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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 BADIY TALQIN MASALALARI

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Аnotatsiya: 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 dramatism, 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, Goodman¹ and Smith² 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. Wiseman⁴ 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 Justice⁵ 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 Andreasen⁶ 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. Funksional 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, takroriyliigi 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 клиничко-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 Femaflo, 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 проведенного 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 6 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 "1a 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. Иностранному учащемуся 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. Шунингдек 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 гапирди, 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 тутди. Демак, интерактив методлар фақат синф ичидагина эмас, балки синфдан ташқари рақамли мулоқотда ҳам қўлланилиши лозим.

Финляндия тажрибаси инновацион тил таълимининг 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 фаолиятининг 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 тутди. 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 маълумотида 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 нуктаи 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 мустақамлаш, 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, топширик, жамоавий фикрлаш ва фикр-мулоҳазага бағишланиши лозим [9; 11].

D. H. Dixon, T. Dixon ва E. Jordanнинг 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 кўрқишни 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 Vabel 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 қўйидаги 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 кўйидаги 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 яхшилайти. 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-1 β 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 сопровождалась меньшими значениями ИЛ-1 β и ФНО- α , а также меньшей интенсивностью послеоперационного болевого синдрома. При степлерной фиксации в зоне «треугольника боли» уровень ИЛ-1 β 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-1 β 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‘shiq-lari - 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 globalashuv 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 namunalarning 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 namunalarning boy leksik-semantik xususiyatlari yangi so‘zlarni tabiiy ravishda o‘zlashtirish imkonini bersa, raqamli texnologiyalar bilan integratsiya darslarning interaktivligi va zamonaviylikini 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.

Musiqqa madaniyati darslari orqali o'quvchilar nafaqat qo'shiq kuylash yoki musiqqa 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 musiqqa darslarini innovatsion pedagogik texnologiyalar asosida tashkil etish dolzarb masalalardan biri bo'lib qolmoqda.

Asosiy qism

Boshlang'ich ta'limda musiqqa madaniyati fanining asosiy maqsadi o'quvchilarda musiqqa bo'lgan qiziqishni shakllantirish, ularning estetik madaniyatini rivojlantirish hamda ijodiy qobiliyatlarini yuzaga chiqarishdan iboratdir. Musiqqa 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. Musiqqa darslarida bunday tafakkurni rivojlantirish uchun interfaol metodlardan foydalanish muhim ahamiyat kasb etadi. Jumladan, "Aqliy hujum", "Klaster", "Rolli o'yinlar", "Musiqani his qil" kabi metodlar o'quvchilarning darsdagi faolligini oshiradi.

Shuningdek, multimedia vositalari, audio va video materiallardan foydalanish o'quvchilarning musiqqa 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.

Musiqqa 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, musiqqa orqali bolalarda jamoada ishlash, o'z fikrini erkin ifodalash va tinglash madaniyati ham rivojlanadi.

Xulosa

Xulosa qilib aytganda, boshlang'ich ta'limda musiqqa madaniyati darslari o'quvchilarning ijodiy tafakkurini rivojlantirishda muhim pedagogik vosita hisoblanadi. Musiqqa 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 musiqqa 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 tezisdagi 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 globallashtirish 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‘shiqdarida 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‘shiqdari, 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 soʻzlarni tabiiy ravishda oʻzlashtirish imkonini bersa, raqamli texnologiyalar bilan integratsiya darslarining interaktivligi va zamonaviyligini oshiradi.

Oʻqituvchilar maqollar, topishmoqlar, ertaklar va xalq qoʻshiqlarini kommunikativ, loyiha asosidagi va madaniyatlararo yondashuvlar bilan birlashtirib, ingliz tili darslarini nafaqat samarali, balki maʼnaviy jihatdan boyitilgan taʼlim maydoniga aylantirishlari mumkin. Kelajakda bu yoʻnalishda empirik tadqiqotlar oʻtkazish, folklor asosidagi dars ishlanmalari va oʻquv qoʻllanmalarini 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”, “bloggerlik” 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 interpreters 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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