования идиоматических выражений в узбекском и английском языках, а также рассматриваются их исторические корни, семантическая эволюция и структурные особенности.

Keywords: idiomatic expression, phraseological unit, semantic opacity, linguistic heritage, comparative linguistics.

Introduction

Phraseology constitutes a vital domain of linguistic inquiry, as idiomatic expressions and fixed combinations of words embody the cultural memory and cognitive patterns of a speech community. Unlike free word combinations,

phraseological units possess semantic integrity and structural stability, often conveying figurative meanings that cannot be inferred from their constituent elements.

The Uzbek and English languages, belonging to different language families—Turkic and Germanic respectively—provide a compelling basis for comparative analysis. Despite typological differences, both languages demonstrate parallel processes in the emergence, stabilization, and institutionalization of idiomatic expressions

Theoretical Framework of Phraseology

The study of phraseology as an independent linguistic discipline gained prominence in the twentieth century, particularly within structural and functional linguistics. Phraseological units are typically characterized by:

1. **Semantic opacity** – the overall meaning is not deducible from individual components.
2. **Structural stability** – limited grammatical flexibility.
3. **Reproducibility** – usage as ready-made units in speech.
4. **Lexicalization** – gradual integration into the language system as fixed expressions.

These features distinguish idioms from free syntactic constructions and underscore their importance in understanding language as both a communicative and cultural system.

Historical Formation of Uzbek Phraseological Units

The origins of Uzbek idiomatic expressions can be traced to ancient Turkic linguistic traditions, oral folklore, and classical literature. Early Turkic inscriptions and oral epics contributed significantly to the stabilization of metaphorical expressions that later evolved into fixed phraseological units.

Agrarian life, nomadic culture, and tribal social organization played a decisive role in shaping Uzbek idioms. Many expressions reflect pastoral activities, family relations, hospitality customs, and moral values deeply rooted in Central Asian history.

Classical literary works, particularly those of Alisher Navoi, enriched the Uzbek language with refined metaphorical constructions and stylistically elevated phraseological forms. Over time, repeated literary and oral usage contributed to semantic consolidation and lexical fixation.

Furthermore, historical contact with Persian, Arabic, and later Russian cultures influenced the development of Uzbek phraseology, introducing loan translations and hybrid expressions. These intercultural interactions expanded the semantic and stylistic range of Uzbek idiomatic language. Similarly, English idiomatic expressions have developed through a complex historical process shaped by successive cultural and

linguistic influences, including Old English foundations, Norman French impact, and the profound lexical expansion during the Renaissance. The works of authors such as William Shakespeare played a pivotal role in enriching the English phraseological stock, as many idioms in contemporary usage can be traced directly to his writings. In addition, the translation of the Bible into English and the influence of classical antiquity significantly contributed to the establishment and stabilization of numerous phraseological constructions.

From a linguistic perspective, idiomatic expressions in both languages undergo a process of semantic transformation whereby the overall meaning of the phrase cannot be deduced from the meanings of its individual lexical elements. This semantic opacity is often accompanied by structural stability and limited grammatical variability. Over time, repeated contextual usage leads to lexicalization and institutionalization within the language system.

Historical Development of English Idiomatic Expressions

The English phraseological system evolved through multiple historical stages marked by linguistic contact and cultural transformation. Old English provided the foundational lexicon, while the Norman Conquest introduced extensive French influence. Subsequent Renaissance humanism and classical scholarship further enriched English phraseology.

The literary contributions of William Shakespeare significantly expanded the idiomatic repertoire of English. Many expressions now considered conventional idioms originated in his dramatic works. Additionally, the translation of religious texts—especially the King James Bible—introduced numerous metaphorical constructions that became embedded in everyday speech.

The Industrial Revolution and colonial expansion also generated new idiomatic expressions reflecting technological innovation, maritime exploration, and global cultural exchange. Thus, English idioms developed through a dynamic interplay of internal linguistic evolution and external socio-historical forces.

Mechanisms of Formation

In both Uzbek and English, idiomatic expressions typically arise through several key mechanisms:

1. Metaphorization

Abstract meanings emerge from concrete experiences, often rooted in physical or social realities.

2. Metonymy

Associative shifts in meaning create new figurative interpretations.

3. Semantic Shift

Repeated contextual usage leads to gradual divergence from literal meaning.

4. Cultural Symbolism

Historical events, traditions, and collective beliefs contribute symbolic value to expressions.

5. Borrowing and Calquing

Cross-cultural contact results in loan translations and adapted phraseological patterns. These mechanisms illustrate that idiom formation is both a cognitive and socio-cultural process.

Comparative Analysis

Although Uzbek and English belong to different linguistic families and exhibit distinct grammatical structures, their phraseological systems share universal tendencies. Both languages rely heavily on metaphorical thinking, anthropocentric imagery, and embodied cognition.

However, cultural specificity is evident in thematic domains. Uzbek idioms frequently reflect pastoral life, kinship structures, and communal ethics. English idioms, by contrast, often derive from maritime traditions, legal institutions, and industrial society.

The comparison demonstrates that while the cognitive basis of idiom formation may be universal, the semantic content and imagery are shaped by each nation's historical experience.

Conclusion

Idiomatic expressions and phraseological units in Uzbek and English represent the cumulative product of centuries of linguistic evolution, cultural interaction, and historical development. Their formation is driven by metaphorical cognition, semantic transformation, and repeated social usage.

A comparative study of these languages reveals both shared universal principles and culturally specific characteristics. Understanding the historical roots and structural features of phraseological units not only enriches linguistic theory but also deepens insight into the cultural identity embedded within language.

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SHUKUR XOLMIRZAYEV ASARLARIDA SHAXS VA RUHIYAT TALQINI

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Annotatsiya: Mazkur maqolada Shukur Xolmirzayev asarlarida shaxs va ruhiyat talqini badiiy-estetik hamda psixologik jihatdan tahlil qilinadi. Adib ijodida inson ichki dunyosining nozik qatlamlari, qahramonlarning ruhiy kechinmalari, ichki ziddiyatlari va hayotiy qarorlaridagi psixologik omillar badiiy detallar orqali yoritib berilishi ko'rsatib o'tiladi. Shuningdek, yozuvchi nasrida psixologizmning o'ziga xos xususiyatlari, xarakter yaratishda ichki monolog, portret, muhit va detalning o'rni ochib beriladi. Tadqiqot davomida Xolmirzayev qahramonlarining individual ruhiyati, ularning ijtimoiy muhit bilan o'zaro aloqasi hamda shaxs sifatida shakllanish jarayonlari ilmiy asosda talqin qilinadi.

Kalit so'zlar: Shukur Xolmirzayev, psixologizm, shaxs, ruhiyat, badiiy obraz, ichki kechinma, xarakter, ichki monolog, badiiy detal, psixologik tahlil, o'zbek nasri, badiiy tafakkur.

INTERPRETATION OF PERSONALITY AND SPIRITUALITY IN THE WORKS OF SHUKUR KHOLMIRZAYEV

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Annotation: This article analyzes the interpretation of personality and spirituality in the works of Shukur Kholmirzayev from an artistic, aesthetic and psychological perspective. It is shown that in the writer's work, the subtle layers of the human inner world, the spiritual experiences of the heroes, internal conflicts and psychological factors in life decisions are highlighted through artistic details. Also, the specific features of psychologism in the writer's prose, the role of internal monologue, portrait, environment and detail in creating a character are revealed. During the research, the individual psyche of Kholmirzayev's heroes, their interaction with the social environment and the processes of their formation as individuals are interpreted on a scientific basis.

Keywords: Shukur Kholmirzayev, psychologism, personality, spirituality, artistic image, internal experience, character, internal monologue, artistic detail, psychological analysis, Uzbek prose, artistic thinking.

ИНТЕРПРЕТАЦИЯ ЛИЧНОСТИ И ДУХОВНОСТИ В ПРОИЗВЕДЕНИЯХ ШУКУРА ХОЛМИРЗАЕВА

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Аннотация: В данной статье анализируется интерпретация личности и духовности в произведениях Шукура Холмирзаева с художественно-эстетической и психологической точек зрения. Показано, что в творчестве писателя тонкие слои внутреннего мира человека, духовные переживания героев, внутренние конфликты и психологические факторы в жизненных решениях подчеркиваются через художественные детали. Также раскрываются специфические особенности психологизма в прозе писателя, роль внутреннего монолога, портрета, окружения и деталей в создании образа. В ходе исследования на научной основе интерпретируются индивидуальная психика героев Холмирзаева, их взаимодействие с социальной средой и процессы их формирования как личностей.

Ключевые слова: Шукур Холмирзаев, психологизм, личность, духовность, художественный образ, внутренний опыт, характер, внутренний монолог, художественная деталь, психологический анализ, узбекская проза, художественное мышление.

XX asrning 60-yillaridan o'zbek adabiyoti ravnaqiga katta hissa qo'shgan va XXI asrda ham barakali ijod etib kelayotgan yozuvchilar avlodi ichida Shukur Xolmirzayev alohida ajralib turadi Shukur Xolmirzayev 1940-yilning 24-martida Surxondaryoning Boysunida tug'ilgan. Ijodi maktabda o'qib yurgan paytlarida boshlangan. Ilk hikoyalari tuman gazetasida bosilgan. Adib Toshkent davlat universitetini bitirgach «Yosh gvardiya» nashriyotida muharrir, «Guliston», «Sharq yulduzi» jurnallarida bo'lim mudiri, ma'lum muddat Muqimiy nomidagi teatrda adabiy emakdosh bo'lib faoliyat ko'rsatgan. So'ng butun umrini badiiy ijodga bag'ishlagan adibning asosiy tarjimai holi: orzulari, dardlari, armonlari; amalga oshirgan, amalga oshirolmagan ishlari; nafratlari-yu sevinch iztiroblari, o'zidan, do'stlaridan, idealidan o'tgan sifatlar uning asarlari bag'rida yotadi.

Yozuvchi ijodining o'ziga xosligi ayni paytda ijodiy jarayonning o'ziga xosligini belgilaydi. Ijodiy jarayon har bir yozuvchida o'ziga xos tarzda kechadi. Shunday ijodkorlar borki, ifoda yo'sinining betakrorligi, badiiy tasvir uslubining o'ziga xosligi bilan ajralib turadi. Adabiyotshunoslik, xususan, uning tarkibiga kiruvchi adabiy tanqid o'zbek hikoyachiligi taraqqiyotida ikki ijodkor – Abdulla Qahhor va Shukur Xolmirzayevning xizmatlarini alohida ta'kidlab ko'rsatib keladi. Aslida mazkur yozuvchilar nafaqat hikoya, shuningdek, qissa, roman, drama janrlarida ham samarali ijod qilishgan. Shunga qaramay, bu qalam sohiblari aynan kichik epik janr deb hisoblanadigan badiiy shakl rivojining o'zbek adabiyotidagi o'rnini va mavqeini yuksaltirish bo'yicha e'tiborga molik ishlarni amalga oshirganlar.

Shukur Xolmirzayev asarlari hayotda, inson qalbida yechilmay yotgan muamolarning badiiy tahliliga qaratilgan. Yozuvchi qahramonlari asar g'oyasini, badiiy topilmalarni kitobxon og'ziga chaynab solmaydi. Noshud, hayotda to'g'ri yo'l topolmagan, beo'xshov yoki razil qahramonlarini asar nihoyasiga borib tugatmaydi, yaxshilamaydi. Ularni o'zining badiiy niyati amalga oshirilgan darajada hayotdagiday qoldirib, kitobxon hukmiga havola etadi. Bu uslub asar va qahramon haqida mushohada yuritish uchun o'quvchiga keng imkoniyat qoldiradi. Adib asarlari qahramonlari aksari uning o'zi tug'ilib o'sgan tuproq Surxon diyorining mehnatkashlaridir. Asar voqealari sodir bo'ladigan manzil ham ko'pincha shu voha bo'ladi. Shu voha qahramonlari timsoli misolida adib o'zbek xalqining, o'zbek tuprog'ining o'ziga xosliklarini tajassum etadi. Yozuvchi asar qahramonlarini oqlamaydi ham, qoralamaydi ham. Asosiy e'tiborni ularning qalbi, ma'naviyati, do'stlarga, yangi hayotga, o'zgarishlarga munosabatini ko'rsatishga qaratadi va hukm chiqarishni o'ziga qoldiradi. Adib asarlarining g'oyalari bir-birini to'ldirib boradi, tasvirlangan qahramonlar harakatidan, tabiatidan chiqarilgan xulosalar bir-birini yanada boyitadi, milliy o'zligimizning turli qirralarini alohida xarakterlar orqali tasvirlab, xalq qiyofasidagi yaxlit qiyofaning turli jihatlarini ochib beradi.

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DIDACTIC POSSIBILITIES OF THE PROBLEM-BASED SITUATION METHOD IN DEVELOPING CHILDREN'S CREATIVE THINKING THROUGH VISUAL ACTIVITIES IN PRESCHOOL EDUCATIONAL INSTITUTIONS

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ABSTRACT. This article highlights the pedagogical and didactic possibilities of the problem-based situation method in developing children's creative thinking potential during visual activities in preschool educational institutions. The study analyzes the essence of problem-based situations, their classification, and the methodological algorithm for their organization. Furthermore, the mechanisms for developing components of creative thinking—such as originality, flexibility, idea fluency, elaboration, and reflection—through a problem-based approach are substantiated. Practical examples of problem-based situations used in visual activities, as well as assessment criteria, are also presented. The research findings indicate that the problem-based situation method serves as an effective methodological tool for activating the preschool educational process and fostering independent thinking and creative approaches in children.

KEYWORDS: problem-based situation, creative thinking, visual activity, preschool education, creativity, originality, flexibility, idea fluency, elaboration, reflection, pedagogical technology, problem-based approach

In preschool educational institutions, the use of problem-based situations is considered one of the most effective methodological approaches for developing children's creative thinking potential. The pedagogical essence of this method lies in the fact that instead of providing ready-made answers or tasks based on fixed models, children are presented with a problem situation (a question, limitation, contradiction, or a “what can be done?” scenario).

In such situations, the child explores, thinks, generates alternatives, makes choices, and presents their own solution as a practical outcome. This process activates the core mechanisms of creative thinking—originality, flexibility, idea fluency, and reflective thinking.

A problem-based situation is a condition that stimulates a child's cognitive need, encourages thinking, and cannot be solved through routine methods. In preschool

education, such situations should not appear as complex theoretical problems but rather as engaging and understandable scenarios suitable for children [3].

Particularly in visual activities, problem-based situations promote creative exploration, as children constantly engage in decision-making processes while drawing, modeling shapes, or constructing compositions.

The method of creating problem-based situations has the following pedagogical characteristics: enhances “why?” and “how?” questioning; develops the need to find unconventional solutions; increases opportunities for creative experimentation; encourages independent thinking and initiative; transforms the learning process into an exploratory, process-oriented activity.

A problem-based approach develops children’s creative thinking in visual activities in the following directions: Originality: the child proposes unique ideas beyond standard patterns; Flexibility: learns to solve a problem in multiple ways; Idea fluency: generates a greater number of possible solutions; Elaboration: refines and enriches ideas; Independence: does not rely on ready instructions but experiments independently; Reflection: becomes accustomed to explaining their actions (e.g., “I did it this way because...”).

Thus, the problem-based situation method contributes not only to the development of drawing techniques but also to the enhancement of thinking processes.

In preschool educational practice, problem-based situations for visual activities can be classified as follows (see Table 1).

Table 1

Classification of Problem-Based Situations for Visual Activities

No.	Type of Problem-Based Situation	Description (brief)	Example (tasks)	Impact (developed components)
1	Resource limitation problem	The child is given a situation where usual materials are limited	“The paint has run out, how can we continue the drawing?” “There is no pencil, what can we use to draw?”	Creative problem-solving + flexibility are developed
2	Shape and image transformation problem	The child transforms one shape into different forms	“What can this circle become?” “What objects can be made from a triangle?”	Association + originality are enhanced

3	Plot-based problem (story creation)	The child continues a story through drawing	“Draw the continuation of the fairy tale.” “Where did the character go?”	Imagination + compositional thinking are developed
4	Contradictory interpretation problem	One theme is depicted in two contrasting ways	“Show joy and sadness in one picture.” “Combine a rainy and sunny day in a single drawing.”	Flexibility + elaboration increase
5	“Do it differently” problem	The task requires an unconventional approach	“Draw a house, but it should not be an ordinary one.” “Create an animal that does not exist in nature.”	Originality + novelty are developed

The effective use of the problem-based situation method in the educational process plays an important role in developing students’ (especially preschool children’s) creative thinking, independent decision-making, and problem-solving skills [1]. In order to apply this method effectively, it must be organized according to a clearly defined methodological sequence. Research findings and pedagogical practice indicate that high efficiency is achieved when the organization of problem-based situations is carried out through the following stages.

The first stage is the creation of a motivational situation. At this stage, the teacher uses a narrative-based introduction to stimulate children’s interest and intrinsic motivation. A problem situation is created through the use of pictures, toys, objects, fairy tales, or video materials. For example, a situation such as “The magic paints have disappeared!” evokes surprise, curiosity, and a desire to solve the problem in children. The main objective of this stage is to prepare children for active thinking and engage them in the problem situation.

The second stage is the formulation of the problem. At this stage, the teacher presents the problem in a simple, clear, and age-appropriate manner. The problem is clarified through guiding questions such as: “How can we draw the picture now?” or “What solution can we find?”. This stage helps children understand, perceive, and comprehend the task.

The third stage is the generation of alternatives (idea fluency stage). At this stage, children are encouraged to think freely and propose various ideas. The teacher stimulates idea generation through questions such as: “What other ways are there?” or “Does anyone have another idea?”. This process is organized in the form of a

brainstorming activity adapted to preschool children. This stage develops creativity, divergent thinking, and initiative.

The fourth stage is the selection and practical testing stage. At this stage, children are given the opportunity to choose the most appropriate solution from the proposed options and test it in practice. The teacher organizes activities such as using non-traditional techniques and combining different materials. Through this process, children learn to apply theoretical ideas in practical activities.

The fifth stage is the enrichment of results stage. At this stage, children are guided to further improve and refine their work. The teacher supports elaboration, enhancement of composition, and expansion of creative approaches. For example, questions such as “What additional detail can be added?” or “Does the picture need a background?” help enrich the work. This stage contributes to the development of aesthetic sense and creative thinking.

The sixth stage is the reflection and presentation stage. At this final stage, children present their work and explain the solutions they have chosen. Reflection is carried out through questions such as: “What did I do?”, “Why did I choose this?”, and “What else could I have done?”. This stage develops children’s ability to analyze, evaluate their own activities, and express their ideas verbally.

Organizing the problem-based situation method according to this methodological algorithm serves as an effective pedagogical tool for developing children’s creative thinking, independent decision-making, and practical skills. This approach activates the educational process, engages children as active participants, and contributes to improving the quality of education.

Examples of problem-based situations in visual activities are presented in Table 2 below.

Table 2

Examples of Problem-Based Situations in Visual Activities

No.	Problem-Based Situation (Task)	Problem Description	Possible Solutions	Expected Outcome
1	“How can we depict a rainy day in a drawing?”	It is difficult to draw rain; it often turns into simple lines	Thread painting, drop printing, monoprint, stamping	Visual thinking + technical creativity
2	“One shape – different images”	A circle is given, but with the condition “not only a ball”	Sun, face, wheel, ice cream, clock, apple	Association + originality

3	“The paper is small, but a large landscape must be drawn”	Limited space	Compositional solutions: highlighting the main object, simplifying the background	Thinking + planning
4	“Invent a new type of animal”	The animal does not exist; it must be imagined	Bird + fish, cat + butterfly, etc.	Creative combination
5	“Show movement in a drawing”	It is necessary to depict motion (e.g., a running child)	Dynamic lines, posture, background, traces	Elaboration + figurative thinking

When assessing works **выполнен** based on problem-based situations, the following indicators are important:

1. Number of alternatives (idea fluency)
2. Novelty of the solution (originality)
3. Adaptability to change (flexibility)
4. Enrichment of the work (elaboration)
5. Level of independence
6. Ability to explain (reflection)

The method of creating problem-based situations is an effective methodological approach for developing children’s creative thinking potential through visual activities in preschool educational institutions. This method encourages children to move beyond ready-made patterns, search for unconventional solutions, test different alternatives, make independent choices, and explain the results of their activities through reflection. As a result, visual activities transform from a reproductive process into a creative and exploratory one, ensuring the consistent development of the core components of creative thinking in children.

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COMPONENTS OF LINGUISTIC COMPETENCE IN MODERN LINGUISTICS AND LANGUAGE EDUCATION

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Abstract: This article explores the components of linguistic competence in modern linguistics and their application in language education. Linguistic competence, defined as the internalized knowledge of language and its rules, is a central concept in contemporary linguistics and applied language teaching. Understanding its components is essential for designing effective curricula and instructional practices that enable learners to use language accurately and appropriately. The study employs a qualitative theoretical methodology, including literature review, comparative analysis, and thematic synthesis. The findings reveal that linguistic competence comprises multiple interrelated components: phonological competence, morphological competence, syntactic competence, lexical competence, semantic competence, pragmatic competence, and discourse competence. Each component contributes to effective communication and the development of communicative competence. Integrating these components in foreign language education enhances learners' understanding, accuracy, and functional use of language. The article concludes that recognizing and teaching the components of linguistic competence is crucial for modern language education. Competence-based approaches benefit from a structured understanding of these components, enabling teachers to design lessons that promote both accuracy and communicative effectiveness.

Keywords: Linguistic competence, language education, communicative competence, language skills, applied linguistics, grammar, phonology, semantics, pragmatics, discourse analysis, modern pedagogy, second language acquisition.

INTRODUCTION

Over the past decades, the study of linguistic competence has become a cornerstone of modern linguistics and applied language teaching. Introduced by Noam Chomsky in the 1960s, the concept of linguistic competence originally referred to a speaker's internalized knowledge of their native language, including grammar, phonology, and semantics. Later, applied linguists expanded the concept to include communicative and performance-oriented aspects of language use, resulting in a multidimensional understanding of competence. The research object of this study is linguistic

competence and its components in both theoretical and practical contexts. The topic is highly relevant because modern foreign language education increasingly requires learners to develop not only the ability to communicate, but also the underlying linguistic knowledge that ensures accuracy, flexibility, and appropriateness across contexts. Despite significant article on communicative competence, a gap remains in systematically applying the detailed components of linguistic competence in modern classroom practices. This study addresses that gap by analyzing the main components of linguistic competence and their pedagogical significance, highlighting their interrelation with communicative, pragmatic, and discourse competencies. The purpose of this study is to demonstrate how understanding the structure of linguistic competence can inform curriculum design, teaching strategies, and assessment in language education.

LITERATURE REVIEW

Chomsky introduced the notion of linguistic competence as the ideal speaker-hearer's knowledge of a language, contrasting it with performance, which involves actual language use. According to Chomsky, linguistic competence includes knowledge of phonology, morphology, syntax, and semantics, which enables speakers to produce grammatically correct sentences and understand language rules intuitively. Later, applied linguists such as Canale and Swain and Hymes expanded the concept to include communicative competence, integrating pragmatic and sociolinguistic knowledge. According to Canale and Swain, communicative competence encompasses grammatical competence, sociolinguistic competence, discourse competence, and strategic competence, highlighting the importance of context and functional use in addition to structural knowledge. Bachman introduced a broader model of language competence for second language acquisition, including organizational knowledge (vocabulary and grammar) and pragmatic knowledge (functional and sociolinguistic components), emphasizing the measurable and observable aspects of competence in teaching and assessment. Modern research also stresses discourse competence, which refers to the ability to connect sentences coherently, maintain thematic consistency, and organize ideas logically in spoken or written texts. Lexical and semantic knowledge, phonological awareness, and morpho-syntactic accuracy remain central components, but they are increasingly integrated with pragmatic and communicative goals in modern curricula.

METHODOLOGY

This study employs a qualitative theoretical methodology, suitable for conceptual analysis and pedagogical application. The research methods include: Systematic literature review is examining works on linguistic competence, applied linguistics, and

language teaching methodology, comparative analysis is comparing different models of linguistic competence, descriptive analysis is identifying and classifying the main components of linguistic competence, thematic synthesis – connecting theoretical findings to practical classroom strategies. The study relies on peer-reviewed articles, textbooks, and methodological publications in linguistics and applied language education. The data were analyzed to highlight the structural components of linguistic competence and their pedagogical significance.

RESULTS

The study identifies seven main components of linguistic competence in modern linguistics and their roles in language education:

1. Phonological competence is knowledge of sound patterns, stress, intonation, and pronunciation; essential for intelligibility and comprehension.
2. Morphological competence is understanding word formation, affixes, and inflectional patterns; critical for accurate production.
3. Syntactic competence is knowledge of sentence structure and word order; enables correct and coherent expression.
4. Lexical competence is mastery of vocabulary and collocations; supports functional communication.
5. Semantic competence is understanding of word and sentence meaning; ensures clarity and appropriateness.
6. Pragmatic competence is ability to use language appropriately in social contexts; contributes to effective communication.
7. Discourse competence is a skill in connecting sentences and organizing texts logically; ensures coherence and cohesion in communication.

Phonological competence is an important part of linguistic competence. It means that a speaker knows how the sounds of a language work and the rules for how they are put together and used. It includes being able to recognize, make, and tell apart the phonemes (distinctive sounds) of a language, as well as understanding intonation, stress, rhythm, and connected speech patterns. Phonological competence helps language learners say words correctly, understand spoken language clearly, and make themselves understood by others.

Morphological competence is an important part of linguistic competence. It means that a speaker knows how words are formed and put together in a language. It includes knowing how words are put together, how to use morphemes (the smallest units of meaning), and the rules that govern how words are formed, derived, and inflected.

Syntactic competence is an important part of linguistic competence. It means that a speaker knows how to put words together to make sentences that are grammatically

correct. It means knowing the rules for sentence structure, word order, agreement, and how different parts of a sentence, like subjects, verbs, objects, and modifiers, fit together.

Semantic competence is an important part of linguistic competence. It means that a person can understand and explain the meaning of words, phrases, and sentences in a language. It entails an understanding of lexical meaning (the meanings of words), compositional meaning (how meanings come together in phrases and sentences), and contextual or pragmatic meaning (how meaning shifts based on context).

Lexical competence is an important part of linguistic competence. It means knowing words, phrases, and fixed expressions, as well as being able to use them correctly in context. It means knowing not just what words mean, but also how they are used grammatically, how they sound, what they mean in different contexts, and what style they have. These components are interdependent and contribute collectively to linguistic and communicative competence. Effective foreign language teaching integrates these components through task-based, competency-based, and communicative approaches, promoting both accuracy and functional use.

DISCUSSION

The findings demonstrate that linguistic competence is multidimensional, extending beyond grammar and vocabulary to include phonology, semantics, pragmatics, and discourse. Integrating these components into language education provides a more structured approach for curriculum design and teaching. Competence-based and communicative approaches complement each other. While communicative teaching emphasizes interaction and fluency, competence-based teaching ensures structured development of linguistic knowledge. By addressing each component explicitly in lesson planning, teachers can enhance learners' overall communicative ability while maintaining accuracy and coherence. The main limitation of this study is its theoretical focus; empirical classroom research is needed to evaluate the practical effectiveness of integrating all components of linguistic competence in real teaching contexts. Future studies should investigate teaching strategies, assessment methods, and classroom activities aligned with these components.

CONCLUSION

Understanding the components of linguistic competence is essential for modern language education. Phonological, morphological, syntactic, lexical, semantic, pragmatic, and discourse competencies collectively form the foundation for accurate and effective language use. Integrating these components in teaching and curriculum design enhances learners' performance, communicative ability, and overall competence. Competence-based and communicative approaches should be combined

to ensure learners develop both functional use and linguistic accuracy. Finally, lexical competence gives students knowledge of vocabulary, how to use words, collocations, and register, which lets them pick the right words for the situation. These parts work together to make a complete system that helps with both accuracy and fluency. It helps people go from knowing the rules of a language to using them in real-life situations. When teaching language, knowing these parts helps teachers come up with specific ways to teach, make useful learning materials, and get a better overall picture of how well students are doing. To become a proficient language user who can communicate clearly, understand meaning correctly, and change how they use language in different social, academic, and professional situations, they need to master all aspects of linguistic competence. Adding linguistic competence to modern curricula makes sure that students learn more than just how language works. They also learn how to communicate in a way that is meaningful and confident.

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AGE-RELATED VARIABILITY OF CHILDREN’S HUMOR: A COMPARATIVE STUDY OF ENGLISH AND UZBEK LANGUAGES

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ANNOTATION

This article examines the age-related variability of children’s humor in English and Uzbek languages, demonstrating that humor is not a static phenomenon but evolves systematically through four developmental stages: pre-verbal social laughter (0–2 years), phonetic humor (3–6 years), lexical humor (7–10 years), and pragmatic humor (11–14 years). Drawing on the theoretical frameworks of McGhee, Piaget, and Vygotsky, the study provides a comparative analysis of how children in both linguistic traditions develop humor competence at each stage. The findings reveal that while the cognitive progression is universal, the specific linguistic resources and social contexts through which humor manifests differ markedly between the two languages: English children develop humor through dialogic, individual performance, while Uzbek children acquire humor through collective, formula-based folk traditions.

Keywords: children’s humor, age-related variability, cognitive development, phonetic humor, lexical humor, pragmatic humor, English language, Uzbek language, Piaget, McGhee, Vygotsky, comparative linguistics.

INTRODUCTION

Humor is one of the most universal human phenomena, yet its development in children remains an underexplored area of cross-linguistic research. While adults may perceive children’s jokes as simple amusement, linguistic analysis reveals that humor in children’s speech is a complex cognitive and social process that evolves in lockstep with language acquisition, intellectual growth, and socialization. A three-year-old child and a thirteen-year-old adolescent may both laugh, yet they rarely understand each other’s humor — a younger sibling does not grasp the joke that makes an older sibling laugh, and vice versa. This mutual incomprehension is not accidental; it is evidence that humor is a dynamic, developmentally bound phenomenon.

The present study examines this age-related variability through a comparative lens, analyzing how children’s humor evolves across four developmental stages in English

and Uzbek — two typologically distinct languages. English, an analytic language with rich polysemic and homophonic resources, and Uzbek, an agglutinative language with strong oral folklore traditions, offer fundamentally different linguistic toolkits for humor construction. By comparing these two systems at each developmental stage, the study aims to disentangle the universal cognitive mechanisms of humor development from the culture-specific and language-specific channels through which humor is expressed.

Three theoretical frameworks are employed in parallel: McGhee’s cognitive stages model, which maps the sequential development of humor types; Piaget’s cognitive development theory, which explains the internal mechanisms enabling each transition; and Vygotsky’s socio-cultural approach, which illuminates why children at the same cognitive level in English and Uzbek produce markedly different humor repertoires.

Results and Analysis

Stage 1: Pre-verbal Social Laughter (0–2 years). The earliest stage of humor development is not yet linked to language, yet it lays the social foundation for all subsequent verbal humor. At this stage, an infant’s laughter emerges as a reaction to physical and social incongruity: a familiar face suddenly produces an unexpected expression, or a caregiver disappears and reappears. The Uzbek game “*qayerda bola — mana bola*” and the English “*peekaboo*” operate through an identical three-phase mechanism: expectation (the face is visible) → disruption (the face is hidden) → restoration (the face reappears with “here!”). The laughter occurs at the moment of restoration. The fact that both cultures independently developed this game based on the same cognitive principle constitutes evidence for the universality of the underlying humor mechanism. At this stage, the child does not create humor — humor exists only as a social phenomenon, mediated entirely by the caregiver’s facial expressions, voice, and actions.

Stage 2: Phonetic Humor (3–6 years). As language acquisition progresses, the child enters a new layer of humor: phonetic play. At this stage, children experiment with the sound system of their language — deliberately mispronouncing familiar words, creating rhyming nonsense, and substituting sounds for comic effect. The logic is straightforward: the child first knows what is “*correct*,” then intentionally violates it. This violation signals not error but emerging metalinguistic control.

In English, a characteristic example is the knock-knock joke: “*Knock knock — Who’s there? — Cow says — Cow says who? — No, cow says MOO!*” The phonetic proximity between “*who*” and “*moo*” (both labial-vowel combinations) makes the substitution natural. Crucially, for a 3–6-year-old child, the humor lies not in the

phonetic pun itself (which the child does not yet fully grasp) but in the absurdity of a cow “*interfering*” in a conversation — that is, in the violation of social norms rather than linguistic ones. An older child hearing the same joke laughs at the phonetic mechanism; a younger child laughs at the situational absurdity. This observation demonstrates how the same text is perceived differently depending on the child’s developmental stage.

In Uzbek, phonetic humor at this age is primarily sourced from counting rhymes and rhythmic folk formulas. The formula “*Guldur-gup, og’ziga qulup!*” (“*Bang-thud, a lock on the mouth!*”) combines onomatopoeia, metaphorical imagery, and performative speech act in six syllables. The onomatopoeic “*guldur-gup*” produces joy through sound imitation; “*og’ziga qulup*” creates humor through the absurd visual image of a physical lock on a mouth. Unlike English phonetic humor, which is typically structured as a two-person dialogue, Uzbek phonetic humor is embedded in collective play contexts group games, seasonal songs, and formulaic rituals. This structural difference has a linguistic consequence: English phonetic humor favors open, individually creative formats, while Uzbek phonetic humor relies on fixed, collectively shared formulas.

Stage 3: Lexical Humor (7–10 years). Primary school age marks the most significant qualitative shift in humor development, as the child transitions from phonetic to lexical humor. Piaget’s framework explains this shift through three cognitive changes: reversibility (the ability to consider a thought in reverse), decentration (the ability to hold multiple aspects simultaneously), and conservation (understanding that quantity remains constant regardless of appearance). Holding two meanings of a single word simultaneously for instance, “*bright*” as both “*intelligent*” and “*dazzling*” requires precisely the joint operation of reversibility and decentration. Consequently, polysemy-based jokes are cognitively inaccessible to children under seven.

In English, the characteristic genre at this stage is the riddle. “*Why did the teacher wear sunglasses? — Because her students were so bright!*” activates two semantic layers: “*bright*” as a positive evaluation of intelligence and “*bright*” as dazzling light. The question steers the listener toward the first meaning; the answer abruptly redirects to the second. Another example, “*Why was six afraid of seven? — Because seven ‘eight’ nine!*” exploits the homophonic identity of “*eight*” (number) and “*ate*” (past tense of eat), animating numbers into characters with human relationships. Both jokes operate through the simultaneous activation of two lexical meanings within a single word — the hallmark mechanism of English children’s humor.

In Uzbek, the primary lexical humor genre for this age group is the topishmoq (riddle). However, Uzbek riddles differ from English riddles in a crucial respect: where English

riddles operate at the word level, Uzbek riddles operate through metaphorical transference describing an object's properties through the "language" of another object. "*Qo'lsiz, oyoqsiz eshik ochar*" ("Without hands, without feet, it opens the door") describes the wind through the schema of human action. The child must simultaneously hold two schemas human movement and wind movement and extract their common feature. The riddle "*Yetti tuynukli to'qmoq, buni bilmagan ahmoq*" ("A club with seven holes — whoever doesn't know this is a fool") is especially revealing: its final line equates ignorance of the answer with foolishness, transforming the riddle from a cognitive exercise into a social status marker. This social function humor as a mechanism for establishing prestige among peers is significantly more pronounced in Uzbek than in English children's riddles.

A critical development at this stage is that children begin not only to comprehend but to create humor. While the 3–6-year-old child repeats ready-made formulas, the 7–10-year-old invents new jokes. English children typically create within the knock-knock template, finding new phonetic similarities to generate novel punchlines. Uzbek children, by contrast, create by inventing new riddles or transplanting Afandi anecdotes into new situations. The latter requires constructing situational logic rather than word-level play, making the cognitive load comparatively higher a distinctive feature of Uzbek children's humor.

Stage 4: Pragmatic Humor (11–14 years). The onset of adolescence brings a transition from lexical to pragmatic humor. Understanding sarcasm and irony requires the child to recognize the gap between a word's literal meaning and the speaker's actual intention a capacity that demands metacognitive ability, specifically the capacity to model another person's thinking. This capacity is insufficiently developed at 7–10 years and strengthens markedly after age eleven.

In English, a characteristic form at this stage is the two-layered joke: "*I told my doctor I broke my arm in two places. He told me to stop going to those places.*" The word "places" simultaneously means "anatomical locations where the bone fractured" and "physical locations (buildings, areas)." The doctor's advice is logically valid under the second reading but medically absurd under the first. Comprehending this joke requires holding both semantic layers and recognizing the speaker's humorous intent both operations demand metacognitive maturity.

In Uzbek, the adolescent at this stage discovers a new layer in the Afandi anecdote tradition. A notable example: the Khan threatens Afandi with punishment if he cannot answer a question. Afandi replies: "*Your Majesty, if you ask one question, I will give two answers — one correct, one incorrect. If you can determine which is incorrect, then punish me.*" Afandi does not reject the Khan's threat; he restructures the power

dynamic by forcing the Khan into a cognitive task. The 7–10-year-old child sees only Afandi's cleverness; the 11–14-year-old adolescent perceives the semantic inversion of authority the subordinate managing the ruler. This transition is directly linked to metacognitive development.

A significant cultural difference emerges at this stage. While English-speaking adolescents employ sarcasm and satire relatively freely, including in the presence of adults, Uzbek adolescents guided by the cultural principle of respect for elders learn to comprehend social critique through humor but express it only in restricted contexts, primarily among peers. Thus, two adolescents possessing identical pragmatic humor competence deploy it in markedly different ways due to cultural norms. This confirms that age-related humor variability is shaped not only by cognitive factors but equally by cultural transmission patterns.

Vygotsky's concept of the zone of proximal development finds a compelling illustration at this stage. The Uzbek adolescent cannot yet perform *askiya* (traditional competitive verbal humor) independently but begins to understand and appreciate it when mediated by adults. This comprehension itself becomes the foundation for subsequent development the child recognizes a humor level currently beyond independent reach and aspires toward it.

Conclusion

The comparative analysis of age-related humor variability in English and Uzbek confirms that children's humor follows a universal cognitive progression from pre-verbal social laughter through phonetic and lexical stages to pragmatic humor. This progression is governed by the developmental mechanisms described by Piaget (reversibility, decentration, metacognition) and mapped by McGhee's stage model. However, the specific linguistic resources and social contexts through which humor manifests at each stage differ substantially between the two languages.

At the phonetic stage, English children acquire humor through dialogic, two-person exchange, while Uzbek children learn humor through collective, formula-based folk play. At the lexical stage, English humor operates through word-level double meaning (polysemy, homophony), while Uzbek humor operates through metaphorical transference and logical inversion. At the pragmatic stage, both traditions develop metacognitive humor competence, but cultural norms particularly the Uzbek principle of elder respect channel its expression differently.

These findings demonstrate that the study of children's humor requires an integrated approach combining cognitive, linguistic, and cultural perspectives. The universal developmental trajectory confirms the shared cognitive foundations of humor, while

the cross-linguistic differences confirm that language structure and cultural context actively shape not only what children find funny but how, when, and with whom they express it.

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THE ROLE OF INTERACTIVE METHODS IN TEACHING FOREIGN LANGUAGES

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Abstract. *The process of teaching foreign languages has undergone significant changes in recent decades. Modern education emphasizes learner-centered approaches that promote active participation and communication in the classroom. Interactive methods have become an essential component of effective language teaching because they encourage collaboration, engagement, and practical language use. This article examines the role of interactive methods in teaching foreign languages and their impact on learners' communicative competence. The study discusses the theoretical foundations of interactive learning, the main types of interactive methods used in language classrooms, and their advantages for developing language skills. The findings indicate that interactive teaching strategies increase students' motivation, improve communication abilities, and create a more dynamic learning environment. Therefore, the integration of interactive methods is crucial for improving the quality of foreign language education.*

Key words. *interactive methods, foreign language teaching, communicative competence, collaborative learning, language skills, classroom interaction, active learning*

Introduction. In today's globalized world, knowledge of foreign languages has become increasingly important for communication, education, and professional development. Traditional teaching methods often focus on memorization, grammar rules, and teacher-centered instruction. However, such approaches do not always provide sufficient opportunities for students to practice real communication.

Modern educational methodologies emphasize the importance of interactive learning. Interactive methods encourage students to actively participate in the learning process, share their ideas, and communicate with others. These methods transform the classroom into a dynamic environment where students become active participants rather than passive listeners.

Interactive teaching techniques are especially effective in foreign language classrooms because language learning requires constant practice and communication. Through

interactive activities such as discussions, role-plays, debates, and group projects, learners can develop their speaking, listening, reading, and writing skills.

The purpose of this article is to analyze the role of interactive methods in foreign language teaching and to examine how these methods contribute to the development of students' communicative competence.

The Concept of Interactive Learning

Interactive learning is an educational approach that emphasizes cooperation, communication, and active participation in the learning process. In interactive classrooms, both teachers and students take an active role in knowledge construction. Unlike traditional methods where the teacher dominates the lesson, interactive learning encourages collaboration between students. Learners work together, exchange ideas, solve problems, and participate in discussions. This process helps students develop critical thinking skills and deeper understanding of the subject.

Interactive learning is closely related to communicative language teaching, which focuses on using language for real communication rather than simply studying grammatical rules. In this context, the classroom becomes a place where learners practice language through meaningful interaction.

The main principle of interactive learning is that knowledge is constructed through social interaction. When students communicate with their peers, they learn new vocabulary, improve their pronunciation, and develop their ability to express ideas clearly.

Types of Interactive Methods in Language Teaching

There are many interactive methods that can be effectively used in foreign language classrooms. These methods create opportunities for communication and cooperation among learners.

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Role play is one of the most popular interactive methods in language teaching. In this activity, students act out different situations such as visiting a doctor, ordering food in a restaurant, or participating in a job interview. Role play helps learners practice real-life communication and develop confidence in speaking.

Group Discussion

Group discussions allow students to express their opinions and exchange ideas on different topics. This method encourages learners to use language spontaneously and improves their speaking and listening skills.

Brainstorming

Brainstorming is an interactive activity in which students generate ideas about a specific topic. It encourages creativity and allows learners to share their thoughts freely without fear of making mistakes.

Debates

Debates are effective for developing critical thinking and persuasive communication skills. During debates, students present arguments, support their opinions, and respond to opposing viewpoints.

Case Study

Case study activities present learners with real-life problems that require analysis and discussion. Students work together to find solutions and present their conclusions to the class.

Advantages of Interactive Methods in Language Learning

Interactive methods offer many benefits in the process of foreign language teaching.

First, they increase students' motivation. Interactive activities are usually more engaging and enjoyable than traditional lectures. When students are actively involved in learning, they become more interested in the subject.

Second, interactive methods improve communication skills. Language learning requires practice, and interactive activities provide learners with opportunities to speak and listen to others.

Third, these methods promote collaborative learning. Students learn from each other by sharing ideas and experiences. This cooperation helps create a supportive learning environment.

Another important advantage is the development of critical thinking skills. Many interactive activities require learners to analyze information, evaluate ideas, and make decisions.

Interactive methods also help reduce anxiety among language learners. When students work in groups and participate in discussions, they feel more comfortable using the language.

Challenges of Using Interactive Methods

Although interactive methods offer many advantages, their implementation may present certain challenges.

One challenge is classroom management. Interactive activities often involve group work and discussions, which can create noise and make it difficult to maintain discipline.

Another challenge is time management. Some interactive activities require more time than traditional teaching methods, which may create difficulties in completing the curriculum.

Teachers also need appropriate training to effectively use interactive teaching techniques. Without proper preparation, interactive activities may not achieve the desired learning outcomes.

Large class sizes can also limit the effectiveness of interactive methods because it may be difficult for all students to participate actively.

Despite these challenges, careful planning and effective classroom management can help teachers successfully implement interactive methods.

Conclusion

Interactive methods play a crucial role in modern foreign language education. They transform the traditional classroom into a dynamic learning environment where students actively participate in communication and collaboration.

The analysis presented in this article shows that interactive teaching strategies improve students' motivation, develop communicative competence, and enhance language skills. Activities such as role plays, discussions, debates, and brainstorming allow learners to practice language in meaningful contexts.

Although some challenges may arise during the implementation of interactive methods, their benefits greatly contribute to the effectiveness of language learning. Teachers should integrate interactive activities into their lessons to create engaging and productive learning experiences.

[12.03.2026 16:50] Санобар Бахриддиновна: In conclusion, the use of interactive methods is essential for improving the quality of foreign language teaching and preparing learners for real-life communication.

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