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РОЛЬ ТРАДИЦИЙ ФРАНЦА КАФКИ И ПРОБЛЕМЫ ХУДОЖЕСТВЕННОЙ ИНТЕРПРЕТАЦИИ В ТВОРЧЕСТВЕ НАЗАРА ЭШОНКУЛА

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Аннотация: В данной статье анализируется художественная интерпретация традиций в творчестве одного из ведущих представителей современной узбекской прозы Франц Кафка — Назара Эшонкула, в частности, абсурдная поэтика, экзистенциальное мышление, символизм и средства психологического изображения.В исследовании на основе сравнительно-типологического метода рассматриваются формы выражения внутреннего драматизма, противоречий между человеком и обществом, а также духовных страданий в произведениях писателя. В результате обосновывается, что в творчестве Назара Эшонкула традиции Кафки, взаимодействуя с национальным литературным мышлением, приобретают новое художественное качество.

Ключевые слова: Назар Эшонкул, Франц Кафка, модернизм, абсурд, экзистенциализм, художественная интерпретация, поэтика, символизм, психологизм, узбекская проза.

NAZAR ESHONQUL IJODIDA FRANS KAFKA AN’ANALARI VA BADIIY TALQIN MASALALARI

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Anotatsiya: Mazkur maqolada zamonaviy o‘zbek nasrining yetuk vakillaridan biri Nazar Eshonqul ijodida Frans Kafka an’analari, xususan, absurd poetika, ekzistensial tafakkur, ramziylik va psixologik tasvir vositalarining badiiy talqini tahlil qilinadi. Tadqiqotda yozuvchi asarlaridagi ichki dramatizm, inson va jamiyat o‘rtasidagi ziddiyat hamda ruhiy iztiroblarning ifodalanish shakllari qiyosiy-tipologik metod asosida o‘rganiladi. Natijada Nazar Eshonqul ijodida Kafka an’analari milliy adabiy tafakkur bilan uyg‘unlashgan holda yangi badiiy sifat kasb etgani asoslanadi.

Kalit so‘zlar: Nazar Eshonqul, Frans Kafka, modernizm, absurd, ekzistensializm, badiiy talqin, poetika, ramziylik, psixologizm, o‘zbek nasri.

“FRANZ KAFKA’S TRADITIONS AND THE ISSUES OF ARTISTIC INTERPRETATION IN THE WORKS OF NAZAR ESHONQUL”

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Abstract: This article analyzes the artistic interpretation of Franz Kafka’s traditions in the works of Nazar Eshonqul, one of the prominent representatives of modern Uzbek prose, with particular attention to the poetics of the absurd, existential thinking, symbolism, and psychological means of depiction. The study examines the internal dramatism of the writer’s works, the conflict between the individual and society, and the forms of expressing spiritual suffering through a comparative-typological method. As a result, it is substantiated that Kafka’s traditions in Nazar Eshonqul’s творчество acquire a new artistic quality through their harmonious integration with national literary thinking.

Keywords: Nazar Eshonqul, Franz Kafka, modernism, absurd, existentialism, artistic interpretation, poetics, symbolism, psychologism, Uzbek prose.

В развитии мировой литературы XX века особое место занимает течение модернизма, отличающееся направленностью на глубокий анализ внутреннего мира человека. Среди представителей данного направления творчество Франц Кафка выделяется своей сложной философской содержательностью, глубоким психологизмом и своеобразием в изображении абсурдной реальности. В его произведениях центральное место занимают проблемы отчуждения человека, его конфликта с обществом и внутреннего кризиса. Творчество Кафки оказало значительное влияние не только на европейскую, но и на восточную литературу. В узбекской литературе, особенно в период после обретения независимости, усилились модернистские поиски. В этом процессе особого внимания заслуживает творчество Назар Эшонкул. В его произведениях ведущими становятся проблемы внутреннего мира человека, одиночества, отчуждения и конфликта с обществом. В связи с этим сравнительное изучение его творчества в контексте традиций Кафки представляет собой актуальную научную проблему.

Рассматривая основные особенности поэтики Франц Кафка, следует отметить такие характерные черты, как абсурдность, неопределённость, сновидческая реальность, бессилие человека и его уязвимость перед системой. В его произведениях герои часто оказываются в непонятных ситуациях, что усиливает

их внутренний кризис. Так, в романе Процесс главный герой оказывается вовлечённым в судебное разбирательство без объяснения причин[1]. Это отражает беспомощность человека перед системой и соотносится с основными идеями экзистенциальной философии.

Обращаясь к творчеству Назар Эшонкул, можно отметить, что в нём также раскрываются сложные пласты человеческой психики. Герои писателя зачастую находятся в состоянии внутреннего страдания, не могут обрести собственное «я» и не способны прийти к согласию с обществом. В произведениях Эшонкула реальность часто представлена в символической и метафорической форме, что сближает его с поэтикой Кафки. Неопределённость событий, условность пространства и времени, изображение героев в состоянии психологического напряжения — всё это напоминает кафкианский стиль.

Абсурдные и экзистенциальные мотивы также находят отражение в творчестве Назара Эшонкула. Жизнь героев наполнена нелогичными и трудно объяснимыми ситуациями [2]. Абсурд выступает важным художественным приёмом, позволяющим глубже раскрыть внутреннее состояние человека. Герои часто живут в условиях, причины которых они не в состоянии осмыслить. В ряде произведений развитие событий кажется нелогичным, однако эта нелогичность служит средством раскрытия психологического состояния персонажей. Экзистенциальные мотивы — одиночество, поиск смысла жизни, страх и тревога — занимают важное место в творчестве писателя. В его произведениях внутренний мир героя становится центральным объектом изображения. Человек нередко представлен как отчуждённая, одинокая и страдающая личность [3], что свидетельствует о близости автора к модернистскому типу мышления. Особое значение в произведениях Эшонкула имеет символика. С её помощью автор глубже раскрывает внутренние переживания человека и социальные проблемы. В творчестве Кафки также ярко выражена символичность: за внешне простыми событиями скрывается глубокий философский смысл. В этом аспекте между двумя авторами наблюдается типологическая близость. Как отмечает Sarimsoqov, «символический образ является высшей формой художественного мышления» [4].

Сравнительно-типологический анализ показывает, что Назар Эшонкул не заимствует традиции Кафки напрямую, а переосмысливает их в контексте национальной литературы, что свидетельствует о его творческой самостоятельности.

В результате анализа выявлено следующее:

- в творчестве обоих писателей доминирует абсурдная реальность;
- герои изображаются в состоянии внутреннего кризиса;
- ведущую роль играют символика и метафорическое мышление.

Однако Назар Эшонкул перерабатывает данные традиции на основе национального менталитета, создавая собственную художественную систему. Результаты исследования показывают, что традиции Франц Кафка занимают важное место в творчестве Назар Эшонкул. В частности, такие черты, как абсурдная поэтика, экзистенциальный дух, символизм и психологическая глубина, сближают двух авторов. Вместе с тем Эшонкул творчески перерабатывает эти традиции в контексте национальной литературы, формируя оригинальную художественную систему.

Говоря в целом о поэтике Франц Кафка, следует отметить, что она представляет собой своеобразное и сложное явление в литературе XX века. В его произведениях действительность изображается не в рамках традиционного реализма, а в необычной, зачастую сновидческой форме. В художественном мире Франц Кафка привычные жизненные ситуации внезапно приобретают абсурдный и непонятный характер. Это заставляет читателя задуматься не только о развитии событий, но и о сущности человеческого существования.

Одной из важнейших особенностей поэтики Франц Кафка является абсурдность. Его герои часто оказываются в ситуациях, причины которых они не способны понять и которые не поддаются логическому объяснению. Подобное положение отражает беспомощность и уязвимость человека перед социальной системой. Для Франц Кафка абсурд — это не просто отсутствие логики, а художественное средство, раскрывающее глубинную сущность человеческой жизни.

Ещё одной важной чертой является неопределённость и открытость интерпретации. В произведениях Франц Кафка время и пространство часто не конкретизированы или имеют условный характер. Герои не понимают, по какой причине они оказались в той или иной ситуации, и читатель также не находит однозначных ответов на эти вопросы. Такой художественный приём побуждает к активному осмыслению текста и допускает множественность интерпретаций.

В поэтике Франц Кафка особое место занимает внутренний мир человека и его психологическое состояние. Герои нередко живут в состоянии одиночества, страха, тревоги и отчуждения. Они не могут прийти к согласию с обществом и ощущают себя чужими в окружающем мире. Эти черты соотносятся с идеями Экзистенциализм, выводя на первый план проблему человеческого существования.

Кроме того, в творчестве Франц Кафка значительную роль играет символика. За внешне простыми событиями скрывается глубокий философский смысл. Так, судебный процесс, замок или фантастические превращения могут интерпретироваться как символы внутренних страданий человека, давления общества и бессмысленности бытия. Таким образом, Кафка создаёт многослойную систему художественных значений.

В целом поэтика Франц Кафка представляет собой сложную художественную систему, отражающую внутренние страдания человека, его конфликт с обществом и проблемы существования. Его творчество не предлагает готовых ответов, а, напротив, побуждает читателя к размышлению, поиску и осмыслению сложных вопросов человеческой жизни.

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THE ROLE OF READING ALOUD IN IMPROVING FLUENCY

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Abstract. Reading is a fundamental component of language development and plays a crucial role in building both receptive and productive skills. This article examines the role of reading aloud in improving reading fluency, particularly among primary-level learners of English as a foreign language. Drawing on established theories of reading and language acquisition, it highlights how reading aloud supports the development of phonological awareness, vocabulary acquisition, and confidence in oral communication. The paper also discusses interactive read-aloud practices, emphasizing the importance of teacher guidance, scaffolding, and student engagement in meaning-making processes. Furthermore, it explores the differences between first language (L1) and second language (L2) reading, underlining the cognitive and linguistic challenges faced by learners.
Keywords:reading aloud, reading fluency, pronunciation, EFL learners, interactive read-aloud, literacy development, language skills, primary education.

Generally, language consists of four main skills: listening, reading, writing, and speaking. These are the essential elements that enable people to communicate with one another. Listening and reading are considered receptive skills, and they typically develop before productive skills like writing and speaking. In the 1970s, many researchers and educators emphasized the significance of reading. For instance, Goodman[1] and Smith[2] argued that reading is not simply a process of decoding letters and words one by one to extract meaning.

Reading plays a vital role in life, as a society cannot progress without education. Through reading, individuals can gain knowledge about a wide range of topics. It involves understanding a text by using various strategies such as predicting meaning, defining unfamiliar words, skimming, scanning, and drawing inferences. According to Coady, the reading process includes three key elements: strategic processing, prior knowledge, and cognitive abilities. In other words, comprehension occurs when a reader's thinking skills and strategies interact with their background knowledge to

[1] K. Goodman, "The reading process," in Interactive Approaches to Second Language Reading, P. L. Carrell, J. Devine, and D. E. Eskey, Eds. Cambridge: Cambridge University Press, 1988.
[2] F. Smith, Understanding reading. Mahwah: Lawrence Erlbaum Associates, 1971.

make sense of the text. Furthermore, Reading aloud can be implemented as the major and magic way to improve students' oral-English due to in reading aloud the students can practice pronunciation directly so at the same time they can improve and develop their speaking.

The concept of reading involves using particular techniques and strategies that help readers understand texts effectively. According to Halliday, teachers have an essential role in guiding children to use language appropriately, which can be achieved through regular reading activities or conversations. Reading aloud is especially valuable because it helps students gain confidence in their knowledge and provides opportunities to share ideas and discuss personal experiences in the classroom.

Also, we should take into consideration of the distinct nature of L1 and L2 reading. According to Bernhardt, there are the distinct nature of L1 reading and L2 reading for two reasons. First, readers store different types of memory related to languages, and this affects the cognitive processing when they read a certain text.[3]

Wood Salvetti suggested that reading aloud strategies support the development of literacy skills. Students who do not practice reading aloud often struggle with pronunciation and may lack familiarity with the sound system of the English language. Through reading aloud, children become more familiar with language patterns found in books and can expand their vocabulary. Effective reading aloud includes clear pronunciation, appropriate pacing, variation in tone and volume, proper phrasing, and meaningful pauses.

For young learners in particular, reading aloud supports early literacy and language development. It also encourages a love for reading and enjoyment, which can be even more important than focusing only on technical skills. This study aims to examine how reading aloud can improve reading fluency and enhance pronunciation among primary-level students.

Students at the basic level often face challenges in reading, which led to an exploration of the factors affecting their performance. Among various helpful approaches, reading aloud stands out as an effective method for improving both fluency and pronunciation. Without sufficient practice in reading aloud, students may experience difficulties in these areas.

Focusing on improving students' reading fluency and pronunciation through the use of reading aloud as a practical tool. It also highlights different reading aloud strategies and their benefits. Reading aloud motivates students, encourages a positive attitude toward reading, and helps them enjoy books, stories, and poems they might not

[3] E. B. Bernhardt, "Challenges to reading research from a multilingual world," Reading Research Quarterly, vol. 38, pp. 112-117, 2003.

otherwise encounter. Additionally, it supports learners of English as a foreign language by strengthening essential skills. It also promotes independent reading habits and guides teachers to recognize the importance of incorporating reading aloud into their teaching practices.

Reading aloud can be described as an activity that creates a shared focus between adults and children, allowing them to engage in meaningful conversations that go beyond simple observation to include deeper, concept-based discussions. Expanding on this idea, Strachan explains that interactive read-aloud sessions involve teachers supporting students' understanding by guiding them through the text, introducing new ideas, and asking questions before, during, and after reading.

In an interactive read-aloud, the teacher reads a text to the class while encouraging active participation. Both the teacher and students ask questions, listen carefully, make predictions, and discuss the content together in order to better understand the material. One key benefit of reading aloud is that it helps students develop the ability to make connections. According to Strachan, consistent interaction during read-aloud sessions enables students to relate the text to their own experiences and to the wider world. When learners make these connections, they tend to understand the text more deeply because they actively construct meaning. This connection becomes even stronger when students can relate emotionally to the characters or settings in the text.

Reading aloud is particularly beneficial for younger elementary students. Wiseman[4] notes that interactive read-alouds provide valuable learning opportunities for early readers, as teachers and peers can model comprehension strategies, actively involve students, and build a supportive learning environment. Teachers can demonstrate fluent reading and use read-alouds to make challenging texts more accessible. Pentimonti and Justice[5] describe scaffolding as providing temporary support to learners and gradually removing it as they become more independent. Strachan also highlights that discussions during read-aloud sessions help young learners better understand the content, as shown in her research with kindergarten students.

However, there is less research on how reading aloud affects older students. Clark and Andreasen[6] studied sixth-grade students and found that while their attitudes toward being read to were mixed, all participants recognized its instructional value. Another study by Wolf, Crosson, and Resnick examined comprehension and higher-order

[4] Wiseman, A. (2011). Interactive read alouds: Teachers and students constructing knowledge and literacy together. Early Childhood Education Journal, 38(6), 431–438.
[5] Pentimonti, J., & Justice, L. (2010). Teachers' use of scaffolding strategies during read alouds in the preschool classroom. Early Childhood Education Journal, 37(4), 241–248.
[6] Clark, S., & Andreasen. (2014). Examining Sixth Grade Students' Reading Attitudes and Perceptions of Teacher Read-Aloud: Are All Students on the Same Page? Literacy Research and Instruction 53 (4) 162-182..

thinking skills in elementary and middle school students, concluding that discussions during read-aloud sessions improved understanding.

To conclude, reading aloud not only does improve vocabulary, but also effectively enhances the reading comprehension of learners.

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INGLIZ TILIDAGI VAQT LEKSIKASINING MORFOLOGIK VA SEMANTIK XUSUSIYATLARI

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Annotatsiya. Ingliz tilidagi vaqt leksikasi zamon, aspekt va turli leksik vositalar orqali voqea vaqtini aniq ifodalashga xizmat qiladi. Ushbu kichik tadqiqotda fe’l shakllari, yordamchi fe’llar, vaqt ravishlari va predlogli konstruksiyalar tizimi morfologik hamda semantik nuqtai nazardan tahlil qilinadi. Shuningdek, vaqt leksikasining konseptual talqini hamda uning o‘zbek tilidagi ifodalanishi bilan umumiy qiyosiy mulohazalar beriladi.

Kalit so‘zlar: *vaqt leksikasi, zamon, aspekt, vaqt ravishlari, temporal predloglar, temporal semantika, ingliz tili, morfologiya, semantika.*

KIRISH

Inson tajribasi vaqt va makon doirasida kechadi, shu bois til tizimida vaqt tushunchasi markaziy konseptlardan biri sifatida alohida ahamiyat kasb etadi. Ingliz tilida vaqt ma’nosi faqat grammatik zamon shakllari bilan emas, balki yordamchi fe’llar, aspektual konstruksiyalar, vaqt ravishlari, predloglar va turli idiomatik birikmalar orqali ifodalanadi. Vaqt leksikasining morfologik va semantik xususiyatlarini o‘rganish ingliz tilshunosligida zamon-aspekt tizimini, temporal kontekstning matndagi rolini hamda tarjima jarayonida yuzaga keladigan ma’no siljishlarini chuqurroq anglashga yordam beradi. Ushbu ishda ingliz tilidagi vaqt leksikasi tizimlashtirilib, uning morfologik realizatsiyasi va semantik turlari tahlil qilinadi.

ADABIYOTLAR SHARHI

Vaqt kategoriyasi tilshunoslikda ko‘p bosqichli, funksional-semantik maydon sifatida tavsiflanadi. Funktsional grammatik yondashuv zamonnini faqat fe’lning morfologik ko‘rsatkichi sifatida emas, balki morfologik, sintaktik va leksik darajadagi vositalar yig‘indisi sifatida ko‘radi. Masalan, Shayzakovning ingliz tilidagi zamon funksional-semantik maydoni haqidagi ishida zamon ma’nosi markazida fe’l zamon shakllari, periferiya qatlamida esa vaqt ravishlari: *now, yesterday, tomorrow*; vaqtga doir fe’llar: *begin, end, continue* hamda kontekstual signallar joylashtiriladi. Comrie, Klein va boshqa olimlar tense va aspectni vaqt lokalizatsiyasining grammatiklashgan vositasi sifatida izohlab, ularning diskursdagi temporal nuqtai nazar va voqea davomiyligi, takroriyligi bilan bog‘liqligini ko‘rsatadilar.

Leksik darajada vaqt konsepti ko‘plab tadqiqotlarda alohida konseptual maydon sifatida o‘rganilgan. Mamarajabova, Grushina va boshqa tadqiqotchilar vaqt konseptini leksik birliklar orqali ifodalashda vaqt nomlari, vaqt ravishlari, frazeologizmlar va maqollar tarkibidagi temporal birliklarni ajratadi. Bunday yondashuvda vaqt leksikasi nafaqat denotativ ma’noni, balki metaforik va baholovchi komponentlarni ham qamrab olishi, masalan, time flies, once in a blue moon kabi birikmalarda vaqtning tez o‘tishi yoki kam uchrashi kabi ko‘chma ma’nolarni ifodalashi ta’kidlanadi. Shuningdek,

ingliz va o‘zbek tillaridagi vaqt konseptining qiyosiy tadqiqotlari, vaqt va makon munosabatlarini birgalikda ko‘rib chiqish orqali til va madaniyat o‘ziga xosliklarini yoritishga qaratilgan.

TAHLIL

Ingliz tilida vaqt ma’nosini ifodalovchi vositalar bir nechta darajada namoyon bo‘ladi: grammatik (fe’l zamon va aspekt shakllari), leksik (vaqt ravishlari, vaqt fe’llari, nomlar), hamda sintaktik (kompleks gaplar, bog‘lovchi vositalar). Grammatik darajada ingliz tilida an’anaviy ravishda ikki asosiy zamon (present, past) va ular bilan birikadigan continuous va perfect aspekt shakllari ajratiladi; kelasi zamon ma’nosi esa asosan will, be going to kabi yordamchi fe’llar orqali ifodalanadi. Leksik darajada esa now, today, yesterday, tomorrow, soon, already, recently, often, always kabi ko‘plab vaqt ravishlari, as well as time, day, year, moment kabi otlar hamda begin, finish, continue, last kabi fe’llar temporal ma’no tashuvchilari hisoblanadi.

Morfologik nuqtai nazardan, ingliz tilida vaqt ma’nosi avvalo fe’l zamon-aspekt shakllari orqali ifodalanadi. Comrie ta’rifiga ko‘ra, tense – voqeani nutq payti bilan munosabatda vaqt bo‘yicha joylashtiruvchi grammatik kategoriya, aspect esa voqea ichki dinamikasini (davomiylik, tugallanganlik, takroriylik) ko‘rsatadi. Ingliz tilida morfologik zamon asosan fe’lning ikkinchi shakli yoki -ed qo‘shimchasi (Past Simple), hamda yordamchi fe’lning zamon shakli (have/has, had, will) orqali beriladi; aspect esa partisipial shakllar (-ing, -ed) bilan birga keladigan be, have yordamchi fe’llari bilan ifodalanadi.

XULOSA

Amaliy nuqtai nazardan, ingliz tilini o‘rganishda faqat zamon jadvalini emas, balki vaqt leksikasining funksional-semantik imkoniyatlarini ham tizimli o‘rganish zarur. Chunki ko‘plab nutqiy xatolar aynan vaqt ravishlari, predlogli konstruksiyalar va idiomatik ifodalarni noto‘g‘ri qo‘llash bilan bog‘liqdir. Ingliz va o‘zbek tillari o‘rtasidagi qiyosiy tadqiqotlar esa vaqt konseptining universalligi va milliy xususiyatlarini aniqlash, tarjima strategiyalarini takomillashtirish hamda kognitiv-lingvistik tasavvurlarni kengaytirishga xizmat qiladi.

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ВЗАИМОСВЯЗЬ НЕРАЗВИВАЮЩЕЙСЯ БЕРЕМЕННОСТИ С ЭНДОМЕТРИТОМ И ЭФФЕКТИВНОСТЬ ПРЕГРАВИДАРНОЙ РЕАБИЛИТАЦИИ

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Актуальность. Неразвивающаяся беременность продолжает занимать одно из ведущих мест в структуре ранних репродуктивных потерь и остаётся актуальной медико-социальной проблемой современной акушерско-гинекологической практики. По данным Всемирной организации здравоохранения, значительная часть самопроизвольных потерь беременности на ранних сроках связана именно с нарушением процессов имплантации и раннего эмбриогенеза. В последние годы особое внимание уделяется хроническому эндометриту как одному из ключевых патогенетических факторов развития неразвивающейся беременности. Длительно протекающий воспалительный процесс в эндометрии сопровождается нарушением рецептивности слизистой оболочки матки, изменением микроциркуляции, дисбалансом цитокинов, нарушением гормонального гомеостаза и микробиологического статуса половых путей. На фоне хронического воспаления ухудшаются процессы инвазии трофобласта, формирования хориона и полноценной имплантации плодного яйца, что существенно повышает риск повторных репродуктивных потерь. В связи с этим разработка эффективных методов прегравидарной реабилитации, направленных на восстановление функционального состояния эндометрия, приобретает особую клиническую значимость.

Цель. Целью настоящего исследования явилось изучение взаимосвязи неразвивающейся беременности с хроническим эндометритом, а также оценка эффективности вагинальной озонотерапии в составе комплексной прегравидарной реабилитации у женщин с репродуктивными потерями в анамнезе.

Материалы и методы. Исследование проводилось на базе Хорезмский филиал Республиканского специализированного научно-практического медицинского центра матери и ребёнка в 2025–2026 годах. В исследование были включены 90 женщин репродуктивного возраста с неразвивающейся беременностью в анамнезе. В зависимости от характера проводимой терапии пациентки были распределены на три клинические группы. Первую группу составили 30 женщин с хроническим эндометритом после неразвивающейся беременности, получавшие стандартную противовоспалительную и гормональную терапию. Во вторую группу вошли 30 пациенток с аналогичной патологией, которым наряду со стандартной терапией проводилась комплексная прегравидарная подготовка с применением вагинальной озонотерапии. Третью группу составили 30 практически здоровых женщин с физиологическим течением беременности, включённых в исследование в качестве группы сравнения. Всем пациенткам проводилось комплексное клинико-анамнестическое обследование, ультразвуковое исследование органов малого таза и оценка толщины эндометрия. Гормональный профиль определялся по уровням пролактина, прогестерона,

эстрогенов, тиреотропного гормона и антимюллерова гормона. Иммунологическое исследование включало определение уровня IL-6 и анти-ХГЧ антител. Состояние микробиоценоза влагалища и цервикального канала оценивалось с использованием методов Femaflor, бактериологического посева и ПЦР-диагностики.

Результаты. Результаты исследования показали, что у большинства пациенток с неразвивающейся беременностью выявлялись выраженные признаки хронического эндометрита, сопровождавшиеся комплексными гормональными, иммунологическими и микробиологическими нарушениями. У женщин первой и второй групп отмечалось достоверное снижение уровня прогестерона, нарушение соотношения эстрогенов и пролактина, а также повышение концентрации провоспалительного цитокина IL-6, что свидетельствовало о хроническом воспалительном процессе в эндометрии. Одновременно наблюдалось увеличение активности анти-ХГЧ антител, подтверждающее участие аутоиммунных механизмов в нарушении процессов имплантации. При исследовании микробиоценоза наиболее часто выявлялись Gardnerella vaginalis, Ureaplasma spp., Mycoplasma hominis и Candida spp., ассоциированные с хроническим воспалением эндометрия и снижением рецептивности эндометрия. После проведённого курса лечения положительная динамика наблюдалась в обеих группах, однако наиболее выраженные изменения были зарегистрированы у пациенток, получавших вагинальную озонотерапию. У женщин второй группы отмечалось более быстрое восстановление структуры эндометрия, нормализация гормонального профиля и снижение уровня IL-6. Нормализация микробиоценоза влагалища и цервикального канала была достигнута у 86,7% пациенток второй группы, тогда как в группе стандартной терапии данный показатель составил 56,7%. В течение 6ф месяцев наблюдения повторная беременность наступила у 76,7% пациенток, получавших озонотерапию, тогда как в контрольной группе данный показатель составил 53,3%.

Выводы. Таким образом, хронический эндометрит является одним из ведущих факторов развития неразвивающейся беременности, сопровождаясь нарушениями гормонального, иммунологического и микробиологического статуса. Включение вагинальной озонотерапии в комплекс прегравидарной реабилитации способствует восстановлению функционального состояния эндометрия, нормализации микробиоценоза и повышению частоты наступления благоприятной беременности. Полученные результаты подтверждают высокую клиническую эффективность комплексной реабилитации у женщин с неразвивающейся беременностью в анамнезе.

THE ISSUE OF COLLECTION, DESCRIPTION, AND SYSTEMATIZATION OF THE VOCABULARY OF THE UZBEK LITERARY LANGUAGE

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Abstract. The primary task of a dictionary is to collect, describe, and systematize the vocabulary of the Uzbek literary language. This process consists of determining the lexical structure of the language, defining the meaning and scope of use of words, as well as strengthening and stabilizing the norms of the literary language. The dictionary not only explains the meanings of words but also provides their correct pronunciation, grammatical forms, and stylistic features, which helps in the correct use of the language. At the same time, according to the requirements of the time, the dictionary makes a significant contribution to improving the culture of speech, as it teaches students and users the most important rules of the literary language.
Keywords. Vocabulary, etymological information, illustrative example, punctuation mark, methodological information, leaf, stylistic feature, language norms.
Introduction. We can see this in the lexicographic interpretation of phytonyms. The dictionary article in explanatory dictionaries consists of the following parts: 1) the main word; 2) etymological information; 3) a special mark that records grammatical and stylistic information; 4) explanation; 5) an illustrative example; 6) source of an illustrative example. In addition to providing brief information about each part, we continue our opinion with an analysis of the dictionary articles in which phytonyms are chosen as the main word. Each word explained in a dictionary entry is called a headword. The main word can be selected from both common words and limited vocabulary. In the modern Uzbek language, independent, auxiliary and intermediate words belonging to the literary language, as well as the literal and figurative meanings of the word can be chosen as the main word. From the limited lexicon, we can find phytonyms in the units of dialectal lexicon, terms that are understandable to many, actively used in textbooks and scientific-popular style. For example, *anor, olma,*

apelsin, uzum, nok, tok, shaftoli, g‘o‘za, tarvuz, qovun, banan, xurmo, terak, baqaterak, gujum, chinor, o‘t, maysa, qovoq, jiyda, lola, atirgul, rayhon, nilufar, boychechak articles have been prepared in explanatory dictionaries for lexemes such as and they are recorded as common units. Because their explanation does not provide information about the belonging of the lexeme to botanical terminology. Nevertheless, in the dictionary articles prepared for the listed lexemes, the appearance and other characteristics of phytonyms are formed in a scientific style. For example, after the etymological information for the lexeme peach, only the explanation "[1]a tree with pink flowers, long leaves growing in hot places, in the south, and its fruit" is given. That is, the explanation does not use a special mark that the lexeme belongs to the field of botany.

Research methodology. Similarly, since most phytonyms are used more in a purely scientific style, they are included in the dictionary article based on their terminological meaning. At the same time, lexical units formed on the basis of territorial signs of delimitation were also selected as the main word in explanatory dictionaries. In particular, *baliqko‘z, angishvonagul, baliqqiyg‘ir, baqasalla, baqayaproq, barginozik, bedanatut, begimsuydi, bakabarmoq, betagabo‘z, beshurug‘, bolquray, boldirqora, boboyi, boboshayxi* we can see such a situation in the explanation of phytonyms such as . For example, in the explanation of the lexeme baqasalla, a special pometa (bot.) was used, which gives information about the belonging of the word to botanical terminology. The explanation of the lexeme does not provide etymological information. Because the lexeme is a unit of its own layer. The explanation of the lexeme is also formed in a scientific style: "An inedible poisonous type of cap fungi"[2]. Similarly, the explanation of the lexeme "baqaton" states that it is a special lexical unit.

Results and discussion. It is known that the most important part of explanatory dictionaries is the explanation of the main word. The main information about the essence of the lexeme is given in the explanatory part. Grammatical, stylistic, and etymological data also serve to more fully reveal the essence of the commentary. The illustrative examples that conclude the dictionary article are aimed at proving the correctness of the explanation. For this reason, a responsible approach is taken to the formation of the part of explanatory dictionaries that represents the explanation of the main word. In dictionary articles where phytonyms are chosen as the main word, the explanatory part is formed more in a scientific style. The descriptive text type is widely used in this section. Where there are several words representing a lexeme, its synonyms are also used as an explanation. In general, the explanation of phytonyms can be formed

[1] O‘zbek tilining izohli lug‘ati: 6 jildlik, 6-jild. – Toshkent: G‘afur G‘ulom, 2022. – B.568.
[2] O‘zbek tilining izohli lug‘ati: 6 jildlik, 1-jild. – Toshkent: G‘afur G‘ulom, 2022. – B.277.

as a word, phrase, or sentence. The completeness of the explanation, the fact that it is understandable to the user means that the dictionary article as a whole has been successfully generated. For example, to explain the phytonym baqayaproq, a single lexeme - bargizub - was used in explanatory dictionaries. Because the explanation of the lexeme is directed to the explanation of the lexeme bargizub (a large-leaved, short-stemmed, small-flowered perennial herb and its leaf used as a medicine in folk medicine). This indicates that the second lexeme is more familiar to Uzbek speakers. The user can learn that the lexemes "bargizub" and "bargiyaproq" are synonyms in the Uzbek language in the status of a lexical double. It turns out that in explanatory dictionaries of the Uzbek language, the use of descriptive text is observed in the explanation of phytonyms due to the fact that they are specific nouns. Their properties are also formed on the basis of a descriptive text. Each part of the plant is explained by individual compounds. Including leaves, body structure, fruit color, taste, impact on humans, geographical distribution, etc. The listed provide uniqueness in the explanation of the phytonymic lexeme.

Illustrative examples also play an important role in the interpretation of phytonyms in explanatory dictionaries. "Illustrative examples are provided to confirm the inclusion of the main word based on the stated requirements, the correctness of the grammatical and stylistic marks applied to it, the correct, clear definition of the meaning (s) of the interpreted unit, and finally, the correctness of the explanation given to each meaning"[3]. That is, illustrative examples prove the normative preparation of the dictionary article using an example from live speech. It should be noted that this part of the dictionary entry is not applicable to all explanations. Some annotations do not require approval. Illustrative examples can also be in the form of phrases and sentences. At the same time, several illustrative examples can be given to prove the explanation of some lexemes. For example, two illustrative examples were used to confirm the explanation given for the phytonym marvartak:

"The children couldn't find a place on the ground and climbed the mulberry trees." M. Ismoiliy, Fergana region. The inhabitants of Fergana call it "marvartak," and the inhabitants of Tashkent call it "balkh tuti." "Mushtum"[4].

Conclusions and suggestions. So, we can say that the explanatory dictionaries created in the Uzbek language were prepared on the basis of classical examples of lexicography. In addition to the explanation of the main word, grammatical, stylistic and etymological information is also given in the dictionary articles. The illustrative examples provided to substantiate the explanation are taken from examples of fiction

[3] O‘zbek tilining izohli lug‘ati: 6 jildlik, 3-jild. – Toshkent: G‘afur G‘ulom, 2022. – B.26.
[4] Ko‘rsatilgan manba. – B.117.

and press materials published in the 20th and 21st centuries. The aforementioned aspects are also preserved in the lexicographic interpretation of phytonyms. Nevertheless, there are peculiarities in the presentation of phytonyms in explanatory dictionaries, such as the strength of imagery, the formation of the text in a scientific style, and the acquisition of illustrative examples from more scientific sources.

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THE INFLUENCE OF SOCIAL MEDIA ON THE VOCABULARY OF ENGLISH-SPEAKING YOUTH

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Abstract: This thesis analyzes the influence of social media on the vocabulary of English-speaking youth. The study examines new lexical units, abbreviations, slang expressions, and internet-based language forms that emerge in young people's speech through digital platforms such as Instagram, TikTok, Facebook, and other social networks. It also highlights how social media strengthens informal communication styles, encourages the active use of neologisms among young users, and affects the lexical structure of modern English. The thesis evaluates the role of virtual communication in the development of youth language and speech culture from a linguistic perspective.

Keywords: Social media, youth language, English language, vocabulary, neologism, slang, digital communication, internet language, abbreviations, virtual interaction.

Introduction

The rapid development of digital technologies has significantly transformed the way people communicate in modern society. Among these technologies, social media platforms have become one of the most influential tools shaping human interaction, especially among young people. Applications such as TikTok, Instagram, Facebook, Snapchat, and Twitter are no longer used only for sharing information and entertainment, but also serve as important spaces where language evolves and new forms of communication emerge. As a result, social media has become a powerful factor influencing the vocabulary, expressions, and communication styles of English-speaking youth. Language is constantly changing under the influence of social, cultural, and technological factors. Young people are often considered the most active participants in linguistic innovation because they quickly adapt to modern trends and create new lexical forms. Social media accelerates this process by allowing users to communicate instantly and creatively across different online communities. New slang words, abbreviations, internet expressions, emojis, and shortened forms are becoming common elements of youth communication. Terms such as "LOL," "DM," "FOMO," and "ghosting" have entered everyday speech through online interaction and are now widely used both in virtual and real-life communication. The vocabulary used by

English-speaking youth on social media reflects not only linguistic change but also cultural identity and social belonging. Online communication encourages informality, creativity, and brevity, leading to the formation of new lexical patterns. In many cases, young users intentionally modify spelling, grammar, and pronunciation to create a more expressive and modern style of communication. This phenomenon demonstrates how social media contributes to the dynamic development of contemporary English vocabulary. The growing influence of social media on language has attracted the attention of many linguists and researchers. Scholars have studied the relationship between digital communication and language evolution, focusing on topics such as internet slang, neologisms, online discourse, and youth language culture. However, the rapid expansion of social networking platforms continues to produce new linguistic trends that require further investigation. The study of vocabulary changes among English-speaking youth remains especially relevant because young people are often the main creators and spreaders of modern linguistic innovations. The relevance of this research is determined by the increasing role of social media in shaping modern communication and influencing the lexical structure of the English language. Understanding how digital platforms affect youth vocabulary helps reveal the connection between technology, society, and language development. Moreover, this topic is important for sociolinguistics, discourse analysis, and media linguistics, as it highlights the impact of virtual interaction on contemporary language practices. The purpose of this thesis is to analyze the influence of social media on the vocabulary of English-speaking youth. The research examines the emergence of new lexical units, slang expressions, abbreviations, and internet-based language forms commonly used in online communication. It also explores the role of social media in promoting linguistic creativity and transforming traditional communication patterns among young users.

Main Body

Social media has become one of the most powerful influences on the language of modern youth. Digital communication platforms provide young people with opportunities to exchange ideas quickly, creatively, and informally. As a result, the vocabulary of English-speaking youth is constantly expanding through the appearance of new words, abbreviations, slang expressions, and internet-based language forms. Online interaction has accelerated linguistic change and created a new style of communication that differs significantly from traditional written and spoken English. One of the most noticeable effects of social media on youth vocabulary is the spread of abbreviations and shortened forms. Young users prefer fast and efficient communication, especially in text messages, comments, and online chats. Expressions

such as “LOL” (laugh out loud), “BRB” (be right back), “OMG” (oh my God), and “IDK” (I don’t know) have become common elements of everyday communication. These abbreviations save time and create a sense of informality and closeness between users. Over time, many internet abbreviations have moved beyond online platforms and entered spoken language among young people. Social media has also contributed to the rapid development of slang vocabulary. New slang terms often appear on platforms such as TikTok, Instagram, and Twitter, where trends spread quickly among millions of users. Words like “cringe,” “slay,” “sus,” “viral,” and “cancel” have gained popularity through online communication and are now widely used in youth conversations. These expressions often reflect emotions, opinions, humor, or social attitudes. Slang language helps young people express individuality and strengthen their connection to online communities and modern youth culture. Another important linguistic feature influenced by social media is the creation of neologisms. Many new words emerge because digital communication requires vocabulary to describe modern online experiences. Terms such as “selfie,” “unfriend,” “influencer,” “ghosting,” and “doomscrolling” did not exist in traditional English vocabulary several decades ago. Social media platforms encourage users to invent creative expressions that later become part of everyday language. This process demonstrates the flexibility and adaptability of the English language in the digital era. The influence of social media can also be seen in changes to spelling and grammar. Young users frequently ignore traditional grammatical rules in online communication. Short sentences, missing punctuation marks, intentional spelling modifications, and lowercase writing styles are common in digital conversations. For example, expressions like “gonna,” “wanna,” or “u” instead of “you” are often used to create a faster and more casual communication style. Although some researchers view this trend as harmful to language standards, others believe it reflects natural linguistic evolution and creativity. Emojis, memes, and hashtags have become additional tools influencing youth vocabulary and communication patterns. Emojis help users express emotions visually, sometimes replacing words entirely. Memes combine images and short textual expressions to create humor and social commentary, while hashtags organize discussions and spread linguistic trends rapidly across social media platforms. These elements contribute to the formation of a unique digital language culture among young people. Social media also plays an important role in spreading vocabulary globally. English-language expressions created on social platforms quickly become popular in other countries and languages. Young people from different cultures often adopt English slang and internet terminology in their own communication. This process strengthens the global influence of English and increases intercultural linguistic exchange. Despite the positive aspects

of linguistic creativity, some concerns remain regarding the impact of social media on formal language skills. Excessive use of internet slang and abbreviated forms may negatively affect academic writing, spelling accuracy, and professional communication among young users. Nevertheless, many linguists argue that social media does not destroy language but rather transforms it according to the needs of modern society. The analysis demonstrates that social media has significantly influenced the vocabulary of English-speaking youth by encouraging the creation of new lexical units, promoting informal communication styles, and accelerating linguistic innovation. Digital platforms continue to shape modern English and play a major role in the ongoing development of youth language.

Conclusion

Social media has become an essential part of modern youth communication and has greatly influenced the vocabulary of English-speaking young people. Digital platforms such as TikTok, Instagram, Facebook, and Twitter have created new environments where language changes rapidly and new forms of expression emerge continuously. As a result, youth vocabulary has become more dynamic, creative, and strongly connected to online culture. The study showed that social media encourages the active use of abbreviations, slang expressions, neologisms, and internet-based language forms in everyday communication. Young people use these lexical units to communicate quickly, express emotions, create group identity, and follow modern online trends. Words and expressions that originally appeared in virtual communication are now widely used in spoken and written English, demonstrating the strong impact of digital interaction on language development. The research also revealed that social media influences not only vocabulary but also communication style. Informal language, shortened grammatical structures, emojis, hashtags, and memes have become common elements of youth interaction. These features make communication more expressive and efficient while also reflecting the creativity and adaptability of modern language users. At the same time, the increasing use of internet language raises concerns about the possible weakening of formal writing and grammatical accuracy among young people. However, language change is a natural linguistic process, and social media can be viewed as a modern factor contributing to the evolution of English rather than a threat to it. Digital communication continues to expand the lexical richness of the language and introduces innovative ways of interaction. The findings of this study confirm that social media plays a major role in shaping contemporary youth vocabulary and accelerating linguistic innovation in English. The influence of online communication on language development is likely to continue growing as technology advances and digital interaction becomes even more integrated into everyday life.

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ЛИНГВОКУЛЬТУРОЛОГИЧЕСКИЙ ПОТЕНЦИАЛ АВТОРСКОЙ СКАЗКИ В. И. ДАЛЯ В ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ

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Аннотация. В статье рассматривается лингвокультурологический потенциал авторской сказки В. И. Даля в системе преподавания русского языка как иностранного. Особое внимание уделяется сказочному тексту как материалу, соединяющему языковую форму, культурную семантику, национально маркированную лексику, нравственно-ценностные представления и модели речевого поведения. Показывается, что авторские сказки В. И. Даля могут быть использованы не только для развития навыков чтения и пересказа, но и для формирования языковой, речевой, лингвокультурологической и социокультурной компетенции иностранных учащихся. Анализируются основные направления учебной работы с текстом: выявление культурно значимых единиц, лингвокультурологический комментарий, сопоставление русской и родной картины мира учащихся, интерпретация образов и речевых ситуаций. Делается вывод о том, что сказки В. И. Даля являются перспективным материалом для лингвокультурологически ориентированного обучения РКИ.

Ключевые слова: русский язык как иностранный, авторская сказка, В. И. Даль, лингвокультурология, художественный текст, национально-культурная семантика, социокультурная компетенция.

Abstract. The article examines the linguocultural potential of V. I. Dal's literary fairy tales in teaching Russian as a foreign language. Special attention is paid to the fairy-tale text as a material that combines linguistic form, cultural semantics, nationally marked vocabulary, moral values, and models of speech behavior. It is shown that V. I. Dal's fairy tales can be used not only for developing reading and retelling skills, but also for forming linguistic, communicative, linguocultural, and sociocultural competence of foreign students. The article analyzes the main directions of classroom work with the text: identifying culturally significant units, providing linguocultural commentary, comparing Russian and native worldviews of students, and interpreting images and speech situations. The conclusion is made that V. I. Dal's fairy tales are a promising material for linguoculturally oriented teaching of Russian as a foreign language.

Keywords: Russian as a foreign language, literary fairy tale, V. I. Dal, linguoculturology, literary text, national-cultural semantics, sociocultural competence.

Введение

Современное преподавание русского языка как иностранного всё чаще ориентируется не только на усвоение грамматики и лексики, но и на формирование способности понимать язык как носитель культуры. Иностранный учащийся должен владеть не отдельными словами и конструкциями, а теми культурными смыслами, которые стоят за ними в живой речи, художественном тексте и коммуникативной ситуации. В этом отношении особое значение приобретает художественный текст, поскольку именно в нём язык проявляется как форма национальной памяти, образного мышления, оценки и межкультурного общения.

Одним из наиболее продуктивных материалов для лингвокультурологически ориентированного обучения является авторская сказка. Она соединяет доступную сюжетность, образность, нравственную направленность, фольклорные мотивы и культурно маркированную лексику. В отличие от обычного учебного текста, сказка не просто сообщает информацию, а моделирует картину мира, показывает систему ценностей, нормы поведения, способы оценки человека и его поступков. Поэтому сказочный текст может быть использован как средство введения иностранного учащегося в пространство русской культуры.

Особый интерес в данном аспекте представляют сказки В. И. Даля. Его художественные тексты находятся на пересечении литературной, фольклорной, этнографической и лексикографической традиций. В них отражаются народная речь, бытовые реалии, пословичная образность, устойчивые нравственные представления, особенности русского миропонимания и национально значимые модели поведения. В. В. Воробьев определяет лингвокультурологию как системное рассмотрение языка и культуры [1, с. 4]. Именно такой подход позволяет рассматривать сказки В. И. Даля не только как литературное наследие, но и как ценный учебный материал для занятий по русскому языку как иностранному.

Основная часть

Авторская сказка как жанр обладает особыми лингводидактическими возможностями. Она сохраняет связь с фольклорной традицией, но одновременно выражает индивидуальное художественное сознание автора. Е. А. Сухоруков отмечает, что понятия «фольклорная сказка», «литературная сказка» и «авторская сказка» тесно связаны между собой [2, с. 144]. Однако авторская

сказка отличается тем, что народные мотивы в ней проходят через личное художественное осмысление писателя. Поэтому при работе с таким текстом важно учитывать не только сюжет, но и авторскую позицию, стиль, выбор слов, речевые характеристики персонажей и культурную нагрузку деталей.

В сказках В. И. Даля особенно значима словесная ткань произведения. Даль обращается к народной речи не как к внешнему украшению, а как к главному источнику художественного и культурного смысла. Его сказки включают просторечные элементы, устойчивые выражения, пословичные обороты, бытовые номинации, формы обращения, нравственно окрашенную лексику. Для иностранного учащегося такие единицы часто оказываются трудными, поскольку их значение не всегда раскрывается через прямой перевод. Например, слова и выражения, связанные с крестьянским бытом, семейными отношениями, трудом, народной моралью, требуют специального комментария. Без такого комментария учащийся может понять общий сюжет, но не уловить культурный смысл текста.

Лингвокультурологический потенциал сказок В. И. Даля проявляется прежде всего в том, что они позволяют изучать русский язык через систему национально значимых образов и ценностей. В них представлены представления о добре и зле, справедливости и хитрости, труде и праздности, слове и поступке, семье и народной мудрости. Эти значения выражаются не отвлечённо, а через конкретные речевые ситуации, персонажей, детали быта и образные формулы. Поэтому сказка становится удобным материалом для формирования не только языковой, но и социокультурной компетенции.

В современной методике РКИ текст рассматривается как основная единица обучения. И. М. Гусева подчёркивает, что художественный текст приближает инофонов к естественной языковой и культурной среде [3, с. 295]. Это особенно важно при работе со сказками Даля, где учащийся сталкивается с живой речью, оценочной лексикой и культурно насыщенным контекстом. Текст помогает понять, как слово действует внутри ситуации, как оно связано с образом персонажа, как выражает отношение автора и как участвует в создании национальной картины мира.

Работа со сказками В. И. Даля на занятиях по РКИ должна строиться поэтапно. На предтекстовом этапе важно подготовить учащихся к восприятию культурного материала. Преподаватель может объяснить историко-культурный фон, ввести ключевые слова, обратить внимание на жанровые признаки сказки, предложить вопросы для прогнозирования содержания. Такой этап помогает снять часть языковых и культурных трудностей до чтения.

На притекстовом этапе целесообразно организовать комментированное чтение. Учащиеся выделяют незнакомые слова, культурно маркированные единицы, устойчивые выражения, формы обращения, оценочные характеристики персонажей. Здесь важно не ограничиваться переводом. Необходимо показать, какую роль слово играет в тексте, какую оценку оно несёт, с какой культурной ситуацией связано. Например, пословичные и разговорные элементы в сказках Даля могут быть рассмотрены как средство передачи народной мудрости и речевой выразительности.

На послетекстовом этапе наиболее продуктивны задания интерпретационного и коммуникативного характера. Учащиеся могут пересказать сказку от лица персонажа, объяснить нравственный смысл поступка, сопоставить русские культурные представления с представлениями своей культуры, составить лингвокультурологический комментарий к отдельным словам, подготовить диалог по мотивам текста, выделить ключевые ценности, представленные в сказке. Такая система заданий переводит чтение из пассивного восприятия в активную речевую деятельность.

Особое значение имеет сопоставительный аспект. Иностранные учащиеся лучше понимают русскую культуру, когда могут соотнести её с родной культурой. Сказка как жанр удобна для такого сопоставления, потому что во многих культурах существуют похожие темы: добро и зло, трудолюбие и лень, мудрость и глупость, уважение к старшим, испытание героя. Однако конкретное языковое выражение этих тем в русской сказочной традиции имеет национальную специфику. Поэтому тексты Даля позволяют не только выявлять универсальные мотивы, но и показывать собственно русские способы их словесного воплощения.

Важным направлением работы является формирование лингвокультурологического комментария. Такой комментарий должен включать объяснение реалии, её функции в тексте, стилистической окраски, возможных ассоциаций и трудностей перевода. Например, при анализе сказочного текста можно выделять следующие группы единиц: бытовые реалии, обозначения социальных ролей, фразеологизмы, пословичные выражения, оценочная лексика, обращения, символические образы, слова с историко-культурной окраской. Подобная классификация помогает учащимся видеть в тексте не набор случайных трудных слов, а систему культурных знаков.

Сказки В. И. Даля также способствуют развитию речевой компетенции. Они удобны для пересказа, инсценировки, обсуждения, составления вопросов, написания краткого отзыва, создания сравнительной таблицы или устного

комментария. При этом речевая работа не сводится к механическому воспроизведению содержания. Учащийся учится выражать оценку, объяснять позицию, аргументировать, сопоставлять, задавать вопросы и строить собственное высказывание на основе художественного текста.

Лингвокультурологический подход делает работу со сказкой более глубокой. В этом случае внимание направлено не только на то, что произошло в тексте, но и на то, почему это важно для понимания русской культуры. Учащиеся осваивают язык как форму культурного мышления. Они начинают понимать, что значение художественного слова складывается из словарного смысла, контекста, образа, оценки, традиции и авторской интонации. Именно это делает сказки В. И. Даля особенно ценными для продвинутых этапов обучения РКИ, прежде всего для уровней В1–В2.

Заключение

Авторские сказки В. И. Даля обладают значительным лингвокультурологическим потенциалом и могут эффективно использоваться в преподавании русского языка как иностранного. Их ценность определяется тем, что они соединяют художественную образность, народно-речевую стихию, культурно маркированную лексику, нравственно-ценностную проблематику и элементы русской традиционной картины мира.

Наиболее результативной является поэтапная методическая работа с текстом: предтекстовая подготовка, комментированное чтение, выявление культурно значимых единиц, послетекстовая интерпретация и коммуникативные задания. При такой организации авторская сказка перестаёт быть только материалом для чтения и становится средством межкультурного обучения. Перспективным направлением дальнейшей работы может стать создание учебно-методического пособия для иностранных учащихся уровней В1–В2 на материале сказок В. И. Даля с лингвокультурологическими комментариями, системой заданий и словарём культурно маркированной лексики.

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ИНГЛИЗ ТИЛИ ТАЪЛИМИДА ИННОВАЦИОН ЁНДАШУВЛАР ВА ИНТЕРАКТИВ МЕТОДЛАРНИНГ АҲАМИЯТИ

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Аннотация. Ушбу мақолада инглиз тили таълимида инновацион ёндашувлар ва интерактив методларнинг педагогик аҳамияти таҳлил қилинди. Тадқиқотда қиёсий-таҳлилий ёндашув, контент-таҳлил, синтез ва умумлаштириш усулларидан фойдаланилди. Мақолада тил таълимида коммуникатив, топшириққа асосланган, аралаш ва «flipped classroom» моделлари, мобил таълим, рақамли ўйинлар ҳамда сунъий интеллект асосидаги воситаларнинг имкониятлари ёритилди. Хориж тажрибаси сифатида Европа Кенгашининг CEFR Companion Volume ҳужжати, Финляндия, Сингапур ва Жанубий Корея таълим амалиёти ҳамда British Council материаллари таҳлил этилди. Шунингдек, мобил иловалар, game-based learning ва flipped learning самарадорлигига оид хорижий тадқиқотлар умумлаштирилди. Мақолада инновация ва интерактивликни жорий этишнинг ташкилий-педагогик шартлари ҳамда маҳаллий таълим муҳити учун амалий таклифлар баён этилди.

Калит сўзлар: инглиз тили таълими, инновацион ёндашув, интерактив метод, аралаш таълим, flipped classroom, мобил таълим, game-based learning, сунъий интеллект, хориж тажрибаси, форматив баҳолаш

Кириш

Глобаллашув, рақамли трансформация ва меҳнат бозорида коммуникатив компетенцияга бўлган талабнинг ортиши инглиз тили таълимининг мазмуни ва методикасини қайта кўриб чиқишни талаб этмоқда. Замонавий шароитда тилни ўқитишни фақат грамматик қоидаларни ўзлаштириш ёки таржима машқлари билан чеклаш етарли эмас. Инглиз тили дарси ўқувчини реал мулоқотга, ахборотни танлаш ва қайта ишлашга, жамоада ишлашга, мулоқот жараёнида маънони музокара қилишга ва рақамли муҳитда мулоқот юритишга тайёрлаши лозим. Шу нуқтаи назардан, инновацион ёндашувлар ва интерактив методлар тил таълимининг мазмунини янгилашда асосий воситалардан бирига айланмоқда [1; 12].

2020 йилги CEFR Companion Volume тил таълими мақсадларини кенгайтириб, онлайн интеракция, медиатсия, кўп тилли ва кўп маданиятли компетенция каби йўналишларни илгари сурди [1]. Бу эса инглиз тили ўқитувчисидан дарсни фақат ахборот бериш жараёни эмас, балки ҳамкорликда маъно қуриш, мулоқотга киришиш ва мулоқотни сақлаб туришга йўналтирилган муҳит сифатида ташкил этишни талаб қилади. Мазкур мақоланинг мақсади инглиз тили таълимида инновацион ёндашувлар ва интерактив методларнинг аҳамиятини илмий-амалий

жиҳатдан ёритиш, хориж тажрибаси асосида уларнинг самарали жиҳатларини кўрсатиш ва маҳаллий таълим амалиёти учун таклифлар ишлаб чиқишдан иборат.

Инновацион ёндашувлар ва интерактив методларнинг назарий асослари

Инновацион ёндашув деганда таълим жараёнининг мақсадлари, мазмуни, усуллари, воситалари ва баҳолаш тизимини ўқувчи фаоллигини кучайтириш, мустақил ўрганишни қўллаб-қувватлаш ва амалий натижага йўналтириш асосида янгилаш тушунилади. Тил таълимида бундай ёндашувлар коммуникатив таълим, competence-based learning, task-based language teaching, project-based learning, blended learning, flipped classroom, mobile-assisted language learning ва AI-supported learning каби моделларда намоён бўлади [11; 12].

Коммуникатив ва топшириққа асосланган ёндашувларда тил ўқувчи учун мақсад эмас, балки мулоқот воситаси сифатида кўрилади. Ўқувчи тайёр қоидаларни пассив қабул қилмайди; у тилдан вазифа бажариш, маълумот олиш, фикр билдириш, музокара қилиш ва муаммо ечиш жараёнида фойдаланади. Шу маънода интерактивлик тил ўқитишнинг ташқи «фаоллик» белгиси эмас, балки маънони ҳамкорликда тузиш механизми ҳисобланади. Ушбу жараёнда ўқитувчи билимнинг ягона манбаи эмас, балки фасилитатор, йўл-йўриқ берувчи ва форматив фикр-мулоҳаза берувчи сифатида қатнашади [12].

Интерактив методлар қаторига жуфтлик ва кичик гуруҳда ишлаш, role play, debate, case study, jigsaw, think-pair-share, collaborative writing, peer assessment, station rotation, quiz-based competition ва discussion forum каби шакллар киради. Уларнинг афзаллиги шундаки, ўқувчи дарснинг марказига чиқади, кўпроқ гапиради, эшитади, қайта мулоҳаза қилади ва ўрганган материални амалда қўллайди. Бундай методлар айниқса сўзлашув, тинглаб тушуниш, ёзув ва нутқий мулоқот компетенциясини бир вақтнинг ўзида ривожлантиришда самаралидир. Шу билан бирга, интерактив методлар танқидий фикрлаш, ижтимоий ҳамкорлик, эмпатия ва мулоқот маданиятини ҳам мустаҳкамлайди [1; 12].

Аралаш таълим ва flipped classroom моделида назарий материалнинг маълум қисми синфдан ташқари муҳитга кўчирилади, дарс вақти эса машқ, муҳокама, таҳлил, нутқий фаолият ва фикр-мулоҳазага ажратилади. Бундай модел тил дарсида вақтдан оқилона фойдаланиш имконини беради: луғат ва грамматик қоидаларни таништириш видеолар, подкастлар ёки платформалар орқали амалга оширилса, аудиторияда жонли мулоқот, жуфтликда топшириқ бажариш ва форматив баҳолаш кучаяди [9; 11].

Хориж тажрибаси: концептуал ва ташкилий ечимлар

Европа мамлакатларида CEFR асосида шаклланган ёндашув тил ўқитишни натижага йўналтириш билан бирга, мулоқотнинг янги форматларини ҳам ҳисобга олади. CEFR Companion Volume онлайн интеракция ва медиатсияни мустақил кўникма сифатида эмас, балки замонавий мулоқот муҳитининг ажралмас қисми сифатида талқин қилади [1]. Бу ёндашув ўқувчиларнинг чат, форум, видеомулоқот, ҳамкорликда ҳужжат тузиш каби фаолиятлар орқали тилдан фойдаланишини назарда тутади. Демак, интерактив методлар фақат синф ичидагина эмас, балки синфдан ташқари рақамли мулоқотда ҳам қўлланилиши лозим.

Финляндия тажрибаси инновацион тил таълимини кенгроқ компетенциялар тизими билан боғлаши билан эътиборлидир. Финляндия Миллий таълим агентлиги маълумотларига кўра, миллий ўқув дастури барча фанларда transversal competences, ўқувчи иштирокини, фанлараро модулларни ва мактаб фаолиятини доимий такомиллаштиришни қўллаб-қувватлайди [2]. Бу

ёндашувда тил дарси алоҳида, ёпиқ тизим сифатида эмас, балки ўқувчининг умумий саводхонлиги, муаммо ечиш қобилияти ва ижтимоий иштирокини ривожлантириш воситаси сифатида кўрилади. Шунингдек, Финляндияда 2020-2023 йилларда амал қилган New Literacy дастури АКТ компетенцияси, медиа саводхонлик ва дастурлаш бўйича зарур тавсифларни ишлаб чиққан [3]. Бу тажриба инглиз тили дарсида рақамли матнлар билан ишлаш, манбани баҳолаш, онлайн ахборотни саралаш ва мультимодал материаллардан фойдаланишни тизимли равишда ўргатиш зарурлигини кўрсатади.

Сингапур тажрибасида марказлашган рақамли платформа ва методик қўллаб-қувватлаш кучли ўрин тутади. Таълим вазирлигининг Student Learning Space (SLS) платформаси ўқувчилар ва ўқитувчилар учун ўқув дастурига мос, сифатли рақамли ресурсларга тенг кириш имкониятини беради, ўқитувчига эса дарсни мослаштириш, ўқувчилар фикрлаш жараёнини кўриш ва мақсадли интервенция қилиш имконини яратади [4]. English Language Institute of Singapore эса инглиз тили дарсида e-pedagogy ва blended learningни қўллаш орқали participatory, connected and reflective learning муҳитини яратишни мақсад қилиб қўяди [5]. Бунда технология ўзи учун эмас, балки фаол ўрганиш, форматив баҳолаш ва ўқувчи рефлексиясини кучайтириш учун хизмат қилади.

Жанубий Корея мисоли рақамли инфратузилма ва шахсийлаштирилган ўқитиш имкониятлари билан диққатга сазовор. Корея Таълим вазирлигининг 2024 йил 29 ноябрдаги маълумотига кўра, 2025 йил учун 76 та AI рақамли дарслик тасдиқланган бўлиб, улар бошланғич, ўрта ва юқори синфларнинг айрим босқичларида инглиз тили, математика ва coding фанларида қўлланиши белгиланган [6]. Мазкур тажриба тил таълимида ўқувчининг даражасига мос контент, тезкор фикр-мулоҳаза ва маълумотларга асосланган мониторинг имкониятини кўрсатади. Бироқ бу ерда энг муҳим хулоса шуки, технология фақат ўқитувчини тайёрлаш, барқарор инфратузилма ва аниқ педагогик сценарий билан биргаликда самара беради [6; 7].

British Council томонидан тайёрланган «Blended Learning in English Language Teaching» тўплами инглиз тили таълимида 20 та реал case studyни тақдим этади [11]. Унда турли мамлакатларда EAP, ESP, teacher education ва умумий EFL курсларида аралаш таълим қандай лойиҳаланиши, қайси ҳолатда онлайн ва офлайн компонентлар мувозанати самарали бўлиши, ўқувчиларни рақамли муҳитга қандай мослаштириш кераклиги ҳақида амалий хулосалар берилган. Бу манба хориж тажрибасини фақат технологик жиҳатдан эмас, балки курс дизайни нуқтаи назаридан ҳам ўрганиш зарурлигини кўрсатади [11].

Хорижий тадқиқотлар натижалари ва уларнинг аҳамияти

Инновацион ёндашувлар самарадорлигини баҳолашда хорижий эмпирик тадқиқотлар муҳим аҳамият касб этади. British Councilнинг 2023 йилги тизимли шарҳида инглиз тилини ўқитиш ва ўрганишда сунъий интеллектдан фойдаланишга бағишланган 2014-2023 йиллар орасидаги 43 та peer-reviewed primary study таҳлил қилинган [7]. Ушбу шарҳга кўра, AI воситалари pronunciation practice, writing feedback, adaptive learning ва chatbot-based interaction каби йўналишларда янги имкониятлар яратади. Шу билан бирга, тадқиқот муаллифлари ахлоқий муаммолар, маълумотлар хавфсизлиги, алгоритмлар шаффофлиги, ўқитувчининг роли камайиб қолмаслиги ва технологиядан мақсадга мувофиқ фойдаланиш масалаларини алоҳида таъкидлайди [7]. Демак, инновация педагогик мақсаддан узилиб қолмаслиги шарт.

Мобил таълим бўйича М. Михайлова ва ҳаммуаллифлар ўтказган мета-таҳлилда тил ўрганиш учун мобил иловалардан фойдаланиш анъанавий усулларга нисбатан ўртача кучли ижобий

таъсир кўрсатиши аниқланган (g = 0.88) [8]. Бироқ муаллифлар далиллар сифати пастроқ ва тадқиқотларда bias хавфи юқорилигини ҳам қайд этган. Бу натижа муҳим бир ҳақиқатни очади: мобил технологиянинг ўзи эмас, балки унинг қандай методик сценарийда қўлланилиши ҳал қилувчи омилдир. Агар иловалар луғатни мустаҳкамлаш, мустақил машқ, тинглаб тушуниш ёки такрорий машқлар учун мақсадли ишлатилса, улар дарс самарадорлигини сезиларли ошириши мумкин [8; 13].

Flipped classroomга оид Ж. П. Витта ва А. Ҳ. Ал-Ҳурийнинг мета-таҳлили 56 та ҳисобот, 61 та намуна ва 4220 иштирокчини қамраб олган бўлиб, flipped модель анъанавий синфларга нисбатан яхшироқ натижа берганини кўрсатган [9]. Бироқ publication bias тузатилганидан кейин ҳам таъсир сақланиб қолган бўлса-да, унинг даражаси пасайган. Бу ҳолат flipped classroomни универсал «муъжизавий ечим» деб эмас, балки тўғри лойиҳалангандагина самарали бўладиган педагогик модель сифатида кўриш кераклигини англатади. Унда дарсдан олдинги ресурслар қисқа, аниқ ва мақсадли бўлиши; дарс вақти эса жонли мулоқот, топшириқ, жамоавий фикрлаш ва фикр-мулоҳазага бағишланиши лозим [9; 11].

D. H. Dixon, T. Dixon ва E. Jordannинг 2022 йилги мета-таҳлили рақамли ўйинларга асосланган тил ўқитиш (DGBLL) турли тиллар ва турли ўқув муҳитларида ижобий натижалар бериши мумкинлигини кўрсатди [10]. Рақамли ўйинлар ўқувчининг мотивацияси ва иштирокини оширади, хатодан қўрқишни камайтиради, такрорий машқни зерикарли жараёндан қизиқарли фаолиятга айлантиради. Бу айниқса луғат, тезкор реакция, тинглаб тушуниш ва микромулоқот кўникмаларини шакллантиришда муҳимдир. Аммо ўйинлаштириш мақсад эмас; у ўқув мақсади, баҳолаш мезони ва мулоқот вазифаси билан боғланганда самарали бўлади [10].

Ш. Лоуэн, Д. Р. Исбелл ва З. Спорн олиб борган тадқиқотда 54 нафар иштирокчи 12 ҳафта давомида Babbel иловаси орқали испан тилини ўрганган ва натижада луғат, грамматика ҳамда оғзаки коммуникатив қобилиятда ўсиш кузатилган [13]. Муаллифлар иловадаги ўқиш вақти ўсишнинг энг кучли предиктори бўлганини таъкидлайди [13]. Бу ҳолат инглиз тили таълими учун ҳам муҳим хулосани беради: технология натижага эмас, мунтазам ва мақсадли ўқув фаолиятига туртки берганида кўпроқ фойда келтиради.

Инглиз тили таълими учун амалий аҳамият ва татбиқий таклифлар

Хориж тажрибаси ва тадқиқотлар таҳлили шуни кўрсатадики, инглиз тили таълимида инновацион ёндашувлар ва интерактив методлар қуйидаги жиҳатларда алоҳида аҳамият касб этади. Биринчидан, улар тилни ҳақиқий мулоқот воситаси сифатида ўзлаштиришга ёрдам беради. Анъанавий дарсларда ўқувчи кўпинча қоида ёдлайди, лекин уни реал мулоқотда қўллашда қийналади. Интерактив моделларда эса тил нутқий вазифа билан бирлашади: ўқувчи сўрайди, баҳс қилади, далил келтиради, тушунтиради, ҳамкорликда қарор қабул қилади. Бу жараён инглиз тилидан фойдаланиш эҳтиёжини сунъий эмас, табиий ҳолатга келтиради.

Иккинчидан, инновацион ёндашувлар ўқувчининг мустақил таълим ва ўзини бошқариш қобилиятини ривожлантиради. Аралаш таълим, мобил иловалар ва рақамли платформалар ўқувчига дарсдан ташқари вақтда ҳам материал билан ишлаш, ўз суръатида такрорлаш, камчиликларини кузатиш ва ўз-ўзини баҳолаш имконини беради [4; 8; 13]. Бу айниқса турли тайёргарлик даражасига эга гуруҳларда муҳим, чунки дифференциаллашган таълимни ташкил этиш осонлашади.

Учинчидан, инновацион ва интерактив методлар баҳолаш маданиятини ўзгартиради. Форматив баҳолаш, peer feedback, rubric-based assessment, portfolio, digital quiz ва learning

analytics каби воситалар орқали ўқувчи натижани фақат якуний балл орқали эмас, балки ўқиш жараёнидаги ўсиш орқали ҳам кўра олади. Бу эса мотивацияни оширади ва хатони «жазо» эмас, ривожланиш нуқтаси сифатида қабул қилишга ёрдам беради [4; 5; 7].

Тўртинчидан, инглиз тили дарсида инновацияни жорий этиш учун ўқитувчининг рақамли-педагогик компетенцияси ҳал қилувчи аҳамиятга эга. Хорижий тажриба технологиянинг ўзидан кўра ўқитувчининг дизайн ечими, топшириқ танлаши, фикр-мулоҳаза бериши ва ўқувчиларни қўллаб-қувватлаши муҳимроқ эканини кўрсатади [5; 7; 11]. Шу сабабли, маҳаллий таълим муассасаларида ўқитувчилар учун амалий workshop, micro-course, mentoring ва lesson study форматларида қайта тайёрлаш тизимини йўлга қўйиш мақсадга мувофиқ.

Бешинчидан, инновацияни жорий этишда инфратузилма ва тенг имконият масаласи эътибордан четда қолмаслиги лозим. Ҳар бир ўқувчида қурилма, интернет, платформадан фойдаланиш кўникмаси ва тил муҳити бир хил эмас. Шунинг учун рақамли дарс дизайнида офлайн альтернативалар, қисқа ва енгил форматли ресурслар, босқичма-босқич қўлланмалар ҳамда чет тил материалларини маҳаллий контекст билан боғлаш принципи сақланиши керак. Инновация фақат яхши жиҳозланган синф учун эмас, барча ўқувчилар учун ишлайдиган моделга айланганда ҳақиқий таълимий қиймат касб этади.

Шу маънода, инглиз тили дарси учун мақбул модел қуйидаги тамойилларга таянади: дарсдан олдин қисқа тайёргарлик ресурси; дарс пайтида мулоқот ва ҳамкорликка асосланган топшириқ; дарсдан кейин эса индивидуал мустаҳкамлаш ва рефлексия. Агар ушбу циклга форматив баҳолаш ва маъқул даражада рақамли ёрдам қўшилса, инновацион ёндашувлар ўқув натижасини сезиларли яхшилайди. Демак, интерактивлик - шовқин ёки сунъий фаоллик эмас, балки аниқ педагогик мақсадга хизмат қиладиган тузилган мулоқотдир.

Хулоса

Инглиз тили таълимида инновацион ёндашувлар ва интерактив методлар замонавий таълим сифатини оширишнинг муҳим омили ҳисобланади. Уларнинг асосий афзаллиги шундаки, улар ўқувчини пассив тингловчидан фаол иштирокчига айлантиради, тилни грамматик объект эмас, балки мулоқот, ҳамкорлик ва тафаккур воситаси сифатида ўзлаштиришга ёрдам беради. CEFRнинг янгиланган йўналишлари, Финляндиянинг кўп саводхонлик ва фанлараро ёндашуви, Сингапурнинг платформалашган рақамли муҳити, Жанубий Кореянинг шахсийлаштирилган рақамли дарсликлари ҳамда British Council материаллари инновацион тил таълимида тизимли ёндашув, методик қўллаб-қувватлаш ва ўқитувчи компетенцияси ҳал қилувчи эканини кўрсатади [1-7; 11].

Хорижий эмпирик тадқиқотлар эса мобил иловалар, flipped classroom, рақамли ўйинлар ва AI элементлари маълум шартларда инглиз тили ўқитиш самарадорлигини ошириши мумкинлигини тасдиқлайди [7-10; 13]. Бироқ технологиянинг ўзи автоматик самара бермайди. Самара технологиянинг мақсадга мувофиқ танланиши, топшириқ дизайни, форматив баҳолаш, ўқитувчи фасилитацияси ва ўқувчи эҳтиёжларига мослашув билан таъминланади. Шу боис маҳаллий таълим амалиётида инновацияни жорий этиш «қайси дастурни қўллаш» саволидан эмас, балки «қайси компетенцияни қандай педагогик сценарий орқали ривожлантириш» саволидан бошланиши лозим. Ана шунда инновацион ёндашувлар ва интерактив методлар инглиз тили таълимида барқарор ва юқори самарали натижа беради.

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ВЛИЯНИЕ ТИПА СЕТЧАТОГО ИМПЛАНТАТА И МЕТОДА ФИКСАЦИИ НА ВОСПАЛИТЕЛЬНЫЙ ОТВЕТ И ХРОНИЧЕСКУЮ БОЛЬ ПОСЛЕ ГЕРНИОПЛАСТИКИ

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Актуальность. Хроническая послеоперационная боль остаётся одной из наиболее значимых проблем современной герниологии. Существенную роль в её развитии играют выраженность воспалительной реакции, тип сетчатого имплантата и способ его фиксации.
Цель исследования. Оценить влияние различных типов сетчатых имплантатов и методов фиксации на уровень воспалительных цитокинов и частоту хронической послеоперационной боли у больных с паховыми грыжами.
Материалы и методы. Исследование выполнено у 240 пациентов с паховыми грыжами. Анализировали динамику провоспалительных цитокинов ИЛ-6, ФНО-α и ИЛ-1β в сыворотке крови и раневом отделяемом после герниопластики. Сравнивались: тяжёлые полипропиленовые сетки; лёгкие макропористые сетки; самофиксирующиеся имплантаты. Использовались шовная, степлерная и клеевая фиксация. Оценка боли проводилась по ВАШ, качество жизни — по SF-36.
Результаты. Установлено, что применение тяжёлых полипропиленовых сеток сопровождалось наиболее выраженной воспалительной реакцией. Уровень ФНО-α в раневом отделяемом при их использовании был в 2,1 раза выше по сравнению с лёгкими сетками. Наиболее благоприятные результаты получены при использовании лёгких макропористых и самофиксирующихся сеток. Они сопровождались меньшими значениями ИЛ-1β и ФНО-α, а также меньшей интенсивностью послеоперационного болевого синдрома. При степлерной фиксации в зоне «треугольника боли» уровень ИЛ-1β был достоверно выше, чем при клеевой фиксации ($p<0,001$). Степлерная фиксация являлась независимым предиктором хронической послеоперационной боли (OR=4,8; 95% ДИ 2,1–11,2). Наименьшая частота ХПБ отмечена при лапароскопической ТЕР-пластике с применением лёгких сеток и фибринового клея.
Выводы. 1. Тип сетчатого имплантата оказывает существенное влияние на выраженность местного воспалительного ответа. 2. Лёгкие макропористые и самофиксирующиеся сетки вызывают меньшую цитокиновую реакцию и

снижают риск хронической боли. 3. Клеевая фиксация является наиболее щадящим методом профилактики хронической послеоперационной боли. 4. Мониторинг ИЛ-6, ФНО-α и ИЛ-1β может использоваться для прогнозирования послеоперационных осложнений и ХПБ.

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MILLIY O‘ZBEK FOLKLORI ASOSIDA INGLIZ TILI DARSLARINI TASHKIL ETISHNING ZAMONAVIY YONDASHUVLARI

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ANNOTATSIYA

Ushbu tezisda milliy o‘zbek folklori - maqollar, ertaklar, topishmoqlar va xalq qo‘shiqlari - asosida ingliz tili darslarini tashkil etishning zamonaviy metodologik yondashuvlari ko‘rib chiqiladi. Folklor materiallari kommunikativ, loyiha asosidagi va madaniyatlararo yondashuvlar bilan birlashtirilib, o‘quvchilarda ingliz tili kompetentligini oshirishga xizmat qilishi mumkinligi asoslanadi. Maqolda psixolingvistik nazariyalar asosida folklor ta’limining ilmiy asosi yoritiladi, har bir folklor janrini darsga qo‘llashning aniq usullari taqdim etiladi hamda raqamli texnologiyalar bilan integratsiya qilish imkoniyatlari ko‘rsatiladi.

Kalit so‘zlar: folklor, ingliz tili ta’limi, kommunikativ kompetentlik, madaniyatlararo yondashuv, maqol, ertak, topishmoq, loyiha asosidagi ta’lim, raqamli texnologiyalar.

ABSTRACT

This thesis examines modern methodological approaches to organizing English language lessons based on national Uzbek folklore, including proverbs, fairy tales, riddles, and folk songs. It substantiates that integrating folklore materials with communicative, project-based, and intercultural approaches effectively develops students’ English language competence. The paper presents the scientific basis of folklore-based language teaching grounded in psycholinguistic theories, outlines practical methods for incorporating each folklore genre into lessons, and explores opportunities for integration with digital technologies.

Keywords: folklore, English language teaching, communicative competence, intercultural approach, proverb, fairy tale, riddle, project-based learning, digital technologies.

KIRISH

Bugungi globallashuv davrida ingliz tilini o‘qitish milliy ta’lim tizimining ustuvor vazifalaridan biriga aylandi. O‘zbekiston Respublikasining “Ta’lim to‘g‘risida”gi qonunida (2020) va Prezident Sh.M.Mirziyoyevning tegishli farmonlarida xorijiy tillarni o‘rgatishda o‘quvchini faollashtiruvchi, amaliy yo‘naltirilgan usullarga o‘tish zaruriyati alohida ta’kidlangan. Shunday ekan, an’anaviy, grammatika-tarjima

usulidan voz kechib, o‘quvchida haqiqiy kommunikativ ko‘nikmalarni shakllantiradigan metodlarni izlash dolzarb masalaga aylandi.

Shu muammoni hal etishda milliy o‘zbek folklori noyob pedagogik resurs bo‘la oladi. Folklor – bu xalqning asrlar davomida to‘plagan hayotiy tajribasi, donishmandligi va badiiy tafakkurining timsoli. Ertak, maqol, topishmoq, lapar va xalq qo‘shiqlarida til ham mazmunan, ham emotsional jihatdan boy, autentik shaklda namoyon bo‘ladi. Bunday materiallar til o‘rganuvchi uchun motivatsion muhit yaratishda beqiyos ahamiyat kasb etadi.

Ushbu tezisning maqsadi o‘zbek folklori asosida ingliz tili darslarini tashkil etishning zamonaviy ilmiy-metodologik yo‘llarini aniqlash, ularning nazariy asoslarini ochib berish hamda amaliy tatbiqini ko‘rsatishdan iborat.

ASOSIY QISM

Folklor asosidagi til ta’limining nazariy asoslari. Folklor materiallaridan til o‘qitishda foydalanishning ilmiy zamini bir necha yirik psixolingvistik va pedagogik nazariyaga tayanadi. S.D.Krashenning «Input Hypothesis» (Kirish gipotezasi) nazariyasiga ko‘ra, til o‘rganuvchi o‘z darajasidan biroz yuqori, ammo emotsional jihatdan qulay bo‘lgan matn muhitida yanada tez va samarali o‘rganadi. O‘zbek folklori matnlari aynan shunday shart-sharoitni ta’minlaydi: tanish syujetlar va tasvirlar orqali yangi inglizcha leksika va grammatik qurilmalar tabiiy yo‘l bilan o‘zlashtiriladi.

L.S. Vigotskiyning “Yaqin rivojlanish zonasi” (ZPD) konsepsiyasiga ko‘ra, o‘quvchi murakkab bilim va ko‘nikmalarni o‘qituvchi yoki tengdoshlar ko‘magida samaraliroq o‘zlashtiradi. Folklor namunalarining ko‘p ma’noli va tarbiyaviy xususiyatga ega bo‘lishi o‘quvchilarga yangi tushunchalarni bosqichma-bosqich anglash imkonini yaratadi. Shu asosda tashkil etilgan scaffolding jarayoni o‘quvchilarning nafaqat til kompetensiyasini, balki tanqidiy va ijodiy fikrlash ko‘nikmalarini ham rivojlantirishga xizmat qiladi.

Govard Gardnerning “Ko‘p intellektlar” nazariyasi folklor janrlaridan o‘quvchilarning individual qobiliyatlariga mos ravishda foydalanish imkonini beradi. Ushbu nazariyaga ko‘ra, musiqiy intellekti rivojlangan o‘quvchilar uchun xalq qo‘shiqlari, lingvistik qobiliyati kuchli o‘quvchilar uchun maqol va topishmoqlar, vizual-fazoviy intellekt egalari uchun esa ertaklar asosidagi rasm, jadval va sxemalar samarali didaktik vosita bo‘lib xizmat qiladi.

Zamonaviy metodologik yondashuvlar. Folklor materiallarini ingliz tili darsiga qo‘llashda quyidagi uchta zamonaviy yondashuv eng samarali hisoblanadi:

Kommunikativ til o‘qitish yondashuvi (Communicative Language Teaching – CLT)ning asosiy maqsadi o‘quvchilarda real muloqot jarayonida tilni qo‘llash

kompetensiyasini shakllantirishdan iborat. O‘zbek folklori namunalari ushbu yondashuv uchun boy kommunikativ muhit yaratadi. Jumladan, “Alpomish” dostoni asosida rolli o‘yinlar tashkil etish, “Uch og‘a-uka” ertagi mazmuni asosida ingliz tilida dialog va vaziyatli muloqotlar tuzish hamda xalq maqollari yuzasidan munozaralar olib borish o‘quvchilarning kommunikativ faolligini oshiradi. CLT yondashuvida o‘quvchi til ko‘nikmalarini majburiy mashqlar orqali emas, balki tabiiy kommunikativ ehtiyoj asosida egallaydi.

Loyiha asosidagi ta’lim (Project-Based Learning — PBL) yondashuvi o‘quvchilarning ijodiy va tadqiqotchilik faoliyatini tashkil etish orqali til ko‘nikmalarini integrallashgan holda rivojlantirishga xizmat qiladi. O‘zbek folklori asosida “O‘zbek ertaklari antologiyasi” nomli inglizcha illyustratsiyali kitob yaratish, “O‘zbek va ingliz maqollarining qiyosiy lug‘ati”ni tuzish yoki “Xalq donishmandligi” mavzusida video hamda podkast tayyorlash kabi loyihalarni amalga oshirish mumkin. Bunday faoliyat o‘quvchilarda ijodkorlik, mustaqil izlanish, jamoada ishlash va kommunikativ kompetensiyalarni shakllantiradi.

Madaniyatlararo yondashuv (Intercultural Approach) esa o‘zbek va ingliz folklorini qiyosiy o‘rganish orqali o‘quvchilarda ikki madaniyatni anglash va taqqoslay olish kompetensiyasini rivojlantiradi. Jumladan, o‘zbek xalq maqoli “Mehnat – baxt kaliti”ni ingliz tilidagi “Hard work is the key to success” maqoli bilan yoki “Zumrad va Qimmat” ertagini “Cinderella” ertagi bilan qiyoslash o‘quvchilarga madaniy o‘xshashlik va farqlarni ingliz tilida ifodalash imkonini beradi.

Folklor janrlarini darsga tatbiq etish usullari. Har bir folklor janrining o‘ziga xos didaktik imkoniyatlari mavjud:

Maqollar qisqa, obrazli va mazmunan chuqur bo‘lgani sababli o‘quvchilarning eslab qolish qobiliyati hamda tanqidiy fikrlashini rivojlantirishda samarali vosita hisoblanadi. Maqollar bilan ishlash jarayonida dastlab o‘zbek tilidagi maqol mazmuni tahlil qilinadi, so‘ng unga mos inglizcha ekvivalent topiladi yoki tarjima qilinadi. Keyingi bosqichlarda maqol asosida ingliz tilida qisqa esse, dialog yoki fikr almashuv mashqlari tashkil etiladi. Masalan, “Ilm olmoq – qilichdan o‘tkir” maqoli ingliz tilidagi “The pen is mightier than the sword” maqoli bilan qiyoslanishi mumkin.

Ertaklar esa o‘quvchilarning o‘qish, tinglab tushunish, og‘zaki nutq va ijodiy yozuv ko‘nikmalarini rivojlantirish uchun qulay didaktik material hisoblanadi. Dars jarayonida o‘qituvchi ertakni soddalashtirilgan ingliz tilida hikoya qiladi, o‘quvchilar esa asosiy so‘z va iboralarni yozib boradilar. Shundan so‘ng ular juftliklarda ertakni qayta hikoya qiladilar hamda ertakning muqobil yakunini ingliz tilida yozib taqdim etadilar. Jumladan, “Zumrad va Qimmat” ertagi asosida yaxshilik va yomonlikni

ifodalovchi sifatlar ustida ishlash, qahramonlarga tavsif berish va rolli o‘yinlar tashkil etish mumkin.

Topishmoqlar o‘quvchilarning lug‘at boyligini oshirish, mantiqiy tafakkurini va ijodiy fikrlashini rivojlantirishda samarali vosita hisoblanadi. Dars jarayonida o‘quvchilar o‘zbek xalq topishmoqlarini ingliz tiliga tarjima qiladilar, keyinchalik esa mustaqil ravishda inglizcha topishmoqlar yaratishga harakat qiladilar. Bunday faoliyat o‘quvchilarning leksik zaxirasini kengaytirish bilan birga, ularning ijodkorlik ko‘nikmalarini ham rivojlantiradi.

Xalq qo‘shiqlari va laparlar esa musiqa hamda til o‘rganish jarayonining uyg‘unlashuvi asosida fonetik va leksik ko‘nikmalarni shakllantirishga xizmat qiladi. Xalq qo‘shiqlari matnlarini ingliz tiliga tarjima qilish orqali o‘quvchilar yangi so‘z va grammatik birliklarni o‘zlashtiradilar. Shuningdek, ingliz va o‘zbek xalq kuylarini qiyosiy tahlil qilish madaniyatlararo tafakkurni rivojlantiradi. O‘zbek xalq kuylari asosida inglizcha qofiyali misralar yaratish esa o‘quvchilarning ijodiy salohiyatini oshirishga yordam beradi.

Raqamli texnologiyalar bilan integratsiya. Zamonaviy ta’limda raqamli vositalar folklor asosidagi ingliz tili darslarini yanada samarali va jozibali qiladi:

Padlet va Jamboard platformalari o‘quvchilarning hamkorlikda ishlash ko‘nikmalarini rivojlantirishda samarali vosita hisoblanadi. Ushbu platformalar orqali o‘quvchilar o‘zbek xalq maqollarining inglizcha tarjimalarini umumiy interaktiv doskaga joylashtiradilar, bir-birining ishlarini ko‘rib chiqadilar va izohlar yozadilar. Natijada hamkorlikka asoslangan ta’lim muhiti shakllanadi.

Canva va Book Creator dasturlari o‘zbek ertaklarining ingliz tilidagi illyustratsiyali variantlarini yaratishda qo‘llaniladi. O‘quvchilar ushbu jarayonda matn, rasm va sahifa dizayni bilan ishlash orqali ijodiy hamda kommunikativ ko‘nikmalarini rivojlantiradilar.

Quizlet platformasi esa folklor asosidagi lug‘at birliklarini o‘rganish va mustahkamlash uchun qulay vosita hisoblanadi. Maqol va ertaklar tarkibidagi yangi so‘zlarni kartochkalar va o‘yin elementlari orqali o‘zlashtirish o‘quvchilarning lug‘at boyligini oshirishga xizmat qiladi.

YouTube va podkastlardan foydalanish orqali o‘zbek ertaklarining inglizcha audio va video variantlarini tinglash imkoniyati yaratiladi. Bu esa o‘quvchilarning tinglab tushunish ko‘nikmasini rivojlantirish, talaffuz va intonatsiyani tabiiy nutq asosida o‘zlashtirishga yordam beradi.

Xulosa

Milliy o‘zbek folklori asosida ingliz tili darslarini tashkil etish zamonaviy pedagogik yondashuvlar bilan uyg‘unlashgan holda yuqori ta’limiy samaradorlikni ta’minlaydi.

Ushbu metodika o‘quvchilarda milliy o‘zlikni anglash va madaniy qadriyatlarga hurmat tuyg‘usini shakllantiradi, ingliz tilini o‘rganishni esa qiziqarli va motivatsion jarayonga aylantiradi. Shu bilan birga, o‘quvchilarning lingvistik, kommunikativ va madaniyatlararo kompetensiyalarini kompleks ravishda rivojlantirishga xizmat qiladi. Folklor namunalarining boy leksik-semantik xususiyatlari yangi so‘zlarni tabiiy ravishda o‘zlashtirish imkonini bersa, raqamli texnologiyalar bilan integratsiya darslarning interaktivligi va zamonaviyligini oshiradi.

O‘qituvchilar maqollar, topishmoqlar, ertaklar va xalq qo‘shiqlarini kommunikativ, loyiha asosidagi va madaniyatlararo yondashuvlar bilan birlashtirib, ingliz tili darslarini nafaqat samarali, balki ma’naviy jihatdan boyitilgan ta’lim maydoniga aylantirishlari mumkin. Kelajakda bu yo’nalishda empirik tadqiqotlar o‘tkazish, folklor asosidagi dars ishlanmalari va o‘quv qo‘llanmalarini yaratish ustuvor vazifalar qatorida turadi.

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BOSHLANG‘ICH TA’LIMDA MUSIQA MADANIYATI DARSLARI ORQALI IJODIY TAFAKKURNI RIVOJLANTIRISH

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Annotatsiya
Ushbu maqolada boshlang‘ich ta’limda musiqa madaniyati darslari orqali o‘quvchilarning ijodiy tafakkurini rivojlantirish masalalari yoritilgan. Musiqa ta’limining bolalar estetik didi, mustaqil fikrlashi va ijodiy qobiliyatlarini shakllantirishdagi ahamiyati tahlil qilingan. Shuningdek, musiqa darslarida interfaol metodlar va innovatsion texnologiyalardan foydalanishning samaradorligi ochib berilgan.
Kalit so‘zlar: musiqa madaniyati, ijodiy tafakkur, boshlang‘ich ta’lim, estetik tarbiya, interfaol metodlar.
Аннотация
В данной статье рассматриваются вопросы развития творческого мышления учащихся начального образования посредством уроков музыкальной культуры. Проанализирована роль музыкального образования в формировании эстетического вкуса, самостоятельного мышления и творческих способностей детей. Также раскрыта эффективность использования интерактивных методов и инновационных технологий на уроках музыки.
Ключевые слова: музыкальная культура, творческое мышление, начальное образование, эстетическое воспитание, интерактивные методы.
Abstract
This article discusses the development of creative thinking in primary school students through music culture lessons. The importance of music education in shaping children’s aesthetic taste, independent thinking, and creative abilities is analyzed. The effectiveness of using interactive methods and innovative technologies in music classes is also highlighted.
Keywords: music culture, creative thinking, primary education, aesthetic education, interactive methods.

Kirish

Bugungi kunda ta’lim tizimida o‘quvchilarning ijodiy fikrlash qobiliyatini rivojlantirish muhim vazifalardan biri hisoblanadi. Ayniqsa, boshlang‘ich ta’lim bosqichida bolalarning estetik didi, ma’naviy dunyoqarashi va ijodiy tafakkurini shakllantirishda musiqa madaniyati darslarining o‘rni beqiyosdir. Musiqa inson

ruhiyatiga ta’sir etuvchi san’at turi sifatida o‘quvchilarning emotsional holatini boyitadi, tasavvurini kengaytiradi hamda ijodiy faoliyatga undaydi.

Musiqa madaniyati darslari orqali o‘quvchilar nafaqat qo‘shiq kuylash yoki musiqa tinglash ko‘nikmalariga ega bo‘ladilar, balki ular mustaqil fikrlash, obrazli tafakkur yuritish va estetik qarashlarni shakllantirish imkoniyatiga ham ega bo‘ladilar. Shu sababli zamonaviy ta’lim jarayonida musiqa darslarini innovatsion pedagogik texnologiyalar asosida tashkil etish dolzarb masalalardan biri bo‘lib qolmoqda.

Asosiy qism

Boshlang‘ich ta’limda musiqa madaniyati fanining asosiy maqsadi o‘quvchilarda musiqaga bo‘lgan qiziqishni shakllantirish, ularning estetik madaniyatini rivojlantirish hamda ijodiy qobiliyatlarini yuzaga chiqarishdan iboratdir. Musiqa darslari jarayonida bolalar kuy va qo‘shiqlarni tinglash, ritmik harakatlar bajarish, jamoa bo‘lib kuylash orqali ijodiy faoliyatga jalb qilinadi.

Ijodiy tafakkur o‘quvchilarning yangi g‘oyalarni ilgari surishi, noodatiy fikrlashi va muammolarga mustaqil yechim topa olishida namoyon bo‘ladi. Musiqa darslarida bunday tafakkurni rivojlantirish uchun interfaol metodlardan foydalanish muhim ahamiyat kasb etadi. Jumladan, “Aqliy hujum”, “Klaster”, “Rollli o‘yinlar”, “Musiqani his qil” kabi metodlar o‘quvchilarning darsdagi faolligini oshiradi.

Shuningdek, multimedia vositalari, audio va video materiallardan foydalanish o‘quvchilarning musiqa san’atiga bo‘lgan qiziqishini kuchaytiradi. Zamonaviy texnologiyalar yordamida milliy va jahon musiqasi namunalarini tinglash, virtual konsert va sahna chiqishlarini tomosha qilish imkoniyati yaratiladi. Bu esa bolalarda estetik dunyoqarash va madaniy tafakkurning rivojlanishiga xizmat qiladi.

Musiqa madaniyati darslarida milliy qadriyatlarga alohida e’tibor qaratilishi ham muhimdir. O‘zbek xalq qo‘shiqlari, maqom san’ati va milliy cholg‘u asboblari bilan tanishtirish orqali o‘quvchilarda milliy g‘urur va vatanparvarlik tuyg‘ulari shakllanadi. Shu bilan birga, musiqa orqali bolalarda jamoada ishlash, o‘z fikrini erkin ifodalash va tinglash madaniyati ham rivojlanadi.

Xulosa

Xulosa qilib aytganda, boshlang‘ich ta’limda musiqa madaniyati darslari o‘quvchilarning ijodiy tafakkurini rivojlantirishda muhim pedagogik vosita hisoblanadi. Musiqa orqali bolalarning estetik didi, mustaqil fikrlashi va ijodiy qobiliyatlari shakllanadi. Dars jarayonida interfaol metodlar va innovatsion texnologiyalardan samarali foydalanish o‘quvchilarning darsga bo‘lgan qiziqishini oshirib, ta’lim samaradorligini ta’minlaydi. Shu bois musiqa madaniyati darslarini zamonaviy pedagogik yondashuvlar asosida tashkil etish bugungi ta’lim tizimining muhim vazifalaridan biridir.

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MILLIY O‘ZBEK FOLKLORI ASOSIDA INGLIZ TILI DARSLARINI TASHKIL ETISHNING ZAMONAVIY YONDASHUVLARI

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ANNOTATSIYA

Ushbu tezisda milliy o‘zbek folklori - maqollar, ertaklar, topishmoqlar va xalq qo‘shiqlari - asosida ingliz tili darslarini tashkil etishning zamonaviy metodologik yondashuvlari ko‘rib chiqiladi. Folklor materiallari kommunikativ, loyiha asosidagi va madaniyatlararo yondashuvlar bilan birlashtirilib, o‘quvchilarda ingliz tili kompetentligini oshirishga xizmat qilishi mumkinligi asoslanadi. Maqolda psixolingvistik nazariyalar asosida folklor ta’limining ilmiy asosi yoritiladi, har bir folklor janrini darsga qo‘llashning aniq usullari taqdim etiladi hamda raqamli texnologiyalar bilan integratsiya qilish imkoniyatlari ko‘rsatiladi.

Kalit so‘zlar: folklor, ingliz tili ta’limi, kommunikativ kompetentlik, madaniyatlararo yondashuv, maqol, ertak, topishmoq, loyiha asosidagi ta’lim, raqamli texnologiyalar.

ABSTRACT

This thesis examines modern methodological approaches to organizing English language lessons based on national Uzbek folklore, including proverbs, fairy tales, riddles, and folk songs. It substantiates that integrating folklore materials with communicative, project-based, and intercultural approaches effectively develops students’ English language competence. The paper presents the scientific basis of folklore-based language teaching grounded in psycholinguistic theories, outlines practical methods for incorporating each folklore genre into lessons, and explores opportunities for integration with digital technologies.

Keywords: folklore, English language teaching, communicative competence, intercultural approach, proverb, fairy tale, riddle, project-based learning, digital technologies.

KIRISH

Bugungi globallashuv davrida ingliz tilini o‘qitish milliy ta’lim tizimining ustuvor vazifalaridan biriga aylandi. O‘zbekiston Respublikasining “Ta’lim to‘g‘risida”gi qonunida (2020) va Prezident Sh.M.Mirziyoyevning tegishli farmonlarida xorijiy tillarni o‘rgatishda o‘quvchini faollashtiruvchi, amaliy yo‘naltirilgan usullarga o‘tish zaruriyati alohida ta’kidlangan. Shunday ekan, an’anaviy, grammatika-tarjima usulidan voz kechib, o‘quvchida haqiqiy kommunikativ ko‘nikmalarni shakllantiradigan metodlarni izlash dolzarb masalaga aylandi.

Shu muammoni hal etishda milliy o‘zbek folklori noyob pedagogik resurs bo‘la oladi. Folklor – bu xalqning asrlar davomida to‘plagan hayotiy tajribasi, donishmandligi va badiiy tafakkurining timsoli. Ertak, maqol, topishmoq, lapar va xalq qo‘shiqlarida til ham mazmunan, ham emotsional jihatdan boy, autentik shaklda namoyon bo‘ladi. Bunday materiallar til o‘rganuvchi uchun motivatsion muhit yaratishda beqiyos ahamiyat kasb etadi.

Ushbu tezisning maqsadi o‘zbek folklori asosida ingliz tili darslarini tashkil etishning zamonaviy ilmiy-metodologik yo‘llarini aniqlash, ularning nazariy asoslarini ochib berish hamda amaliy tatbiqini ko‘rsatishdan iborat.

ASOSIY QISM

Folklor asosidagi til ta’limining nazariy asoslari. Folklor materiallaridan til o‘qitishda foydalanishning ilmiy zamini bir necha yirik psixolingvistik va pedagogik nazariyaga tayanadi. S.D.Krashenning «Input Hypothesis» (Kirish gipotezasi) nazariyasiga ko‘ra, til o‘rganuvchi o‘z darajasidan biroz yuqori, ammo emotsional jihatdan qulay bo‘lgan matn muhitida yanada tez va samarali o‘rganadi. O‘zbek folklori matnlari aynan shunday shart-sharoitni ta’minlaydi: tanish syujetlar va tasvirlar orqali yangi inglizcha leksika va grammatik qurilmalar tabiiy yo‘l bilan o‘zlashtiriladi.

L.S. Vigotskiyning “Yaqin rivojlanish zonasi” (ZPD) konsepsiyasiga ko‘ra, o‘quvchi murakkab bilim va ko‘nikmalarni o‘qituvchi yoki tengdoshlar ko‘magida samaraliroq o‘zlashtiradi. Folklor namunalarining ko‘p ma’noli va tarbiyaviy xususiyatga ega bo‘lishi o‘quvchilarga yangi tushunchalarni bosqichma-bosqich anglash imkonini yaratadi. Shu asosda tashkil etilgan scaffolding jarayoni o‘quvchilarning nafaqat til kompetensiyasini, balki tanqidiy va ijodiy fikrlash ko‘nikmalarini ham rivojlantirishga xizmat qiladi.

Govard Gardnerning “Ko‘p intellektlar” nazariyasi folklor janrlaridan o‘quvchilarning individual qobiliyatlariga mos ravishda foydalanish imkonini beradi. Ushbu nazariyaga ko‘ra, musiqiy intellekti rivojlangan o‘quvchilar uchun xalq qo‘shiqlari, lingvistik qobiliyati kuchli o‘quvchilar uchun maqol va topishmoqlar, vizual-fazoviy intellekt egalari uchun esa ertaklar asosidagi rasm, jadval va sxemalar samarali didaktik vosita bo‘lib xizmat qiladi.

Zamonaviy metodologik yondashuvlar. Folklor materiallarini ingliz tili darsiga qo‘llashda quyidagi uchta zamonaviy yondashuv eng samarali hisoblanadi:

Kommunikativ til o‘qitish yondashuvi (Communicative Language Teaching – CLT)ning asosiy maqsadi o‘quvchilarda real muloqot jarayonida tilni qo‘llash kompetensiyasini shakllantirishdan iborat. O‘zbek folklori namunalari ushbu yondashuv uchun boy kommunikativ muhit yaratadi. Jumladan, “Alpomish” dostoni asosida rolli o‘yinlar tashkil etish, “Uch og‘a-uka” ertagi mazmuni asosida ingliz tilida

dialog va vaziyatli muloqotlar tuzish hamda xalq maqollari yuzasidan munozaralar olib borish o‘quvchilarning kommunikativ faolligini oshiradi. CLT yondashuvida o‘quvchi til ko‘nikmalarini majburiy mashqlar orqali emas, balki tabiiy kommunikativ ehtiyoj asosida egallaydi.

Loyiha asosidagi ta’lim (Project-Based Learning — PBL) yondashuvi o‘quvchilarning ijodiy va tadqiqotchilik faoliyatini tashkil etish orqali til ko‘nikmalarini integrallashgan holda rivojlantirishga xizmat qiladi. O‘zbek folklori asosida “O‘zbek ertaklari antologiyasi” nomli inglizcha illyustratsiyali kitob yaratish, “O‘zbek va ingliz maqollarining qiyosiy lug‘ati”ni tuzish yoki “Xalq donishmandligi” mavzusida video hamda podkast tayyorlash kabi loyihalarni amalga oshirish mumkin. Bunday faoliyat o‘quvchilarda ijodkorlik, mustaqil izlanish, jamoada ishlash va kommunikativ kompetensiyalarni shakllantiradi.

Madaniyatlararo yondashuv (Intercultural Approach) esa o‘zbek va ingliz folklorini qiyosiy o‘rganish orqali o‘quvchilarda ikki madaniyatni anglash va taqqoslay olish kompetensiyasini rivojlantiradi. Jumladan, o‘zbek xalq maqoli “Mehnat – baxt kaliti”ni ingliz tilidagi “Hard work is the key to success” maqoli bilan yoki “Zumrad va Qimmat” ertagini “Cinderella” ertagi bilan qiyoslash o‘quvchilarga madaniy o‘xshashlik va farqlarni ingliz tilida ifodalash imkonini beradi.

Folklor janrlarini darsga tatbiq etish usullari. Har bir folklor janrining o‘ziga xos didaktik imkoniyatlari mavjud:

Maqollar qisqa, obrazli va mazmunan chuqur bo‘lgani sababli o‘quvchilarning eslab qolish qobiliyati hamda tanqidiy fikrlashini rivojlantirishda samarali vosita hisoblanadi. Maqollar bilan ishlash jarayonida dastlab o‘zbek tilidagi maqol mazmuni tahlil qilinadi, so‘ng unga mos inglizcha ekvivalent topiladi yoki tarjima qilinadi. Keyingi bosqichlarda maqol asosida ingliz tilida qisqa esse, dialog yoki fikr almashuv mashqlari tashkil etiladi. Masalan, “Ilm olmoq – qilichdan o‘tkir” maqoli ingliz tilidagi “The pen is mightier than the sword” maqoli bilan qiyoslanishi mumkin.

Ertaklar esa o‘quvchilarning o‘qish, tinglab tushunish, og‘zaki nutq va ijodiy yozuv ko‘nikmalarini rivojlantirish uchun qulay didaktik material hisoblanadi. Dars jarayonida o‘qituvchi ertakni soddalashtirilgan ingliz tilida hikoya qiladi, o‘quvchilar esa asosiy so‘z va iboralarni yozib boradilar. Shundan so‘ng ular juftliklarda ertakni qayta hikoya qiladilar hamda ertakning muqobil yakunini ingliz tilida yozib taqdim etadilar. Jumladan, “Zumrad va Qimmat” ertagi asosida yaxshilik va yomonlikni ifodalovchi sifatlar ustida ishlash, qahramonlarga tavsif berish va rolli o‘yinlar tashkil etish mumkin.

Topishmoqlar o‘quvchilarning lug‘at boyligini oshirish, mantiqiy tafakkurini va ijodiy fikrlashini rivojlantirishda samarali vosita hisoblanadi. Dars jarayonida o‘quvchilar

o‘zbek xalq topishmoqlarini ingliz tiliga tarjima qiladilar, keyinchalik esa mustaqil ravishda inglizcha topishmoqlar yaratishga harakat qiladilar. Bunday faoliyat o‘quvchilarning leksik zaxirasini kengaytirish bilan birga, ularning ijodkorlik ko‘nikmalarini ham rivojlantiradi.

Xalq qo‘shiqlari va laparlar esa musiqa hamda til o‘rganish jarayonining uyg‘unlashuvi asosida fonetik va leksik ko‘nikmalarni shakllantirishga xizmat qiladi. Xalq qo‘shiqlari matnlarini ingliz tiliga tarjima qilish orqali o‘quvchilar yangi so‘z va grammatik birliklarni o‘zlashtiradilar. Shuningdek, ingliz va o‘zbek xalq kuylarini qiyosiy tahlil qilish madaniyatlararo tafakkurni rivojlantiradi. O‘zbek xalq kuylari asosida inglizcha qofiyali misralar yaratish esa o‘quvchilarning ijodiy salohiyatini oshirishga yordam beradi.

Raqamli texnologiyalar bilan integratsiya. Zamonaviy ta’limda raqamli vositalar folklor asosidagi ingliz tili darslarini yanada samarali va jozibali qiladi:

Padlet va Jamboard platformalari o‘quvchilarning hamkorlikda ishlash ko‘nikmalarini rivojlantirishda samarali vosita hisoblanadi. Ushbu platformalar orqali o‘quvchilar o‘zbek xalq maqollarining inglizcha tarjimalarini umumiy interaktiv doskaga joylashtiradilar, bir-birining ishlarini ko‘rib chiqadilar va izohlar yozadilar. Natijada hamkorlikka asoslangan ta’lim muhiti shakllanadi.

Canva va Book Creator dasturlari o‘zbek ertaklarining ingliz tilidagi illyustratsiyali variantlarini yaratishda qo‘llaniladi. O‘quvchilar ushbu jarayonda matn, rasm va sahifa dizayni bilan ishlash orqali ijodiy hamda kommunikativ ko‘nikmalarini rivojlantiradilar.

Quizlet platformasi esa folklor asosidagi lug‘at birliklarini o‘rganish va mustahkamlash uchun qulay vosita hisoblanadi. Maqol va ertaklar tarkibidagi yangi so‘zlarni kartochkalar va o‘yin elementlari orqali o‘zlashtirish o‘quvchilarning lug‘at boyligini oshirishga xizmat qiladi.

YouTube va podkastlardan foydalanish orqali o‘zbek ertaklarining inglizcha audio va video variantlarini tinglash imkoniyati yaratiladi. Bu esa o‘quvchilarning tinglab tushunish ko‘nikmasini rivojlantirish, talaffuz va intonatsiyani tabiiy nutq asosida o‘zlashtirishga yordam beradi.

Xulosa

Milliy o‘zbek folklori asosida ingliz tili darslarini tashkil etish zamonaviy pedagogik yondashuvlar bilan uyg‘unlashgan holda yuqori ta’limiy samaradorlikni ta’minlaydi. Ushbu metodika o‘quvchilarda milliy o‘zlikni anglash va madaniy qadriyatlarga hurmat tuyg‘usini shakllantiradi, ingliz tilini o‘rganishni esa qiziqarli va motivatsion jarayonga aylantiradi. Shu bilan birga, o‘quvchilarning lingvistik, kommunikativ va madaniyatlararo kompetensiyalarini kompleks ravishda rivojlantirishga xizmat qiladi.

Folklor namunalarining boy leksik-semantik xususiyatlari yangi so‘zlarni tabiiy ravishda o‘zlashtirish imkonini bersa, raqamli texnologiyalar bilan integratsiya darslarning interaktivligi va zamonaviyligini oshiradi.

O‘qituvchilar maqollar, topishmoqlar, ertaklar va xalq qo‘shiqlarini kommunikativ, loyiha asosidagi va madaniyatlararo yondashuvlar bilan birlashtirib, ingliz tili darslarini nafaqat samarali, balki ma’naviy jihatdan boyitilgan ta’lim maydoniga aylantirishlari mumkin. Kelajakda bu yo’nalishda empirik tadqiqotlar o‘tkazish, folklor asosidagi dars ishlanmalari va o‘quv qo‘llanmalarini yaratish ustuvor vazifalar qatorida turadi.

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GIBRID SO‘ZLAR TIL TARAQQIYOTINING DINAMIK BELGISI SIFATIDA

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Annotatsiya: Mazkur maqolada gibrid so‘zlarning til taraqqiyotidagi o‘rni, ularning shakllanish omillari hamda zamonaviy o‘zbek tilidagi qo‘llanish xususiyatlari ilmiy jihatdan tahlil qilinadi. Shuningdek, globallashuv jarayonida turli tillar o‘rtasidagi aloqalarning kuchayishi natijasida yuzaga kelayotgan yangi leksik birliklarning til rivojiga ta’siri yoritilgan. Gibrid so‘zlarning jamiyat taraqqiyoti, axborot almashinuvi va zamonaviy kommunikatsiya vositalari bilan bog‘liqligi misollar asosida ko‘rsatib berilgan.

Kalit so‘zlar: gibrid so‘zlar, til taraqqiyoti, leksikologiya, o‘zlashma qatlam, neologizm, zamonaviy til, lingvistika, kommunikatsiya.

Kirish

Til jamiyatning eng muhim aloqa vositasi bo‘lib, u insoniyat taraqqiyoti bilan chambarchas bog‘liq holda rivojlanadi. Har qanday til tarixiy taraqqiyot davomida boshqa tillar bilan munosabatga kirishadi va natijada yangi leksik birliklar shakllanadi. Bugungi globallashuv davrida fan-texnika, iqtisodiyot, internet va ommaviy axborot vositalarining rivojlanishi tillar o‘rtasidagi integratsiyani yanada kuchaytirdi. Natijada turli tillarga mansub unsurlarning birikishi asosida hosil bo‘ladigan gibrid so‘zlar soni ortib bormoqda.

Gibrid so‘zlar bir tilning lug‘aviy asosiga boshqa tilga oid qo‘shimcha yoki komponentlarning qo‘shilishi orqali yuzaga keladi. Bunday birliklar nafaqat o‘zbek tilida, balki dunyoning ko‘plab tillarida uchramoqda. Zamonaviy tilshunoslikda gibrid birliklar til taraqqiyotining dinamik ko‘rinishi sifatida baholanadi. Chunki ular jamiyatdagi yangiliklar va ijtimoiy ehtiyojlarning tilga ta’sirini aks ettiradi.

Gibrid so‘zlarning shakllanish omillari

Gibrid so‘zlarning yuzaga kelishida bir qancha omillar muhim rol o‘ynaydi. Avvalo, xalqaro aloqalarning kengayishi va xorijiy tillarning ta’siri asosiy omillardan biridir. Ayniqsa ingliz tilining xalqaro miqyosdagi mavqei oshib borayotgani natijasida ko‘plab yangi tushunchalar inglizcha asosda shakllanmoqda.

Masalan, “internetchi”, “marketolog”, “onlayn-dars”, “videoqo‘ng‘iroq”, “mobilbank”, “blogerlik” kabi birliklar gibrid so‘zlarga misol bo‘la oladi. Bu

birliklarning ayrim qismlari ingliz tilidan, ayrim qismlari esa o‘zbek tilidan tashkil topgan. Shuningdek, rus va ingliz tillari orqali kirib kelayotgan texnik terminlar ham o‘zbek tilida gibrid shaklda faol qo‘llanmoqda.

Texnologik taraqqiyot ham gibrid birliklarning ko‘payishiga sabab bo‘lmoqda. Yangi texnik vositalar, dasturlar va internet xizmatlari paydo bo‘lishi bilan ularni ifodalovchi yangi terminlarga ehtiyoj tug‘iladi. Ko‘pincha bu terminlar xorijiy asosda qabul qilinadi va milliy til qo‘shimchalari bilan uyg‘unlashadi.

Gibrid so‘zlarning til taraqqiyotidagi o‘rni

Gibrid so‘zlar tilning boyishiga xizmat qiluvchi muhim vositalardan biridir. Ular yangi tushunchalarni ixcham va aniq ifodalash imkonini beradi. Zamonaviy jamiyatda axborot oqimining tezlashgani sababli yangi so‘zlarning tez shakllanishi tabiiy hol hisoblanadi.

Tilshunoslarning fikricha, gibrid birliklar tilning ochiq va dinamik tizim ekanligini ko‘rsatadi. Har qanday til tashqi ta’sirlarni qabul qiladi va ularni o‘z ichki qonuniyatlari asosida qayta ishlaydi. Natijada yangi leksik qatlam vujudga keladi. Bu jarayon tilning yashovchanligi va rivojlanish darajasini namoyon etadi.

Bundan tashqari, gibrid so‘zlar ommaviy kommunikatsiyada qulaylik yaratadi. Masalan, “internetdo‘kon”, “media-markaz”, “IT-mutaxassis” kabi birliklar qisqa va tushunarli bo‘lgani sababli keng ommalashgan. Ayniqsa yoshlar nutqida bunday birliklar faol qo‘llanmoqda.

Gibrid so‘zlarning ijobiy va salbiy jihatlari

Gibrid so‘zlarning ijobiy jihatlaridan biri — yangi tushunchalarni tez va aniq ifodalash imkoniyatidir. Ular ilm-fan, iqtisodiyot va texnologiya sohalarida tilning zamonaviylashuviga xizmat qiladi. Shuningdek, xalqaro kommunikatsiyani osonlashtiradi.

Biroq ayrim tilshunoslar gibrid birliklarning haddan tashqari ko‘payishi milliy til me’yorlariga salbiy ta’sir ko‘rsatishi mumkinligini ta’kidlaydilar. Chunki chet til elementlarining ortiqcha aralashuvi milliy tilning tabiiy xususiyatlariga putur yetkazishi ehtimoli mavjud. Shu sababli gibrid so‘zlardan foydalanishda me’yor va uslub talablariga amal qilish muhim hisoblanadi.

Shuningdek, ayrim hollarda xorijiy asosdagi birliklarga milliy muqobil topish imkoniyati mavjud bo‘lsa-da, foydalanuvchilar qulaylik sababli gibrid variantlarni afzal ko‘radilar. Bu esa milliy terminologiya rivojiga ma’lum darajada ta’sir ko‘rsatadi.

Xulosa

Xulosa qilib aytganda, gibrid so‘zlar zamonaviy til taraqqiyotining muhim dinamik belgilaridan biridir. Ular jamiyatdagi ijtimoiy, iqtisodiy va texnologik o‘zgarishlarning

tilga ta’siri natijasida yuzaga keladi. O‘zbek tilida gibrid birliklarning keng qo‘llanishi tilning rivojlanayotganini va xalqaro tillar bilan faol aloqada ekanligini ko‘rsatadi.
Shu bilan birga, gibrid so‘zlardan foydalanishda milliy til me’yorlarini saqlash, til madaniyatiga rioya qilish va o‘zbek tilining boy imkoniyatlaridan unumli foydalanish muhim ahamiyat kasb etadi. Til taraqqiyoti davomida gibrid birliklar tabiiy hodisa sifatida shakllanadi va ular zamonaviy kommunikatsiyaning ajralmas qismiga aylanadi.

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THE IMPACT OF EMOTIONAL INTELLIGENCE ON INTERPERSONAL COMMUNICATION IN ENGLISH LANGUAGE TEACHING

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Abstract

In modern language education, emotional intelligence has become an essential factor influencing the effectiveness of interpersonal communication between teachers and students. English language teaching requires not only linguistic competence but also emotional awareness, empathy, motivation, and social interaction skills. This article examines the impact of emotional intelligence on interpersonal communication in English language teaching from psychological and pedagogical perspectives. The study analyzes the role of emotional intelligence in classroom interaction, student motivation, communication effectiveness, conflict management, and language acquisition processes. The article also explores theoretical approaches proposed by Daniel Goleman, John D. Mayer, and Peter Salovey regarding emotional intelligence and interpersonal communication.

Keywords

emotional intelligence, interpersonal communication, English language teaching, communication skills, empathy, classroom interaction, language learning, educational psychology, student motivation, social competence.

Introduction

The rapid globalization of education and communication has increased the importance of English language teaching worldwide. In contemporary educational systems, English is not only a subject of study but also a medium for intercultural communication and professional development. Consequently, successful English language teaching requires more than grammatical knowledge and linguistic competence. It also demands effective interpersonal communication between teachers and students.

Interpersonal communication plays a central role in language learning because language acquisition occurs primarily through interaction, dialogue, emotional engagement, and social participation. Researchers emphasize that students learn

foreign languages more effectively in psychologically supportive and emotionally positive classroom environments [1].

Emotional intelligence has emerged as one of the most influential psychological factors affecting communication processes in education. Emotional intelligence refers to the ability to recognize, understand, regulate, and appropriately express emotions while effectively interacting with others [2]. In English language teaching, emotional intelligence influences classroom communication, student motivation, conflict resolution, cooperation, and learning anxiety.

According to Daniel Goleman, emotionally intelligent individuals demonstrate stronger empathy, communication skills, and social adaptability [3]. Teachers with developed emotional intelligence are generally more capable of understanding students' emotional needs, encouraging participation, and creating positive classroom relationships.

This article examines the impact of emotional intelligence on interpersonal communication in English language teaching and analyzes how emotional competencies influence educational effectiveness, classroom interaction, and language acquisition processes.

The concept of emotional intelligence was first systematically introduced by Peter Salovey and John D. Mayer, who defined it as the ability to perceive, understand, regulate, and use emotions effectively in thinking and behavior [2].

Their theoretical model identified four major emotional competencies:

1. emotional perception;
2. emotional understanding;
3. emotional regulation;
4. emotional utilization.

This model emphasized that emotions significantly influence cognitive activity, communication quality, and social adaptation.

Later, Daniel Goleman expanded the theory by introducing five dimensions of emotional intelligence:

1) self-awareness;
2) self-regulation;
3) motivation;
4) empathy;
5) social skills [3].

These competencies are especially important in educational contexts where communication, emotional support, and interpersonal interaction directly influence learning outcomes.

In language teaching environments, emotional intelligence supports constructive communication, reduces student anxiety, and strengthens teacher-student relationships. Since foreign language learning often involves emotional challenges such as fear of mistakes, communication anxiety, and low confidence, emotional intelligence becomes an essential pedagogical factor.

Interpersonal communication refers to the exchange of information, emotions, and meanings between individuals through verbal and nonverbal interaction. In English language teaching, interpersonal communication forms the foundation of classroom interaction and communicative competence development.

Emotionally intelligent teachers demonstrate greater sensitivity toward students' emotional states and communication needs. Such teachers create supportive classroom environments where students feel psychologically safe to participate in discussions, express opinions, and practice speaking skills without fear of criticism [4].

Empathy plays a particularly important role in interpersonal communication during language instruction. Teachers who understand students' emotional difficulties can provide encouragement and emotional support, which increases students' motivation and self-confidence.

Research indicates that students learn foreign languages more effectively when they experience positive emotional interaction with teachers and peers [5]. Emotionally supportive communication reduces language anxiety and promotes active classroom participation.

Furthermore, emotional intelligence improves listening skills and communication clarity. Teachers with developed emotional awareness can recognize nonverbal communication signals such as hesitation, frustration, confusion, or anxiety among students and adjust instructional strategies accordingly.

Empathy is one of the most essential components of emotional intelligence in educational settings. Empathetic teachers understand students' perspectives, emotional reactions, and learning difficulties more effectively.

According to educational psychologists, empathy strengthens trust and cooperation between teachers and students [6]. Students who feel emotionally understood are generally more motivated and academically engaged. In English language classrooms, empathy helps teachers encourage shy or anxious learners who may struggle with speaking activities and communication tasks. Instead of criticizing mistakes, emotionally intelligent teachers provide constructive feedback and emotional encouragement.

Empathy also contributes to intercultural communication competence. Since English is an international language, English language teaching often involves interaction with

diverse cultural perspectives. Emotionally intelligent teachers promote respect, tolerance, and cultural sensitivity during communication activities.

Motivation is one of the most important psychological factors influencing language acquisition. Emotional intelligence contributes significantly to increasing students' intrinsic motivation and engagement in English learning processes.

Teachers with high emotional intelligence inspire students through positive communication, emotional support, and encouragement. Such teachers recognize students' emotional needs and adapt classroom interaction accordingly.

Positive emotional classroom climates increase students' willingness to participate in speaking activities, collaborative tasks, and communicative exercises [7]. In contrast, emotionally negative classroom environments often increase communication anxiety and reduce student confidence.

Research demonstrates that emotionally supportive communication strengthens students' self-esteem and learning persistence. Consequently, emotional intelligence indirectly contributes to academic achievement and communicative competence development.

Conflicts and misunderstandings occasionally emerge in classroom environments due to communication difficulties, cultural differences, or emotional tension. Emotional intelligence helps teachers manage classroom conflicts constructively and maintain positive communication.

Emotionally intelligent teachers regulate their emotional reactions effectively and respond calmly to disruptive behavior or communication challenges. They also encourage respectful dialogue and cooperative problem-solving among students.

Conflict management skills are particularly important in communicative language teaching approaches where students frequently engage in group discussions and collaborative interaction [8]. Positive emotional communication reduces interpersonal tension and strengthens classroom cooperation.

Conclusion

The impact of emotional intelligence on interpersonal communication in English language teaching represents an important area of modern educational psychology and pedagogy. Emotional intelligence significantly influences classroom interaction, communication quality, student motivation, conflict management, and language acquisition effectiveness.

Theoretical approaches developed by Salovey, Mayer, and Goleman confirm that emotional competencies such as empathy, emotional regulation, self-awareness, and social skills are essential for successful educational communication.

Emotionally intelligent teachers create psychologically supportive classroom environments that reduce language anxiety, strengthen student confidence, and encourage active participation in communicative activities. Such environments contribute positively to students' linguistic competence, interpersonal communication skills, and academic achievement.

Furthermore, emotional intelligence supports intercultural understanding and collaborative learning, both of which are fundamental components of modern English language education. Since English functions as a global communication tool, emotionally intelligent communication becomes increasingly important in developing students' social and communicative competence.

Therefore, teacher education programs and educational institutions should prioritize the development of emotional intelligence alongside methodological and linguistic training. Strengthening emotional intelligence among English language teachers contributes not only to effective classroom communication but also to students' psychological well-being, academic success, and social adaptation.

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THE IMPACT OF DEVELOPING EMOTIONAL INTELLIGENCE ON SOCIAL ADAPTATION AMONG SCHOOL STUDENTS

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Abstract

In contemporary educational psychology, emotional intelligence has become one of the most significant factors influencing students' social adaptation, academic success, and psychological well-being. The increasing complexity of social interaction, rapid technological development, and changing educational environments require students not only to possess cognitive abilities but also strong emotional and interpersonal competencies. This article examines the impact of emotional intelligence development on the social adaptation of school students. The study analyzes theoretical approaches to emotional intelligence, psychological mechanisms of social adaptation, and the role of schools, families, and peer relationships in fostering emotional competencies among children and adolescents. The article also explores the perspectives of major scholars such as Daniel Goleman, John D. Mayer, Peter Salovey, and Lev Vygotsky regarding emotional development and social behavior. The findings indicate that students with higher levels of emotional intelligence demonstrate stronger communication skills, greater empathy, improved conflict resolution abilities, and better adaptation to school and social environments. Furthermore, emotional intelligence contributes significantly to reducing behavioral problems, anxiety, and social isolation among school-aged children.

Keywords: emotional intelligence, social adaptation, school students, emotional development, empathy, communication skills, education, social competence, psychological well-being, child psychology.

Introduction

Modern society places increasing demands on the psychological and social competencies of young individuals. In educational settings, students are expected not only to achieve academic excellence but also to interact effectively with peers, teachers, and society. As a result, emotional intelligence has become a central topic in educational psychology and child development research.

Emotional intelligence refers to the ability to recognize, understand, regulate, and appropriately express emotions while also understanding the emotions of others [1]. Researchers emphasize that emotional intelligence significantly influences children's interpersonal relationships, decision-making processes, stress management, and behavioral adaptation [2]. In school environments, emotional intelligence plays a particularly important role because students continuously encounter situations requiring cooperation, empathy, emotional control, and communication.

Social adaptation, on the other hand, refers to the process through which individuals adjust to social norms, expectations, and interpersonal environments. Successful social adaptation among school students contributes to psychological stability, academic engagement, and healthy social relationships [3]. Students who struggle with emotional regulation often face difficulties in communication, peer interaction, and classroom participation.

According to Daniel Goleman, emotional intelligence may be more influential than traditional intelligence in determining long-term personal and professional success [2]. In educational contexts, emotionally intelligent students are more likely to develop resilience, social confidence, and cooperative behavior. Therefore, understanding how emotional intelligence influences social adaptation is essential for improving educational practices and student well-being.

The scientific concept of emotional intelligence was first introduced by Peter Salovey and John D. Mayer, who defined it as the ability to perceive, understand, manage, and utilize emotions effectively [4]. Their theoretical model emphasized that emotional processes are deeply interconnected with cognitive functioning and social behavior.

Later, Daniel Goleman expanded the theory by highlighting the importance of emotional competencies in education, leadership, and interpersonal communication [2]. Goleman identified five essential dimensions of emotional intelligence:

1. self-awareness;
2. self-regulation;
3. motivation;
4. empathy;
5. social skills.

These components are particularly important in school environments where students must cooperate with classmates, manage academic stress, and respond appropriately to social challenges.

From a developmental perspective, Lev Vygotsky argued that children's psychological development occurs through social interaction and cultural experience [5]. Emotional intelligence develops gradually as children interact with parents, teachers, and peers.

Therefore, emotional learning should not be viewed solely as an individual process but also as a socially constructed phenomenon shaped by the surrounding environment.

Modern psychological studies suggest that emotional intelligence contributes significantly to emotional resilience, behavioral regulation, and positive social functioning [6]. Consequently, schools increasingly integrate emotional learning programs into educational systems to support students' overall development.

Social adaptation is a multidimensional psychological process involving behavioral, emotional, and cognitive adjustment to social environments. During school years, children encounter numerous developmental challenges that require adaptation to social norms, peer expectations, and institutional rules.

One of the most important aspects of social adaptation is communication. Students who possess strong emotional intelligence are generally more capable of expressing their thoughts, understanding others' perspectives, and maintaining positive social relationships [7]. Emotional awareness allows students to recognize emotional reactions in themselves and others, reducing misunderstandings and interpersonal conflicts.

Another significant factor is empathy. Empathy enables students to understand the emotions and experiences of classmates, which strengthens cooperation and social acceptance. Research indicates that empathetic children are less likely to engage in bullying behavior and more likely to develop supportive friendships [8].

Self-regulation also plays a crucial role in school adaptation. Students frequently experience emotional situations such as academic stress, competition, disappointment, and peer conflict. Children with developed emotional regulation skills can manage frustration, control impulsive behavior, and respond constructively to challenges.

Social adaptation additionally influences academic participation. Students who feel socially accepted and emotionally secure are more motivated to participate in classroom activities and collaborative learning experiences [9]. Conversely, socially isolated students often experience anxiety, low self-esteem, and reduced academic engagement.

Schools serve as one of the primary environments for emotional and social development. Beyond academic instruction, educational institutions contribute to personality formation, communication skills, and psychological adjustment.

Teachers play an essential role in fostering emotional intelligence among students. Positive teacher-student relationships create emotionally supportive learning environments where children feel valued and understood [10]. Educators who demonstrate empathy, emotional support, and respectful communication model healthy emotional behavior for students.

Social-emotional learning (SEL) programs have become increasingly popular in modern education systems. These programs aim to teach students emotional awareness, interpersonal communication, teamwork, conflict resolution, and stress management skills. Studies demonstrate that SEL programs significantly improve students' social adaptation, emotional stability, and academic outcomes [11].

Peer interaction within schools also contributes to emotional intelligence development. Through friendships, teamwork, and group activities, students learn cooperation, empathy, negotiation, and emotional understanding. Positive peer relationships promote confidence and emotional security, while negative social experiences may contribute to anxiety and behavioral difficulties.

Furthermore, emotionally intelligent school environments reduce aggressive behavior and classroom conflicts. Students who understand emotional consequences are more likely to resolve disagreements peacefully and demonstrate prosocial behavior.

The family environment serves as the foundation for emotional development during childhood. Parents influence children's emotional intelligence through communication style, emotional responsiveness, and parenting practices.

Psychologists emphasize that emotionally supportive parenting fosters emotional awareness, self-confidence, and empathy [12]. Children raised in nurturing family environments are generally more capable of adapting socially and managing emotional challenges.

Attachment theory proposed by John Bowlby suggests that secure emotional attachment between parents and children contributes to psychological stability and healthy social relationships [13]. Securely attached children typically demonstrate greater emotional regulation and social competence in school settings.

Conversely, emotionally neglectful or highly conflictual family environments may negatively affect emotional development. Children exposed to chronic stress, harsh criticism, or emotional inconsistency may struggle with anxiety, aggression, and poor social adaptation.

Modern families also face challenges associated with digital technology. Excessive screen time and reduced face-to-face interaction may limit opportunities for emotional communication between parents and children. Therefore, families should actively encourage emotional discussion, empathy, and interpersonal connection.

Emotional intelligence contributes significantly to students' mental health and psychological resilience. School-aged children frequently experience emotional pressures related to academic performance, peer acceptance, and social expectations.

Students with high emotional intelligence demonstrate stronger coping strategies and lower levels of stress and anxiety [14]. Self-awareness enables children to identify

emotional difficulties early, while emotional regulation helps them manage negative emotions constructively.

Emotionally intelligent students also tend to possess stronger self-esteem and social confidence. Positive social relationships provide emotional support, reducing feelings of loneliness and psychological isolation.

In contrast, students with poor emotional competencies may experience behavioral problems, emotional instability, and difficulties in social interaction. Therefore, emotional intelligence development should be considered an essential component of psychological prevention and intervention programs within schools.

Conclusion

The development of emotional intelligence plays a fundamental role in improving the social adaptation of school students. Emotional competencies such as empathy, self-regulation, emotional awareness, and communication skills help children successfully adjust to educational and social environments.

Modern educational psychology increasingly recognizes that academic achievement alone is insufficient for students' overall success and well-being. Emotional intelligence supports psychological resilience, social integration, conflict resolution, and positive interpersonal relationships.

Schools, families, and communities must cooperate in creating emotionally supportive environments that foster emotional growth and healthy social adaptation among children. Integrating emotional learning into educational systems can significantly contribute to students' psychological health, academic engagement, and future social success.

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ETHICAL RESPONSIBILITY OF TRANSLATORS AND INTERPRETERS

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Abstract
The ethical responsibility of translators and interpreters has become increasingly important in the modern globalized world. Translators and interpreters do not simply transfer words from one language into another; they also mediate cultures, values, and sensitive information. Their work affects diplomacy, healthcare, law, education, media, and international communication. This article investigates the ethical obligations of translators and interpreters through a qualitative review of recent academic literature published within the last five years. The study focuses on the principles of accuracy, confidentiality, neutrality, cultural sensitivity, and professional competence. It also analyzes the ethical challenges created by artificial intelligence and machine translation technologies. The findings demonstrate that ethical decision-making is essential for maintaining trust, fairness, and intercultural understanding. The article concludes that translators and interpreters must continuously develop ethical awareness and professional accountability in order to respond effectively to the changing demands of multilingual societies.
Key words: translation ethics, interpreting ethics, confidentiality, neutrality, cultural mediation, machine translation, professional responsibility.

INTRODUCTION. Translation and interpreting are essential components of communication in multicultural and multilingual societies. Globalization, migration, international trade, and digital communication have significantly increased the need for professional translators and interpreters. These professionals are responsible not only for linguistic transfer but also for preserving meaning, cultural context, and communicative intent.

Ethics plays a central role in translation and interpreting because errors or bias may lead to serious consequences. In medical settings, mistranslation can endanger patients' lives, while in legal contexts inaccurate interpretation may influence judicial outcomes (Gray & Hilder, 2021). Furthermore, interpreters often work in emotionally sensitive

environments involving refugees, criminal investigations, or political negotiations, where professional ethics become particularly important (Kalishchuk, 2023).

Recent technological developments have also transformed the profession. Artificial intelligence and machine translation systems have improved translation speed but created new ethical concerns regarding privacy, reliability, and bias (Kimera et al., 2024). Consequently, ethical responsibility has become one of the most debated issues in translation studies.

The purpose of this article is to examine the ethical responsibilities of translators and interpreters and analyze how modern professional challenges affect ethical decision-making.

Accuracy and fidelity. Accuracy is one of the most fundamental ethical obligations of translators and interpreters. Professionals are expected to reproduce meaning faithfully without distortion, omission, or manipulation. According to Gray and Hilder (2021), inaccurate interpreting in healthcare settings may negatively affect patient safety and medical decision-making.

For example, if a medical interpreter incorrectly translates information about medication dosage or symptoms, the patient may receive improper treatment. Similarly, in legal interpreting, even slight modifications in tone or wording may influence judicial interpretation of testimony.

However, maintaining accuracy is not always straightforward. Translators frequently encounter idiomatic expressions, cultural references, and ambiguous language that cannot be translated literally. Goler and Mack (2024) argue that interpreters often experience ethical tension between literal translation and ensuring meaningful communication. Therefore, ethical translation requires both linguistic precision and contextual understanding.

In literary translation, fidelity may also involve preserving the emotional and stylistic qualities of the original text. Excessive adaptation may distort the author's intent, while strict literalism may reduce readability. Ethical responsibility therefore requires balance between faithfulness and communicative effectiveness.

Confidentiality and professional trust. Confidentiality is another major ethical principle in translation and interpreting. Translators and interpreters frequently work with sensitive legal, medical, political, and commercial information. Ethical standards require professionals to protect privacy and avoid unauthorized disclosure of information.

Gray and Hilder (2021) emphasize that confidentiality is especially important in healthcare communication because interpreters often gain access to highly personal

information. If interpreters share confidential details, patient trust and professional credibility may be damaged.

For instance, court interpreters may encounter classified legal information, while business translators often work with confidential corporate documents. Disclosure of such materials could result in financial, legal, or political consequences.

The expansion of online interpreting platforms and AI-assisted translation technologies has introduced additional concerns regarding digital privacy and data security. Kimera et al. (2024) note that machine translation systems may store or process sensitive information, creating ethical risks related to surveillance and unauthorized data access. Consequently, translators and interpreters must remain cautious when using digital tools and ensure that confidentiality standards are maintained in both traditional and online environments.

Neutrality and impartiality. Neutrality and impartiality are central ethical expectations in interpreting practice. Professional interpreters are generally expected to avoid influencing communication or expressing personal opinions. This principle is especially important in legal and diplomatic settings.

For example, court interpreters must translate testimony accurately regardless of their personal attitudes toward the defendant or victim. Any attempt to modify or soften statements may compromise fairness in judicial proceedings.

Nevertheless, neutrality is often difficult to maintain in practice. Kalishchuk (2023) explains that interpreters working in emotionally charged situations may experience ethical stress when professional obligations conflict with personal moral values.

Ethical dilemmas become particularly visible in situations involving hate speech, political propaganda, or discrimination. Translators may question whether they should translate materials they personally consider harmful or unethical. Some scholars argue that translators have social responsibility beyond linguistic neutrality, particularly when their work may contribute to injustice or misinformation (Drugan, 2022).

Therefore, modern translation ethics increasingly recognizes that neutrality is not always absolute and that ethical judgment may require careful contextual evaluation.

Cultural sensitivity and ethical mediation. Translation and interpreting involve not only language transfer but also cultural mediation.

Ethical translators and interpreters must understand cultural differences and avoid reinforcing stereotypes or cultural misunderstanding.

For example, some expressions acceptable in one culture may be offensive or inappropriate in another. Medical interpreters often need to explain culturally specific beliefs regarding illness, treatment, or gender roles in order to ensure effective communication between healthcare professionals and patients.

Cultural sensitivity is particularly important in multilingual societies where interpreters facilitate communication between institutions and minority communities. Ethical mediation may help reduce discrimination and promote inclusion.

However, interpreters must balance cultural explanation with professional neutrality. Excessive intervention may shift the interpreter's role from linguistic mediator to active participant in communication. Consequently, ethical professionalism requires careful judgment regarding when clarification is necessary and when it becomes inappropriate.

Emotional and ethical stress. Recent research demonstrates that translators and in2terpreters frequently experience emotional and ethical stress. Kalishchuk (2023) defines ethical stress as psychological pressure resulting from conflicts between professional obligations and personal values.

Interpreters working with refugees, asylum seekers, victims of violence, or terminally ill patients are often exposed to traumatic narratives. Continuous exposure to emotionally difficult situations may contribute to burnout, anxiety, and emotional exhaustion.

For example, interpreters assisting refugees during asylum interviews may experience moral conflict if they believe institutional policies are unfair or discriminatory. Similarly, medical interpreters may feel emotional distress when translating information regarding severe illness or death.

These findings suggest that ethical responsibility is closely connected to emotional resilience. Professional organizations should therefore provide interpreters and translators with psychological support and ethical training in order to reduce occupational stress.

Artificial intelligence and translation ethics. Artificial intelligence has significantly transformed translation practices in recent years. Machine translation systems such as neural translation technologies can produce rapid and inexpensive translations, but they also create serious ethical concerns.

According to Kimera et al. (2024), AI-based translation systems may reproduce social bias, mistranslate culturally sensitive expressions, and mishandle confidential information. Automated systems often lack human understanding of context, irony, emotion, and cultural nuance.

For example, machine translation may incorrectly translate legal terminology or produce offensive interpretations of culturally sensitive language. Such mistakes can create misunderstandings and damage intercultural communication.

Furthermore, machine translation technologies raise concerns regarding professional accountability. When AI systems produce inaccurate translations, it may be unclear

who bears responsibility for the consequences. Human translators therefore remain ethically responsible for verifying and correcting machine-generated content.

Recent discussions in translation studies also suggest that AI should support rather than replace professional translators. Human ethical judgment, cultural competence, and contextual understanding continue to be essential qualities that technology cannot fully replicate (Mager et al., 2023).

CONCLUSION. The ethical responsibility of translators and interpreters extends far beyond linguistic competence. Translators and interpreters play a critical role in facilitating communication across cultures, institutions, and societies. Their work influences legal justice, healthcare quality, diplomacy, education, and intercultural understanding.

This study demonstrates that ethical principles such as accuracy, confidentiality, neutrality, cultural sensitivity, and professional competence remain fundamental to translation and interpreting practice. At the same time, globalization, emotional pressure, and technological innovation have made ethical decision-making increasingly complex.

The analysis also reveals that translators and interpreters frequently face moral dilemmas involving personal beliefs, professional obligations, and social responsibility. Artificial intelligence has introduced additional ethical risks related to bias, privacy, and reliability, emphasizing the continuing importance of human oversight and ethical judgment.

Therefore, translator and interpreter education should place greater emphasis on ethics training, psychological resilience, and responsible technology use. Professional organizations must also strengthen ethical guidelines and provide support systems for practitioners working in emotionally demanding environments.

Ultimately, ethical integrity is essential for maintaining public trust in translation and interpreting professions. Without ethical responsibility, accurate and meaningful intercultural communication cannot be achieved.

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METHODOLOGY FOR DEVELOPING HISTORICAL THINKING IN FUTURE HISTORY TEACHERS THROUGH THE USE OF DIGITAL EDUCATIONAL PLATFORMS

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Annotation. The article highlights the methodical system of forming historical thinking in future history teachers through the use of digital educational platforms. The effectiveness of modern digital resources in developing analytical and critical thinking is substantiated.

Key words: digital education, historical thinking, methodology, platform, analysis, innovation.

Аннотация. В статье освещена методическая система формирования исторического мышления у будущих учителей истории посредством использования цифровых образовательных платформ. Обоснована эффективность современных цифровых ресурсов в развитии аналитического и критического мышления.

Ключевые слова: цифровое образование, историческое мышление, методика, платформа, анализ, инновация.

In today's era of globalization and informatization, historical education should not remain limited to memorizing facts alone. The main task of future history teachers is to develop in students the ability to understand cause-and-effect relationships of events, work with historical sources, and draw objective conclusions — in other words, to form historical thinking. Digital platforms (LMS, Coursera, EdX, as well as specialized virtual museums) serve as key tools in this process.Historical thinking is not merely memory, but an intellectual process that includes the following stages:

Interpretation: Comparing different sources.
Chronological thinking: Analyzing changes in society over time.
Critical analysis: Verifying the reliability of historical documents.
In the preparation of future teachers, the following methodological approaches are considered effective:
Virtual historical reconstruction: Immersing students in past environments through platforms such as "Google Arts & Culture" or "Chronas." This helps them visualize historical events.

Case study: Discussing problematic historical situations collectively through digital forums such as Padlet or Trello.
Gamification: Reinforcing historical chronology in a game format using "Kahoot" or "Quizizz."
"Digital technologies provide students with the opportunity to work directly with historical sources, search for primary documents in digital archives, and critically analyze them" [1].
Stages of Practical Implementation:
Preparation: Teaching students in higher education institutions how to use digital libraries and international databases (JSTOR, EBSCO).
Interactivity: Using interactive maps and 3D models during lectures.
Independent learning: Assigning students the task of creating short videos using the "Digital Storytelling" method.
An important component of historical thinking is the ability to imagine events not only in time, but also in space.
Interactive maps (such as ArcGIS or Chronas): These platforms help students analyze, layer by layer, how the borders of empires changed, through which regions trade routes (such as the Great Silk Road) passed, and how climate change influenced the fate of states. Students come to understand the impact of geographical factors on historical processes, which in turn develops systemic thinking in them.

Visualization of Historical Data (Infographics and Diagrams)
Historical thinking is the art of identifying the most important information from a large volume of data. Platforms such as Canva, Venngage, or Piktochart can be effectively used for this purpose. Students may be assigned tasks such as creating infographics on a dynasty's genealogy, war statistics, or the outcomes of economic reforms. In the process of transforming textual information into visual form, students process, synthesize, and establish logical connections between pieces of information.
Digital Storytelling
This method combines students' creativity with historical analysis. Students create short videos, podcasts, or digital diaries from the perspective of a historical figure or based on a particular historical event. Through this process, students immerse themselves in the "spirit" of the historical period. By studying the clothing, language, social norms, and problems of that era, they improve their ability to reconstruct historical realities.
"Big Data" and Distant Text Analysis

A modern historian should not only read books but also be able to work with digital text databases. Programs such as Voyant Tools help students conduct statistical analyses of the most frequently used words and concepts in thousands of pages of historical documents. This approach enables students to identify hidden patterns, ideological trends, and conceptual changes within historical sources.

Through this method, students can identify the ideological orientation of a particular period and the main emphases in rulers' speeches with mathematical precision. This, in turn, ensures impartiality and objectivity.

Online Collaboration and Collective Thinking

Historical thinking is developed not individually, but through discussions and debates. Wiki technologies and Pad let boards: Students collaboratively create an online encyclopedia or project on a specific historical topic. They supplement or refute each other's arguments. This process helps develop a multiperspective approach toward historical events.

Methodological "Golden Rules" for teachers

Technology is a tool, not a goal: The use of platforms should enrich the lesson content rather than turn the lesson into a mere technical demonstration.

Emphasize source criticism: Students should be taught to constantly compare any information found on the Internet (especially responses generated by artificial intelligence) with academic sources.

Transform students into creators: In digital education, students should not simply be "consumers," but creators of their own digital historical products.

Digital platforms are not only teaching tools for future history teachers, but also mechanisms for self-development and for gaining a deeper understanding of historical reality. The essence of the methodology lies in transforming technology from a goal into a means of searching for historical truth.

Stages of Developing Historical Thinking through Digital Platforms

Working with Historical Sources through the "Digital Humanities" Approach

The foundation of historical thinking is the analysis of the reliability of sources. Digital archives and "Digital Humanities" projects provide students with opportunities to work with primary sources without physically visiting archives. Students may be assigned tasks such as creating their own digital exhibitions through platforms like Omeka or Zotero.

In this process, students do not simply read the source, but also describe it, attach metadata, and conduct contextual analysis. "Digital archives enable students to transform from passive listeners into active researchers, which enhances their skills of historical interpretation" [6].

Virtual and Augmented Reality (VR/AR) Technologies

One of the most complex elements of historical thinking is historical empathy — the ability to understand the perspectives of people from the past. Historical chronology can be presented interactively through platforms such as Google Arts & Culture or Timeline JS. For example, while studying the topic of the "Second World War," students may observe battlefields through 360-degree panoramic videos, helping them perceive the scale of historical events. "Virtual reality (VR) creates a 'sense of presence' in education, shaping students' emotional and analytical attitudes toward historical events" [7].

Artificial Intelligence (AI) and Historical Simulations

In modern education, simulations of "communication with historical figures" can be conducted through ChatGPT or specialized AI platforms. Future teachers can use AI to create the persona of historical figures (for example, Amir Temur or Mirzo Ulugbek) and organize "interviews" with them. This method requires students to possess deep knowledge of the language, social conditions, and political environment of that historical period.

The digitalization of historical education is not simply the transformation of traditional textbooks into electronic formats, but a process of transforming the intellectual potential of future teachers. Based on methodological analyses and the study of the possibilities of digital platforms, the following conclusions were drawn:

Formation of Analytical Skills

Digital platforms (such as JSTOR and the World Digital Library) allow students to compare contradictory primary sources with one another. This helps future teachers develop the ability not only to accept facts, but also to verify their authenticity and critically analyze them.

Visualization and Emotional Intelligence

The reconstruction of historical spaces through VR/AR technologies and interactive maps fosters a sense of "historical empathy" in students. This methodology helps students perceive past social processes not as dry chronology, but as a living and logically interconnected chain of events.

Professional Competence and Creativity

Presenting historical processes in digital formats (such as infographics, video storytelling, and 3D modeling) enhances students' creative thinking. By creating digital content themselves, future teachers come to realize how dynamic and engaging the subject of history can be.

Independent Learning Trajectory

The digital environment enables students to become familiar with the conclusions of the global academic community without being limited by the subjective opinions of teachers. This creates opportunities for future specialists to broaden their scientific worldview and develop the ability to draw independent conclusions.

In conclusion, it can be stated that the methodology of using digital platforms is one of the most effective ways to prepare future history teachers as analytically minded, technologically competent professionals who possess "immunity" against modern information challenges. This process makes it possible to transform history from a "science of memory" into a "science of thinking."

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RETHINKING LESSON PLANNING AND MATERIAL DEVELOPMENT: THE ROLE OF CHATGPT IN EFL HIGHER EDUCATION

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Abstract

The rapid emergence of generative artificial intelligence has created new possibilities for English as a Foreign Language (EFL) teaching, particularly in relation to lesson planning and instructional material development. Among these tools, ChatGPT has attracted considerable attention because of its ability to generate lesson ideas, adapt texts, produce classroom activities, suggest assessment tasks, and support teachers in managing time-consuming pedagogical work. However, the value of ChatGPT in EFL education cannot be understood only in terms of technical efficiency. Its usefulness depends on teachers' professional judgement, pedagogical knowledge, subject expertise, and ability to critically evaluate AI-generated content. This article examines EFL teachers' perceptions of ChatGPT as a tool for lesson planning and material development in higher education. Drawing on literature from Computer-Assisted Language Learning, Artificial Intelligence in Education, and the Technological Pedagogical Content Knowledge framework, the paper argues that ChatGPT should be understood not as a replacement for teachers, but as a pedagogical co-designer whose effectiveness depends on informed, reflective, and context-sensitive use. The article discusses perceived benefits, including time-saving, creativity, differentiation, and language support, as well as concerns related to accuracy, originality, over-reliance, cultural appropriateness, and ethical use. It concludes that successful integration of ChatGPT in EFL higher education requires not only access to digital tools, but also AI literacy, institutional guidance, teacher training, and critical professional agency.

Keywords: ChatGPT, EFL teachers, lesson planning, material development, higher education, artificial intelligence, TPACK

1. Introduction

Lesson planning has never been a visible part of teaching. Students see the lesson itself: the activities, explanations, discussions, and tasks that take place in the classroom. What they rarely see is the work that happens beforehand. Behind every lesson lies a series of decisions about objectives, materials, sequencing, timing, assessment, and learner engagement. For language teachers, these decisions are rarely straightforward.

They require balancing curriculum requirements with student needs, adapting materials to different proficiency levels, and finding ways to make language meaningful within specific educational contexts.

For decades, technology has played a supporting role in this process. Teachers have searched for authentic texts online, adapted digital resources, created presentations, and used learning management systems to organise instruction. Yet the emergence of generative artificial intelligence has altered the nature of that relationship. Tools such as ChatGPT do more than provide access to information. They generate content. A teacher can ask for a lesson plan, a reading activity, a set of discussion questions, or a grammar exercise and receive a response within seconds. Tasks that previously required substantial preparation can now be completed with remarkable speed.

This development has prompted considerable discussion within language education. Much of the early debate has focused on students. Researchers have examined the use of ChatGPT for writing assistance, language practice, feedback generation, and academic support. These discussions are important, but they tell only part of the story. Long before students encounter AI-generated content, teachers are already interacting with generative AI behind the scenes. They are experimenting with lesson plans, adapting instructional materials, generating classroom activities, and exploring new approaches to curriculum design. In many cases, ChatGPT enters the educational process not through learners but through teachers.

The growing presence of AI in lesson preparation raises questions that extend beyond efficiency. It is easy to frame ChatGPT as a tool that saves time, and indeed many teachers report exactly that. Yet time-saving alone does not explain why generative AI has attracted such attention within education. A calculator saves time. A spellchecker saves time. ChatGPT is different because it participates in forms of work that have traditionally been associated with professional judgement and pedagogical expertise. When a teacher asks ChatGPT to design a speaking lesson, adapt a reading text, or generate assessment criteria, the technology enters a space that was previously occupied almost exclusively by human decision-making.

This shift invites a reconsideration of what lesson planning and material development involve. These activities are often described as technical aspects of teaching, but they are also intellectual and creative processes. Teachers do not simply assemble activities. They make decisions about what learners need, what knowledge is worth prioritising, how language develops, and which forms of classroom interaction are most likely to support learning. The question, therefore, is not whether ChatGPT can produce educational materials. It clearly can. The more significant question is how teachers understand, evaluate, and incorporate those materials into their practice.

Within EFL contexts, this question becomes particularly important. Language teachers frequently adapt published resources because textbooks do not always align with local educational realities. Materials may be culturally distant, linguistically inappropriate, or insufficiently responsive to learners' academic and professional goals. Consequently, lesson planning and material development occupy a central place in teachers' professional lives. Generative AI enters a context in which adaptation, modification, and pedagogical decision-making are already routine practices. Rather than replacing these practices, ChatGPT appears to be reshaping them.

This article examines EFL teachers' perceptions of ChatGPT for lesson planning and material development in higher education. Drawing on scholarship from Artificial Intelligence in Education, Computer-Assisted Language Learning, and teacher knowledge frameworks, it argues that ChatGPT should not be understood primarily as an instructional tool or a replacement for teacher expertise. Instead, it is more productively viewed as a pedagogical co-designer whose value depends on the professional judgement of the teacher using it. The technology can generate possibilities, but it cannot determine which possibilities are educationally meaningful. That responsibility remains firmly human.

The discussion proceeds by examining how ChatGPT is being incorporated into lesson planning and material development, the opportunities teachers associate with its use, and the concerns that continue to shape attitudes towards generative AI in educational settings. Particular attention is given to the relationship between technological innovation and teacher agency. While public discourse often presents artificial intelligence as a force capable of transforming education independently, the reality appears more complex. Technologies may influence teaching practices, but it is teachers who ultimately decide how those technologies are interpreted, adapted, and enacted in the classroom.

Understanding teachers' perceptions is therefore not a peripheral concern. It is central to understanding how generative AI will shape the future of language education.

2. Literature Review

2.1 From Educational Technology to Generative Artificial Intelligence

The integration of technology into language education is not a new phenomenon. For several decades, researchers in Computer-Assisted Language Learning (CALL) have examined how digital tools can support language learning, communication, and pedagogical innovation. Early discussions focused largely on access to information, multimedia resources, and online communication, emphasising the potential of technology to expand opportunities for authentic language use and learner autonomy (Warschauer, 1996; Stockwell, 2012). Within this tradition, technology was typically

understood as a tool that facilitated learning by providing resources, environments, or channels for interaction.

Recent developments in artificial intelligence have shifted this discussion in important ways. Unlike earlier educational technologies, generative AI systems do not merely provide access to information; they generate content in response to user prompts. Tools such as ChatGPT can produce lesson plans, explanations, reading passages, assessment tasks, discussion questions, and feedback almost instantaneously. As a result, generative AI occupies a different position within educational practice. Rather than functioning solely as a medium through which teaching occurs, it increasingly participates in activities traditionally associated with planning, designing, and organising instruction.

This distinction is significant because lesson planning and material development have historically been regarded as core components of teachers' professional expertise. They require teachers to draw upon their understanding of language, pedagogy, curriculum requirements, and learner needs. The emergence of technologies capable of producing educational content therefore raises questions that extend beyond technological efficiency. It invites a reconsideration of how pedagogical work itself is conceptualised and distributed between human and technological actors.

The rapid expansion of research on generative AI reflects this growing interest. Recent reviews indicate a substantial increase in studies examining ChatGPT and other large language models in educational contexts, particularly since late 2022 (Lo, 2024; Li et al., 2025). Much of this literature has focused on student learning, academic writing, assessment, and feedback. Comparatively less attention has been devoted to teachers' experiences and perceptions, especially in relation to the often-invisible work of lesson preparation and instructional material development. Yet it is precisely within these areas that generative AI may be exerting some of its most immediate influence.

2.2 ChatGPT in Language Education

The appearance of ChatGPT has generated considerable debate within language education. Early discussions were characterised by both enthusiasm and concern. Some scholars highlighted its potential to support personalised learning, facilitate language practice, provide immediate feedback, and increase learner engagement. Others raised questions about academic integrity, accuracy, ethical use, and the possibility of over-reliance on AI-generated content.

Within EFL and ESL contexts, research has frequently examined ChatGPT as a learning support tool. Studies have explored its role in writing development, vocabulary learning, grammar instruction, speaking practice, and learner feedback. Several researchers have argued that generative AI can provide learners with

opportunities for interaction and linguistic support that were previously difficult to access outside the classroom. From this perspective, AI may function as a readily available conversational partner, writing assistant, or source of language models.

However, the growing literature also highlights important limitations. ChatGPT's responses are generated through statistical prediction rather than disciplinary understanding. Consequently, outputs that appear fluent and authoritative may contain factual inaccuracies, fabricated references, oversimplified explanations, or pedagogically inappropriate suggestions. Researchers have repeatedly emphasised the need for critical evaluation of AI-generated content rather than unquestioning acceptance (Holmes et al., 2019; Sharples, 2023).

Importantly, these concerns are particularly relevant within language education. Unlike disciplines where correctness may be easier to verify, language teaching often involves decisions about appropriateness, communicative effectiveness, cultural relevance, and learner suitability. A language activity may be grammatically accurate yet pedagogically ineffective. Similarly, a reading text may be linguistically accessible but culturally disconnected from learners' experiences. Consequently, the educational value of AI-generated content cannot be assessed solely in terms of technical accuracy.

This has led several scholars to argue that the most productive way of understanding ChatGPT is not as an autonomous educational agent but as a tool whose effectiveness depends on informed human mediation. Such perspectives shift attention away from the technology itself and towards the individuals responsible for integrating it into educational practice. In language education, this means focusing not only on what ChatGPT can generate, but also on how teachers interpret, evaluate, and adapt those outputs within specific teaching contexts.

2.3 Lesson Planning and Material Development as Professional Practice

Lesson planning and material development occupy a central place within language teaching. Although often treated as routine aspects of educational practice, both activities involve complex forms of professional decision-making. Teachers must determine what learners need to learn, how learning objectives can be achieved, which materials are appropriate, and how classroom activities should be sequenced to support meaningful language development.

In EFL contexts, material development frequently extends beyond selecting published resources. Teachers often adapt, supplement, simplify, or redesign materials to accommodate learner proficiency levels, institutional expectations, cultural considerations, and curricular goals. This is particularly common in higher education, where commercially produced materials may not fully address the academic, professional, or disciplinary needs of learners.

Research on teacher cognition has consistently demonstrated that lesson planning is shaped by a combination of pedagogical knowledge, subject expertise, contextual awareness, and professional experience. Planning is not merely a technical exercise; it reflects teachers' beliefs about language learning, their understanding of learners, and their interpretations of educational goals. Consequently, the introduction of generative AI into this process raises important questions about the relationship between technological assistance and professional judgement.

Recent studies suggest that many teachers perceive ChatGPT as useful for generating lesson ideas, adapting texts, creating classroom activities, and developing assessment materials. The attraction of these functions is understandable. Teachers often face substantial workloads, limited preparation time, and increasing administrative responsibilities. AI-generated content can therefore appear to offer practical support for tasks that are both necessary and time-consuming.

Nevertheless, there is an important distinction between generating educational materials and determining their pedagogical value. Effective lesson planning requires decisions that extend beyond content production. It involves anticipating learner responses, considering classroom dynamics, aligning activities with learning objectives, and making context-specific adaptations. These are dimensions of practice that generative AI currently struggles to address independently. As a result, the growing use of ChatGPT in lesson preparation may not reduce the importance of teacher expertise; rather, it may alter how that expertise is enacted.

2.4 Teacher Perceptions of ChatGPT

Teachers' perceptions play a critical role in determining how educational technologies are adopted and used. Technologies rarely transform educational practice simply because they become available. Their influence depends largely on how teachers understand their usefulness, limitations, and relevance to their own teaching contexts.

Research examining teachers' perceptions of ChatGPT has identified several recurring themes. One of the most frequently reported benefits is efficiency. Teachers often describe AI as a means of reducing preparation time, particularly when generating lesson outlines, classroom activities, or instructional materials. In contexts where workload pressures are substantial, this perceived efficiency can make AI tools especially attractive.

Creativity represents a second commonly reported benefit. Rather than replacing teachers' ideas, ChatGPT is often described as a source of inspiration that prompts alternative approaches to lesson design. Teachers may use AI-generated suggestions as starting points for further adaptation, enabling them to explore activities or perspectives they might not otherwise have considered.

At the same time, concerns remain widespread. Accuracy continues to be one of the most frequently discussed challenges. Teachers report uncertainty regarding the reliability of AI-generated information and express concerns about the potential consequences of using inaccurate content in educational settings. Ethical issues, including transparency, academic integrity, and responsible use, have also emerged as important considerations.

Perhaps most significantly, several studies indicate that teachers remain cautious about the possibility of over-reliance on AI. While many acknowledge the practical benefits of ChatGPT, they also emphasise the continuing importance of human judgement. This tension is particularly evident in language education, where teaching decisions are often shaped by contextual factors that extend beyond what can be captured in a prompt. Teachers may therefore value AI-generated support while simultaneously resisting the idea that pedagogical expertise can be automated.

The existing literature suggests that teachers do not typically position ChatGPT as a replacement for professional knowledge. Instead, they tend to view it as a supplementary resource whose usefulness depends on critical evaluation and adaptation. This finding highlights the continuing importance of teacher agency within discussions of educational AI.

2.5 Theoretical Framework: Technological Pedagogical Content Knowledge (TPACK)

To understand how teachers engage with ChatGPT, it is useful to draw upon the Technological Pedagogical Content Knowledge (TPACK) framework developed by Mishra and Koehler (2006). The framework argues that effective technology integration depends not on technological knowledge alone but on the interaction between technological, pedagogical, and content knowledge.

From a TPACK perspective, successful use of ChatGPT requires more than the ability to generate responses through effective prompting. Teachers must also possess sufficient pedagogical knowledge to evaluate whether AI-generated activities support learning objectives and sufficient content knowledge to determine whether generated language examples, explanations, or materials are accurate and appropriate.

The framework is particularly relevant because it highlights the limitations of viewing AI as a neutral tool. The educational value of ChatGPT does not reside within the technology itself. Rather, it emerges through teachers' ability to integrate technological possibilities with pedagogical intentions and disciplinary expertise. Two teachers may use the same AI tool in very different ways depending on their knowledge, beliefs, experience, and professional judgement.

This perspective also helps explain why perceptions of ChatGPT vary considerably across educational contexts. Teachers who possess strong technological confidence but limited pedagogical expertise may use AI differently from experienced educators with extensive teaching knowledge but less familiarity with emerging technologies. The framework therefore provides a useful lens for examining not only what teachers do with ChatGPT, but why they perceive it in particular ways.

2.6 Research Gap

The literature reviewed above demonstrates that generative AI has become an increasingly significant topic within language education. Existing research has explored its implications for language learning, academic writing, feedback, assessment, and educational innovation. Studies have also begun to investigate teachers' attitudes towards AI and its potential role in educational practice.

However, several gaps remain. First, much of the current literature focuses on students rather than teachers. Second, studies examining teachers' experiences often address AI integration in broad terms rather than focusing specifically on lesson planning and material development. Third, research from EFL higher education contexts remains relatively limited, particularly outside heavily researched educational settings.

Most importantly, existing scholarship has not yet fully examined how teachers understand the changing relationship between professional expertise and AI-generated pedagogical content. As ChatGPT becomes increasingly embedded in educational practice, understanding teachers' perceptions is essential for understanding how the technology is likely to shape future approaches to lesson planning and material development.

This study addresses that gap by examining EFL teachers' perceptions of ChatGPT as a resource for lesson planning and instructional material development in higher education. By focusing on teachers' experiences and interpretations, the study seeks to contribute to emerging discussions about the role of generative AI in contemporary language education.

3. ChatGPT for Lesson Planning

Lesson planning represents one of the areas in which ChatGPT has attracted particular interest among language teachers. Designing an effective lesson requires teachers to make decisions about learning objectives, task sequencing, classroom interaction, timing, assessment, and resource selection. While experienced educators often develop routines for managing these decisions, lesson planning remains a cognitively demanding process that requires the integration of pedagogical knowledge, subject expertise, and contextual understanding.

Within this context, ChatGPT offers several forms of support. One of its most practical functions is the generation of preliminary lesson structures. Teachers can request lesson outlines based on specific language skills, topics, proficiency levels, or learning outcomes and receive a sequence of suggested activities within seconds. For many educators, the value of such output lies not in its immediate usability but in its ability to provide a starting point for further development. The challenge of lesson planning is often not generating ideas from scratch but organising them into a coherent instructional sequence.

Beyond lesson structure, ChatGPT can assist in diversifying classroom activities. It can generate alternative approaches to reading, writing, speaking, and vocabulary instruction, offering teachers a range of options that may extend beyond familiar classroom routines. This capacity is particularly relevant in contexts where teachers repeatedly teach similar courses and seek new ways to maintain learner engagement. In such cases, AI-generated suggestions may serve as prompts for pedagogical reflection rather than ready-made solutions.

Another area in which ChatGPT may contribute is lesson coherence. Teachers can use the tool to examine whether planned activities align with learning objectives, whether task progression appears logical, or whether sufficient opportunities for language practice have been incorporated. Although these suggestions require careful evaluation, they can encourage teachers to revisit assumptions and reconsider aspects of lesson design that might otherwise remain unquestioned. In this sense, ChatGPT may function less as a planning tool and more as a catalyst for reflective practice.

At the same time, the limitations of AI-generated lesson plans should not be overlooked. While the outputs often appear organised and pedagogically plausible, they frequently lack the contextual awareness necessary for effective teaching. ChatGPT cannot fully account for learners' prior knowledge, institutional expectations, classroom dynamics, available resources, or cultural considerations. Consequently, lesson plans generated by the tool may contain activities that are unrealistic, insufficiently differentiated, or poorly aligned with local teaching conditions. What appears effective in theory may prove less appropriate in practice.

This limitation highlights an important distinction between generating instructional content and designing instruction. Lesson planning is not simply the arrangement of activities but a process of pedagogical decision-making informed by professional judgement and contextual knowledge. From this perspective, the educational value of ChatGPT lies not in its capacity to plan lessons independently but in its ability to support teachers as they engage in planning. The technology can propose possibilities,

but it cannot determine which possibilities are pedagogically appropriate for a particular group of learners. That responsibility remains firmly with the teacher.

4. ChatGPT for Material Development

If lesson planning represents the organisational dimension of teaching, material development represents its creative dimension. EFL teachers rarely rely exclusively on published resources. Instead, they routinely adapt, supplement, and redesign materials to address learners' linguistic needs, academic goals, and local educational contexts. This process is particularly evident in higher education, where teachers are often required to develop materials related to academic communication, discipline-specific language use, professional skills, and research literacy. Within such contexts, ChatGPT has emerged as a potentially valuable resource for supporting material development.

One of the most widely discussed applications of ChatGPT is its capacity to transform existing texts. Teachers can request simplified versions of authentic materials, adapt texts to different proficiency levels, or modify content to suit particular learning objectives. This function is especially useful in EFL contexts, where authentic materials frequently present linguistic challenges that exceed learners' current abilities. Rather than abandoning authentic resources altogether, teachers can use AI-generated adaptations as a means of increasing accessibility while preserving exposure to meaningful language. In this respect, ChatGPT may help bridge the longstanding tension between authenticity and comprehensibility in language teaching.

The tool also enables the rapid generation of learning activities. Teachers can produce comprehension questions, vocabulary tasks, discussion prompts, role-play scenarios, writing exercises, and collaborative activities with minimal preparation time. While the educational value of these materials depends on subsequent evaluation and refinement, their availability may expand the range of pedagogical options available to teachers. This is particularly relevant in contexts characterised by heavy workloads and limited preparation time, where the challenge is often not a lack of pedagogical knowledge but a lack of time to transform that knowledge into classroom resources.

Beyond activity design, ChatGPT may support differentiation. Contemporary EFL classrooms frequently contain learners with diverse proficiency levels, learning preferences, and educational backgrounds. Producing multiple versions of the same task has traditionally required considerable effort. Generative AI offers the possibility of creating alternative materials for different learner groups more efficiently, enabling teachers to adjust linguistic complexity, task demands, or support mechanisms according to students' needs. Although such adaptations still require professional

oversight, the technology may reduce some of the practical barriers associated with differentiated instruction.

Assessment-related material development represents another area of growing interest. Teachers increasingly use ChatGPT to generate quizzes, rubrics, self-assessment checklists, and peer-review guidelines. These materials can provide useful starting points for designing assessment tools and clarifying performance expectations. However, assessment also illustrates the limitations of AI-generated content. Effective assessment requires close alignment with learning outcomes, curricular objectives, and institutional standards. Generic rubrics generated by AI may appear comprehensive while overlooking important disciplinary or contextual considerations. Consequently, assessment materials produced through ChatGPT should be regarded as preliminary drafts rather than finished products.

The growing use of ChatGPT for material development also raises broader questions about authenticity. One of the enduring principles of communicative language teaching has been the value of exposing learners to authentic language use. AI-generated materials complicate this principle. On the one hand, they can provide linguistically accessible texts tailored to specific learning goals. On the other hand, such materials are generated rather than naturally occurring. They often display a degree of coherence, balance, and predictability that differs from the complexity of real-world communication. As a result, teachers face decisions about when AI-generated materials can effectively support learning and when authentic texts remain pedagogically preferable.

A related concern involves cultural representation. Because large language models are trained predominantly on data originating from particular linguistic and cultural contexts, their outputs may implicitly reflect assumptions associated with dominant English-speaking environments. Examples, scenarios, and communicative situations generated by ChatGPT may therefore appear disconnected from learners' social realities, particularly in contexts outside North America and Western Europe. For EFL teachers working in Central Asia and other underrepresented regions, the challenge is not merely linguistic adaptation but cultural localisation. Materials often require modification to ensure that examples, references, and communicative contexts resonate with learners' experiences and educational goals.

These considerations highlight a broader issue within discussions of AI-assisted material development. The value of ChatGPT does not lie simply in its ability to generate content. Educational materials are not neutral products that can be transferred unchanged from one context to another. Their effectiveness depends on how well they align with learners' needs, institutional expectations, and pedagogical objectives.

Consequently, material development remains a process of professional judgement rather than technological production.

From this perspective, ChatGPT is perhaps best understood as a resource that expands teachers' options rather than replaces their expertise. It can accelerate drafting, support adaptation, and generate alternative possibilities. However, decisions regarding relevance, appropriateness, authenticity, and educational value remain fundamentally human responsibilities. The technology may assist in the production of materials, but it is teachers who determine whether those materials contribute meaningfully to learning.

5. Discussion

The literature reviewed in this article suggests that the significance of ChatGPT lies not simply in its ability to generate educational content but in the ways it is beginning to reshape pedagogical work. Discussions surrounding generative AI often focus on efficiency, emphasising its capacity to reduce preparation time and automate routine tasks. While these benefits are undoubtedly attractive, such explanations provide only a partial account of the technology's educational significance. More fundamentally, ChatGPT is altering how lesson planning and material development are initiated, organised, and enacted within language teaching practice.

Traditionally, pedagogical preparation has been conceptualised as a process that begins with teachers generating instructional ideas and transforming those ideas into classroom materials. Generative AI introduces a different starting point. Rather than creating resources from scratch, teachers increasingly interact with AI-generated drafts, suggestions, and alternative instructional possibilities. This shift does not eliminate pedagogical work; rather, it redistributes it. The emphasis moves away from initial production towards evaluation, adaptation, and contextualisation. Consequently, the professional challenge facing teachers is no longer simply how to design instructional materials but how to exercise informed judgement in relation to materials generated by artificial intelligence.

This development has important implications for understandings of teacher expertise. Earlier debates surrounding educational technology often focused on access to digital tools and teachers' willingness to adopt them. The emergence of generative AI raises a different question. The issue is not whether teachers can use ChatGPT, but whether they can critically engage with its outputs. The ability to identify pedagogical weaknesses, recognise contextual limitations, evaluate linguistic appropriateness, and adapt content to local educational realities becomes increasingly important in AI-mediated teaching environments. In this respect, professional expertise is not

diminished by generative AI; it is reconfigured. What distinguishes effective practice is not the capacity to generate content but the capacity to evaluate it.

The TPACK framework provides a useful lens through which to understand this transformation. The literature consistently demonstrates that technological competence alone is insufficient for meaningful AI integration. ChatGPT may generate plausible lesson plans and instructional materials, but determining their educational value requires the interaction of technological, pedagogical, and content knowledge. The effectiveness of AI-assisted teaching therefore depends less on the sophistication of the technology itself than on the quality of the professional knowledge brought to its use. This observation reinforces a broader principle within educational technology research: innovations do not improve teaching independently; their impact is mediated through teacher decision-making.

The discussion also highlights a persistent tension between standardisation and contextualisation. Large language models are designed to generate broadly applicable responses based on patterns within vast datasets. Teaching, however, is inherently contextual. Effective lesson planning and material development require sensitivity to learner needs, institutional expectations, cultural realities, and educational goals that may not be fully captured within AI-generated outputs. As a result, the value of ChatGPT cannot be separated from the contexts in which it is used. Materials that appear pedagogically sound in one setting may be inappropriate in another. This reinforces the continuing importance of localisation as a core component of language teaching practice.

A further implication concerns teacher education and professional development. Much of the current discussion surrounding AI integration focuses on technical competencies such as prompt engineering and platform familiarity. While these skills are important, the literature suggests that they represent only one dimension of effective AI use. Equally important are critical AI literacy, ethical awareness, and the capacity to evaluate pedagogical quality. Future professional development initiatives may therefore need to move beyond training teachers to use AI and towards preparing them to interrogate, challenge, and refine AI-generated content. Such an approach would position teachers not as passive users of technology but as active participants in shaping its educational application.

Taken together, these developments suggest that the integration of ChatGPT should not be understood as a purely technological phenomenon. It represents a broader transformation in the relationship between educational knowledge, professional expertise, and instructional design. The central question is no longer whether AI can contribute to lesson planning and material development. Increasingly, the more

significant question concerns how teachers negotiate the opportunities and constraints introduced by AI-generated pedagogical content. Understanding these negotiations is likely to become an increasingly important area of inquiry as generative AI continues to expand its presence within language education.

7. Conclusion

The rapid adoption of generative artificial intelligence has introduced new possibilities for lesson planning and material development in EFL higher education. However, the significance of ChatGPT extends beyond its ability to generate instructional content efficiently. Its emergence signals a broader shift in how pedagogical work is conceptualised, organised, and supported within contemporary educational practice.

This article has argued that ChatGPT is most productively understood not as a substitute for teacher expertise but as a resource that participates in the design process. Its capacity to generate lesson structures, adapt materials, and propose instructional alternatives offers valuable support for teachers navigating increasingly complex educational demands. At the same time, the effectiveness of AI-generated content remains dependent on professional judgement, contextual awareness, and pedagogical reasoning. Educational value does not reside in the technology itself; it emerges through the ways teachers interpret and apply its outputs.

The discussion has further highlighted the importance of viewing AI integration as a pedagogical rather than purely technological issue. Questions surrounding authenticity, contextual relevance, ethical use, and instructional quality cannot be resolved through technological innovation alone. They require informed decision-making grounded in disciplinary knowledge and educational experience. Consequently, the future role of generative AI in language education is likely to be shaped less by the capabilities of the technology than by the capacity of educators to engage with it critically and purposefully.

As generative AI continues to evolve, discussions within EFL education must move beyond questions of adoption towards questions of responsible integration. Understanding how teachers negotiate the opportunities and constraints of AI-assisted pedagogy will be essential for ensuring that technological innovation remains aligned with educational aims. Ultimately, the contribution of ChatGPT to language teaching will depend not on what the technology can generate, but on how teachers choose to transform those possibilities into meaningful learning experiences.

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XALQ KITOBLARI VA DOSTONLARDA TASAVVUF ALLOMALARI OBRAZINING TASVIRI

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Annotatsiya

Ushbu maqolada xalq xitoblari va dostonlarda tasavvuf allomalari obrazi haqida fikr yuritilgan. Shuningdek, xalq dostonlarida shayx va pir obrazlarining o‘ziga xos tasviri, ularning yo‘l ko‘rsatuvchi, qahramon taqdirini belgilovchi kabi shakllarda namoyon bo‘lishi tahlil etilgan.

Kalit so‘zlar: xalq kitobi, zohid, murshid, murid, zuhd, chiltonlar, tavakkul

ОТРАЖЕНИЕ ОБРАЗА СУФИЙСКИХ УЧЕНЫХ В НАРОДНЫХ КНИГАХ И ДАСТАНАХ

Аннотация: В данной статье рассматривается образ суфийских ученых в народных книгах и дастанах. Также анализируется специфическое изображение образов шейхов и пиров в народных дастанах, их проявление в качестве путеводителей и фигур, определяющих судьбу героя.

Ключевые слова: народная книга, аскет (захид), муршид, мюрид, зухд (аскетизм), чилтоны (сорок святых), таваккуль (упование на Бога).

THE DEPICTION OF THE IMAGE OF SUFI SCHOLARS IN FOLK BOOKS AND EPICS (DASTANS)

Abstract: This article examines the image of Sufi scholars in folk books and epics (dastans). It also analyzes the specific depiction of the images of sheikhs and pirs in folk epics, and their manifestation as guides and figures who determine the hero's destiny.

Keywords: folk book, ascetic (zahid), murshid, murid, zuhd (asceticism), chiltons (forty saints), tawakkul (trust in God).

KIRISH

Hozirgi kunda ilmiy adabiyotlarda keng qo‘llanilayotgan va adabiyotshunoslik terminlaridan biri sifatida qabul qilingan “xalq kitobi”, “xalq romani” aslida o‘zbek adabiyoti tarixidagi ma’lum va mashhur qissalardir. Uning hozirgi, yangi istilohi, boshqa ba’zi adabiyotshunoslik terminlari (poema, novella, satira, yumor, povest

kabilar) ga o‘xshash chetdan o‘zlashtirilgan. Tasavvuf allomalari obrazi “Qissayi Mashrab”, “Bobo Ravshan”, “Karbalonoma” kabi xalq kitoblarida , shuningdek, Hazrati Ali, Ibrohim Adham, Boyazid Bistomiy, Sayyid Ota, Ahmad Yassaviy haqida yaratilgan qissalarda uchratishimiz mumkin.

ADABIYOTLAR TAHLILI VA METODLAR

O‘zbek xalq kitoblarida so‘fiylar va tasavvufiy obrazlar asosan ibratli qissalar, diniy-ma’rifiy rivoyatlar va dostonlarda ma’naviy rahnamo, ilohiy ishq kuychisi va karomat ko‘rsatuvchi avliyolar sifatida tasvirlanadi. Bu asarlar xalq orasida Islom qadriyatlari va axloqiy tamoyillarni sodda tilda yoyishga xizmat qilgan. Xalq orasida eng ko‘p tarqalgan so‘fiy shaxslar va ular bilan bog‘liq asarlar quyidagilardir:

- So‘fi Olloyor: Uning asarlari (masalan, "Sabotul-ojizin") xalq orasida darslik darajasida o‘qilgan. Unda tasavvufiy tushunchalar xalqchil tilda, kamtarlik va ilohiy muhabbat mavzularida bayon etiladi.
- Xo‘ja Ahmad Yassaviy: "Hikmatlar" kitobi orqali turkiy xalqlar ma’naviyatiga eng kuchli ta’sir ko‘rsatgan so‘fiy siymodir. Uning hayoti va karomatlari haqidagi rivoyatlar "Nasabnoma" kabi xalq kitoblarida keng yoritilgan.
- Shayx Xudoydod Valiy: Xalq orasida avliyo va murshid sifatida tanilgan, uning hayoti bilan bog‘liq turli rivoyat va dostonlar mavjud.
- Shoir So‘fi (Ilyos Mulla Muhammad o‘g‘li): g‘azallarida tasavvufiy-falsafiy va ma’rifiy qarashlarni uyg‘unlashtirgan demokratik shoir sifatida xalq orasida mashhur bo‘lgan.

Bulardan Xoja Ahmad Yassaviy — o‘zbek tasavvufining eng buyuk allomalaridan biridir. Quyi Sirdaryo vohasidan topilgan va hozirda Turkiston shahrida saqlanayotgan muallifi noma’lum «Nasabnoma» risolasida esa Arslonbob bilan yosh Ahmadning ilk uchrashuvlari batafsil va maroqli bir shaklda tasvirlangan.[2:129] Unda hikoya qilinishicha, Muhammad (a.s.) Xoja Ahmadga yetkazish uchun Arslonbobga xirqa bilan xurmo beradilar va «To‘rtinchi xalifam va amakimning o‘g‘li Alining farzandi Imom Muhammad Hanafiy zurriyotidan Sayram tepaligida Xoja Ahmad dunyoga keladi. Uning otasi shayx Ibrohim va onasi Tog‘ay bibicha bibi, laqabi Qorasoch onadir» deya bashorat beradilar. Omonat xurmoni olgan Arslonbob Chahorterak viloyatida qirq yil zohidlikda yashab nafsini poklaydi. Shundan so‘ng Sayramga kelib Ahmadning otasi Ibrohim Shayx bilan tanishadi, yosh Ahmadni so‘raydi. Shunda Ibrohim Shayx Arslonbobni sinash uchun Ahmadning o‘rniga Sadriddin shayxni ko‘rsatadi. Arslonbob: «Bu bola malakut va din yo‘lboshchisi bo‘lgay, ammo biz millat va din egasi bo‘lgan o‘g‘lonni izlayapmiz, bu ikki bola orasida yer bilan osmonchalik farq bor», — deydi. Shunda Ibrohim Shayx: «Bir dallidevona o‘g‘lon bor, lekin u

maqtovingizga loyiq emas, goho mahzun, goho xurram, suvrati odamzod, biroq holi va qoli ajib va g‘arib», — deydi. Arslonbob Shayxning bu so‘zlarini eshitib darhol Ahmadning huzuriga boradi-yu, omonat xirqani topshiradi. Ahmad: «Jismimga ma’no beruvchi zohiriy boylikni berdingiz.Lekin qalbimning mohiyatini tashkil etuvchi sof xazinani emas. Shu bois men goh loydaman, goh suvda, goh g‘amginman, goh xurram», — deydi. Buni eshitgan Arslonbob omonat xurmoni ham taslim etadi va Ahmadning haqqiga duo qiladi.[3:117]

Mavlono Jaloliddin Rumiy esa o‘zining "Masnaviy" asari bilan nafaqat turk, balki butun musulmon olamida mashhurdir. Uning tasavvufiy fikrlari va darslari xalq kitoblarida ko‘pincha "ichki sayohat" va "Haqiqatan yuzaga chiqish" kabi falsafiy g‘oyalar bilan taqdim etiladi. Rumiy inson qalbining poklanishi, ma’naviy yuksalishi, va inson bilan Alloh o‘rtasidagi munosabatlarni tasvirlab, uni sevgi va muhabbat nuqtayi nazaridan ko‘rib chiqadi. Rumiyning asarlaridagi "Ishq" (sevgi) tushunchasi nafaqat Allohga, balki boshqa insonlarga ham samimiy yondashuvni ta’kidlaydi.

MUHOKAMA VA NATIJALAR

Shayx Bahovuddin Naqshband naqshbandiya tariqatining asoschisi sifatida tasavvufiy ta’limotda muhim rol o‘ynagan. Naqshbandiya tariqati, xususiyatiga ko‘ra, ruhiy tarbiya, sabr-toqat, yakka o‘zi ibodat qilish va shariatga qat’iy amal qilishni talab qiladi. Shayx Bahauddin Naqshbandning asosiy g‘oyasi insonning ichki poklanishi va haqiqiy ma’rifatga erishish edi. Uning "dil ba yor-u, das ba kor" degan g‘oyasi xalq orasida keng tarqalgan. Shayx Zayniddin Qobuliy esa o‘zining tasavvufiy darslari bilan xalq orasida mashhur bo‘lgan allomalardan biridir. U tasavvufni insonning ruhiy o‘zgarishi, haqiqiy farovonlikka erishish va muqaddas yo‘ldan yurish sifatida tasvirlagan. Shayx Zayniddin Qobuliy, o‘z asarlarida sabr, tavakkul, xolis niyat va haqiqiy axloqiy fazilatlarga alohida urg‘u berib, tasavvufiy yo‘lni izlovchi insonlarga o‘zining ko‘rsatmalarini taqdim etgan. Xalq kitoblarida uning ma’naviy yo‘li haqidagi hikoyalar, nafaqat diniy, balki axloqiy ma’noga ham boy.

Xalq kitoblarida tasavvuf allomalari obrazlari bir nechta tipajlarda namoyon bo‘ladi. Ulardan komil inson, murshid (pir), zohid, oshiq o‘ziga xos ahamiyatga ega bo‘lib, komil inson kamtarlik, taqvodorlik va ilohiy ishq bilan ziynatlangan, jamiyat uchun o‘rnak bo‘ladigan shaxs; murshid (Pir) muridlarni (shogirdlarni) to‘g‘ri yo‘lga boshlovchi, ma’naviy tarbiyachi, ko‘pincha g‘oyibdan yordam beruvchi yoki to‘g‘ri yo‘l ko‘rsatuvchi; zohid va oshiq esa dunyo lazzatlaridan voz kechib (zuhd), butun borlig‘ini Haq taologa bag‘ishlagan obrazlar sifatida tasvirlanadi. Shu bilan birga, bunday asarlarda may va mayxona, bulbul va gul hamda shayx va valiylarning karomatlari bilan bog’liq tasavvufiy ramzlar ham o‘ziga xos mazmun kasb etadi.

Muhammad Ja’farxo‘janing “Dostoni Amir Temur Ko‘ragon” asarida Sayyid Ota ismli tasavvuf allomasi haqida xalq kitoblaridan rivoyat keltirilib, uning tariqat va shariat ilmida yetuk shaxs ekanligini ta’kidlaydi. Shuningdek, asarda uning karomatlari va Amir Temurning ma’naviy nasihatgo‘yi, yo‘l ko‘rsatuvchisi bo‘lgani ham ifoda etiladi.

Tasavvuf allomalari obrazi xalq og’zaki ijodining bir bo‘lagi bo‘lgan xalq dostonlarida ham uchraydi. Bunda ushbu obrazlar real hayotiy chizgilar bilan birga, xalq xayoloti mahsuli bo‘lgan mo‘jizaviy (karomat) xususiyatlar bilan boyitilganining guvohi bo‘lamiz. Bosh qahramon mushkul ahvolga tushganda yoki tug‘ilishidan oldin (masalan, Alpomishning dunyoga kelishi) Shohimardon pir (Hazrati Ali), Xizr yoki chiltonlar unga yordamga keladi. Bu obrazlar tasavvufdagi "g‘oyibona madad" tushunchasining xalqona ifodasidir. "Alpomish" dostonida tasavvuf allomalari va avliyolar bevosita real tarixiy shaxslar sifatida emas, balki qahramonning taqdirini belgilovchi sifatida tasvirlangan. Tasavvuf silsilalarining asosi sanalgan Shohimardon Alpomishning asosiy piri bo‘lib, Alpomish tug‘ilishidan oldin ota-onasi (Boybo‘ri va Boysari) aynan Hazrati Shohimardon qabrida tunab, farzand tilaydilar. ”-Shu yerdan Shohimardon pirning ravzasi uch kunchalik yo‘l kelar ekan, har kim borib tunar ekan:davlat talab davlat tilar ekan, farzand talab farzand tilar ekan, oxirat talab imon tilar ekan, qirq kun tunagan kishi murodiga yetib qaytar ekan”.[1:15]Bu epizodda tasavvufdagi "tavassul" (avliyolar vositasi bilan Allohdan so‘rash) tushunchasi yotadi. Murshidning muridini doimiy himoya qilishi g‘oyasi Alpomish qiyin vaziyatga tushganda (masalan, zindonda yoki yoy tortishda) Shohimardan unga g‘oyibdan madad berishida ham aks etadi.

XULOSA

Shu bilan birga, dostonning turli o‘rinlarida "qirq chiltonlar" va Xizr obrazlari ham uchraydi. Ular Alpomishga ruhiy quvvat va jismoniy kuch baxsh etadilar. Alpomish 14 yoshida alp bo‘lib yetishishida bu pirlarning "himmat"i (ruhiy yordami) hal qiluvchi rol o‘ynaydi. Chiltonlar – tasavvufdagi "Rijolul g‘ayb" (g‘oyib kishilari) iyerarxiyasining xalqona talqinidir. Ular qahramonni oddiy inson darajasidan "Alp" (komil insonning jangovar ko‘rinishi) darajasiga ko‘taradilar. Dostondagi avliyolar obrazi qahramonga faqat kuch emas, balki axloqiy yo‘nalish ham beradi. Alpomishning zindondagi etti yillik sabri tasavvufiy riyozatga o‘xshatiladi. Pirlar unga faqat sabri yetilganida najot berib, Allomalar va pirlar Alpomishni faqat o‘z manfaati uchun emas, balki el-yurt birligi va adolat o‘rnatish uchun qo‘llab-quvvatlaydilar. "Alpomish"dagi tasavvufiy obrazlar qahramonni oddiy polvondan ilohiy quvvat bilan qurollangan ma’naviy shaxsga aylantiradi. Bu orqali doston tinglovchisiga "Haqiqiy

g‘alabaga faqat ma’naviy poklanish va pirlar duosi bilan erishiladi" degan g‘oya singdiriladi.

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RECREATION OF THE CONCEPT OF "LOVE" IN TRANSLATIONS OF SHAKESPEARE'S SONNETS INTO UZBEK

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Abstract. This article discusses the re-creation of the concept of "love" in the Uzbek translations of sonnets, which are an integral part of Shakespeare's work. The term "concept" is also discussed, as well as its origins and place in translation studies. The study of the concept of "love" and the extent to which the translator was able to convey the concept of love used in the sonnets in the Uzbek language will be analyzed.

Abstrakt. Ushbu maqolada Shekspir ijodining ajralmas qismi bo'lgan sonetlarning o'zbek tiliga tarjimalarida "muhabbat" konseptining qayta yaratilishi borasida so'z yuritiladi. Bundan tashqari "konsept" atamasi, uning kelib chiqishi hamda, tarjimashunoslikdagi o'rni haqida ham so'z boradi. "Muhabbat" konseptining o'rganilganilishi va tarjimonning sonetlarda qo'llanilgan muhabbat konseptini qay darajada o'zbek tiliga yetkazib bera olgani tahlilga tortiladi.

Keywords: Shakespeare, concept, concept of love, sonnet.

Kalit so'zlar: Shekspir, konsept, muhabbat konsepti, sonet.

William Shakespeare is a world-famous English poet, actor, and playwright, born on April 23, 1564 in Stratford, England. Although he is world-famous for his works as a playwright, the sonnet genre is of particular importance in his work. His works have been skillfully translated by our writers and translators such as Cholpon, Maqsud Shaykhzoda, Gafur Ghulom, Jamol Kamol, and Khurshid Davron. During his creative career, he became the author of 154 sonnets, most of which have been translated into Uzbek. This article analyzes several examples of Shakespeare's sonnets translated by Yusuf Shomansur in terms of the re-creation of the concept of "love".

First of all, let's talk about the concept of "concept", although it has been defined differently by different scientists, there is no consensus on its main definition. Perhaps the reason for this is that the concept is a common object of many disciplines, in particular linguistics, philosophy, literary studies, etc. The term concept was first used by the Russian scientist Askoldov in an article published in 1928. He defined the term concept as "a unit that reflects the process of thinking about one type or another of concepts." Since the 90s of the 20th century, the term "concept" has been used in linguistics and has also become an object of literary studies, since the basis of any work

of art is linguistic units. In general, a concept is a different interpretation of the content behind a certain concept. For example, if a group of people are asked to define the word "love," each participant may give a different, different explanation. This is because each person expresses and defines their feelings based on their own frame of mind, worldview, and mental capacity. A poet or writer may create a particular text to express a specific concept from their own perspective, or may use several concepts in the same text.

If the "concept" is evaluated from the point of view of translation studies, it corresponds to the definitions of the concept in literary studies. Because the basis of literary translation is a work of art, that is, a prose or poetic text. That is, the restoration of a certain concept in translation depends on the degree to which the original text can be translated.

When it comes to the term concept, it is also necessary to explain the concept of "superconcept". A superconcept is the study of concepts that have the same or similar meanings within a certain dominant concept. For example, if we take the concept of "love" as a superconcept, concepts such as "love", "love" and "affection" can also be studied within it.

Since the "concept of love" is an abstract concept, it is difficult to give it a specific definition. The explanatory dictionary of the Uzbek language defines the word "love" as "Love is a feeling of devotion from the heart; love, affection." However, this definition describes only the concept expressed by this word. After all, a concept is a much broader term than a concept, and the concept expressed by a specific word can be expressed through a specific text. That is, in literary studies and translation studies, an entire poem or prose work can express exactly one concept such as "love", "faith", "friendship". Therefore, the work of any author can serve as a definition of "love" or another similar concept. In particular, the concept of love dominates Shakespeare's sonnets, and many of these sonnets can be used to describe the concept of "love" between two people.

"Love" in Shakespeare's sonnets does not have a single definition, but rather has intangible qualities that constitute a great power that overcomes all obstacles. Taking three of the sonnets - 116, 130 and 147 - love is depicted as a great power that triumphs over time, the physical world and the mind, respectively.

Sonnet 116 presents love as an immortal force that overcomes age, death, and time. Love is depicted as an invincible force that resists time, as well as the effects of time on beauty and youth, wrinkles, and old age. The concepts that love is not subject to time, that the budding lips and rosy cheeks that fade with time cannot quench the power

of true love, are embedded in this sonnet through the concept of "love." An example of this is the following lines from sonnet 116:

Love's not Time's fool, though rosy lips and cheeks
Within his bending sickle's compass come;
Love alters not with his brief hours and weeks,
But bears it out even to the edge of doom.
Translation

Olov dudoqlarning, o‘t yonoqlarning
Cho‘g‘in so‘ndirguvchi vaqtning qo‘lida
Qo‘g‘irchoq emas ishq. Qaldiroqlarning
Dahshatidan qo‘rqmas u o‘z yo‘lida.

The correct translation is not a literal translation, since it is impossible to do so in poetic translation. But the translator's skill lies in the fact that the poet's meaning, that true love is not affected by the passage of time and the physical changes that occur with it, is beautifully conveyed in Uzbek.

In sonnet 130, the power of love is manifested through physical beauty. In this sonnet, Shakespeare expands his definition of love to include the image of love as a force that overcomes social pressures. That is, it is said that in order for a person to love another person, the beloved does not have to meet the standards of beauty set by society.

My mistress' eyes are nothing like the sun;
Coral is far more red, than her lips red:
If snow be white, why then her breasts are dun;
If hairs be wires, black wires grow on her head.
Translation

Na ko‘zi yulduzga qilguday qiyos,
Na dudog‘i la’lga o‘xshab ketadi.
Yelkalari oppoq marmarday emas,
Sochlari arqonday chuvab yotadi.

This translation also emphasizes the translation of meaning rather than the translation of words, but this does not harm the poetic rhythm. The translator tried to express the similes in the sonnet through similes that are suitable for the Uzbek mentality. For example, in the original, the poet talks about how his beloved's eyes are not like the sun, but the translator replaces the sun with a star because in the Uzbek language, the shine of the eyes is more likened to stars. Such changes make the sonnet sound natural and take root in the reader's heart. In addition, within the framework of the concept of "love", the poet expresses his love in a special way, that is, not by praising the physical

beauty of his beloved, but by talking about how the lack of beauty in his beloved that fits the molds of society cannot be an obstacle to him in loving his beloved. The translator was also able to skillfully convey the same meaning in the Uzbek language.

In the opening lines of "Sonnet 147," the hero compares his love to a disease. It is something that bothers him but he does not want to get rid of it. He does nothing to get rid of the disease.

My love is as a fever longing still,
For that which longer nurseth the disease;
Feeding on that which doth preserve the ill,
The uncertain sickly appetite to please.
Translation
Dardi bedavodir ishqim. Hech qonmas,
Chanqoq iztirobga qalbim giriftor.
Bir vaqt uni nedir zaharlamish, bas,
Ishq o‘sha zaqqumni qo‘msaydi takror.

Apart from the slight deviation in the form, that is, in the chosen words, the above translation is also excellent. Most importantly, the translator was able to convey the poet's intention, which is that no matter how much his love causes him pain, he cannot give it up, by comparing love to a disease.

In conclusion, the concept of "love" is an integral part, the basis of Shakespeare's work. In translation, the ability to convey this basis to the reader in an understandable and impressive way, as in the original, determines the skill of the translator. We can safely say that the translator Yusuf Shomansur has achieved great success in this regard. In addition, the study of the concept of "love" in poetic translation is one of the innovations in Uzbek translation studies, and translations of Shakespeare's sonnets are of great importance in introducing this topic.

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ИГРОВЫЕ МЕТОДЫ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА В УЗБЕКОЯЗЫЧНОЙ СРЕДЕ

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Аннотация: в статье рассматриваются игровые методы как эффективный инструмент обучения русскому языку детей дошкольного возраста в условиях узбекоязычной среды. Анализируются психолого-педагогические основания применения игры в языковом образовании, описываются конкретные виды игровой деятельности и их методический потенциал. Обосновывается роль воспитателя как организатора игрового пространства, способствующего формированию русскоязычной коммуникативной компетенции у детей-дошкольников.

Ключевые слова: русский язык как иностранный, дошкольное образование, игровой метод, узбекоязычная среда, двуязычие, речевое развитие, коммуникативная компетенция.

Abstract:. This article examines game-based methods as an effective tool for teaching the Russian language to preschool children in a Uzbek-speaking environment. The psychological and pedagogical foundations for the use of play in language education are analyzed, and specific types of game activities and their methodological potential are described. The article substantiates the role of the teacher as an organizer of a play-based learning environment that promotes the development of Russian-language communicative competence among preschool children.

Keywords: Russian as a foreign language, preschool education, game-based method, Uzbek-speaking environment, bilingualism, speech development, communicative competence.

Annotatsiya. Maqolada o‘zbek tilida so‘zlashuvchi muhitda maktabgacha yoshdagi bolalarga rus tilini o‘qitishda o‘yin metodlarining samarali vosita sifatidagi ahamiyati ko‘rib chiqiladi. Til ta’limida o‘yindan foydalanishning psixologik-pedagogik asoslari

tahlil qilinadi, o‘yin faoliyatining aniq turlari va ularning metodik imkoniyatlari tavsiflanadi. Shuningdek, maktabgacha yoshdagi bolalarda rus tilidagi kommunikativ kompetensiyani shakllantirishga xizmat qiluvchi o‘yin muhitini tashkil etuvchi tarbiyachining roli asoslab beriladi.

Kalit so‘zlar: rus tili chet tili sifatida, maktabgacha ta’lim, o‘yin metodi, o‘zbek tilida so‘zlashuvchi muhit, ikki tillilik (bilingvizm), nutq rivoji, kommunikativ kompetensiya.

В современных условиях многоязычного общества Узбекистана вопрос раннего обучения русскому языку приобретает особую актуальность. Русский язык сохраняет значительные позиции в сфере образования, науки и межнационального общения, что обусловливает необходимость формирования русскоязычной коммуникативной компетенции уже на начальных этапах социализации ребёнка – в дошкольном возрасте.

Вместе с тем обучение неродному языку детей 3–6 лет представляет собой непростую методическую задачу: дошкольники ещё не владеют навыками сознательного учения, их внимание неустойчиво, а мотивация к освоению нового во многом определяется эмоциональной привлекательностью деятельности. В этой связи педагоги-практики и исследователи единодушно указывают на игровую деятельность как ведущий метод языкового образования в данном возрастном периоде.

Игровая деятельность является ведущей в дошкольном возрасте (Л. С. Выготский [1], Д. Б. Эльконин [3], А. Н. Леонтьев [4]). Именно в игре ребёнок осваивает социальные роли, развивает воображение, формирует произвольность поведения – и одновременно расширяет свои языковые возможности. Как отмечал Л. С. Выготский, в игровой ситуации ребёнок всегда «выше своего среднего возраста»: игра создаёт зону ближайшего развития, позволяя ему действовать на более высоком уровне, чем в обычных обстоятельствах [1, с. 220].

Применительно к обучению неродному языку это положение приобретает особое значение: в условиях естественной игровой коммуникации дети значительно легче усваивают лексику, грамматические конструкции и фонетические образцы изучаемого языка, поскольку речевые действия органично вплетены в игровую ситуацию и не воспринимаются как учебная нагрузка [2].

В узбекоязычной среде игровые методы выполняют ещё одну важную функцию – снижают так называемый языковой барьер, то есть психологическое напряжение, возникающее у ребёнка при необходимости говорить на языке, который не является для него родным. Игровая ситуация создаёт условную

реальность, в которой допустимы ошибки и незавершённые высказывания, что формирует безопасную речевую среду.

В методике преподавания русского языка как иностранного детям дошкольного возраста выделяют несколько основных видов игровой деятельности.

1. Дидактические игры – игры с чётко сформулированными правилами и образовательной задачей. Они направлены на закрепление словарного запаса, отработку грамматических форм и развитие фонематического слуха. Примерами служат игры «Что пропало?» (развитие лексики и внимания), «Скажи наоборот» (антонимы), «Один – много» (категория числа существительных). В условиях узбекско-русского двуязычия дидактические игры позволяют планомерно вводить и закреплять русскоязычные речевые образцы без обращения к переводу.

2. Сюжетно-ролевые игры создают коммуникативные ситуации, максимально приближённые к реальному общению: «В магазине», «У врача», «На рынке». Ребёнок, принимая роль, берёт на себя и соответствующую речевую функцию, что стимулирует производство связных высказываний на русском языке. По наблюдениям педагогов дошкольных учреждений Узбекистана, именно сюжетно-ролевые игры дают наиболее выраженный эффект в развитии диалогической речи на неродном языке.

3. Подвижные речевые игры сочетают двигательную активность с языковым содержанием. Игры типа «Съедобное – несъедобное», «Simon says» (в русскоязычном варианте – «Делай то, что я скажу»), хороводы с текстами на русском языке задействуют сразу несколько каналов восприятия: слуховой, зрительный и кинестетический, – что существенно повышает эффективность запоминания лексического материала.

4. Театрализованные игры и инсценировки – разыгрывание сказок и коротких диалогов на русском языке – способствуют формированию связной монологической речи, интонационной выразительности и расширению пассивного словарного запаса. Для детей-узбекофонов особенно ценно, что театрализация предоставляет готовые речевые образцы (реплики персонажей), которые ребёнок осваивает в процессе многократного повторения.

5. Речевые игры с наглядностью (предметные картинки, карточки, кубики с изображениями) особенно эффективны на начальном этапе, когда словарный запас ребёнка на русском языке ещё минимален. Опора на зрительный образ позволяет устанавливать прямые связи между предметом и его русским наименованием, минуя посредничество родного языка.

Эффективность игровых методов в значительной мере определяется профессиональной позицией воспитателя. В контексте обучения русскому языку в узбекоязычной среде педагог выполняет несколько ключевых функций.

Во-первых, воспитатель является носителем (или компетентным пользователем) русского языка и образцом для подражания. Речь педагога в ходе игры должна быть чёткой, естественной и фонетически корректной, поскольку именно она служит основным языковым инпутом для детей.

Во-вторых, педагог организует и направляет игровую деятельность, обеспечивая её языковое наполнение: вводит новые слова и конструкции через игровую ситуацию, стимулирует детей к высказываниям на русском языке, корректирует речевые ошибки косвенным образом (через повторение правильного варианта), не нарушая хода игры.

В-третьих, воспитатель создаёт в группе развивающую речевую среду: оформляет пространство группы на двух языках (подписи к предметам, информационные плакаты, книжный уголок с русскоязычными изданиями), что обеспечивает постоянный языковой контакт детей с русским языком за пределами специально организованных занятий.

Следует подчеркнуть, что от будущих специалистов в области дошкольного образования требуется не только педагогическая, но и лингвистическая компетентность: понимание структурных особенностей русского языка, знание типичных трудностей для узбекоязычных детей (например, категория рода существительных, система падежей, видо-временные формы глагола) и умение выстраивать игровые ситуации, последовательно вводящие и закрепляющие необходимый языковой материал.

Таким образом, игровые методы представляют собой не просто удобный педагогический приём, а методологически обоснованный подход к обучению русскому языку детей дошкольного возраста в условиях узбекоязычной среды. Опираясь на ведущую деятельность дошкольника, они обеспечивают естественное усвоение языкового материала, формируют положительную мотивацию к изучению русского языка и создают основу для дальнейшего языкового развития ребёнка на школьном этапе.

Перспективы дальнейшего исследования связаны с разработкой системы диагностики уровня русскоязычного развития детей-дошкольников в условиях двуязычия, а также с изучением потенциала цифровых игровых технологий в языковом образовании на ранних этапах.

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TA’LIM MUASSASALARIDA STRATEGIK MENEJMENTNI TAKOMILLASHTIRISH

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Annotatsiya. *Mazkur maqolada ta'lim muassasalarida strategik menejmentni takomillashtirishning nazariy va amaliy jihatlari yoritilgan. Ta'lim tizimida strategik rejalashtirish, innovatsion boshqaruv, raqamli texnologiyalarni joriy etish hamda inson kapitalini rivojlantirishning ahamiyati tahlil qilingan. Shuningdek, ta'lim muassasalari faoliyati samaradorligini oshirishga qaratilgan tashkiliy-iqtisodiy mexanizmlar va amaliy takliflar ishlab chiqilgan.*

Kalit so‘zlar: *strategik menejment, ta'lim muassasasi, strategik rejalashtirish, innovatsion boshqaruv, raqamli ta'lim, inson kapitali, boshqaruv samaradorligi, ta'lim sifati, transformatsiya, menejment.*

Kirish

Bugungi globallashuv va raqamli iqtisodiyot sharoitida ta'lim tizimini modernizatsiya qilish davlat siyosatining ustuvor yo‘nalishlaridan biriga aylanmoqda. Zamonaviy mehnat bozori yuqori malakali, kreativ va innovatsion fikrlaydigan mutaxassislarni talab qilmoqda. Shu sababli ta'lim muassasalari faoliyatini an'anaviy boshqaruv tamoyillari asosida emas, balki uzoq muddatli rivojlanishni ta'minlaydigan strategik menejment yondashuvlari asosida tashkil etish zarurati ortib bormoqda.

Strategik menejment ta'lim muassasasining ichki imkoniyatlari va tashqi muhit omillarini hisobga olgan holda istiqboldagi maqsadlarni belgilash, ularga erishish yo‘llarini ishlab chiqish hamda resurslardan samarali foydalanishni ta'minlovchi boshqaruv tizimidir.

Mamlakatimizda ta'lim tizimini xalqaro standartlarga mos ravishda rivojlantirish, oliy ta'lim qamrovini kengaytirish, ta'lim sifatini oshirish va raqamli texnologiyalarni joriy etish bo‘yicha amalga oshirilayotgan islohotlar strategik menejmentni takomillashtirish masalasining dolzarbligini yanada oshirmoqda.

Mavzuga oid ilmiy qarashlar tahlili

Strategik menejment nazariyasining rivojlanishiga M. Porter, H. Mintzberg, I. Ansoff, P. Drucker, S. Robbins kabi olimlar katta hissa qo‘shgan. Ularning ilmiy tadqiqotlarida

tashkilotning uzoq muddatli rivojlanishi, raqobat ustunliklarini shakllantirish hamda samarali boshqaruv mexanizmlarini yaratish masalalari keng yoritilgan.

Ta'lim menejmenti sohasidagi zamonaviy tadqiqotlarda esa strategik rejalashtirish, sifat menejmenti, innovatsion faoliyat va raqamli transformatsiya masalalariga alohida e'tibor qaratilmoqda. Xususan, ta'lim muassasasining raqobatbardoshligini ta'minlashda boshqaruvning moslashuvchanligi, ochiqligi va innovatsion yondashuvlari muhim omil sifatida qaralmoqda.

Mahalliy olimlar tomonidan ham ta'lim tizimida boshqaruvni takomillashtirish, ta'lim sifatini oshirish va zamonaviy boshqaruv texnologiyalarini joriy etish bo‘yicha qator ilmiy izlanishlar olib borilmoqda.

Ta'lim muassasalarida strategik menejmentning ahamiyati

Ta'lim muassasasining muvaffaqiyatli faoliyati ko‘p jihatdan uning strategik rivojlanish dasturiga bog‘liq. Strategik menejment quyidagi vazifalarni bajarishga xizmat qiladi:

- ta'lim muassasasining uzoq muddatli maqsadlarini belgilash;
- tashqi va ichki muhitni tahlil qilish;
- resurslardan samarali foydalanish;
- ta'lim sifatini oshirish;
- innovatsion texnologiyalarni joriy etish;
- professor-o‘qituvchilar salohiyatini rivojlantirish;
- xalqaro hamkorlikni kengaytirish.

Strategik boshqaruvning to‘g‘ri yo‘lga qo‘yilishi ta'lim xizmatlari sifatini oshirish, bitiruvchilarning mehnat bozoridagi raqobatbardoshligini ta'minlash va ta'lim muassasasining barqaror rivojlanishiga xizmat qiladi.

Ta'lim muassasalarida strategik menejmentni takomillashtirish yo‘nalishlari

Bugungi kunda ta'lim muassasalarida strategik menejmentni rivojlantirish quyidagi yo‘nalishlarda amalga oshirilishi maqsadga muvofiq hisoblanadi.

Strategik rejalashtirish tizimini takomillashtirish

Har bir ta'lim muassasasi o‘zining rivojlanish strategiyasini mehnat bozori talablari, demografik o‘zgarishlar va xalqaro ta'lim tendensiyalarini inobatga olgan holda ishlab chiqishi zarur.

Raqamli boshqaruv tizimlarini joriy etish

Elektron hujjat aylanishi, Learning Management System (LMS), sun'iy intellektga asoslangan tahliliy platformalar va Big Data texnologiyalaridan foydalanish boshqaruv samaradorligini oshiradi.

Inson kapitalini rivojlantirish

Professor-o‘qituvchilar va boshqaruv xodimlarining malakasini muntazam oshirish, xorijiy tajribalarni o‘rganish va innovatsion pedagogik texnologiyalarni joriy etish strategik rivojlanishning muhim omillaridan biridir.

Sifat menejmenti tizimini rivojlantirish

Ta'lim sifatini ichki va tashqi baholash mexanizmlarini takomillashtirish, xalqaro akkreditatsiya tizimlarini joriy etish hamda talabalarning fikr-mulohazalarini hisobga olish boshqaruv sifatini oshiradi.

Moliyaviy mustaqillikni kengaytirish

Grantlar, xalqaro loyihalar, xo‘jalik shartnomalari va innovatsion faoliyatdan olinadigan qo‘shimcha mablag‘lar ta'lim muassasalarining strategik rivojlanish imkoniyatlarini kengaytiradi.

Ta’lim tizimida strategik menejmentning zamonaviy muammolari

Tahlillar shuni ko‘rsatadiki, bugungi kunda ta’lim muassasalarida strategik menejmentni samarali amalga oshirish jarayonida bir qator tizimli va tashkiliy muammolar saqlanib qolmoqda. Ushbu muammolar ta’lim tizimining uzoq muddatli rivojlanish strategiyalarini to‘liq amalga oshirishga to‘sqinlik qilmoqda.

Birinchidan, ta’lim muassasalarida uzoq muddatli strategik rejalashtirish tizimi yetarli darajada shakllanmagan. Ko‘plab muassasalarda strategik hujjatlar qisqa muddatli maqsadlarga yo‘naltirilgan bo‘lib, global ta’lim tendensiyalari, mehnat bozori ehtiyojlari va raqamli transformatsiya jarayonlari yetarlicha inobatga olinmaydi.

Ikkinchidan, boshqaruv qarorlarini qabul qilish jarayonida zamonaviy analitik vositalardan foydalanish darajasi past. Ma’lumotlarga asoslangan (data-driven decision making) yondashuv to‘liq joriy etilmaganligi sababli, ko‘plab qarorlar subyektiv baholash va an’anaviy usullarga asoslanib qabul qilinmoqda.

Uchinchidan, ta’lim tizimida raqamli texnologiyalarni joriy etish bo‘yicha infratuzilma hali to‘liq shakllanmagan. Elektron ta’lim platformalari, integratsiyalashgan boshqaruv tizimlari hamda sun’iy intellektga asoslangan tahlil vositalarining yetarli darajada qo‘llanilmasligi strategik boshqaruv samaradorligini pasaytirmoqda.

To‘rtinchidan, kadrlarning strategik menejment, raqamli boshqaruv va innovatsion yondashuvlar bo‘yicha kasbiy kompetensiyalari yetarli emas. Bu esa zamonaviy boshqaruv modellarini joriy etishda asosiy to‘siqlardan biri bo‘lib qolmoqda.

Beshinchidan, ta’lim muassasalarining moliyaviy resurslari cheklanganligi strategik rejalarning to‘liq amalga oshirilishini qiyinlashtiradi. Xususan, infratuzilmani modernizatsiya qilish, raqamli platformalarni joriy etish va kadrlar salohiyatini oshirish uchun qo‘shimcha moliyaviy mablag‘lar zarur bo‘ladi.

Mazkur muammolarni kompleks hal etish ta’lim tizimining barqaror rivojlanishini ta’minlash, uning raqobatbardoshligini oshirish hamda xalqaro ta’lim makoniga integratsiyalashuvini tezlashtirishga xizmat qiladi.

Taklif va tavsiyalar

O‘tkazilgan tahlillar asosida ta’lim muassasalarida strategik menejment tizimini takomillashtirish bo‘yicha quyidagi ilmiy-amaliy takliflarni ilgari surish mumkin. Bunda quyidagi takliflarni berib o‘tishni joiz deb topdim:

– ta’lim muassasalarida 5–10 yillik istiqbolga mo‘ljallangan strategik rivojlanish dasturlarini ishlab chiqish va ularni bosqichma-bosqich amalga oshirish mexanizmlarini joriy etish zarur. Bu muassasalarning uzoq muddatli barqaror rivojlanishini ta’minlaydi.

– boshqaruv jarayonlarida KPI (Key Performance Indicators) tizimini keng joriy etish lozim. Bu orqali ta’lim sifati, o‘qituvchilar samaradorligi, talabalarning akademik natijalari va moliyaviy ko‘rsatkichlarni aniq baholash imkoniyati yaratiladi.

– sun’iy intellekt, Big Data va biznes-analitika texnologiyalariga asoslangan qaror qabul qilish tizimlarini rivojlantirish zarur. Bu yondashuv strategik boshqaruvda aniqlik va tezkorlikni oshiradi hamda resurslardan samarali foydalanishni ta’minlaydi.

– professor-o‘qituvchilar va boshqaruv xodimlari uchun strategik menejment, raqamli boshqaruv va innovatsion pedagogika bo‘yicha muntazam malaka oshirish dasturlarini tashkil etish maqsadga muvofiqdir. Bu inson kapitalining sifatini oshiradi.

– xalqaro universitetlar bilan hamkorlikni kengaytirish, qo‘shma ta’lim dasturlarini rivojlantirish hamda akademik mobillik dasturlarini kuchaytirish orqali ta’lim tizimining global integratsiyasini ta’minlash mumkin.

– ta’lim sifatini baholashning raqamli monitoring tizimini yaratish lozim. Ushbu tizim real vaqt rejimida ta’lim jarayonini kuzatish, tahlil qilish va boshqaruv qarorlarini asoslash imkonini beradi.

Umuman olganda, mazkur taklif va tavsiyalarni amaliyotga joriy etish ta’lim muassasalarida strategik menejment samaradorligini sezilarli darajada oshiradi hamda ta’lim tizimining zamonaviy talablar asosida rivojlanishini ta’minlaydi.

Xulosa shuki, ta'lim muassasalarida strategik menejmentni takomillashtirish ta'lim sifati va boshqaruv samaradorligini oshirishning muhim omillaridan biri hisoblanadi. Zamonaviy raqamli texnologiyalarni boshqaruv tizimiga integratsiyalash, inson kapitalini rivojlantirish va innovatsion boshqaruv mexanizmlarini joriy etish ta'lim muassasalarining xalqaro raqobatbardoshligini oshirishga xizmat qiladi.

Shu bois, strategik menejment tamoyillarini ta'lim tizimida keng qo‘llash, boshqaruvning zamonaviy modellarini rivojlantirish hamda raqamli transformatsiyani jadallashtirish bugungi kunning dolzarb vazifalaridan biri hisoblanadi.

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METHODS OF NOMINATION IN FOOD-RELATED VOCABULARY

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Abstract. Food names reflect not only culinary practices but also the cultural and cognitive processes through which people perceive and categorize the world around them. This article explores the main methods of nomination found in food-related vocabulary, focusing on metaphorical, metonymic, and toponymic naming. The study draws on examples from English and Uzbek and applies descriptive, comparative, and semantic analysis to identify the motivations underlying food names. The analysis shows that metaphorical nomination is often based on similarities in shape or appearance, while metonymic nomination relies on associations such as ingredient–dish and creator–product relationships. Toponymic nomination connects food items with particular places and highlights the role of regional identity in culinary naming. Examples from both languages demonstrate that food names preserve cultural traditions, historical experience, and local knowledge. The findings suggest that nomination plays an important role in the formation of food-related vocabulary and reflects the close relationship between language, culture, and human cognition.

Keywords: food-related vocabulary, nomination, food naming, metaphorical nomination, metonymic nomination, toponymic nomination, gastronyms, culinary culture.

Introduction. Food is an important component of human culture, serving not merely as a biological necessity but also as a medium of social interaction, identity, and cultural continuity (Boutaud et al., 2016). As an integral part of everyday life, food has generated a rich and diverse vocabulary that reflects the historical, cultural, and social experiences of different communities. Food names are not arbitrary linguistic labels; rather, they embody how people perceive, categorize, and interpret the culinary world around them.

The formation of food-related vocabulary is closely connected with various methods of nomination. Through these processes, linguistic communities create names that reflect the appearance, origin, function, ingredients, or cultural significance of culinary products. The study of food naming therefore provides valuable insights into the relationship between language, cognition, and culture. In many languages, food names

preserve traces of historical contacts, regional identities, traditional practices, and collective cultural memory.

Among the most productive methods of nomination in food-related vocabulary are metaphorical, metonymic, and toponymic nomination. Metaphorical nomination is based on perceived similarities between a food item and another object or concept. In contrast, metonymic nomination relies on associative relationships such as ingredient, container, producer, or cultural context. Toponymic nomination links food products to their geographical places of origin, highlighting the role of regional identity in culinary naming.

This study aims to analyze these methods of nomination and their role in the formation of food-related lexical units. Drawing on both general linguistic theories and examples from English and Uzbek food vocabulary, the study examines how naming practices reflect cognitive processes, cultural values, and historical traditions embedded in culinary discourse.

Methods. The study employs descriptive, comparative, and semantic analysis methods. Examples were collected from English and Uzbek culinary vocabulary and analyzed according to their motivational features and nomination mechanisms.

Metaphorical Nomination

Metaphorical nomination is one of the most productive mechanisms in the formation of food-related vocabulary. According to cognitive linguistic theory, metaphor is not merely a stylistic device but a conceptual process through which people understand one domain of experience in terms of another (Lakoff & Johnson, 1980; Kövecses, 2010). In food naming, metaphorical nomination occurs when a culinary product is named on the basis of perceived similarities in shape, color, texture, taste, or other salient characteristics.

Food-related metaphors are widespread across languages because they facilitate the identification and categorization of culinary products through familiar associations. By connecting a food item with a well-known object, animal, or body part, speakers create names that are both descriptive and memorable. Such nominations reveal how human cognition relies on analogy and visual perception in the organization of lexical knowledge.

English culinary vocabulary provides numerous examples of metaphorical nomination. The term *ladyfingers* refers to a type of elongated biscuit whose shape resembles slender fingers. Similarly, *cat's tongue biscuits* derive their name from their thin and narrow form, while *oyster mushrooms* are named after their resemblance to oyster shells. In each case, the name of an unrelated object is transferred to a food item based on visual similarity.

Although metaphor has been extensively investigated in general Uzbek linguistics, the metaphorical nomination of food-related lexical units has received comparatively limited scholarly attention. Existing studies have primarily focused on metaphor as a semantic and stylistic phenomenon, whereas metaphorically motivated food names remain relatively underexplored. Nevertheless, some culinary names appear to be based on visual resemblance. A possible example is *atirgul somsa* ("rose-shaped somsa"), whose name is motivated by its resemblance to the form of a rose. Such examples suggest that metaphorical thinking may also contribute to the formation of Uzbek food-related vocabulary, although further research is required to establish a systematic classification of these nominations.

Metonymic Nomination

Metonymic nomination is another productive mechanism in the formation of food-related vocabulary. Unlike metaphor, which is based on similarity, metonymy relies on associations of contiguity or conceptual relatedness between entities. In food naming, metonymic nomination occurs when a culinary product, ingredient, container, place, producer, or occasion is used to refer to another closely associated element within the same conceptual domain. Such nominations reflect the tendency of speakers to identify food items through their most salient or culturally significant features.

English culinary vocabulary contains several examples of metonymic nomination based on the creator–product relationship. The names *sandwich*, *Caesar salad*, and *Earl Grey tea* originate from the names of individuals associated with their creation, popularization, or historical background. In these cases, the names of people are transferred to the food products themselves, illustrating a metonymic shift from creator to creation. Such nominations demonstrate how cultural and historical associations contribute to the formation of culinary terminology.

Uzbek culinary vocabulary also contains examples of ingredient-based naming, such as *moshxo'rda* and *no'xat sho'rva*, in which a salient ingredient serves as the basis for identifying the dish. Here, a prominent component of the dish serves as the basis for its nomination and comes to represent the culinary product as a whole. This reflects a part–whole relationship, which is one of the most common forms of metonymic thinking.

The prevalence of metonymic nomination demonstrates that food vocabulary is shaped not only by physical characteristics but also by cultural practices and patterns of social interaction. Through metonymy, culinary terms acquire meanings that extend beyond the food itself, reflecting the central role of food in economic life, hospitality, and communal traditions. Consequently, metonymic nomination serves as an important

linguistic mechanism for encoding cultural values and collective experience within food-related vocabulary.

Toponymic nomination.

Dorzhieva and Gao (2022) argue that gastronyms containing toponymic components reflect not only geographical origin but also the historical, cultural, and environmental characteristics of a region. Toponymic nomination links a food product directly to its place of origin. Lexical units formed through toponymy serve as linguistic markers of regional identity and culinary heritage.

Globally, *Cheddar* cheese derives its name from the village of Cheddar in England, while *Parmesan* is associated with Parma in Italy. Uzbek cuisine provides numerous examples of this phenomenon. *Samarqand noni* (Samarqand bread) is renowned for its distinctive baking traditions and is closely associated with the historical city of Samarqand. Similarly, *Farg'ona qovuni* (Fergana melon) and *Buxoro holvasi* (Bukhara halva) incorporate place names that emphasize regional origin and cultural identity.

Such names not only indicate geographical provenance but also preserve local culinary traditions and collective cultural memory. Therefore, toponymic nomination functions as both a linguistic and a cultural mechanism in the formation of food-related vocabulary.

Conclusion

The linguistic landscape of food is a dynamic and evolving system. By examining the methods of nomination in food-related vocabulary, we gain valuable insights into how language reflects cultural traditions, historical experience, and social practices. Metaphorical, metonymic, and toponymic nomination are not merely naming conventions; they are cognitive and cultural mechanisms through which societies categorize, interpret, and preserve knowledge about food.

As this analysis demonstrates, these methods of nomination play a fundamental role in the formation of food-related lexical units. Through examples drawn from both English and Uzbek culinary vocabulary, it becomes evident that food names encode cultural values, regional identities, and patterns of human cognition. Consequently, the study of food-related nomination contributes not only to lexical semantics but also to a broader understanding of the relationship between language, culture, and collective memory.

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LINGUOPRAGMATIC STUDY OF THE "HABIT" CONCEPT IN JAMES CLEAR'S "ATOMIC HABITS" (IN ENGLISH MOTIVATIONAL DISCOURSE)

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Abstract. The article presents a linguopragmatic study of the "habit" concept in English motivational discourse on the material of James Clear's "Atomic Habits" (2018). The analysis identifies four central pragmatic mechanisms through which the concept is constructed: the four-stage habit loop (cue, craving, response, reward) as a cognitive-procedural frame; the Four Laws of Behavior Change as a deontic-modal directive system; the identity-vote metaphor as a performative-pragmatic device; and the compound-interest metaphor as a pragmatic strategy of long-term persuasion. Authentic citations from Clear's text serve as the empirical material.

Keywords: linguopragmatics, motivational discourse, habit concept, habit loop, deontic modality, conceptual metaphor, James Clear, "Atomic Habits".

Introduction. Contemporary English motivational discourse constitutes one of the most pragmatically charged registers of modern public communication. Within this register, the genre of the popular self-improvement book occupies a particularly influential position, combining the discursive features of expository argumentation, persuasive rhetoric, and behavioral prescription [3, 4-6; 5, 1-8]. James Clear's ***Atomic Habits*** (2018), with more than twenty-five million copies sold worldwide, has emerged as one of the most influential texts of this register and as a paradigmatic example of the contemporary motivational-pragmatic style [1].

The present article examines the linguopragmatic construction of the central concept of the work, ***habit***, in Clear's English motivational discourse. The analysis focuses on four mechanisms through which the concept is given pragmatic force: the procedural frame of the habit loop; the deontic-modal system of the Four Laws of Behavior Change; the identity-vote metaphor; and the compound-interest metaphor. All empirical material consists of authentic citations from the published text of ***Atomic Habits*** [1].

Literature Review. The theoretical foundations of the present analysis rest on three sources. Speech act theory, developed by J. L. Austin [2] and J. R. Searle [3], provides the framework for analyzing how utterances perform actions in motivational discourse.

S. C. Levinson's ***Pragmatics*** [4] supplies the categories of deixis, implicature, and speech-act classification used in the analysis. G. Lakoff and M. Johnson's ***Metaphors We Live By*** [6] supplies the theoretical apparatus for analyzing the compound-interest and identity-vote metaphors that organize Clear's discourse.

Within the broader study of motivational discourse, the popular self-improvement genre has been characterized as operating through a distinctive combination of expository, directive, and narrative speech acts. The present article applies these categories systematically to the analysis of the ***habit*** concept as represented in Clear's text.

Research Methods. The study employs ***linguopragmatic analysis***, ***speech-act classification***, ***modality analysis***, and ***conceptual-metaphor analysis***. The analytical material consists of authentic citations from ***Atomic Habits*** [1]. Each citation is examined for the linguopragmatic mechanism it instantiates and for its pragmatic function within the broader discourse of the work.

Analysis and Results. Four central linguopragmatic mechanisms organize the construction of the ***habit*** concept in Clear's motivational discourse.

4.1. The Habit Loop as a Cognitive-Procedural Frame

Clear constructs the concept of habit through an explicit four-stage procedural frame. He writes: "The cue triggers a craving, which motivates a response, which provides a reward, which satisfies the craving and, ultimately, becomes associated with the cue. Together, these four steps form a neurological feedback loop, cue, craving, response, reward; cue, craving, response, reward, that ultimately allows you to create automatic habits" [1]. The frame has the typical structure of a Fillmorean procedural scenario, with four obligatory role-slots: ***Cue*** (trigger), ***Craving*** (motivation), ***Response*** (behavior), and ***Reward*** (reinforcement).

Pragmatically, the loop functions as a ***cognitive-argumentative template***: every subsequent claim in the book is presentable as a refinement or instantiation of one of the four slots. This template fulfills two linguopragmatic functions. First, it provides the reader with a memorable inferential heuristic. Second, it organizes the entire book's deontic apparatus, since each of the Four Laws of Behavior Change corresponds to one slot of the loop. The frame thus operates as a meta-pragmatic scaffolding for the whole motivational discourse [4, 54-96].

4.2. The Four Laws as a Deontic-Modal System

The procedural frame is transformed into action through what Clear calls the Four Laws of Behavior Change. He states them as imperatives: "The 1st law (Cue): Make it obvious. The 2nd law (Craving): Make it attractive. The 3rd law (Response): Make it

easy. The 4th law (Reward): Make it satisfying" [1]. Linguopragmatically, this is a four-fold ***deontic-modal directive*** with the imperative verb "make" as the structural anchor and four parallel object phrases as the targeted feature (obvious, attractive, easy, satisfying).

Each imperative is a Searlean ***directive speech act*** [3, 1-23]: the speaker (Clear) attempts to get the hearer (reader) to bring about the state of affairs named in the predicate. The parallel syntactic form ("Make it X") creates a pragmatic ***serial imperative***, which is more memorable than a single instruction and more authoritative than a list of unconnected commands. Clear adds the inverse for breaking bad habits: "Make it invisible. Make it unattractive. Make it difficult. Make it unsatisfying" [1]. The mirror-symmetric construction is itself a linguopragmatic device: it converts a single principle into a self-contained system covering both polarities of behavior.

4.3. The Identity-Vote Metaphor

One of the most pragmatically powerful constructions in Clear's discourse is the identity-vote metaphor. He writes: "Every action you take is a vote for the type of person you wish to become. No single instance will transform your beliefs, but as the votes build up, so does the evidence of your new identity" [1]. The metaphor maps the domain of political-democratic procedure (election, voting, evidence) onto the domain of personal behavior.

Pragmatically, the metaphor performs three functions. First, it ***reframes*** individual actions as small but cumulative civic acts, thereby raising their perceived weight. Second, it introduces a ***statistical-evidential*** logic: a single vote does not decide, but enough votes do. Third, it shifts the discourse from action-oriented advice (do this) to ***identity-oriented persuasion*** (be this). Clear makes this shift explicit elsewhere: "The most practical way to change who you are is to change what you do" [1]. The grammatical structure here, "who you are" versus "what you do", encodes the central pragmatic equation of the book between identity and action.

4.4. The Compound-Interest Metaphor

The fourth central mechanism is the compound-interest metaphor, used by Clear to justify the long-term value of small actions. He writes: "Habits are the compound interest of self-improvement" [1]. The metaphor maps the financial domain (interest, compounding, accumulation) onto the behavioral domain (habits, repetition, growth).

Clear extends the metaphor quantitatively: "If you can get 1 percent better each day for one year, you'll end up thirty-seven times better by the time you're done" [1]. The numerical specificity, derived from the formula $1.01^{365} \approx 37.78$, gives the metaphor a quasi-mathematical authority. Pragmatically, this is a striking example of ***epistemic-***

modal amplification: the use of precise numerical claims to lend an aura of scientific objectivity to a motivational exhortation. The compound-interest metaphor and the 1-percent-better formula together function as a ***pragmatic argument from accumulation*** that is characteristic of contemporary English motivational discourse [6, 14-23].

4.5. Systems Over Goals: A Reframing Speech Act

A further pragmatically central move in Clear's discourse is the systems-over-goals reframing. He writes: "You do not rise to the level of your goals. You fall to the level of your systems" [1, 27]. The two parallel sentences, joined by directional opposition (***rise to*** / ***fall to***) and the chiastic noun pair (***goals*** / ***systems***), form a pragmatically tight ***reframing act***: they invite the reader to substitute a process-oriented evaluation (systems) for an outcome-oriented one (goals).

Clear reinforces this reframing several times: "Goals are about the results you want to achieve. Systems are about the processes that lead to those results" [1, 23]; "Goals are good for setting a direction, but systems are best for making progress" [1, 24]. The ***parallel-construction*** technique is itself a linguopragmatic device: it builds the contrast into the very syntax of the reader's memory. The cumulative effect is to install a process-oriented cognitive frame as the implicit ground of all subsequent reading. Clear extends this principle further: "It doesn't matter how successful or unsuccessful you are right now. What matters is whether your habits are putting you on the path toward success. You should be far more concerned with your current trajectory than with your current results" [1, 17]. The introduction of the term ***trajectory*** is itself a pragmatic refocusing: it shifts the reader's evaluative attention from a static present (results) to a dynamic future (path).

4.6. Habit Stacking as a Conditional-Conjunctive Formula

A final mechanism worth examining is the ***habit stacking*** formula, which Clear proposes as a practical technique for installing new habits. The formula has a fixed grammatical shape: "After [CURRENT HABIT], I will [NEW HABIT]" [1]. Linguopragmatically, this is a ***conditional-commissive*** construction. The subordinator ***after*** establishes a temporal-causal relation between two events, while the modal auxiliary ***will*** marks a Searlean ***commissive speech act*** in which the speaker (here, the reader rehearsing the formula) commits to a future action [3, 8-15].

Pragmatically, the formula performs three functions. First, it transforms an existing habit into an ***environmental cue*** for a new one, thereby applying the First Law (Make it obvious) at the level of personal schedule. Second, it converts an abstract intention ("I should exercise more") into a concrete, conditional, action-ready proposition. Third, the imperative-template form invites the reader to fill in the slots, thereby making the

reader an active co-producer of the prescriptive discourse rather than a passive recipient. Clear summarizes the broader principle: "All big things come from small beginnings. The seed of every habit is a single, tiny decision. But as that decision is repeated, a habit sprouts and grows stronger" [1]. The botanical metaphor (***seed***, ***sprouts***, ***grows***, ***roots***) reinforces the cumulative-organic logic of the entire work.

Conclusion. The linguopragmatic construction of the ***habit*** concept in James Clear's ***Atomic Habits*** rests on six interconnected mechanisms: the habit loop as a procedural frame; the Four Laws as a deontic-modal directive system; the identity-vote metaphor as a performative-pragmatic device; the compound-interest metaphor as an argument from accumulation; the systems-over-goals reframing as a cognitive substitution; and habit stacking as a conditional-commissive formula. Together these mechanisms make the work a paradigmatic example of contemporary English motivational discourse.

The analysis demonstrates that the persuasive force of Clear's text derives not from any single rhetorical feature but from the systematic interaction of cognitive framing, deontic directive, commissive self-pledge, and metaphorical structuring. Each mechanism operates at a different level of pragmatic organization (procedural, directive, identificatory, evidential, evaluative, commissive), and together they form a coherent motivational system. Future research may extend the present analysis to comparative studies with other contemporary motivational texts (Covey, Duhigg, Fogg) and to cross-cultural translation studies examining how these mechanisms function when rendered in non-English languages.

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OGAHIYNING “ZUBDAT UT-TAVORIX” ASARIDA TARIXIY KOLORIT VA BADIIY TALQIN UYG‘UNLIGI

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Annotatsiya: Ushbu maqolada XIX asr o‘zbek adabiyoti va tarixshunosligining yirik namoyandasi Muhammad Rizo Ogahiyning “Zubdat ut-tavorix” (“Tarixlar sarasi”) asari badiiy-tarixiylik prizmasi orqali tahlil qilinadi. Asarda real tarixiy voqelikning badiiy talqin bilan uyg‘unlashuvi, muallifning “ideal hukmdor” konsepsiyasiga yondashuvi tadqiq etilgan.

Kalit so‘zlar: Ogahiy, “Zubdat ut-tavorix”, tarixiy-adabiy nasr, tarixiy kolorit, badiiy talqin, sa’j, memuar-qissa, Rahimqulixon.

Аннотация: В данной статье через призму художественного историзма анализируется произведение «Зубдат ут-таварих» Мухаммада Ризы Агахи, крупнейшего представителя узбекской литературы и историографии XIX века. В работе исследуется гармония реальной исторической действительности с художественной интерпретацией, а также подход автора к концепции «идеального правителя».

Ключевые слова: Агахи, «Зубдат ут-таварих», историко-литературная проза, исторический колорит, художественная интерпретация, садж (рифмованная проза), мемуарная повесть, Рахимкули-хан.

Abstract: This article analyzes "Zubdat ut-Tavorikh", a work by Muhammad Riza Ogahi, a prominent figure in 19th-century Uzbek literature and historiography, through the prism of artistic historicity. The study explores the harmony between real historical reality and artistic interpretation in the work, as well as the author’s approach to the concept of the "ideal ruler."

Keywords: Ogahi, "Zubdat ut-Tavorikh", historical-literary prose, historical color, artistic interpretation, saj (rhymed prose), memoir-story, Rahimqulikhon.

Muhammad Rizo Ogahiy nafaqat mumtoz she’riyatda Navoiy an’analarining davomchisi, balki o‘zbek memuar-qissachiligi va tarixnavisligining yangi bosqichini boshlab bergan ijodkordir. Uning “Zubdat ut-tavorix” asari Xiva xonlaridan Rahimqulixon davri (1843–1846) voqealarini qamrab olgan bo‘lib, o‘zining betakror badiiy shakli va faktik materiallarining boyligi bilan ajralib turadi. Akademik

V.V.Bartold ta’riflaganidek, Ogahiy asarlari tarixiy voqealarni bayon etishda Qo‘qon va Buxoro xonliklari tarixiga doir boshqa manbalarni ortda qoldiradi.

“Zubdat ut-tavorix” Ogahiyning “Firdavsu-l-iqbol” va “Riyozu-d-davla”dan keyingi uchinchi yirik tarixiy asaridir. Asar ikki qismdan iborat bo‘lib, birinchi qismda Rahimqulixonning tug‘ilishi, ilm o‘rganishi va Hazorasp hokimi sifatidagi faoliyati, ikkinchi qismda esa uning saltanat taxtiga o‘tirganidan to vafotigacha bo‘lgan voqealar bayon etiladi.

Asarning o‘ziga xosligi shundaki, u asosan sa’jli nasrda (nasri musajja’da) bitilgan. Unda qasida, masnaviy, g‘azal, ruboiy, qit’a va ta’rix kabi she’riy janrlar nasriy matn bilan uzviy bog‘lanib ketgan. Bu esa asarni quruq tarixiy yilnomadan yuksak badiiy asar darajasiga ko‘taradi. Ogahiyning tarixiy-adabiy asarlarida keltirilgan lirik merosi haqida Q.Munirov, S.Ro‘zimboyev, A.Ahmedov, N.Jabborov, N.Shodmonov, A.O‘rozboyev, Q.Sultonova, I.Ismailov, H.Nazirova, I.Bekchonov, N.Polvonov, A.Pirimqulov, M.Matyoqubovalar o‘z fikrlarini bildirishgan.

Ogahiyning “Zubdat ut-tavorix” asari shunchaki quruq yilnoma emas, balki XIX asr Xiva xonligi hayotining jonli epik tasviridir. Asarda tarixiy kolorit – XIX asr Xiva xonligidagi ijtimoiy-siyosiy muhit, harbiy yurishlar va saroy hayoti real tasvirlarda namoyon bo‘ladi. Biroq Ogahiy bu ma’lumotlarni shunchaki qayd etmaydi, balki ularga badiiy jilo beradi. Manbaga e’tibor qaratsak, tarixiy kolorit va badiiy talqinning uyg‘unligi bir necha fundamental jihatlarda namoyon bo‘ladi:

Birinchidan, asardagi portret yaratish mahorati va “komil hukmdor” konsepsiyasi. Rahimqulixon obrazi asarda odil shoh ideali sifatida gavdalantiriladi. Muallifning fikricha, hukmdor uch fazilatga: oliy nasab, ilm-ma’rifat va harbiy mahoratga ega bo‘lishi shart. Rahimqulixonning “ulumning barcha qavoidig‘a mahorati tamom” ekani va “dahri holi unga jilvagar”ligi mubolag‘a va tashbehli jumlalar bilan tasvirlanadi [1.40-41]. Ogahiy Rahimqulixon siymosini chizar ekan, an’anaviy tarixnavislikdagi kabi faqat uning tug‘ilishi va taxtga chiqishini bayon etish bilan cheklanmaydi. Muallif xonning shaxsiyatiga badiiy jilo beradi. Asar matnida keltirilishicha, Rahimqulixon nafaqat davlat arbobi, balki “ilm-u hunar daryosining g‘avvosi” [1.37] sifatida talqin qilinadi. Uning ilmga bo‘lgan ishtiyoqi, olimlar bilan suhbatlari shunday badiiy bo‘yoqlarda tasvirlanganki, natijada tarixiy shaxs badiiy obraz darajasiga ko‘tarilgan. Bu yerda Ogahiyning maqsadi tarixiy faktni saqlagan holda, kitobxonda estetik zavq uyg‘otadigan ideal shoh portretini yaratishdir.

Ikkinchidan, harbiy-siyosiy voqealar tasviridagi peyzaj va kolorit. Asarda Xiva qo‘shinlarining Marv va Chorjo‘y yo‘nalishidagi yurishlari, turkman qabilalari (solur, soriq) bilan bo‘lgan to‘qnashuvlar tasvirida Ogahiy o‘zining shoirlik mahoratini ishga soladi. Tarixiy hujjatlarda faqat g‘alaba yoki mag‘lubiyat qayd etilsa, Ogahiyda bu

jarayon dinamik tasvirlar orqali beriladi. Masalan, qo‘shinning yo‘lga chiqishi tasvirida “bayroqlarning hilpirashi”, “otlarning dupuri” va “sahroning chang-to‘zoni” shunday tasvirlanadiki [1.44], o‘quvchi o‘sha davrning harbiy atmosferasini (koloritini) bevosita his qiladi. Ayniqsa, Marv qal’asining qamal qilinishi va dushman hiylalarining fosh etilishi epizodlarida badiiy to‘qima va tarixiy haqiqat shunchalik uzviy bog‘langanki, asar memuar-qissa janriga yaqinlashadi.

Asarda harbiy to‘qnashuvlar (masalan, Marv bo‘yidagi janglar) shunday tasvirlanadiki, o‘quvchi ko‘z o‘ngida jonli manzara hosil bo‘ladi. “Shamshirlar tig‘i qizil qon” bo‘lgani va “aduvg‘a ro‘zi ofat” bo‘lgani kabi tasvirlar tarixiy voqeaning badiiy hissiy quvvatini oshiradi:

Bo‘lub shamshirlar tig‘i qizil qon,
Ayon etdi hujumi shoxi marjon.
Sochib qon nayzalar no‘gi sarosar –
Ki, o‘t sochg‘ay damidin xayli ajdar.
Bo‘lub ul kun aduvg‘a ro‘zi ofat,
Dema ofat, degil ro‘zi qiyomat [1.170].

Uchinchidan, nasri musajja’ (qofiyali nasr)ning funksional roli. “Zubdatu-t-tavorix”ning tili o‘ta murakkab va jozibador. Ogahiy sa’j usulidan foydalanib, tarixiy faktlarga musiqiylik baxsh etadi. Masalan, xonning saxovati haqida gapirganda “karam” va “diram”, “ehson” va “imkon” kabi so‘zlarni juftlab keltirishi matnning ta’sir quvvatini oshiradi. Bu uslub o‘sha davr saroy adabiyoti talabi bo‘lishi bilan birga, Ogahiyning individual uslubini – voqelikni badiiy filtrlash mahoratini ko‘rsatadi.

Ogahiy nasrda sa’jning turli shakllarini (mutarraf, mutavozin, mutavoziy) mahorat bilan qo‘llaydi. Masalan, bazmlar tasvirida “lavozim – marosim”, “intiho – inqizo” kabi sa’jdosh so‘zlar qo‘llanishi asar tilining musiqiyligini ta’minlagan:

*“Tonglasi, shanba kuni Ishmaga tushub, **jalodatshior** va **sadoqatosor** mulozimlarni **solim** va **g‘onim** murojaat qilg‘on xabarining e’lomi uchun hazrati zillullohiyning ostoni oliysi mulozamatig‘a irsol qildi” [1.180].*

*“Afozildin to arozil amniyat bo‘stonida ishrat bodasidin **mast**, a’oliydin to asofil davlat ayvonida rohat shohidi vaslig‘a **payvast** bo‘lub, ko‘ngullari xohishicha tarab bazmin qurdilar” [1.39].*

“*Rahimquli Muhammad Bahodirxon ... lutf-u inoyat qavoidi bila a’oliy va asofilni komyob va shodkom qildi*” [1.32].

To‘rtinchidan, xalq hayoti va ijtimoiy manzara. Asarda faqat saroy hayoti emas, balki xalqning turmushi, kanallar qazilishi (masalan, Shovot kanali bilan bog‘liq voqealar), dehqonchilik va madaniy qurilishlar ham o‘rin olgan. Ogahiy bu o‘rinlarda tarixiy aniqlikni saqlashga intiladi: qaysi yili, qaysi hududda qancha ishchi kuchi sarflangani,

xalqning bu islohotlarga munosabati realistik bo‘yoqlarda berilgan. Biroq bu realistik tasvirlar ham shoirona tashbehlar (“elning ko‘nglini obod qilmoq – olamni obod qilmoq” [1.48]) bilan bezatilgan.

Xulosa qilib aytganda, Ogahiy “Zubdat ut-tavorix”da ham muarrix, ham ijodkor sifatida namoyon bo‘ladi. Tarixiy fakt asar uchun “suyak” (skelet) vazifasini o‘tagan bo‘lsa, badiiy talqin va til jozibasi unga “jon” bag‘ishlagan. Bu uyg‘unlik asarni shunchaki tarixiy manba emas, balki o‘zbek adabiyoti tarixidagi eng nodir tarixiy-adabiy asar namunasi sifatida e’tirof etishga asos bo‘ladi.

Rahimqulixon Ogahiyga murojaat qilib, “*ishi kishidan zikri jamil yodgor qolsa*” degan niyat bilan ushbu kitobni yozishni buyuradi. Hukmdorning “*Senga lozimdirkim, bizning ismi humoyunimizga mushtamil bir kitobi balog‘atintisob murattab qilgay*” [1.33] degan amri “Zubdatu-t-tavorix”ning dunyoga kelishiga sabab bo‘lgan.

“Zubdat ut-tavorix” asari o‘zbek adabiyoti tarixida tarixiy haqiqat va badiiy to‘qima (yoki talqin) uyg‘unligining yuksak namunasidir. Ogahiy tarixiy shaxslar va voqealarni tasvirlashda ularni badiiy obraz darajasiga ko‘taradi, natijada asar ham ilmiy-tarixiy, ham badiiy-estetik qimmatga ega bo‘ladi. Bugungi kunda ushbu merosni o‘rganish yosh avlodga tariximizni badiiy jozibador tilda yetkazishda muhim ahamiyat kasb etadi.

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REFLECTIVE ACTIVITY IN INTEGRATIVE DEVELOPMENT OF READING AND WRITING SKILLS IN ENGLISH

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Abstract: This article highlights the importance of reflective activity in the integrative development of reading and writing skills among 10–11 grade students. Reflection is considered an important didactic tool that enables learners to analyze their learning process, evaluate their performance, and plan further learning stages. The article also examines the role of reflective tasks in the reading-to-writing process and their impact on developing communicative competence.

Keywords: reflection, integrative learning, reading skills, writing skills, communicative competence, reading-to-writing, metacognition, English language teaching.

INTRODUCTION

In modern foreign language teaching, the development of students' independent thinking and their ability to understand and manage their own learning process is of great importance. In this regard, reflective activity is considered an integral part of the educational process. Reflection allows students to analyze their reading process, evaluate their achievements, and consciously plan their further learning activities.

In the process of integrative development of reading and writing skills in English, a reflective approach plays a significant role. While reading a text, learners not only understand its content but also process, interpret, and express it in written form. This improves the effectiveness of the reading-to-writing process. From this perspective, studying the role and didactic potential of reflective activity in the integrative development of reading and writing skills of 10–11 grade students is one of the most relevant methodological issues.

LITERATURE REVIEW

The issue of reflective activity in foreign language teaching methodology has been widely studied by many researchers, and it is considered an important factor in developing learners' metacognitive skills and independent learning abilities. Dewey (1933) defines reflection as a "process of learning from experience," emphasizing the importance of conscious analytical thinking in education. Schön (1983) describes reflection as "thinking in and on action," explaining its significance in both professional and educational contexts.

In the context of foreign language teaching, Flavell (1979) introduced the theory of metacognition, showing that learners' ability to monitor and evaluate their thinking process improves language learning outcomes. According to this approach, reflection enables learners to choose appropriate reading strategies, plan writing tasks, and work consciously on their mistakes.

Modern methodological literature (Richards & Rodgers, 2014; Harmer, 2015) emphasizes the necessity of integrating reading and writing skills in language teaching. According to these authors, reading serves as a key resource for writing, and learners develop their language competence by creating new written products based on what they read. In this process, reflection helps students justify their choices and improve the quality of their writing.

Similarly, Hyland (2004) and Nation (2009) state that teaching writing in integration with reading is highly effective. They argue that learners not only understand texts but also gain deeper knowledge by analyzing and recreating them. Johns (2008) also emphasizes that reflective and genre-based approaches enhance learners' understanding of text structure.

METHODOLOGY

This study employed a combination of theoretical, empirical, and practical methods to examine the role and effectiveness of reflective activity in the integrative development of reading and writing skills among 10–11 grade students. The theoretical basis of the research included foreign language teaching methodology, metacognitive theory, and scientific literature on integrating reading and writing skills. In addition, methods of analysis, comparison, generalization, and systematization of scientific sources were used to clarify the didactic essence of reflective activity and its role in the learning process.

In the practical phase of the study, pedagogical observation, experimental teaching, and diagnostic analysis methods were applied. During this stage, a system of tasks aimed at the integrative development of reading and writing skills was implemented with 10–11 grade students. Learners were given tasks that required reading texts, analyzing their content, identifying key ideas, and expressing the information in written form. This process contributed to the development of reading-to-writing skills.

In addition, a system of reflective questions was used after each task to develop reflective activity. These questions were designed to help students understand, analyze, and evaluate their own learning process. For example, questions such as "What did I understand from the text?", "What difficulties did I face?", and "How can I improve my writing?" were used to develop learners' metacognitive thinking skills.

In the practical phase of the study, students' activities were organized in a step-by-step manner to ensure a systematic development of integrated reading and writing skills. In the first stage, students focused on reading and comprehension of the text, aiming to understand its general meaning and key ideas. In the second stage, they analyzed the text in detail and identified its main information, supporting ideas, and linguistic features. The third stage involved the production of written texts, where students transformed the acquired information into a coherent written output. In the fourth stage, reflection and self-assessment activities were implemented, allowing students to review, revise, and edit their written work. This staged approach ensured a strong integration between reading and writing skills and supported a more conscious learning process.

For the evaluation of research results, both qualitative and quantitative methods of analysis were applied. Students' written works were assessed according to the following criteria: content completeness, logical coherence, lexical richness, grammatical accuracy, and the level of reflective thinking. The results obtained in the pre-test and post-test phases were compared for each criterion in order to determine progress and improvement.

The analysis revealed that the reflective activity-based teaching approach significantly improved not only students' writing quality but also their reading comprehension skills. In particular, students demonstrated noticeable progress in organizing ideas logically, using a wider range of vocabulary, and applying grammatical structures more accurately. Moreover, their ability to identify and correct their own mistakes developed considerably.

DISCUSSION AND RESULTS

The findings of the study indicate that instruction based on reflective activity has a significant positive impact on the integrative development of reading and writing skills among 10–11 grade students. In the experimental group, learners achieved higher performance in both understanding text content and transforming it into meaningful written output. In comparison with the control group, improvements were especially evident in the coherence of writing, lexical variety, and grammatical accuracy.

In addition, reflective questioning contributed to the development of students' self-assessment skills. Students learned to consciously analyze their learning process by responding to questions such as "What did I understand?", "What mistakes did I make?", and "What should I improve next time?". This process enhanced their metacognitive awareness and made the reading-to-writing transition more effective and purposeful.

The results also showed that reflective activity increased students' motivation and engagement. Learners became more active in completing writing tasks and showed greater willingness to revise and improve their work. This directly contributed to the improvement of overall writing quality.

CONCLUSION

In conclusion, reflective activity plays an important didactic role in the integrative development of reading and writing skills in English for 10–11 grade students. Reflection enables learners to deeply understand reading materials, analyze them critically, and express them consciously in written form.

The study confirmed that the use of reflective tasks enhances students' metacognitive thinking, improves writing performance, and facilitates an effective transition from reading to writing. Furthermore, it significantly develops learners' independent learning skills and self-assessment abilities.

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UV-VIS SPECTROSCOPIC CHARACTERIZATION OF A ONE-DIMENSIONAL CADMIUM(II) ISONICOTINATE COORDINATION POLYMER

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Abstract

Coordination polymers based on pyridine-carboxylate ligands have attracted considerable attention due to their structural diversity and potential applications in catalysis, adsorption, luminescent materials, and crystal engineering. In the present study, a cadmium(II)-based coordination polymer incorporating the isonicotinate ligand was synthesized and characterized by UV-Vis spectroscopy. Single-crystal structural analysis revealed the formation of a one-dimensional coordination polymer formulated as catena-poly[(μ_2-isonicotinato-κ^2O,O′:κN)(κ^2-O,O′-nitrato)(diaqua)cadmium(II)]·(N,N-dimethylamine), with the general composition $[Cd(\mu\text{-INA})(NO_3)(H_2O)_2]_n$. The isonicotinate ligand acts as a bridging linker through both carboxylate oxygen and pyridyl nitrogen donor atoms, connecting adjacent Cd(II) centers into infinite one-dimensional chains. According to the accepted nomenclature for coordination polymers, the compound is therefore classified as a catena-poly structure.

The electronic absorption spectrum exhibits an intense absorption maximum at 295 nm, which is assigned to ligand-centered $\pi\rightarrow\pi$ electronic transitions associated with the conjugated aromatic pyridine-carboxylate framework. A weak and broad absorption feature observed within the 320-360 nm region may be attributed to $n\rightarrow\pi$ transitions of the coordinated carboxylate groups and possible ligand-to-metal charge-transfer interactions. No significant absorption bands were detected in the visible region, which is consistent with the d^{10} electronic configuration of Cd(II) and the absence of d–d transitions. The observed spectroscopic behavior confirms the successful coordination of the isonicotinate ligand to the cadmium centers and supports the formation of a stable one-dimensional coordination polymer. These findings contribute to the understanding of the electronic properties of cadmium-based coordination polymers and provide a basis for future investigations of their functional applications.

Keywords
Cadmium(II), isonicotinate, coordination polymer, catena-poly, UV-Vis spectroscopy, π→π transition.

Introduction

Coordination polymers constructed from pyridine carboxylate ligands have become an important class of crystalline materials due to their remarkable structural diversity and tunable physicochemical properties. These compounds have attracted considerable interest in recent years because of their potential applications in gas storage and separation, heterogeneous catalysis, luminescent materials, molecular sensing, drug delivery, and functional porous materials. The ability of pyridine carboxylate ligands to coordinate metal ions through multiple donor sites enables the formation of coordination architectures with various dimensionalities, ranging from discrete molecular complexes to one-, two-, and three-dimensional extended frameworks.

Among pyridine carboxylate derivatives, isonicotinic acid (4-pyridinecarboxylic acid, HINA) is considered one of the most versatile building blocks in coordination chemistry. The ligand contains both a pyridine nitrogen atom and a carboxylate group, providing N,O-donor coordination sites capable of binding metal ions in different modes. Owing to this dual functionality, isonicotinate can act as a terminal ligand or as a bridging linker connecting adjacent metal centers, thereby promoting the construction of extended coordination networks. Furthermore, the rigid aromatic backbone of the ligand facilitates the formation of well-defined supramolecular architectures through hydrogen bonding and π–π stacking interactions.

Cadmium(II) ions are particularly attractive for the synthesis of coordination polymers because of their flexible coordination geometry, relatively large ionic radius, and ability to accommodate a wide range of coordination numbers. These characteristics often lead to the formation of structurally diverse coordination compounds with interesting optical and electronic properties. The combination of Cd(II) ions with isonicotinate ligands therefore represents an effective strategy for designing novel coordination polymers with predictable structural motifs.

In the present study, a cadmium(II) coordination polymer incorporating isonicotinate and nitrate ligands was synthesized and investigated. Structural analysis revealed that the isonicotinate ligand acts as a μ_2-bridging linker, connecting neighboring Cd(II) centers into an infinite one-dimensional chain. According to the accepted nomenclature for coordination polymers, one-dimensional structures are designated by the prefix *catena-poly*, whereas two-dimensional and three-dimensional architectures are described as *layer-poly* and *framework-poly*, respectively. Therefore, the title

compound is appropriately classified as a *catena-poly* coordination polymer. In addition, the electronic properties of the compound were examined using UV-Vis spectroscopy in order to evaluate the influence of metal-ligand coordination on its absorption behavior and electronic transitions.

Results and Discussion

The synthesized coordination polymer was formulated as $[Cd(\mu\text{-INA})(NO_3)(H_2O)_2]_n$, where INA denotes the isonicotinate ligand. Structural analysis revealed that the isonicotinate ligand functions as a μ_2-bridging linker through both the carboxylate oxygen atoms and the pyridine nitrogen atom. This coordination mode enables the ligand to connect neighboring Cd(II) centers, generating an infinite one-dimensional polymeric chain. The extended connectivity observed in the crystal structure confirms the formation of a coordination polymer rather than a discrete molecular complex. According to the accepted nomenclature for coordination polymers, compounds exhibiting one-dimensional chain architectures are designated by the prefix *catena-poly*. Therefore, the title compound is appropriately named as catena-poly[(μ_2-isonicotinato-κ^2O,O′:κN)(κ^2-O,O′-nitrato)(diaqua)cadmium(II)]·(N,N-dimethylamine).

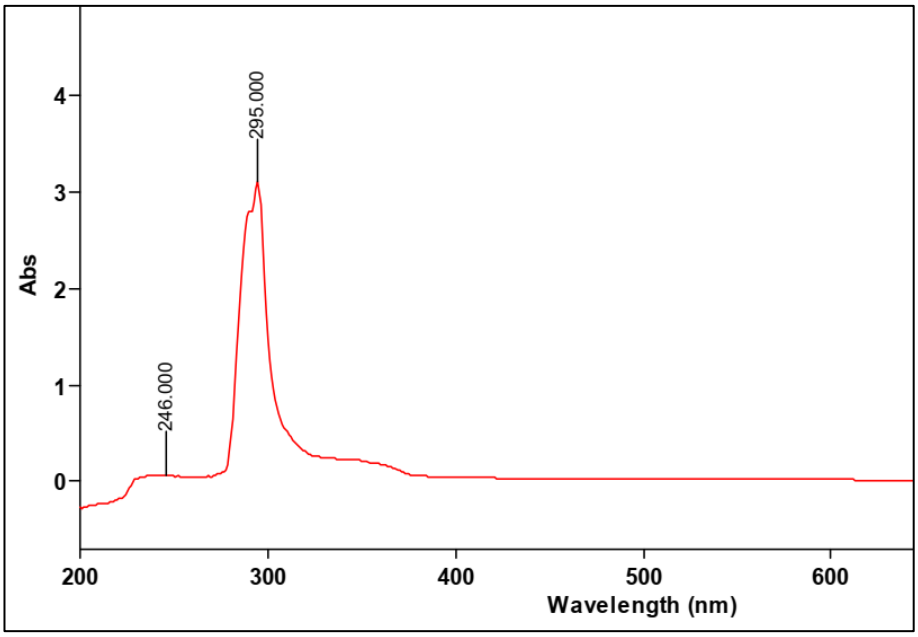


Figure 1. Electronic absorption (UV-Vis) spectrum of the one-dimensional cadmium(II) isonicotinate coordination polymer $[Cd(\mu\text{-INA})(NO_3)(H_2O)_2]_n$

The electronic absorption spectrum of the compound was recorded in the range of 200–500 nm and is presented in Figure 1. The spectrum exhibits a strong and intense

absorption maximum centered at 295 nm. This absorption band is attributed primarily to ligand-centered π→π electronic transitions within the aromatic pyridine ring and the conjugated carboxylate system of the isonicotinate ligand. The relatively high intensity of this band indicates efficient electron delocalization throughout the aromatic framework and suggests that the ligand retains its conjugated character after coordination to the metal center.

In addition to the principal absorption peak, a weak and broad shoulder extending from approximately 320 to 360 nm can be observed. This feature may be associated with n→π electronic transitions involving the nonbonding electron pairs of the coordinated carboxylate oxygen atoms. Furthermore, the appearance of this band may indicate the presence of ligand-to-metal charge-transfer (LMCT) interactions arising from electron donation from the ligand orbitals to the vacant orbitals of the Cd(II) center. Such transitions are commonly observed in cadmium coordination compounds containing aromatic carboxylate ligands and contribute to the overall electronic behavior of the material.

No significant absorption bands were detected in the visible region above 400 nm. This observation is consistent with the electronic configuration of Cd(II), which possesses a completely filled d^{10} shell. As a result, d–d electronic transitions are forbidden and cannot contribute to the absorption spectrum. The absence of visible-region absorption bands further confirms the closed-shell nature of the cadmium center and indicates that the observed spectral features originate predominantly from ligand-based transitions and charge-transfer processes.

UV-Vis spectral data provide strong evidence for the successful coordination of the isonicotinate ligand to Cd(II) ions and support the formation of a stable one-dimensional coordination polymer. The observed absorption behavior is characteristic of cadmium-isonicotinate systems and is in good agreement with the proposed crystal structure and coordination environment.

Conclusion

A one-dimensional cadmium(II) coordination polymer based on the isonicotinate ligand, formulated as $[Cd(\mu\text{-}INA)(NO_3)(H_2O)_2]_n$, was successfully investigated by UV-Vis spectroscopy. Structural considerations indicate that the compound adopts an infinite chain arrangement and is therefore appropriately classified as a *catena-poly* coordination polymer. The UV-Vis spectrum is characterized by an intense absorption band at 295 nm, which is attributed to ligand-centered π→π electronic transitions associated with the aromatic isonicotinate framework. A weak and broad absorption feature observed at longer wavelengths is likely related to n→π transitions and possible ligand-to-metal charge-transfer interactions.

The absence of d–d transitions in the visible region is consistent with the closed-shell d^{10} electronic configuration of the Cd(II) ion. The spectroscopic results confirm the successful coordination of the isonicotinate ligand to the cadmium center and support the proposed polymeric structure. These findings contribute to the understanding of the electronic properties of cadmium-isonicotinate coordination polymers and may serve as a basis for further investigations of their structural, optical, and functional characteristics.

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SURXONDARYO VILOYATIDA ADLIYA XIZMATLARINING RAQAMLASHTIRILISHI: E-NOTARIUS, E-FHDYO VA ELEKTRON DAVLAT XIZMATLARINING HUDUDIY AMALIYOTI

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Termiz davlat universiteti mustaqil tadqiqotchisi

Annotatsiya: Tezisda 2017-2025-yillarda Surxondaryo viloyatida adliya xizmatlarining raqamlashtirilishi E-notarius, E-FHDYo, Yagona interaktiv davlat xizmatlari portali va idoralararo elektron ma'lumot almashinuvi misolida tahlil qilinadi. Raqamlashtirish hujjat aylanishini tezlashtirish, korrupsiya xavfini kamaytirish va xizmatga kirish imkoniyatini oshirish vositasi sifatida baholanadi. Shu bilan birga, raqamli tafovut, internet sifati, kadrlar malakasi, axborot xavfsizligi va qog'oz arxivlarni elektron muhitga o'tkazish muammolari alohida ko'rib chiqiladi.
Kalit so'zlar: raqamli adliya, E-notarius, E-FHDYo, YIDXP, elektron davlat xizmatlari, idoralararo integratsiya, raqamli tafovut, Surxondaryo viloyati.

Kirish

Yangi O'zbekiston davrida adliya tizimining modernizatsiyasi faqat tashkiliy o'zgarishlar bilan cheklanmay, xizmatlarning raqamli muhitga o'tishi bilan ham belgilanadi. E-notarius, E-FHDYo, elektron davlat xizmatlari, idoralararo ma'lumot almashinuvi va masofaviy murojaat imkoniyatlari fuqarolar bilan davlat o'rtasidagi huquqiy munosabatlarning yangi shaklini yaratdi.

Surxondaryo viloyati uchun raqamlashtirish ikki tomonlama ahamiyatga ega. Bir tomondan, raqamli xizmatlar masofa, vaqt va idoraviy byurokratiyani kamaytiradi. Ikkinchi tomondan, qishloq joylarda internet sifati, aholining raqamli savodxonligi, elektron identifikatsiya vositalaridan foydalanish va xizmatlarni tushunish masalalari dolzarb bo'lib qoladi. Demak, raqamlashtirishni faqat texnologik yutuq sifatida emas, balki hududiy tenglik masalasi sifatida ham ko'rish kerak.

Asosiy qism

E-notarius tizimi notarial xizmatlarda hujjatlarni elektron ro'yxatga olish, ma'lumotlarni tekshirish, ayrim murojaatlarni elektron shaklda boshlash va notarial harakatlar bo'yicha shaffoflikni oshirish imkonini berdi. Bu tizimning asosiy afzalligi hujjatlarning takroriy talab qilinishini kamaytirish, notariusning boshqa davlat ma'lumotlar bazalari bilan ishlash imkoniyatini kengaytirish va fuqarolarning vaqt xarajatini qisqartirishda ko'rinadi.

E-FHDYo tizimi fuqarolik holati dalolatnomalarini elektron qayd etish, arxiv ma’lumotlarini qidirish, tug‘ilish, nikoh, ajrim, vafot va boshqa holatlar bo‘yicha ma’lumot almashinuvini tezlashtirishga xizmat qiladi. FHDYo ma’lumotlari boshqa ko‘plab davlat xizmatlari uchun asos bo‘lganligi sababli ularning raqamli aniqligi butun davlat xizmatlari tizimining sifatiga ta’sir qiladi. Tug‘ilish qaydi noto‘g‘ri yoki kechiktirilgan bo‘lsa, bola nafaqa, tibbiy xizmat, bog‘cha, maktab va pasportlashtirish jarayonlarida muammoga duch kelishi mumkin.

Elektron davlat xizmatlari va YIDXP orqali xizmat olish imkoniyati fuqaroning idoraga jismonan kelish ehtiyojini kamaytiradi. Lekin Surxondaryo sharoitida bu imkoniyat avtomatik ravishda barcha aholi uchun teng bo‘lib qolmaydi. Katta yoshdagilar, chekka qishloq aholisi, internet sifati past hududlar, elektron imzo yoki Mobil-IDdan foydalanishni bilmaydigan fuqarolar raqamli xizmatdan chetda qolishi mumkin. Shu sababli Davlat xizmatlari markazlari va adliya bo‘limlari raqamli xizmatlarni o‘rgatuvchi maslahat nuqtasi vazifasini ham bajarishi zarur.

Raqamlashtirishning yana bir muhim jihati axborot xavfsizligi va shaxsiy ma’lumotlar himoyasidir. Notariat va FHDYo ma’lumotlari shaxsning mol-mulki, oilaviy holati, merosi, nikohi va fuqarolik maqomi bilan bog‘liq nozik ma’lumotlardir. Ularni elektron muhitda saqlash va almashish texnik xavfsizlik, kirish huquqlarini cheklash, xodimlar javobgarligi va audit izlarini yuritishni talab qiladi. Agar bu talablar sust bo‘lsa, raqamli qulaylik huquqiy xavfga aylanishi mumkin.

2024-yil 24-maydagi PF-80-son Farmon adliya organlari faoliyatini transformatsiya qilish, davlat xizmatlarini ko‘rsatish va norma ijodkorligini takomillashtirish masalalarini yangi bosqichga olib chiqdi. Ushbu yondashuv raqamli adliya xizmatlarini faqat texnik platforma emas, balki boshqaruv, xizmat sifati, kadrlar malakasi va huquqiy monitoring bilan birga rivojlantirish zarurligini ko‘rsatadi. Surxondaryo viloyatida bu masala raqamli xizmatlar qamrovi, tumanlar kesimidagi internet infratuzilmasi va aholining elektron xizmatlardan foydalanish madaniyati bilan bevosita bog‘liq.

Xulosa

Surxondaryo viloyatida adliya xizmatlarining raqamlashtirilishi aholiga xizmat ko‘rsatish sifatini oshirish, idoraviy byurokratiyani qisqartirish va hujjat aylanishini tezlashtirish imkonini berdi. E-notarius, E-FHDYo va elektron davlat xizmatlari tizimi adliya organlarining an’anaviy ish yuritish modelini tubdan o‘zgartirdi. Shu bilan birga, raqamlashtirish o‘z-o‘zidan muammoni hal qilmaydi. Tizim samarali bo‘lishi uchun raqamli savodxonlik, internet infratuzilmasi, arxivlarni to‘liq elektronlashtirish, shaxsiy ma’lumotlar xavfsizligi va xodimlar malakasini oshirish bo‘yicha tumanlar kesimida aniq dastur ishlab chiqilishi zarur.

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MAKTABGACHA TA’LIM TASHKILOTLARI PEDAGOG XODIMLARINI OLIY MA’LUMOTLI KADR SIFATIDA TAYYORLASHDA DUAL TA’LIMNING AHAMIYATI

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Annotatsiya: Mazkur maqolada maktabgacha ta’lim tashkilotlari uchun oliy ma’lumotli pedagog kadrlar tayyorlashda dual ta’lim texnologiyasining nazariy va amaliy ahamiyati tahlil qilingan. Maktabgacha ta’lim tizimida kuzatilayotgan malakali pedagog kadrlar tanqisligi, bitiruvchilarning amaliy faoliyatga moslashishidagi qiyinchiliklar hamda ta’lim va amaliyot o‘rtasidagi uzilishlar muammo sifatida o‘rganilgan. Dual ta’lim modeli pedagog kadrlarni tayyorlash sifati, kasbiy kompetensiyalarni shakllantirish, ish beruvchilar ehtiyojlarini qondirish va bitiruvchilarning bandligini ta’minlash nuqtai nazaridan tahlil etilgan. Tadqiqot natijasida maktabgacha ta’lim tashkilotlari va oliy ta’lim tashkilotlari o‘rtasida dual hamkorlikni rivojlantirishning tashkiliy-pedagogik mexanizmlari ishlab chiqilgan.
Kalit so‘zlar: *dual ta’lim, maktabgacha ta’lim, pedagog kadrlar, kasbiy kompetensiya, ta’lim sifati, amaliy tayyorgarlik, mentorlik, hamkorlik, ta’limda menejment, bandlik.*
Abstract: This article analyzes the theoretical and practical significance of dual education technology in training pedagogical personnel with higher education for preschool educational organizations. The shortage of qualified teaching staff observed in the preschool education system, difficulties in adapting graduates to practical activities, and gaps between education and practice were studied as problems. The dual education model is analyzed in terms of the quality of teacher training, the formation of professional competencies, the satisfaction of employer needs, and the employment of graduates. As a result of the study, organizational and pedagogical mechanisms for the development of dual cooperation between preschool educational organizations and higher educational institutions have been developed.
Keywords: *dual education, preschool education, teaching staff, professional competence, quality of education, practical training, mentoring, cooperation, management in education, employment.*
Аннотация: В данной статье анализируется теоретическое и практическое значение технологии дуального образования в подготовке педагогических кадров с высшим образованием для дошкольных образовательных организаций. Нехватка квалифицированных педагогических кадров в системе дошкольного образования, трудности в адаптации выпускников к практической деятельности, а также разрыв между образованием и практикой изучены как проблема. Проанализирована модель дуального образования с точки зрения качества подготовки педагогических кадров, формирования профессиональных

компетенций, удовлетворения потребностей работодателей и обеспечения занятости выпускников. В результате исследования разработаны организационно-педагогические механизмы развития дуального сотрудничества между дошкольными образовательными организациями и высшими образовательными учреждениями.

Ключевые слова: *дуальное образование, дошкольное образование, педагогические кадры, профессиональная компетентность, качество образования, практическая подготовка, менторство, сотрудничество, менеджмент в образовании, занятость*.

KIRISH

Bugungi kunda dunyo ta’lim tizimida mehnat bozori talablariga mos, amaliy faoliyatga tayyor va raqobatbardosh mutaxassislarni tayyorlash masalasi dolzarb ahamiyat kasb etmoqda. Ayniqsa, maktabgacha ta’lim tizimida faoliyat yurituvchi pedagog xodimlarning kasbiy tayyorgarligi ta’lim sifati va bolalar rivojlanishiga bevosita ta’sir ko‘rsatuvchi omillardan biri hisoblanadi.

So‘nggi yillarda O‘zbekistonda maktabgacha ta’lim qamrovining kengayishi, davlat va nodavlat maktabgacha ta’lim tashkilotlari sonining ortishi, ta’lim xizmatlariga bo‘lgan ehtiyojning oshishi malakali pedagog kadrlarga bo‘lgan talabni keskin kuchaytirdi. Biroq oliy ta’lim tashkilotlarini bitirib kelayotgan ayrim yosh mutaxassislarning amaliy faoliyatni mustaqil tashkil etish, bolalar bilan ishlash metodikasini qo‘llash, ota-onalar bilan hamkorlikni yo‘lga qo‘yish va hujjatlar bilan ishlash bo‘yicha yetarli tajribaga ega emasligi kuzatilmoqda.

Mazkur holat ta’lim tizimida nazariya va amaliyot o‘rtasidagi tafovut mavjudligini ko‘rsatadi. Ushbu muammoni bartaraf etishda dual ta’lim modeli samarali mexanizm sifatida namoyon bo‘lmoqda.

MAVZUGA OID ADABIYOTLAR TAHLILI

Dual ta’lim tushunchasi ilk bor Germaniya ta’lim tizimida shakllangan bo‘lib, bugungi kunda Avstriya, Shveysariya, Daniya va Janubiy Koreya kabi davlatlarda keng qo‘llanilmoqda. Mazkur modelning asosiy mohiyati talabaning nazariy ta’lim bilan bir qatorda real ish joyida muntazam amaliy faoliyat olib borishidan iborat.

F. Rauner, D. Euler, M. Deissinger kabi olimlar dual ta’limni mutaxassis tayyorlashning eng samarali modeli sifatida baholagan. Ularning fikricha, ta’lim jarayonining ishlab chiqarish bilan integratsiyalashuvi kasbiy kompetensiyalarning tabiiy shakllanishiga xizmat qiladi.

Maktabgacha ta’lim yo‘nalishida dual ta’limning afzalligi shundaki, talaba o‘qishning ilk bosqichlaridanoq bolalar bilan ishlash muhiti, pedagogik jamoa faoliyati, metodik jarayonlar va ta’lim tashkilotining boshqaruv tizimi bilan tanishadi.

TADQIQOT METODOLOGIYASI

Tadqiqotda tizimli yondashuv, qiyosiy tahlil, ilmiy manbalarni o‘rganish, umumlashtirish va pedagogik kuzatuv metodlaridan foydalanildi. Shuningdek, maktabgacha ta’lim tashkilotlari rahbarlari, metodistlari hamda yosh pedagoglar

faoliyati tahlil qilinib, dual ta’lim modelining pedagog kadrlar tayyorlashdagi imkoniyatlari baholandi.

TAHLIL VA MUHOKAMA

Tahlillar shuni ko‘rsatadiki, maktabgacha ta’lim yo‘nalishidagi talabalar amaliyotga asosan bitiruv oldi kurslarida jalb qilinmoqda. Natijada nazariy bilimlar va real pedagogik faoliyat o‘rtasida uzilish yuzaga kelmoqda.

Dual ta’lim tizimida esa talabalar haftaning ma’lum kunlarida oliy ta’lim tashkilotida nazariy bilimlarni egallasa, qolgan kunlarda maktabgacha ta’lim tashkilotlarida faoliyat yuritadi. Bu jarayon quyidagi afzalliklarni ta’minlaydi:

Birinchidan, kasbiy moslashuv davri qisqaradi. Yosh mutaxassis ishga kirgandan keyin yangi muhitga moslashish uchun qo‘shimcha vaqt sarflamaydi.

Ikkinchidan, kasbiy kompetensiyalar tabiiy shakllanadi. Talaba bolalar bilan muloqot qilish, mashg‘ulotlarni rejalashtirish, rivojlantiruvchi markazlarni tashkil etish va baholash faoliyatini amalda o‘zlashtiradi.

Uchinchidan, ish beruvchilar buyurtmasi asosida kadr tayyorlash imkoniyati yaratiladi. Natijada ta’lim tashkiloti bitiruvchilari va ish beruvchi tashkilotlar o‘rtasidagi nomuvofiqlik kamayadi.

To‘rtinchidan, mentorlik instituti rivojlanadi. Tajribali tarbiyachilar va metodistlar talabalarning kasbiy rivojlanishiga bevosita ta’sir ko‘rsatadi.

Beshinchidan, pedagogik innovatsiyalarni amaliyotga joriy etish tezlashadi. Talabalar oliy ta’limda o‘rgangan zamonaviy texnologiyalarni bevosita maktabgacha ta’lim tashkilotlarida sinab ko‘rish imkoniyatiga ega bo‘ladi.

Fikrimcha, maktabgacha ta’lim tizimida dual ta’limni joriy etish quyidagi model asosida amalga oshirilishi maqsadga muvofiq:

"Oliy ta’lim tashkiloti – Maktabgacha ta’lim tashkiloti – Mentor pedagog – Talaba" hamkorlik modeli.

Mazkur modelda har bir subyektning vazifalari aniq belgilanishi, natijalar muntazam monitoring qilinishi va kompetensiyalar asosida baholanishi zarur.

XULOSA

Tadqiqot natijalari maktabgacha ta’lim tashkilotlari pedagog xodimlarini oliy ma’lumotli kadr sifatida tayyorlashda dual ta’lim modeli katta pedagogik va ijtimoiy ahamiyatga ega ekanligini ko‘rsatdi.

Dual ta’lim nazariya va amaliyot integratsiyasini ta’minlaydi, kasbiy kompetensiyalarni shakllantiradi, bitiruvchilarning bandligini oshiradi, pedagogik faoliyatga moslashuv davrini qisqartiradi va bu ta’lim sifatini yaxshilaydi. "OTT–MTT–Mentor–Talaba" hamkorlik modeli maktabgacha ta’lim tizimi uchun zamonaviy va raqobatbardosh pedagog kadrlarni tayyorlashning istiqbolli mexanizmi bo‘lib xizmat qilishi mumkin.

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THE ROLE AND SIGNIFICANCE OF LINGUOPSYCHOLOGICAL CHARACTERISTICS IN TEACHING FOREIGN LANGUAGES TO PRE-SCHOOL PREPARATORY GROUP LEARNERS

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Abstract

This article examines the role and significance of linguopsychological characteristics in teaching foreign languages to pre-school preparatory group learners (ages 6-7). It analyzes key characteristics such as imprinting, imitation, motivation, and sensitivity, and explains how these features are most pronounced during the pre-school period. Based on an analysis of scholarly literature and research findings, the article demonstrates that starting foreign language instruction at an early age, when children are particularly linguistically sensitive, leads to significantly better learning outcomes. Practical recommendations for educators working with this age group are also provided.

Keywords: pre-school education, linguopsychological characteristics, foreign language learning, imprinting, imitation, motivation, sensitive period, preparatory group.

Introduction

Pre-school educational institutions serve as the first environment where a child receives education and upbringing, and it is at this stage that initial speech skills begin to develop. Scientific observations indicate that 70-80% of the primary information a person receives throughout their lifetime is acquired between the ages of 6 and 7. During this period, children experience rapid physical and psychological development, making it the most favorable time for foreign language acquisition.

Research conducted in various countries confirms that when foreign language acquisition begins in pre-school, at which time young learners are particularly linguistically sensitive, it allows for a higher level of foreign language competence in the future. Studies have found that students who receive foreign language education in

the pre-school period demonstrate significantly higher achievement compared to those who do not .

1. The Pre-School Period as a Sensitive Period for Language Learning

The pre-school period (ages 5-7) is characterized by a number of psychological and physiological features that make it uniquely suitable for foreign language acquisition. At this age, children's thinking is concrete and closely tied to vivid, colorful objects and actions . This characteristic of pre-school children's psychology manifests in their tendency toward visual and dynamic learning, which means that when a child learns a word that is directly connected to something they can see, a picture, or an action, they acquire it much more quickly .

International research supports this view. A study of Polish pre-school children learning English found that non-verbal intelligence, phonological awareness in the first language, and emerging literacy skills were all related to achievements in learning English as a foreign language . Importantly, even at a pre-school age, children demonstrated the ability to differentiate between their first language and foreign language discourse .

2. Key Linguopsychological Characteristics in Pre-School Foreign Language Learning

Imprinting (Rapid and Durable Memorization)

Imprinting in the context of language learning refers to the ability to quickly and firmly memorize language material and actively use it in speech. This characteristic is particularly strong in pre-school children. According to Rustamova's research, the imprinting characteristic manifests in the rapid memorization of object names, sounds, grammatical rules, intonations, and their active expression in speech .

In pre-school children, imprinting ability remains strong until adolescence, and language learning is most effective precisely during this period. This aligns with the "critical period" hypothesis of language acquisition .

Imitation (Imitative Ability)

The imitative characteristic is one of the fundamental mechanisms in foreign language acquisition. Children possess a remarkably high capacity for imitation; they unconsciously reproduce adult speech, surrounding sounds, and linguistic unit. This characteristic is particularly important in teaching foreign language pronunciation. In pre-school education, teachers should use imitation effectively by encouraging children to repeat the teacher's English speech, working with phonograms, and using songs and rhymes accompanied by movements and gestures . Research shows that when poems and songs are learned with accompanying movements and gestures, children learn the foreign language words much faster .

Motivation (Presence of Interest and Desire)

The motivational characteristic in pre-school children is expressed through strong interest in new objects, events, and situations, as well as a powerful desire to name them and use them in speech . Children's interest in new toys, events, and objects is particularly strong, and the desire to remember the names of new things generates speech activity . Teachers can capitalize on this natural curiosity by creating an engaging learning environment. For example, in pre-school settings, educators can begin teaching English from the moment children arrive in the morning, using greetings such as "Good morning," "Hello," "Hi," asking "How are you?" and teaching expressions of gratitude like "Thank you" . This creates a natural, immersive environment where children learn through authentic communication.

Sensitivity (Perception Through Sensory Analyzers)

The sensitive characteristic involves perceiving surrounding objects and phenomena through sensory organs (vision, hearing, olfaction, taste, touch) and expressing them in speech. Children grasp objects with their hands, taste, and touch them, perceiving them in connection with their emotions, which ensures the regular functioning of all analyzers and contributes to rapid language acquisition .

In teaching pre-school children, the use of bright and colorful visual materials is crucial. However, educators must be careful not to overload children with excessive visual stimuli, as research by psychologists E.N. Boyko, E.N. Sokolov, and Z. Freud indicates that an overabundance of bright images can hinder the acquisition of knowledge, skills, and abilities .

3. Characteristics of Pre-School Children's Psychological Development

Pre-school children's psychology has several distinctive features that educators must consider:

Concrete Thinking: At this age, children's thinking is concrete and tied to vivid, colorful objects and actions. Therefore, learning materials should be presented through bright visuals, movement, and hands-on activities .

Weak Inhibitory Processes: The weakness of inhibitory processes and high suggestibility in pre-school children means they require lively, dynamic, and interesting learning approaches .

Strong Imitative and Memory Abilities: Research indicates that pre-school children demonstrate strong memory, strong imitative ability, imprinting, motivation, and flexible speech ability .

Development of Sensory Channels: Since speech is a function of the brain that manifests alongside various sensory and motor reactions, developing children's speech requires exercises that strengthen both sensory channels and motor skills .

Based on the linguopsychological characteristics discussed above, the following practical recommendations can be made for teaching English to pre-school preparatory groups:

Creating a Natural Language Environment

Teachers should create a natural English-speaking environment from the moment children arrive at the pre-school institution. Using simple greetings, questions about well-being, and expressions of gratitude in English helps develop children's English speech naturally .

Using Visual and Kinesthetic Methods

Given children's concrete thinking and strong sensitivity to visual stimuli, teachers should use bright visual aids, colorful pictures, and concrete objects when introducing new vocabulary. Combining language learning with physical movements and gestures enhances memorization .

Incorporating Songs, Rhymes, and Games

Pre-school children learn best through play and repetition. Songs, nursery rhymes, and role-play games are effective tools for language acquisition at this age . Game-based methods that account for children's neuropsychological development characteristics are particularly effective for 5-7-year-old children .

Encouraging Repetition and Imitation

Since the imitative ability is strong in pre-school children, teachers should structure activities that require children to repeat phrases, words, and sounds. Phrase repetition tasks have been shown to be among the best-performed tasks by pre-school children learning English .

Focusing on Oral Skills First

At the pre-school level, the primary focus should be on listening comprehension and speaking. Reading and writing should be introduced as means of reinforcing oral language material . Children's passive vocabulary (what they understand) is typically larger than their active vocabulary (what they can produce), which is a normal developmental pattern at this age .

Addressing Linguistic Transfer

Teachers should be aware of potential problems stemming from linguistic transfer (interference from the native language) and emphasize differences between the first and second language in terms of syntax, morphology, phonetics, phonology, and orthography to prevent later consolidation of early errors .

Conclusion

The analysis of scholarly literature and research findings demonstrates that the pre-school period (ages 5-7) is the most favorable time for foreign language learning. The linguopsychological characteristics of this age group – strong imprinting ability, high imitative capacity, natural motivation, and developed sensory perception – make it possible for children to acquire foreign language naturally and effectively.

Key conclusions include:

a. The pre-school period is a sensitive period for language acquisition, characterized by high neural plasticity and receptiveness to new linguistic input.

b. Imprinting and imitation are powerful mechanisms that enable rapid and durable memorization of language material in pre-school children.

c. Natural motivation and curiosity about new objects and events should be harnessed to create engaging learning experiences.

d. Multi-sensory learning through visual, auditory, and kinesthetic channels enhances language acquisition.

e. Early foreign language instruction leads to significantly better learning outcomes and provides children with skills for future educational success.

Research findings clearly demonstrate that students who receive foreign language education in the pre-school period achieve significantly better results compared to those who begin later . Therefore, it is highly recommended to start foreign language instruction at the pre-school level, taking into account the unique linguopsychological characteristics of this age group.

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THE BALANCE BETWEEN TERMINOLOGICAL ACCURACY AND COMMUNICATIVE CLARITY IN EXPLAINING MEDICAL RECOMMENDATIONS

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Abstract. The article analyzes the issue of preserving standard terminology while explaining its meaning in plain language when communicating medical recommendations to patients. Based on sources of medical discourse, model micro-dialogues, and official health literacy guidelines, the study identifies criteria such as accuracy, explanatory paraphrase, action guidelines, risk level, and comprehension checks. As a result, a five-step model for formulating medical recommendations is proposed.

Keywords: *medical recommendation, terminological accuracy, communicative clarity, doctor-patient communication, health literacy, explanatory paraphrase, teach-back.*

Introduction

A medical recommendation is not merely a simple verbal or written instruction provided by a physician. It determines the course of action following a diagnosis, guiding the patient in taking medication, adhering to dietary regimens, preparing for examinations, recognizing warning signs, and understanding when to seek follow-up care. Therefore, the linguistic quality of a recommendation directly influences clinical adherence. Highly complex terminology alienates the patient from the intended meaning, whereas oversimplification may distort the medical essence. In this article, terminological accuracy and communicative clarity are interpreted not as mutually exclusive concepts, but rather as two requirements that must be gradually and harmoniously integrated.

The World Health Organization (WHO) defines health literacy as an individual's ability to access, understand, appraise, and apply health information. The organization emphasizes that medical information must not only be reliable but also presented in a clear and actionable format [1]. Studies on Uzbek medical discourse have also demonstrated that the success of communication depends on the physician's ability to

adapt their professional knowledge to the patient's communicative capacity [2; 3]. Consequently, during the process of explaining a recommendation, the physician performs two simultaneous tasks: preserving the clinical content and converting it into a linguistic form accessible to the addressee.

Material and methods

The research material comprises instances of explaining pathological and diagnostic terms found in medical recommendations, published dialogues reflecting doctor-patient communication, and formulated model examples. The analysis utilized descriptive, structural-semantic, and pragmatic methods. Pragmatic analysis allows for the evaluation of a speech unit in relation to the context, the addressee, and the communicative goal [6]. Each linguistic unit was evaluated based on three criteria: whether the clinical meaning of the term was preserved; whether the unfamiliar part was explained to the patient; and whether the recommendation was transformed into a clear, actionable guideline. The model examples were formulated not as authentic clinical documents, but specifically to demonstrate the structural composition of medical recommendations.

RESULTS AND DISCUSSION

The first condition of terminological accuracy is to avoid losing the primary medical designation. For instance, replacing "arterial hypertension" simply with "you have pressure" obscures the medical boundaries of the condition. A more acceptable formulation would be: "You have been diagnosed with arterial hypertension, a condition where your blood pressure remains consistently higher than normal." In this construction, the core term is preserved and immediately followed by a brief explanation. Such a two-tiered structure ensures both inter-professional accuracy and patient comprehension.

The second condition is that the explanation must not alter the referent of the term. A source on medical discourse cites a dialogue where "chronic pancreatitis" is explained to a patient as "chronic inflammation in the gallbladder" [3]. This example clearly illustrates that professional terms require supplementary explanation; however, pragmatic convenience must not come at the expense of medical accuracy. Pancreatitis specifically relates to the pancreas, while the gallbladder is an entirely different organ. Therefore, an acceptable explanation for the patient should be formulated as "a long-lasting inflammation of the pancreas." This case highlights the critical boundary between simplification and distortion of meaning.

The third condition is the explicit articulation of the required action following the term's explanation. The conclusion "hepatomegaly detected" is an insufficient

recommendation for a patient. Its communicatively complete form is structured as follows: "The examination showed that your liver is enlarged. This is not the name of a separate disease; a blood test and a doctor's consultation are needed to determine the cause." Here, the conceptual content of the pathological term, its diagnostic status, and the subsequent required action are linked into a single logical chain. As a result, the patient receives an answer not only to the question "what was found?" but also to "what should be done next?"

The fourth condition involves not transforming risks and probabilities into categorical judgments. The statements "you have a tumor" and "a tumor-like structure was seen on the scan; a biopsy is recommended for clarification" do not carry the same pragmatic impact. The latter option does not conceal diagnostic uncertainty, yet it avoids inducing unjustified panic in the patient. Lexical units in the physician's speech such as "probably," "suspected," "requires clarification," and "cannot be ruled out" are not means of evading responsibility, but rather linguistic tools for accurately indicating the level of evidence. If left unexplained, patients may perceive a probable condition as a definitive diagnosis.

The fifth condition is verifying comprehension not by asking "Did you understand?", but through reformulation. The teach-back method, recommended by AHRQ, requires asking patients to state the recommendation in their own words; this method aims not to test the patient, but to evaluate how clearly the physician explained the information [4]. For example: "Can you tell me in your own words how you will take this medication once you get home?" If the patient responds incorrectly, the information is re-explained using a different formulation. This method directly links the linguistic form of the recommendation with practical clinical control.

Based on the analysis, a five-step model for explaining medical recommendations is proposed: 1) stating or writing the standard term; 2) explaining it with a simple but accurate sentence; 3) indicating the actionable step to be taken; 4) clarifying risks, probabilities, and timelines; 5) asking the patient to repeat the core message in their own words. Within this model, de-terminologization serves not to eliminate the term, but to unpack its conceptual meaning for the addressee.

In Uzbek medical recommendations, colloquial expressions offer significant communicative advantages; however, broad umbrella terms like "shamollash" (catching a cold/inflammation), "asab" (nerves/neurological issues), "qon suyulishi" (blood thinning), and "tuz yig‘ilishi" (salt accumulation/osteochondrosis) can conflate entirely distinct pathological conditions under a single label. Therefore, it is advisable to provide colloquial alternatives alongside the standard medical terminology.

Qosimov emphasizes that a physician should build the conversation taking into account the patient's intellectual level and psychological state [5]. This principle also applies to the text of the recommendation: the length of the explanation, word choice, and tone must be adapted to the patient's age, health literacy level, and the severity of the diagnosis.

The distinction between oral and written forms of recommendations also dictates this balance. In a verbal consultation, a doctor can immediately modify their explanation based on the patient's facial expressions, questions, and hesitations. A written recommendation lacks such immediate feedback; consequently, the medication name, dosage, time of intake, duration, contraindications, and indicators for a follow-up visit must be explicitly specified. The phrase "take the drug twice a day" fails to clarify whether it should be taken before or after meals, the required interval between doses, or the total duration of the treatment. A more precise variant is: "Take one tablet in the morning and one in the evening, after meals, for seven days." Here, the terminology is not overly simplified, but rather the temporal and quantitative parameters of the instruction are thoroughly unpacked.

Measuring communicative clarity solely by the simplicity of vocabulary is insufficient. Grammatical structure, the sequencing of information, and the placement of key points also significantly impact the outcome. If the diagnosis is presented first, followed by its explanation, and finally the practical recommendation, the patient can trace the informational chain much more easily. Conversely, if multiple medical terms, laboratory values, and potential risks are crowded into a single sentence, even simple words will impede comprehension. Therefore, the "one message — one primary action" principle should be regarded as a crucial pragmatic criterion for recommendation texts.

When adapting medical recommendations, national speech etiquette must also be taken into consideration. While the imperative form "you must do" is necessary in certain situations, in a standard consultation, constructions like "I recommend," "the safer path for you," or "if you follow this regimen" foster a greater sense of cooperation. However, linguistic mitigation (softening) must not turn a mandatory instruction into an optional suggestion. For instance, if emergency signs are present, the phrasing should not be "seek help when you can," but rather "seek emergency medical attention immediately." Thus, conversational politeness should never obscure clinical urgency.

Conclusion

Effectively explaining a medical recommendation is achieved not by eliminating medical terminology, but by unpacking it both semantically and pragmatically. While

terminological accuracy preserves the core professional content, communicative clarity transforms this content into the patient's informed decisions and actionable steps. The five-step model proposed in this study integrates the standard medical designation, a clear explanation, practical guidelines, risk assessment, and comprehension verification into a single, cohesive linguistic structure. This approach can significantly serve to mitigate the risks of misinterpretation, undue anxiety, and non-adherence to recommendations in doctor-patient communication. Future research should focus on testing and validating this model using authentic consultation transcripts and empirical data on patient comprehension.

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HARBIY TA’LIM JARAYONIDA KURSANTLARNING HARBIY PEDAGOGIK JARAYONGA SAMARADORLIGINI TA’MINLOVCHI METODLAR

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Annotatsiya. Mazkur kengaytirilgan tezisda harbiy ta’lim jarayonida kursantlarning ijtimoiy moslashuvini ta’minlovchi pedagogik metodlar ilmiy-nazariy jihatdan tahlil qilinadi. Kursantlarning harbiy-pedagogik muhitga moslashuvi ularning o‘quv faoliyati, xizmat intizomi, jamoaviy munosabatlari, kommunikativ faolligi, psixologik barqarorligi va kasbiy shakllanishi bilan bevosita bog‘liqdir. Tezisda suhbat, kuzatish, pedagogik maslahat, trening, muammoli ta’lim, vaziyatli topshiriqlar, jamoaviy muhokama, refleksiya va rag‘batlantirish metodlarining mazmuni hamda ularning kursantlar ijtimoiy moslashuvi samaradorligiga ta’siri yoritiladi. Shuningdek, mazkur metodlardan kompleks foydalanish zarurligi asoslanadi.
Kalit so‘zlar: kursant, harbiy ta’lim, ijtimoiy moslashuv, pedagogik metod, harbiy-pedagogik jarayon, suhbat, trening, vaziyatli topshiriq, refleksiya, jamoaviy faoliyat.
“Kursantlarning ijtimoiy moslashuvini ta’minlovchi shakllar samaradorligi, o‘z navbatida, ular bilan uyg‘un holda qo‘llaniladigan pedagogik metodlar tizimiga bevosita bog‘liqdir.”

Harbiy ta’lim jarayonida kursantlarning ijtimoiy moslashuvini ta’minlovchi metodlar ularning yangi ijtimoiy-harbiy muhitga kirib borishi, jamoaviy munosabatlarda faol ishtirok etishi, xizmat intizomi va harbiy tartib-qoidalarni ongli ravishda qabul qilishi, shuningdek, o‘zini harbiy jamoaning to‘laqonli a’zosi sifatida anglashiga pedagogik ta’sir ko‘rsatuvchi usullar tizimidir. Mazkur metodlar kursantlarning ijtimoiy tajribasini boyitish, mustaqil fikrlashini rivojlantirish, kommunikativ faolligini oshirish, jamoada ishlash malakasini shakllantirish hamda harbiy-pedagogik muhitga moslashuv jarayonini boshqarishga xizmat qiladi.
Pedagogik nuqtayi nazardan metodlar kursant shaxsiga bevosita ta’sir ko‘rsatish, uning ijtimoiy faolligini shakllantirish va xatti-harakatlarini maqsadli yo‘naltirish imkonini beruvchi muhim mexanizm hisoblanadi. Agar shakllar moslashuv jarayonining tashkiliy ko‘rinishini belgilasa, metodlar mazkur jarayonning mazmuniy va amaliy yo‘nalishini aniqlaydi. Shu sababli harbiy ta’lim muassasalarida kursantlarning ijtimoiy moslashuvini tashkil etishda muammoli ta’lim, keys-stadi, jamoaga asoslangan ta’lim, suhbat, kuzatish, refleksiv tahlil, rag‘batlantirish va adaptiv o‘qitish kabi metodlardan tizimli foydalanish maqsadga muvofiqdir.

“Muammoli ta’lim metodi” kursantlarni muayyan harbiy-pedagogik vaziyat yuzasidan mustaqil fikrlashga, mavjud muammoning sabablarini aniqlashga, vaziyatni tahlil qilishga va maqbul yechim topishga yo‘naltiradi. Ushbu metod orqali kursant tayyor bilimni oddiy qabul qiluvchi subyekt emas, balki muammoni anglaydigan, uni tahlil qiladigan va yechim ishlab chiqadigan faol ishtirokchi sifatida namoyon bo‘ladi. Harbiy ta’lim jarayonida muammoli vaziyatlar kursantlarning ijtimoiy moslashuvi bilan bevosita bog‘liq bo‘lishi mumkin. Masalan, jamoaga yangi qo‘shilgan kursantning o‘zini erkin his qilmasligi, xizmat topshirig‘ini bajarishda mas’uliyatni to‘g‘ri taqsimlay olmaslik, guruh ichida muloqotdagi tushunmovchiliklar yoki intizomiy talablarni bajarishda qiyinchiliklar yuzaga kelishi kabi holatlar muammoli ta’lim uchun samarali material bo‘la oladi. Bunday vaziyatlarni tahlil qilish jarayonida kursantlarda mustaqil qaror qabul qilish, sabab-oqibat munosabatlarini ko‘ra olish, o‘z pozitsiyasini asoslash va ijtimoiy jihatdan maqbul xatti-harakatni tanlash ko‘nikmalari shakllanadi.

“Keys-stadi metodi” real yoki shartli harbiy-pedagogik vaziyatlarni tahlil qilish orqali kursantlarning amaliy fikrlashini, ijtimoiy tajribasini va kasbiy-pedagogik qaror qabul qilish qobiliyatini rivojlantiradi. Ushbu metodning ahamiyati shundaki, u kursantni nazariy bilimlarni hayotiy va xizmatga oid vaziyatlar bilan bog‘lashga o‘rgatadi. Masalan, jamoada yangi kursantning moslashishga qiynalishi, guruh ichida nizoli holatning yuzaga kelishi, xizmat tartibiga moslashishda psixologik to‘siqlar paydo bo‘lishi yoki komandir va kursant o‘rtasida kommunikativ muammo yuzaga kelishi kabi vaziyatlar keys sifatida tanlanishi mumkin. Kursantlar bunday vaziyatlarni tahlil qilib, muammoning sabablarini aniqlaydilar, ishtirokchilarning pozitsiyasini baholaydilar va pedagogik hamda ijtimoiy jihatdan maqbul yechimlarni taklif etadilar. Natijada ularda vaziyatni obyektiv baholash, muqobil yechimlarni solishtirish, jamoa manfaatlarini hisobga olish va ijtimoiy mas’uliyat bilan qaror qabul qilish kompetensiyalari rivojlanadi.

“Jamoaga asoslangan ta’lim metod” ya’ni jamoaga asoslangan ta’lim metodi kursantlarning o‘zaro hamkorlik, intizom, liderlik, mas’uliyat va jamoaviy qaror qabul qilish ko‘nikmalarini rivojlantirishda samarali metodlardan biri hisoblanadi. Bu metodning asosiy mohiyati shundan iboratki, kursantlar avval individual tayyorgarlik ko‘radilar, so‘ngra jamoa tarkibida muhokama olib boradilar, umumiy qaror ishlab chiqadilar va amaliy vaziyatga yechim beradilar. Harbiy ta’lim sharoitida bu metod alohida ahamiyatga ega, chunki harbiy faoliyatning o‘zi jamoaviylik, hamjihatlik, o‘zaro ishonch va umumiy mas’uliyatga asoslanadi. Jamoaga asoslangan ta’lim metod jarayonida kursantlar faqat bilim egallamaydi, balki jamoada o‘z rolini anglash, boshqalarning fikrini tinglash, guruh manfaatlarini hisobga olish, liderlik qilish yoki liderga bo‘ysunish, qaror uchun umumiy javobgarlikni his etish kabi ijtimoiy tajribalarni ham o‘zlashtiradi. Bu esa ularning harbiy jamoaga moslashuvini jadallashtiradi.

“Suhbat metodi” kursantlarning ichki kechinmalari, qiziqishlari, ehtiyojlari, shaxsiy muammolari va moslashuv jarayonida duch kelayotgan qiyinchiliklarini aniqlashda

muhim ahamiyat kasb etadi. Pedagog yoki komandir tomonidan olib boriladigan individual va guruhiy suhbatlar kursantning ijtimoiy-psixologik holatini anglash, unga zarur tarbiyaviy ta’sir ko‘rsatish hamda shaxsiy yondashuvni belgilash imkonini beradi. Suhbat jarayonida kursant o‘z fikrini erkin bayon etadi, muammolarini tushuntiradi, yangi muhitga munosabatini bildiradi. Pedagog esa ushbu ma’lumotlar asosida kursantning moslashuv darajasini baholaydi va unga mos tarbiyaviy yoki pedagogik yordam ko‘rsatadi. Ayniqsa, birinchi bosqich kursantlari bilan muntazam suhbat olib borish ularning harbiy muhitga ko‘nikishi, o‘ziga ishonchi ortishi va jamoa bilan munosabatlarini barqarorlashtirishda muhim omil bo‘lib xizmat qiladi.

“Kuzatish metodi” kursantlarning jamoa bilan munosabati, muloqot faolligi, intizomga munosabati, topshiriqlarga mas’uliyat bilan yondashishi, emotsional holati va yangi muhitga moslashish darajasini aniqlashda samarali metod hisoblanadi. Ushbu metod orqali pedagog yoki komandir kursantning ochiq namoyon bo‘lmagan psixologik holatini ham bilvosita aniqlashi mumkin. Masalan, kursantning jamoaviy topshiriqlarda sust ishtirok etishi, muloqotdan qochishi, tez-tez ruhiy tushkunlikka tushishi yoki intizomiy talablarga befarq munosabatda bo‘lishi uning moslashuv jarayonida muayyan qiyinchiliklarga duch kelayotganidan dalolat berishi mumkin. Kuzatish natijalari asosida kursantga individual yondashuv belgilanadi, pedagogik yordam shakllari aniqlanadi va zarur hollarda psixologik-pedagogik qo‘llab-quvvatlash choralari ishlab chiqiladi.

“Refleksiv tahlil” metodi kursantlarning o‘z xatti-harakatlarini baholash, o‘z yutuq va kamchiliklarini anglash, moslashuv jarayonidagi shaxsiy o‘sishini tahlil qilish imkonini beradi. Refleksiya kursantni o‘z faoliyatiga ongli munosabatda bo‘lishga, jamoa bilan munosabatlarini baholashga, intizomiy mas’uliyatini anglashga va o‘zini rivojlantirish ehtiyojlarini belgilashga o‘rgatadi. Harbiy ta’lim jarayonida refleksiv tahlil og‘zaki muhokama, yozma tahlil, o‘z-o‘zini baholash varaqalari, kundalik yuritish yoki mashg‘ulotdan keyingi tahliliy suhbatlar orqali amalga oshirilishi mumkin. Ushbu metod kursantda o‘zini o‘zi tarbiyalash, o‘zini boshqarish va shaxsiy mas’uliyatni his etish ko‘nikmalarini rivojlantiradi. Natijada kursant moslashuv jarayonida passiv obyekt emas, balki o‘z rivojlanishini ongli ravishda boshqaruvchi faol subyekt sifatida shakllanadi.

“Rag‘batlantirish metodi” kursantlarning ijtimoiy faolligi, tashabbuskorligi, intizomi, mas’uliyati va jamoaviy faoliyatdagi ishtirokini kuchaytirishda muhim o‘rin tutadi. Ijobiy xatti-harakat, jamoa manfaatlari yo‘lida faol ishtirok etish, topshiriqlarni mas’uliyat bilan bajarish, kursdoshlariga yordam ko‘rsatish yoki muammoli vaziyatlarda to‘g‘ri pozitsiya tanlash pedagogik jihatdan rag‘batlantirilganda, kursantda o‘ziga ishonch va ijobiy motivatsiya kuchayadi. Rag‘batlantirish moddiy yoki ma’naviy shaklda bo‘lishi mumkin, biroq ijtimoiy moslashuv jarayonida ayniqsa ma’naviy rag‘bat — e’tirof, maqtov, ishonch bildirish, jamoa oldida ijobiy baholash katta tarbiyaviy ahamiyatga ega. Bunday yondashuv kursantda harbiy jamoaga daxldorlik hissini mustahkamlaydi va ijtimoiy jihatdan faol bo‘lishga undaydi.

“Adaptiv o‘qitish metodi” XXI asr ta’lim texnologiyalari asosida kursantlarning individual xususiyatlari, tayyorgarlik darajasi, psixologik holati, o‘quv ehtiyojlari va moslashuv darajasini hisobga olgan holda ta’lim jarayonini tashkil etishni nazarda tutadi. Ushbu metod har bir kursantga bir xil pedagogik ta’sir ko‘rsatish emas, balki uning shaxsiy imkoniyatlari, qiyinchiliklari va rivojlanish ehtiyojlarini inobatga olgan holda individual yondashuvni ta’minlashga qaratilgan. Adaptiv o‘qitish jarayonida diagnostika, individual topshiriqlar, differensial yondashuv, elektron ta’lim resurslari, qayta aloqa va natijalarni tahlil qilish muhim ahamiyat kasb etadi. Bu metod orqali kursantlarning kuchli va zaif tomonlari aniqlanadi, mos pedagogik ta’sir choralari belgilanadi hamda ularning ijtimoiy moslashuvi shaxsga yo‘naltirilgan tarzda tashkil etiladi. Ayniqsa, harbiy ta’lim muassasalarida kursantlarning psixologik tayyorgarligi, kommunikativ faolligi va jamoaga qo‘shilish darajasi turlicha bo‘lganligi sababli adaptiv o‘qitish metodidan foydalanish muhim ilmiy-amaliy ahamiyatga ega.

Shunday qilib, kursantlarning ijtimoiy moslashuvini ta’minlovchi metodlar ularning shaxsiy, ijtimoiy va kasbiy rivojlanishini maqsadli boshqarishga xizmat qiladi. Muammoli ta’lim va keys-stadi metodlari kursantlarning tahliliy fikrlashi va qaror qabul qilish malakasini rivojlantirsa, jamoaga asoslangan ta’lim metod jamoaviy hamkorlik va umumiy mas’uliyatni shakllantiradi. Suhbat va kuzatish metodlari kursantning moslashuv darajasini aniqlash hamda unga individual pedagogik yordam ko‘rsatish imkonini beradi. Refleksiv tahlil va rag‘batlantirish metodlari esa kursantning o‘zini o‘zi anglashini, ijobiy motivatsiyasini va ijtimoiy faolligini kuchaytiradi. Adaptiv o‘qitish metodi esa moslashuv jarayonini shaxsga yo‘naltirilgan, moslashuvchan va samarali tashkil etish imkonini beradi. Shu bois mazkur metodlardan tizimli va maqsadli foydalanish harbiy ta’lim jarayonida kursantlarning ijtimoiy moslashuvini jadallashtiruvchi muhim pedagogik shartlardan biri hisoblanadi. Kursantlarning ijtimoiy moslashuvini ta’minlovchi metodlarni quyidagicha umumlashtirish mumkin. (1-jadval)

1-jadval

Metod nomi	Asosiy vazifasi	Kutiladigan pedagogik natija
Suhbat metodi	Kursantning ichki holati va muammolarini aniqlash	Ishonchli muloqot va pedagogik qo‘llab-quvvatlash kuchayadi
Kuzatish metodi	Kursantning real faoliyatdagi xatti-harakatini o‘rganish	Moslashuv darajasi aniqlanadi
Pedagogik maslahat	Individual yordam ko‘rsatish	Shaxsiy moslashuv traektoriyasi belgilanadi
Trening metodi	Kommunikativ va psixologik ko‘nikmalarni rivojlantirish	Jamoada ishlash va stressga barqarorlik kuchayadi
Vaziyatli topshiriqlar	Real harbiy-pedagogik holatlarni tahlil qilish	Qaror qabul qilish va mas’uliyat rivojlanadi

Muammoli ta’lim	Mustaqil fikrlash va muammo yechishga o‘rgatish	Ijtimoiy faollik va tanqidiy fikrlash shakllanadi
Jamoaviy muhokama	Guruhiy fikr almashish va umumiy qarorga kelish	Muloqot madaniyati va hamkorlik rivojlanadi
Refleksiya metodi	O‘z faoliyatini baholash	O‘zini rivojlantirish ko‘nikmasi shakllanadi
Rag‘batlantirish	Ijobiy xatti-harakatlarni mustahkamlash	Motivatsiya va o‘ziga ishonch ortadi

Tahlillar shuni ko‘rsatadiki, kursantlarning ijtimoiy moslashuvini faqat bitta metod orqali ta’minlab bo‘lmaydi. Mazkur jarayon kompleks yondashuvni talab qiladi. Masalan, suhbat va kuzatish kursantning dastlabki holatini aniqlashga yordam bersa, pedagogik maslahat unga individual yordam ko‘rsatadi. Trening va jamoaviy muhokama muloqot va hamkorlik ko‘nikmalarini rivojlantiradi. Vaziyatli topshiriqlar va muammoli ta’lim kursantning amaliy fikrlashi va qaror qabul qilish qobiliyatini shakllantiradi. Refleksiya esa kursantning o‘z faoliyatini baholashi va o‘z ustida ishlashini ta’minlaydi.

Xulosa o‘rnida, harbiy ta’lim jarayonida kursantlarning ijtimoiy moslashuvini ta’minlash tizimli, maqsadli va bosqichma-bosqich tashkil etiladigan pedagogik jarayondir. Ushbu jarayonda suhbat, kuzatish, pedagogik maslahat, trening, vaziyatli topshiriqlar, muammoli ta’lim, jamoaviy muhokama, refleksiya va rag‘batlantirish metodlaridan kompleks foydalanish yuqori samara beradi. Mazkur metodlar kursantlarda kommunikativ faollik, jamoaga qo‘shilish, harbiy intizom, mas’uliyat, kasbiy motivatsiya, mustaqil fikrlash, psixologik barqarorlik va o‘zini rivojlantirish ko‘nikmalarini shakllantiradi.

Shu nuqtai- nazardan harbiy ta’lim muassasalarida kursantlarning ijtimoiy moslashuvini ta’minlovchi metodlarni pedagogik jarayonning ajralmas tarkibiy qismi sifatida qo‘llash, ularni kursantlarning individual xususiyatlari, moslashuv darajasi va harbiy-pedagogik muhit talablariga mos holda tanlash maqsadga muvofiqdir. Bunda pedagoglar, komandirlar, guruh komandirlari va harbiy psixologlarning o‘zaro hamkorligi muhim omil sifatida namoyon bo‘ladi.

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TABLE OF CONTENTS

1	**РОЛЬ ТРАДИЦИЙ ФРАНЦА КАФКИ И ПРОБЛЕМЫ ХУДОЖЕСТВЕННОЙ ИНТЕРПРЕТАЦИИ В ТВОРЧЕСТВЕ НАЗАРА ЭШОНКУЛА** — Абдужалолова Мухлиса	3–7
2	**THE ROLE OF READING ALOUD IN IMPROVING FLUENCY** — Eshmanova Shahnozaxon	8–11
3	**INGLIZ TILIDAGI VAQT LEKSIKASINING MORFOLOGIK VA SEMANTIK XUSUSIYATLARI** — Suyunova Mohinur	12–13
4	**ВЗАИМОСВЯЗЬ НЕРАЗВИВАЮЩЕЙСЯ БЕРЕМЕННОСТИ С ЭНДОМЕТРИТОМ И ЭФФЕКТИВНОСТЬ ПРЕГРАВИДАРНОЙ РЕАБИЛИТАЦИИ** — Абдуллаева Мадина, Матризаева Гульнора	14–15
5	**THE ISSUE OF COLLECTION, DESCRIPTION, AND SYSTEMATIZATION OF THE VOCABULARY OF THE UZBEK LITERARY LANGUAGE** — Yakubova Gulchekhra	16–19
6	**THE INFLUENCE OF SOCIAL MEDIA ON THE VOCABULARY OF ENGLISH-SPEAKING YOUTH** — Buriyev Umidjon, Abdullayeva Nilufar	20–24
7	**ЛИНГВОКУЛЬТУРОЛОГИЧЕСКИЙ ПОТЕНЦИАЛ АВТОРСКОЙ СКАЗКИ В. И. ДАЛЯ В ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ** — Рузиева Руфина, Н. А. Добролюбова	25–30
8	**ИНГЛИЗ ТИЛИ ТАЪЛИМИДА ИННОВАЦИОН ЁНДАШУВЛАР ВА ИНТЕРАКТИВ МЕТОДЛАРНИНГ АҲАМИЯТИ** — Абдукадирова Насиба, Рустамова Сафина	31–36
9	**ВЛИЯНИЕ ТИПА СЕТЧАТОГО ИМПЛАНТАТА И МЕТОДА ФИКСАЦИИ НА ВОСПАЛИТЕЛЬНЫЙ ОТВЕТ И ХРОНИЧЕСКУЮ БОЛЬ ПОСЛЕ ГЕРНИОПЛАСТИКИ** — Курбаниязов Б.З., Зайниев А.Ф.	37–38
10	**MILLIY O‘ZBEK FOLKLORI ASOSIDA INGLIZ TILI DARSLARINI TASHKIL ETISHNING ZAMONAVIY YONDASHUVLARI** — Maxsumova Maftuna	39–44
11	**BOSHLANG‘ICH TA’LIMDA MUSIQA MADANIYATI DARSLARI ORQALI IJODIY TAFAKKURNI RIVOJLANTIRISH** — Marjona Abdujalilova	45–47
12	**MILLIY O‘ZBEK FOLKLORI ASOSIDA INGLIZ TILI DARSLARINI TASHKIL ETISHNING ZAMONAVIY YONDASHUVLARI** — Maxsumova Maftuna	48–52
13	**GIBRID SO‘ZLAR TIL TARAQQIYOTINING DINAMIK BELGISI SIFATIDA** — Davronova Asila, Bakirov Poyan	53–55
14	**THE IMPACT OF EMOTIONAL INTELLIGENCE ON INTERPERSONAL COMMUNICATION IN ENGLISH LANGUAGE TEACHING** — Pulatova Durdona	56–60
15	**THE IMPACT OF DEVELOPING EMOTIONAL INTELLIGENCE ON SOCIAL ADAPTATION AMONG SCHOOL STUDENTS** — D. Ismoilova, M. Qobilova, Barno Rustamova	61–66

16	**ETHICAL RESPONSIBILITY OF TRANSLATORS AND INTERPRETERS** — Yazdonova Makhfuza	67–72
17	**METHODOLOGY FOR DEVELOPING HISTORICAL THINKING IN FUTURE HISTORY TEACHERS THROUGH THE USE OF DIGITAL EDUCATIONAL PLATFORMS** — Dzhumaniyazov Farkhod	73–77
18	**RETHINKING LESSON PLANNING AND MATERIAL DEVELOPMENT: THE ROLE OF CHATGPT IN EFL HIGHER EDUCATION** — Akhmadjonova Zakhro	78–92
19	**THE DEPICTION OF THE IMAGE OF SUFI SCHOLARS IN FOLK BOOKS AND EPICS (DASTANS)** — Buriyeva Shaxnoza	93–97
20	**RECREATION OF THE CONCEPT OF “LOVE” IN TRANSLATIONS OF SHAKESPEARE'S SONNETS INTO UZBEK** — G‘offorova Nazokat	98–102
21	**ИГРОВЫЕ МЕТОДЫ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА В УЗБЕКОЯЗЫЧНОЙ СРЕДЕ** — Раметова Бибимарьям, Хасанбоева Сарвиноз	103–107
22	**TA’LIM MUASSASALARIDA STRATEGIK MENEJMENTNI TAKOMILLASHTIRISH** — Obidova Feruza, Eshqulova Aziza	108–113
23	**METHODS OF NOMINATION IN FOOD-RELATED VOCABULARY** — Hojiyeva Mehrangiz	114–118
24	**LINGUOPRAGMATIC STUDY OF THE “HABIT” CONCEPT IN JAMES CLEAR’S “ATOMIC HABITS” (IN ENGLISH MOTIVATIONAL DISCOURSE)** — Khasanova Yulduz	119–123
25	**OGAHIYNING “ZUBDAT UT-TAVORIX” ASARIDA TARIXIY KOLORIT VA BADIIY TALQIN UYG‘UNLIGI** — Atadjanova Saodat	124–127
26	**REFLECTIVE ACTIVITY IN INTEGRATIVE DEVELOPMENT OF READING AND WRITING SKILLS IN ENGLISH** — Nazarova Shoirakhon	128–131
27	**UV-VIS SPECTROSCOPIC CHARACTERIZATION OF A ONE-DIMENSIONAL CADMIUM(II) ISONICOTINATE COORDINATION POLYMER** — K.B. Kholturaev, Kh.Kh. Turaev, Kh.Kh. Turaev, A.B. Ibragimov, U.U. Ruziev	132–136
28	**ANOR PO‘STLOG‘I VA CHOY CHIQINDILARIDAN TABIIY KORROZIYA INGIBITORLARI OLISH** — Bo‘riyeva Muhabbat	137–152
29	**NOYOB YER METALLARI BILAN MODIFIKATSIYALANGAN PEROVSKIT NANO KRISTALLARI ASOSIDA YUQORI SAMARALI YORUG‘LIK CHIQARUVCHI QOPLAMALAR YARATISH** — Bo‘riyeva Muhabbat, Qo‘zimurodova Sevara	153–166
30	**SURXONDARYO VILOYATIDA ADLIYA XIZMATLARINING RAQAMLASHTIRILISHI: E-NOTARIUS, E-FHDYO VA ELEKTRON DAVLAT XIZMATLARINING HUDUDIY AMALIYOTI** — Mamanarov Xaitmurat	167–169
31	**MAKTABGACHA TA’LIM TASHKILOTLARI PEDAGOG XODIMLARINI OLIY MA’LUMOTLI KADR SIFATIDA TAYYORLASHDA DUAL TA’LIMNING AHAMIYATI** — Sh.A. Ismatova	170–173

32	**THE ROLE AND SIGNIFICANCE OF LINGUOPSYCHOLOGICAL CHARACTERISTICS IN TEACHING FOREIGN LANGUAGES TO PRE-SCHOOL PREPARATORY GROUP LEARNERS** — Asiljonova Shohsanam Doniyor qizi	170–175
33	**THE BALANCE BETWEEN TERMINOLOGICAL ACCURACY AND COMMUNICATIVE CLARITY IN EXPLAINING MEDICAL RECOMMENDATIONS** — Turaev Alisher Anvarjon ugli	176–180
34	**HARBIY TA'LIM JARAYONIDA KURSANTLARNING HARBIY PEDAGOGIK JARAYONGA SAMARADORLIGINI TA'MINLOVCHI METODLAR** — Shomirzaev Shavkat Tursunovich, Narzikulova Dilnoza Xashimjanovna	181–186
	OUTLINE	187-189