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## **TRANSLATION PROBLEMS IN YOUNG ADULT LITERATURE ON THE BASIS OF SPIRITED AWAY BY HAYAO MIYAZAKI (FROM ENGLISH TO RUSSIAN)**

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### **ABSTRACT:**

This study explores the challenges of translating Young Adult (YA) literature, focusing on cultural, linguistic, and contextual obstacles, with a specific case study of Hayao Miyazaki's *Spirited Away* translated from English to Russian. YA literature often includes unique cultural references, character language variations, and idiomatic expressions that present difficulties for translators aiming to maintain both the story's authenticity and its appeal to the target audience. By analyzing these translation issues, this study seeks to provide insights into strategies for enhancing the accuracy and cultural relatability of YA literature translations. The findings aim to inform both academic and practical perspectives on translating culturally rich texts for young audiences.

**Keywords:** Young Adult Literature, translation issues, cultural adaptation, *Spirited Away*, Miyazaki, Russian translation

### **INTRODUCTION**

The translation of Young Adult (YA) literature involves unique challenges due to the genre's specific cultural and linguistic characteristics. *Spirited Away*, a masterpiece by Hayao Miyazaki, is not only a popular animated film but also exists in various textual adaptations, each with unique challenges in translation. This study focuses on translating *Spirited Away* from English into Russian, highlighting problems associated with cultural references, idiomatic language, and character nuances.

### **ANALYSIS AND DISCUSSION**

**Cultural References** One of the most significant challenges in translating *Spirited Away* from English to Russian is the abundant presence of cultural references specific to Japanese society and folklore. The story of *Spirited Away* is deeply rooted in traditional Japanese beliefs, rituals, and mythologies, including Shinto and Buddhist symbolism, yokai (supernatural beings), and various culturally significant symbols

such as bathhouses, spirits, and specific gestures. These elements are not always directly translatable, and Russian readers may lack the cultural context to understand them fully.

For example, the central setting—a bathhouse for spirits—represents the concept of purity in Shinto belief, which is significant in Japanese culture. The Russian audience, however, may not have an inherent understanding of such concepts, and merely translating the term without context could lead to confusion or a loss of thematic depth. [1, 45-65]. Translators must then decide between adding explanatory footnotes, which could disrupt the reading flow, or finding an equivalent that communicates the underlying cultural meaning while staying accessible to the reader. This often leads to the question of foreignization versus domestication: should the translator preserve the Japanese cultural references (foreignization) or adapt them to Russian cultural equivalents (domestication)?

*Example of Strategy:* A translator may keep "yokai" as a foreign term but follow it with a descriptive phrase such as "Japanese spirits" to clarify its meaning, blending foreignization with a touch of explanation. However, in some cases, the translator might choose a Russian mythological equivalent if the yokai's characteristics closely align with a creature in Russian folklore. For example, a mischievous or malevolent yokai might be likened to a character from Russian folklore, such as a domovoy, to bridge cultural understanding.

**Idiomatic Language and Expressions.** Language in YA literature often includes idioms, colloquial expressions, and informal speech that resonate with younger audiences but may not have equivalents in the target language. *Spirited Away* employs idiomatic language to reflect both the whimsical nature of its story and the unique personalities of its characters, creating a challenge in translating expressions that convey mood, irony, humor, or specific emotions.

Translating idioms becomes complex due to several factors:

**Direct Translation Limitations:** English idioms often have metaphorical meanings that may not carry over literally into Russian, leading to misunderstandings if translated word-for-word.

**Emotional Impact:** Many idiomatic expressions have emotional undertones that reflect the feelings of the speaker. Preserving this emotion is crucial, as idioms are a significant part of character and plot development.

For instance, the expression "hold your horses" could be used to signal impatience in English but does not have a Russian equivalent that would resonate in the same way.

In Russian, a phrase like "подожди немного" ("wait a little") might convey a similar meaning but lacks the metaphorical playfulness. Here, the translator could opt for "остановись" (stop), which conveys urgency, or use a Russian idiom with a similar meaning, such as "не гони лошадей" (don't rush the horses), if the tone aligns with the scene. [2, 74-76]

Moreover, the imaginative setting of *Spirited Away* often prompts creative use of language that blends reality with fantasy, making it essential for translators to capture the whimsical essence. This is particularly true for dialogue between spirits and gods, where certain expressions are deliberately archaic or formal, contrasting with the protagonist's more casual tone. Translators, therefore, need to ensure that such stylistic contrasts remain apparent, as they reveal the social hierarchy and relational dynamics in the narrative.

**Character Nuances and Dialogue Style.** The language of each character in *Spirited Away* reveals specific age, personality, and emotional depth, which are vital for connecting with the YA audience. YA literature typically uses dialogue to convey character authenticity, presenting challenges when translating these nuances into Russian without altering the character's intended image.

Chihiro, the protagonist, often uses simple, informal language reflective of her young age and naivety, while other characters like Haku and Yubaba speak with a formality that reflects their respective authority and wisdom. These shifts in dialogue style are crucial in establishing the characters' personalities and relationships. If not accurately translated, they can disrupt the reader's perception of these dynamics. Additionally, a character like Yubaba uses language that is slightly archaic, imposing, and sometimes humorous, adding a layer of complexity to her personality. In Russian, maintaining the balance between her formal authority and comedic tone requires a delicate approach, possibly using older Russian phrases or incorporating diminutives to soften her language when she addresses Chihiro.

**Strategy for Character Nuances:** In cases where a character's language indicates their age, status, or emotional state, a translator might employ Russian slang or colloquialisms suitable for YA readers, adjusting formality levels to reflect the hierarchy within the bathhouse and among spirits. For example:

**Yubaba's Speech:** Translating her dialogue might involve using formal or "high Russian," with some archaic or theatrical phrases to match her authoritative, eccentric demeanor.

Chihiro's Innocence: Translators can employ contemporary, informal Russian phrases that Russian teens might use to reflect Chihiro's naivety and evolution over the story. Maintaining Tone and Emotional Resonance. YA literature is often distinguished by its emotional relatability and tone, qualities that must be carefully preserved in translation. The tone in *Spirited Away* oscillates between whimsy, suspense, and introspection, making it essential to replicate these shifts without altering the narrative's mood. Since readers of YA literature are drawn to stories with dynamic emotional journeys, any failure to capture this tone in the translation risks diminishing the text's impact.

*Example:* If a scene is lighthearted but includes a foreboding element, as is often the case in *Spirited Away*, a translator must select words that retain this tonal contrast. For instance, lighthearted scenes may include playful Russian language, while darker or more intense moments may employ harsher consonants or specific descriptive words in Russian that amplify suspense. Translators should avoid neutralizing emotional language, ensuring that the humor, tension, or sentiment remains vivid. [3, 41-46]

Techniques for Overcoming Translation Problems. Translators of YA literature often employ several techniques to maintain the original text's engagement, accessibility, and emotional depth:

- **Adaptation:** Adapting cultural terms to be relatable for Russian readers while keeping the Japanese context clear. Footnotes or a glossary can be used minimally in YA literature to avoid breaking immersion.
- **Modulation and Transposition:** These techniques involve rephrasing or reordering parts of the sentence to better fit the target language's grammatical structure and style without changing meaning. For instance, translating Chihiro's expressions of fear in a way that resonates with the Russian concept of childhood vulnerability.
- **Addition of Contextual Elements:** When cultural concepts are essential but hard to grasp, short additions may help, such as describing specific customs or practices as "traditional Japanese" to add clarity for readers unfamiliar with them. [4, 89]

## CONCLUSION

In conclusion, the translation of *Spirited Away* for a Russian YA audience requires an intricate balance between preserving the Japanese cultural elements and making the story accessible. Through techniques like modulation, careful selection of idioms, and adaptation, a translator can retain the story's essence while making it relatable to

Russian readers. *Spirited Away* offers an excellent case study in the challenges and strategies involved in translating culturally dense YA literature, showcasing the need for translators to be both linguistically skilled and culturally sensitive to effectively capture the story's unique charm and depth.

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## **KASB-HUNAR NOMLARINI IFODALOVCHI APELLYATIVLARNING ANTROPONIMLASHUVI XUSUSIDA**

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### **ANNOTATSIYA**

Ushbu maqolada o'zbek tilidagi kasb-hunar nomlari lug'aviy asos qilib olingan apellyativlarning antroponimlashuvi xususida fikr yuriladi hamda misollar asosida tahlil qilinadi.

***Kalit so'zlar:** Apellyativ, antroponimlar, lug'aviy asos, kasb-hunar, etnografik odatlar, ijtimoiy omillar.*

O'zbek lingvomadaniyatida kasb-hunar nomlari lug'aviy asos qilib olingan antroponimlar guruhi kishilarning oilaviy holda o'z bobo va buvilari, o'tmish avlodlari, qarindoshlari mashg'ul bo'lgan ma'lum kasb yoki hunarni qadrlashi, e'zozlashi, yangi tug'ilgan farzandni kelgusida oilaviy an'analarni davom ettirib, shunday kasb-hunar egasi bo'lishini niyat, tilak qilish yoki biror kasb-hunar egasiga havas qilish kabi ijtimoiy omillar, etnografik odatlar asosida yuzaga kelgan: *Podabon, Mirshab, Kosiba, Suvchiboy, Yilqichi, Qovunchi, Cho'liq, Chilangar, O'qchi, Ipakchi* kabi"[4, 85].

Antroponimlar sohasini uzoq yillar tadqiq qilgan tilshunos olimlarimizdan E.Begmatov o'zbek tilidagi antroponimlarning lug'aviy asoslari tahlilida kasb-hunar nomlari asosida shakllangan kishi ismlarini alohida guruh sifatida qayd etadi[1, 111]. O'zbek tili antroponimiyasida tarixiy va zamonaviy kasb-hunar nomlarini ifodalovchi o'z va o'zlashma qatlamga mansub ot apellyativlarni konversiya usulida antroponimlarga o'tishi kuzatiladi:

*Adib* [ a. ] – yozuvchi; ustoz, murabbiy, tarbiyachi.

*Adiba* [ a. ] – yozuvchi qiz; nazokatli, tarbiyali qiz.

*Voiz* [ a. ] – va'z aytuvchi, va'zgo'y, diniy tariqat targ'ibotchisi, notiq. Shakllari: *Voizxon, Voizqul.*

*Gulsoz* [ f. ] – gulchi, gullarni parvarish qiluvchi qiz.

*Gulchi* [ f.–a. ] – gul ekuvchi yoki gul sotuvchi qiz.

*Zargar* [ f. ] – tillo buyumlar ustasi.

*Yilqichi* [o‘z.] – ayn.: ot boquvchi, ya’ni otlari serob, boy-badavlat bo‘lsin.

*Jibachi* [o‘z.] – jiba (metaldan to‘qib yasalgan harbiy kiyim, sovut) yasovchi yoki o‘tmishda Buxoro amiri saroyidagi quyi mansablardan birining nomi.

*Kotib* [a.] – o‘qimishli, savodxon.

*Muallim* [a.] – o‘rgatuvchi, o‘qituvchi, ustoz.

*Muallima* [a.] – o‘qituvchi, o‘rgatuvchi ayol.

*Mudarris* [a.] – madrasa muallimi; ilohiyot o‘qituvchisi; ustoz, murabbiy.

*Musavvir // musavvur* [a.] – rassom, naqqosh, suratkash.

*Musavvira* [a.] – rassom, suratkash qiz.

*Muxbira* [a.] – matbuotchchi (jurnalist) qiz.

*Notiq* [a.] – gapga chechan, so‘z ustasi; fasohat sohibi.

*Notiqa* [a.] – gapga usta, so‘zga chechan, tili burro qiz.

*Noshira* [a.] – nashr etuvchi, ma’rifatli, o‘qimishli, bilimdon.

*Olima* [a.] – bilimdon, donishmand qiz.

*Rassom* [a.] – suratkash, san’atkor.

*Raqqosa* [a.] – o‘yinchi qiz, san’atkor qiz.

*Sarrof* [a.] – ayn.: pul almashtiruvchi, pullarni maydalovchi: qimmat tangalar, toshlarni aniqlab, farqlab beruvchi; zarshunos.

*Sayyod* [a.] – ovchi.

*Sayyoda* [a.] – ovchi qiz.

*Shoir* [a.] – shoir, go‘zal nutq sohibi, notiq bo‘lsin.

*Shoira* [a.] – sog‘ ulg‘ayib she’rlar ijod qiluvchi bo‘lsin.

*O‘qchi* [o‘z.] – o‘q otuvchi, mergan; ovchi bola.

*O‘roqchi* [o‘z.] – g‘alla o‘rimi paytida tug‘ilgan bola.

S.Kenjayeve kasb-hunar nomlari lug‘aviy asos qilib olingan, bolani yaxshi kasb, hunar egasi, sohibi bo‘lish istagi motivatsiyasi asosida yuzaga kelgan ismlarni istak ismlar sirasiga kiritadi va ularni sohaviy mansubligi nuqtayi nazaridan chorvadorlik, dehqonchilik, ovchilik, ipakchilik, tikuvchilik, zargarlik, chevarlik, savdo-sotiq, ustachilik, duradgorlik, yozuvchilik, san’atkorlik kasbi bilan bog‘liq ismlarga guruhlaydi[2, 8].

M.Muhammadaliyeva o‘zbek tilidagi kasb-hunar nomlarining leksik-semantik xususiyatlari negizida kasb-hunar nomlaridan yasalgan antroponimlarni o‘rgangan [4, 85]. S.Kenjayeve, M.Muhammadaliyevalarning tadqiqotlariga tayangan holda, bolani yaxshi kasb, hunar egasi bo‘lish motivatsiyasi asosida kasb-hunar nomlari

mavzuiy guruhiga mansub ot apellyativlar konversiyasidan hosil bo'lgan antroponimlarni quyidagicha guruhlashni lozim topdik:

a) chorvachilik bilan bog'liq kasb-hunar nomlarini ifodalovchi apellyativlar konversiyasi asosida yuzaga kelgan ismlar: *Sarbon, Karvon, Cho'pon, Cho'liq, Qo'ychi* kabi;

b) dehqonchilik bilan bog'liq kasb-hunar nomlarini ifodalovchi apellyativlar konversiyasi asosida yuzaga kelgan ismlar: *Ziroat, Gulchi, Gulsoz, Gulchin, Dehqon* kabi;

v) ovchilik bilan bog'liq kasb-hunar nomlarini ifodalovchi apellyativlar konversiyasi asosida yuzaga kelgan ismlar: *Mergan, Ovchi, Sayyod, Sayyoda*;

g) tikuvchilik, ipakchilik, zargarlik bilan bog'liq kasb-hunar nomlarini ifodalovchi apellyativlar konversiyasi asosida yuzaga kelgan ismlar: *Zargar, Ipakchi, Chevar* kabi;

d) savdo-sotiq bilan bog'liq kasb-hunar nomlarini ifodalovchi apellyativlar konversiyasi asosida yuzaga kelgan ismlar: *Alob//Allob, Attor, Bazzo* kabi;

e) ustachilik, duradgorlik bilan bog'liq kasb-hunar nomlarini ifodalovchi apellyativlar konversiyasi asosida yuzaga kelgan ismlar: *Najjor, Sarroj, Saffor, Chilangar* kabi;

yo) san'at bilan bog'liq kasb-hunar nomlarini ifodalovchi apellyativlar konversiyasi asosida yuzaga kelgan ismlar: *Adib, Adiba, Musavvir, Musavvira, Oqin, Rassom, Raqqosa, Shoir, Shoira* kabi.

j) ta'lim-tarbiya bilan bog'liq kasb-hunar nomlarini ifodalovchi apellyativlar konversiyasi asosida yuzaga kelgan ismlar: *Muallim, Muallima, Murabbiya* kabi;

z) jurnalistlik va noshirlik bog'liq kasb-hunar nomlarini ifodalovchi apellyativlar konversiyasi asosida yuzaga kelgan ismlar: *Muxbir, Muxbira, Noshir, Noshira* kabi.

Xulosa qiladigan bo'lsak, bolani yaxshi kasb-hunar egasi bo'lishini istash, orzu-niyat qilish motivatsiyasi, kasb-hunar ifodalovchi so'zlarni ismga o'tishi faqat o'zbek tilida bo'libgina qolmay, balki boshqa xorijiy, turkiy, jumladan, tatar, boshqird tillarida ham faol kuzatiladi.

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**“MUQADDAS ITTIFOQ” KONGRESSLARI VA YANGI DUNYO (AAXEN,  
TROPPEAU, LAYBAX VA Verona).**

**Axmadov Sherzod Mamurjonovich**

Samarqand shahar 75-maktab tarix fani o‘qituvchisi

**ANNOTATSIYA**

Yangi Olam koloniyalari aholining nochor qatlami chiqishlarini larzaga keltirdi. Negrlar xo‘jayinlaridan qochgan, qoloq joylarda palenke yoki kilombo istehkomlarini yaratib, u yerdan qo‘shni shahar va qishloqlarga hujum qilib turgan yoki plantatsiya qullari bilan birgalikda qo‘zg‘olonlar ko‘tarishgan. Hindular Yevropaliklarni haydash, yo‘qotilgan xududlar va mustaqillikni qaytarish harakatini qoldirishmadi. Qo‘zgonchilar aniq dushmanlarni rangiga qarab aniqlashgan va bu kurashdan ikkala tomon ham ko‘p jabr ko‘rgan.

**Key words:** *Irqiy zulm, kreollar, kolonial hokimiyat, liberalizm, metropoliya burjuaziyasi;*

Yevropada dehqonlar urushi davridagi kabi o‘tmishni ideallashtirish sinfiy va irqiy zulm tizimiga qarshi ijtimoiy e‘tirozning ommaviy harakati uchun namuna bo‘lgan. Aynan shu sababli kreollar armiyasi kolonial hokimiyatni qo‘llab-quvvatlashda ularni mag‘lub etgan. Kolonial tizimga o‘lim xavfi boshqa tomondan yopirilib kelgan. Ehtimol, dunyoda kolonizatorlarni yaxshi tomondan eslovchi birorta kolonial xalq bo‘lmasa kerak, xatto uning o‘zi ulardan kelib chiqqan bo‘lsa ham. Lotin amerikaliklarda kolonizatorlar haqidagi xotiralar ko‘pincha ulardan o‘g‘irlangan oltin, kumush, olmos, o‘n millionlab nobud bo‘lgan negrlar va hindular bilan, Yevropaliklarning ko‘plab boshqa jinoyatlari bilan bog‘liq. Kolonizatorlar va kolonializmning bunday baholanishi albatta asosli<sup>1</sup>.

Yirik nemis olimi Aleksandr fon Gumbold Lotin Amerikasini 1799-1804-yillardagi sayohati davomida yaxshilab o‘rganib chiqib, qiziqarli kuzatishni olib bordi: «Yangi Ispaniya...qirol g‘aznasiga Britaniya Hindistoniga qaraganda ikki karra ko‘p daromad yetkazadi». Boshqacha qilib aytadigan bo‘lsak, har bir meksikalik hinduga qaraganda 10 marta ko‘p qo‘shimcha mahsulot bergan. Agar koloniyalar faqat tovar almashinuviga tortilgan deb taxmin qiladigan bo‘lsak, bunday yuqori hosildorlikni

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<sup>1</sup> Альперович М. С., Слезкин Л. Ю., Образование независимых государств в Латинской Америке (1804-1903), М., 1966; с. 243

amerikalik aborigenlarda ishlab chiqarishning ibtidoiy jamoa va Osiyo» usullariga kiritish kerak bo‘lar edi.

Siyosiy tuzilish liberalizm g‘oyasini amalga oshirib bozor kuchining erkin o‘yiniga xalaqit qilmadi, balki muhofaza qildi. Bu maqsadga prezident respublikasi, hokimiyatlarning bo‘linishi, federalizm, «inson va fuqaro xuquqi», shaxsning uy-joy va mulkning daxlsizligi xizmat qildi. Mazkur qismda Lotin Amerikasi va AQSH konstitutsiyasining aniq nusxasi bo‘ldi. Ularning hammasi «xalqni» hokimiyatning yagona manbai kabi ko‘rsatgan. Lekin uning vakillarini to‘g‘ridan-to‘g‘ri saylamagan: birinchi bosqichda faqat saylovchilar saylangan, keyin deputatlar va senatorlar saylangan.

Bunda qullar, xizmatkorlar, daydilar, yollanma ishchilar saylash xuquqidan mahrum qilingan. Hamma yerda yuqori mulk senzlarini kiritilgan – saylovchilarni saylash uchun 600 pesodan 4 ming pesogacha mulkka ega bo‘lganlar deputatlarni, 10 ming peso senatorni saylash huquqini bergan. Bu bilan konstitutsiyada xalqning chegaralari va fuqaroning portreti aniq chizib ko‘rsatilgan. Bunday xalq yoki fuqarolik jamiyati aholining 1%ni tashkil etgan<sup>2</sup>.

Bunday dekretlar chop etilganidan keyin qullarning tug‘ilgan farzandlari erkin deb e‘lon qilinib, voyaga yetgunga qadar xo‘jayinlari qo‘lida qolishga majbur edi. Shunday qilib, Lotin Amerikasida bozor iqtisodiyoti, fuqarolik jamiyati va xuquqiy davlat yo‘nalishida jamiyatni o‘zgartirgan liberal o‘zgarishlar seriyasi sodir bo‘lgan. Mintaqa sharoitida bu o‘zgarish aholining ekspropriatsiyasiga uchradi. Islohotlar xalqqa qarshi xarakterga ega edi. Konstitutsiyalar xalqni uning vakillarini saylashdan chetlashtirdi. Ular qonun kuchi bilan axolining istalgan majlisiga o‘zini «xalq» deb e‘lon qilishni va jamoa iltimoslarini ko‘rsatishni man etdi. «Qurollangan odamlarning har qanday yig‘ilishi jamoat xavfsizligiga tajovuz kabi qaraldi va kuch ishlatib xaydaldi ... Qurolsiz odamlarning ham yig‘ilishlari tarqatildi ... avval og‘zaki buyruq yordamida, agar yordam bermasa keyin kuch ishlatildi»<sup>3</sup>.

Bunday islohotlarni amalga oshirish uchun kreol latifundlari va ularning lashkarlariga qulay sharoit, chet el yordami kerak edi. 1808–1814-yillarda Portugaliya va Ispaniya Napoleon tomonidan okkupatsiya qilinganidan keyin qulay payt keldi. AQSH va Angliyadan qurol – yarog‘ va valontyorlar ko‘rinishidagi

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<sup>2</sup> Альперович М. С., Слезкин Л. Ю., Образование независимых государств в Латинской Америке (1804-1903), М., 1966; с. 247

<sup>3</sup> Альперович М. С., Слезкин Л. Ю., Образование независимых государств в Латинской Америке (1804-1903), М., 1966; с. 249

yordam keldi. Amerikada inqilobli hukumat quyi qatlamdan o‘zlarini fransuzlarda asir bo‘lgan qirol Ferdinand VII ning «qonuniy huquqlari himoyachisi» deb e‘lon qilib, asl maqsadni yashirishgan.

Inqilobchilar deyarli barcha joylarda quyi qatlamning shavqatsiz qarshiligiga duch keldi. Shu sababli Lotin Amerikasining har bir mamlakatida milliy-ozodlik inqilobini ta‘minlash nafaqat liberallarning intilishlari bilan, balki ularning o‘z xalqi bilan to‘qnashuvida aniqlangan.

Braziliyadagi 1822-yilgi inqilob liberal hisoblanadi. Bu mamlakatda XVIII asr davomida ishlab chiqarish kuchi shiddat bilan kutarildi, aholi soni 10 barobarga oshdi. 1808-yildan boshlab Braziliya gullab-yashnadi, napoleonchilarning Portugaliyaga bostirib kirishi natijasida qirol saroyi Rio-de-Janeyroga ko‘chib o‘tadi va uning ortidan savdo monopoliyasi, cheklashlar, reglamentatsiya va kolonial tizimning boshqa elementlari bor bo‘ldi. 1815-yili Braziliya koloniyadan Portugaliya qirolligining teng huquqli qismiga aylanib Yangi siyosiy mavqega ega bo‘ldi<sup>4</sup>.

Yevropada urushning tugashi va 1820-yilgi inqilob tufayli vaziyat tubdan o‘zgardi. Yevropaga avval qirol Joan VI ni qaytarib va uning o‘g‘li, Braziliya regenti – shahzoda Pedruni chaqirtirib, metropoliya burjuaziyasi kolonial tartibni restavratsiya qilishni namoyish etdi. Unga javoban braziliyalik pomeshiklar – shahzoda saroyini qurshab olib uni qolishga ko‘ndirdilar. Mahalliy lashkarlar va dengiz floti yordamida ular portugal garnizonlarini tezda yengishdi, Braziliya hukumatini yaratishdi, Pedruni mamlakat mustaqilligi haqidagi manifestni imzolashga majbur etishdi. 1822-yil 7 sentabrda Pedru Portugaliya bilan aloqalarni butunlay uzish qarorini tasdiqladi. Pedru boshchiligida konstitutsion monarxiya o‘rnatildi<sup>5</sup>.

Haqiqiy xalq inqiloblari San Domingo va Paragvayda sodir bo‘ldi. Gaiti orolining fransuz qismi – San Domingo xaqiqiy quldorlik koloniyasi dunyoda eng yirik shakar yetishtiruvchi va Fransiya uchun ahamiyatli edi. Gaitidagi inqilob metropoliyadagi inqilob ta‘siri ostida boshlandi va 1792-yilning kuzigacha burjuaziya harakterini saqladi. Mahalliy plantatorlar oq tanlilar yordamida «San Domingo konstitutsiyasi asoslarini» Sen Marka shahri majlisi orqali o‘tkazdi. Xujjat majlisga mamlakatning ichki tuzilishi masalalari bo‘yicha qonunlarni ishlab chiqarishni, savdo aktlarini ishlab chiqarish huquqini topshirdi va savdo erkinligini «vaqtinchalik» kiritdi. Oq

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<sup>4</sup> Альперович М. С., Освободительное движение конца XVIII — начала XIX вв. в Латинской Америке, М., 1966; с. 189

<sup>5</sup> Альперович М. С., Слезкин Л. Ю., Образование независимых государств в Латинской Америке (1804-1903), М., 1966; с. 164

tanlilar kamchilik bo'lsada nafakat qullarga, balki erkin «ranglilarga» fuqarolik xuquqini rad etdi, bundan mulatlar kolonial hokimiyatni qullab-quvvatladi<sup>6</sup>.

Ozodlikni qo'lga kiritish uchun qullar 1802-yilgacha sobiq qul Tussen Luvertyur tomonidan boshqarilib turgan. Qushni San Domingo ispanlariga orolning fransuz qismini zabt etishga yordam bergan yoki aksincha fransuz kolonial hokimiyati tomonida ispanlarga qarshi kurashgan, oq tanlilar inqilobini barbod etishgan. 1798-yili negrlar nafaqat fransuz rejimini qulatgan, balki uni butun orolga tarqatgan. O'z inqilobini yakunlagandan keyin metropoliya 1803-yil qulliqni tiklashga urindi. Ular fransuz ekspeditsiya korpusini mag'lub etdi va Gaiti mustaqilligini e'lon qildi.

Kolonializmning buzilishi va mustaqil davlatning yaratilishi bilan sobiq qullar burjuaziyasi maqsadlarini xayotga tabdiq etdi guyo. Uning ketidan oq tanli aholi oilalari bilan 1804-yilgi «milliy qasos» kampaniyasida butunlay kesilgan, ulardan ozod qilingan yerlarda esa davlat plantatsiya xo'jaligi paydo bo'ldi. Amaldorlar boshchiligida u yerda kechagi qullar mehnat qilgan, ularning ahvoli fransuzlar davridagiga qaraganda ancha yaxshi edi. Daromadning uchdan bir qismi davlatga, yana bir qismi boshqaruvchilarga, qolgani esa ishchilar o'rtasida teng bo'lingan.

Ijtimoiy – iqtisodiy tomondan mamlakat uzoqqa ketdi va dastlabki kapital to'planish jarayonini boshidan kechirdi. Barcha sinalgan variantlar prezidentlar, xarbiy diktatorlar, qirollar va imperatorlarda bu jarayon ommaning qarshiligiga uchradi va qo'zgonlar, isyonlar, to'ntarishlar, mamlakatning provinsiyalarga bo'linishi, to'xtovsiz fuqorolar urushlariga sabab bo'ldi<sup>7</sup>.

Paragvay inqilobi La Plata provinsiyasida sodir bo'ldi. Etnik munosabatdagi Paragvayning dehqonlar ommasi tabiatan tenglik va xalq suverenitetiga tortgan. U inqilobiy Buenos Ayres liberalizmining asl mohiyatini xatosiz ilg'ab oldi, u bilan bog'lik zaif paragvaylik pomeshchiklar va savdogarlarda o'z tashqi dushmanining ichki ayg'oqchilarini ko'rdi. 1810-yili paragvayliklar Buenos Ayresdan ozodlik ekspeditsiyasini ishg'ol qildi, bir yildan keyin esa Ispaniya rejimini ham yo'q qildi.<sup>8</sup>

1814–1840-yillar Paragvayda dehqonchilik va xunarmandchilik sektori o'sdi, nochor xo'jaliklar muntazam o'rta darajagacha ko'tarildi. Ispanlardan tortib olingan

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<sup>6</sup> Альперович М. С., Освободительное движение конца XVIII — начала XIX вв. в Латинской Америке, М., 1966; с. 267

<sup>7</sup> Альперович М. С. Война за независимость в Латинской Америке (1810—1826). М., 1964. с. 258

<sup>8</sup> Альперович М. С., Освободительное движение конца XVIII — начала XIX вв. в Латинской Америке, М., 1966; с. 328

mulkchilik hisobidan davlat xo‘jaliklari va davlat manufakturalari yuzaga keldi, u yerda yollanma ishchilardan tashqari negr-qullar va hukm etilganlar mehnati qo‘llanilgan. Ishlab chiqarishning hammasi davlat tomonidan qattiq nazorat qilingan. Hosildorlik va mehnat sifati repressiyalar bilan «kuchaytirilgan»<sup>9</sup>.

Xususiy savdo shahar bozori darajasigacha ko‘tarilmagan, taqsimlash va aylanma zvenolari davlat tasarrufiga o‘tgan. Davlat o‘z peshtoqlarini yaratdi, kambag‘allarga qoramol, kiyim-kechak, oziq-ovqat tarqatgan.

Xalq hayotining teng moddiy sharoitlari ma‘naviy tenglik bilan to‘ldirilgan. Mamlakatda majburiy bepul boshlangich ta‘lim joriy etildi, bu davrda Paragvayda o‘qish va yozishni bilmaydigan birorta erkakni topish qiyin edi. Davlat hammaga ko‘p narsa berishga qodir emas edi, ba‘zilarning yuqori ma‘lumoti tenglikni buzgan. 1822-yili o‘rta va oliy ta‘lim to‘liq o‘rnatildi.

Bu tenglik ustidan eng kuchli byurokratik davlat ustunlik qilgan. Usha davrda Paragvayda fuqorolar urushi va jinoyatchilikning yo‘qligini chet elliklar ta‘kidlashgan. Xalq ham hayotidan mamnun bo‘lgan, dahosidan qurqan, lekin hurmat qilgan, yaratilgan tuzumni himoya qilish uchun buyuk qurbonliklarga tayyor bo‘lgan. Xalq talablarining u yoki bu muhrlariga ega inqilob Kuba, Puerto-Rikodan tashqari boshqa Ispan Amerikasi uchun xosdir. Metropolianing okkupatsiyasi va qirol Ferdinandning asir etilishi kreol inqilobchilariga yordam bergan. Ular «sevimli monarxining qonuniy huquqlarini himoya qilish uchun» o‘z hukumati – xuntalarni tashkil etishdi, kolonial rejimni tugatishdi.<sup>10</sup>

1815-yilga kelib faqat Buenos Ayresda kreol inqilobi mavjud edi, lekin ular ham cho‘pon gauchalar bilan og‘ir jang olib borgan. Meksikada aksincha, kreol fitnasi rahbarlarining hokimiyat tomonidan hibsga olinishi inqilobchilarni tezda xalq qo‘zg‘olonini ko‘tarishga undadi. Mehnatkash xalq Migel Idalgoning chaqiruviga quloq tutdi. Kreollar va ispanlarga qarshi urush e‘lon qildi.<sup>11</sup>

Xalq harakatlari mustaqillik uchun urushning ikkinchi g‘olibona bosqichining rivojlanishiga katta ta‘sir ko‘rsatdi (1816-1826). Ular ilk bor kreol burjuaziyasini ijtimoiy masalalar bilan jiddiy shug‘ullanishga majbur eta oldi.

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<sup>9</sup> Альперович М. С., Слезкин Л. Ю., Образование независимых государств в Латинской Америке (1804-1903), М., 1966; с. 189

<sup>10</sup> Альперович М. С., Слезкин Л. Ю., Образование независимых государств в Латинской Америке (1804-1903), М., 1966; с. 198

<sup>11</sup> Альперович М. С., Освободительное движение конца XVIII — начала XIX вв. в Латинской Америке, М., 1966; с.241

Mustamlakalarda mazlum xalqlarning kurashi to'xtovsiz davom etardi. Negrlar o'z xo'jayinlaridan qochib ketib, o'tish qiyin bo'lgan hududlarda aholi maskanlari tashkil etib, qo'shni plantatsiyalarga, shaharlarga hujum uyushtirar edilar yoki atrofdagi hududlarda qullar bilan birgalikda qo'zg'olon ko'tarardilar. Hindular mustamlakachilarni quvib yuborish va o'z erkinliklarini tiklash yo'lidagi harakatlarini to'xtatmas edilar.

Qo'zg'olonchilar oq tanlilarni o'zlarining asosiy dushmani deb hisoblardilar, har ikki tomondan ham ko'plab odamlar qurbon bo'lardi.

Shu bilan birga Yevropadan ko'chib kelgan oq tanli aholining tarkibi ham bir xil emas edi. Ularning katta qismi qashshoqlikda yashardi. Bir qismi esa katta-katta boyliklarga ega edi. Mustamlakalarda tovar ishlab chiqarishning ko'payib borishi bilan mahalliy tadbirkorlar qatlami ham kuchayib bordi. Ularning ajdodlari Yevropalik bo'lganiga qaramay, bir-ikki avlod o'tgach ular kreollarga aylanib, Yevropadagi qarindoshlaridan begonalashib, o'zlarining mahalliy manfaatlariga ega bo'lib qolgan edilar. XIX asr boshiga kelib kreollar qo'lida ko'plab savdo uylari, konlarning deyarli yarmi, deyarli barcha manufaktura va yirik xususiy yer mulklari to'plangan edi. Endilikda ular tobora ko'proq mustamlakachilar tomonidan o'rnatilgan cheklashlarni bekor qilinishini va erkin savdo o'rnatilishini talab qilib chiqmoqda edilar<sup>12</sup>.

XVIII asrning 70-yillarida Yangi Granadada mustamlakachilarning cheklashlariga qarshi qaratilgan «kommuneros» («umumiy ish himoyachilari») harakati paydo bo'lib, Janubiy Amerikaning katta qismiga yoyildi. Unda asosan shaharliklar ishtirok etib, o'z o'zini boshqarish huquqi berilishini va soliqlarni kamaytirilishini talab qilib chiqdilar. Ispanlar bu harakatni bostira oldilar. Mustamlakachilarga qarshi qaratilgan 3 kuch – hindular, negr-qullar va kreollar uyushmasdan, bir-birlarini qo'llab-quvvatlamasdan harakat qilardilar, shuning uchun ham ispanlar ularning chiqishlarini osonlik bilan bostirardilar.

XVIII asr oxiriga kelib, mustamlakachilar bilan mahalliy aholi o'rtasidagi ziddiyatlar yanada keskinlashdi. Kreollar ispanlarning tashqi savdodagi monopoliyasining bekor qilinishini yanada qat'iyroq talab qilib chiqa boshladilar. Shimoliy Amerikadagi ingliz mustamlakalarining mustaqillikka erishganidan va 1789-yildagi fransuz

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<sup>12</sup> Альперович М. С., Освободительное движение конца XVIII — начала XIX вв. в Латинской Америке, М., 1966; с. 261

inqilobining g'alabasidan ruhlanib ketgan mustamlakalardagi ilg'or fikrli kishilar ispanlar hukmronligiga tobora ko'proq qarshi chiqa boshladilar.<sup>13</sup>

Venesuelalik kreol Fransisko de Miranda (1756-1816) mustamlakalar mustaqilligini talab qilib chiqqan dastlabki vatanparvarlardan biri edi. Ispan armiyasining podpolkovnigi, Kuba gubernatorining adyutanti bo'lgan Miranda kreollarning radikal doiralari bilan aloqa o'rnatdi va Ispaniya hokimiyati taqibidan Shimoliy Amerikaga qochib ketishga majbur bo'ldi. U AQShda Vashington va boshqa siyosiy rahbarlar bilan uchrashdi, keyinchalik Ispaniya bilan raqobatda bo'lgan buyuk davlatlardan yordam olish maqsadida Yevropaga bordi. U 1786-yilda Rossiyaga keldi.<sup>14</sup>

Rus hukumati tomonidan Mirandaga berilgan diplomatik pasport va katta pul mablag'i uning xavfsizligini ta'minlashga va keng faoliyat yuritishga imkon berdi. U Londonga borib, ingliz hukumatidan yordam olishga harakat qildi, lekin bu niyati amalga oshmagach, 1792-yilda Fransiyaga borib, inqilobchilar armiyasida general lavozimida janglarda ishtirok etdi.

1789-yildagi fransuz inqilobi Gaiti orolidagi San-Domingo koloniyasiga ham katta ta'sir ko'rsatdi. Bu yerda bir necha ming oq tanli plantatsiya egalari yuz minglab negr-qullarni ishlatar edilar. 1792-yilda orolda negr-qullar va ozod negrlarning qo'zg'oloni boshlandi. Qo'zg'olonchilar fransuz ma'muriyatini qulchilikni bekor qilishga majbur qildilar. Plantatsiya egalari Yamaykadan inglizlarni yordamga chaqirdilar, lekin sobiq qul Tussen (1743-1803) boshchiligidagi Gaiti armiyasi inglizlarni mag'lubiyatga uchratdi va ularni oroldan chiqib ketishga majbur qildi. Orolga kelgan 15 ming kishilik ingliz qo'shinidan faqat bir mingi omon qoldi. Ingliz ekspeditsiyasi qo'mondoni Meitlend Tussenga asir tushdi va Gaiti mustaqilligini tan olib, u bilan bitim tuzdi. Tussen Ispaniyaga tegishli bo'lgan Gaitining sharqiy qismini ham ozod qildi<sup>15</sup>.

Tussen o'z nomiga fransuzcha «Luvertyur» («ochmoq») so'zini qo'shib olgan, bu bilan u o'z xalqining mustaqilligi sari yo'l ochishni nazarda tutgan, haqiqatan ham u Gaiti mustaqilligining «otasi» hisoblanadi. 1801-yilda orolning deyarli oliy

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<sup>13</sup> Альперович М. С. Война за независимость в Латинской Америке (1810—1826). М., 1964. с. 191

<sup>14</sup> Слезкин Л. Ю., Россия и война за независимость в Испанской Америке, М., 1964. с. 147

<sup>15</sup> Альперович М. С., Освободительное движение конца XVIII — начала XIX вв. в Латинской Америке, М., 1966; с. 59

hukmdoriga aylangan Tussen-Luvertyur demokratik konstitutsiyani e'lon qildi, Fransiyaning mamlakat ustidan hukmronligi faqat nomigagina saqlanib qolgan edi<sup>16</sup>. Napoleon hokimiyat tepasiga kelgach, Fransiya Gaitidagi sobiq mustamlakasi ustidan yana o'z hukmronligini o'rnatishga intilib, u erga bir necha o'n ming kishidan iborat ekspeditsion korpus yubordi. Gaiti xalqi bosqinchilarga qarshi qattiq kurash olib bordi. Fransuzlar qo'zg'olonchilarga ozodlik berish, armiya va hukumatda egallagan barcha lavozimlarini saqlab qolishga va'da qilib, sulh tuzishni taklif etdilar. Tussen-Luvertyur bu shartlarni qabul qildi. Lekin fransuzlar xoinlik qilib uni ushlab oldilar va Fransiya yuborib, turmaga tashladilar, u bu yerda 1803-yilda halok bo'ldi.

Gaitidagi inqilob g'alabasi Amerikadagi ispan va portugal mustamlakalarida milliy-ozodlik harakatining yanada yuksalishiga katta ta'sir ko'rsatdi. Bu inqilob Lotin Amerikasidagi mustamlakachilikga qarshi birinchi inqilob bo'lib, u qulchilikni yo'q qildi va respublika e'lon qildi. Bu birinchi marta g'alaba bilan yakunlangan qullar qo'zg'oloni edi<sup>17</sup>.

Napoleon urushlari va Ispaniyaning fransuzlar tomonidan okkupatsiya qilinishi natijasida mustamlakalarning metropoliya bilan bo'lgan savdosi deyarli to'xtab qoldi. Bu esa mustamlaka tovarlarining inglizlar va Ispaniyaning boshqa raqiblari bilan bo'ladigan kontrabanda savdosining kengayishiga yordam berdi. Buenos-Ayres, Montevideo, Karakas, Verakrus, Gavanada katta savdo markazlari tashkil topib, ular orqali Yevropa bozorlariga mo'yna, kakao, kofe, qand, xinin, qimmatbaho metallar va toshlar chiqarilardi. Bu yerlarda mustamlakalarni Ispaniyadan ajralib chiqishini talab qiluvchi savdo burjuaziyasi qatlami tashkil topdi. Ichki bozor ham kengayib bordi. Ispaniya bir qancha cheklashlarni bekor qilib, mustamlakalar o'rtasida savdo-sotiqqa ruxsat qilgan bo'lsa ham yaqinlashib kelayotgan bo'ronni to'xtatib qolish mumkin emas edi.

Fransiya va Ispaniya bilan urush holatida bo'lgan Angliya 1806-yilda ispan mustamlakalarini bosib olish maqsadida Buenos-Ayresga harbiy ekspeditsiya yubordi. Miranda ham Londondan AQShga borib, xaloskorlik ekspeditsiyasini tashkil etib, Venesuelaga kirib bordi<sup>18</sup>.

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<sup>16</sup> Альперович М. С. Война за независимость в Латинской Америке (1810—1826). М., 1964. с. 321

<sup>17</sup> Альперович М. С., Освободительное движение конца XVIII — начала XIX вв. в Латинской Америке, М., 1966; с. 265

<sup>18</sup> Альперович М. С. Война за независимость в Латинской Америке (1810—1826). М., 1964. с. 258

Inglizlar La-Platada dastlabki davrda ancha muvaffaqiyatlarga erishdi va Buenos-Ayresni egalladi. Lekin kreollar rahbarligidagi shaharliklar qo‘zg‘oloni inglizlarni taslim bo‘lishga majbur qildi. Inglizlarning o‘n ming kishidan iborat yangi qo‘shini ham qo‘zg‘olonchilardan mag‘lubiyatga uchradi va inglizlar La-Platadan chiqib ketishga majbur bo‘ldilar.

Bularning hammasi vatanparvarlik kayfiyatidagi kreollarni ruhlantirib yubordi va ular qo‘zg‘olon ko‘tarish uchun qulay payt kuta boshladilar<sup>19</sup>.

**Napoleon Ispaniyani bosib olgach, ana shunday imkoniyat yuzaga keldi. Karakasda (Venesuela) va boshqa shaharlarda kreollar fransuzlar asirligida yotgan ispan qirolu Ferdinand VII ning huquqlarini himoya qilish bahonasi ostida vatanparvarlik xuntalarini tuzib, ispan hokimiyatini ag‘darib tashladilar. Natijada bir qator joylarda hokimiyat tinch yo‘l bilan vatanparvar xuntalar qo‘liga o‘tdi. Lekin xuntalar o‘z faoliyatlarida yetarli darajada qat‘iylik ko‘rsata olmadilar. Natijada ispanlar Buenos-Ayresdan tashqari barcha joylarda o‘z hokimiyatlarini qayta tikladilar. Buenos-Ayresda vatanparvarlar mohir sarkarda general Xose San-Martin boshchiligida ko‘ngillilar armiyasini tuzib, jazo ekspeditsiyasi qo‘shinini to‘xtatib qoldilar, keyinchalik hujumga o‘tib, ispanlarni Chilida tor-mor etdilar va ularni Peruda ta‘qib qila boshladilar. Vatanparvarlar Urugvay va Paragvayda ham mustamlakachilar hokimiyatini tugatdilar.**

**Yangi Granada (hozirgi Kolumbiya) va Venesuelada ispanlarga qarshi kurash goh u tomonning, goh bu tomonning ustunligi bilan bordi. Ispaniya bu erga Puerto-Riko va Kubadan qo‘shin tashlab, Karakasni egalladi. Vataniga qaytib kelgan general Miranda asir olinib, Ispaniyaga yuborilib turmaga tashlandi va u 1816-yilda turmada halok bo‘ldi. Venesuelalik yosh aristokrat Simon Bolivar (1783-1830) vatanparvarlarga rahbarlik qildi<sup>20</sup>.**

**Bolivar boshchiligidagi ko‘ngillilar armiyasi And tog‘laridan oshib o‘tib Yangi Granadaga kirib bordi va ispanlarga qarshi olib borilgan bir necha janglardan keyin bu hududni ozod etdi. Tez orada Bolivarining armiyasi Venesuelaga qaytib keldi va ko‘pgina og‘ir janglardan keyin Venesuelani ham ozod qildi. Yangi Granada va Venesuela Buyuk Kolumbiya nomi bilan bitta respublikaga birlashtirildi, Bolivar uning prezidenti qilib, Yangi Granadalik vatanparvar,**

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<sup>19</sup> Симон Боливар: история и современность. - М., 1985. с. 14

<sup>20</sup> Альперович М. С. Война за независимость в Латинской Америке (1810—1826). М., 1964. с. 325

mohir davlat va harbiy arbob Fransisko de Paula Santander vitse-prezident qilib saylandi<sup>21</sup>.

Meksikadagi voqealar boshqacha tusda rivojlanib bordi. Bu yerda yirik yer mulklarga ega bo'lgan kreollarning yuqori qatlami ispanlarni qo'llab-quvvatlardi. 1810-yilda ruhoniy Idalgo boshchiligida hindular qo'zg'oloni boshlandi. Idalgo qirol monopoliyasini, jon solig'ini, qulchilikni bekor qilganligini e'lon qildi, yerlarni hindular qabilalariga qaytarish to'g'risida farmon chiqardi. Uning chaqirig'iga javoban 80 mingga yaqin hindular qo'zg'olonda qatnashdilar, lekin yomon qurollanganliklari va uyushmaganliklari sababli mag'lubiyatga uchradilar. Idalgo asir olinib, otib tashlandi.

Uning ishini Morelos davom ettirdi. Uning tashabbusi bilan chaqirilgan kongress 1813-yil 6 noyabrda Meksikani mustaqil deb e'lon qildi. 2-yildan keyin ispanlar Morelosni ushlab olib, qatl qildilar. Morelos vafotidan keyin uzoq cho'zilgan partizanlar urushi boshlanib ketdi. Ispaniyadagi liberal inqilob g'alabasidan qo'rqib qolgan boy kreollar va cherkov ahli 1821-yilda Meksikani Ispaniyadan ajralib chiqqanini e'lon qildilar.<sup>22</sup>

Amerikadagi ispan mustamlakalarida mustaqillik uchun olib borilgan urush vatanparvar kuchlarning g'alabasi bilan yakunlandi. Braziliyadagi inqilob juda tezlik bilan sodir bo'ldiki, negrlar qo'zg'olon ko'tarishga va inqilobning borishiga ta'sir ko'rsata olmadilar. Natijada Braziliya aholisining 1/3 qismi yana 60-yildan ko'proq qullikda, jamiyat esa quldorlik munosabatlari girdobida qolib ketdi<sup>23</sup>.

Ispanlar zulmidan ozod bo'lishdan iborat asosiy vazifa bajarilgan bo'lsa ham tub ijtimoiy o'zgartishlar amalga oshirilmadi: ko'pgina respublikalarda qulchilik faqat XIX asrning 50-60-yillarida bekor qilindi. Dehqonlarga yer berilmadi, xo'jayinlari o'zgargani holda latifundiyalar saqlab qolindi. Hindular

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<sup>21</sup> Глинкин А. Н. Дипломатия Симона Боливара/Серия: Из истории ди-пломатии). - М., Издательство: Международные отношения, 1991. с. 25

<sup>22</sup> Симон Боливар: история и современность. - М., 1985. с. 89

<sup>23</sup> Альперович М. С. Война за независимость в Латинской Америке (1810—1826). М., 1964. с. 256

avvalgidek asoratga solindi, ba'zi respublikalarda esa (Argentina) ular qirib tashlandi, yerlari oq tanli mustamlakachilar tomonidan egallab olindi<sup>24</sup>.

Lotin Amerikasida mustamlakachilik tizimining inqirozga uchrashi natijasida bir qator mustaqil davlatlar tashkil topdi. Ular jumlasiga Gaiti (1804), Paragvay (1811), Argentina (1816), Chili (1818), Buyuk Kolumbiya (1819), Peru (1821), Meksika (1821), Markaziy Amerika Respublikalari Federatsiyasi (1821), Boliviya (sobiq Tog'li Peru Simon Bolivar sharafiga shunday nomlandi 1825), Urugvay (1830). Kuba va Puerto-Riko XIX asr oxirigacha Ispaniya mustamlakasi bo'lib qolaverdi.<sup>25</sup>

Inqilob rahbarlari Shimoliy Amerikadagi ingliz mustamlakalarini birlashtirib, yagona davlat (AQSH) tashkil etilganidan namuna olib, respublikalarni birlashtirishga harakat qildilar. Lekin bu harakatlar muvaffaqiyatga erishmadi. Jumladan 1823-yilda tashkil topgan Markaziy Amerika Respublikalari Federatsiyasi keyinchalik Kosta-Rika (1838), Nikaragua (1838), Gonduras (1838), Gvatemala (1839), Salvador (1841) davlatlariga ajralib ketdi. 1819-yilda tashkil topgan Buyuk Kolumbiya ham keyinchalik (1830) Venesuela, Kolumbiya va Ekvadorga ajraldi. 1844-yilda Gaitidan Dominikan Respublikasi ajralib chiqdi. Ishlab chiqaruvchi kuchlar taraqqiyotining pastligi, feodalizm qoldiqlarining saqlanib qolganligi, sobiq mustamlakalar o'rtasida mustahkam iqtisodiy aloqalarning yo'qligi bu tarqoqlikning asosini tashkil etardi<sup>26</sup>.

Amerikadagi ispan mustamlakalarida mustaqillik uchun olib borilgan urush 15-yilga cho'zildi. Mustamlakachilar tomonidan shafqatsizlik bilan olib borilgan urush natijasida Venesuela aholisi 316 ming kishiga (45 %) qisqardi. Yangi Granadada 172 ming, Ekvadorda 108 ming, Meksikada 200 ming kishiga qisqardi. Ko'plab moddiy boyliklar yo'q qilindi.

Yosh respublikalar hukumatlari vayron qilingan xo'jalikni tiklash va iqtisodiy qiyinchiliklarni bartaraf etish uchun chet ellik tadbirkorlarga konsessiyalar berishga, chet ellardan kreditlar olishga va buyuk davlatlarga yon berishlarga

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<sup>24</sup> Альперович М. С Испанская Америка в борьбе за независимость. М., 1971. с. 269

<sup>25</sup> Глинкин А. Н. Дипломатия Симона Боливара/Серия: Из истории дипломатии). - М., Издательство: Международные отношения, 1991. с. 231

<sup>26</sup> Глинкин А. Н. Дипломатия Симона Боливара/Серия: Из истории дипломатии). - М., Издательство: Международные отношения, 1991. с. 238

majbur bo‘ldilar. Bu esa AQSH, Angliya va Fransiyaning asta-sekin Lotin Amerikasi mamlakatlarining eng muhim pozitsiyalarini egallab, bu mamlakatlar taraqqiyotiga g‘ov bo‘lishiga olib keldi.

Yangi mamlakatlar siyosiy hayotida 2 asosiy oqim – liberallar va konservatorlar mavjud edi. Liberallar o‘z atrofiga yosh savdo va sanoat burjuaziyasi, liberal pomeshchiklarni birlashtirgan edi. Konservatorlar esa ko‘proq darajada pomeshchik-feodallarning, ruhoniylarning, sobiq mustamlakachilarning manfaatlarini ifodalardilar.

Bu guruhlar har doim ham izchil siyosat olib boravermasdilar. Ular vaqti-vaqti bilan hokimiyatni egallash yoki uni qo‘lda saqlab qolish uchun o‘z siyosiy dasturlarini o‘zgartirardilar. Har ikkala guruh ham hokimiyat uchun kurashda tez-tez qurol kuchidan foydalanishar, diktatorlik rejimlarini o‘rnatishar, armiyadan siyosiy maqsadlarda foydalanardilar.<sup>27</sup>

1857-yilda kelib chiqishi hindulardan bo‘lgan Benito Xuares Meksika prezidenti bo‘ldi. Shu yili yangi konstitutsiya qabul qilinib, «Islohotlar to‘g‘risida qonunlar» qabul qilindi, bu qonunlar o‘zida burjua inqilobi dasturini aks ettirardi. Mamlakatdagi reaksiya kuchlari hukumatga qarshi birlashdi. Mamlakatda fuqarolar urushi boshlanib ketdi. Unda Xuares tarafdorlari qo‘li baland kelgach, bu ishga Ispaniya, Angliya va Fransiya aralashdi.<sup>28</sup>

1838-1840-yillarda fransuzlar harbiy floti Buenos-Ayresni qamal qildi, 1845-1850-yillarda esa Argentina poytaxti ingliz-fransuz floti tomonidan qamal qilindi. 1864-yilda Ispaniya Peruga bostirib kirishga harakat qildi. Ispaniyaning agressiv harakatlariga Peru, Chili, Ekvador va Boliviya birgalikda qarshi chiqib, 1866-yilda Ispaniyani o‘z rejalaridan voz kechishga majbur qildilar. Ispaniyaning Dominikan Respublikasini bosib olish uchun qilgan harakati ham natijasiz tugadi<sup>29</sup>.

Paragvay XIX asrning 1-yarmida dastlab Xose Gaspar Rodriges Fransiya, keyin Karlos Antonio Lopes rahbarligida qoloq ispan mustamlakasidan o‘z milliy mustaqilligini himoya qilayotgan ilg‘or respublikaga aylandi. Angliya Paragvaydagi progressiv rejimni ag‘darishni maqsad qilib qo‘ydi. Uning

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<sup>27</sup> Альперович М. С Испанская Америка в борьбе за независимость. М., 1971. с. 187

<sup>28</sup> Линч Дж. Революции в Испанской Америке. 1808—1826. М., 1979. с. 321

<sup>29</sup> Альперович М. С Испанская Америка в борьбе за независимость. М., 1971. с. 325

**qo‘llab-quvvatlashi bilan Braziliya, Argentina va Urugvaydan iborat ittifoq tuzilib, u 1864-yilda Paragvayga urush e‘lon qildi. Bu urush 5-yil davom qildi. Paragvay xalqi o‘z mustaqilligini qahramonona himoya qilgan bo‘lsa ham Angliya qo‘llab-quvvatlab turgan 3 davlatdan iborat ittifoqqa qarshi tura olmadi. Urush Paragvayning mag‘lubiyati bilan yakunlandi. Mamlakatdagi erkak aholining 90 % ga yaqini urushda halok bo‘ldi. G‘olib davlatlar Paragvaydan 55 ming kvadrat mil hududni tortib oldilar, mamlakat katta miqdorda tovon to‘lashga majbur bo‘ldi.<sup>30</sup>**

Biroq Panama kongressi birlashtiruvchi kuchlarning oliy va oxirgi nuqtasi bo‘ldi. Shartnomani imzolagan davlatlardan faqat Kolumbiya uni ratifikatsiya qildi. Parchalanish jarayoni xavf soluvchi xarakterga ega edi. 1830-yili Kolumbiyaga ta‘sir etdi, uning o‘rnida Venesuela, Ekvador va Yangi Granada paydo bo‘ldi. 1823-yili Meksikadan ajralib chiqqan Markaziy Amerika o‘z navbatida 1838-1841-yillarda Gvatemala, Gonduras, Kosta Rika, Nikaragua va Salvadorga bo‘lindi. 1844-yili Gaitida sobiq Ispan koloniyasi Dominikan Respublikasiga ajraldi. Shunday qilib, Peru, Chili, Braziliya va Gaitini hisobga olgan holda 18 ta mustaqil davlat tashkil topdi. Tarqalish to‘xtovsiz ichki urushlar vaziyatida sodir bo‘ldi. Natijada gullab-yashnash o‘rniga erishilgan ozodlik qonli urushlarga aylandi<sup>31</sup>.

Shunday qilib, kelajak uchun kurashda liberallar inqilobiy sabrsizlik bilan “varvarlar”ni tor-mor qilishgan, xalqqa qarshi va millatga qarshi kuchga aylangan.

Birinchi inqilobchi daholardan biri Simon Bolivar edi. U 1828-yilgacha liberal reformator bo‘lib qolgan. Yevropaliklarning ommaviy ko‘chib o‘tishi sodir bo‘lmasligini, sivilizatsiyani tayyor ko‘rinishda ko‘chirib bo‘lmasligini bilib, Bolivar xorijiy kolonial kompaniyalardan ko‘chmanchilar uchun mo‘ljallangan 6,3 mln ga yerni tortib oladi, uni davlat qarzlarini to‘lash uchun sotadi. Kolumbiya konservatorlari aynan Bolivarni o‘z partiyasining otasi deb bejizga atashmaydi<sup>32</sup>.

Shunday qilib, Lotin Amerikasi konservatorlarining xizmati shundan iborat ediki, ular shoshilinch liberal islohotlarning isyonchi harakatlarini to‘xtata oldi. Yashash tarzini tiklab ular ko‘plab islohotlarni davom ettirdi, biroq ehtiyotkorlik bilan. Yosh

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<sup>30</sup> Альперович М. С Испанская Америка в борьбе за независимость. М., 1971. с. 328

<sup>31</sup> Альперович М. С., Слезкин Л. Ю., Образование независимых государств в Латинской Америке (1804-1903), М., 1966; с. 221

<sup>32</sup> Альперович М. С., Слезкин Л. Ю., Образование независимых государств в Латинской Америке (1804-1903), М., 1966; с. 266

davlatlarning tarqalishiga barham berdi, ularning mustaqilligini mustahkamladi, asosiysi hududlarining yaxlitligini saqlab qoldi.

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## **CHALLENGES IN ENGLISH DICTIONARY COMPILATION AND LEXICON DEVELOPMENT**

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**Annotation:** This article provides a comprehensive overview of the primary challenges in English lexicography, highlighting the complexities lexicographers face in defining and documenting an ever-evolving language. The article concludes by emphasizing the importance of maintaining inclusivity and accuracy, positioning lexicography as both a linguistic and cultural endeavor essential for reflecting the language accurately. This summary provides insight into the intricate work that underpins English lexicography and highlights its ongoing importance in adapting to linguistic and social changes.

**Key words:** English lexicography, language evolution, word sense disambiguation, slang and jargon, regional variations, descriptivism, prescriptivism, digital dictionaries, cultural sensitivity, inclusivity, nonstandard English, language documentation, linguistic challenges, dictionary-making.

Lexicography, the art and science of dictionary-making, plays a critical role in documenting and defining the vocabulary of a language. In English, a language marked by rapid evolution and vast borrowing from other languages, lexicography faces unique challenges. From accounting for the dynamic nature of English to ensuring inclusivity and accuracy, the work of English lexicographers is complex and multilayered. Below are some of the significant problems and considerations that lexicographers encounter in the field of English lexicography. English, as a global lingua franca, constantly absorbs new words and expressions from different cultures, industries, and technologies. The speed at which English evolves is problematic for lexicographers, who must decide which terms warrant inclusion. With social media, digital communication, and globalized communication channels accelerating language change, keeping a dictionary up-to-date becomes a race against time. Terms that were unheard of a few years ago, such as “selfie,” “hashtag,” and “influencer,”

are now part of everyday language. Determining which new words are fads and which will persist is an ongoing challenge for lexicographers. Another major problem in English lexicography is word sense disambiguation, or the process of distinguishing among different meanings of a word. Many English words are polysemous, meaning they have multiple senses, which can vary widely. For example, the word “bank” can refer to a financial institution, the side of a river, or an act of tilting. Lexicographers must carefully analyze contexts in which words appear to accurately define each sense. This problem is particularly acute in English due to the language’s heavy reliance on context for meaning, as well as its extensive vocabulary and irregularities.

### **Inclusion of Slang, Jargon, and Regional Variants**

The diverse nature of English speakers creates another lexicographical challenge: deciding whether to include slang, jargon, and regional variations. English is spoken as a first language in many countries (e.g., the United States, United Kingdom, Canada, and Australia) and as a second language in many others. Each of these regions has its own slang, idiomatic expressions, and specialized vocabulary. Lexicographers must decide whether to include these regionalisms and, if included, how to label them appropriately for users unfamiliar with them. This task is crucial to maintaining the relevance and inclusivity of English dictionaries, yet it also risks bloating entries with too many variant usages. In lexicography, there is often a tension between descriptivism (documenting how language is actually used) and prescriptivism (stating how language should be used). Modern lexicography has largely embraced a descriptive approach, aiming to reflect language as it is spoken and written rather than enforce rules. However, some lexicographers and language purists argue for a prescriptive approach, concerned that recording all usages without discrimination may erode linguistic standards. Balancing these approaches is particularly tricky in English, where the language’s flexible grammar and diverse dialects encourage a wide array of usage patterns.

The shift from print to digital dictionaries introduces new challenges and opportunities for English lexicography. Digital dictionaries offer lexicographers the opportunity to update entries in real-time, providing a more accurate reflection of current usage. However, digital lexicography also requires continuous management and funding to remain up-to-date and accessible. Additionally, online dictionaries must balance conciseness with comprehensiveness, as digital users may have different expectations compared to print dictionary users. The rise of mobile applications and

voice-activated search further complicates this, as lexicographers must optimize definitions for a diverse set of digital platforms.

### **Conclusion**

English lexicography confronts an array of unique challenges, from capturing a constantly evolving vocabulary to balancing descriptive accuracy with cultural sensitivity. These issues require lexicographers to exercise a blend of linguistic expertise, cultural awareness, and practical judgment in every aspect of dictionary-making. Despite these obstacles, lexicography remains a crucial endeavor, helping people understand and navigate the language as it grows and changes. By continuing to innovate and adapt to these challenges, lexicographers can ensure that English dictionaries remain reliable, inclusive, and relevant resources for future generations.

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## IJTIMOIIY TARMOQNING TA'LIM TIZIMIDAGI O'RNI

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**Annotatsiya:** Ushbu maqola o'quv jarayonida ijtimoiy tarmoq veb-saytlaridan foydalanishning didaktik imkoniyatlarini ochib beradi. Virtual ta'lim muhiti elementlarini ta'limga joriy etishning ijobiy va salbiy oqibatlarini muhokama qilinadi. XXI asr bilimlar jamiyatini yaratish bilan tavsiflanadi, uning asosiy komponentlari bilim, tajriba, ijodkorlik va innovatsiyalardir. Ko'pgina iqtisodchilarning ta'kidlashicha, zamonaviy jamiyatimiz uchun bilimlar jamiyatini yaratish, bilimlarni ishlab chiqarish, tarqatish va almashish tobora muhim ahamiyat kasb etmoqda. Tashkilotlar axborotga ishlab chiqarishning uchinchi omili sifatida qaraydilar. Hozirgi vaqtda bilimlarni ishlab chiqarish va almashish, boshqa narsalar qatori, ta'lim muhitini yaratishga ta'sir qiluvchi asosiy elementlardir.

**Kalit so'zlar:** uzluksiz ta'lim, onlayn ta'lim, masofaviy ta'lim, ijtimoiy tarmoq, aralash ta'lim.

**Annotation:** This article reveals the didactic possibilities of using social networking websites in the educational process. The positive and negative consequences of introducing the elements of the virtual educational environment into education are discussed. The 21st century is characterized by the creation of a knowledge society, the main components of which are knowledge, experience, creativity and innovation. Many economists argue that creating a knowledge society, producing, disseminating and sharing knowledge is becoming more and more important for our modern society. Organizations consider information as the third factor of production. Currently, the production and sharing of knowledge, among other things, are the main elements influencing the creation of a learning environment.

**Keywords:** continuing education, online education, distance education, social network, blended learning.

## KIRISH

Ijtimoiy tarmoq saytlarining yanada rivojlanishi zamonaviy jamiyatning ijtimoiy-iqtisodiy sohasidagi o'zgarishlar bilan bog'liq. Shunday qilib, Kastelsning ta'kidlashicha, onlayn hamjamiyatlardagi ijtimoiy munosabatlarning yangi davri Internetning rivojlanishi tufayli emas, balki globallasuv, ilmiy tadqiqotlardagi yangi texnologik paradigma, transmilliy tashkilotlarning global ta'sirining kuchayishi tufayli paydo bo'lgan (masalan, BMT) va yangi ekologik ong <sup>6</sup>. Bu kuchlar birgalikda insoniyatning yashash, ishlash va o'rganish tarziga ta'sir ko'rsatdi. <sup>1</sup>

Tarmoqlarning ahamiyatiga o'tishning misoli Amerika ish joyining o'zgaruvchan dinamikasidir. Globallasuv va iqtisoddagi siljishlar natijasida ishchilar butun umri davomida bir ishda qolish ehtimoli kamroq, holbuki 30 yildan kamroq vaqt oldin ko'pchilik odamlar umrining ko'p qismini bitta ishda ishlagan. Mehnat bozorida barqarorlik kamroq bo'lganligi sababli, ishchilar vaqt va kontekst bo'yicha tarqalgan shaxsiy tarmoqlarga ko'proq ishonishadi. Shaxsiy ijtimoiy tarmoqlar (masalan, Facebook va LinkedIn), elektron pochta, bloglar va uyali telefonlar odamlarga shaxsiy aloqalar bilan uzoqroq bog'lanish imkonini berdi va shaxsiy ijtimoiy tarmoqlarning tobora muhim rolini kuchaytirdi.

Wong & Wong ma'lumotlariga ko'ra, 1980 yildan keyin tug'ilgan amerikaliklar ijtimoiy tarmoqlarni yaratishga qodir <sup>8</sup>. Bu boshqa avlodning o'ziga xos xususiyatlari bilan bog'liq: martaba o'zgarishi va ish joyini o'zgartirish. Ko'pgina yosh mutaxassislar mehnat sharoitlaridan qoniqmasa, tezda yangi ishga o'tishlari mumkin. Yosh mutaxassislar qanchalik tez-tez bir ishdan ikkinchisiga o'tsa, yangi imkoniyatlar ochadigan shaxsiy tarmoqlar, obro'-e'tibor va yangi ma'lumotlarga kirishning roli shunchalik muhim bo'ladi.

Shunga ko'ra, so'nggi o'n yil ichida ijtimoiy tarmoqlarning rivojlanishi odamlar uchun juda muhim bo'ldi. Ushbu kontseptsiya bilimlarni samarali almashish, innovatsiyalarni rag'batlantirish va ishtirokchilarni qo'llab-quvvatlash uchun ijtimoiy tarmoqlarni yaratish qobiliyati tufayli tashkilotlar, olimlar va korxonalar uchun bir xil darajada muhimdir. Aslini olganda, ijtimoiy tarmoqlar ijtimoiy kapitalni yaratadi va saqlaydi. Inson kapitali shaxs ega bo'lgan bilim va ko'nikmalarni, madaniy kapital esa

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<sup>1</sup> Zolotuxin S. A. Elektron darslikni yaratishning asosiy tamoyillari // Pedagogikaning zamonaviy muammolari: fan paradigmasi va ta'limni rivojlantirish tendentsiyalari. - Kuban, 2022. - 152-157-betlar.

ijtimoiy amaliyotlarni nazarda tutsa, ijtimoiy kapital munosabatlarda va jamiyatga a'zolikda, shuningdek, bunday munosabatlardan olinadigan mumkin bo'lgan resurslarda namoyon bo'ladi. Shunday qilib, nazariy jihatdan tarmoqda qancha ijtimoiy kapital mavjud bo'lsa, bilim, resurslardan foydalanish imkoniyati va innovatsiyalar salohiyati shunchalik ko'p bo'ladi.<sup>2</sup>

### **Adabiyotlar tahlili va metodologiya**

Ta'limda ijtimoiy tarmoqlardan foydalanishning afzalliklari orasida biz quyidagilarni ta'kidlaymiz:

- o'quvchilar uchun interfeys va kommunikativ muhitning o'zi tanishligi ularga o'quvchilarni yangi ta'lim maydoniga moslashtirish uchun vaqtni tejash imkonini beradi;
- ko'pgina resurslar bepul, ammo ular ta'lim vazifalarini bajarish uchun muhim funktsiyalarga ega;
- ijtimoiy xizmatlarning funkcionalligi nafaqat saqlash, balki raqamli kontentni yaratish va almashish imkonini beradi; pirovardida, o'quvchilar bilim yaratish va almashish jarayonida ishtirok etadilar;
- video, audio va interaktiv ijtimoiy xizmatlarning multimedia imkoniyatlari o'quv materialini taqdim etishni sezilarli darajada diversifikatsiya qilish imkonini beradi;
- ijtimoiy tarmoqlardagi ta'lim faoliyati o'z-o'zini anglash, o'zini namoyon qilish, muvaffaqiyatsizlikdan qo'rqish, ijtimoiy xulq-atvor motivlari va boshqalar bilan bog'liq o'quv motivlarini rivojlantirishga yordam beradi;
- forumlar, bloglar, wikilar va boshqa Web 2.0 vositalari uchun texnologiyalardan foydalanish talabalarga mustaqil yoki birgalikda o'quv materialini yaratishga imkon beradi, bu esa, o'z navbatida, mustaqil kognitiv faollikni rag'batlantiradi, talabalarni o'quv jarayoniga jalb qilishga yordam beradi, tanqidiy fikrlashni rivojlantiradi. , aks ettirish va boshqalar;
- ijtimoiy tarmoqlar yordamida o'rganish XXI asr o'quvchilariga nafaqat ma'lumotni topish, balki uni qayta ishlash va uning asosida yangi axborot yaratish qobiliyati bilan bog'liq ko'nikmalarni shakllantirish imkonini beradi;

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<sup>2</sup> Levy P. L'razvedka jamoasi. Pour une anthropologie du cyberspace. Parij: La Decouverte, 2023 yil.

- ijtimoiy xizmatlar muhitida ta'limni qo'llab-quvvatlash nafaqat sinfda yoki auditoriyada rasmiy mashg'ulotlar bilan cheklanib qolmasdan, balki darsdan tashqari vaqtda pedagogik yordam ko'rsatib, ta'lim maydonini kengaytirishga imkon beradi.<sup>3</sup>

### **Muhokama va natijalar**

Ijtimoiy tarmoqlardan foydalanishning eng muhim afzalligi, bizning fikrimizcha, yangi pedagogik uslublar va strategiyalar mumkin bo'ladi. Bunday strategiyalardan biri hamkorlikda raqamli kontent yaratishdir. Bunday ish o'qituvchi va talaba o'rtasida ham, talabalar o'rtasida ham amalga oshirilishi mumkin. Biroq, amalda o'qituvchi va talabaning rollari bir-birini almashtirishi mumkin. Bu mexanizm o'quvchiga yo'naltirilgan ta'lim jarayonini tashkil etish imkonini beradi, bunda asosiy e'tibor ta'lim natijasidan ta'lim jarayoniga o'tadi.

Yana bir muhim pedagogik strategiya - bu norasmiy ta'lim ko'nikmalarini rivojlantirishdir. Norasmiy va norasmiy ta'limni rivojlantirish zarurati Evropa Ittifoqining rasmiy hujjatlarida ham, O'zbekiston Respublikasining rasmiy hujjatlarida ham bir necha bor ta'kidlangan. Shunday qilib, "O'zbekiston Respublikasida 2030 yilgacha ta'limni rivojlantirish strategiyasi"<sup>4</sup> ning asosiy yo'nalishlaridan biri norasmiy va norasmiy media ta'limni rivojlantirishdir.

Bular kasbiy rivojlanishning nisbatan yangi modellari bo'lib, ular o'qituvchi tomonidan boshqariladigan dasturlardan, jumladan, o'qish, mustaqil ta'lim, ishlashni qo'llab-quvvatlash materiallari va tizimlari, murabbiylik va onlayn ta'lim hamjamiyatlarida ishtirok etishdan mustaqil ravishda amalga oshiriladigan ta'limning turli shakllarini tavsiflaydi.

Norasmiy (NFE) va norasmiy (IFE) quyidagi xususiyatlarga ega: - NFE va XFO, qoida tariqasida, ta'lim muassasalaridan, shu jumladan korporativ o'qitish bo'limlaridan tashqarida joylashgan; - NFO va XMT odatda belgilangan jadvalga amal qilmaydi, ko'pincha to'satdan boshlanadi va vaqti-vaqti bilan, zarurat yoki ba'zi hodisalar bilan bog'liq holda sodir bo'ladi; - NFO va IFO kundalik hayot va ishning mazmuni va oqimi bilan bevosita bog'liq.

Bizning fikrimizcha, ijtimoiy tarmoqlardan foydalangan holda norasmiy yoki norasmiy ta'lim strategiyasini quyidagilar orqali ifodalash mumkin:

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<sup>3</sup> Licklider JCR, Veza A. Axborot tarmoqlarining ilovalari. IEEE Proceedings, 2018. № 66 (13). R. 30-46.

<sup>4</sup> Castells M. Tarmoq jamiyati sotsiologiyasiga. Zamonaviy sotsiologiya, 2020, No 29 (50), B. 693-699.

1. Turli nuqtai nazardan o'rganish: Ijtimoiy tarmoqlar fikr almashishni qo'llab-quvvatlaydi, shuningdek, o'xshash odamlarni topishga yordam beradi. Ular, shuningdek, qiziqishlari o'xshash odamlar o'rtasida aloqalarni o'rnatishni osonlashtiradi.
2. O'z-o'zini tashkil etish va hamkorlikda o'rganish: Ijtimoiy tarmoq vositalari o'z mualliflarini o'rganish uchun shaxsiylashtirilgan ta'lim muhitini yaratishga yordam beradi. Garchi bu yagona ta'lim uslubini yaratmasa ham, o'quvchilar yolg'iz emas va o'z fikr-mulohazalarini olishlari mumkin.
3. Raqamli o'rganish: Viki, forum yoki bloglarni muntazam o'qish orqali yangi boshlanuvchilar geografik va dolzarb chegaralar bo'ylab mutaxassislardan o'rganish imkoniyatiga ega.
4. Bloglar va hamkorlikdagi o'quv vositalari o'rganish qobiliyatini ("o'rganish qobiliyati") rivojlanishiga yordam beradi: o'z fikrlari va mulohazalarini nashr qilish orqali kontent baholash uchun, shuningdek, keyingi rivojlanish uchun mavjud bo'ladi.
5. Ijtimoiy media aks ettiruvchi yozishni qo'llab-quvvatlaydi: Ijtimoiy media kontent oqimlari, fikr-mulohazalar va monitoring tartiblarini modellashtirish uchun oddiy, ammo samarali va mustahkam kodlash standartlaridan foydalanadi.

### **Xulosa**

Xulosa o'rnida shuni ta'kidlash joizki, ta'limdagi ijtimoiy tarmoqlar nafaqat geografik yoki boshqa chegaralarni yengib o'tish, raqamli multimedia kontentidan foydalanish, balki ta'lim sohasidagi yangi pedagogik strategiyalar orqali bilimlarni tezroq yaratish va kengroq tarqatishga yordam beradi. -formal va norasmiy ta'lim. Ushbu istiqbolli strategiyalardan biri bu MOOK modeli - ommaviy onlayn ochiq kurslar va tengdoshlarni qo'llab-quvvatlash. Bunday modellardan foydalanish samaradorligi uchun shart-sharoitlarni aniqlash bizning keyingi tadqiqotlarimizning maqsadi hisoblanadi.

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## XALQARO JURNALISTIKA, NAZARIYA VA AMALIYOT

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**Annotatsiya:** Ushbu maqolada jurnalistikaning rivojlanishi va uning xalqaro hamkorlikdagi o'rnini masalasi ko'rib chiqiladi. Jurnalistikaning inson hayotidagi ahamiyati tahliliy va qiyosiy tahlil qilindi. Jurnalistikada texnologiyaga zamonaviy qarashlar tahlili o'tkaziladi.

**Kalit so'zlar:** Tahlil, tadqiqot, metod, global jurnalistika, Iqtisodiy, ijtimoiy, siyosiy, ekologik, reportaj, globallashuv ommaviy axborot vositalari.

**Annotation:** This article examines the development of journalism and its role in international cooperation. The importance of journalism in human life was analytically and comparatively analyzed. Analysis of modern views on technology in journalism.

**Keywords:** Analysis, research, method, global journalism, Economic, social, political, environmental, reporting, globalization media.

### KIRISH

Global jurnalistika - bu global nuqtai nazarga ega bo'lgan va iqlim o'zgarishi kabi milliy chegaralarni kesib o'tadigan muammolarni yoritib turadigan yangiliklar uslubi. U ko'plab milliy davlatlar va mintaqalar o'rtasidagi munosabatlarga ta'sir qiluvchi muammolarni o'rganib, transmilliy yangiliklarga qaratilgan<sup>1</sup>.

Global jurnalistikani xorijiy masalalarni ichki kontekstda yorituvchi va dunyoning bir qancha mintaqalarida umumiylikka intilmaydigan ichki nuqtai nazardan foydalanadigan xorijiy reportajlar bilan aralashtirib yubormaslik kerak. Bundan farqli o'laroq, global jurnalistika dunyoning turli burchaklarida sodir bo'layotgan iqtisodiy, siyosiy, ijtimoiy va ekologik hodisalarning qanday bog'liqligini va milliy chegaralardan tashqarida umumiylik mavjudligini o'rganish va xabar berishga intiladi.

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<sup>1</sup> Agazzi E. Fan va texnologiyaning axloqiy o'lchovi. M., 2021 yil.

Global jurnalistika globallashuv shakllantirgan tobora o'zaro bog'langan va o'zaro bog'liq dunyodan paydo bo'ldi. Globallashuv butun dunyoda turli ijtimoiy voqeliklar o'rtasida murakkab munosabatlar mavjudligini ochib berdi, shuning uchun global jurnalistika bu munosabatlarni o'rganuvchi va ularni kundalik hayotda kontekstga aylantiruvchi yangiliklar uslubidir. Bu transmilliy yangiliklar madaniyatini tarbiyalashi kerak, u ko'rinishda mustaqil bo'lib ko'ringan va ularni har kuni barcha odamlar va joylar bilan bog'laydi, chunki globallashuv kundalik jarayondir.

Stiven Uord kabi olimlarning fikricha, an'anaviy media amaliyotlari odatda global miqyosda emas, balki milliy miqyosdagi yangiliklar bilan ishlash uchun mo'ljallangan, bu esa ommaviy axborot vositalarining global miqyosdagi yangiliklarni xabar qilish qobiliyatiga salbiy ta'sir qiladi. Global jurnalistika jurnalistika yashayotgan o'zgaruvchan dunyoga xizmat qilish uchun global fikrlaydigan axloqqa e'tibor qaratadi. Piter Berglezning fikricha, global jurnalistikaning asosiy e'tibori globallashuv natijasida yuzaga kelgan tobora murakkablashib borayotgan munosabatlarga qaratilgan va global jurnalistika yangiliklarda mavjud bo'lsa-da, u hali uslub sifatida belgilanmagan va o'rnatilmagan va ko'pincha xorijiy jurnalistika bilan aralashib ketadi. U, shuningdek, global jurnalistikani uchta alohida munosabatlarga ajratadi: global makon, global kuchlar va global o'ziga xosliklar, uning fikricha, global jurnalistikani namoyish qilishning umumiy omili va shuning uchun global jurnalistikani yangilik uslubi sifatida empirik tadqiqotlar uchun foydali bo'lishi mumkin.

Global makon bu dunyoni bir vaqtning o'zida dunyoning bir nechta qismlarida sodir bo'lishi mumkin bo'lgan yagona joy sifatida ko'rishni anglatadi. Global kuch global jurnalistikaning transmilliy va global kuchni yaratishi va shu tariqa milliy davlatlar bilan chegaralangan milliy kuchlarni asta-sekin kamsitishi ma'nosida hokimiyatni qanday ifodalashini anglatadi. Nihoyat, global o'ziga xoslik milliy hududlardan tashqarida joylashgan transmilliy o'ziga xoslikning ifodalanishini anglatadi.

### **Adabiyotlar tahlili va metodologiya**

Zamonaviy jurnalistika rivojlanishining jadal jarayonlari va axborot makonining globallashuvi dunyoning deyarli barcha mamlakatlariga, ham rivojlangan, ham iqtisodiy va siyosiy munosabatlarni qayta qurishning eng keskin muammolariga duch kelgan mamlakatlarga ta'sir ko'rsatdi. Axborot rivojlangan davlatlar va rivojlanayotgan mamlakatlar o'rtasidagi tafovut chuqurlashib bormoqda; axborotning

globallashuvi madaniyatlarning birlashishiga va boshqa ijtimoiy oqibatlarga olib keladi.

Axborot oqimlari hokimiyatdagilar va siyosiy hokimiyatni qo'lga kiritishga intilayotganlar tomonidan qo'llaniladigan ijtimoiy jarayonlarni boshqarish dastagiga aylanadi. Shu bilan birga, tadbirkorlik qonunlari axborotni ishlab chiqarish, qayta ishlash, saqlash va tarqatishda o'z qoidalari va qoidalarini tobora ko'proq talab qilmoqda. Gazeta yoki jurnal nashr etish, televidenie yoki radiostansiyaga egalik qilish egalariga nafaqat bevosita moliyaviy daromad keltiradi. Ba'zi hollarda foyda bilvosita bo'ladi - ijobiy imidj yaratish, jamoatchilik fikrini shakllantirish, ma'lum manfaatlarni lobbi qilish, ommani tarbiyalash va boshqalar.

Zamonaviy sharoitda rus jurnalistikasi ko'p xorijiy tajribani o'zlashtirmoqda. Siyosiy jarayonlarning murakkablashishi bilan birga ijtimoiy buyurtmalarni ommaviy axborot vositalariga o'tkazish jarayonlari ham murakkablashmoqda. Ko'pgina mamlakatlarda to'g'ridan-to'g'ri diktatura va dastlabki tsenzura o'tmishda qoldi, ammo bugungi kunda ham biznes vakillari jamoatchilik fikrini nazorat qila olish uchun ommaviy axborot vositalarini mohirona manipulyatsiya qilmoqdalar. Ko'pincha ommaviy axborot vositalarining jamiyat oldidagi mas'uliyati masalasi biznesning turli sohalari manfaatlariga putur etkazadigan nutqlarni taqiqlash sifatida talqin qilinadi. Amerika Qo'shma Shtatlari misolida ko'rib turganimizdek, yangiliklarni boshqarish jarayonida davlat organlari ham faol ishtirok etmoqda<sup>2</sup>.

Ommaviy axborot vositalari belgilangan texnologik jarayonlarning buzilishini boshdan kechirmoqda. Bunga media-texnologiyadagi inqilobiy o'zgarishlar va ular bilan bog'liq boshqaruv usullari va shakllari sabab bo'ladi. Axborotni to'plash, qayta ishlash, saqlash va tarqatishni kompyuterlashtirish, yangi materiallarni joriy etish, tahririyatlarni boshqarish sxemalarini o'zgartirish va boshqa ko'p narsalar ommaviy axborot vositalarining yangi sifati va jamiyatdagi rolini kuchaytirishga olib keladi. Media mahsuloti o'zgardi, ommaviy axborot vositalarining o'zi interaktiv va multimediyaga aylanmoqda. Transchegaraviy ma'lumotlar uzatish va ular bilan bog'liq xalqaro va huquqiy muammolar, virtual haqiqat va ta'lim jarayonlari - bu va boshqa muammolar hozir ko'plab tadqiqotchilarni tashvishga solmoqda. Bu muammolarning har biri turli mamlakatlarda turlicha hal qilinadi.

### **Muhokama va natijalar**

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<sup>2</sup> Amundsen K. Ayollar va Amerika demokratiyasi. Sukut saqlashga majbur bo'lgan ko'pchilik. / Per. ingliz tilidan M., 2022 yil.

Zamonaviy xorijiy jurnalistika ko'p yuzlarga ega, ammo uning rivojlanishida umumiy tendentsiyalar mavjud va juda muhim milliy xususiyatlar saqlanib qolmoqda. Matbuot, radio va televideniye yanada tijoratlashtirish, eng yangi texnika yutuqlarini keng joriy etish Sharqiy va Markaziy Yevropa mamlakatlari hamda sobiq Ittifoq respublikalari ommaviy axborot vositalari oldida murakkab savollarni tug'dirdi. Qo'shma Shtatlar va G'arbiy Evropa mamlakatlarida mavjud jurnalistika standartlarining postsovet hududida, Markaziy va Sharqiy Evropa mamlakatlarida, rivojlanayotgan mamlakatlarda milliy ommaviy axborot vositalari faoliyatiga bosimi sezilmoqda. Modernizatsiya jarayonlari turli shakllarda amalga oshadi, bu esa, o'z navbatida, ommaviy axborot vositalari va kommunikatsiyalar-ning rivojlanishiga, ularning mafkuraviy mazmuniga, siyosiy jarayonda qo'llanilishiga sezilarli ta'sir ko'rsatadi.<sup>3</sup>

Jurnalistikani yanada rivojlantirishning global tendentsiyalari uning faoliyatining hali yetarlicha o'rganilmagan milliy xususiyatlarida namoyon bo'ladi. Ko'pgina mamlakatlarda ommaviy axborot vositalarining shakllanishi va rivojlanishi davlat tuzumining demokratlashuvi va plyuralizatsiyasi bilan birga kechdi. Xorijiy ommaviy axborot vositalarining tajribasi ayrim hollarda Rossiya Federatsiyasi uchun ayniqsa muhim bo'lgan axborot makonining globallashuvi sharoitida milliy jurnalistikaning muvaffaqiyatli rivojlanishiga misol bo'la oladi.

Jurnalistika o'ziga xos huquqiy sohada faoliyat yuritganligi sababli, bir qator hollarda uning milliy xususiyatlari boshqa mamlakatlarning milliy qonunchiligiga zid keladi, bu esa xalqaro va qiyosiy media huquqini o'rganishni ayniqsa dolzarb qiladi. Globallashuv tendentsiyasi milliy o'zini-o'zi izolyatsiya qilishga urinishlar va antiglobalistik harakatlar bilan to'qnash keladi.

### **Xulosa**

Ko'pgina xorijiy mamlakatlarda ommaviy axborot vositalari va aloqa vositalaridan ataylab geosiyosiy maqsadlarga erishish uchun foydalaniladi (qarang: AQShning Iroq va boshqa mamlakatlarga qarshi tashviqot kampaniyalari), shuningdek, davlatning ichki siyosatini hukmronlik manfaatlarini ko'zlab amalga oshirish. doiralar, ayrim hollarda esa manipulyatsiya tashviqot usullaridan foydalaniladi.

Xalqaro axborot almashinuvidan keng foydalanayotgan zamonaviy xalqaro muloqot va muloqot sharoitida insonning asosiy huquq va erkinliklari, xalqaro axborot almashinuvi tartibi, ommaviy axborot vositalariga taalluqli ichki siyosiy

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<sup>3</sup> Aleksandrovich G.S. "Erkin dunyo" sahna ortidagi ko'rinish. L., 2021 yil.

jarayonlar va boshqa ko‘plab muammolar keskin kurashning predmetiga aylanmoqda. xalqaro daraja. Axborotga bo‘lgan jamoatchilik ehtiyojlari aniq belgilangan tarixiy sharoitlarda ma‘lum bir mamlakatga xos bo‘lgan darajada va hajmda ommaviy axborot vositalari tomonidan qondiriladi.

Jurnalistika rivojlanishining jahon tendentsiyalari tahlili shuni ko‘rsatadiki, axborotning globallashuvi bizni jahon hamjamiyatining uni tarqatish strategiyasini qayta ko‘rib chiqish va modernizatsiya qilishga majbur qildi. Global axborot va “mintaqaviy manfaat”ning uyg‘unligi ommaviy axborot vositalari nutqini jamoatchilik fikrini shakllantirish va manipulyatsiya qilish nuqtai nazaridan samaraliroq va samaraliroq qiladi. "Boy" va "kambag'al" davlatlar o'rtasidagi tafovut chuqurlashib, insonning asosiy huquq va erkinliklariga, jumladan, so'z va matbuot erkinligiga real tahdid tug'dirmoqda.

Dunyoning barcha mamlakatlarida jurnalistika va iqtisod o'rtasida tobora yaqin aloqalar mavjud. So‘nggi yillarda ommaviy axborot vositalarining iqtisodiy tuzilishi o‘zgarmoqda. Reklama moliyaviy daromadning asosiy manbai sifatida tobora muhim ahamiyat kasb etmoqda. Ko'pgina mamlakatlarda davlat ommaviy axborot vositalarini ham bevosita, ham bilvosita - turli imtiyozlar, grantlar, davlat reklamasi va boshqalarni berish orqali subsidiyalaydi. Ommaviy axborot vositalarining sanoat va moliyaviy guruhlariga kiritilishi OAVning moliyaviy barqarorligiga erishish imkonini beradi.

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## **THE NEW APPROACHES TO THE CONCEPT OF TRANSLATION THEORY AND PRACTICE.**

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**Abstract.** This abstract is designed for university students as well as intelligent explorers. This article about the educational value of translational theory. In this abstract is expressed about approaches to the translation theory in our modern society, the role of the internship during the our lifestyle and for our career. In addition about the formation of the skills the processing practice. Most importantly it discusses the concept of translational theory and theoretical basis of the article evaluation and methodology.

**Key words:** Theory, translation, modern, practice, skills, explorers, automatically.

### **INTRODUCTION**

First of all before explaining we have to pay attention to the meaning of the word translation it does not mean simply, means transferring the meaning of words from one language to another, but rather it is a complex process that includes a series of phases. These include first reading a segment of the original text. The next step is understanding as a whole, which does not stop at that of individual words. The translation can be done manually by human translators or automatically by computer programs, also human translation is more accurately for complex and culturally specific content. As well as secondly about theory. It is a supposition or a system of ideas intended to explain something, especially one based on general principles of the thing to be explained. It considers translations as a process of interpreting texts, in addition involves converting written or spoken content from the source language, taking into account linguistic, cultural and idiomatic differences between the two languages. The translation requires a deep understanding of both the source and target, as well as cultural nuances and context. Next one is about practice. The full meaning of the practice is to perform or work at repeatedly so as to become proficient. If we practice more and more, consequently it will benefit to our whole life. Without practice no people achieve nothing, no scientist achieved without it. As mentioned Lao

Tzu <Practice silence. It is a source of great strength>. Exactly it is a great specimen about this topic, uzbek ancient scientists also emphsase to learning more and practicing and of course after striving the people can be achieve all of them. The challenges require many things. In fact for gaining something, humans have to sacrifice from something.

### Methods

*Merits and Demerits of translation.*

*Merits of translation:*

*Facilities communication:* Translation enables people to communicate effectively, fostering understanding and collaboration across culture and culture.

*Preserves knowledge and culture:* It helps literature, historical documents, scientific research and cultural heritage.

*Enhancing learning:* Translation aids language learning, helping them improve vocabulary, grammar and comprehension skills.

*Loss of nuance and context:* Translating complex or culturally-specific concepts may results in the loss of nuances, idiomatic expressions and contextual meanings.

*Difficulty in Translating Untranslatable Elements:* may be challenging to translate accurately.

Actually the role of translation plays an essential part in our modern assembly. It is crucial, because not everyone speaks English. The translation connects to Global Economy. Translation speech ideas and information. Translation is independent and radically different. In order to translate need four skills, four language competences; reading, writing, speaking and also listening. During the learning this profession firstly will have to analyze about this job. Like, everything else, there are different methods of translation and they vary in form and function. There are quite viable translations. For example translating novels, poems, original text or translating theatre, opera, dialogue, lyrics and etc. The basic analyses on translation divide into several stages.

- *Analysis number one- to enhance the more vocabulary.*
- *Speak accurately, fluently and culturally.*
- *Learning to listen the another speakers.*
- *Communicate politely the process of translation.*

The translation has the formal types. There are *general translation, legal translation, literary translation.*

The general translation it is a source materials mostly uses terms and ordinary, everyday speech. It commonly uses with general type, utilizes in social society. Legal translation one of the more complex and complicated professional translation types out there. Legal translation is best described as the translation of many other legal documents. Literary translation-literary refers to as the name of translation, it will be done for literature, such as poems, novels and short stories.

In grammatical translation divide into several stages. There are quite specimens.

1. Word for word translation. Nowadays many younges utilize from social media form for translating their work automatically,ultimately this kind of translation type can render them from word to word and it considers the common mistake.Basically some words can not be translated from word to word. The first one is the idioma.
2. Paraphrasing: typically explains or clarifies the text that is being paraphrased.

### **Results and Dicussion**

As a matter of fact there are many benefit sides of translation. The ability to render the sentences to another language is most important human quality. Whener the young generation explore the translation,consequently they lay the foundation to their prospect. Nowadays they have the best opportunities. For instance after learning they have to study. In addition they have to work as a computer programmer if they know the languages. Most importantly they can contribute to the prosperity of the country. If in the world increase the many translators the our country can work with other foreign countries collaboratively and essentively part is it will enhance to our county's level. In this reason in present days are paying attention to the translation. Whenever the tourists visit to our country, they need the translators. After that they have to earn a lot of money as well as it will benefit to their financial side. Translation includes the development of a number of practical aspects related to the method of teaching translation as well as various practical issues the solution of which contributes to the successful implementation of its functions as a translator. The theory of translation enable to people to view results from other languages in their language. Approaches to Translation Studies is open a wide range of scholarly publication in the field translation studies. Asia Pacific Translation and Intercultural Studies (APTIS) intends to provide a translational platform for Asia Pacific scholars to present their researchers and generation to forge new type of translation in the other part of world. Chinese Translators Journal is a scholarly publication of the Translators Association of China. It aims to promote the translation skills and also communicate with international counterparts. Most importantly in the process of translation is assists us

to collect the information about other country's culture, features and their customs. As a result we can render the translate by utilizing the phones on social media. It assists us to render immediately, however it will influence to our spiritual side, for instance we may lose our scope. As well as it has the another way to translate, in ancient time many people use from technical translators. They are called the {translation machines}. It has the keyboards for writing and they assist to render fastly. Most importantly in our modern assembly the foreign guests in government conferences utilize from earphones in order to render the speech of them (president, ministers, governors). In addition the engineers invented the audiovisual translators. By utilizing them we will capable of undertand fastly, it will influence to our listening skill very well. The success of a translator on the result of the translation is very high. Therefore, the translator must have experimental ability in target language, one of this equivalent words in target language so that the translation results can be read naturally and easily understood.

### **Conclusion**

This article, based on analyzing, is intended to attract the generation to this profession. Our hypothesis will extend through reading. It can be concluded the translation and this theory is a specific term as well as it plays a crucial role in spreading scidentific progress by rendering it into the target language. The work of translators is extremely useful for scholarly developments.

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## **TEACHING FOREIGN LANGUAGES TO KINDERGARTEN CHILDREN AS AN EXAMPLE OF ENGLISH**

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**Annotation:** This article explores effective strategies for teaching foreign languages to kindergarten children, emphasizing the importance of creating an engaging and interactive learning environment. It highlights various methods, such as incorporating visual aids, play-based learning, storytelling, and cultural elements, to enhance language acquisition. Additionally, the article provides practical examples and resources, ensuring that educators can implement these strategies in their classrooms. By fostering a love for languages through fun and meaningful activities, the article aims to inspire teachers to nurture young learners' linguistic skills and cultural awareness from an early age.

**Keywords:** Foreign languages, Kindergarten, Language teaching, Early childhood education, Interactive learning, Play-based learning, Bilingual education, Cultural awareness, Visual aids, Storytelling, Language acquisition, Educational resources, Classroom activities, Language-rich environment.

### **INTRODUCTION**

Introducing a foreign language at an early age enhances the capacity of the brain, which in turn brings life-long benefits, improves their memory and cognitive performance. It is also both rewarding and affective, setting a strong foundation for language skills in an increasingly globalized world. So why not start in kindergarten when the children are most receptive, fresh, eager to learn, highly motivated, curious and ready to absorb knowledge like a sponge? Here are some key strategies and techniques to engage young learners in language acquisition.

### **Main part**

Teaching foreign languages to kindergarteners can be a wonderfully rewarding experience that shapes a lifelong appreciation for language and culture. Early childhood is a critical period for language learning, as young minds are highly receptive and naturally curious about new sounds, words, and cultural elements. The key to teaching languages effectively at this stage is to make the process engaging, interactive, and supportive. Here are some effective strategies, along with practical examples, that help foster a love for language learning in young children.

Creating a language-rich environment is foundational. Visual aids, such as posters, flashcards, and labels placed around the classroom, are highly effective. For example, labeling classroom objects in both the native and target languages—like “door” labeled as “eshik” in Uzbek—helps children associate words with their meanings through constant exposure. Additionally, multimedia resources like songs, videos, and child-friendly apps introduce an element of fun and repetition. Apps like Duolingo Kids or YouTube channels with songs in the target language, such as “Head, Shoulders, Knees, and Toes,” incorporate movement and music, which are naturally engaging for children.

Play-based learning is another core strategy, as young learners are highly responsive to games and imaginative play. Incorporating games like “Simon Says” in the target language, where commands like “Salta” mean “jump,” transforms vocabulary building into an exciting challenge. Role-playing can also help children practice conversational skills in a comfortable setting. Setting up a pretend “café,” for example, allows them to practice ordering food in the new language using phrases like “I would like...” or “Please give me...”

Storytelling and songs are powerful tools that capture children’s attention and convey language in memorable ways. During storytime, reading bilingual books like “Brown Bear, Brown Bear, What Do You See?” and using expressive gestures or puppets can make the storytelling interactive. Simple songs and rhymes, such as “Twinkle, Twinkle, Little Star” in French, aid in memorization and pronunciation. Adding actions to the song reinforces vocabulary in a multisensory way, engaging both the mind and body.

Encouraging interaction and communication among children enhances confidence and fluency. Activities like pair work, where children practice simple greetings in the target language, promote conversational skills in a low-pressure setting. One child might say “Salom” (Hello), and the other responds “Ahvollaringiz

qanday?” (How are you?). Regular “show and tell” sessions allow children to bring an item from home and describe it in the foreign language, deepening their personal connection to the language.

Integrating cultural elements fosters a broader understanding and appreciation of the language’s context. Introducing cultural celebrations, such as Chinese New Year, involves teaching children a few traditions, foods, and a simple greeting like “Xīnnián hǎo” (Happy New Year), with related crafts like lantern making. Sharing folktales like “The Three Little Pigs” in both languages and discussing cultural storytelling differences enriches their learning experience by connecting language with cultural expression.

Repetition and routine are crucial for young learners, as consistent practice reinforces vocabulary and builds confidence. Starting each day with a familiar “Hello” song or using phrases like “Today is...” helps children become comfortable with the language. Repeating key phrases during daily routines, such as saying “Time to clean up!” in the target language, further reinforces their learning in meaningful contexts.

Patience and encouragement play a major role in language acquisition. Positive reinforcement, like a “language star” chart where children earn stars for using the foreign language in class, can motivate and build self-esteem. Flexibility is also essential, as children learn at different paces. For example, if a child struggles with vocabulary, offering picture cards allows them to express themselves without feeling left out, ensuring that every child feels included in the activity.

### **Conclusion**

In conclusion, teaching foreign languages to kindergarten children involves creativity, patience, and a focus on engagement. By creating a supportive environment and incorporating interactive, playful methods, educators can inspire a love for languages that lasts a lifetime. The goal is not just to teach words and grammar but to open a door to new cultures and ways of thinking, enriching their lives with new perspectives and connections.

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## **O’TKIR HOSHIMOVNING “DAFTAR HOSHIYASIDAGI BITIKLAR” ASARIDA “ONA” OBRAZINING O’ZIGA XOS XUSUSIYATLARI**

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**Annotatsiya:** Mazkur maqola sevimli o’zbek yozuvchisi O’tkir Hoshimovning “Daftar hoshiyasidagi bitiklar” kitobi asosida yozilgan. Bu kitobning boshlanishida adib asarini qirq yil davomida yozganligini haqida aytib o’tadi.” Men buni umrim davomida shoshmasdan yozganman va siz ham shoshmasdan o’qing”- degan jumlar aks ettirilgan. Bu asar yozuvchining umri davomida ko’rgan kechirganlari asosida chiqargan xulosalari hisoblanadi va shuningdek bunday xulosalarni har birini alohida kitob qilib chiqarsa bo’ladi.

**Kalit so’zlar:** Ona va farzand o’rtasidagi munosabat, tarnov, laylak , hikoya, mehribon ona obrazi, tushuncha.

### **KIRISH**

O’tkir Hoshimovning asarlari o’ziga xos adabiy va uslubiy xususiyatlarga ega. U o’zining o’ziga xos yozish uslubi, ijtimoiy va ma’naviy mavzularni yoritish tarzida o’zbek adabiyotida muhim iz qoldirgan. Uning asarlarida insonning ichki dunyosi, ruhiy holati, o’zini anglash jarayoni alohida ahamiyatga ega. Yozuvchi xarakterlarining psixologik chuqur tasvirlaydi, ularning fikrlaridagi va his-tuyg’ularidagi qarama-qarshilik ko’rsatadi. Bu jihat ayniqsa uning “O’tkan kunlar” kabi asarlarida kuzatishimiz mumkin. Hoshimovning uslubi oddiy va tushunarli bo’lib, keng o’quvchi auditoriyasiga mo’ljallangan. Uning tilida lo’nda va soddalik hukm suradi, shu bilan birga, u biron-bir mavzuni chuqur aks ettiruvchi tarzda yoritishga muvaffaq bo’ladi. U yozishda aniq, soda va ta’sirchan usulni qo’llaydi.

Asarlarda insoniylik, ma’naviyat, axloqiy qadriyatlar, sevgi, sadoqat va fidoyilik masalalari ko’plab hollarda o’rganiladi. Hoshimov o’z asarlarini nafaqat ijtimoiy balki o’quvchiga ma’naviy o’sishni va o’zligini anglashni targ’ib qilish maqsadida yozadi. Yozuvchining asarlari insonning ichki dunyosini, ruhiy holatini chuqur tasvirlaydi, ijtimoiy masalalarni kiritadi va jamiyatdagi o’zgarishlarga oid chuqur

fikrlarni bildiradi. Uning asarlarida milliy qadriyatlar, ma'naviyat, axloqiy saviya va yangilanish ruhi alohida o'rin tutadi. Asarlari o'zbek adabiyotining rivojlanishiga katta hissa qo'shgan va hozirgi kunda ham keng o'qilmoqda.

O'tkir Hoshimovning "Daftar hoshiyasidagi bitiklar" kitobidan badiiyat bilan yakunlangan so'zlarning yoqimli harakatini maroq bilan kuzatish mumkin. Undagi qaydlarda bayon qilingan fikr-tuyg'ularni har kim ham ayta olmaydi. Agar ta'bir joiz bo'lsa, undagi har bir baydni alohida asar sifatida qabul qilishimiz mumkin. Ulardagi samimiyat, badiiy so'zga oshuftalik va shaydolik, mulohaza va mushohadalar har bir satrida namoyon bo'lib turadi. Ana shu samimiyat insonning qalbini zabt etadi, uni adibning badiiy tafakkur olamiga olib kiradi, shuningdek yozuvchi tomonidan yaratilgan Ona obrazi va fazilatlari mohirona tasvirlangan.

Ona! Hayot saboqlarini beruvchi, jonkuyar mehribon inson. Katta-yu kichikka doimo birday yordam bera oladigan, hamisha to'g'ri yo'l ko'rsata oladigan murabbiy. Oilada hammani ko'ngliga yo'l topadigan mehribon ona. Naqadar buyuk zot faqat uning farzand uchun kechalari bedor o'tkazgan, farzand kamoli uchun yelib yugurgan, oilasini tinch yashashi uchun har ishga tayyor, atrofdagilarga beminnat mehr bergan zot. O'zi ona bo'lsada, bir daqiqa ham farzand ekanligini unutmay ota-ona xizmatiga shay turgan inson balki uning buyukligi ham shundadir balki shuning uchun ham barchamiz uning oldida ta'zimdadirmiz.

Onalar farzandlari uchun eng yaqin do'st bo'lishadi. Albatta, bunday oqibatni boshqa hech narsaga tenglashtirib bo'lmaydi. Hatto otalar ham bunday aloqa o'rnata olmaydi. Bu rishta bolalikdan boshlanadi. Shunisi e'tiborliki, ona bolasini gap-so'zsiz tushunishi ham mumkin. Onalar umuman oilaning hissiy tayanchidir. Oila a'zolari, albatta, onalarga o'z his-tuyg'ularini tashvishlanmasdan aytib berishlari mumkin. Odam deyarli har qanday sirini onasi bilan bo'lishishi mumkin. Buning sababi shundaki, onalar o'z oilasiga kata ishonch bildirishadi. Bundan tashqari onalarimiz juda kechirimli tabiyatga egadir. Shu sababli har qanday hatolikka yo'l qo'yilsa ham onalar bilam qo'rqmasdan bo'lishish mumkin chunki ular bizdan maslahatini va yordamini ayashmaydi.

Misol tariqasida, "Daftar hoshiyasidagi bitiklar" asaridan "Tarnov" parchasida muallif mehribon va kuyunchak ona siymosini tasvirlaydi u orqali onaning bolasini qayg'urishi va har qanday holatda ham bolasini o'ylashi, o'zi yomg'irda ivib ketsayam bolasi uchun issiq kiyimlar olib chiqishi, farzandiga bo'lgan mehr-muhabbatini va shunidek o'g'li ham o'zini bolasini shunday qayg'urishini

kuzatamiz. Hamda shu yerda huddi “Yer dumaloq” degan maqolni aytishimiz mumkin.

Yana misol tariqasida yana bu asarda ”Laylak” parchasini ko’rsatishimiz mumkin. Bunda adib ona siymosini juda chiroyli tasvirlaydi, u orqali barcha onalarni va o’zbek ayollarini bolasiga bo’lgan mehr muhabbati, umrini unga bag’ishlashi, bolasi nimaiki so’rsa aytishi, har qanday savollariga javob berishini kuzatishimiz mumkin. Ammo, afuski, ba’zi farzandlar ulg’ayganidan so’ng esa qari onasiga yaxshi muomalada bo’lishmaydi.

Yana shuni aytish kerakki, bu hikoyani o’qib onaga achinasiz, onangizni o’ylab qolasiz. Nahotki men onamga shunaqa munosabatda bo’ldimmi deb. Laylak hikoyasida ona yoshligida bola necha marta so’rsa ham javob berishi onalarimizning sabr toqatini mehribonligini ko’rsatib turadi. Lekin bolasini onasiga qilgan munosabatini ko’rib u bolaga nisbatan nafratimiz oshadi. Lekin qaytar dunyo ekanligini va uning ham farzandlari borligini hikoya so’ngida yaqqolligi tushunarli bo’lgan.

### **Xulosa**

Xulosa qilib aytganda, bu asarda umr davomida yozilgan va sizning ham umringiz davomida kerakli bo’ladigan ibratli so’zlar bor. Ba’zilaridan xulosa chiqarasiz yana ba’zilarini o’qib yig’laysiz. Aksariyat hikoyalarni o’qib esa o’ylanasiz yana birlarini takror va takror aytaverib yod bo’lib ketganligini bilmay qolasiz. Onaning ichki dunyosi, uning farzandiga bo’lgan mehr-muhabbati, sabri, mehnati va ijtimoiy roli orqali muallif insoniyatning eng muhim qadriyatlarini, oilaviy munosabatlarini va insoniy hissiyotlarini chuqur aks ettirdi. Bu asarda ona tasvirida ko’plab qatlamlar, kuch va zaiflik, sadoqat va qurbonlik elementlari birlashib, uni haqiqiy hayotdagi ona obraziga aylanadi.

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**Annotatsiya:** Maqolada bugungi zamonaviy ta'lim sharoitda muammoli ta'lim texnologiyalarining ahamiyatli jihatlari, ta'lim oluvchilarning tanqidiy, mustaqil va ijodiy fikrlash qobiliyatini rivojlantirish, aqliy faoliyatni yanada rivojlantirish, muammoli vaziyatlar ularning turli yechimlarini izlab topish, muammoli ta'limning samarali usullari, ahamiyati, xususiyatlari haqida umumiy ma'lumot berilgan.

**Kalit so'zlar:** muammoli vaziyat, mantiqiy fikrlash, tanqidiy fikrlash, salohiyat, tafakkur, faoliyat uyg'unligi, maxsus qobiliyat, ijtimoiy, taraqqiyot, badiiy ifodaviy, ehtiyoj, ziddiyat, izlanish, to'siq, ilmiy-texnika, kompleks yondashuv.

**Abstract:** In the article, the important aspects of problem-based learning technologies in today's modern educational environment, the development of critical, independent and creative thinking skills of learners, further development of mental activity, the search for their various solutions to problem situations, effective methods of problem-based education, their importance, General information about the features is given.

**Key words:** problem situation, logical thinking, critical thinking, potential, thinking, harmony of activity, special ability, social, development, artistic expression, need, conflict, search, obstacle, scientific and technical, complex approach.

### KIRISH

Bugungi kunda zamonaviy ta'lim yoshlar uchun yuqori salohiyat, raqobatbardoshlik, maxsus qobiliyat, zamon talablariga moslik, ilmiy-texnika taraqqiyoti talablariga javob bera olish, va mustahkam iroda kabi fazilatlarni shakllantirish zarurligini talab etadi. Bunday sifatlarni rivojlantirishda muammoli ta'lim texnologiyalarining ahamiyati katta.

Muammoli ta'lim – bu o'quvchilarda mantiqiy fikrlash, tahlil qilish, izlanish, umumlashtirish, yechim topish qobiliyatlarini shakllantirishga qaratil-gan yangi o'qitish tizimidir. Muammoli ta'lim XX asrning 20-30-yillarida keng tarqala boshladi. Pedagogikada muammoli ta'lim haqida gap borganda, birinchi navbatda og'zaki, ko'rgazmali va amaliy metodlar xayolimizga keladi. Ta'lim jarayonida qo'laniladigan

og'zaki, ko'rgazmali yoki amaliy metodlar orqali bolalarda muammoli vaziyatlar yaratilishi mumkin. Bunday vaziyatlar esa bolalarni mustaqil fikrlashga, izlanishga va ijodiy yondashishga, ya'ni ularning aqliy salohiyatining rivojlanishiga yordam beradi. Bugungi globallashuv davrida ta'lim dasturlarida muammoli yondashuvning ifodalanishi, shuningdek, bolalar-ning mustaqil faoliyatlarida aks etishi lozim.

Bunga quyidagilar kiradi:

- *Bilimlarni muammoli tarzda bayon qilish;*
- *Bolalarni izlanishga undash;*
- *Ta'lim jarayonida tadqiqiy metodlarni qo'llash.*

Muammoli ta'lim deganda o'quvchilarga berilayotgan bilimlarni ularning darajasiga mos va muammolar keltirib chiqaradigan shaklda o'rgatish tushuniladi. Bu yondashuv orqali ta'lim berilganda, bolaning fikrlash jarayonida muammoli vaziyatlar yuzaga keladi va ular tabiiy ravishda bolani izlanishga, tafakkur qilishga hamda ilmiy xulosalar chiqarishga o'rgatadi. Muammoli ta'lim – ilmiy bilish zaruriyatini aks ettirishning sub'ektiv shaklidir. Bu ta'lim turi, yangi jamiyatning rivojlanish jarayonida bilish va bilmaslik o'rtasida ob'ektiv ravishda paydo bo'ladigan muammoli vaziyat bilan bog'liqdir. Muammoli vaziyat bolaning ichki ruhiy holati bo'lib, ushbu holat ba'zi topshiriqlarni bajarishda ziddiyatni his qilish orqali vujudga keladi. "Muammoli vaziyat" metodining maqsadi o'quvchilarda muammoli vaziyatlarning sabab va oqibatlarini tahlil qilish, turli yechimlarni topish hamda to'g'ri xulosaga kelish ko'nikmalarini shakllantirishdir. Muammoli vaziyat tanlanganda, u murakkablik darajasi bo'yicha o'quvchilarning bilim va yoshiga mos kelishi kerak. Muammo darajasi o'quvchilarning uni yechishga qodir bo'lishini ta'minlashi lozim, aks holda, yechim topa olmagach, o'quvchilarning ta'limga bo'lgan qiziqishi so'nishi va o'zlariga bo'lgan ishonchlari yo'qolishi mumkin.

Pedagogikada muammoli ta'lim haqida gap borganda, birinchi navbatda og'zaki, ko'rgazmali va amaliy metodlar xayolimizga keladi. Ta'lim jarayonida qo'llaniladigan og'zaki, ko'rgazmali yoki amaliy metodlar orqali bolalarda muammoli vaziyatlar yaratilishi mumkin. Bunday vaziyatlar esa bolalarni mustaqil fikrlashga, izlanishga va ijodiy yondashishga, ya'ni ularning aqliy salohiyatining rivojlanishiga yordam beradi. Bugungi globallashuv davrida ta'lim dasturlarida muammoli yondashuvning ifodalanishi, shuningdek, bolalarning mustaqil faoliyatlarida aks etishi lozim. Bunga quyidagilar kiradi:

- *Bilimlarni muammoli tarzda bayon qilish;*
- *Bolalarni izlanishga undash;*

- *Ta'lim jarayonida tadqiqiy metodlarni qo'llash.*

Muammoli ta'lim deganda o'quvchilarga berilayotgan bilimlarni ularning darajasiga mos va muammolar keltirib chiqaradigan shaklda o'rgatish tushuniladi. Bu yondashuv orqali ta'lim berilganda, bolaning fikrlash jarayonida muammoli vaziyatlar yuzaga keladi va ular tabiiy ravishda bolani izlanishga, tafakkur qilishga hamda ilmiy xulosalar chiqarishga o'rgatadi.

Muammoli ta'lim – ilmiy bilish zaruriyatini aks ettirishning sub'ektiv shaklidir. Bu ta'lim turi, yangi jamiyatning rivojlanish jarayonida bilish va bilmaslik o'rtasida ob'ektiv ravishda paydo bo'ladigan muammoli vaziyat bilan bog'liqdir. Muammoli vaziyat bolaning ichki ruhiy holati bo'lib, ushbu holat ba'zi topshiriqlarni bajarishda ziddiyatni his qilish orqali vujudga keladi.

“ Muammoli vaziyat ” metodining maqsadi o'quvchilarda muammoli vaziyatlarning sabab va oqibatlarini tahlil qilish, turli yechimlarni topish hamda to'g'ri xulosaga kelish ko'nikmalarini shakllantirishdir. Muammoli vaziyat tanlanganda, u murakkablik darajasi bo'yicha o'quvchilarning bilim va yoshiga mos kelishi kerak. Muammo darajasi o'quvchilarning uni yechishga qodir bo'lishini ta'minlashi lozim, aks holda, yechim topa olmagach, o'quvchilarning ta'limga bo'lgan qiziqishi so'nishi va o'zlariga bo'lgan ishonchlari yo'qolishi mumkin.

“Muammoli vaziyat” metodining bosqichlari:

- *Guruhlarni tashkil qilish;*
- *Muammoli vaziyatning paydo bo'lish sabablarini aniqlash;*
- *Muammoli vaziyat oqibatlarini tahlil qilish;*
- *Muammoli vaziyatning yechimini ishlab chiqish;*
- *Eng maqbul yechimni tanlash.ydo bo'lish sabablarini aniqlash;*
- *Muammoli vaziyat oqibatlarini tahlil qilish;*
- *Muammoli vaziyatning yechimini ishlab chiqish;*
- *Eng maqbul yechimni tanlash.*

“Muammoli vaziyat” metodining afzalliklari:

- *O'quvchilarda mustaqil fikrlash ko'nikmasini shakllantiradi;*
- *Muammoning sabablarini, yechimlarini va oqibatlarini anglash imkonini beradi;*
- *O'quvchilarning bilimlarini baholash uchun sharoit yaratadi;*
- *O'quvchilar natijalarni tahlil qilishni o'rganadilar.Ushbu metod uchun talablar:*
- *O'quvchilarda yuqori darajada motivatsiya mavjud bo'lishi kerak;*

- *Muammo o ‘quvchilarning bilim darajasi va yoshiga mos bo‘lishi lozim;*
- *Muammo mavzuga tegishli, qiziqarli va o‘quvchini shu vaziyatda faol ishtirok etishga undaydigan tarzda tanlanishi zarur.*
- *Yechim topishda eng maqbul variantni tanlash talab etiladi.*

### **Xulosa**

Xulosa qilib aytganda, muammoli o‘qitish texnologiyasining maqsadi – o‘quvchilar bilan ishlash jarayonida ta’limiy va tarbiyaviy masalalar, muammolar va turli savollarga javob topish, muammoli vaziyatlarni yaratib, ularni hal qilish orqali yangi bilimlarni o‘zlashtirishni ta’minlashdir. Shuningdek, bu yondashuv o‘quvchilarda faoliyat davomida muammoli vaziyatlarni yaratish va ularni hal qilish ko‘nikmasini shakllantirish hamda ularda qiziqish uyg‘otishni maqsad qiladi.

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## **TURLI YOSHDAGI BOLALARGA INGLIZ TILINI O'RGATISH USULLARI**

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**Annotatsiya:** Ushbu maqola turli yoshdagi ( maktab, maktabgacha ta'lim) bolalarga chet tillarini turli metodlar orqali o'rgatish usullari haqida ma'lumot berib o'tdik. Ingliz tilini bolalarga o'rgatish jarayonida yosh guruhlarining psixologik va kognitiv rivojlanish xususiyatlarini hisobga olish muhim. Kichik yoshdagi bolalar uchun o'yinlar, qo'shiqlar, rasm va interaktiv materiallar asosida til o'rgatish samarali bo'ladi, chunki ular ko'proq vizual va eshitish orqali yangi ma'lumotlarni qabul qilishadi. O'rta yoshdagilar bilan ishlashda oddiy grammatika, so'z boyligini kengaytirish va qisqa dialoglarni o'rgatish zarur. Bu yoshdagilar interaktiv mashg'ulotlar, ro'yxatlar va qisqa hikoyalar orqali tilni tez o'rganadilar. Kattaroq bolalar esa muloqotga yo'naltirilgan metodlarga, so'z boyligini boyitish va to'g'ri talaffuzni o'rgatishga ko'proq e'tibor qaratishadi. Film, kitoblar va boshqa vizual materiallar yordamida ularga tilni boyitish va fikrlarini ifodalashda yordam berish mumkin. Shu tariqa, har bir yosh guruhiga moslashgan metodlar orqali bolalarga ingliz tilini samarali va qiziqarli tarzda o'rgatish mumkin, bu esa ularning til o'rganishga bo'lgan qiziqishini oshiradi.

**Kalit so'zlar:** Ingliz tili, bolalar, yoshlarga mos metodlar, o'yinlar, qo'shiqlar, vizual materiallar, interaktiv usullar, grammatika, so'z boyligi, talaffuz, dialoglar, kichik yosh, o'rta yosh, katta yosh, muloqot, til o'rganish, o'rgatish metodikasi, qiziqarli mashg'ulotlar, psixologik xususiyatlar, kognitiv rivojlanish

### **Kirish**

Hozirgi kunda til o'rganishga bo'lgan talab yanada oshmoqda. Zamon talabidan kelib chiqib til o'rganishda o'quvchining yoshi ahamiyatga ega emas. Hozirgi tadqiqotlar ushbu jarayonni erta yoshda boshlash samariliroq bo'lishini ko'rsatadi. Bizning yurtimizda ham ushbu masalaga qat'iy e'tibor qaratilgan, xorijiy tillarni o'qitishda xususan ingliz tilini o'qitishda dunyoning yetakchi

tashkilot va universitetlar hamkorligida yangicha yondashuv asosida dasturlar ishlab chiqilmoqda. Oxirgi 3 yilda bu jarayon maktabgacha ta'limda ayniqsa o'z rivojini topmoqda. Davlat qaramog'idagi hamda xususiy tarmoqdagi maktabgacha ta'lim muassasalarda ingliz tilini o'rgatish bo'yicha keng ko'lamli loyihalar amalga oshirilmoqda. Ushbu maqolada chet tillarini xususan, ingliz tilini bolalikni ilk yoshida o'qitishda ta'limiy o'yinlardan foydalanishning muhimligi va aynan turli o'yinlar orqali til ko'nikmalari oson o'zlashtirilishi yuzasidan fikrlar yoritilgan.

*“Dunyoga kelgan yangi chaqaloq bolaning ruhini «top-toza paxtaga» o'xshatadi. Uning fikricha, bolaning «top-toza paxta» tarzidagi ruhiga nimalarni yozish mutlaqo katta odamlar ixtiyorlaridadir. Shuning uchun bolaning qanday odam bo'lib yetishishi, ya'ni unda qanday shaxsiy fazilatlarning tarkib topishi bola hayotdan oladigan tajribaga, o'zgaralar bilan muloqot jarayonida oladigan hayotiy tushuncha va tasavvurlariga bog'liqdir”, deb ta'kidlaydi Angaliyalik olim Djon Lokk.*

Chet tilini o'qitish, O'rta maxsus va Oliy ta'lim dargohlarida, balki maktabgacha ta'lim muassasalarida ham ta'limning majburiy qismiga aylandi.

Hammamiz farzandimizni bilimli va zamonaviy inson qilib tarbiyalashni xohlaymiz. Yanikim o'zimiz amalga oshirolmagan ishlarni bolalarimizda ko'rishni istaymiz. Bolalarning xotirasi katta yoshdagi insonlarnikidan ancha yaxshi va mustahkamroq. Bolani yoshlik chog'idan boshlab chet tiliga bo'lgan qiziqishini oshirish, xato bo'lsada shu tilda gapirishga harakat qildirish kerak.

*Maktabgacha yoshidagi bolalar til ko'nikmalarini rivojlantirish bosqichlari:*  
Ta'limni boshlashdan oldin siz ham farzandingiz kabi bu tilga qiziqish  
Til o'rgatish uchun yaxshi kitob topish  
Farzandingiz o'rganayotgan tilga aloqador ertak yoki multfilm tomosha qildirish va manosini tushuntirib berish.

Bolalar tez charchashadi shuning uchun mashg'ulot jarayoni 30- 40 minutdan oshmasligi

*Dars jarayonida o'yin metodikasidan foydalanish.* Mashg'ulot davomida bolani to'g'ri javobi uchun rag'batlantirib borish bolalar ham o'ynaydilar, ham rivojlanadilar, ham o'rganadilar . Plastilin bilan o'ynashda bolalar “mayda metorika” mahoratini rivojlantiradilar. Bolalar plastilinda shakllar yasaganda ko'z va qo'l faoliyati muvofiqlashadi hamda qo'l va barmoq mushaklari musthkamlanadi. Bu o'z navbatida yozuv mahoratini shakllantirishdan avvalgi

eng zarur bo'lgan ko'nikmalardir, chunki mustahkam mushaklar kuchi hamda "ko'z-qo'l muvofiqlashuvi" (зрительно-моторная координация), bolalarga yozuv vositalarini to'g'ri ushlab turish va ulardan oqilona foydalanishida yordam beradi. Shuningdek plastilin bilan o'ynash orqali bolalar predmetlarning rangi, shakli va tuzilishi kabi belgilarini ham o'rganadilar.

### **Xulosa**

Xulosa qilib aytganda, bolalarning qiziqishlari ularning kundalik faoliyatlari va o'yinlari bilan bevosita bog'liq. Shuning uchun ilmiy yo'nalishni bolalarning kundalik ishlari va qiziqishlariga mos ravishda o'rgatish, pedagogning professionalligi va malakasiga bog'liq bo'ladi. Turli yoshdagi bolalarga ingliz tilini o'rgatishda har bir yosh guruhining ehtiyojlariga moslashgan usullar qo'llaniladi. Kichik yoshdagilar uchun o'yinlar, qo'shiqlar, rasm va interaktiv materiallar yordamida til o'rgatish samarali bo'ladi. Ular ko'proq vizual va eshitish orqali o'rganadilar, shuning uchun o'yinlarni, rasmi kartochkalarni va qo'shiqlarni qo'llash maqsadga muvofiq. O'rta yoshdagi bolalar bilan ishlashda ular allaqachon ba'zi asosiy tushunchalarni anglashi mumkin, shuning uchun ular bilan so'z boyligini kengaytirish, oddiy gaplar qurish va kichik dialoglarni o'rgatish foydali. Grammatika va to'g'ri talaffuzni o'rgatishda interaktiv metodlar, masalan, ro'yxatli mashg'ulotlar va qisqa hikoyalar yordam beradi. Katta yoshdagi bolalar esa ko'proq muloqotga asoslangan metodlarga e'tibor qaratishadi, shu bilan birga film va kitoblar orqali tilni boyitish mumkin. Ular o'z fikrlarini ifodalashda mustahkam va aniq gaplar qurishga intilishadi. Shu tarzda, har bir yosh guruhiga mos tarzda ingliz tilini o'rgatish usullari orqali bolalar tilni samarali va qiziqarli tarzda o'rganishlari mumkin.

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## **MILLIY KORPORATIV BOSHQARUV TIZIMINI XALQARO STANDARTLAR ASOSIDA RIVOJLANTIRISH**

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**Annotatsiya:** Maqolada O'zbekistonda korporativ boshqaruvni jahon andozalari asosida rivojlantirish masalalari ham ko'rib chiqiladi. Korxonada korporativ boshqaruvning zamonaviy usullarini joriy etish asosida korporativ boshqaruvni yanada rivojlantirish yo'nalishlari taklif etilmoqda.

**Kalit so'zlar:** aksiyadorlik jamiyati, korporativ boshqaruv, jahon standartlari, strategiya, korporativ boshqaruv kodeksi.

### **KIRISH**

Xalqaro miqyosda tan olingan korporativ boshqaruv iqtisodiy rivojlanishning samarali shaklidir. Mamlakatlardagi korporativ boshqaruv tajribasi shuni ko'rsatadiki, raqobatdosh bo'lish va jahon bozorlariga chiqish uchun, birinchi navbatda, iqtisodiyotni izchil isloh qilish, tarkibiy o'zgartirish va diversifikatsiyani chuqurlashtirish, yuqori texnologiyalarga asoslangan yangi korxonalar tashkil etish zarur. Korxonalarni davlat tasarrufidan chiqarish va xususiylashtirish jarayonlari, aksiyadorlik jamiyatlari faoliyatiga korporativ boshqaruv tamoyillarining keng joriy etilayotgani milliy iqtisodiyot salohiyatini mustahkamlamoqda.

Tadqiqotimizning asosiy maqsadi korporativ boshqaruv kontsepsiyasini o'rganish, O'zbekiston kompaniyalari faoliyatida korporativ boshqaruv tamoyillarini qo'llash, korporativ boshqaruv sohasidagi adabiyotlarni tahlil qilish va korporativ boshqaruv tuzilmalarining asosiy elementlarini misol tariqasida muhokama qilishdan iborat. rivojlangan mamlakatlar.

Korporativ boshqaruv kompaniyani boshqarish va boshqarish uchun ishlatiladigan tizim sifatida tanilgan. Kompaniya darajasida u mas'uliyat va vakolatlarni aktsiyadorlar, direktorlar va boshqaruv o'rtasida taqsimlashga intiladi. Kalder korporativ boshqaruvni "Muqaddas Uch Birlik" atamasi bilan ta'riflagan, u

aksiyadorlar huquqlari, shaffoflik va boshqaruv kengashi hisobdorligini o'z ichiga oladi. Korporativ boshqaruv evolyutsiyasi Rim imperiyasining qulashi davridan boshlangan.

O'zbekistonda korporativ boshqaruv tizimini rivojlantirish borasidagi islohotlar, asosan, milliy korporativ boshqaruv tizimiga zamonaviy korporativ boshqaruv usullarini joriy etish, aksiyadorlik jamiyatlari faoliyati samaradorligini tubdan oshirish, ularga xorijiy investitsiyalarni keng jalb etish kabi chora-tadbirlarni amalga oshirishga qaratilgan. , ularning ochiqligi va jozibadorligini ta'minlash, strategik boshqaruvda aksiyadorlarning rolini kuchaytirish uchun qulay shart-sharoitlar yaratish; Korporativ boshqaruv tizimi tamoyillari va yondashuvlarini tubdan o'zgartirish, unga bozor iqtisodiyotiga xos bo'lgan real sifatlarni berish bo'yicha katta ishlar amalga oshirilmoqda.

### **Adabiyotlar tahlili va metodologiya**

Korporativ boshqaruvning innovatsion rivojlanishi quyidagi afzalliklarga ega: investitsion jozibadorlikni oshiradi; uzoq muddatli investorlarni jalb qilishga yordam beradi; kreditlash xarajatlarini kamaytirish imkonini beradi; jamiyat yoki aksiyadorlik jamiyatining bozor qiymatini oshiradi, shuningdek, jahon standartlari asosida korporativ boshqaruv milliy tizimini innovatsion rivojlantirish istiqbollarini belgilovchi taklif va tavsiyalarni amaliy qo'llash; O'zbekiston korporativ boshqaruv tizimining me'yoriy-huquqiy va institutsional bazasini takomillashtirishga xizmat qiladi, bu esa aksiyadorlik jamiyatlari faoliyatining samaradorligi va shaffofligini, O'zbekiston Respublikasining korporativ boshqaruv tizimini rivojlantirishda aksiyadorlar va boshqa manfaatdor tomonlarning rolini oshiradi.

Korporativ boshqaruv tushunchasini tushuntirish uchun ko'plab ta'riflar mavjud. Korporativ boshqaruv tushunchalarini ikkita asosiy toifaga bo'lish orqali aniqlashtirish mumkin. Birinchi toifa - korporativ boshqaruvning ta'riflari asosan xulq-atvor modellari guruhi bilan bog'liq. Xususan, u korporatsiyalarning haqiqiy xatti-harakatlari, korporatsiyalar va manfaatdor tomonlar o'rtasidagi o'zaro munosabatlar bilan bog'liq. Boshqa toifa - ta'riflar qonunchilik bazasiga tegishli. Aniqroq qilib aytadigan bo'lsak, bu ko'proq firmalar faoliyat yuritadigan me'yoriy-huquqiy baza haqida. Aytish mumkinki, korporativ boshqaruv bilan bog'liq birinchi toifadagi ta'riflar ma'lum bir mamlakatda faoliyat yurituvchi firmalar yoki firmalar guruhlarini o'rganishda ko'proq qo'llaniladi. Shunday qilib, birinchi toifa boshqaruv kengashi tuzilishi, manfaatdor tomonlarning majburiyatlari, xodimlar va kompaniya faoliyati o'rtasidagi munosabatlar bilan bog'liq. Kengroq nuqtai nazardan korporativ

boshqaruvning ta'rifi shuni ko'rsatadiki, u mulkchilikni boshqaruvdan ajratib turuvchi mexanizmlar to'plami sifatida qaraladi

Shunday qilib, korporativ boshqaruv - bu kompaniya va firmalarni nazorat qilish va boshqarish mumkin bo'lgan tizim. Korporativ boshqaruv ta'rifiga asoslanib shuni aytish mumkinki, yaxshi korporativ boshqaruvning maqsadi kompaniyaning butun iqtisodiyotga, ayniqsa, barcha manfaatdor tomonlarga qo'shadigan hissasini maksimal darajada oshirishdan iborat. Boshqacha qilib aytganda, korporativ boshqaruv kontseptsiyasini firmaning manfaatdor tomonlari, ya'ni kreditorlar va kompaniya yoki aksiyadorlar va korporatsiyalar o'rtasidagi munosabatlar nuqtai nazaridan tavsiflash mumkin.

Mamlakatimizda xalqaro biznes yuritish tartib-tamoyillari takomillashayotgani, korxonalarni davlat tasarrufidan chiqarish va xususiylashtirish jarayonlari, aksiyadorlik jamiyatlari faoliyatiga korporativ boshqaruv tamoyillari keng joriy etilayotgani milliy iqtisodiyotimizning salohiyatini tobora mustahkamlamoqda.

Mamlakatimizda xalqaro biznes yuritish tartib-tamoyillari takomillashayotgani, korxonalarni davlat tasarrufidan chiqarish va xususiylashtirish jarayonlari, aksiyadorlik jamiyatlari faoliyatiga korporativ boshqaruv tamoyillari keng joriy etilayotgani milliy iqtisodiyotimizning salohiyatini tobora mustahkamlamoqda.

Bugun mamlakatimizdagi qariyb barcha yirik korxonalar aksiyadorlik jamiyatlariga aylantirilgan. Korporativ boshqaruv usullari joriy etilgan kompaniyalar safi kengayib bormoqda. Chet el kapitali va korporativ boshqaruvning xorijiy usullariga asoslangan korxonalar har tomonlama rivojlanmoqda. Ular milliy iqtisodiyotimizning istiqbolini belgilashda katta ahamiyatga ega bo'lib, ishlab chiqarish ko'lamini kengaytirish, yangi ish o'rinlari yaratish borasida muhim ijtimoiy-iqtisodiy vazifalarni bajarmoqda.

### **Xulosa**

Tadqiqotimizda korporativ boshqaruv va uning rivojlanishi sohasidagi adabiyotlar tahlili, korporativ boshqaruv kontseptsiyasi va uning qo'llanilishi, shuningdek, O'zbekistonda rivojlanishini ko'rib chiqish taqdim etildi. Shuningdek, korporativ boshqaruv tamoyillarini rivojlantirish bo'yicha amalga oshirilgan muhim qadamlar haqida so'z yuritilib, korporativ boshqaruv qonunchiligi atroflicha muhokama qilinadi. Biroq, kelajakdagi tadqiqotlar ushbu tadqiqot doirasida topilmagan mavjud empirik dalillarga e'tibor qaratish orqali joriy tadqiqot doirasini kengaytirishi mumkin. Shu sababli, mavjud va ishonchli ma'lumotlarning etishmasligi ushbu tadqiqotning cheklovlaridan biri sifatida qaralishi mumkin.

Shunday qilib, biz globallashtirishning nafaqat ijtimoiy va iqtisodiy sohalarga, balki ko'chmas mulk sohasida o'zgaruvchan turmush tarziga ta'sirini kuzatishimiz mumkin. Binobarin, o'sib kelayotgan yosh avlod bugungi kunning dolzarb masalalarini anglashga puxta tayyorgarlik ko'rgan holda zamonaviy xalqaro tajribalar asosida ta'lim-tarbiya olishi zarur. Bu, o'z navbatida, O'zbekistonning iqtisodiy rivojlangan davlatlar orasida mustahkam o'rnini saqlab qolishga xizmat qiladi.

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## THE LINGUISTIC CONNECTION BETWEEN UZBEK AND ENGLISH: EXPLORING THEIR COMMON ORIGINS

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**Abstract:** This article investigates the linguistic connections between Uzbek and English, exploring their historical links within the Indo-European and Altaic language families. Although vastly different in structure and vocabulary today, both languages share a complex web of influences that connect them through ancient language evolution, migration patterns, and cultural exchanges. By analyzing linguistic elements such as phonetics, grammar, and lexicon, this study reveals subtle but significant parallels that reflect broader human communication patterns. The findings suggest that even languages separated by vast distances can reveal commonalities, reflecting deeper insights into human history and the evolution of language.

**Key words:** Linguistic connection, Uzbek, English, language evolution, Indo-European, Altaic, phonetics, grammar, cultural exchange.

### INRODUCTION

Languages, though distinct, often carry traces of shared histories and influences that link them across different regions and cultures. English, a Germanic language within the Indo-European family, and Uzbek, part of the Turkic branch within the proposed Altaic family, appear initially to have little in common. However, closer examination reveals surprising linguistic connections. The history of migration, trade, and cultural exchange has led to certain commonalities between English and Uzbek. This article delves into these connections by examining their shared aspects, particularly in phonetics, grammatical structures, and vocabulary influences, showing that the development of language is as interconnected as human history itself.

#### *Historical Linguistic Background*

The English language traces its roots to the Proto-Indo-European family, a group of languages that spread throughout Europe and parts of Asia around 4,000 to 6,000 years ago. Meanwhile, Uzbek's historical roots in the Turkic language family connect

it to ancient nomadic groups across Central Asia. Despite these differences, the migration and expansion of these linguistic groups facilitated cultural interactions and exchanges. The Silk Road, which ran through Central Asia, allowed for a cross-cultural flow that subtly influenced both English and Uzbek over centuries.

#### *Phonetic Parallels*

Phonetic similarities between English and Uzbek are relatively limited but intriguing. Both languages, for instance, make extensive use of vowel sounds and often utilize consonants in a comparable manner. Additionally, due to linguistic adaptation in modern times, Uzbek has borrowed several English words, particularly in technology and science. These borrowed terms maintain phonetic similarities, allowing English-speaking learners to find Uzbek vocabulary somewhat familiar.

#### *Grammatical Structures and Syntax*

The structural features of English and Uzbek showcase unique grammatical systems, yet both languages exhibit some overlapping syntax patterns, especially in sentence structure flexibility. For example, English follows a Subject-Verb-Object (SVO) structure, while Uzbek typically employs a Subject-Object-Verb (SOV) pattern. However, both languages can alter this structure to emphasize certain words or meanings, creating flexibility for stylistic or rhetorical effect.

#### *Vocabulary and Loanwords*

The influence of shared historical events and cultural exchanges along the Silk Road has introduced loanwords into Uzbek from Persian, Arabic, and Russian languages, some of which share similarities with English due to Latin or Greek origins. For instance, scientific and technological terms like "telefon" (telephone) and "kompyuter" (computer) are pronounced and used similarly in both languages. Additionally, religious and philosophical concepts adopted from other cultures display similar patterns in English and Uzbek, reflecting their shared cultural adaptations.

#### *Sociolinguistic Influences*

In modern times, the influence of globalization and English as a lingua franca has significantly impacted the Uzbek language, particularly in urban and educational contexts. Uzbek speakers increasingly incorporate English loanwords, especially in fields like business, education, and technology. This incorporation not only introduces new vocabulary but also creates linguistic bridges that facilitate communication and mutual understanding between the two cultures.

Today, most native English speakers find Old English nearly incomprehensible, despite Modern English having roots in it. For example, Old English grammar and sentence structure are more closely aligned with modern German. In the late 8th century, Norway and Denmark began raiding parts of Britain, but the main invasion came from the Anglo-Saxons, specifically a force known as the Great Heathen Army. In the early 10th century, these areas were reclaimed by the English under Edward the Elder. The Anglo-Saxons spoke a North Germanic language, and as they established new settlements, they frequently formed communities in these regions. There was significant interaction between Old English and Old Norse speakers. During the early 11th century, under the rule of Danish kings like Cnut, a form of diglossia developed, with the West Saxon dialect serving as the main literary language. Toward the end of Danish rule, the use of Norse began to decline, leading to a language shift and the gradual disappearance of Norse. This period also saw many people becoming bilingual. Only about 100-150 Old English words linked to governance and administration survive from this time, reflecting the influence of Scandinavian rule in the Danelaw.

Old English texts, primarily in the West Saxon dialect, were significantly influenced by developments in the Danelaw. Altogether, Modern English borrowed around 2,000 words from Old Norse. Many of these Norse loanwords are now common terms, including “anger,” “bag,” “both,” “hit,” “law,” “leg,” “same,” “skill,” “sky,” “take,” and “window,” as well as the pronoun “they.” Additionally, phrasal verbs and certain grammatical developments in English can be traced to this Norse influence.

In 1755, Samuel Johnson published the first comprehensive and authoritative English dictionary, *\*A Dictionary of the English Language\**, which played a major role in standardizing English spelling and word usage. Around this time, grammarians like Lowth, Murray, and Priestley also developed important grammar texts. The language evolved from Early Modern English into Late Modern English, which is sometimes referred to as Present-Day English, differing primarily in vocabulary. The Industrial Revolution contributed to a rapid increase in vocabulary during the Late Modern English period.

Today, around 400 million people speak English, primarily in two major varieties: British English and North American English. Additionally, with the rise of computers and online environments—such as chat rooms, social media, and various apps—English has emerged as a global lingua franca, bridging diverse cultures, customs, and traditions.

Over the past 1,200 years, English has undergone changes in both vowels and consonants, affecting pronunciation patterns such as “short” (e.g., “mat”, “met”, “bit”, “cot”) and “long” (e.g., “mate”, “bite”, “coat”). These changes also extend to shifts in word forms, numbers, and other linguistic elements.

Other phonetic developments in Modern English include homorganic lengthening, where consonant clusters like “ld”, “mb”, and “nd” cause vowel lengthening, as seen in words like “child”, “mind”, and “climb”. Pre-cluster shortening has also occurred, producing pairs like “child” vs. “children” and “keep” vs. “kept”, while trisyllabic laxing has led to alternations in vowel length in pairs such as “grateful” vs. “gratitude” and “divine” vs. “divinity”.

Recent changes have included the development of both rhotic and non-rhotic accents and a wide range of dialects across British, American, and Australian English. For example, changes in vowel pronunciation over time can be seen in words like “oak”, “boat”, “stone”, “heat”, “deep”, “ride”, “moon”, “mouse”, “man”, and “speak” from Old English through to Modern English.

Historically, the English declension system was similar to that of Latin, Greek, and modern German and Icelandic. Old English used different cases—nominative, accusative, dative, and genitive—and distinguished between singular, plural, and dual forms. During the Middle English period, however, the declension system simplified significantly.

### **Conclusion**

Though English and Uzbek evolved from distinct linguistic families, historical migrations, trade routes, and cultural exchanges have fostered certain linguistic connections. The Silk Road and modern globalization have introduced English loanwords into Uzbek, adding layers of complexity and mutual influence. While the structural and grammatical aspects differ substantially, examining their shared linguistic characteristics provides insights into broader human communication and the ways in which languages evolve through contact. Future linguistic studies might deepen our understanding of how languages like Uzbek and English, though distant, remain interconnected within the web of human history.

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## **THE IMPORTANCE OF LEARNING ENGLISH IN A GLOBALIZED WORLD**

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**Abstract:** In an increasingly interconnected world, learning English has become an indispensable skill. As globalization continues to shape global economies, cultures, and communication, English has established itself as the primary language for cross-border dialogue. It is the leading language in business, education, science, technology, and international diplomacy, enabling individuals and organizations to collaborate on a global scale. This article explores the reasons why learning English is essential in today's globalized world. It delves into how English facilitates communication between people from different cultures, opens up career opportunities, provides access to academic resources, and enhances cultural exchange. Moreover, it highlights how English is pivotal in navigating the digital world and fostering global cooperation. Ultimately, this article emphasizes that learning English is not just a matter of academic achievement, but a key tool for success in personal, academic, and professional domains in a globalized society.

**Keywords:** Globalization, English language, international communication, career opportunities, access to education, business, diplomacy, digital economy, cross-cultural understanding, global cooperation.

In the 21st century, the world is more connected than ever before. Globalization, which involves the integration of markets, cultures, and technologies, has made it possible for people from different parts of the world to interact and collaborate in ways that were once unimaginable. As a result, the demand for a common means of communication has become vital. English, with its status as the world's most widely spoken second language, has emerged as the dominant global lingua franca. In this article, we will examine the importance of learning English in today's world, highlighting its significance in multiple areas of life.

English has become the universal language for communication, transcending borders and cultures. It is the common language spoken by millions of people who do not share a native tongue. Whether in business meetings, academic conferences, or

international summits, English serves as the medium of exchange. For example, in multinational companies, English is used as the primary language for internal communication, making it an essential tool for employees to interact and collaborate. Similarly, international organizations such as the United Nations and the World Trade Organization use English to facilitate discussions and negotiations.

For individuals, learning English allows them to engage in meaningful interactions with people from different backgrounds, helping them broaden their horizons and participate in global conversations.

In today's competitive global job market, English proficiency is often a requirement for career advancement. Many of the world's top companies, especially those in industries such as technology, finance, and healthcare, require employees to have a good command of English. Being proficient in English opens doors to job opportunities not only in English-speaking countries but also in regions where international companies operate.

For example, multinational corporations like Google, Amazon, and Microsoft use English for communication between employees and with clients worldwide. Professionals who speak English have access to a broader range of positions, better salaries, and the ability to move up in their careers. Moreover, English is crucial for entrepreneurs who want to establish their businesses in international markets.

English plays a central role in global education. A significant proportion of the world's top universities, such as Harvard, Oxford, and MIT, use English as the primary language of instruction. As a result, proficiency in English is a prerequisite for students who wish to pursue higher education at these institutions. Additionally, many of the world's most prestigious academic journals, research papers, and textbooks are published in English, which means that a strong grasp of the language provides access to cutting-edge knowledge and advancements in various fields.

Students who are proficient in English can also participate in exchange programs, attend international conferences, and engage in collaborative research projects. This opens up a wealth of opportunities for academic growth and career development.

One of the greatest benefits of learning English is the opportunity it provides for cultural exchange. English is not only the language of business and education but also the primary language of global media and entertainment. Whether through movies, music, books, or online content, English allows individuals to experience and appreciate cultures from all over the world.

Moreover, English fosters international relationships and promotes mutual understanding. Through platforms such as social media, forums, and online communities, people from diverse backgrounds can share ideas, learn from one another, and engage in meaningful conversations. This exchange of ideas helps to build empathy, reduce cultural barriers, and promote global cooperation.

The digital revolution has created a new global economy, one that operates primarily in English. From programming languages to software documentation, most digital content is created and consumed in English. The internet is a vast resource of information, and much of it is in English. This is true not only for websites, but also for online courses, blogs, and instructional materials. English is also the dominant language of social media platforms like Facebook, Twitter, and LinkedIn.

For businesses and individuals looking to thrive in the digital world, understanding English is crucial. English enables people to engage with the latest technological trends, access online courses, and participate in global digital networks.

English is essential for international diplomacy and global cooperation. In organizations such as the United Nations, NATO, and the World Health Organization, English is the primary language for diplomatic negotiations, agreements, and crisis management. In times of global challenges, such as pandemics or environmental disasters, effective communication in English can facilitate international collaboration to address these issues.

Moreover, understanding English allows individuals to contribute to global discussions on important issues such as climate change, human rights, and international security. It empowers people to participate in and influence the policies that shape the world's future.

### **Conclusion**

In today's globalized world, English has become much more than just a second language — it is a key tool for success in personal, professional, and academic realms. Whether for career advancement, access to higher education, or global communication, English provides individuals with the skills and opportunities needed to thrive in an interconnected world. As global interactions continue to increase, learning English will only become more critical in fostering cross-cultural understanding, enabling digital literacy, and promoting international cooperation. Thus, mastering English is not only a practical necessity but also a gateway to a world of opportunities.

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## **IMPACT OF COMMUNICATIVE COMPETENCE AMONG PEOPLE DURING SPEECH.**

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**Abstract:** This article explores the significance of communicative competence in enhancing the effectiveness of spoken interactions across various social, academic, and professional settings. It delves into how communicative skills contribute to better understanding, cooperation, and problem-solving. By examining key components of communicative competence—linguistic, sociolinguistic, discourse, and strategic skills—the article demonstrates its essential role in developing clear, impactful speech and fostering interpersonal connections. Through a review of relevant research, this study underscores the necessity of communicative competence as a fundamental element in modern social interactions.

**Key words:** Communicative competence, interpersonal communication, linguistic skills, discourse competence, speech, effective communication.

### **INRODUCTION**

Communicative competence has become a crucial skill in today's interconnected world. Defined as the ability to effectively convey and interpret messages in social contexts, communicative competence goes beyond mere linguistic accuracy and encompasses skills for effective engagement in diverse communication scenarios. The ability to interact meaningfully depends on various elements, including grammatical understanding, sociolinguistic knowledge, discourse awareness, and strategic abilities, which together empower individuals to navigate and adapt to complex social interactions.

In speech contexts, communicative competence affects how well individuals are able to convey ideas, emotions, and information while being sensitive to the audience, purpose, and cultural norms of the communication setting. Research in linguistics and communication studies consistently emphasizes the impact of communicative

competence on social cohesion, professional success, and even mental well-being. This article examines the critical elements of communicative competence and its overall influence on individuals' effectiveness during speech, aiming to underline its value as an indispensable life skill.

### *Components of Communicative Competence*

Communicative competence consists of four core components: linguistic, sociolinguistic, discourse, and strategic competencies.

- Linguistic competence refers to an individual's mastery of language structure, such as vocabulary, grammar, and syntax. This foundational element allows for clarity and precision in spoken language, ensuring that the basic meaning of a message is conveyed accurately.
- Sociolinguistic competence entails understanding the social rules of language, including cultural norms, politeness strategies, and context-specific language usage. By being aware of these factors, speakers can adjust their language to fit formal, informal, or culturally sensitive contexts.
- Discourse competence involves the ability to link ideas coherently and cohesively. In speeches, it allows speakers to structure their thoughts effectively, making complex concepts more accessible and engaging for listeners.
- Strategic competence encompasses the use of verbal and non-verbal strategies to overcome communication barriers, such as paraphrasing, rephrasing, or using gestures. These strategies are vital when there are misunderstandings or when speakers encounter gaps in their linguistic or sociocultural knowledge.

### *Importance of Communicative Competence in Speech*

Effective speech delivery relies heavily on communicative competence. With strong linguistic and sociolinguistic skills, speakers can engage and connect with audiences by addressing their needs, cultural expectations, and emotional states. Moreover, discourse competence allows individuals to organize and express their ideas persuasively, which is particularly valuable in academic and professional settings where clarity and coherence are essential. Strategic competence further enables speakers to handle unexpected questions or challenges during presentations, reinforcing their confidence and adaptability.

### *The Influence of Communicative Competence on Interpersonal Relationships*

Communicative competence fosters meaningful relationships by facilitating open and respectful exchanges of ideas. Research shows that individuals with higher communicative competence are better equipped to manage interpersonal conflicts,

demonstrate empathy, and build trust with others. These skills are invaluable not only in personal interactions but also in workplace dynamics, where effective communication is key to teamwork, leadership, and productivity.

### *Communicative Competence in a Globalized Context*

As globalization increases intercultural interactions, the ability to communicate competently in diverse settings has become essential. Communicative competence enables speakers to interact smoothly with individuals from different cultural backgrounds, enhancing mutual understanding and reducing the risk of misunderstandings. Consequently, communicative competence is not just a linguistic asset but also a critical factor in promoting global awareness and cooperation.

When asked about the goal of a language course, learners might typically say that it is to teach the grammar and vocabulary of the language. However, if they were to reflect on their own goals as language learners, they would most likely express a desire to communicate effectively in the language. While it is often assumed that a language course aims solely to teach grammar and vocabulary, this should not be the case, especially in modern language teaching. In the past, I have been part of a course that followed this outdated approach, and the results were predictably poor. Fortunately, the focus of second language teaching has shifted from merely teaching grammar and vocabulary to equipping learners with the skills needed for effective communication. In linguistic terms, a language course should aim not only to develop "linguistic competence" but also to foster overall "communicative competence."

But what do these terms actually mean? "Communicative competence" is a concept introduced by Dell Hymes in 1966 as a response to Noam Chomsky's (1965) idea of "linguistic competence." Communicative competence refers to the intuitive, functional understanding of how to use language in various contexts. As Hymes puts it: "...a normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. They learn when to speak, when not to speak, and what to discuss with whom, when, where, and in what manner. In essence, a child becomes able to perform a range of speech acts, participate in speech events, and evaluate how others carry out these tasks" (Hymes 1972, 277).

Communicative language teaching emphasizes the development of language proficiency through interactions in meaningful contexts. This teaching approach offers authentic learning experiences that go beyond simply repeating and memorizing grammatical structures in isolation. At the heart of communicative language teaching is the notion of communicative competence: the learner's ability to

understand and use language in a manner that is appropriate for real-world social and academic settings, rather than merely in artificial or simulated scenarios.

In other words, a language user needs to employ language not only accurately (reflecting linguistic competence) but also suitably for the context (reflecting communicative competence). This approach doesn't downplay the importance of understanding a language's grammatical rules; rather, it is one of the four essential components of communicative competence: linguistic, sociolinguistic, discourse, and strategic competence.

Linguistic competence refers to knowledge of the language's structure, including its grammar, vocabulary, and conventions for writing (like script and spelling). This component includes phonetics (sounds and their pronunciation), phonology (sound interactions and patterns), morphology (how words are formed through inflection or derivation), syntax (rules for combining words into sentences), and semantics (how meaning is conveyed).

Sociolinguistic competence is the understanding of sociocultural norms, meaning the ability to use and respond to language appropriately based on the context, topic, and relationships between those communicating. This competence involves understanding cultural taboos, politeness indicators, politically correct language, and expressions of attitude, such as authority, friendliness, or irony.

Discourse competence is the skill of producing and understanding texts in both spoken and written forms. It involves organizing language structures into cohesive and coherent texts suitable for different types of communication, like conversations, speeches, poetry, emails, or articles.

Strategic competence is the skill of recognizing and addressing communication breakdowns before, during, or after they happen. For example, if a speaker doesn't know a word, they may paraphrase or ask for clarification. Strategic competence also involves managing communication despite noise or interruptions and includes strategies such as asking for repetition or clarification, using gestures, or taking turns in conversation.

These four aspects of communicative competence are fundamental in foreign language instruction, and modern language teaching methods generally integrate them. Immersing language learners in the culture of a country where the target language is spoken often enhances these skills.

### **Conclusion**

Communicative competence is a fundamental skill that significantly impacts individuals' ability to communicate effectively in spoken interactions. By integrating linguistic, sociolinguistic, discourse, and strategic skills, communicative competence enables people to convey ideas clearly, engage with others meaningfully, and adapt to various social and cultural contexts. As a result, communicative competence plays a vital role in professional success, personal relationships, and intercultural understanding. Given its far-reaching impact, it is essential for individuals to develop their communicative competence to navigate today's complex communication landscape successfully.

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## **O'QUVCHILARNING BILIMINI BAHOLASHDA XALQARO BAHOLASH DASTURLARI**

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**Annotatsiya:** Ta'lim rivojlanishining hozirgi bosqichi uning sifatiga qo'yiladigan talablarning ortishi bilan tavsiflanadi, bu esa o'qitishning yangi texnologiyalarini, shuningdek, ta'lim yutuqlarini nazorat qilish va baholashning tegishli shakllarini izlash zarurligini oldindan belgilab berdi. Maqola bilimlarni baholashning reyting tizimini joriy etishning o'ziga xos xususiyatlari va uning universitet o'quvchilarining motivatsiyasini kuchaytirish va o'quvchilarni tayyorlash sifatini oshirish orqali ularning faoliyatiga ta'siriga bag'ishlangan. Baholash texnologiyasi ta'lim jarayonini tashkil etuvchi va uning samaradorligiga ta'sir etuvchi tizim sifatida taqdim etiladi.

**Kalit so'zlar:** ta'lim sifati, o'quv natijasi, baholash, nazorat, reyting tizimi.

**Abstract:** The current stage of education development is characterized by increased requirements for its quality, which predetermined the need to search for new teaching technologies, as well as appropriate forms of monitoring and evaluation of educational achievements. The article is devoted to the specific features of the introduction of the rating system of knowledge assessment and its impact on the work of university students by increasing their motivation and improving the quality of their training. Assessment technology is presented as a system that organizes the educational process and affects its effectiveness.

**Key words:** quality of education, educational result, assessment, control, rating system.

### **KIRISH**

O'quvchilarni tayyorlash sifati ta'limning asosiy xususiyati bo'lib, uning natijalari va o'quv jarayonlari ish beruvchilar, hamkorlar, ilmiy hamjamiyat va davlat organlari

tomonidan taqdim etilgan iste'molchilarning talablariga javob berishini anglatadi. Ushbu kontseptsiya ta'lim tashkiloti va ta'lim tizimining barcha faoliyati turlarini, ya'ni ta'lim dasturlarini qamrab olishni nazarda tutadi

Sifat - bu o'ziga xos xususiyatlar to'plamining talablarga muvofiqlik darajasi<sup>1</sup>

"O'zbekiston Respublikasida ta'lim to'g'risida" gi qonunning 2-moddasiga binoan, "ta'lim sifati - bu o'quv faoliyati va o'quvchilarni tayyorlashning har tomonlama tavsifi bo'lib, ularning davlat ta'lim standartlariga, ta'lim standartlariga, davlat talablari va (yoki) manfaatlarini ko'zlab ta'lim faoliyati olib boriladigan jismoniy yoki yuridik shaxsning ehtiyojlari, shu jumladan ta'lim dasturining rejalashtirilgan natijalariga erishish darajasidir.

Shunday qilib, ta'lim sifatini baholash bir tomondan bilim, ko'nikma, ko'nikma va malaka darajasini baholashni va ikkinchi tomondan ta'lim jarayoni sifatini baholashni o'z ichiga oladi.

Ta'lim sifatini baholashning maqsadlari:

- ta'lim yutuqlari darajasini aniqlash;
- o'quvchilar ega bo'lgan bilim va ko'nikmalarning kuchli va zaif tomonlarini aniqlash;
- o'quvchilarning ayrim guruhlarida ta'lim yutuqlari bilan bog'liq muammolarni aniqlash;
- o'quvchilarning o'quv yutuqlarini monitoring qilish. Bunday holda, umumiy qabul qilingan mezonlar va qoidalarga asoslangan ketma-ket jarayonlarni o'z ichiga olgan o'quvchilarning bilim darajasini baholash muhim ahamiyatga ega.

### **Adabiyotlar tahlili va metodologiya**

An'anaviy usuldan farqli o'laroq, reyting tizimi ma'lum vaqt oralig'ida o'quvchining fan bo'yicha olgan baholarini qo'shishni o'z ichiga oladi. O'quv faoliyatini baholashning reyting tizimining mohiyati o'quvchini o'quv faoliyati sub'ekti sifatida shakllantirishdan iborat, boshqacha qilib aytganda, o'quvchi o'z ishining maqsadini, rejasini mustaqil ravishda aniqlay oladigan rivojlanish darajasiga erishadi. va agar kerak bo'lsa, uning harakatlarini maqsadga muvofiq ravishda to'g'rilash. Shu munosabat bilan, bunday baholash tizimi sharoitida o'qituvchi va o'quvchi o'rtasida sub'ekt-sub'ekt munosabatlari shakllanadi. Reyting texnologiyasi rag'batlantiruvchi omillar majmuasiga, xususan, o'quvchilarning haqiqiy natijalariga muvofiq natijalarni muntazam ravishda belgilashga asoslanadi.

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<sup>1</sup> Budaev V.D. O'quvchilar bilimini baholashning ball-reyting tizimiga o'tishdagi qiyinchiliklar haqida // Universum: Gertsen universitetining xabarnomasi. 2020. No 10. P.51–54. 2. GOST R ISO 9000–2021

Bundan tashqari, ushbu texnologiyadan foydalanish vazifalarni umumiy madaniy va kasbiy kompetensiyalarni aks ettiradigan tarzda tanlashni nazarda tutadi. Fanni o'rganish sifati semestr davomida taqsimlangan bosqichlarni yoki tadbirlarni aniqlash orqali aniqlanadi. Oraliq nazorat fan bo'yicha barcha nazorat faoliyati natijalarini o'z ichiga olgan yakuniy reyting, joriy nazorat fan bo'yicha joriy reyting asosida amalga oshiriladi.<sup>2</sup>

Nazorat tadbirini o'tkazish va o'qituvchi tomonidan baho qo'yishda joriy reyting qayta hisoblab chiqiladi. Shunday qilib, o'quvchining reytingi semestr davomidagi har bir nazorat tadbirining yutuqlarini umumlashtiradi. Ushbu yondashuv o'quvchiga semestr davomida dam olishga imkon bermaydi, o'qishga tayyorgarlikni sessiyagacha qoldiradi. Shunday qilib, o'quvchi reytingini tuzishda o'qituvchi tomonidan semestr davomida o'tkazilgan har bir nazorat tadbiri natijalari hisobga olinadi. Reyting tizimini joriy etishning zaruriy sharti o'quvchilarni zarur o'quv-metodik adabiyotlar bilan ta'minlash, ma'lum darslarni qoldirgan o'quvchilarga ular ustida ishlash va tegishli reyting ballarini olish imkonini beruvchi o'quv-uslubiy materiallar to'plamidan foydalanish hisoblanadi

Reyting tizimi, albatta, o'qituvchi mehnatini faollashtiradi. Endi o'qituvchi semestr boshlanishidan oldin nafaqat kursning tuzilishini, balki o'quvchiga taklif qilinadigan barcha topshiriqlar to'plamini ham aniq o'ylab ko'rishi, test materiallari to'plamini ishlab chiqishi va hokazo.

Reytingni baholash tizimida yetakchi o'rinni nazorat egallaydi, bunda o'quvchini barcha turdagi darslar bo'yicha o'quv rejasiga muvofiq barcha fanlar bo'yicha yakuniy attestatsiyadan o'tkazish, unga tayyorgarlik darajasiga qarab reyting balli qo'yish kiradi.

Reyting tizimidan foydalanishning afzalligi uning axborot ochiqligi va shaffofligini ta'minlashdan iborat bo'lib, bu o'quvchilarga o'z yutuqlarini sinfdoshlarining yutuqlari bilan solishtirish imkonini beradi, ularga qo'shimcha motivatsiya beradi. Bundan tashqari, o'quv faoliyatini baholashning reyting tizimi o'quvchilarga o'quv jarayoni davomida o'z reytingini kuzatish imkonini beradi, bu ta'lim dasturi bo'yicha hisoblangan universitetdagi barcha turdagi o'quv faoliyati natijalarining yaxlit bahosini ifodalaydi. O'quvchining fan bo'yicha semestrda ishining natijasi yakuniy reyting bo'lib, u berilgan mezon bo'yicha bahoga aylantiriladi.<sup>3</sup>

<sup>2</sup> "Sifatni boshqarish tizimlari. Asoslar va lug'at." - M: FDU "Standardinform", 2021 yil.

<sup>3</sup> Noxrina N. N., Lapko, T. M. O'quvchilarning ta'lim natijalarini monitoring qilish uchun reyting tizimlarining o'ziga xos xususiyatlari // SUSU byulleteni. Seriya: Ta'lim, sog'liqni saqlash, jismoniy tarbiya. 2022 yil. 9-son (64). 116-122-betlar.

### **Muhokama va natijalar**

O'quvchilar faoliyatini baholashning reyting tizimidan foydalanish bilim va ko'nikmalarni tizimli nazorat qilish tamoyilini amalga oshirish imkonini beradi. O'quvchilarning o'quv yutuqlarini nazorat qilish va baholash o'quv jarayonining muhim elementi bo'lib, butun semestr va butun o'quv yili davomida tizimli ravishda amalga oshirilishi lozim. Shu maqsadda alohida fanlar bo'yicha o'quvchilarning guruh va kurs bo'yicha reytinglari, o'quvchining semestr ichidagi reytingi, semestr yakuni va istalgan davr uchun reytingi aniqlanadi.

O'quv jarayonining rivojlanishi va o'qitish texnologiyalarining modernizatsiyasi o'quvchilar bilimni baholash tizimiga yangi yondashuvlarni izlash va qo'llash zarurligini belgilaydi.

Ta'limni rivojlantirishning zamonaviy sharoitida, xususan, uni demokratlashtirish, bu erda o'quvchining o'quv faoliyatini o'z-o'zini tashkil etish tamoyillaridan biri bo'lsa, o'quvchi o'z yutuqlari darajasini mustaqil ravishda nazorat qila oladigan o'quv jarayonining faol ishtirokchisiga aylanadi. Ta'lim dasturini o'zlashtirish natijalarini kuzatish uchun maqsadlarga erishish jarayoni dinamikasini kuzatish va baholash imkonini beruvchi vositalar kerak. Tizimli nazorat yordamida o'quvchilar bilan uzluksiz va ishonchli fikr almashish ta'minlanadi, bu esa o'quv jarayonini tartibga solish bo'yicha o'z vaqtida chora-tadbirlar ko'rish uchun sharoit yaratadi.<sup>4</sup>

### **Xulosa**

O'quvchilarni baholash ta'lim sifatini baholash tizimining eng muhim elementlaridan biri bo'lib, u ta'lim tashkilotiga o'qitish samaradorligi to'g'risida tezkor ma'lumot olish imkonini beradi. Uning natijalari o'quvchining o'qishga bo'lgan motivatsiyasiga va keyingi ishiga sezilarli ta'sir ko'rsatadi. O'quv fanlarini o'rganish sifatini baholash usullaridan biri bu reyting tizimidir. Ingliz tilidan tarjima qilingan reyting "baholash", "baholash" degan ma'noni anglatadi.

Reyting tizimi - bu fanni o'rganish jarayonida o'quvchilar tomonidan bajariladigan barcha turdagi o'quv faoliyati qayd etilishi, tekshirilishi va baholanishi kerak bo'lgan nazorat tizimi; maqsadli vazifasi mutaxassislar tayyorlash sifatini oshirishdan iborat bo'lib, aniq vazifa esa ta'lim natijalarini baholashning ob'ektivligi, ishonchliligi va informativligini ta'minlashdan iborat.

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<sup>4</sup> Chelmakina L. A., Seskina E. N. O'zbekiston universitetlarining global ta'lim makoniga integratsiyalashuvi muammolari // Ta'lim integratsiyasi. 2023 yil. 4-son (73). 52–56-betlar.

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## **WAYS OF IMPROVING THE LANGUAGE LEARNING COMPETENCE OF STUDENTS.**

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***Abstract.*** *The development of language learning competence is critical for students to thrive in an increasingly interconnected and globalized world. This article explores various effective strategies to enhance students' proficiency in acquiring and using new languages. Emphasis is placed on interactive teaching methods, integrating technology such as language learning apps and virtual classrooms, and promoting a learner-centered approach to foster engagement and motivation. The role of cultural immersion, peer collaboration, and personalized feedback is also examined in supporting linguistic and communicative abilities. Additionally, the article discusses the importance of developing metacognitive strategies to help students become more autonomous learners. By adopting these innovative and evidence-based practices, educators can create dynamic learning environments that facilitate deeper linguistic competence and cross-cultural understanding. This article aims to provide actionable insights for educators, researchers, and policymakers committed to improving language education outcomes.*

***Key words.*** *Language learning competence, language proficiency, student engagement, interactive teaching methods, technology in language learning, learner-centered approach, cultural immersion, peer collaboration, personalized feedback, metacognitive strategies, autonomous learning, language education, cross-cultural communication, educational innovation.*

The diversity of views and opinions on this issue does not allow creating a unified systemic conceptual model of this problem. Of course, the understanding of psychological competence is defined as an analysis of various aspects of human

activity, so we want to address this problem by the example of studying the activities of a teacher. Professional pedagogical activity of a teacher is carried out on the basis of the "teacher-student" interaction, in the process of which educational, pedagogical, correctional, developmental and formative goals are realized. Therefore, when studying the professional and psychological competence of a teacher, it is advisable to pay attention, first of all, to communicative competence.

It should be noted that, in modern psychology, there are several approaches to the study of communicative competence, conditions and factors of its formation. For example, representatives of the behavioral direction define communicative competence by the fact that a person has the skills to demonstrate appropriate behavior in certain situations, rationally assess the situation and act accordingly.

In psychological science, supporters of cognitive psychology believe that communicative competence is formed in direct proportion to the cognitive level of the subject, his knowledge in the field of human psychology, as well as social thinking, imagination and perception. Representatives of humanistic psychology emphasize the peculiarities of the human value system and emphasize that communicative competence depends, first of all, on the sincerity, openness of the interlocutors, the acquisition of communication skills that allow the personality to develop. It is aimed at improving the psychological well-being of a person through the use of various positive psychological practices. Some representatives of modern psychology consider communication as a place for approbation, testing and presentation of subjective models of personal behavior management in the process of activity. At the same time, it should be noted that communicative competence is manifested in the development of subjective control skills, the formation of a positive form of worldview, the desire for success, the formation of attitudes, the ability to purposefully conduct relationships. The internal psychological well-being of the person and the well-being of the dog are seen as a guarantee of communicative competence. Communicative competence is associated with the correct understanding of human behavior by others. The fact that the content of human behavior is transmitted to others in the process of communication makes a person feel like a subject of social partnership. Ultimately, a high level of communicative competence ensures success in society, which in turn affects the level of a person's self-esteem. A low level of communicative competence leads to the appearance of such as stress, anxiety, fear.

The current condition of high education in Uzbekistan has been analyzed by using “mathematical modeling”, “eco-mathematical”, “eco-statistic” methods. Statistics are made by the help of official statistic sites of Uzbekistan.

Communicative competence is manifested in the support of communication and respect for one's “I”. Psychological support, encouragement and support of the student as a communicative partner in the teacher's professional activity is one of the important factors of pedagogical success in the classroom and outside the classroom. It should be noted that serious attention should be paid to ensuring the effectiveness of practical exercises aimed at the formation of communicative competence in educational institutions specializing in training, retraining and advanced training. Pedagogical practice has shown that in the process of work, teachers are faced with communication problems of the following nature:

- difficulties in the formation of behavioral goals and attitudes of swimmers in the organization of spiritual and educational activities;
- insufficient social and perceptual skills and competencies;
- lack of development of the ability to quickly adapt to various situations that arise in the process of pedagogical dialogue;
- the person has problems controlling his communicative behavior;
- lack of competence to solve problems in conflict situations;
- lack of cognitive skills in teaching swimming.

Another important component of the general structure of professional psychological competence in pedagogical activity is social competence, since a modern teacher not only conveys knowledge and information, but also acts as an intermediary between a developing individual and society. makes the purposefulness of the relationship "child-society" depends on how competent and effective the teacher is in life.

The main functions of social competence include concepts such as adaptation, social orientation, and the integration of personal and social experiences. The level of social competence of a person is important in the process of communication and activity. At the same time, according to the results of studies carried out by psychologists, the formation of the level of social competence in people in the process of adaptation of citizens to the new social conditions of globalization plays a special role. Environmental, political, ideological, social. These changes not only determine the development of social thinking, but also affect people's self-awareness, life values and personal problems. This puts before the psychological science the task of creating programs aimed at increasing the level of a person's competence in solving problems

related to socialization. In our opinion, this task is associated not only with him, but also with the activities of teachers who are responsible for the formation of a versatile person in their students.

Social competence is one of the most important forms of psychological competence studied in modern psychology. It reflects the creative characteristics of a person as a subject of social interaction. The mechanisms of formation of competent social behavior of the subject, tendencies of manifestation, motivation, interest in the content are characterized, first of all, by the influence of the nature of the interaction "person-society" on social development. Since competence is a specific structural characteristic of a person, psychologists emphasize another component of this structure - autocompetence.

In modern psychology, autocompetence is a category that determines the subject's readiness to purposefully change personality traits and behavioral skills, to reasonably use the resources of his mental abilities and be able to do so.

Autocompetence includes new knowledge, information, effective communication of information, a high level of self-control skills and abilities, independent formation of willpower to achieve success. At the same time, in the process of life of an individual x, in the case of an extreme, unpredictable x, internal x of the penis, the modification of the penis is a comfortable, acceptable situation, the ability to create conditions x, am is an example of autocompetence.

Thus, autocompetence is a quality of a person, which is formed at certain periods of a person's life and allows you to work effectively with a specific type of activity. The results of the analysis of psychological competence show that this is a complex psychological structure, consisting of a system and interdependent properties. The concept of psychological competence refers to professional and personal qualities that help a person to positively solve problems that may arise in his professional activity and life.

The psychological competence of a teacher has semantic and technological features and develops in the process of transferring information in various specialties and specialties<sup>1</sup>. The problem of developing a person's psychological competence is analyzed from different points of view in psychology (cause and effect; directions and trends in the development of competence in achieving professional skills; the relationship between internal and external conditions for achieving high competence; criteria and measurements of psychological competence). Studies have shown that the

psychological readiness of the teacher to form competence, as well as the long-term content of the present, lead to faster and more effective compilation.

In conclusion, care should be taken to ensure that students and teachers are prepared for competence. From a psychological point of view, motivational, emotional, moral, cognitive and moral levels of training are distinguished. The activation of preparation occurs only when these levels of interdependence are understood by the individual as a whole. Psychological training can be described as a complex dynamic structure that includes the following features:

- understanding of individual needs and requirements, professional tasks specific to the subject of pedagogical activity;
- understanding the goals of developing competencies;
- operating conditions, assessment and understanding of the experience of performing a specific task, feedback;
- analysis of personal experience and the search for the most suitable methods and tools to fulfill the tasks assigned to them within the framework of psychological capabilities, self-control. Internal and external conditions include:
  - novelty, relevance, creativity, content, level of complexity of educational tasks;
  - behavioral characteristics of others;
  - features of the system of active support, support for actions and results, incentives;
  - the level of aspiration and motivation for success;
  - take into account the readiness and psychological capabilities of the subject, as well as the necessary willpower;
  - the ability to create a positive psychological climate, environment and support at different stages of work to improve their competence.

Many opinions were expressed that the development of professional psychological competence depends not only on the volume, volume and quantity of psychological knowledge, skills and abilities, but also on the desire of the subject to accept and implement a competent model of professional behavior. In this case, the character of a specific individual subject, the direction of values, a way of thinking, worldview, beliefs, ideals, self-esteem, self-awareness, motivation for competence play an important role.

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