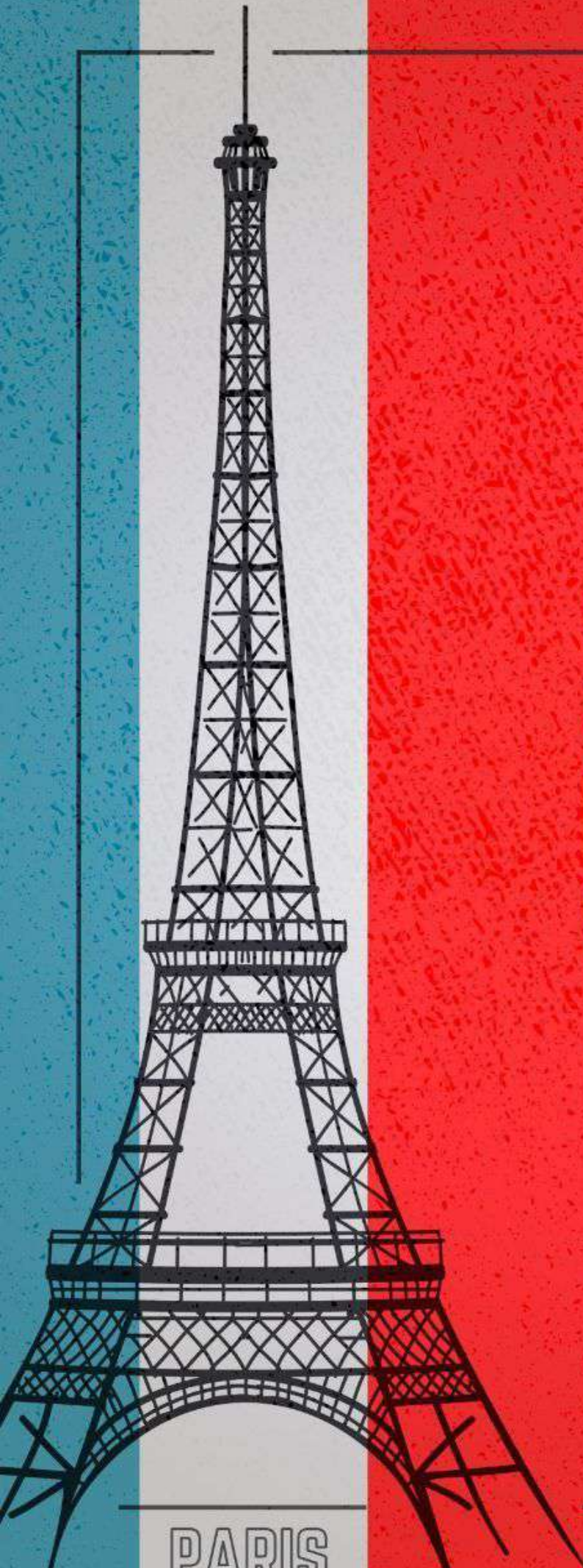




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AROUSING STUDENTS' INTEREST IN ART THROUGH CREATIVE ACTIVITIES

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Annotation

This article provides a comprehensive analysis of the pedagogical, psychological and methodological importance of creative activities in the effective organization of fine arts classes in secondary general education institutions. The role of creative activities in the formation of students' aesthetic perception, artistic taste, imagination and creative thinking is covered in a scientifically and theoretically grounded manner. The study explores the potential of interactive methods, game technologies, an integrative approach and digital tools in art education. The article presents extended scientific conclusions on the role of creative activities in arousing students' sustainable interest in art, enhancing motivation and developing creative activity.

Keywords: creative activities, interest in art, creativity, fine arts, motivation, aesthetic perception, pedagogical technology.

INTRODUCTION

The globalization of the 21st century, the rapid development of the digital economy, and the processes of intercultural integration pose an urgent task for education to develop a person's creative thinking, independent decision-making ability, and aesthetic consciousness. Fine arts is considered a complex discipline that serves not only to master drawing skills, but also to form artistic taste, aesthetic perception, compositional thinking, creativity, and cultural awareness in students.

The role of creative activities in the educational process is especially important, because they transform the student from a passive learner into an active creative person. Psychologists (Vygotsky, 1978; Gardner, 1999) state that in the process of creativity, the student reveals his hidden abilities, generates knowledge through personal experience, and strives to express himself freely.

In our country, reforms such as the modernization of fine arts education, the introduction of creative pedagogy principles, and the implementation of the STEAM approach are further increasing the importance of creative activities. Therefore, the scientific analysis of creative activities and the determination of their impact on student interest are an urgent issue in pedagogical theory and practice.

Theoretical and pedagogical foundations of creative activities

Researchers interpret creative activities as a synthesis of the principles of activity-based learning, free search methods, person-centered education, and constructivism.

Pedagogical theoretical foundations. The principle of constructivism (Piaget, Bruner): The student forms knowledge not in a ready-made form, but independently in the process of creative activity. In fine arts activities, this principle is manifested through experimentation with colors, the process of finding forms, and compositional research. **Activity-oriented education:** The student creates new knowledge through his or her own activities. In art lessons, creative tasks, projects, and visual experiments ensure the student's personal activity.

Person-centered approach: The temperament, interest, and level of imagination of each student are taken into account. Creative activities create the most favorable opportunity for an individual approach.

Psychological foundations. Psychologists (Vygotsky, Leontiev) associate creative thinking with the following mental processes:

- imagination
- emotion
- perception
- memory
- divergent thinking

Creative activities are considered a universal tool that simultaneously activates these processes.

Fundamentals of aesthetic education. Art education forms the following aesthetic qualities in the student:

- color sensitivity
- perception of form and proportion
- understanding of beauty
- artistic depiction of real life

Creative activities are a natural and most effective form of aesthetic education.

The role of creative activities in students' interest in art. Interest in art is formed in the context of a combination of stable motivation, emotional state and practical activity.

Creative activities naturally stimulate this process.

Natural formation of interest. As the student creates a picture with his own hands, his internal motivation for art increases. The practical result encourages the student to new research.

Emotional-motivational impact. Working with colors, the structure of paint, the appearance of form evoke positive emotions such as joy, surprise, satisfaction in the student.

Development of aesthetic thinking. Analyzing works of art, thinking about one's own work, choosing colors - all this develops aesthetic consciousness.

Independence and free thinking. In creative activities, each student finds his own style. This forms the skills of free thinking and independent decision-making.

Increase self-confidence. Each creative work is a small achievement. As the student's work is recognized, his interest in art is further strengthened.

Methods of organizing creative activities. To effectively organize creative activities, the teacher must use a number of methods and technologies.

Interactive methods

“Brainstorming”

“Ladder-staircase”

“Gallery walk”

“Creative group projects”

“Color psychology” experiments

Interactive methods increase the creative activity of students, encourage free thinking.

Problem-based exercises

Students are given the following tasks:

- independently choose a color combination
- create an image appropriate to the topic
- find compositional solutions. This method requires research, experimentation, and creative decision-making.

Integrated lessons

Art:

- with music — harmony of rhythm and movement
- with literature — interpretation of images
- with history — depiction of cultural heritage
- with technology — design principles

Integration forms a comprehensive approach to art in students.

Digital technologies. In modern art education, digital tools create a wide range of opportunities: graphic tablets, Tinkercad, Sketchbook, Procreate programs, 3D modeling, creating images using artificial intelligence

Digital technologies are in line with the interests of young people and increase the motivation of the lesson. Game technologies: the game “World of Colors”, the competition “Create an Image”, “Fantasy Exercises”. Games based on the principles of creative pedagogy enhance creative activity in students.

Conditions for increasing the effectiveness of creative activities

In order for creative activities to yield high results, the following conditions must be met:

1. The lesson should be held in an emotionally positive atmosphere
2. Taking into account the abilities of students
3. Sufficient availability of practical tools
4. Artistic skills and methodological training of the teacher
5. Creative forms of encouragement
6. Organizing regular exhibitions of students' creative works
7. Supporting the student's individual style

These conditions strengthen creative activities as an effective pedagogical mechanism for arousing interest in art.

Conclusion. Creative activities not only develop the student's drawing skills, but also play a significant role in his personal, aesthetic and intellectual development. As analyzed in the article, creative activities:

- arouse a stable interest in art
- cultivate the student's creative thinking
- form aesthetic perception and artistic taste
- develop independent thinking
- reveal the creative potential of the individual

Therefore, the widespread use of creative activities in fine arts lessons is one of the most important factors increasing the effectiveness of education. Through them, students develop a love for art, artistic and aesthetic consciousness is formed, and a culture of creativity is developed.

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**PSYCHOLOGICAL AND PEDAGOGICAL FACTORS IN DEVELOPING
STUDENTS' INTELLECTUAL COMPETENCIES IN THE CONTEXT OF
DIGITAL EDUCATION**

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ANNOTATION

This article provides a comprehensive analysis of the psychological and pedagogical factors that influence the development of students' intellectual competencies in the context of rapidly expanding digital education. The modern digital environment enhances learners' cognitive processes, supports autonomous learning, strengthens critical and analytical thinking, promotes creativity, and improves the ability to make effective decisions in problem-based situations. At the same time, excessive or improperly structured use of digital technologies may lead to cognitive overload, reduced attention span, and a decline in academic motivation.

The study explores key psychological determinants—perception, memory, thinking, metacognitive skills, cognitive flexibility—and core pedagogical factors such as digital instructional models, teachers' digital competence, motivational strategies, and interactive methods of teaching. The findings reveal that digital education has significant potential to foster students' intellectual growth; however, it requires scientifically grounded pedagogical approaches to ensure high levels of learning effectiveness.

Keywords: digital education, intellectual competencies, psychological factors, pedagogical factors, cognitive processes, metacognition, digital pedagogy, motivation, innovative teaching methods, creative and critical thinking.

**RAQAMLI TA'LIM SHAROITIDA O'QUVCHILARNING INTELLEKTUAL
KOMPETENSIYALARINI SHAKLLANTIRISHNING PSIXOLOGIK-
PEDAGOGIK OMILLARI**
OLTIBOYEVA KAMOLA SHAROFJON QIZI,
TERMIZ IQTISODIYOT VA SERVIS UNIVERSITETI
BOSHLANG'ICH TA'LIM METODIKASI KAFEDRASI O'QITUVCHISI

ANNOTATSIYA

Ushbu maqolada raqamli ta'limning jadal rivojlanishi sharoitida o'quvchilarning intellektual kompetensiyalarini shakllantirishga ta'sir etuvchi psixologik va pedagogik omillar har tomonlama tahlil qilinadi. Zamonaviy raqamli muhit o'quvchi shaxsining bilish jarayonlarini kengaytirish, o'z-o'zini rivojlantirish, mustaqil fikrlash, muammoli vaziyatlarda to'g'ri qaror qabul qilish va kreativ yondashuvni shakllantirish imkonini beradi. Shu bilan birga, raqamli texnologiyalardan noto'g'ri yoki me'yoridan ortiq foydalanish kognitiv charchoq, diqqatning tarqoqlashuvi, motivatsiyaning pasayishi kabi salbiy oqibatlarga ham olib kelishi mumkin. Maqolada o'quvchilarning intellektual rivojlanishiga ta'sir ko'rsatuvchi psixologik omillar – idrok, xotira, tafakkur, metakognitiv ko'nikmalar, kognitiv moslashuvchanlik hamda pedagogik omillar – o'quv jarayonini tashkil etish texnologiyalari, o'qituvchining raqamli kompetensiyasi, motivatsion yondashuv va interaktiv metodlar asosida keng qamrovli ilmiy yoritilgan. Tadqiqot natijalari raqamli ta'lim o'quvchi shaxsining intellektual salohiyatini oshirishda ulkan imkoniyatlar yaratishini, shu bilan birga, aniq pedagogik yondashuvlar bilan boshqarilsa, ta'lim samaradorligi sezilarli darajada oshishini ko'rsatadi.

Kalit so'zlar: raqamli ta'lim, intellektual kompetensiya, psixologik omillar, pedagogik omillar, kognitiv jarayonlar, metakognitiv ko'nikmalar, raqamli pedagogika, motivatsiya, innovatsion metodlar, kreativ fikrlash.

**ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ ФАКТОРЫ ФОРМИРОВАНИЯ
ИНТЕЛЛЕКТУАЛЬНЫХ КОМПЕТЕНЦИЙ УЧАЩИХСЯ В УСЛОВИЯХ
ЦИФРОВОГО ОБРАЗОВАНИЯ**
ОЛТИБОЕВА КАМОЛА ШАРОФЖОН КИЗИ,
**ПРЕПОДАВАТЕЛЬ КАФЕДРЫ МЕТОДИКИ НАЧАЛЬНОГО
ОБУЧЕНИЯ**
ТЕРМЕЗСКОГО УНИВЕРСИТЕТА ЭКОНОМИКИ И СЕРВИСА

АННОТАЦИЯ

В данной статье всесторонне анализируются психологические и педагогические факторы, влияющие на формирование интеллектуальных компетенций учащихся в условиях стремительного развития цифрового образования. Современная цифровая среда расширяет возможности учащихся в сфере познавательной деятельности, способствует развитию самостоятельного мышления, навыков поиска информации, критического анализа, креативного подхода и эффективного решения проблемных ситуаций. Одновременно чрезмерное или некорректное использование цифровых технологий может

вызывать когнитивную усталость, снижение концентрации внимания и падение учебной мотивации. В исследовании подробно рассматриваются важнейшие психологические аспекты интеллектуального развития – восприятие, память, мышление, метакогнитивные навыки, когнитивная гибкость, а также педагогические факторы – организационные модели цифрового обучения, профессиональная цифровая компетентность педагога, мотивирующие стратегии и интерактивные методы работы. Полученные выводы показывают, что цифровое образование обладает мощным потенциалом в развитии интеллектуальных способностей учащихся, однако для достижения высокой эффективности требуется комплексный и научно обоснованный педагогический подход.

Ключевые слова: цифровое образование, интеллектуальные компетенции, психологические факторы, педагогические факторы, когнитивные процессы, метакогнитивные навыки, цифровая педагогика, мотивация, инновационные методы, критическое мышление.

INTRODUCTION

The rapid transformation of the global educational landscape under the influence of digitalization has brought about profound changes in the ways students acquire, process, and apply knowledge. Digital education—encompassing online learning platforms, interactive virtual environments, artificial intelligence–based tools, and multimedia resources—has become not merely an auxiliary component of the learning process, but a fundamental driver of pedagogical innovation. As a result, the concept of intellectual competence, traditionally associated with cognitive development, analytical reasoning, and problem-solving skills, has gained new dimensions and urgency in modern educational discourse. Today, intellectual competence is understood as a multifaceted system that includes critical and creative thinking, metacognitive awareness, information literacy, cognitive flexibility, and the ability to independently regulate one’s learning activities within digital environments. The shift toward digital forms of learning requires a reassessment of the psychological mechanisms that shape students’ intellectual development. Advances in cognitive psychology demonstrate that intellectual growth in digital contexts is influenced by the dynamics of attention, memory, perception, and metacognition, all of which function differently when learners interact with multimedia content. Digital learning environments offer increased access to information and opportunities for self-paced exploration, yet they also present cognitive challenges, such as information overload, distraction, and reduced deep-processing of knowledge. Understanding how these

mechanisms operate in digital learning settings is essential for constructing a scientific foundation upon which to develop effective pedagogical strategies. From a pedagogical perspective, the development of intellectual competencies in digital education depends heavily on the instructional design models adopted by teachers, their digital literacy, their ability to integrate technology meaningfully, and their capacity to foster cognitive engagement. Digital pedagogy emphasizes interactive learning, learner autonomy, and problem-based tasks that encourage higher-order thinking. Nevertheless, the effectiveness of digital education varies widely, depending on how well psychological needs—such as intrinsic motivation, emotional comfort, and cognitive readiness—are addressed through pedagogical design. The teacher’s role is increasingly shifting from a transmitter of knowledge to a facilitator, mentor, and designer of enriched learning experiences that stimulate students’ intellectual potential. Furthermore, the global transition toward hybrid and online learning formats has intensified scholarly interest in identifying the specific psychological and pedagogical factors that either enhance or hinder intellectual development. Studies indicate that well-structured digital learning environments can significantly strengthen students’ intellectual abilities, particularly when instruction is personalized, feedback-driven, and built upon metacognitive strategies. At the same time, insufficient guidance, lack of digital competency among teachers, or poorly organized digital content can impede intellectual growth and decrease academic performance. Therefore, comprehensive research into these factors is essential for improving the quality of education and ensuring that digital transformation contributes to sustainable intellectual development.

Given these considerations, the present study seeks to analyze the core psychological and pedagogical determinants of intellectual competence formation among students in the context of digital education. By examining cognitive processes, motivational constructs, pedagogical technologies, and instructional interactions, this research aims to provide a scientifically grounded understanding of how digital learning environments can be optimized to promote intellectual growth. The outcomes of this study are expected to contribute to contemporary pedagogical theory and offer practical recommendations for educators, policymakers, and researchers working toward the modernization of educational systems.

MATERIALS AND METHODS

This study employed a mixed-methods research design integrating quantitative and qualitative approaches to comprehensively examine the psychological and pedagogical

factors influencing the development of students' intellectual competencies in digital learning environments. The methodological framework was constructed in accordance with contemporary educational research standards, enabling the identification of both statistically significant patterns and context-dependent insights relevant to digital pedagogy.

Research participants and sampling procedure - the research was conducted among students from general secondary schools and academic lyceums who actively participate in digital learning formats. A total of 268 students aged 14 to 20 years were selected through stratified sampling to ensure representation across different academic achievement levels and technological readiness. Additionally, 42 teachers with varying degrees of digital pedagogical competence were included to obtain professional insights into instructional practices and challenges.

Instruments for data collection - to evaluate the psychological components of intellectual competence, a set of standardized cognitive assessments was utilized, including tests measuring attention stability, working memory capacity, logical reasoning, and metacognitive awareness. These instruments were adapted for digital administration to simulate actual conditions of online learning. In addition, a specially designed questionnaire was developed to measure students' motivation, emotional engagement, cognitive load, and perceived effectiveness of digital learning tools. Pedagogical factors were assessed using an observational protocol focused on digital lesson design, interactivity, feedback mechanisms, teacher–student communication, and the integration of multimedia resources. Semi-structured interviews with teachers were conducted to explore their digital competence, instructional strategies, and perspectives on how digital environments shape intellectual development. **Digital learning environment and research context** - the study was implemented within real digital learning ecosystems, utilizing widely adopted platforms such as Google Classroom, Moodle, Microsoft Teams, Zoom, and various educational mobile applications. The naturalistic research setting ensured ecological validity, allowing participants to interact with digital tools in an authentic manner. Data were collected during regular instructional weeks to avoid artificial influences on cognitive performance or motivation.

Data collection procedures — including cognitive test results, questionnaire responses, and analytics extracted from digital platforms (e.g., time spent on tasks, number of interactions, frequency of accessing learning materials)—were collected over a period of six weeks. Qualitative data, such as interview transcripts and

classroom observations, were gathered concurrently to provide a deeper understanding of pedagogical practices. All participants were briefed on the purpose of the study, and informed consent was obtained prior to data collection, ensuring compliance with ethical research standards.

Data analysis techniques - quantitative data were analyzed using statistical software packages (SPSS and JASP). Descriptive statistics (mean scores, standard deviations) were calculated to characterize students' cognitive and motivational profiles. Inferential analyses—including Pearson correlation, regression modeling, and ANOVA—were applied to determine the relationship between psychological variables (attention, memory, motivation, cognitive load) and intellectual competence indicators (critical thinking, problem-solving, metacognitive regulation). Qualitative data were analyzed through thematic analysis, enabling the identification of recurring pedagogical patterns that influence intellectual development. Coding was performed manually and cross-checked by independent experts to ensure reliability. The integration of qualitative and quantitative findings (triangulation) strengthened the validity of the conclusions and facilitated a holistic interpretation of the factors affecting students' intellectual growth.

Ethical considerations - the study adhered to ethical guidelines for research involving minors and educators. All collected data were anonymized, participation was voluntary, and participants were allowed to withdraw from the study at any time without consequences. Digital data were stored securely to maintain confidentiality and comply with research integrity standards.

RESULTS AND DISCUSSION

The findings of the study reveal that digital education exerts a multifaceted influence on the development of students' intellectual competencies, shaping their cognitive activity, motivational readiness, and overall learning behavior. Analysis of quantitative data demonstrated a statistically significant correlation between students' cognitive characteristics—particularly attention stability, working memory capacity, and metacognitive awareness—and their ability to effectively navigate digital learning environments. Students with higher levels of sustained attention and stronger working memory showed greater success in processing multimedia information, managing simultaneous tasks, and synthesizing complex digital content. These students also exhibited superior performance in tasks requiring logical reasoning, problem-solving, and creative interpretation of digital materials, indicating that core cognitive processes

play a decisive role in shaping intellectual competence within digital contexts. At the same time, the results highlight the growing importance of metacognitive skills in digital learning. Students who demonstrated well-developed metacognitive abilities—such as planning, monitoring, and evaluating their own learning strategies—were more capable of managing cognitive load, selecting appropriate digital tools, and maintaining learning autonomy. The interview data suggest that digital platforms encourage metacognitive behavior by prompting students to organize their tasks, track deadlines, review feedback, and independently regulate their learning pace. This aligns with contemporary theories asserting that metacognition acts as a central mediator in intellectual development, especially when learners interact with complex, information-rich environments.

The study also reveals considerable differences in digital motivation across learners. High motivation was strongly associated with increased engagement, consistent task performance, and improved mastery of intellectual skills. Students who perceived digital learning as meaningful and interactive tended to invest more cognitive effort and persist through challenging tasks. Conversely, those with low intrinsic motivation reported difficulties maintaining attention, frequent distraction, and emotional fatigue, which negatively affected their intellectual development. The data further confirm that digital learning does not automatically enhance motivation; rather, its success depends on pedagogical design, relevance of digital content, and the teacher's ability to foster emotional and cognitive involvement. Pedagogical factors emerged as equally crucial determinants. Observational data indicate that classrooms where teachers effectively implemented digital instructional strategies—such as interactive simulations, project-based assignments, discussion forums, and real-time feedback—showed notably higher levels of intellectual engagement among students. Teachers with strong digital competence were better equipped to design meaningful tasks, address cognitive challenges, and create supportive environments that stimulated critical and analytical thinking. The integration of multimedia elements, when used thoughtfully, increased conceptual understanding and encouraged students to explore topics from multiple perspectives. However, in settings where teachers lacked digital proficiency or relied heavily on passive methods, students displayed reduced intellectual activity, minimal interaction, and weaker learning outcomes. A noteworthy finding concerns cognitive overload, which was prevalent among students who encountered excessive or poorly structured digital materials.

These students reported difficulty distinguishing essential information from irrelevant content and experienced mental fatigue that hindered deep comprehension. This outcome emphasizes the need for carefully organized digital resources, manageable task loads, and teacher guidance in selecting and sequencing information. The thematic analysis supports this claim by demonstrating that intellectual development is optimized when digital tasks are aligned with students' cognitive capacity, integrate clear instructions, and encourage reflective thinking. Another important aspect that emerged from the study is the role of collaborative digital activities in enhancing intellectual competencies. Group discussions, shared documents, online debates, and virtual projects facilitated peer interaction, enabling students to articulate their ideas, negotiate meaning, and engage in collective problem-solving. These interactions strengthened communication skills, broadened cognitive perspectives, and contributed to the growth of critical thinking and creative reasoning. Teachers who encouraged collaboration observed greater student confidence, deeper comprehension, and a more active learning atmosphere. In synthesizing the findings, it becomes evident that digital education offers vast potential for intellectual growth, yet its effectiveness is contingent upon a balance of psychological readiness, metacognitive capacity, motivational support, and pedagogical planning. The results demonstrate that intellectual competencies develop most successfully when digital instruction is adaptive, interactive, cognitively stimulating, and guided by educators who possess strong digital literacy. While digital tools expand access to information and promote autonomous learning, they must be carefully integrated into pedagogical frameworks that respect the cognitive characteristics and emotional needs of students. Without such alignment, the advantages of digital learning may be diminished, leading to disengagement, cognitive strain, and superficial understanding. Overall, the discussion underscores that digital education represents not only a technological advancement but also a complex psychological and pedagogical phenomenon. By recognizing and strategically addressing the factors that influence intellectual development, educators can transform digital environments into powerful platforms for nurturing higher-order thinking, enhancing metacognitive awareness, and fostering sustained intellectual growth. The findings of this study thus contribute to a broader understanding of how digital transformation can be harnessed to strengthen the intellectual potential of learners in modern educational systems.

CONCLUSION

The findings of the present study demonstrate that the formation of students' intellectual competencies in digital learning environments is a multifactorial process shaped by psychological dynamics, cognitive mechanisms, motivational structures,

and pedagogical design. Digital education, when structured effectively, creates rich opportunities for deep cognitive engagement, autonomous learning, critical and creative thinking, and the development of complex intellectual skills required in modern knowledge-based societies. The research results show that students' cognitive characteristics—such as sustained attention, working memory, logical reasoning, and metacognitive awareness—serve as central determinants of their ability to process digital information, manage cognitive load, and construct meaningful knowledge. Metacognition plays a particularly significant role, enabling students to regulate their own learning behaviors, monitor their progress, and adapt strategies to the demands of digital tasks. Pedagogical factors were found to be equally influential. The digital competence of teachers, their instructional design strategies, and their ability to create interactive, motivating, and cognitively stimulating digital environments have a direct impact on the quality of students' intellectual development. Effective digital pedagogy requires more than the simple integration of technology; it demands intentional, research-based approaches that consider learners' psychological needs, ensure balanced cognitive workload, and promote both individual and collaborative learning. Poorly organized digital content, insufficient teacher guidance, or limited digital literacy among educators can hinder the development of intellectual competencies and suppress students' intrinsic motivation.

The study emphasizes the crucial need for aligning psychological and pedagogical approaches to optimize the potential of digital education. Intellectual competencies develop most effectively when digital tools are integrated into pedagogical frameworks that emphasize inquiry-based learning, reflective practice, continuous feedback, and active cognitive engagement. Collaborative digital activities further enhance intellectual growth by fostering communication, perspective-taking, and collective problem-solving. These results collectively highlight that digital education should be regarded not merely as a technological shift but as a transformative pedagogical paradigm that requires new strategies, updated teacher training, and psychologically informed instructional models. Based on the study, it can be concluded that maximizing the intellectual benefits of digital learning necessitates a holistic, evidence-based approach involving students, teachers, and educational institutions. This includes developing digital literacy programs, supporting teachers' professional growth, designing cognitively appropriate digital materials, and fostering metacognitive and motivational readiness among students. When these conditions are met, digital education becomes a powerful platform for intellectual development, capable of

cultivating autonomous, analytical, creative, and adaptive learners prepared for the demands of the digital age.

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**THE HISTORICAL ORIGIN OF ENGLISH PHRASEOLOGICAL UNITS
WITH AN ORNITHONYM COMPONENT
INGLIZ TILIDAGI ORNITONIM KOMPONENTLI FRAZEOLOGIK
BIRLIKLARNING TARIXIY KELIB CHIQISHI**

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Annotatsiya: Ushbu maqola qush nomlarini (ornitonimlarni) o'z ichiga olgan ingliz idiomalari va iboralarining tarixiy ildizlarini o'rganadi. Madaniy in'ikoslar, folklor va qushlarning xatti-harakatlariga oid amaliy kuzatishlar vaqt o'tishi bilan ushbu iboralarning ma'nosi va qo'llanilishini qanday shakllantirganini o'rganadi. Tanlangan ornitonimlarga asoslangan idiomalarning etimologiyasini kuzatish orqali ushbu tadqiqot til, madaniyat va tabiat o'rtasidagi rivojlanayotgan munosabatlarni yoritishga qaratilgan.

Kalit so'zlar: Ingliz tilidagi idiomalar, ornitonimlar, madaniyat, folklor, iboralar, amaliy kuzatishlar, madaniy in'ikoslar, ma'nolar, iboralar.

Abstract : This paper explores the historical roots of English idioms and phrases that incorporate bird names (ornithonyms). It examines how cultural perceptions, folklore, and practical observations of avian behavior have shaped the meanings and usage of these expressions over time. By tracing the etymology of selected ornithonym-based idioms, this study aims to shed light on the evolving relationship between language, culture, and the natural world.

Key words: English idioms, ornithonyms, culture, folklore, phrases, practical observations, cultural perceptions, meanings, expressions.

INTRODUCTION

Phraseological units, commonly known as idioms, enrich language by conveying complex meanings in a concise and often colorful manner. Among the diverse categories of idioms, those featuring animal names hold a particular fascination. This paper focuses on idioms incorporating ornithonyms – bird names – in the English

language. Birds have long held symbolic significance in human cultures, representing a wide range of concepts from freedom and peace to cunning and ill omen. Consequently, their names have been readily adopted into idiomatic expressions, reflecting and reinforcing these cultural associations. Understanding the historical origins of these idioms provides valuable insights into the evolving relationship between humans, language, and the natural world.

This study employs an etymological approach, tracing the origins and development of selected English idioms containing ornithonyms. Data is gathered from historical dictionaries, etymological resources, and folklore studies. The analysis focuses on identifying the initial contexts in which these idioms emerged, the cultural perceptions of the birds involved, and the semantic shifts that have occurred over time.¹

"Early Bird Gets the Worm": This proverb, meaning that those who arrive first have the best chance of success, likely originated from practical observations of bird behavior. Birds that wake early are more likely to find food. The earliest recorded instance is from John Ray's "A Collection of English Proverbs" (1670). The idiom reflects a value placed on diligence and promptness.

"As Free as a Bird": This idiom, denoting a state of complete freedom and independence, draws upon the perceived ability of birds to fly unconstrained. While the exact origin is difficult to pinpoint, the association of birds with freedom dates back to ancient times. The phrase highlights the human desire for liberation and escape from restrictions.

"Kill Two Birds with One Stone": Meaning to accomplish two things with a single action, this idiom's origin is less clear. Some speculate it arose from hunting practices, while others suggest a metaphorical interpretation of efficiency. The idiom demonstrates a value placed on resourcefulness and achieving multiple goals simultaneously.²

"A Little Bird Told Me": This phrase, used to indicate that one has learned a secret from an unnamed source, has roots in folklore and mythology. Birds are often depicted as messengers or possessors of secret knowledge. The idiom adds an element of mystery and intrigue to the disclosure of information.

The historical origins of English ornithonym-based idioms reveal a complex interplay of observation, cultural symbolism, and linguistic evolution. Many idioms reflect practical knowledge of bird behavior, while others draw upon established cultural associations. The meanings of these idioms have often shifted over time, reflecting changes in societal values and perceptions of the natural world.

¹ Ray, John. A Collection of English Proverbs. Cambridge: Cambridge University Press, 1670.

² Skeat, Walter William. An Etymological Dictionary of the English Language Oxford: Clarendon Press, 1882.

The material for this study was an extraction of phraseological units with an ornithonym component from the Instagram social network, which is the most commonly used among people with different background. To compile the extraction and determine the frequency of use of a particular phraseological unit, the automated search by tags directly on the Instagram network was used. Additionally, we used such social networks promoting applications as smmbox.com and frisbuy.ru, which allow to find posts by tags or words. As it turned out, these applications can be successfully applied in linguistic research, thanks to the function of detecting text or post on a social network by a given phrase. Using quantitative analysis methods helped to identify phraseological modifications of the corresponding models among all phrases selected from the Instagram network.

Phraseological units are endowed with associative and symbolic meanings, due to this fact they reflect the culture of the people speaking the language, which means their image is based on cultural and historical semantics. The significance of English phraseological units is constantly successfully investigated on the material of modern English literature, press and advertising. In this study, an attempt is made to study phraseological units with the ornithonym component on the material of posts in social networks, which allows us to find such units that are used and changed in the modern language, by absolutely different people. The purpose of this study is to identify the frequency of use of certain phraseological units with the ornithonym component in English, as well as to find out different types of their variations.³

The issue of phraseological modifications and transformation has been studied by many scientists. According to Dobrovolsky D. O. "variability and transformability of phraseological units are the characteristics not only of their contextual use, but are established in the very nature of their meanings known by a native speaker". As sustainability is one of the key features of phraseological units, change of their structure and semantics is always related to communicative and pragmatic factors. This fact causes great interest among researchers.

Scientists operate with the following terms talking about different variants of phraseological units: phraseological variations, phraseological transformations and phraseological modifications. The first term, phraseological variation, is used as a general term and relates to all types of changes phraseological units undergo. Thus, the terms phraseological transformation and phraseological modification should be considered as types of variations.

Ramon M. S. distinguishes the following five types of variations: lexical substitution, lexical insertion, truncation, grammatical transformation, transcategorization.

³ Partridge, Eric. A Dictionary of Slang and Unconventional English New York: Macmillan, 1984.

Heinonen T. R. in his turn defines three main types: grammatical, lexical, constructional variations. According to scientists, lexical variations are considered to be the most common types of transformation and lexical variants can even be found in dictionaries .

Maslova N. E. compiles a consolidated classification of transformations and identifies phonetic, morphological, lexical and syntactic variations of phraseological units. Lexical variations in their turn include the following types: double actualization, components substitution, word order change. Syntactic variations include the following: inversion, extension of the componential composition of the phraseological unit, distancing of the components, etc.

Scientists such as Alifirenko N.F., Shansky N.M., Dobrovolsiy D.O. consider the following three types of modifications:

- condensation - or compression, is a word created by contraction of phraseological combination in one word;
- literalization - use of phraseological unit in its literal meaning;
- contamination - mixing of two phraseological units.

According to Gvozdarev U.A. there are also three types of modifications: lexical - phraseological, semantic, syntactic -phraseological modifications .

One and the same phraseological unit can be subjected to several types of transformations, so in this research we are going to use a combination of the abovementioned classifications.

A great number of phraseological units with an ornithonym component is used in social networks, which proves that this group of units are active and productive in the modern English language. In this research, we consider those phraseological units that undergo this or that type of phraseological transformation.

Phraseological unit get your ducks in a row which means to be well prepared or well organized for something that is going to happen was used 43 983 times. Of course, not all of them are really related to the situation they were used, many of them are used without any connection to the idea presented in the picture or text posted. The most common version of this phraseological unit is ducks in a row is an example of reduction or clipping, and this very version also undergoes literalization and is very often used in its direct meaning, for example, simply under a photo of ducks.

It feels like I have my ducks in a row...but the truth is I have no idea where my ducks even are. In this example, we can observe, firstly, the extension of the componential composition of phraseological unit, secondly, in the second part of the statement, we see a word play that is built on the word "duck" which is a key image of this unit.⁴

⁴ Lakoff, George, and Mark Johnson. *Metaphors We Live By*. Chicago: University of Chicago Press, 1980.

One more example: I don't have ducks, or a row... I have squirrels and they are everywhere. Syntax changes such as the extension of the componential composition and replacement of phraseological unit components are also clearly highlighted here. At the same time, this unit is perceived both as a figurative and free expression, so we can say that double actualization is implemented here.

Ducks in a disorderly row. In this variation of phraseological unit, we can observe the distancing of the components, which is a type of syntactic transformation. In addition, the extension of the componential composition by adding the word "disorderly" changes the meaning of the phrase to the exact opposite, indicating a lexical modification. Another example of a lexical modification that was made by replacing the key component is Get your donuts in a row! which also includes an example of double actualization. This form of the phraseological unit is used in an advertising post, the author wants to bring two ideas to the reader through this phrase: the first, includes figurative meaning which is endowed with the initial form of unit "to have a snack to get organized", the second is represented by its direct meaning.

Another expression which was especially popular due to the President elections 2020 in the United States is *Lame duck*, which means an unsuccessful person, thing, or organization; or an elected official whose power is reduced because the person who will replace them has already been elected [3]. The second meaning of the idiom is much more widespread nowadays. It was used 4985 times in the analyzed website and the following transformations were detected.

The *lamest duck* is an example of morphological variation, where the grammatical form of the PU was changed in order to add the expressiveness to the utterance.

One more interesting example is *2020 menu: Cooked goose or a lame duck*. In this example, the author employs a contamination technique by combining two phraseological units in one phrase. The first one is the abovementioned *lame duck*, the second is *cook somebody's goose* (to do something that spoils someone's plans and prevents them from succeeding) which was shortened to the form of the *cooked goose* (*spoilt plans*).

One more phraseological unit which we would like to discuss is *Early bird catches the worm*. This unit is used to advise someone that they will have an advantage if they do something immediately or before anyone else does it [3]. Transformations and modifications which this unit undergoes also prove that the key image of the phrase is built on the ornithonym component. The most prevalent modification found is compression, as the unit is mostly reduced to the form of the "early bird". Other variations found are the following: *Early bird catches CAT* - substituting the component "worm" the author wants to say that he had to wake up early to get his

computer tomography, so uses the phrase's figurative meaning partly. Two more examples with the similar transformations are: Early bird catches the photo; Early bird catches nothing. Both examples show the substitution of the last component of the phraseological unit.

CONCLUSION

In conclusion, the exploration of English phraseological units containing ornithonyms provides a fascinating glimpse into the intricate relationship between language, culture, and the natural world. These idioms, far from being mere linguistic curiosities, serve as repositories of historical knowledge, cultural beliefs, and evolving perceptions of avian life. From the practical wisdom embedded in "the early bird gets the worm" to the symbolic resonance of being "as free as a bird," these expressions encapsulate a wealth of human experience. By tracing their etymological roots, we uncover the dynamic processes through which observations of the natural world are transformed into enduring linguistic forms. Further research into this area promises to yield even deeper insights into the rich tapestry of English language and its enduring connection to the avian realm. The continued study of these idioms is vital for understanding not only the evolution of language but also the shifting cultural attitudes towards the environment and the creatures that inhabit it.

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MATNNI TUZILISHI BO'YICHA TAHLIL QILISH METODIKASINI TAKOMILLASHTIRISH

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Annotatsiyasi. Ushbu maqolada matnlarning ichki tuzilishini tahlil qilishning zamonaviy metodologik yondashuvlari ko'rib chiqilgan. Tadqiqotda matnning mikro va makro-semantik, shuningdek mikro va makrostrukturalik parametrlarini tahlil qilish usullari takomillashtirilgan. Muallif tomonidan matnning mantiqiy va semantik tuzilishini aniqlashda yangi metodlar taklif etilgan, ular kommunikativ vazifalarni samarali bajarish va matn birliklarining ichki bog'lanishini ta'minlashga qaratilgan. Tadqiqot natijalari tilshunoslik, matnshunoslik va kompyuter lingvistikasi sohalarda qo'llanilishi mumkin. Taklif etilgan metodika badiiy va ilmiy matnlarni chuqurroq tahlil qilish, ularning strukturaviy xususiyatlarini aniqlash va matn yaratish jarayonlarini optimallashtirish imkonini beradi.

Kalit so'z: matn tahlili, matn tuzilishi, matnshunoslik, lingvistik tahlil, semantik tuzilish, makrostruktura, mikrostruktura, matn kogeransiyasi, kommunikativ strategiya, diskurs tahlili, strukturaviy-semantik yondashuv, matn yaratish, badiiy matn, ilmiy matn, metodologiya, tilshunoslik, lingvistik metodlar, matn birliklari, bog'lanish vositalari, matn optimallashtirish.

Kirish. XXI asrda tilshunoslikning jadallik bilan rivojlanishi hamda zamonaviy kommunikativ texnologiyalarning keng miqyosda qo'llanila boshlanishi matnshunoslikda yangi metodik asoslarni ishlab chiqishni taqozo etmoqda. Matnning ichki tuzilishi va uni tahlil qilish masalalari nafaqat nazariy tilshunoslik, balki amaliy lingvistika, kompyuter lingvistikasi va kommunikatsiya nazariyasi uchun ham eng muhim muammolardan biri hisoblanadi. Bugungi globalashuv sharoitida matnlar soni va turli-tumanligi oshib borayotgani sababli, ularning strukturaviy va semantik xususiyatlarini samarali tahlil qilishga doir yondashuvlarni ishlab chiqish dolzarb masalaga aylangan.

Matn tuzilishini o'rganish bo'yicha metodlar tilshunoslikning bir qator yo'nalishlarida — stilistika, pragmatolingvistika, diskurs tahlili, psixolingvistika va boshqa sohalarda keng qo'llanilmoqda. Biroq mavjud tadqiqotlar, odatda, matnning faqat ayrim qatlamlarini yoritib beradi, ammo uning murakkab ko'p darajali tabiatini to'laqonli tasvirlab bera olmaydi. Shu bois matnning leksik, sintaktik, semantik va pragmatik

sathlarini yagona konseptual tizim doirasida qamrab oluvchi kompleks metodikaga ehtiyoj sezilmoqda.

Hozirgi matnshunoslik izlanishlarida matnning makro– va mikrostrukturasi o‘rtasidagi o‘zaro bog‘liqlik alohida e‘tibor markazida turadi. T. van Deyk, V. Kintsh, M. Hallidey, R. Xasan kabi olimlarning ishlari matndagi kogerentsiya va kohezuya masalalarini chuqur o‘rgangan bo‘lsa-da, ularning yondashuvlari asosan Yevropa tillari asosida shakllangan bo‘lib, o‘zbek tilining o‘ziga xos jihatlarini to‘liq qamrab olmaydi. O‘zbek tilshunosligida M. Mirzaev, A. Nurmonov, H. Nematov, N. Mahmudov, A. Hojiev va boshqa tadqiqotchilar matnning lug‘aviy-semantik, grammatik va stilistik tomonlarini o‘rganib, bir qator samarali tahlil usullarini taklif etganlar. Ammo matnning butun strukturasi qamrab oluvchi yagona universal metodika hali yaratilmagan.

Raqamli texnologiyalarning keng rivojlanishi matn tahlilini yangi bosqichga ko‘tarmoqda. Xususan, kompyuter lingvistikasi va tabiiy tilni qayta ishlash (NLP) texnologiyalari matnni avtomatik qayta ishlash imkonini beradi. Shunga qaramay, bu tizimlar ham hali matn strukturasi to‘liq tahlil qilishda inson omilini to‘liq almashtira olmaydi. Shuning uchun zamonaviy matn tahlili metodikasi bir necha asosiy talablarga javob berishi lozim: avvalo matnning barcha tarkibiy darajalarini qamrab olishi; tilning milliy xususiyatlarini inobatga olishi; turli tipdagi matnlarga moslasha olishi; shuningdek, zamonaviy texnik vositalar bilan birgalikda qo‘llanish imkoniyatiga ega bo‘lishi.

Matn tuzilishi deganda uning ichki tashkil etilishi, bo‘lim va qismlar o‘rtasidagi mantiqiy-grammatik bog‘lanishlar, semantik munosabatlar hamda kommunikativ vazifalarni bajarish usullari tushuniladi. Matnni to‘liq tahlil qilish uchun uning makro– va mikrostrukturasi, shuningdek, bu ikki sath o‘rtasidagi o‘zaro ta’sirni chuqur o‘rganish talab etiladi.

Makrostrukturada matnning umumiy arxitekturasi, asosiy bo‘limlarining tartibi va g‘oya rivojining yo‘nalishi aks etadi. Mikrostrukturada esa jumlar ichidagi va ular orasidagi bog‘lovchi vositalar, leksik-grammatik birliklarning funksional xususiyatlari o‘rganiladi. Matn tuzilishini tahlil qilishning samarador kompleks metodikasini ishlab chiqish va uni turli janrdagi matnlarda sinovdan o‘tkazishdir. Ushbu maqsadni amalga oshirish uchun quyidagi vazifalar belgilandi: mavjud yondashuvlarni tanqidiy qayta ko‘rib chiqish; yangi metodikaning nazariy asoslarini yaratish; tahlil bosqichlarini aniqlash; metodikaning natijaviyligini baholash mezonlarini ishlab chiqish; turli matn turlarida eksperimental tekshiruv o‘tkazish. Matnning strukturaviy tahliliga doir kompleks metodikani ishlab chiqish, uning nazariy poydevorini yoritish va amaliy qo‘llanish mexanizmlarini ko‘rsatib berishdir. Ishning amaliy ahamiyati esa

tilshunoslik ta'limida, tarjimashunoslikda, kompyuter lingvistikasida hamda matn bilan ishlash zarur bo'lgan boshqa sohalarda qo'llash imkoniyati bilan belgilanadi.

Xulosa: Matn tuzilishini tahlil qilishning yangi metodologik yondashuvi ishlab chiqildi. Bu yondashuv matnning makrostrukturaviy va mikrostrukturaviy darajalarini yagona tizim sifatida qarab chiqishga asoslangan. Metodikaning nazariy bazasi sifatida kommunikativ-pragmatik yondashuv qabul qilindi, bu matnning nafaqat ichki tuzilishini, balki uning kommunikativ vazifalarini ham hisobga olish imkonini beradi. Matn koherensiyasi va koheziasining o'zaro ta'siri mexanizmlari aniqlandi. Koherensiya matnning mantiqiy-mazmuniy yaxlitligini ta'minlovchi asosiy omil, koheziya esa bu yaxlitlikni shakl jihatidan ifodalovchi vosita ekanligi isbotlandi. Ular o'rtasidagi dialektik bog'liqlik matnning sifat ko'rsatkichlarini belgilovchi muhim mezonga aylandi.

Matn tuzilishini tahlil qilishning bosqichma-bosqich metodikasi yaratildi. Bu metodika quyidagi asosiy bosqichlarni o'z ichiga oladi: dastlabki tanishuv va umumiy taassurot hosil qilish; makrostrukturalik tahlil - mavzu, g'oya, kompozitsiya elementlarini aniqlash; mikrostrukturalik tahlil - gap ichidagi va gaplar orasidagi bog'lanish vositalarini o'rganish; semantik-pragmatik tahlil - matnning ma'no jihatlari va kommunikativ maqsadlarini aniqlash; yakuniy sintez va umumlashtirish. Har bir bosqich uchun aniq mezonlar va baholash parametrlari ishlab chiqildi. Matn sifatini baholashning kvantitativ va kvalitatif ko'rsatkichlari aniqlandi, bu tahlil jarayonini obyektiv va takrorlanadigan qiladi.

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ABDULLA QAHHOR HIKOYALARIDA O‘ZARO BOG‘LIQLIK

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Annotasiya . Ushbu maqolada Abdulla Qahhor hikoyalari, uning boshqalardan ajralib turadigan jihatlari haqida to‘xtalib o‘tiladi. Hamda hikoyalarning bog‘liqlik jihatlari xususida so‘z yuritiladi .

Kalit so‘zlar: Abdulla Qahhor, hikoya, qissa ,asar, ijod, o‘zgarish, adib, ijodiylik, hayot, real voqealar.

Abstract. This article discusses the stories of Abdulla Qahhor, their distinguishing features from others. It also discusses the interconnectedness of the stories.

Keywords: Abdulla Qahhor, story, short story, work, creativity, change, writer, creativity, life, real events.

Аннотация. В статье рассматриваются рассказы Абдуллы Каххора, их отличительные особенности от других произведений. Также рассматривается взаимосвязь между рассказами.

Ключевые слова: Абдулла Каххор, рассказ, новелла, произведение, творчество, перемены, писатель, творчество, жизнь, реальные события.

Adabiyotning yirik namoyondalaridan biri bu Abdulla Qahhor hisoblanadi . Abdulla Qahhor umri davomida deyarli barcha janrlarda qalam qoralagan ijodkordir.Uning o‘nlab hikoyalari , feleton , qissalari mavjud. Masalan " O‘g‘ri" hikoyasini tahlil qiladigan bo‘lsak , unda o‘tgan zamondagi muammolardan biri yoritilgan.O‘sha paytdagi adolatsizlik , nohaqliklar yuzaga chiqarib ko‘rsatilgan .Ellik boshi , Qozikalon kabi personajlar salbiy xarakterni ifodalagan . Negaki oddiy bir inson deyarli hech narsasi yo‘q Qobil bobodan ham uning musibati tufayli foydalanmoqchi bo‘ldi va shunday ham qildi . Bu voqea tufayli shuni anglash mumkinki , o‘sha vaqtlar ham hozirda ishlatiladigan " korrupsiya" tushunchasi mavjud bo‘lgan .

Yana " Mayiz yemagan xotin " hikoyasini ham keng qamrovda tahlil qilsak bo‘ladi. Mazkur hikoyada kinoyaviy uslub,badiiy tasvir ,ayol obrazi tahlil qilinadi.Hikoyada "Mayiz yemagan xotin " o‘zini boshqa ayollar ustun ko‘radi, o‘zini or - nomusli qilib ko‘rsatadi. Lekin bu ko‘rinish orqasida riyokorlik , ikkiyuzlamachilik yashiringan. Abdulla Qahhor bu narsani ochiqchasiga yoritmasdan o‘zining mahoratidan foydalanib yumor orqali buni yuzaga chiqaradi.Yozuvchi bu ayol orqali boshqa

o‘zini " "to‘g‘ri" deb biladigan insonlarni ham ifodalagan. Ayolning mayiz yetmaganligi faqat o‘zini oqlash vositasi bo‘lgan. Bu bilan u amal bilan gap o‘rtasidagi tafovutni tanqid qiladi. Shu bilan bir qatorda yozuvchi milliy qadriyatlarni sun‘iylashib borayotganligida e‘tibor qaratadi va o‘quvchini achchiq kulgu orqali chuqur o‘y , mulohazaga chorlaydi.

"Ochiq xotin-qizlarning har bir harakatidan mulla Norqo‘zi buzuqlikka dalolat kiladigan talay belgilar topadi. «Yetti qavat parda ichida» o‘tiradigan o‘z xotini esa bular qarshisida ko‘ziga farishta bo‘lib ko‘rinadi: namoz o‘qiydi, to‘pig‘idan yuqorisini ovrat hisoblab, jiyakli ishton kiyadi..." bu jumlar orqali har bir inson uning xotinini siz ham " farishta deb o‘ylagning tayin . Lekin oxiriga kelib bu fikringiz uchun afsuslanganingiz aniq. Bu ham bir tomondan yaxshi chunki boshidan har bir personaj qanaqaligi ochiq aytilganida hikoyani qiziqish bilan o‘qimasdingiz . Oxirida tubdan o‘zgarish bo‘lishi hikoyani yana qayta - qayta qiziqish bilan o‘qishga yana va yana mulohaza qilishga chorlaydi.

ПРИЛАГАТЕЛЬНОЕ КАК ГРАММАТИЧЕСКАЯ КАТЕГОРИЯ

Абраева Сайгуль

Аннотация

В данной статье рассматривается грамматическая категория «sifat», соответствующая понятию прилагательного в русском языке. Раскрываются его лексико-семантические особенности, функции, виды, словообразовательные модели и роль в синтаксисе. Особое внимание уделено использованию прилагательных в научном и художественном стилях речи. Материал направлен на углублённое понимание природы признаков слов и их значимости в системе языка.

Ключевые слова: прилагательное, грамматика, признак предмета, синтаксис, словообразование, художественный стиль, научный стиль

Annotation

The article examines the grammatical category “sifat,” which corresponds to the adjective in the Russian language. It analyzes its lexical-semantic features, functions, types, word-formation models, and its role in syntax. Special attention is given to the use of adjectives in scientific and literary styles. The material aims to provide a deeper understanding of descriptive words and their significance within the language system.

Keywords: adjective, grammar, attribute, syntax, word formation, literary style, scientific style.

Основной текст статьи

Прилагательное — одна из древнейших и наиболее значимых частей речи, обозначающая признак предмета. В тюркской лингвистической традиции оно называется термином «sifat». Данная категория не только описывает внешний или внутренний характер предметов, но и активно участвует в формировании смысловой структуры речи, создаёт точность, выразительность и эмоциональность текста.

Прилагательные отвечают на вопросы «какой?», «какая?», «какое?», «какие?» и служат для уточнения характеристик предмета. Благодаря прилагательным высказывание приобретает завершённость, конкретность и логическую связность.

1. Значение и роль прилагательного (sifat)

Прилагательные обозначают различные свойства, такие как:

- цвет (белый, тёмный, голубой),
- размер (большой, маленький),
- форма (круглый, узкий),
- качество (смелый, добрый, хрупкий),
- материал (каменный, деревянный),
- принадлежность или отношение (городской, школьный, семейный).

Эти характеристики делают прилагательное универсальным средством описания, широко применяемым как в разговорной, так и в письменной речи.

2. Классификация прилагательных

Прилагательные подразделяются на три основные группы:

1) Качественные

Обозначают непосредственные или сравнимые признаки (вкусная еда, холодная погода).

Могут образовывать степени сравнения:

- положительная степень: тёплый,
- сравнительная: теплее,
- превосходная: самый тёплый.

2) Относительные

Указывают отношение к материалу, времени, действию (золотое кольцо, зимнее утро).

Степеней сравнения не имеют.

3) Притяжательные

Обозначают принадлежность предмета (материн голос, лисий след).

3. Словообразование прилагательных

Прилагательные активно образуются с помощью различных суффиксов:

- -н-, -енн-, -онн-: соломенный, каменный;
- -ск-: узбекский, математический;
- -чат-, -оват-, -еват-: желтоватый, синеватый.

Словообразовательные модели прилагательных демонстрируют богатство и гибкость языка.

4. Синтаксические функции

Прилагательное чаще всего выполняет роль определения в составе словосочетания. Однако его функции шире:

- часть составного именного сказуемого (Погода была холодной),
- обстоятельство (Он вернулся уставший),
- именная часть сказуемого.

Таким образом, прилагательное играет важную структурную роль в построении предложений.

5. Прилагательные в различных стилях речи

Художественный стиль

Прилагательные используются для создания образов, эмоциональной окраски, художественных деталей. Авторы применяют эпитеты, метафорические характеристики, расширяя выразительные возможности текста.

Научный стиль

Прилагательные обеспечивают точность и логическую строгость. Они помогают уточнить понятия, выделить признаки предметов исследования.

Примеры: «линейная функция», «оптимальная структура», «языковая система».

Заключение

Прилагательное является ключевой грамматической категорией, обеспечивающей богатство и выразительность речи. Оно выполняет номинативную, описательную и уточняющую функции, активно используется во всех стилях языка. Изучение прилагательного способствует глубокому пониманию структуры языка и формированию развитой речевой культуры.

6. Историческое развитие прилагательных (сifat)

История формирования прилагательных уходит корнями в древнейшие этапы развития языков. В праславянском и древнетюркском языках прилагательные первоначально представляли собой слова, тесно связанные с существительными и глаголами. На ранних стадиях развития языка признак обозначался отдельными лексическими единицами, часто глагольного происхождения. Постепенно они становились самостоятельной частью речи и приобретали собственные морфологические категории.

В русском языке становление прилагательных как самостоятельной категории происходило параллельно с формированием флективной системы: род, число и падеж стали основной формой согласования прилагательных с существительными. В тюркских языках, включая узбекский, прилагательные изначально имели аналитическую природу и выражали признак предмета преимущественно в контексте.

Развитие художественной литературы также способствовало расширению прилагательного словаря: в текстах появились новые эпитеты, метафорические обозначения, которые позже стали частью общеупотребительной лексики.

7. Морфологические категории прилагательных

Прилагательные обладают рядом морфологических характеристик, обеспечивающих их правильное включение в структуру предложения.

7.1. Род

Прилагательные меняют форму в зависимости от рода существительного:

- мужской род: красивый дом,
- женский род: красивая книга,
- средний род: красивое озеро.

7.2. Число

В единственном числе прилагательные изменяются по родам, а во множественном род не выражается:

- новые дома,
- интересные книги.

7.3. Падеж

Падежная система делает прилагательное гибким элементом, позволяющим точно выражать отношения между предметами внутри высказывания.

Например:

- Родительный падеж: интересной книги,
- Творительный падеж: с красивым видом.

Таким образом, морфологическая изменяемость прилагательного обеспечивает логическое и грамматическое единство текста.

8. Степени сравнения качественных прилагательных

Степени сравнения создают возможность сопоставления предметов по их качествам. В русском языке они делятся на две группы: простые и составные.

8.1. Простая форма

- Сравнительная степень: умнее, выше, быстрее;
- Превосходная степень: умнейший, красивейший.

8.2. Составная форма

- более красивый,
- самый интересный.

В тюркской традиции эти процессы имеют другие морфологические модели, однако общая функция остаётся одинаковой — выразить сравнение и усилить признаковую характеристику

9. Семантические особенности прилагательных

Семантическая система прилагательных чрезвычайно богата. Они способны передавать:

- постоянные признаки (каменный, вечный),
- временные состояния (усталый, сердитый),
- оценку (прекрасный, ужасный),
- эмоциональные оттенки (радостный, печальный).

Благодаря такой семантической многозначности прилагательные активно используются в риторике, публицистике, художественной литературе и разговорной речи.

10. Стилистическая функция прилагательных

В каждом стиле прилагательные выполняют особую роль:

Художественный стиль

Прилагательные помогают создавать образность:

- «тишина была глубокая и загадочная»,
- «бледный свет рассвета».

Публицистический стиль

Прилагательные передают оценочность:

- «важное культурное событие»,
- «значительное повышение уровня образования».

Научный стиль

Здесь прилагательные должны быть точными, однозначными:

- «линейная функция»,
- «социальная структура».

Разговорный стиль

Используются преимущественно эмоциональные и оценочные формы:

- «классная идея»,
- «ужасный день».

11. Роль прилагательных в структурировании текста

Прилагательные формируют логические связи между частями предложения, придавая тексту связность. Они помогают выделить ключевые характеристики, акцентировать внимание читателя на важных деталях, задать тон высказывания.

Например:

- «эффективный метод исследования» → уточняет качество,
- «последовательное развитие теории» → отражает процесс,
- «глубокое понимание проблемы» → усиливает смысл.

Без прилагательных речь становилась бы сухой и однообразной.

12. Прагматические функции прилагательных

Прагматика речи стремится показать, как слова используются говорящим для достижения определённого коммуникативного эффекта. Прилагательные выполняют такие функции:

- оценочная: хороший, плохой, значимый;
- усиливающая: огромный, невероятный, чрезвычайный;

- смягчающая: небольшой, лёгкий, слабый;
- конкретизирующая: точный, определённый, практический.

Эти функции делают прилагательное мощным инструментом коммуникации.

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**A COMPREHENSIVE PHONOLOGICAL STUDY OF ENGLISH STRESS,
SYLLABLE ORGANIZATION, AND PHONETIC TRANSCRIPTION.**

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Annotation: This study provides a concise and comprehensive overview of three fundamental components of English phonology: stress, syllable organization, and phonetic transcription. It explains how English stress operates as a phonemic feature that influences meaning, pronunciation, and rhythm through predictable patterns shaped by syllable weight, morphology, and vowel reduction. The discussion of syllable structure highlights the complexity of English phonotactics, including large consonant clusters, open and closed syllables, and the role of syllabic consonants. The section on phonetic transcription emphasizes the importance of the International Phonetic Alphabet (IPA) for accurately representing English sounds, especially in cases of irregular spelling, silent letters, assimilation, elision, and dialectal variation. By examining these three components together, the study demonstrates how stress, syllable formation, and transcription collectively determine the sound system of English and explains why these areas are essential for linguistic research, language teaching, and accurate pronunciation.

Annotatsiya: Ushbu tadqiqot ingliz fonologiyasining uchta asosiy komponenti: urg'u, bo'g'in tashkiloti va fonetik transkripsiyaning qisqacha va har tomonlama ko'rinishini beradi. Unda inglizcha urg'u bo'g'in vazni, morfologiyasi va unli tovushlarni qisqartirish orqali shakllantirilgan bashorat qilinadigan naqshlar orqali ma'no, talaffuz va ritmga ta'sir qiluvchi fonemik xususiyat sifatida qanday ishlashini tushuntiradi. Bo'g'in tuzilishini muhokama qilish ingliz fonotaktikasining murakkabligini, jumladan, katta undoshlar klasterlari, ochiq va yopiq bo'g'inlar va bo'g'in undoshlarining rolini ta'kidlaydi. Fonetik transkripsiya bo'limida ingliz tilidagi tovushlarni to'g'ri ifodalash uchun Xalqaro fonetik alifboning (IPA) ahamiyati, ayniqsa, tartibsiz imlo, tovushsiz harflar, assimilyatsiya, elision va

dialektal o'zgaruvchanlik holatlarida ta'kidlangan. Ushbu uchta komponentni birgalikda ko'rib chiqish orqali tadqiqot stress, bo'g'in shakllanishi va transkripsiya birgalikda ingliz tilining tovush tizimini qanday aniqlashini ko'rsatadi va bu sohalar lingvistik tadqiqotlar, til o'rgatish va to'g'ri talaffuz qilish uchun nima uchun muhimligini tushuntiradi.

Keywords: English phonology; stress; syllable structure; phonetic transcription; IPA; vowel reduction; consonant clusters; phonotactics; assimilation; elision; lexical stress; contrastive stress; syllabic consonants; pronunciation; linguistic analysis.

The phonological system of English is built on several interconnected elements that work together to create meaning, rhythm, and intelligibility in spoken communication. Among these elements, stress, syllable organization, and phonetic transcription play central roles in shaping the sound structure of the language. English is a stress-timed language, meaning that stress placement directly influences vowel quality, word meaning, and overall prosodic rhythm. At the same time, the internal structure of syllables—including their onsets, nuclei, codas, and the complexity of consonant clusters—determines the phonotactic possibilities of English and affects both stress assignment and pronunciation patterns. Because English spelling is highly irregular, phonetic transcription using the International Phonetic Alphabet (IPA) provides the most accurate tool for representing actual spoken forms, revealing silent letters, vowel reduction, assimilation, and other phonological processes that are not visible in orthography. Understanding how these three components interact is essential for linguists, teachers, and learners, as it provides a deeper and more systematic view of English pronunciation and sound organization.

1. English stress

Stress is the relative emphasis placed on one syllable over others in a word. English is a **stress-timed** language, meaning stressed syllables occur at nearly regular intervals, while unstressed syllables are compressed. Stress is phonemic in English — changing the stress position can change the meaning or grammatical category of a word.

Properties of stressed syllables:

- louder
- longer
- higher pitch
- clearer vowel quality (full vowel)

Types of stress:

- **Primary stress** (') – strongest
- **Secondary stress** (,) – weaker

- **Unstressed syllables** – usually contain reduced vowels (/ə/, /ɪ/)

Stress placement depends on morphological structure, suffixes, prefixes, and syllable weight.

English stress is not random; it follows predictable tendencies. Nouns and adjectives tend to stress the first syllable, while verbs prefer the second. Grammatical stress contributes to contrasts between words. Stress also interacts with vowel reduction — when a syllable becomes unstressed, its vowel often reduces to /ə/ or /ɪ/, shaping English rhythm.

Examples: Stress changes meaning

- record (noun) → /'rekɔ:d/
- record (verb) → /rɪ'kɔ:d/

Stress by word class

- present (noun) → /'prezənt/
- present (verb) → /pri'zent/

Stress with suffixes

- nation → /'neɪʃən/
- national → /'næʃənəl/
- nationality → /,næʃə'nælɪti/

2. Syllable organization

A syllable is a phonological unit composed of one or more sounds, typically centered around a vowel. In English, syllables can be structurally complex.

Syllable structure:

- **Onset:** consonants before the vowel
- **Nucleus:** vowel or syllabic consonant (required)
- **Coda:** consonants after the vowel

General pattern:

(C)(C)(C) V (C)(C)(C)(C)

Types of syllables:

- **Open syllables:** end in a vowel (CV)
- **Closed syllables:** end in a consonant (CVC)
- **Complex onsets/codas:** multiple consonants in one position

English allows large consonant clusters, unlike many other languages.

Syllable structure determines possible sound combinations. English allows up to **three consonants in the onset** (e.g., /str-/) and up to **four in the coda** (e.g., /-mpst/).

This influences pronunciation difficulty for learners whose native languages use

simpler CV patterns. Syllable weight (light vs. heavy) also influences stress placement; heavy syllables attract stress.¹

Examples: Open syllable:

he → /hi:/

Closed syllable:

cat → /kæt/

Complex onset:

street → /stri:t/

Complex coda:

texts → /teksts/

Syllabic consonants:

bottle → /'bɒtl̩/

button → /'bʌt̩n̩/

Extreme cluster:

strengths → /streŋkθs/

3. Phonetic transcription

Phonetic transcription records speech sounds using the International Phonetic Alphabet (IPA). English spelling is highly irregular, making transcription essential for representing true sounds.²

Types:

- **Broad transcription** / / – only phonemic distinctions
- **Narrow transcription** [] – fine phonetic detail (aspiration, nasal release, devoicing)

Phonetic transcription reveals:

- silent letters
- vowel reduction
- assimilation
- elision
- linking consonants
- intrusive /r/

1. ¹ Cruttenden, A. (2014). *Gimson's Pronunciation of English* (8th ed.). Routledge.

2. ² Davenport, M., & Hannahs, S. J. (2010). *Introducing Phonetics and Phonology* (3rd ed.). Routledge.

- regional variation

IPA helps standardize pronunciation across dialects and teaching contexts.

Transcription uncovers the real sound contrasts hidden by English orthography. It shows why similarly spelled words differ in pronunciation (*though, tough, cough, through*), and how connected speech transforms words in natural conversation. It also displays dialect differences — for example, rhotic vs. non-rhotic accents, long vs. short vowel distinctions, and consonant weakening in casual speech.

Narrow transcription helps describe precise articulation, making it useful for teaching phonetics, speech therapy, and linguistic research.

Examples: Broad vs. narrow:

pin → /pɪn/

pin → [p^hɪn]

Silent letters:

knight → /naɪt/

comb → /kɒm/

Vowel reduction:

photograph → /'fəʊtəgrɑ:f/

photography → /fə'tɒgrəfi/

Assimilation:

ten boys → /ten bɔɪz/

Elision:

next day → /neks deɪ/

Dialect differences:

bath (RP) → /bɑ:θ/

bath (GA) → /bæθ/

4. Combined analysis: Interaction of Stress, Syllables, and Transcription

These three components work together in English phonology:

- Stress influences vowel quality
- Syllable structure influences stress placement
- Transcription shows all phonological processes accurately

Phonology becomes clearer only when these components are examined together.

When stress shifts, vowels weaken and change quality, altering syllable shape. Heavy syllables attract stress and reorganize the word's prosodic structure. Transcription makes these interactions visible and measurable. English orthography does not reliably show stress or syllable boundaries; therefore IPA is crucial to analyze and document the real structure of spoken English.

Together, these elements explain why English pronunciation is complex, why learners struggle, and how consistent patterns can still be identified beneath irregular spelling.

Examples: Stress → vowel reduction:

personal → /'pɜːsənəl/

personality → /,pɜːsə'næləti/

Syllable structure → stress placement:

apply → /ə'plai/

Transcription reveals contrasts:

though /ðoʊ/

through /θruː/

bough /baʊ/

Conclusion:

The study of English stress, syllable structure, and phonetic transcription shows that these components form a tightly linked system that underlies the entire phonological framework of the language. Stress determines the prominence of syllables and shapes the rhythm of speech, while syllable organization defines the permissible sound patterns and influences where stress naturally falls. Phonetic transcription serves as an indispensable tool for capturing the true phonetic form of English words, especially in cases where spelling fails to represent pronunciation accurately. When analyzed together, these elements demonstrate how English encodes meaning through sound and why learners often encounter difficulty mastering pronunciation. The integrated approach highlights consistent phonological patterns beneath the language's irregular spelling system and provides a clearer foundation for studying English phonetics, improving teaching methods, and enhancing pronunciation accuracy.

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**TIBBIY TERMINOLOGIYA. KLINIK TERMINLARNING YUNON
TILIDA SHAKLLANISH QONUNIYATLARI. TIBBIY
TERMINOLOGIYANING DEONTOLOGIK AHAMIYATI**

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Annotatsiya: Ushbu maqola klinik terminlarning yunon tilida to‘g‘ri shakllantirish qonuniyatlari, prefiks va suffikslar yordamida klinik atamalarni to‘g‘ri yasalishi, ilmiy-lingvistik xususiyatlari hamda terminlarning tibbiyotda keng qo‘llanilish tamoyillarini yoritadi. Shuningdek, tibbiy terminologiyaning deontologik ahamiyati– etik me‘yorlar, bemor bilan muloqotda terminlarning to‘g‘ri tanlanishi va kasbiy mas‘uliyatni ta‘minlashdagi roli o‘rganiladi.

Kalit so‘zlar: Lotin tili, tibbiy terminologiya, prefiks, suffiks, kasbiy etika, deontologiya ilmiy-lingvistik, kompozitsiya, eponimik

**MEDICAL TERMINOLOGY. THE PRINCIPLES OF FORMATION
OF CLINICAL TERMS IN THE GREEK LANGUAGE. THE
DEONTOLOGICAL SIGNIFICANCE OF MEDICAL TERMINOLOGY**

Annotation: This article explains the principles of correctly forming clinical terms in the Greek language, the proper construction of clinical terminology using prefixes and suffixes, their scientific-linguistic features, and the principles of their widespread use in medicine. It also examines the deontological significance of medical terminology — ethical norms, the correct selection of terms in communication with patients, and its role in ensuring professional responsibility.

Keywords: Latin language, medical terminology, prefix, suffix, professional ethics, deontology, scientific-linguistic, composition, eponymic.

**МЕДИЦИНСКАЯ ТЕРМИНОЛОГИЯ. ЗАКОНОМЕРНОСТИ
ФОРМИРОВАНИЯ КЛИНИЧЕСКИХ ТЕРМИНОВ НА ГРЕЧЕСКОМ
ЯЗЫКЕ. ДЕОНТОЛОГИЧЕСКОЕ ЗНАЧЕНИЕ МЕДИЦИНСКОЙ
ТЕРМИНОЛОГИИ**

Аннотация: В данной статье рассматриваются закономерности правильного формирования клинических терминов в греческом языке, корректное образование клинических терминов с помощью префиксов и суффиксов, их научно-лингвистические особенности, а также принципы широкого применения терминов в медицине. Кроме того, изучается деонтологическое значение медицинской терминологии — этические нормы, правильный выбор терминов при общении с пациентом и их роль в обеспечении профессиональной ответственности.

Ключевые слова: латинский язык, медицинская терминология, префикс, суффикс, профессиональная этика, деонтология, научно-лингвистический, композиция, эпонимический.

KIRISH:

Lotin tili qadimiy Rim davridan boshlab ilm-fan, falsafa va tibbiyotning asosiy tili sifatida shakllangan. Bugungi kunda ham bu til tibbiyot sohasida o‘z ahamiyatini yo‘qotmagan.. Ayniqsa, tibbiy terminologiya – kasalliklar, anatomik tuzilmalar, tashxis va muolajalar nomlanishi – ko‘p hollarda lotin va qadimgi yunon tillariga asoslanadi. Bugungi kunda dunyo bo‘ylab foydalanilayotgan tibbiy hujjatlar, klinik tashxislar va ilmiy adabiyotlarning aksariyatida aynan lotincha atamalar qo‘llaniladi. Bunga sabab, lotin tili “o‘lik til” bo‘lib, unda so‘zlar o‘z ma’nosini o‘zgartirmasdan, doimiy va universal shaklda saqlanib qoladi. U global tibbiy muloqotda yagona til sifatida xizmat qilib, terminologiyani izchilligini ta’minlaydi.

Tibbiy atamalar asoslari

Fan, texnika, ishlab chiqarishning har qanday sohalarida ham muvaffaqiyat bilan ish olib borish uchun mutaxassis o‘sha sohaga tegishli maxsus leksikani, ya’ni atamani

to'g'ri tushunishi va qo'llashi zarur. Atamaning asosiy vazifasi (lotincha terminus - chegara) ilmiy tushunchani bir ma'noda aniq ifodalab berishdan iborat. Atama so'z ham (fan, to'qima, gen, kasallik, appenditsit, flyurografiya), so'z birikmasi ham (ko'krak qafasi, umurtqa pog'onasi, gipertonik kasallik, gigiyena) bo'lishi mumkin. Atamalar kundalik turmushda ishlatiladigan adabiy tildagi so'zlardan farq qilib, ilmiy va ilmiy texnika tushunchalarini ifodalaydi. U ilmiy nazariy xulosa natijasi, ma'lum bir ilmiy nazariy parcha aksidir.

Klinik terminlarning ilmiy-nazariy yasaliş prinsiplari

Klinik terminologiyani o'rganishda yunon tili so'zlariga asoslanadi. Har qanday so'z yasovchi element (negiz, old qo'shimcha prefiks, suffiks) atama element deyiladi. Terminlar muayyan ma'noga ega. Shuning uchun bir necha elementlardan tuzilgan terminlarni tahlil qilishda asosiy ma'no tashuvchi atama elementlariga ilmiy jihatdan yondashish maqsadga muvofiqdir.

Klinik terminologiyani o'zlashtirish metodikasi alohida atama elementlarning ma'nosini tushunish yasama yoki murakkab atamalar yasash usullarini nazarda tutadi. Klinik atamalar odatda yasama yoki qo'shma so'zlardan ifodalanadi. Yasama so'zlar prefiks+o'zak; prefiks+o'zak+suffiks: nephritis-nefrit, buyrakning yallig'lanishi; Para+nephr+itis - paranefrit, buyrak atrofi yallig'lanishi va hokazo.

1. Morfologik yasaliş (qo'shimchalar orqali hosil bo'lish)

Klinik terminlarning asosiy qismi **prefiks + ildiz + suffiks** modeli asosida yaratiladi.

a) Prefikslar (old qo'shimchalar)

Ko'pincha yunon yoki lotin kelib chiqishli bo'ladi:

- hyper- (ortiqcha): hypertonia — gipertoniya-qon bosimning oshishi
- pro- (old): pronephros—pronefros-old buyrak
- anti-(qarshi):antitoxia—antitoksiya-zaharga qarshi
- eu-(normal):eupnoe—eupnoy-normal nafas olish

b) Ildizlar

Asosiy ma'noni beradi:

- cardio- (yurak)
- neuro- (asab)
- dermo- (teriga oid)
- path- (kasallik)

c) Suffikslar (oxirgi qo'shimchalar)

Kasallik, yallig'lanish, jarayon, o'lcham kabi ma'nolarni beradi:

- -itis (yallig'lanish): gastritis, dermatitis
- -osis (patologik jarayon): neurosis
- -algia (og'riq): neuralgia

- -ectomy (olib tashlash): appendectomy

Morfologik usul klinik terminologiyaning eng asosiy shakllanish modeli hisoblanadi.

2. Kompozitsiya (juftlash / birikma shakli)

Bu usulda ikki yoki undan ko‘p ildiz birlashib, yangi klinik atama hosil qiladi.

Misollar:

- cardiomyopathy → “cardio” (yurak) + “myo” (muskul) + “pathy” (kasallik)
- gastroenterology → “gastro” (oshqozon) + “entero” (ichak) + “logy” (fan)
- neuromuscular → “neuro” (asab) + “muscular” (mushak)

Bu usul klinik jarayonning murakkabligini aniq aks ettiradi.

3. Eponimik yasaliş (olim yoki shaxs nomi bilan atalishi)

Bu usul klinik terminologiyani boyitib turadi.

Misollar:

- Parkinson kasalligi — J. Parkinson sharafiga
- Daunsindromi — J. Down sharafiga

Eponimlar klinik tibbiyotda juda ko‘p uchraydi.

Klinik terminologiyaning deontologik ahamiyati quyidagi asosiy jihatlarida namoyon bo‘ladi:

1. Kasbiy etika va mas‘uliyatni ta‘minlash

Klinik atamalarni to‘g‘ri va aniqishlatish shifokorning kasbiy mas‘uliyatini ifodalaydi. Noto‘g‘ri termin ishlatilishi bemor salomatligiga zarar yetkazishi mumkin. Masalan: shifokor bemorning qorin og‘rig‘i sababini “gastritis” deb noto‘g‘ri tashxis qo‘ysa, bemor uchun kerakli davo choralari kechikadi, chunki haqiqiy sabab appendicitis bo‘lishi mumkin. Agar shifokor terminlarni aniq ishlatganida, bemor vaqtida jarrohlik ko‘rigi va muolajaga yuborilgan bo‘lardi.

2. Bemorning huquqlarini hurmat qilish

To‘g‘ri klinik terminlar bemorga uning sog‘lig‘i haqida to‘g‘ri va tushunarli ma‘lumot berish imkonini beradi. Bu esa bemorning xabardor roziligini olish va uni hurmat qilish tamoyiliga bog‘liq. Misol uchun, diagnostika natijalarini shaffof va aniq ifodalash orqali bemor o‘z salomatligiga oid qarorlar qabul qilishi mumkin

3. Xatolarni kamaytirish va xavfsizlikni ta‘minlash

Standartlashtirilgan klinik terminlar bemor xavfsizligini oshiradi. Noto‘g‘ri dori nomi yoki tashxis xatolari jiddiy oqibatlarga olib kelishi mumkin. Masalan: Agar shifokor bemorga “Warfarin” o‘rniga “Warfarin” bilan fonetik jihatdan o‘xshash boshqa dori yozsa yoki “hypertension” o‘rniga “hypotension” deb yozsa, bu bemorning qon bosimi bilan bog‘liq jiddiy muammolarga olib keladi. Standart klinik terminlarni ishlatish xatolarni sezilarli darajada kamaytiradi.

4. Ilmiy va klinik adolat

Aniq terminologiya shifokorlarning bir-birini tushunishini, ilmiy natijalarni adolatli baholashni va klinik tadqiqotlarda xatolarga yo‘l qo‘ymaslikni ta‘minlaydi. Bu esa deontologiyada shifokorning bilimli va mas‘uliyatli bo‘lishi talabi bilan bog‘liq.

Xulosa

Tibbiy terminologiya – zamonaviy tibbiyotning ilmiy asosini tashkil etuvchi mustahkam tizimdir. Ayniqsa, klinik atamalar lotin va yunon tillarining izchil morfologik qonuniyatlariga tayanishi tufayli aniq, ixcham va umumjahon darajasida tushunarli bo‘lib qoladi. Prefiks, ildiz va suffikslarning qat‘iy lingvistik uyg‘unlikda qo‘llanilishi klinik jarayonlar, patologik holatlar va anatomo-fiziologik tushunchalarni aniq talqin qilish imkonini beradi. Shu bilan birga, kompozitsiya, konversiya va eponimik yasash metodlari terminologiya tizimini yanada kengaytirib, murakkab kasalliklar yoki klinik jarayonlarni qisqa, lekin mazmunli shaklda ifodalash imkonini yaratadi. Tibbiy terminologiya faqat ilmiy-texnik vosita bo‘lib qolmay, balki kuchli deontologik ahamiyatga ega. Atamalarni to‘g‘ri, o‘rinli va aniq qo‘llash shifokorning bemor oldidagi kasbiy axloqi, hurmati va mas‘uliyatining ajralmas qismidir. Noto‘g‘ri termin tanlanishi klinik xatolarga, noto‘g‘ri tashxisga yoki dori buyurishda xatoga olib kelishi mumkin. Standartlashtirilgan, xalqaro miqyosda qabul qilingan tibbiy terminlardan foydalanish esa bunday xatoliklarning oldini oladi, bemor xavfsizligini ta‘minlaydi va klinik jarayonning aniq boshqarilishini kafolatlaydi. Bundan tashqari, yagona tibbiy terminologiyaning mavjudligi turli mamlakatlar shifokorlari, tadqiqotchilari va sog‘liqni saqlash mutaxassisleri o‘rtasida samarali muloqotni rivojlantiradi. Bu global hamkorlikni kuchaytirib, ilmiy tadqiqotlar sifatini oshiradi, klinik qarorlar qabul qilish jarayonini yengillashtiradi va tibbiyotning jahon miqyosidagi integratsiyasini mustahkamlaydi. Shu bois, tibbiy terminologiyani chuqur o‘zlashtirish shifokor kasbining nafaqat ilmiy, balki axloqiy va ma‘naviy poydevorini mustahkamlovchi muhim omildir. Terminologik savodxonlik yuqori bo‘lgan mutaxassis har doim aniq, mas‘uliyatli, ehtiyotkor va deontologik prinsiplarni hurmat qilgan holda bemor bilan ishlaydi.

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MAKTABGACHA VA BOSHLANG'ICH TA'LIM TIZIMIDA O'QITISHNING ZAMONAVIY PEDAGOGIK TEXNOLOGIYALARI

Denov tadbirkorlik va pedagogika instituti

4-kurs Boshlang'ich ta'lim yo'nalishi

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Annotatsiya. Ushbu maqolada maktabgacha ta'lim tashkilotlarida ta'lim sifatini oshirishda zamonaviy pedagogik va axborot texnologiyalardan foydalanishning vazifalari, muammolari haqida muhim ma'lumotlar xulosa va tavsiyalar keltirilgan.

Kalit so'zlar: pedagogik texnologiya, axborot texnologiya, intellektual salohiyat, iqtidor, qobiliyat, multimediyali ta'lim.

Annotation. This article provides important information, conclusions and recommendations on the tasks and problems of using modern pedagogical and information technologies to improve the quality of education in preschool education.

Keywords: pedagogical technology, information technology, intellectual potential, talent, ability, multimedia education.

KIRISH

Bugungi kunda barkamol avlodni tarbiyalashda yoshlarni intellektual salohiyatini ro'yobga chiqarish va ularning har tomonlama rivojlangan shaxs etib voyaga yetkazish - davlatimiz siyosatini ustivor yo'nalishga aylangan.

Mamlakatimizda Maktabgacha ta'lim tizimini yanada takomillashtirish, moddiy-texnika bazasini mustahkamlash, maktabgacha ta'lim tashkilotlari tarmog'ini kengaytirish, malakali pedagog kadrlar bilan ta'minlash, bolalarni maktab ta'limiga tayyorlash darajasini tubdan yaxshilash, ta'lim-tarbiya jarayoniga zamonaviy ta'lim dasturlari va texnologiyalarini tatbiq etish, bolalarni har tomonlama intellektual, axloqiy, estetik va jismoniy rivojlantirish uchun shart-sharoitlar yaratish maqsadida bir qator qonunlar va qonun osti hujjatlar qabul qilingan.

Shulardan biri O'zbekiston Respublikasi "Ta'lim to'g'risida"gi Qonunining 10-moddasida ta'lim turlari sanab o'tilib, uning birinchi turi -"Maktabgacha ta'lim" ekanligi ta'kidlangan. Shuningdek, 11-moddasida: "Maktabgacha ta'lim bola shaxsini sog'lom va yetuk, maktabda o'qishga tayyorlangan tarzda shakllantirish maqsadini ko'zlaydi. Bu ta'lim olti-yetti yoshgacha oilada, bolalar bog'chasida va mulk shaklidan

qat'iy nazar boshqa ta'lim muassasalarida olib boriladi", - deyilgan Chunki jismoniy sog'lom ma'naviy yetuk shaxslargina buyuk kelajakni yaratadi.

Darhaqiqat, ta'lim-tarbiya qanchalik erta boshlansa uning samarasi shunchalik erta namoyon bo'ladi va insonning butun hayot tarziga ijobiy ta'sir qiladi. «Maktabgacha ta'lim» atamasi 1997 yilda YUNESKO qarori bilan kiritilgan bo'lib, uzluksiz ta'lim tiziminining birinchi bosqichini tashkil etadi.

Bu albatta quvonarli hol. Maktabgacha ta'lim tashkilotlarida ta'lim sifatini oshirishda zamonaviy pedagogik texnologiyalardan foydalanish bugungi kundagi dolzarb vazifa deb bejizga aytilmagan. Hozirgi davrimiz texnologiya asri bo'lganligi uchun har bir tarbiyalanuvchining zamon bilan hamnafas qilib o'stirish maqsadida "Kadrlar tayyorlash milliy dasturining 9-moddasida "Barcha bosqichdagi ta'lim jarayonlarini kompyuterlashtirish va axborotlashtirish amalga oshiriladi", - deb aytilgan. Shuningdek YUNISEF tashkilotining «Bolaga yo'naltirilgan ta'lim dasturi»da MTTlarining ta'lim-tarbiya jarayonida yangi pedagogik texnologiyalardan foydalanish dolzarb masala ekanligi ta'kidlangan.

Yuqorida bayon qilingan dalillar MTT bolalarida kompyuter savodxonligini shakllantirish, ularni kompyuter bilan elementar tarzda muomala qilishga o'rgatish va maktab ta'limiga tayyorlash dolzarb masalalardan biri ekanligini ko'rsatadi. Yosh bolalar tevarak-atrofga, voqea va xodisalarga, narsa va buyumlarga qiziquvchan bo'ladi. Hamma narsani ushlab, paypaslab, yurgizib, harakatga keltirib ko'rishni yoqtiradilar. MTTlarida multimediali kompyuterli ta'limni amalga oshirishning asosiy talablaridan biri - bolalarning kompyuter savodxonligini shakllantirish va ularni kompyuterda mustaqil ishlashini ta'minlashdan iborat.

Tarbiyalanuvchilarning kompyuter savodxonligini shakllantirishdan asosiy maqsad ta'lim-tarbiya jarayonini amalga oshirishda kompyuterdan foydalanishga qaratilgani sababli, tarbiyachi o'zining nazorati ostida "Sichqoncha" yordamida turli ta'lim o'yinlarini, matematik amallarni, ekologik topshiriqlarni va shularga o'xshash vazifalarni bajartirishga o'tadi. Tarbiyalanuvchilar "Sichqoncha"dan foydalanish bo'yicha to'la amaliy malaka va ko'nikma hosil qilganlaridan so'ng mustaqil ish bajara boshlaydilar. Bu holda ham tarbiyachi ularning ishini doimiy kuzatib turadi.

MTT tarbiyalanuvchilarida kompyuter savodxonligini shakllantirishning yana bir qulay tomoni shundan iboratki, multimedia texnologiyasidan foydalanish jarayonida tarbiyalanuvchilarning bilimni baholash ham kompyuter xotirasiga kiritilgan test savollari, rasmlar, o'yinlar, mashqlar, taqdimotlar orqali amalga oshiriladi. Bu holda tarbiyalanuvchilar berilgan savollarga to'g'ri javob topishlari shart.

Multimedia vositalarini tayyorlash va bolalarning kompyuter savodxonligini shakllantirish metodikasi shaxsiy kompyuterlar multimedia texnologiyasining asosiy texnik vositasi hisoblanadi

Zamonaviy jamiyatning rivojlanishi pedagogik yangiliklar tajribasini, psixologik va pedagogik tadqiqotlar natijalarini umumlashtirish va tizimlashtirishni talab qiladi. Bu muammoni hal qilish usullaridan biri bu bolalar bilan ta'limiy va tarbiyaviy ishlarni tashkil etishning texnologik yondashuvidir. Maktabgacha ta'limda pedagogik texnologiya - ta'lim jarayonini amalga oshirish uchun shakllar, usullar, texnikalar, o'quv vositalarining kompleksini anglatadi. Pedagogik texnologiyalardan foydalanish zarurati quyidagi sabablarga bog'liq:

- Pedagogik texnologiyaning ahamiyati shundaki, maktabgacha yoshdagi bolalarning yutuqlarini baholashning zamonaviy yondashuvlarini aniqlaydi;

-Shaxsiy va tabaqalashtirilgan vazifalar uchun sharoit yaratadi.

Bugungi kunda ilg'or xorijiy tajribani hisobga olgan holda bolalarni har tomonlama intellektual, axloqiy, estetik va jismoniy rivojlantirish sharoitlarini yaratish, maktabgacha ta'lim sifatini oshirish, maktabgacha ta'lim tashkilotlarida bolalarni maktabga sifatli tayyorlashni tubdan yaxshilash, ta'lim-tarbiya jarayoniga jahon amaliyotida keng qo'llaniladigan zamonaviy ta'lim dasturlari va texnologiyalarini joriy etish, maktabgacha ta'lim tashkilotlariga pedagog kadrlarni tayyorlash va malakasini oshirish mexanizmini takomillashtirishdan iborat dolzarb vazifalar qo'yilgan. Maktabgacha yosh-bu shaxsning poydevori qo'yilgan, irodasi rivojlangan va ijtimoiy kompetensiyasi shakllanadigan o'ziga xos va hal qiluvchi davr.

Ma'lumki, maktabgacha ta'limning asosiy maqsadi bola shaxsini sog'lom va yetuk, maktabda o'qishga tayyorlangan tarzda shakllantirishdan iborat. Ushbu maqsadni amalga oshirishda hozirgi asr-axborot asri ekanligidan kelib chiqqan holda maktabgacha ta'lim muassasalarida ta'lim-tarbiya jarayoniga axborot kommunikatsiya texnologiyalarini joriy etish davr taqozasidir.

Bugungi kunda maktabgacha ta'lim tashkilotlari tarbiyachilarining asosiy vazifalari bolalarda iqtidor va qobiliyatni yanada o'stirish, ularning bilim olish istiqbolini rivojlantirishdan iborat.

Shunga ko'ra, tarbiyachi mashg'ulotlarda turli o'quv pedagogik dasturlardan, elektron qo'llanmalardan, pedagogik o'yinlardan foydalansa tarbiyachi va tarbiyalanuvchi o'rtasidagi to'siq yo'qoladi, bolalarning xarakteri kengroq ochiladi. Bolalarda kuzatuvchanlik, xotira diqqati kuchayadi chunki, mashg'ulotda majburiy bilim berish bo'lmaydi, bilimni ixtiyoriy qabul qilish orqali ijobiy natijaga erishadi. MTTlarda pedagogik va axborot texnologiyalaridan foydalanish kunning dolzarb muammolaridan biri bo'lib hisoblanadi.

Xulosa qilib aytganda, maktabgacha ta'lim uzluksiz ta'limning boshlang'ich qismi hisoblanadi. U bolaning sog'lom va rivojlangan shaxs bo'lib shakllanishini ta'minlab, o'qishga bo'lgan ishtiyoqini uyg'otib, tizimli o'qitishga tayyorlab boradi. 6-7 yoshgacha bo'lgan maktabgacha ta'lim davlat va nodavlat bolalar maktabgacha ta'lim muassasalarida va oilada amalga oshiriladi. Maktabgacha ta'limning maqsadi - bolalarni maktabdagi o'qishga tayyorlash, bolani sog'lom, rivojlangan, mustaqil shaxs bo'lib shakllantirish, qobiliyatlarini ochib berish, o'qishga, tizimli ta'limga bo'lgan ishtiyoqini tarbiyalashdir. Bunda esa bizga zamonaviy pedagogik va axborot texnologiyalardan foydalanish zarurati paydo bo'lar ekan. Biz yuqorida sanab o'tgan barcha jabhalarda ta'lim sifatini oshirishda ulardan foydalanish eng sifatli samarali va yagona usul ekanligiga amin bo'ldik.

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“YOSH VA PEDAGOGIK PSIXOLOGIYA FANINING VAZIFALARI VA RIVOJLANISH BOSQICHLARI”

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Annotatsiya;Yosh va pedagogik psixologiya ta'lim jarayonining psixologik qonuniyatlarini, shaxsning yoshga xos rivojlanish xususiyatlarini, o'quvchining bilish jarayonlari, emotsional–irodaviy holati hamda shaxs sifatlarining shakllanish omillarini o'rganuvchi fan hisoblanadi. Ushbu maqolada yosh va pedagogik psixologiyaning mazmuni, asosiy vazifalari, tarixiy rivojlanish bosqichlari, zamonaviy talqinlari hamda ta'lim jarayoniga tatbiq etish imkoniyatlari tahlil qilingan. Shuningdek, fan rivojlanishidagi muhim ilmiy yo'nalishlar, yetakchi psixologlar qarashlari va ularning ta'lim-tarbiyadagi ahamiyati yoritilgan.

Kalit so'zlar;yosh psixologiyasi,pedagogik psixologiya,rivojlanish bosqichlari.psixik jarayonlar,shaxs taraqqiyoti,ta'lim va tarbiya,individual farqlar,pedagogik faoliyat,motivatsiya,psixodiagnostika

Kirish;Yosh va pedagogik psixologiya zamonaviy ta'lim jarayonining nazariy tayanchlaridan birini tashkil etadi. Shaxsning rivojlanish jarayonlari, ta'lim jarayonidagi psixologik omillar, motivatsiya, individual xususiyatlar, bilish faoliyati, o'qituvchi va o'quvchi o'rtasidagi o'zaro ta'sir mexanizmlarini o'rganuvchi ushbu fan pedagogik amaliyotning samaradorligini oshirishda beqiyos ahamiyatga ega. Insonning psixik rivojlanishi uzluksiz jarayon bo'lib, turli yosh bosqichlarida shaxs xususiyatlarining shakllanishi, bilish qobiliyatlari, emotsional-irodaviy holatlari, dunyoqarashi, motivatsiyasi o'ziga xos tarzda rivojlanadi. Ana shu jarayonlarni ilmiy asosda tadqiq etish yosh psixologiyasining vazifasi sanaladi.

Pedagogik psixologiya esa ta'limning psixologik mexanizmlarini, o'qituvchi va o'quvchi o'rtasidagi munosabatlarni, o'qitish texnologiyalarining psixologik asoslarini tahlil qiladi. Mazkur ikki fan bir-biri bilan uzviy bog'liq bo'lib, inson kamolotining uzviy bosqichlarini o'rganish orqali pedagogik faoliyatning ilmiy-tashkiliy asoslarini shakllantiradi.

Yosh psixologiyasi insonning tug'ilishdan boshlab qarilik davrigacha bo'lgan psixik rivojlanishini o'rganadi. Insonning jismoniy rivojlanishi kabi psixik rivojlanishi ham bosqichma-bosqich kechadi. Har bir yosh bosqichining o'ziga xos bilish jarayonlari,

irodaviy harakatlari, emotsional reaksiyalari mavjud bo‘ladi. Ushbu qonuniyatlarni o‘rganish pedagogik jarayonni to‘g‘ri tashkil etish imkonini yaratadi.

Pedagogik psixologiya esa ta‘limning mazmuni, shakli va metodlarining psixologik asoslarini tahlil etadi. O‘quvchilarning o‘quv faoliyatida motivatsiya, qiziqish, idrok, e‘tibor, tafakkur, xotira kabi psixik jarayonlar qanday shakllanishini aniqlash pedagogik psixologiyaning bosh maqsadlaridan biridir.

Yosh psixologiyasi va pedagogik psixologiyaning asosiy vazifalari

Yosh psixologiyasi bir nechta muhim vazifalarni bajaradi. Eng avvalo u shaxs rivojlanishining yoshga oid qonuniyatlarini aniqlaydi. Masalan, maktabgacha yoshdagi bola o‘yinni yetakchi faoliyat sifatida qabul qilsa, o‘quv davrida o‘quv faoliyati asosiy o‘ringa chiqadi. Shaxsning har bir bosqichidagi psixologik ehtiyojlar turlicha bo‘lganligi sababli tarbiyaviy ta‘sir ham mos ravishda tashkillashtirilishi zarur.

Pedagogik psixologiyaning vazifalari esa quyidagilardan iborat: ta‘lim jarayonidagi psixologik omillarni o‘rganish, o‘qitish usullarini psixologik tahlil qilish, o‘quvchilarning o‘zlashtirish darajasini tushuntirib beradigan psixologik mexanizmlarni aniqlash, o‘qituvchi va o‘quvchi o‘rtasidagi kommunikativ jarayonlarni tahlil qilish va samarali o‘qitish strategiyalarini ishlab chiqish.

Fan rivojlanishining tarixiy bosqichlari

Yosh va pedagogik psixologiyaning shakllanishi qadimgi davrlarga borib taqaladi. Qadimgi Yunonistonda Aflotun va Aristotel inson ruhiyati, tarbiya jarayoni va bilish faoliyati haqida fikr yuritgan. Ularning qarashlari keyinchalik pedagogik psixologiya rivojiga asos bo‘ldi. O‘rta asrlarda Ibn Sino, Al Farobiy kabi olimlar bola rivojlanishi, tarbiya va ta‘limning psixologik tomonlarini ilmiy asosda bayon etganlar.

Uyg‘onish davrida pedagogik psixologiya yanada rivojlandi. Komenskiyning ta‘limga oid qarashlari pedagogik psixologiya fani uchun yangi yo‘nalish yaratdi. Yigirmanchi asr boshlarida L. Vigotskiy, J. Piajening ilmiy ishlari yosh psixologiyasining metodologik asosiga aylandi. Piajening kognitiv rivojlanish nazariyasi, Vigotskiyning proksimal rivojlanish zonasi konsepsiyasi psixologiya va pedagogika fanlarida yangi bosqichni boshlab berdi.

Zamonaviy yosh psixologiyasining yo‘nalishlari

Bugungi kunda yosh psixologiya bir nechta yo‘nalishlar asosida rivojlanmoqda. Ulardan biri kognitiv psixologiya bo‘lib, u shaxsning bilish jarayonlari: idrok, xotira, tafakkur, problemalarni hal qilish qobiliyati va nutq rivoji bilan bog‘liq masalalarni o‘rganadi. Kognitiv psixologiyaning yutuqlari zamonaviy pedagogik texnologiyalarda keng qo‘llanilmoqda.

Yana bir muhim yo‘nalish — rivojlanish psixologiyasi bo‘lib, u shaxsning tug‘ilishdan boshlab umrining oxirigacha bo‘lgan jarayonda qanday psixik o‘zgarishlarga

uchrashini tahlil qiladi. Bu yo'nalish ta'lim tizimi uchun juda muhim bo'lib, o'qituvchiga o'quvchilarning yoshiga mos yondashuvni tanlashga yordam beradi. Pedagogik psixologiyada ta'lim-tarbiya jarayonining psixologik asoslari Pedagogik psixologiya ta'lim jarayonining bir nechta psixologik asoslarini o'rganadi. Bular o'quvchilarning o'quv faoliyatini tashkil etish mexanizmlari, motivatsiya turlari, o'qitish jarayonidagi qiziqishning shakllanishi, o'qituvchi shaxsining o'quvchilar uchun psixologik ta'siri kabi jihatlarni o'z ichiga oladi.

Ta'lim jarayonining samaradorligi ko'p jihatdan o'qituvchi va o'quvchi o'rtasidagi psixologik iqlimga bog'liq. Psixologik yondashuvga tayangan holda o'qituvchi har bir o'quvchining individual ehtiyojlarini hisobga olgan holda o'qitish usullarini tanlashi mumkin. Motivatsiya va individual farqlar

Pedagogik psixologiya motivatsiya masalasiga ham katta e'tibor qaratadi. Motivatsiya o'quv faoliyatining asosiy harakatlantiruvchi kuchi sanaladi. O'quvchilarni o'qishga rag'batlantiradigan omillar — qiziqish, ichki ehtiyoj, tashqi rag'batlar, maqsadga intilish — ta'limning samaradorligini belgilaydi.

Individual farqlar pedagogik jarayonning muhim qismidir. O'qituvchi har bir o'quvchining qobiliyati, psixotipi, bilish jarayonlaridagi farqlarni hisobga olib o'quv-tarbiya jarayonini tashkil etadi. Psixodiagnostika va pedagogik amaliyot

Yosh va pedagogik psixologiya psixodiagnostika metodlari orqali o'quvchilarning rivojlanish darajasini aniqlash imkonini yaratadi. Psixologik testlar, kuzatish, suhbat, eksperiment, portfoliolarni tahlil qilish orqali o'qituvchi o'quvchilarning individual rivojlanish trayektoriyasini shakllantiradi.

Fanlarning integratsiyasi

Pedagogik psixologiya zamonaviy ta'lim tizimida boshqa fanlar bilan integratsiyalashgan holda rivojlanmoqda. Neyropsixologiya, ijtimoiy psixologiya, kognitiv fanlar bilan o'zaro uyg'unlikda yangi pedagogik metodlar, treninglar, innovatsion texnologiyalar ishlab chiqilmoqda.

Xulosa; Yosh va pedagogik psixologiya shaxs rivojlanishi, ta'lim jarayonining psixologik mexanizmlari, o'qituvchi va o'quvchi o'rtasidagi munosabatlar, bilish jarayonlarining shakllanishi kabi muhim masalalarni o'rganadigan fundamental fandır. Ushbu fan rivojlanishining tarixiy bosqichlari, zamonaviy istiqbollari va amaliy ahamiyati ta'lim tizimini takomillashtirishda muhim o'rin tutadi. Shaxsning yoshga oid xususiyatlarini bilish o'qituvchiga ta'lim-tarbiyani individual yondashuv asosida tashkil qilishga imkon beradi. Shu sababli yosh va pedagogik psixologiya bugungi kunda ham ta'limning metodologik bazasini shakllantirib, pedagogik jarayonning samaradorligini oshirishda muhim ilmiy asos bo'lib xizmat qiladi.

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THE ROLE OF TASK-BASED APPROACH IN ENHANCING STUDENTS' COMMUNICATION SKILLS: A THEORETICAL PERSPECTIVE

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ANNOTATION

This article provides an in-depth theoretical analysis of the role of the Task-Based Approach (TBA) in enhancing students' communication skills. It examines the evolution of TBA within Communicative Language Teaching, its philosophical roots in interactionism, constructivism, sociocultural theory, and cognitive learning theory. Various models of TBA (Willis, Ellis, Skehan) are compared, along with principles of communicative competence and task-based assessment. The article also contrasts TBA with Presentation–Practice–Production (PPP), Project-Based Learning (PBL), and problem-based approaches.

Keywords: Task-Based Approach, communication skills, TBLT, communicative competence, sociocultural theory, input–output, interaction, noticing, cognitive engagement.

АННОТАЦИЯ

Статья содержит глубокий теоретический анализ задачного подхода (ТВА) и его роли в развитии коммуникативных навыков учащихся. Рассматриваются истоки ТВА в коммуникативном обучении, его философская база в интернационализме, конструктивизме, социокультурной теории и когнитивных концепциях обучения. Сравняются основные модели задачного обучения (Уиллис, Эллис, Скехан), а также принципы коммуникативной компетенции и задачного оценивания. ТВА сопоставляется с моделями PPP, проектным обучением и проблемно-ориентированным подходом.

Ключевые слова (RU): задачный подход, коммуникативные навыки, коммуникативная компетенция, социокультурная теория, заметность, интеракция, когнитивная вовлечённость.

ANNOTATSIYA

Ushbu maqolada vazifaga asoslangan yondashuv (Task-Based Approach)ning talabalarning kommunikativ ko'nikmalarini rivojlantirishdagi o'rni nazariy jihatdan chuqur tahlil qilinadi. Unda TBAning kommunikativ yondashuvdagi ildizlari, uning interaksionizm, konstruktivizm, sotsiokultural nazariya va kognitiv nazariyalar bilan bog'liqligi yoritilgan. Willis, Ellis va Skehan tomonidan ishlab chiqilgan TBA modellarining farqlari va o'xshashliklari ko'rib chiqiladi. TBAning PPP, loyiha

asosidagi o'qitish va muammo asosidagi yondashuvlardan farqi tahlil qilinadi. Shuningdek, kirish–chiqish nazariyalari, kuzatish (noticing) gipotezasi, vazifa orqali kognitiv yuklama va CAF modeli orqali TBAning lingvistik, pragmatik va strategik kompetensiyani rivojlantirishi ilmiy asoslanadi.

Kalit soʻzlar (UZ): vazifaga asoslangan yondashuv, kommunikativ kompetensiya, kognitiv nazariya, input–output, strategik kompetensiya.

INTRODUCTION

Communication has become not only a desirable outcome but the central instructional objective in contemporary foreign language pedagogy. Traditional language classrooms, dominated by grammar drills, repetition, and controlled practice, often fail to prepare students for the unpredictable, spontaneous, and socially complex nature of real communication. These structural approaches produce learners who may know grammatical rules but struggle to use language meaningfully when the situation requires negotiation of meaning, expressing opinions, or solving real-life problems. It is precisely this gap between form-focused learning and real-life communicative performance that led to the emergence of the Task-Based Approach (TBA), also known as Task-Based Language Teaching (TBLT). As scholars note, TBA is now regarded as one of the most theoretically grounded and empirically supported methods in applied linguistics, due to its alignment with how languages are acquired socially, cognitively, and interactively [1, 46].

The central idea of TBA is that learners acquire language most effectively when they use it to perform meaningful tasks. This stands in contrast to traditional methods, which prioritize teaching forms and rules before meaning. In TBA, meaning is primary; learners are placed in situations where language becomes a tool for achieving a communicative goal. This theoretical shift reflects important developments in psychology and linguistics. For example, theories of constructivism argue that knowledge is not absorbed passively but constructed through purposeful activity. When learners engage in tasks—such as solving a problem, planning an event, or negotiating a decision—they construct linguistic knowledge by connecting language with functional purpose. Sociocultural theory further strengthens this argument by demonstrating that learning is mediated through social interaction; thus, the interactional nature of task performance naturally creates opportunities for scaffolding, collaboration, and communication within the learner's Zone of Proximal Development [3, 195]. From a linguistic perspective as well, TBA resonates with interactionist theories, particularly the Interaction Hypothesis, which states that negotiation of meaning during communication enhances comprehension and acquisition [4, 101].

Historically, TBA evolved within the broader movement of Communicative Language Teaching (CLT) during the 1970s and 1980s. CLT represented a radical break from the behaviorist tradition of PPP (Presentation–Practice–Production), which assumed that language must first be learned through controlled practice before being used freely. CLT challenged this belief by showing that accuracy does not automatically lead to communicative competence and that learners need meaningful contexts to develop communicative flexibility. TBA was therefore a refinement of CLT, transforming its broad principles into a more structured pedagogical system in which tasks provide the primary engine for communication [2, 112].

To understand how TBA enhances communication skills, it is essential to explore its theoretical mechanisms. One of the most influential explanations is Swain’s Output Hypothesis, which argues that learners develop communicative competence not only by receiving input but by being “pushed” to produce language that expresses precise meaning. When a learner must explain an idea, justify an opinion, or clarify something during a task, they confront gaps in their linguistic knowledge. These gaps become visible to the learner, leading them to notice deficiencies—a process Schmidt refers to as the “noticing” mechanism of acquisition [4, 112]. For example, during a problem-solving task in which students must choose the best solution to a community issue, they may struggle to articulate disagreement politely. This struggle pushes them to search for expressions like *“I see your point, but...”* or *“Another perspective might be...”*, which they may subsequently acquire after the teacher provides post-task feedback.

Another theoretical foundation is Long’s Interaction Hypothesis, which emphasizes the importance of negotiation of meaning. During tasks, students naturally ask for clarification, repeat, reformulate, or check understanding. These interactional moves are crucial for developing communication skills because they expose learners to authentic conversational patterns. For instance, if one student fails to understand another’s explanation during a map-navigation task, the resulting clarification exchange not only improves comprehension but models real-life communicative strategies such as rephrasing, summarizing, and checking meaning. Research shows that such interactional work develops fluency, accuracy, and strategic competence simultaneously [5, 220].

What makes TBA especially effective for communication development is that it integrates fluency and accuracy without sacrificing one for the other. During the task itself, learners prioritize fluency because the goal is to complete the communicative activity, not to speak perfectly. This mirrors real-life communication, where meaning often takes precedence over form. However, TBA incorporates form-focused instruction after the task, when learners are more receptive to correction because they

have personally experienced their linguistic limitations. For example, after students present their solutions in a task, the teacher may highlight common errors or introduce expressions that could have improved clarity. This delayed attention to form makes accuracy meaningful rather than mechanical, as learners have a cognitive reason to pay attention to it [1, 62].

A strength of TBA is its natural ability to develop pragmatic and sociolinguistic competence. Unlike grammar exercises, tasks require students to consider social roles, politeness, tone, and cultural expectations. For instance, a task requiring students to role-play a job interview requires them not only to speak grammatically correctly but to adopt appropriate professional language, intonation, and politeness strategies. Similarly, a negotiation task teaching students how to arrange a meeting time can expose them to culturally appropriate ways of making suggestions or responding to refusals. Such examples demonstrate how TBA fosters communication that is socially realistic, not artificially controlled.

Another important theoretical justification for TBA is related to strategic competence—the learner’s ability to manage communication breakdowns. Tasks create genuine communicative difficulty, and learners must compensate by paraphrasing, gesturing, using synonyms, or asking for help. These strategies are essential in real-world communication and often directly contribute to fluency. A learner who cannot recall the word “withdraw money” may use “take cash from bank,” demonstrating strategic thinking and communicative success despite gaps in vocabulary. Such behavior is not practiced in tightly controlled lessons but emerges naturally in task performance [7, 314].

Overall, the Task-Based Approach offers a holistic, theory-driven method for developing communication skills by combining cognitive engagement, social interaction, linguistic processing, and pragmatic awareness. Its basis in established theories—constructivism, sociocultural theory, the Interaction Hypothesis, the Output Hypothesis, and the Noticing Hypothesis—explains why it consistently outperforms traditional, form-heavy methods. By placing learners in situations where language must be used meaningfully, TBA nurtures the very competencies—fluency, accuracy, appropriateness, and strategic flexibility—that define successful communication.

Conclusion

The Task-Based Approach is one of the most theoretically grounded methodologies in modern language pedagogy. Its foundation lies in interactionism, constructivism, sociocultural theory, and cognitive learning theories, making it uniquely powerful for developing communication abilities. By engaging learners in purposeful, authentic, cognitively stimulating tasks, TBA fosters linguistic, pragmatic, discourse, and

strategic competence. Theoretical and empirical evidence strongly supports TBA as an essential approach for enhancing communicative abilities in foreign language learners.

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IMPROVEMENT OF FORMS AND MECHANISMS OF LEGAL PROTECTION OF WOMEN IN THE FIELD OF LABOR

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In recent years, nearly 100 legal and normative acts have been adopted concerning the protection of the rights and interests of neighborhoods, families, women and girls, and youth; their social support; strengthening their position in society; ensuring their employment; preventing poverty; and increasing the active participation of women in the development of the state and society.

The international reputation of the Republic of Uzbekistan largely depends on its observance of human rights, particularly women's rights. The Republic of Uzbekistan acceded to the Convention on the Elimination of All Forms of Discrimination against Women, adopted on 18 December 1979 in New York. This Convention emphasizes that all necessary measures must be taken to ensure women have equal rights with men in the sphere of social and economic activity. The provisions on women's rights set out in the Convention and other international legal instruments are fully reflected in the Constitution of the Republic of Uzbekistan as well as in its labor legislation. It should be noted that today women make up 45.7% of the economically active population. In certain sectors, the proportion of women among employees is particularly high. For example, in healthcare and social services their share is 76.6%, and in education it is 75.6% — meaning that 7 out of every 10 employees are women. According to Article 42 of the Constitution of the Republic of Uzbekistan: It is prohibited to refuse employment to women, dismiss them, or reduce their wages on the grounds of pregnancy or having children.

According to the data of the Ministry of Employment and Poverty Reduction, in the first half of 2023, 3,330 appeals from women were received by labor authorities concerning employment and labor protection issues. As a result of investigations, explanations were provided for 2,023 applications, and the violated labor rights of 1,307 women were restored. During the reporting period, 274 violations based on gender were identified in hiring women, 319 in dismissals, 2,059 related to wage payment, and 432 cases involving discrimination against women. In particular, it was revealed in 39 cases that women had been subjected to various forms of forced labor. 24,700 women in need of social protection — including female graduates of educational institutions, women with young children, single mothers, and women

with children under 14 years of age or with disabled children — were provided with employment.¹

These statistical data and existing practices indicate that women – especially pregnant women and those engaged in child-rearing – continue to face discrimination in matters related to recruitment, transfer to other positions, remuneration, occupational safety and health, and the provision of social benefits.

Despite the above, there remains a clear need to further improve the forms and mechanisms of legal protection for women in the sphere of labor. In particular, experts from the International Labour Organization currently recommend the following measures to ensure genuine equality between men and women in employment: removing certain legislative restrictions on women’s work; enabling women to engage in entrepreneurship, remote work, or other forms of employment without being separated from their families; eliminating abuses linked to gender-based discrimination in hiring; providing women with decent work; creating appropriate conditions for them to fulfill their social responsibilities; and preventing unlawful transfers to other jobs or dismissals. All of these objectives require further refinement of the relevant legislation. Women and persons performing family responsibilities belong to the category of employees who are entitled to additional social protection in the sphere of labor. Women’s physiological characteristics, reproductive functions, and their social role in raising children serve as grounds for including them in this special category of workers. Similarly, persons who carry out family responsibilities also require additional social protection. As a result, special norms establishing guarantees and benefits in the labor sphere are applied to them.

Of course, although legal documents formally enshrine equal rights and freedoms for men and women, certain issues persist: the societal position of men is often regarded as superior, or, under the guise of equality, women are drawn into labor relations that do not correspond to their physiological characteristics. These realities compel us to actively promote women’s rights, ensure the effective implementation of the norms that protect them, and raise the overall level of protection afforded to women.

Chapter 25, paragraph 1 of the Labor Code of the Republic of Uzbekistan establishes a series of prohibitions and restrictions, as well as additional guarantees and benefits, for women and persons with family responsibilities in the social and labor sphere. An analysis of this chapter allows the norms regulating the labor of women and persons performing family duties to be classified as follows:

1) norms applicable to women in general;

¹ <https://kun.uz/news/2023/07/26/1300dan-ortiq-ayollarning-buzilgan-mehnat-huquqlari-tiklandi-vazir-orinbosari>

- 2) norms applicable to pregnant women;
- 3) norms applicable to women raising children under two years of age;
- 4) norms applicable to women raising children under three years of age;
- 5) norms applicable to other persons engaged in child-rearing;
- 6) norms applicable to employees performing other family obligations.

Similar classifications can be observed in the labor legislation of other countries. For example, the legal scholar L.V. Zaytseva, based on Russian labor legislation, has classified the special norms regulating the labor of women and persons with family responsibilities in the following way:

- 1) all women, regardless of age or reproductive status, taking into account the physiological characteristics of the female organism;
- 2) pregnant women who require the provision of necessary working conditions and the exclusion of highly harmful production factors;
- 3) mothers, fathers, and other family members engaged in child-rearing;
- 4) other persons performing family obligations that require special legal regulation of their employment relations².

It should be emphasized that the specific features of labor regulation differ depending on the particular category of employees among women and persons performing family responsibilities. For this reason, it is appropriate to examine the regulatory characteristics of each category separately.

In brief, the first group subject to special legal regulation in labor matters consists of “women” in general. Women are protected on the basis of the physiological characteristics of the female organism, regardless of their age (whether they are of reproductive/fertile age or not). In particular, under the Labor Code of the Republic of Uzbekistan, provisions concerning the prohibition of discrimination in employment and occupation, the content and structure of collective agreements, the procedure for granting leave, as well as benefits and guarantees related to pregnancy and maternity leave, apply precisely to “women.” In other words, belonging to the female sex serves as the sole ground for entitlement to these preferential rights.

² Зайцева Л.В. Трудовой договор: особенности регулирования труда отдельных категорий работников. Учебное пособие. – Тюмень: ТГУ, 2008. –С.35.

**ФРАЗЕОЛОГИЗМЫ СО СЛОВАМИ «ДЕВУШКА», «ЖЕНЩИНА»,
«МАТЬ» В РУССКОМ И УЗБЕКСКОМ ЯЗЫКАХ:
СОПОСТАВИТЕЛЬНЫЙ ЛИНГВОКУЛЬТУРОЛОГИЧЕСКИЙ АНАЛИЗ**

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Статья посвящена сопоставительному анализу русских и узбекских фразеологизмов, связанных с обозначением женщины, девушки и матери. На основе лингвокультурологического подхода выявляются общие и различающиеся черты в образах женщины в двух культурах. Приводятся узбекские аналоги русских устойчивых выражений, анализируется их семантика, символика и культурное содержание. Работа демонстрирует, как через фразеологию отражаются традиционные представления о семье, роли женщины и нравственных ценностях народа.

Фразеологизмы представляют собой важный компонент языковой картины мира, так как несут в себе культурную память народа, его социальные стереотипы и ценностные ориентации. При сопоставлении русской и узбекской фразеологии, связанной с образом матери, женщины и девушки, выявляются существенные культурные и ментальные различия.

Особый интерес представляет поиск узбекских аналогов русских фразеологизмов. Такие соответствия могут быть полными, частичными или контекстуальными, что связано с национальной спецификой женских социальных ролей в двух обществах. Русские фразеологизмы и их узбекские аналоги в данной части приводятся русские выражения со словами «девушка», «женщина», «мать» и предлагаются узбекские фразеологические или паремиологические соответствия.

2.1. Фразеологизмы со словом «девушка»

Русский фразеологизм	Значение	Узбекский аналог	Комментарий
Девушка на выданье	девушка, готовая к замужеству	«Қиз бола — елга йор»	Отражает идею будущего замужества
Красна девица	красивая молодая девушка	Гўзал қизнинг кўнгли нозик бўлади	Образ красоты и нежности
Девушка без комплексов	свободная, раскованная девушка	Точного аналога нет. близкое: ўзини эркин тутадиган қиз	На уровне описательного соответствия
Девушка с характером	решительная, сильная девушка	«Қизнинг кучи — иродасида» (посл.)	Частичное соответствие

Русский фразеологизм	Значение	Узбекский аналог	Комментарий
Женщина лёгкого поведения	проститутка	Устойчивого фразеологизма нет	Бадном хусусли аёл / бузуқ аёл
Женщина с изюминкой	необычная, привлекательная	Нозли аёл, ўзига хос аёл	Частичное соответствие
Женщина-вамп	роковая женщина	Жодугар аёл (образное выражение)	Не точный фразеологизм, но передаёт коннотацию
Женщина в годах	немолодая женщина	Ёши улғайган аёл	Описательное

Женщина – хранительница очага	– символ семьи	«Аёл — уй пойдевори», «Аёл бор уйда барака бор»	Полное культурное соответствие
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Сопоставление показало следующее: русские фразеологизмы, связанные с образом матери, часто имеют прямые и сильные соответствия в узбекской культуре. Образы она, ер она, ватан она глубоко укоренены в мировоззрении обоих народов. Фразеологизмы о девушке отражают культурные различия. В узбекском языке подчёркивается хрупкость, нежность и предназначение девушки, тогда как русский язык фиксирует психологические качества и социальное поведение. В сфере образов женщины узбекский язык чаще использует пословицы, чем устойчивые фразеологизмы. Русский язык имеет более разветвлённую систему фразеологизмов, связанных с психологией женщины. Многие выражения потребовали описательных переводов. Это связано с лакунарностью и культурной спецификой обоих языков. Проведённый анализ демонстрирует, что образы «девушки», «женщины» и «матери» в русской и узбекской фразеологии обладают как общими культурными элементами (роль семьи, почитание матери, ценность женской добродетели), так и различиями, связанными с традиционными моделями поведения и национальным характером. Узбекские аналоги чаще представлены пословицами и метафорами, тогда как русские выражения чаще являются устоявшимися фразеологизмами. Различия связаны с особенностями мировоззрения, гендерных ролей и социальной структуры обоих народов.

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ANNOTATSIYA: Ushbu maqolada biofizikaning zamonaviy tibbiyotdagi o'rni va dolzarbligi ilmiy nuqtai nazardan tahlil qilinadi. Biofizika tirik tizimlarning fizik qonunlar asosida ishlashini o'rganuvchi fan sifatida diagnostika, terapiya, tibbiy texnologiyalar va biotexnologiyada muhim rol o'ynaydi. Tadqiqotda biofizikaning hujayra jarayonlaridan boshlab molekulyar tibbiyot, biomedikal muhandislik, tibbiy tasvirlash, bioelektrika va nanofizika yo'nalishlaridagi qo'llanilishi ko'rib chiqilgan. Maqola biofizikaning kelajak tibbiyotini shakllantiruvchi fundamental fan sifatidagi ahamiyatini ilmiy asosda yoritadi.

KALIT SO'ZLAR: biofizika, tibbiy fizika, diagnostika, bioelektrika, hujayra fiziologiyasi, tibbiy texnologiyalar, biotexnologiya, molekulyar tibbiyot, radiatsion tibbiyot, nanofizika.

BIOPHYSICS - MEDICINE OF TODAY AND THE FUTURE

ANNOTATION: This article analyzes the role and relevance of biophysics in modern medicine from a scientific point of view. Biophysics, as a science that studies the functioning of living systems based on physical laws, plays an important role in diagnostics, therapy, medical technologies and biotechnology. The study examines the application of biophysics in the areas of molecular medicine, biomedical engineering, medical imaging, bioelectricity and nanophysics. The article sheds light on the importance of biophysics as a fundamental science that shapes the medicine of the future on a scientific basis.

KEYWORDS: biophysics, medical physics, diagnostics, bioelectricity, cell physiology, medical technologies, biotechnology, molecular medicine, radiation medicine, nanophysics.

БИОФИЗИКА - МЕДИЦИНА СЕГОДНЯШНЕГО И БУДУЩЕГО

АННОТАЦИЯ: В данной статье анализируется роль и актуальность биофизики в современной медицине с научной точки зрения. Биофизика как наука, изучающая функционирование живых систем на основе физических законов, играет важную роль в диагностике, терапии, медицинских технологиях и биотехнологиях. В исследовании рассматривается применение биофизики в областях молекулярной медицины, биомедицинской инженерии, медицинской визуализации, биоэлектричества и нанофизики. Статья освещает важность биофизики как фундаментальной науки, формирующей медицину будущего на научной основе.

КЛЮЧЕВЫЕ СЛОВА: биофизика, медицинская физика, диагностика, биоэлектричество, клеточная физиология, медицинские технологии, биотехнология, молекулярная медицина, радиационная медицина, нанофизика.

KIRISH

Biofizika - tirik organizmlarda kechadigan jarayonlarni fizik qonunlar asosida tushuntiruvchi fundamental fan hisoblanadi. Bu yoʻnalish biologiya va fizikani birlashtirib, hujayra tuzilishi, energiya almashinuvi, suyuqliklar harakati, nerv signallarining elektr tabiati, toʻqimalarning nurlanishga javobi kabi jarayonlarni ilmiy asosda tahlil qiladi. Shu sababli biofizika zamonaviy tibbiyotning nazariy poydevori sifatida qaraladi. Bugungi kunda tibbiyot tobora texnologik va aniq fanlarga tayangan holda rivojlanmoqda. Rentgen, ultratovush, MRT, KT kabi diagnostika usullarining ishlash prinsiplari, yurak-qon tomir tizimi gidrodinamikasi, nerv impulslarining ion oqimlariga asoslangan hosil boʻlishi - bularning barchasi biofizikaning bevosita tadqiqot obʻektidir. Organizm faoliyatini fizik modellar orqali tushuntirish kasalliklarni chuqurroq anglashga, erta tashxislashga hamda yangi davolash usullarini ishlab chiqishga imkon yaratadi. Hozirgi globallashuv sharoitida raqamli tibbiyot, molekulyar diagnostika, biotexnologiya va nanomeditsina kabi yangi yoʻnalishlar shakllanmoqda. Ushbu yoʻnalishlarning asosiy ilmiy bazasi ham biofizik jarayonlarning tahliliga tayanadi. Shu bois biofizika nafaqat bugungi tibbiyot uchun, balki kelajakning personalizatsiyalashgan va yuqori texnologiyali tibbiyoti uchun ham strategik ahamiyatga ega boʻlgan fandır.

USULLAR

Tadqiqot davomida biofizikaning zamonaviy tibbiyotdagi oʻrni quyidagi metodlar orqali oʻrganildi:

1. Fizik-biologik tahlil — hujayra jarayonlari, bioenergetika, ion kanallari va biomolekulalarning fizik xususiyatlari oʻrganildi.

2. Texnologik tahlil — biofizikaning diagnostika (MRI, CT, ultratovush), fizioterapiya va lazer tibbiyotidagi qo‘llanilishi ko‘rib chiqildi.
3. Qiyosiy metod — biofizik yondashuvlar biologiya, kimyo va tibbiy fiziologiya bilan taqqoslandi.
4. Prognozlash metodi — kelajak tibbiyotida biofizikaning rivojlanish istiqbollari tahlil qilindi.

NATIJALAR

Tadqiqot natijalariga ko‘ra biofizika tibbiyotda quyidagi asosiy vazifalarni bajaradi:

1. Diagnostikaning fizik asoslari

MRI (magnit-rezonans tomografiya) — yadroviy magnit rezonansi asosida ishlaydi.

KT (kompyuter tomografiya) — rentgen nurlari singishi fizikasi.

Ultratovush diagnostikasi — to‘lqinlar qaytishi va elastiklik fizikasi.

Biofizika bu texnologiyalarning ilmiy mexanizmini yaratadi va takomillashtiradi.

2. Bioelektrik hodisalar

Yurakning EKG signallari

Miya faoliyatining EEG to‘lqinlari

Asab impulslarining ion kanallari orqali tarqalishi

Ularning barchasi fizik qonunlar bilan izohlanadi.

3. Bioenergetika

Hujayra mitoxondriyasidagi ATP sintezi, oksidlanish-qaytarilish jarayonlari va energiya almashinuvi biofizikaning asosiy tadqiqot yo‘nalishidir.

4. Radiatsiya tibbiyoti

Ionlashtiruvchi nurlanishning hujayraga ta’siri, radioterapiyada dozani hisoblash, saraton hujayralariga selektiv ta’sir mexanizmlari biofizikaning amaliy natijalaridir.

5. Tibbiy texnologiyalar

Lazer terapiyasi

Optik tolali endoskopiya

Biomekanik protezlar

Kardiostimulyatorlar

Ularning barchasi fizik qonunlar asosida yaratiladi.

MUHOKAMA

Olingan natijalar biofizikaning tibbiyot uchun fundamental va amaliy ahamiyatga ega ekanini tasdiqlaydi. Biofizik jarayonlarni chuqur o‘rganish kasalliklarning molekulyar asoslarini aniqlash, fiziologik jarayonlarni tushuntirish va organizmning tashqi omillarga javob reaksiyalarini baholash imkonini beradi. Bu yondashuv, ayniqsa, yurak-qon tomir tizimi, asab tizimi, hujayra bioenergetikasi va to‘qimalarning radiatsiyaga sezgirligini o‘rganishda asosiy metodologik vosita hisoblanadi. Biofizikaning amaliy ahamiyati, avvalo,

zamonaviy diagnostika texnologiyalarida yaqqol namoyon bo'ladi. MRT, KT, rentgen, ultratovush, EKG, EEG kabi usullar to'liq fizik qonunlarga asoslangan bo'lib, bemorlarda kasalliklarni aniq va erta aniqlash imkonini beradi. Shuningdek, biofizik modellashtirish dorivor moddalarning ta'sir mexanizmini o'rganish, lazer va yorug'lik terapiyasi, radioterapiya, fotodinamik davolash kabi yangi davolash texnologiyalarini yaratishda ham keng qo'llanadi. Natijalar shuni ko'rsatadiki, biofizika tibbiyotning hozirgi rivojlanish bosqichida ham, kelajakdagi raqamli va individual tibbiyotda ham asosiy poydevor bo'lib qoladi. Ayniqsa, biotexnologiya, molekulyar diagnostika, neyrotexnologiya, nanodavolash va gen terapiyasi kabi yo'nalishlarning shakllanishida biofizikaning ilmiy yondashuvlari yetakchi o'rin tutadi.

XULOSA

Yuqorida olib borilgan tahlillar shuni ko'rsatadiki, biofizika zamonaviy tibbiyotning ajralmas ilmiy poydevoridir. Tirik organizmdagi barcha jarayonlar - molekulalar harakatidan tortib, hujayra membranasidagi ion almashinuvi, nerv impulslarining o'tishi, mushaklarning qisqarishi va to'qimalarning energetik ta'minotigacha - barchasi biofizik qonuniyatlarga asoslanadi. Shuning uchun har qanday diagnostika, davolash yoki profilaktika texnologiyasining samarasi, avvalo, ushbu jarayonlarning fizik mohiyatini tushunishga bog'liqdir. Bugungi kunda MRT, UTT, lazer terapiyasi, elektrodagnostika, radiatsion tahlillar kabi yuqori texnologik usullar to'laqonli biofizik tamoyillsiz ishlamaydi. Kelajakda esa nanomeditsina, kvant darajadagi diagnostika, sun'iy organlar yaratish, personalizatsiyalangan davolash kabi yo'nalishlarning rivojlanishida aynan biofizika hal qiluvchi rol o'ynaydi. Bu fan molekulyar jarayonlarni modellashtirish, fiziologik tizimlarni kompyuterda simulyatsiya qilish, yangi biomateriallar yaratish kabi innovatsion texnologiyalar uchun ilmiy asos beradi.

Tibbiyot oliygohlarida biofizikaning o'qitilishi shifokorlarning fikrlash doirasini kengaytiradi, klinik jarayonlarning chuqur mexanizmlarini anglashga yordam beradi va zamonaviy diagnostika usullaridan to'g'ri foydalanish ko'nikmalarini shakllantiradi. Demak, biofizika nafaqat nazariy fan, balki har bir shifokorning amaliy klinik faoliyatida zarur bo'ladigan fundamental bilimlar majmuidir

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MARITAL RELATIONS AS A FACTOR IN THE DYNAMICS OF TERMINAL AND INSTRUMENTAL VALUES

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Abstract: This study examines the role of marital relations in shaping the dynamics of individuals' terminal and instrumental values. As one of the most influential social institutions, marriage significantly affects personal development, value orientation, and behavioral strategies. The research highlights that harmonious marital relations—characterized by trust, emotional support, and constructive communication—promote the strengthening of humanistic terminal values, such as personal growth, family well-being, and self-respect. At the same time, stable and supportive relationships foster prosocial instrumental values, including responsibility, tolerance, honesty, and self-control. In contrast, conflictual or dysfunctional marital interactions lead to shifts toward individualistic and defensive value orientations. The findings emphasize the importance of marital quality as a key factor influencing value transformation and may serve as a basis for further studies in family psychology and practical guidance in marital counseling.

Keywords: Marital relations; terminal values; instrumental values; value dynamics; family psychology; interpersonal interaction.

Marital relations represent one of the most influential social environments that shape an individual's worldview, behavior, and value orientation. As a core institution of adult socialization, marriage plays a significant role in the formation and transformation of both terminal values—reflecting long-term life goals—and instrumental values, which determine the behavioral strategies used to achieve these goals. In contemporary society, characterized by rapid changes in family roles, shifting expectations, and increasing variability in interpersonal communication, the value systems of individuals undergo substantial modifications. The quality of marital interaction, including emotional closeness, mutual support, and constructive dialogue, has been shown to directly affect the stability and direction of these value changes. Harmonious and supportive marital relationships contribute to the development of prosocial behaviors, strengthen long-term humanistic goals, and foster a sense of psychological well-being. Conversely, conflict, emotional distance, and value inconsistency within a marriage may destabilize a person's value system, increase

reliance on defensive strategies, and reduce satisfaction with life and relationships. Given these dynamics, studying marital relations as a determinant of changes in terminal and instrumental values is essential for understanding adult personality development and for advancing practical approaches in family psychology and marital counseling. This study employed a combination of theoretical and empirical methods aimed at identifying the relationship between the quality of marital relations and the dynamics of terminal and instrumental values. Theoretical methods included the analysis of scientific literature in the fields of family psychology, value theory (M. Rokeach, S. Schwartz), and contemporary research on the influence of interpersonal marital interaction on personality development. Empirical methods consisted of the following instruments: Rokeach Value Survey (RVS) — used to assess the structure of participants' terminal and instrumental values. Marital Satisfaction Questionnaire (V.V. Stolin & A.N. Volkova) — applied to evaluate the quality of marital relations, including emotional closeness and overall satisfaction. Semi-structured interviews and questionnaires — designed to explore communication patterns, role distribution within the family, and perceived value compatibility between spouses. The research sample included married individuals with a marital duration ranging from 1 to 15 years ($N = 60$). Data analysis was performed using descriptive statistics and correlation analysis, enabling the identification of relationships between marital quality and changes in value orientations. The results of the study indicate that the quality of marital relations significantly influences the dynamics of both terminal and instrumental values. Participants with high marital satisfaction demonstrated a stronger orientation toward humanistic terminal values, such as personal growth, family well-being, social recognition, and harmonious interpersonal relationships. Specifically, goals like “happy family life,” “meaningful work,” “health,” “self-respect,” and “love” were prioritized by these individuals. Correlation analysis revealed a positive association between constructive marital communication and the strengthening of prosocial instrumental values, including responsibility, tolerance, honesty, self-control, and respectful behavior toward one's partner. This suggests that supportive and cooperative interactions within marriage contribute to more adaptive behavioral strategies. Conversely, participants with lower marital satisfaction exhibited a tendency toward individualistic and defensive instrumental values, an increased focus on materialistic goals, and a decreased emphasis on emotional closeness and joint life objectives. Semi-structured interviews further confirmed that conflict, emotional distance, and value incompatibility between spouses lead to value destabilization, reduced trust, and the development of protective behavioral patterns.

Conclusion

The conducted study demonstrates that marital relations are a significant factor influencing the dynamics of terminal and instrumental values in adults. High-quality marital interactions, characterized by trust, emotional support, and constructive communication, contribute to the strengthening of humanistic terminal values, the development of prosocial instrumental values, and overall psychological well-being. Conversely, low marital satisfaction, frequent conflicts, emotional distance, and value incompatibility can lead to destabilization of the value system, a shift toward individualistic and defensive orientations, and decreased prioritization of joint life goals. Therefore, the quality of marital relations should be recognized as a key determinant of personal development, moral and behavioral orientations, and the stability of an individual's value system. The findings of this study can be applied in family counseling, marital therapy, and further research on value dynamics across various social contexts.

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INTRAUTERINE MALNUTRITION

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Purpose of the work:

The purpose of this work is to analyze the pathological mechanisms, clinical manifestations, epidemiological trends, and long-term consequences of intra-uterine malnutrition (Intra-Uterine Growth Restriction — IUGR), with a focus on global and regional statistical data. This thesis also aims to highlight diagnostic approaches, preventive strategies, and the pharmacological and non-pharmacological interventions used to reduce perinatal morbidity and mortality associated with IUGR. With an emphasis on global and regional statistics and the implication for neonatal and life long health.

Materials and research methods:

research methodology incorporates a critical analysis of recent studies global public health data, and neonatal outcome statistics. Statistical data is derived from World Health Organization (WHO), UNICEF, and published research evaluating the prevalence of intrauterine growth restriction (IUGR) and low birth weight (LBW) in developed and developing countries, including Uzbekistan

The study is based on:

1. Epidemiological Data:

WHO datasets (2019–2024 updates), UNICEF global nutrition reports, and national health and statistics from Uzbekistan, Kazakhstan, India, and European maternal health registries.

2. Clinical Materials:

42 clinical case summaries from regional perinatal centers

Review of pathological specimens documenting placental insufficiency, chronic fetal hypoxia, and maternal metabolic syndromes.

3. Research Methods:

Descriptive and analytical epidemiology.

Histopathological analysis of placenta and fetal tissues.

Doppler ultrasound data review, statistical analysis

Results:

Prevalence and Global Statistics :

Low birth weight (LBW, <2500 g) affects 16.4% of all newborns globally, amounting to approximately 20.5 million infants per year.

In developing countries, the prevalence of LBW can reach 11% of all births, with rates up to six times higher than in high-income countries

IUGR, defined as birth weight below the 10th percentile, affects about 23.8% of newborns in developing countries approximately 30 million per year

Pathophysiological Mechanisms:

Intra-uterine malnutrition develops due to multiple interacting factors:

a. Placental Insufficiency

Reduced maternal–fetal blood flow

Thickening of placental basement membrane

Fibrosis and villous hypoplasia

These changes lead to chronic fetal hypoxia and insufficient nutrient transfer.

b. Maternal Factors

Malnutrition and anemia (iron deficiency rates in pregnant women globally: 29%)

Hypertension and pre-eclampsia

Infections (TORCH, malaria)

Metabolic conditions (diabetes, thyroid disorders)

c. Fetal Factors:

Chromosomal anomalies, Congenital infections, Genetic syndromes

3. Clinical Manifestations:

Low birth weight (<2500 g), Disproportionate head-body ratio, Reduced subcutaneous fat, Thin umbilical cord, Foetal distress during labor, Meconium-stained amniotic fluid, Hypoglycaemia, hypothermia, and respiratory distress after birth

Conclusions:

The burden of intrauterine malnutrition and its pathological consequences is profound, especially in resource-limited settings where rates far exceed recommended action thresholds. Early identification and public health intervention programs are critical for prevention and mitigation of IUGR, improving both perinatal survival and lifelong health outcomes.

1. Intra-uterine malnutrition remains a major obstetric and pediatric challenge, with significant contributions from maternal, environmental, and placental factors.
2. Central Asian countries, including Uzbekistan, maintain moderate IUGR prevalence, primarily linked to maternal anemia and hypertensive disorders.
3. Early detection using ultrasound and Doppler methods significantly reduces perinatal mortality.
4. Placental pathology is central to understanding and preventing IUGR, highlighting the need for improved maternal health programs.
5. Pharmacological interventions, particularly aspirin prophylaxis, heparin (in indicated cases), and micronutrient support, show proven efficacy.
6. Strengthening maternal nutrition programs, antenatal care, and public health policies can substantially reduce IUGR rates worldwide.

LITERARY APHORISMS AS MEANS OF FOREGROUNDING

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Annotation: This thesis investigates literary aphorisms as stylistic devices for foregrounding in texts. Foregrounding, a key concept in stylistics, involves the deliberate deviation from linguistic norms to create emphasis, draw attention, or enhance aesthetic effect. Literary aphorisms, with their concise, striking, and often paradoxical nature, serve as effective tools for foregrounding key ideas, themes, and conceptual insights. The study analyzes the structural and semantic strategies that contribute to the prominence of aphoristic expressions, exploring how authors employ them to highlight philosophical, moral, and cognitive content. The research demonstrates that aphorisms not only enrich literary style but also guide readers' attention and interpretation, thereby playing a significant role in textual meaning-making.

Keywords: literary aphorisms; foregrounding; stylistics; deviation; conceptual emphasis; textual attention

Foregrounding is a central concept in literary stylistics, referring to the deliberate deviation from linguistic norms to draw attention to specific elements of a text. This technique enhances the aesthetic and cognitive impact of language, guiding readers' perception and interpretation. Literary aphorisms, characterized by brevity, wit, and often paradoxical construction, serve as potent means of foregrounding, allowing authors to emphasize key ideas, themes, or moral insights within a concise form. Aphorisms function at the intersection of style, cognition, and meaning. Their unique structure—often involving parallelism, antithesis, or metaphor—creates deviation from ordinary discourse, which captures the reader's attention and foregrounds the conceptual or emotional significance of the statement. As a result, aphorisms operate not merely as decorative literary devices but as cognitive instruments that shape understanding and reflection. Despite the acknowledged stylistic value of aphorisms, their role in foregrounding has received limited systematic investigation. Therefore, this study aims to analyze how literary aphorisms employ structural, semantic, and rhetorical strategies to achieve foregrounding. By examining selected examples from classical and modern literature, the research explores the ways

in which aphorisms direct readers' focus, enhance textual prominence, and enrich interpretive depth. This study employs a qualitative, text-centered approach to investigate how literary aphorisms function as means of foregrounding in written discourse. The research integrates principles from stylistics, cognitive linguistics, and literary analysis to examine the structural, semantic, and rhetorical strategies that contribute to the prominence of aphoristic expressions. A corpus of literary aphorisms was compiled from classical and contemporary authors known for their philosophical, moral, and reflective style. Each aphorism was analyzed according to its structural features (such as parallelism, antithesis, and brevity), semantic characteristics (including metaphor, paradox, and ambiguity), and pragmatic function in foregrounding key ideas. Comparative analysis was employed to identify common patterns and variations in how aphorisms achieve textual emphasis. Additionally, contextual analysis was applied to interpret aphorisms within their literary and cultural settings, ensuring that the foregrounding effect was examined not only linguistically but also cognitively and aesthetically. This methodological framework provides a comprehensive basis for understanding the interplay between linguistic form, stylistic deviation, and textual prominence in literary aphorisms. The analysis of selected literary aphorisms revealed several key mechanisms through which they achieve foregrounding. First, structural deviation emerged as a prominent strategy. Aphorisms often employ parallelism, antithesis, and syntactic compression, creating patterns that stand out from ordinary discourse and capture readers' attention. For example, contrasting clauses or inverted sentence structures highlight conceptual oppositions, emphasizing the core message. Second, semantic deviation plays a significant role in foregrounding. The use of paradox, metaphor, and ambiguity allows aphorisms to convey complex ideas in a compact form while drawing focus to the conceptual content. Such figurative devices create cognitive tension, prompting readers to reflect on the underlying meaning, thereby enhancing the prominence of the aphoristic statement.

Conclusion

The study demonstrates that literary aphorisms serve as highly effective means of foregrounding within texts. By employing structural deviation, semantic innovation, and conciseness, aphorisms draw attention to key ideas, themes, and conceptual insights, enhancing both the aesthetic and cognitive impact of literary works. Paradox, metaphor, antithesis, and syntactic compression were identified as the primary strategies that contribute to the prominence of aphoristic expressions. Furthermore, the research highlights that the foregrounding effect of aphorisms is not limited to stylistic embellishment; it also guides readers' perception and interpretation, shaping their

understanding of the text's conceptual and philosophical dimensions. Contextual and cultural factors play a crucial role in reinforcing the effect, ensuring that aphorisms resonate with readers on multiple cognitive and emotional levels. Overall, the findings underscore the dual function of aphorisms as both stylistic and cognitive tools, demonstrating their significance in literary discourse and textual meaning-making.

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BOSHLANG'ICH SINFLARDA ONA TILI DARSLARIDA O'QUVCHILARNING NUTQINI O'STIRISHI USULLARI

Termiz davlat pedagogika insituti
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3- bosqich talabasi Qulmatova Dildora
Ilmiy rahbar: Abdunazarova Zaynab

Annotatsiya: Boshlang'ich sinflarda ona tili darslarini o'qitishda o'quvchilarning nutqini o'stirishga qaratilgan metodik ko'rsatmalar ahamiyati, nutq deganda so'zlash jarayoni va uning natijasi tushunilishi, o'quvchilarning bilish faoliyatlarining o'ziga xos taraqqiy etishini hisobga olish, ayniqsa, ularning ruhiy, fiziologik xususiyatlari bilan bog'liq bo'lgan ishlarga yetarli ahamiyat qilish lozimligi, shuningdek nutqni rivojlantirishga qaratilgan bir qancha tavsiyalar ko'rsatilgan. Ushbu maqolada shu mazmundagi, ya'ni o'quvchilarning nutqiga qo'yiladigan talablar va maktabda o'qituvchi tomonidan bajarilishi lozim bo'lgan ishlar yuzasidan takliflar va tavsiyalar berilgan.

Kalit so'zlar : nutq, ona tili, o'qish, nutq o'stirish metodikasi, fiziologik bosqichlari, bilish faoliyati.

Abstract: The importance of methodological guidelines aimed at developing students' speech in teaching native language lessons in primary grades, the need to understand the process of speech and its result, the need to take into account the specific development of students' cognitive activities, especially the need to pay sufficient attention to work related to their mental and physiological characteristics, as well as a number of recommendations aimed at developing speech are shown. This article provides suggestions and recommendations on this topic, namely, the requirements for students' speech and the work that should be performed by the teacher at school.

Keywords: speech, native language, reading, speech development methodology, physiological stages, cognitive activity.

Ma'lumki, til jamiyat a'zolari o'rtasida aloqa aralashuv vositasi, insonning fikrlash va fikr mahsulini og'zaki hamda yozma ravishda berishi, o'z ichki kechinmalarini bayon qilish vositasi bo'lib xizmat qiladi.

Hozirgi kunda ona tili darslari maqsadini belgilar ekanmiz, darslarda asosan o'quvchilarni mustaqil fikrlashga va o'z fikrini savodli qilib, chiroyli ifodalashga o'rgatishimiz zarur. Bu boradagi usullardan biri ijodiy matn yaratishga o'rgatishdir. O'z

fikrini ijodiy matn tarzida ifodalash ona tili darslariga qo'yilgan talablarning barchasini o'zida mujassamlashtirgan eng samarador usul bo'lib, unda o'quvchining tafakkuri rivojlanadi, so'z boyligi ortadi va so'zdan o'rinli foydalanish jihatidan birbiridan farq qiladi.

Nutq deganda so'zlash jarayoni va uning natijasi tushuniladi. Aslida - chi, nutq – bu insonning eng oliy, murakkab, ruhiy vazifalardan biri bo'lib hisoblanadi. Odamning ijtimoiy mehnat jarayonida kishilar o'rtasida o'zaro fikr almashinuv vositasi sifatida vujudga kelgan spetsifik funksiyasi. Inson tashqi olamdagi predmetlar va hodisalarni sezgi organlari yordamida va nutq vositasida idrok etadi. So'z signalizatsiyasi, ya'ni nutq tufayli odam borliqni umuman, fikran idrok etishi mumkin. Nutq organlari, odam organizmining nutq tovushlari hosil bo'lishida qatnashadigan turli qismlari. Aktiv nutq organlariga til, lab, yumshoq tanglay, passiv nutq organlariga esa tishlar, qattiq tanglay, burun bo'shlig'i kiradi.

Nutqning tashqi va ichki, og'zaki va yozma turlari bor. Tashqi nutq asosan aloqa bog'lash maqsadlariga xizmat qiladi, shuning uchun u tinglovchilarga tushunarli qilib tuziladi. So'zlanmaydigan va yozmaydigan ichki nutq, ya'ni o'zi uchun bo'lgan nutq ong? O'zini bilish, tafakkur jarayonlarida g'oyat muhim ro'l o'ynaydi. Yozma nutq (xat yozish va o'qish) funksional jihatdan ichki nutq (yozilajak narsani ichida inchirlash, tovush chiqarmasdan o'qish) bilan chambarchas bog'liqdir.

O'qish inson hayotida muhim ahamiyatga ega. O'qish orqali inson borliq, jamiyat haqida bilimga ega bo'ladi, o'qishni bilmagan odamning ko'zi ojiz kishidan farqi yo'q. boshlang'ich sinfda o'qish faoliyati barcha predmet darslarida amalga oshiriladi. Lekin o'qishga o'rgatishning yo'l – yo'riqlarini o'qish metodikasi ishlab chiqadi. O'qish metodikasining kichik yoshdagi o'quvchilarning umumiy rivojlanishi, xususiyl metodika sohasidagi yutuqlar borliq fanlar yutugi asosida shakllanib boradi. Masalan, eski maktablarda quruq yod olish metodida o'rganilgan bo'lsa, hozirgi maktablarda o'qish izohli o'qish metodida olib boriladi. Yod olish metodida matndagi so'zlarga izoh berishga, mazmunini tushuntirishga, oqilganini qayta hikoyalashga, umuman olganda, o'qishning ongli bo'lishiga mutlaqo e'tibor berilmagan. Ularda ko'proq to'g'ri talaffuzga, qiroat bilan o'qishga, katta e'tibor berilgan. Shuning uchun, hozir maktablarda o'qish izohli o'qish olib borilyapti. O'qish darslarida o'quvchilar tabiat, jamiyat, unda yashovchi, kishilar hayoti, ularning o'tmishi, hozirgi yashash tarzi, mashhur kishilari haqida, vatanning tabiati: ob-havosi, boyliliklari, hayvonot dunyosi va boshqalar haqidagi bilimlarni egallaydilar. Sinfda o'qish darslari quyidagi vazifalarni bajaradi:

1. O'qish malakasini takomillashtirish. O'quvchilarda yaxshi, to'g'ri o'qish sifatleri: to'g'ri tez, ifodali o'qish malakalarini shakllantirish.

2. Bolalarda kitobga muhabbat uyg'otish, kitobdan foydalanishga, undan kerakli bilimni olishga o'rgatish, ya'ni kitob bilan ishlashni biladigan, chuqur fikrlovchi, sermulohaza kitobxonalarini yetishtirish.
3. O'quvchilarni tevarak – atrof, borliq haqidagi bilimlarni kengaytirish, ilmiy dunyoqarash elementlarini shakllantirish.
4. O'quvchilarni axloqiy, estetik va mehnatsevarlik ruhida tarbiyalash.
5. O'quvchilarning nutqini va tafakkurini o'stirish.
6. Adabiy tasavvur elementlarini shakllantirish. Bu vazifalarni bajarishning aniq yo'li, yaxshi o'qish malakalarining sifatleri va ularni takomillashtirish yo'llaridir.

Yaxshi o'qish malakalarining sifatlariga to'g'ri, tez, ongli va ifodali o'qish kiradi va ular o'qish darslarida o'zaro bog'liq holda takomillashtiriladi, bu to'rt o'qish sifati bir – biri bilan uzviy bog'liq.

Chiroyli so'zlashni, savodli, to'g'ri narsani, o'z fikrini savodli va aniq bayon etishni bilmagan o'quvchilar bilimlarni muvaffaqiyat bilan o'zlashtira olmadi. Har bir insonning nutqi chiroyli, mukammal, talaffuzi aniq va ravon bo'lsa, fikrlash doirasi keng, idrok qilishi ham teran bo'ladi. Nutq orqali odamzot o'zining ichki hissiyotlarini bayon qiladi, nutq esa barcha insonlarda ham bir xilda to'la tuzilishi yoki shakllangan bo'lavermaydi.

Shuningdek, nutqning ifodaliligi, nutq tovushlarini to'g'ri, aniq talaffuz etish, tilning grammatik shakllaridan nutqda to'g'ri foydalanish, badiiy asarni tinglash, tushunish, mazmunni eslab qolish va so'zlab berish, asar qahramonlari nutqi xususiyatlarini ajrata bilish, obrazli bayon etish kabi amaliy intellektga ega bo'lishni rivojlantiradi, maktabga nutqiy jihatdan tayyorlaydi.

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MODERN PERSPECTIVES ON TRANSLATION EQUIVALENCE

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Annotation. Translation equivalence has long served as one of the central concepts in translation studies, yet its theoretical interpretation has evolved significantly over the past century. This article examines modern perspectives on translation equivalence by reviewing key theoretical developments, identifying shifts from formal to functional models, and exploring how equivalence is reconceptualized within pragmatics, corpus linguistics and cognitive translation studies.

Key words: *equivalence, lexis, semantic translation, pragmatic, cultural contexts, translation practice, cognitive perspectives.*

Annotatsiya. Tarjima ekvivalentligi uzoq yillar davomida tarjima nazariyasi markaziy tushunchalaridan biri sifatida xizmat qilgan, biroq uning nazariy talqini so‘nggi asr mobaynida sezilarli darajada rivojlangan. Ushbu maqolada zamonaviy tarjima ekvivalentligi konsepsiyalari ko‘rib chiqiladi: asosiy nazariy yondashuvlar tahlil qilinadi, formal modellardan funksional modellarga o‘tish jarayonlari aniqlanadi hamda ekvivalentlikni pragmatika, korpus lingvistika va kognitiv tarjima tadqiqotlari doirasida qayta talqin qilish imkoniyatlari o‘rganiladi.

Kalit so‘zlar: *ekvivalentlik, leksika, semantik tarjima, pragmatik, madaniy kontekstlar, tarjima amaliyoti, kognitiv yondashuvlar.*

Аннотация. Эквивалентность перевода на протяжении длительного времени служила одной из ключевых концепций переводоведения, однако её теоретическая интерпретация значительно эволюционировала за прошедшее столетие. В данной статье рассматриваются современные подходы к эквивалентности перевода: анализируются основные теоретические разработки, выявляются переходы от формальных моделей к функциональным, а также исследуются возможности переосмысления эквивалентности в рамках прагматики, корпусной лингвистики и когнитивных исследований перевода.

Ключевые слова: *эквивалентность, лексика, семантический перевод, прагматика, культурные контексты, практика перевода, когнитивные подходы.*

Equivalence has been among the most debated notions in translation studies. Researchers have been working for years to design what would constitute an equivalent translation, how it should be measured, and whether it is ever feasible. Early theorists such as Catford believed equivalence was a language correspondence between levels of grammar and lexis, and later scholars like Nida shifted the focus on receptor response and communicative effect. As stated in modern scholarship, equality is not a rigid, prescriptive category that is an unnegotiated outcome that is determined by cultural norms, conventions and pragmatic ideas. This paper provides an overview of these modern perspectives and provides context for translation practice. The old term linguistics used the structure of equivalence. Catford defined translation as “the replacement of textual material in one language with equivalent textual material in another language”. [1, 34]. The model assumes that equivalence is determined at various levels of language, morphemes, clauses, and sentences. But this view became

questioned by a few. Nida introduced formal and dynamic equivalence, stating that the translator must be concerned with the reader's response not just structural similarity. [2, 56]. This new shift marked the start of functionalism in translation theory.

Modern Functional Approaches

Communicative and semantic equivalence. Newmark established the distinction between communication and semantic translation, stressing that equivalence is task-oriented and dependent on translation purpose [3, 78]. Semantic translation is concerned with keeping meaning; communicated translation promotes readability and influence on the target reader. There is no definite need for equality in *Skopos theory* – it is not obligatory. Vermeer writes that “the adequacy of a translation depends on the purpose it is meant to serve” [4, 22]. Its relationship with function is equivalence. This model was essential to turning translation into a socio-pragmatic activity.

Equivalence in pragmatic and cultural contexts. Today views also emphasize the importance of equivalence over language transfer. Baker's equivalence demonstrates the importance of implicature, presupposition and speech act in translation [5, 91]. In addition to cultural equivalence, translators need to often replace cultural objects with culturally meaningful alternatives rather than literal counterparts, rather than dialects.

Hence, equivalence is in the process of satisfying communication goals while the form is not copied.

Corpus-Based approaches to equivalence. With the development of corpus linguistics, equivalence is analyzed through empirical data. Corpora allow researchers to compare patterns of usage, frequency, and collocation between source and target texts. Studies show that translation often “normalizes” language, reducing stylistic variation [6, 143]. Such findings demonstrate that equivalence is shaped by cognitive and systemic tendencies, not solely by deliberate choices.

Cognitive perspectives. Cognitive translation studies argue that equivalence is ultimately a mental construct. Translators form mental models of meaning and attempt to reproduce them in another language. According to Halverson's gravitational model, translators are influenced by cognitive biases that push them toward certain equivalence patterns [7, 67]. This perspective reframes equivalence as an outcome of cognitive processing rather than purely linguistic or cultural decision-making.

Applications in contemporary translation practice. Modern translation practices demonstrate that equivalence is context-sensitive:

- Literary translation seeks aesthetic and emotional equivalence.
- Legal translation requires terminological and structural equivalence for precision.
- Audiovisual translation emphasizes pragmatic equivalence due to time and space constraints.
- Machine translation post-editing relies on functional equivalence to correct output quality.

Literary translation seeks aesthetic and emotional equivalence, ensuring that the target text evokes similar feelings and literary effects in the original text, but remains consistent with style, tone, and cultural context. The legal translation requires terminology and structural consistency; interpreting in detail and using the syntactic structures is essential to ensure that the law is not overwritten and misinterpreted. Audiovisual translation emphasizes pragmatic consistency, e.g., time and space limitations in subtitles or dubbing require transferring meaning in an efficient manner that meets cultural and communicative contexts. It requires functional equivalence in machine translation after-editing: editors verify that automated translations function their intended communication function, changing to fluency, accuracy, and content. Thus, equivalence functions as a flexible guiding principle adaptable to text type, purpose, and medium.

To conclude, modern approaches to translation equivalence reveal that it is not simply a fixed, universal measure but a multidimensional and contextually dependent construct. Rather than being an isolated set of pairs of linguistic units, equivalence now reflects itself as a dynamic, negotiable space with a number of variables, such as linguistic structuring, sociocultural patterns, genre conventions, public and moral intentions and the cognitive mechanisms involved in meaning building. The current theory of translation stresses the fact that translator functions much beyond literal translation of the source text. Translators must reclaim interpretive reconstruction by determining which aspects of meaning – subtle, pragmatic, stylistic, affective, or cultural – represent the most meaningful function of the context in which they are translating. So, it follows that equivalence is not structurally simplification, but function-adjusted, so that the target text performs the same communicative and cultural functions for its reader as for the source text. Finally, contemporary understanding of translation equivalence finds translation equivalence as the adaptive process of interculture-mediated translation to generate not just linguistically accurate text, but also culturally resonant, communicative and pragmatically coherent texts that are culturally rich, vibrant, transliterative, and pragmatically consistent.

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PSIXOLOG SHAXSI KASBIY KOMPETENTLIGI XUSUSIYATLARI

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Psixolog o‘z kasbiy kompetentligini doimiy ravishda oshirib borishi, psixologiyaning maxsus muammolari bo‘yicha seminarlarda ishtirok etishi ham uning kasbiy kompetentligini qo‘llab-quvvatlashga xizmat qiladi. Muallif fikricha kasbiy kompetentlik talabalik yillaridan shakllanishni boshlaydi va uzoq yillar davom etadi. Har qanday kasbiy guruh faoliyatida o‘z normalari, professional xulq-atvor qoidalari, professional etika bo‘ladi.

V.S.Lebedeva fikriga ko‘ra psixologning eng muhim sifati–kasbiy kompetentligidir. U o‘z ichiga kasbiy bilim, ko‘nikma, malakalar vaqobiliyatlarni oladi.[1]

G.S.Abramova fikricha, juda ko‘p mijozlar psixologik konsultatsiya va psixoterapiya jaraenida qilinishi kerak bo‘lgan vazifalardan birortasini ham bajarmagan holatlar bo‘ladi. Biroq bu o‘zaro ta’sir samarasini belgilab berishi ham mumkin.[2] Ish muvaffaqiyati ko‘rsatkichi – bu mijozning unga psixologik erdam ko‘rsatish jaraenida kechinaetgan holatlaridagi o‘zgarishlardir. Mazkur o‘zgarishlarni ajrata bilish va mijozga ko‘rsatib bera olish malakasi mutaxassisning asosiy qoidasidir.

M.V.Zavorotnaya kasbiy faoliyatdagi shaxs yo‘nalganligi ijtimoiy- psixologik tafovutlari, o‘zini o‘zi dolzarblashtirish hamda xulq-atvorning jinsiy ustanovkalari darajasi farqlariga urg‘u beradi.[3] Bunda jinsiy rolli ustanovkalar va xulq-atvordagi turg‘unlik ham individual-tipologik xususiyatlar (mazkur holatda u ustanovkalar va xulq-atvorning umumiy turg‘unligi bilan korrelyasiyada bo‘ladi) hamda vaziyat yoki faoliyat turiga qarab qat’iy o‘zgarib turadigan jinsiy rolli tizim funksiyalari bo‘lishi mumkin.

Konsultant shaxsi konsultatsiya jarayonidagi muhim to‘laqonli vosita sifatida xamma nazariy tizimlarda ajratiladi. Uning turli sifatlariga urg‘u beriladi. Asli vengriyalik bo‘lgan taniqli ingliz psixoanalitigi M. Balint 1957 - yilda psixoterapiya – bu nazariy bilimlar emas balki shaxs ko‘nikmalari ekanligini ta’kidlagan edi. Gumanistik psixologiya vakili S. Rogers (1991), konsultantning nazariyasi va metodlari o‘z rolini amalga oshirishidan ko‘ra kamroq ahamiyatga ega ekanligini ta’kidlaydi.[1]

V.S.Lebedeva fikriga ko‘ra psixologning eng muhim sifati –kasbiy kompetentligidir. U o‘z ichiga kasbiy bilim, ko‘nikma, malakalar va qobiliyatlarni oladi.[2] Kasbiy kompetentlik xarakteristikalariga shuningdek quyidagilar kiradi: kasbiy imkoniyatlar diapazoni, instrumentariyni etarlicha o‘zlashtirish, kasbiy faoliyat usullari va texnologiyalari borasida yuksak malakaga ega bo‘lish, novatorlik èndashuvlari va innovatsion texnologiyalarni egallagan bo‘lish, shaxsiy tashabbuskorlik va professional mulqotmandlik.

Psixologning kasbiy faoliyati alohida prinsiplar va etika qoidalarini talab qiladi. Bular:

- Kasbiy kompetentlik prinsipi.
- Boshqa odamga zarar etkazib qo‘ymaslik prinsipi.
- Iniy asoslanganlik va ob‘ektivlik prinsipi. Mijozni hurmat qilish prinsipi.
- Kasbiy konfidensiallikka rioya qilish prinsipi.

Avvalambor, kasbiy ko‘nikma va malakalar ta‘lim muhiti shart-sharoitlari bilan uzviy bog‘liq sanalib, keyinchalik ular kasbiy gendirlik xususiyati bilan to‘ldiriladi. Tahlil etilgan nazariy qarashlar, yondoshuvlarning mazmuniga ko‘ra, oliy o‘quv yurtlarida bo‘lajak psixolog kadrlarni professional tarzda shakllantirish ishlarida quyidagi tamoyillarni o‘z ichiga olishi lozim:

- O‘quv-tarbiya jarayonida kasbiy xususiyatlarni hisobga olish tamoyili;
- Ta‘lim muhitini professional to‘ldirish tamoyili;
- Kasbiy ko‘nikma va malakalarning ta‘lim standartlariga muvofiqligi tamoyili;
- Faoliyat va xizmat ko‘rsatishda bir-birini to‘ldirish tamoyili;

Ya‘ni bo‘lajak mutaxassislar faoliyatiga xos bo‘lgan kasbiy rivojlanish omili, kasb haqidagi bilimlarning ongda integratsiyalashuvi bo‘lib, u shaxsning dunyo va o‘zi haqidagi bilimlari bilan tushuntiriladi. Umuman olgnada, bo‘lajak mutaxassislarning gendir mazmunida besh muhim tarkib ajaratiladi:

- Intellektual jihat;
- Individual-psixologik jihat;
- Psixofiziologik jihat;
- Jismoniy jihat va boshqalar.

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TARJIMA JARAYONIDA MADANIYATLARARO EKVIVALENTLIK MASALASI

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Annotatsiya: Ushbu maqola tarjima jarayoni, uning madaniyatlararo kommunikatsiyadagi roli, rasmiy va dinamik ekvivalentlik nazariyalari hamda tarjimon kompetensiyasining ahamiyatini tahlil qiladi. Maqolada tarjima nazariyasi asoslari, tarjima jarayonida yuzaga keladigan murakkabliklar, mazmun va kontekstni saqlab yetkazishning usullari ko‘rib chiqiladi. Shuningdek, tarjimonning lingvistik va madaniy bilimlari tarjima sifatiga ta’siri ham alohida yoritiladi.

Kalit so‘zlar: *tarjima nazariyasi, madaniyatlararo muloqot, ekvivalentlik, rasmiy (formal) ekvivalentlik, dinamik ekvivalentlik, tarjimon kompetensiyasi, tarjima jarayoni, lingvomadaniy omillar.*

Аннотация: Данная статья анализирует процесс перевода, его роль в межкультурной коммуникации, теории формального и динамического эквивалента, а также важность компетенции переводчика. В статье рассматриваются основные концепции переводоведения, проблемы перевода и методы сохранения смысла и контекста. Особое внимание уделяется влиянию лингвистических и культурных знаний переводчика на качество перевода.

Ключевые слова: *теория перевода, межкультурная коммуникация, эквивалентность, формальная эквивалентность, динамическая эквивалентность, компетенция переводчика, процесс перевода, лингвокультурные факторы.*

Abstract: This article analyzes the translation process, its role in intercultural communication, theories of formal and dynamic equivalence, and the importance of translator competence. It examines fundamental translation studies concepts, challenges in the translation process, and methods for preserving meaning and context. The article also highlights the impact of translators’ linguistic and cultural knowledge on translation quality.

Keywords: *translation theory, intercultural communication, equivalence, formal equivalence, dynamic equivalence, translator competence, translation process, linguocultural factors.*

Ingliz tili xalqaro tillardan biri bo‘lib, bugungi kunda ko‘plab mamlakatlarda ikkinchi til sifatida qo‘llaniladi. Ushbu tilni o‘rganish dunyo xalqlari bilan samarali muloqot o‘rnatishning muhim vositalaridan biridir. Ingliz va o‘zbek tillari turli

madaniy muhitlarga mansub bo‘lib, madaniyatlararo farqlar tillarga bevosita ta’sir ko‘rsatadi. Bu ta’sir, asosan, tarjima jarayoni orqali namoyon bo‘ladi.

Tarjima — fikr va g‘oyalarni bir tildan boshqa tilda ifodalashni anglatadigan umumiy tushuncha bo‘lib, tarjima qilingan matn mazmun jihatidan asl matnga mos bo‘lishi lozim. Bir tilni boshqa tilga tarjima qilish hozirgi jamiyatda zarur bo‘lgan madaniyatlararo aloqalarni rivojlantirishga xizmat qiladi. Shu nuqtai nazardan, rasmiy (formal) ekvivalentlik va dinamik ekvivalentlik tushunchalariga alohida e’tibor qaratish muhimdir.

Dinamik ekvivalentlikka asoslangan tarjima asl matndagi xabarni qabul qiluvchiga ta’sir jihatidan teng darajada yetkazishni maqsad qiladi. Ya’ni, tarjima qilingan matnni o‘qigan yoki eshitgan shaxsning munosabati va javobi asl matnni qabul qilgan shaxsnikiga mos bo‘lishi kerak. Shu sababli tarjima jarayonida nafaqat til, balki retseptor til madaniyati ham hisobga olinadi.

Tarjima faqat ikki til o‘rtasidagi jarayon emas, balki bir vaqtning o‘zida ikki madaniyat o‘rtasida amalga oshiriladigan murakkab faoliyatdir. Tarjimon o‘z tarjimasi orqali madaniyatlararo aloqa vositachisi vazifasini bajaradi. Shuning uchun tarjimondan nafaqat ikki tilni mukammal bilish, balki har ikki xalqning madaniy qadriyatlari, an’analari va dunyoqarashini chuqur anglash talab etiladi.

Tarjima turli xalqlar o‘rtasidagi do‘stlik, hamkorlik va o‘zaro tushunishni mustahkamlashga, shuningdek, iqtisodiy-siyosiy, ilmiy, madaniy va adabiy aloqalarning kengayishiga xizmat qiluvchi muhim vositadir.

G‘. Salomovning fikriga ko‘ra, “tarjima” atamasi forscha “**tarzabon**” so‘zidan kelib chiqqan bo‘lib, u “chiroyli so‘zlovchi, notiq, tili ravon kishi” degan ma’noni anglatadi. Ushbu so‘z arab tilida “**tarjumon**” shaklini olgan va undan “**tarjima**” hamda “**tarjuma**” terminlari hosil bo‘lgan.

Tarjimon manba tili va retseptor tili o‘rtasidagi farqlarni chuqur anglashi lozim. Shu bois manba tilidagi birliklarga mazmun va funksional jihatdan mos keluvchi retseptor tilidagi ekvivalentlarni topish tarjima jarayonidagi eng muhim vazifalardan biri hisoblanadi. Aks holda, tarjima jarayonida yuzaga keladigan muammolar oxir-oqibatda noto‘g‘ri, noaniq va tushunarsiz tarjimaning yuzaga kelishiga olib kelishi mumkin.

Tarjima jarayonida tarjimon ikki til doirasida qo‘llaniladigan so‘zlar, iboralar va jumlar bilan ishlaydi hamda til birliklarining mos ekvivalentlarini izlaydi. Shu sababli tarjimaning har bir bosqichida muayyan qiyinchiliklarga duch kelinadi. Ushbu qiyinchiliklarni quyidagicha guruhlash mumkin:

— manba tilidagi matnni tahlil qilish va mazmunini to‘liq anglashdagi murakkabliklar;

- tarjima jarayonida hamda retseptor tilida mos ekvivalentlarni topish bilan bog‘liq muammolar;
- tarjimaning yakuniy sifatini ta‘minlash maqsadida tarjima qilingan matnni qayta ko‘rib chiqish va tahrirlashdagi qiyinchiliklar.

Tarjima adekvatligi, asosan, matnning pragmatik muqobillashuvi asosida shakllanadi.

Tarjimashunoslikda olib borilayotgan ilmiy tadqiqotlar she‘riy va nasriy tarjimaning o‘ziga xos jihatlari, tarjimada assonans va dissonans holatlari, lingvomadaniy hamda pragmatik muammolar, pragmatik assotsiatsiya, realiyalar tarjimasi, qabul qiluvchiga adekvat tarjimani yetkazish masalalarini o‘rganishga qaratilgan bo‘lib, ushbu yo‘nalishlar bugungi kunda ham dolzarbligini saqlab qolmoqda.

Shu munosabat bilan davlatimiz rahbari tomonidan ingliz tili va boshqa xorijiy tillarni chuqur o‘qitishga alohida e‘tibor qaratilishi, shuningdek, zarur mutaxassisliklar bo‘yicha ta‘lim olish va kadrlar malakasini oshirish tizimini keng ko‘lamda rivojlantirish vazifalari belgilab berildi. Bu jarayonda tarjima orqali tillararo va madaniyatlararo muloqot shakllanib, tarjima jarayonida adekvatlik va interferensiya holatlari, so‘zma-so‘z va erkin tarjima uslublari, tarjima tarkibi, qabul qilinish shakllari, grammatik nomuvofiqliklar, qo‘llaniladigan transformatsiyalar, chet tillardagi maxsus adabiyotlarga sharh va izohlar berish, shuningdek, tarjima tahriridan foydalanish muhim ahamiyat kasb etadi.

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**BOSHLANG'ICH SINF O'QUVCHILARINING KREATIV
KO'NIKMALARNI RIVOJLANTIRISHDA ONA TILI DARSLARINING
O'ZIGA XOS JIHATLARI**

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Annotatsiya. Mazkur maqolada ona tili mashg'ulotlari jarayonida o'quvchilarda kreativ qobiliyat va ijodiy tafakkurni rivojlantirishga oid dolzarb jihatlari ko'rib chiqiladi. Jumladan, o'quvchilarning erkin fikrlashini rag'batlantiruvchi innovatsion yondashuvlar, faol o'rgatish metodlari hamda ijodkorlikni yuzaga chiqaruvchi topshiriqlarning samarali natijalari tahlil etiladi. Bundan tashqari, darslarda ijodiy muhitni yaratish, o'quvchilarning mustaqil fikrlashga bo'lgan qiziqishini oshirish, ularni yangi g'oyalar ishlab chiqishga undash hamda til kompetensiyalarini shakllantirish bilan bog'liq masalalarga ham e'tibor qaratiladi. Maqola boshlang'ich ta'lim bosqichida faoliyat yuritayotgan pedagoglar uchun amaliy tavsiyalarni o'z ichiga oladi va zamonaviy ta'lim jarayonida ijodiy yondashuvlarning tutgan o'rnini ochib beradi.

Kalit so'zlar: ona tili, kreativ ko'nikmalar, innovatsion metodlar, interfaol usullar, ijodiy tafakkur, lingvistik kompetensiya, mustaqil fikrlash, boshlang'ich ta'lim, pedagogik yondashuv.

Kreativlik — inson ma'naviy olamining ajralmas bo'lagi bo'lib, shaxsning har tomonlama yetuklikka erishishida muhim omil sifatida namoyon bo'ladi. Bu sifat insonning o'zini anglash, o'z ustida muttasil ishlash va mustaqil rivoqlanish jarayoniga turtki beruvchi asosiy ichki resurs hisoblanadi. Kreativlik shunchaki mavjud bilimlar doirasi bilan cheklanmaydi, balki yangicha fikrlash, bor g'oyalarni qayta ko'rib chiqish, noan'anaviy yondashuvlar orqali muammoni o'zgacha hal etish qobiliyatida aks etadi.

Kreativ tafakkur innovatsion faoliyatning negizi hisoblanadi. O'qituvchi ijodiy ishlashi uchun nafaqat fani bo'yicha yangiliklarni kuzatib borishi, balki zamonaviy ijtimoiy, madaniy va texnologik o'zgarishlardan muntazam boxabar bo'lishi talab etiladi.

Shuningdek, pedagog yangi g'oya va innovatsion texnologiyalarni o'z amaliy faoliyatida to'g'ri qo'llay olishi lozim. Ayniqsa, boshlang'ich sinf o'qituvchisi har qanday dars jarayonida eng mos va samarali yechimni tanlab, uni o'quvchilarga sodda, tushunarli va ta'sirchan shaklda yetkazish — bu ham kreativlikning muhim ko'rinishlaridan biridir. Bunday yondashuv o'quv jarayonini yanada mazmunli tashkil etib, yosh o'quvchilarda mustaqil va ijodiy fikrlash ko'nikmalarining shakllanishiga xizmat qiladi.

Ta'lim tizimining asosiy vazifasi — o'quvchilarga jamiyatda muvaffaqiyatga erishishlari uchun zarur bo'lgan kompetensiyalarni berishdir. Lukas va Spenser ta'kidlaganidek, “kreativ fikrlash bugungi avlodning rivojlanishi uchun zarur bo'lgan asosiy ko'nikmalardan biridir”. Ularning fikriga ko'ra, ushbu ko'nikma shiddat bilan o'zgarayotgan globallashtirish jarayoniga moslashish, yangi texnologiyalar bilan ishlash, hali shakllanmagan kasblarda faoliyat yuritish, mashinalar bajara olmaydigan murakkab vazifalarni ado etish va global muammolarga noodatiy yechim topish imkonini beradi.

Boshlang'ich sinflarda kreativ o'qish madaniyatini shakllantirishning pedagogik-psixologik va gender xususiyatlarini o'rganib chiqqan F.A. Xayitova o'z izlanishlarida kreativ o'qish — istalgan fan doirasida qo'llanishi mumkin bo'lgan ijodiy qobiliyatlarni rivojlantirishga yo'naltirilgan dastlabki bilimlar majmui ekanini ta'kidlaydi. Tadqiqotchi “boshlang'ich sinf o'quvchilarida kreativ o'qish madaniyatini shakllantirish” deganda noodatiy yondashuvni singdirish, turli o'quv topshiriqlarini bajarish jarayonida yangi g'oya va qarashlarni erkin ifodalash, tasavvur kengligini rivojlantirishga yo'naltirilgan pedagogik jarayonni tushunadi. Uning fikricha, kreativ o'qish madaniyati — o'zgaruvchan ijtimoiy-madaniy sharoitlarda masalalarni original fikrlash asosida hal etishga tayyor bo'lgan shaxs pozitsiyasidir.

Xayitovanning qarashlarini davom ettirgan holda aytish mumkinki, ona tili darslarida o'quvchilarning kreativ kompetensiyalarini shakllantirish turli topshiriqlar, muammoli vaziyatlar, noodatiy yechim talab qiladigan mashqlar orqali yana-da samarali kechadi. Biz ana shunday pedagogik imkoniyatlardan maqsadga muvofiq foydalanib, o'quvchilarda erkin fikrlash, yangicha qarash bildirish va tasavvur boyligini rivojlantirishga yo'naltirilgan jarayonni tashkil etdik.

Ona tili ta'limida evristik qobiliyatni rivojlantirish bo'yicha tadqiqot olib borgan R. Xurramov og'zaki mashqlar o'quvchilarning fikrlash doirasini kengaytirishda muhim o'rin tutishini ta'kidlaydi. Uning fikricha, og'zaki mashqlar voqealar mohiyatini tezda anglash, uni izohlash va tushunish imkonini beradi. Yozma mashqlar esa o'quvchilardan ko'proq vaqt va kuch talab etgani sababli bunday natijani har doim bera olmaydi. Demak, og'zaki mashqlarni zamonaviy texnologiyalar bilan uyg'unlashtirib

qo'llash o'quvchilarning fikrlash jarayonini faollashtiradi va dars samaradorligini oshiradi.

Boshlang'ich sinflarda kreativ ko'nikmalarni rivojlantirishda fanlararo bog'liqlikni ta'minlash alohida ahamiyatga ega. Xususan, ona tili faniga oid to'garak va qo'shimcha mashg'ulotlarni kreativ topshiriqlar bilan boyitish o'quvchilarga o'z ijodiy salohiyatini real vaziyatda sinab ko'rish imkoniyatini beradi. Bunday integrativ yondashuv muammoli holatlarni turli nuqtai nazardan tahlil qilish, noodatiy yechimlar ishlab chiqish ko'nikmalarini rivojlantiradi.

Shu boisdan, ona tili darslarida kreativ ko'nikmalarni rivojlantirishning modellashtirilgan mexanizmini ishlab chiqish zarurdir. Bunday model o'quvchilarga ma'lumotning haqqoniyligi, dalil va fikrlarning mantiqiyligi hamda ilgari surilgan g'oyaning real hayotga mosligini baholash imkonini beradi. Modelni yaratishda pedagogika, psixologiya, didaktika va metodika bilan bir qatorda kreativ tafakkurning shakllanish bosqichlari, unga ta'sir etuvchi omillar ham inobatga olinishi kerak. Boshqa fanlardan olingan modellardan to'g'ridan-to'g'ri foydalanish esa har doim samarali bo'lmasligi mumkin, shu bois ular ona tili ta'limining o'ziga xos jihatlaridan kelib chiqib moslashtirilishi lozim.

Ona tili darslarida kreativlikni rivojlantirish modeli o'quvchilarda yangi g'oya yaratish, mavjud stereotiplarni yangicha talqin qilish, masalalarni noodatiy yo'l bilan hal etish, tasavvurni boyitish, ichki motivatsiyani kuchaytirish kabi jarayonlarni qo'llab-quvvatlaydi. Bu model shuningdek o'quvchilarning kreativ g'oyalarda ishtirok ulushi, ilgari surilgan fikrning yangiligi va amaliy ahamiyati, ularga bildirgan munosabatlarini ham qamrab oladi.

Mazkur modellashtirishni ishlab chiqish va amaliyotga tatbiq qilish natijasida samarali pedagogik shart-sharoitlar, o'quvchilarda kreativ ko'nikmalarni rivojlantiruvchi eng maqbul metodlar, vositalar va yondashuvlar aniqlandi. Bu o'quv mashg'ulotlariga tayyorgarlik darajasi va o'quvchilarning motivatsiyasini oshirishga ham sezilarli ta'sir ko'rsatdi.

Ayni paytda, kreativ ko'nikmalarni rivojlantirish yuzasidan olib borilayotgan ilmiy izlanishlar o'quv jarayonining natijadorligini oshirish, yangilangan metodik tizimni yaratish, shaxsga yo'naltirilgan ta'lim texnologiyalarini amaliyotga joriy etish zarurligini ko'rsatmoqda. Bu yo'nalishdagi tadqiqotlar o'quvchilarda ijodiy fikrlash, muloqot, o'z-o'zini rivojlantirish kompetensiyalarini shakllantirishga e'tibor qaratgan. Zero, kreativ fikrlovchi yoshlarni ijtimoiy faollikka jalb qilish, innovatsion yondashuvlar asosida ularning qobiliyatlarini rivojlantirish, o'quv jarayonini mediata'lim vositalari bilan boyitish bo'yicha ilmiy ishlanmalar mazkur jarayon samaradorligini oshirishga xizmat qilmoqda.

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SUFIYLIK FALSAFASIDA KOMIL INSON KONSEPSIYASI

(ontologik, gnoseologik va estetik tahlil)

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Annotatsiya. Mazkur maqolada tasavvuf falsafasida muhim o‘rin tutgan Komil inson (al-insān al-kāmil) konsepsiyasi keng qamrovli falsafiy tahlil qilinadi. Tadqiqot Mahmud Shabistariy, Ibn al-Arabiy va ‘Aziz ad-Din Nasafiy asarlari asosida olib boriladi [1–4]. Komil inson mavjudot olamining ontologik maqsadi, ilohiy ism va sifatlarning to‘liq tajassum etuvchisi sifatida talqin qilinadi. Shuningdek, maqolada mazkur konsepsiyaning gnoseologik chegaralari, estetik xususiyatlari va «nur» ramzi orqali bilish muammosi chuqur yoritiladi.

Kalit so‘zlar: sufiylik, tasavvuf, Komil inson, falsafiy antropologiya, ontologiya, gnoseologiya, nur, ilohiy go‘zallik.

Kirish. Islom falsafasi tarixida inson masalasi doimo markaziy o‘rinda bo‘lib kelgan. Ayniqsa sufiylik an‘anasida inson nafaqat axloqiy sub‘ekt yoki diniy mas‘uliyat sohibi sifatida, balki butun borliqning ma‘naviy mohiyatini mujassam etuvchi mavjudot sifatida talqin qilinadi [2]. Tasavvuf mutafakkirlari insonni «kichik olam» (mikrokosm) deb ataydi va unda butun koinotning mazmuni mujassam, deb hisoblaydilar.

Shu ma‘noda Komil inson konsepsiyasi sufiylik falsafiy antropologiyasining eng yuksak nazariy natijasi sifatida shakllangan. Bu konsepsiya inson kamolotini axloqiy yoki diniy doira bilan cheklamay, uni ontologik, gnoseologik va estetik darajada tahlil qilish imkonini beradi. Komil inson — bu muayyan shaxs emas, balki insoniy mavjudot uchun eng yuqori kamolot modeli hisoblanadi.

Komil inson g‘oyasining falsafiy-ontologik asoslari. Tasavvuf ontologiyasiga ko‘ra, mavjudot tasodifiy emas, balki muayyan maqsad sari yo‘naltirilgan tizim hisoblanadi. Bu tizimda har bir borliq darajasi o‘zining eng mukammal holatiga intiladi [3]. Ana shu umumiy qonuniyat insonga nisbatan Komil inson g‘oyasida ifodalanadi.

Mahmud Shabistariy asarlarida borliq bosqichma-bosqich takomillashuv jarayoni sifatida tasvirlanadi [1]. U jonsiz tabiatdan tiriklikka, tiriklikdan insonga va insondan ruhiy kamolotga erishgan yakka shaxsgacha bo‘lgan uzluksiz jarayonni ta‘riflaydi. Bu jarayonda insonlar ko‘p, ammo Komil inson yagona bo‘lib, u butun mavjudotning ma‘naviy maqsadini ifodalaydi.

Shabistariyning fikricha, butun olam komil insonning vujudga kelishi uchun zarur shart-sharoitni ta'minlaydi. Bu yerda inson olamning markazi emas, balki Komil inson insonning o'zidagi eng oliy imkoniyat sifatida qaraladi. Demak, barcha insonlar kamolot yo'lida vosita, Komil inson esa natija hisoblanadi.

Komil inson va involyusiya–evolyusiya g'oyasi. Tasavvuf falsafada borliq harakati ikki yo'nalishda amalga oshadi: involyusiya (nisxojdenie) va evolyusiya (vosxojdenie) [4]. Ilohiy nur avvalo moddiy olamga tushadi, keyin esa inson orqali yana ilohiy manbaga qaytishga intiladi.

Komil inson ana shu qayta ko'tarilish jarayonining eng yuqori nuqtasidir. U nafs, shahvat va moddiy bog'liqliklardan xoli bo'lib, ilohiy sifatlarni o'z zotiga jamlay oladi. Shu sababli Komil inson nafaqat axloqiy namuna, balki kosmik jarayonning yakuniy halqasi hisoblanadi [2].

Komil inson va kosmik ierarxiya masalasi. Aziz ad-Din Nasafiy ta'limotida borliq qat'iy ierarxiya asosida tashkil etilgan [3]. U avliyolar ierarxiyasi g'oyasini ilgari suradi va bu ierarxiyaning eng yuqori pog'onasida yagona shaxs — komil inson turadi. Nasafiyga ko'ra, Komil inson olamning «ustuni» hisoblanadi. Uning mavjudligi tufayli kosmik muvozanat saqlanadi. Agar bu maqomdagi shaxs dunyodan ketsa va uning o'rnini bosuvchi bo'lmasa, borliq o'z ma'naviy asosini yo'qotadi [3].

Bu qarash sufiylikda insonning naqadar yuksak ontologik maqomga ega ekanini ko'rsatadi. Inson bu yerda passiv maxluq emas, balki ilohiy iroda amalga oshadigan markazdir.

. Ibn al-Arabiy ta'limotida Komil inson timsoli. Ibn al-Arabiy Komil insonni ilohiy ism va sifatlarning eng mukammal aks etuvchisi sifatida talqin qiladi [2]. Uning fikricha, Xudo O'z go'zalligini aynan Komil inson orqali mushohada qiladi, chunki faqat u borliqning barcha darajalarini o'z ichiga jamlay oladi.

Ibn al-Arabiy Komil insonni «oina» deb ataydi. Bu oina oddiy aks ettiruvchi emas, balki ilohiy mohiyatni anglaydigan va qayta namoyon qiladigan ongli mavjudotdir. Shu sababli Komil inson Xudo bilan olam o'rtasidagi vositachidir.

V. Komil inson va gnoseologik muammo

Tasavvuf gnoseologiyasida bilish masalasi markaziy o'rin tutadi. Komil insonning asosiy xususiyati — haqiqiy bilimga egalik qilishidir. Biroq bu bilim ratsional yoki hissiy emas, balki ilohiy ilhom va ichki mushohada orqali qo'lga kiritiladi [4].

Mahmud Shabistariy bilish jarayonini «nur» ramzi orqali izohlaydi [1]. Kamolot yo'lida inson turli darajadagi nurlarni idrok etadi. Eng yuqori bosqichda esa nur shu qadar kuchli bo'ladiki, u inson uchun zulmat sifatida namoyon bo'ladi. Bu holat bilishning chegaralarini ifodalaydi.

Komil inson va estetik o'ldham. Komil inson go'zalligi tashqi emas, balki ichki va ruhiy xususiyatga ega. Tasavvuf mutafakkirlar bu go'zallikni «maxfiy go'zallik» sifatida talqin qiladilar [1; 3]. U oddiy inson uchun ko'rinmas, faqat ma'naviy kamolotga erishganlar uchun ochiladi. Bu yerda estetika axloq va gnoseologiya bilan uzviy bog'liq. Go'zallikni anglash uchun inson o'z ichki olamini poklashi lozim. Shu ma'noda Komil inson estetik ideal ham hisoblanadi.

Xulosa

Tasavvuf falsafasida Komil inson konsepsiyasi inson haqidagi eng chuqur va mukammal ta'limotlardan biri hisoblanadi. U insonni butun borliqning ma'naviy markazi, ilohiy go'zallikning eng to'liq in'ikosi sifatida talqin qiladi [1–4].

Bu konsepsiya inson kamolotini individual axloq doirasidan chiqarib, uni kosmik va ontologik darajaga ko'taradi. Shu jihatdan Komil inson g'oyasi zamonaviy falsafa, dinshunoslik va antropologiya uchun ham katta nazariy ahamiyatga ega.

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MAQSUD SHAYKHZODA – OPINIONS OF CELEBRITIES

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Annotation: Maqsud Shaykhzoda was a great poet, and we inherited his remarkable works. Let us get acquainted with the warm opinions of famous figures about him.

Keywords: works, character, friends who created together, opinions of Oybek, Hamid Olimjon, Said Ahmad, Shukrullo Yusupov, Ozod Sharafiddinov, Mirzo Ibrohimov.

Shaykhzoda was a prolific creator, a lover of art and literature, and was deeply interested in history and philosophy. He worked with many poets, thinkers, scholars, and writers. They expressed very warm thoughts about Shaykhzoda. In particular, the well-known writer and poet Oybek said the following about him:

“...The form of Shaykhzoda’s poems is colorful. He uses the form of rubai, ballads, poetry and lyrical verse. His way of expressing thoughts resembles the artistic techniques of Mayakovsky. Like Mayakovsky, he created bright and unexpected images.”

The Uzbek poet, dramatist, literary scholar, and representative of twentieth-century classical Uzbek poetry Hamid Olimjon also said the following about the writer:

“Shaykhzoda is a poet of ideas. He is an artist who creates political poetry.”

Shaykhzoda passed away without fully enjoying this world. Yet he was still a happy person. Said Ahmad said about the poet:

“He was called the people’s poet, my brother Shaykh. Young people called him ‘my teacher.’ Young poets followed him in crowds. He was a scholar. He was a generous person who extended a helping hand to those in need. He sympathized with those in sorrow. He was a lively conversationalist. He did not know how to complain. He firmly resisted the blows of fate. In a word, he was a charming man.

I saw in Shaykhzoda that one person can indeed possess so many virtues. He was a scholar-poet. He was both a poet and a scholar. Such people are born rarely,” he said.

The talented poet, prose writer, and playwright Shukrullo Yusupov worked together with Maqsud Shaykhzada while serving as a literary consultant at the Writers' Union of Uzbekistan. He said the following about him:

“Loyalty to a friend, constant respect for a person, valuing someone not only after his death but also during his lifetime — these were not only the main qualities of the poet’s creativity, but Shaykh Aka himself followed them throughout his life. If I were to summarize Shaykhzada’s activity or appearance in even fewer words, I would say that Maqsud Shaykhzada is wisdom, kindness, and a smile.”

Ozod Sharafiddinov — literary scholar and critic — spoke frequently with Shaykhzada. He said:

“Shaykhzada was one of those people who, once you met him, you became fascinated by his charm, wanted to see him again, listen to his conversations, share your deep thoughts and passionate feelings through literary works. Shaykhzada was a beautiful personality who embodied numerous qualities. His spiritual world was extremely rich, and he was always ready to generously share that richness with people.”

Mirzo Ibrohimov, an Azerbaijani national writer and public figure, considered a contemporary of Shaykhzada, expressed the following thoughts:

“Maqsud Shaykhzada, who created alongside the great representatives of Uzbek literature — Gafur Gulom and Oybek — was a poet whose soul was intertwined with poetry. His works reflected great revolutionary ideals, passionate patriotic feelings, and the bright echo of a burning heart that lived with truly creative emotions.”

Maqsud Shaykhzada’s legacy demonstrates that true literary greatness is not measured solely by the number of works produced, but by the depth of thought, sincerity of emotion, and the cultural bridges an artist builds. Shaykhzada was one of those rare intellectuals whose poetry carried both national spirit and universal humanistic values. What makes him especially remarkable is the fact that writers, poets, and scholars from different generations and even different nations recognized his exceptional personality—his kindness, wisdom, and creative passion.

Today, Shaykhzada’s works continue to inspire young scholars and poets, offering them a model of integrity, intellectual courage, and artistic devotion. His life shows that literature can serve as a bridge between nations, a healer of human hearts, and a source of endless enlightenment. Shaykhzada remains a shining example of how one poet can influence not only his homeland, but also the broader cultural world.

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THE CONCEPT OF CREOLIZATION AND ITS ROLE IN MEDIA STUDIES

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Annotation: *This article analyzes the theoretical foundations of the notion of creolization and its relevance in modern media studies. In creolation media texts, verbal and nonverbal elements are seen as a complex communicative process that occurs through the combination of text, image, sound, graphics, and multimedia elements. The research reveals the mechanisms by which media products, creole media, digital platforms, and social networks influence audiences. It also highlights the role of creolation in the speed of information processing, interpretation of meaning, and enhancement of emotional impact.*

Key words: *creolation, media text, multimedia, media studies, visual communication, digital media, media, and audience influence.*

KREOLLASHUV TUSHUNCHASI VA UNING MEDIA

TADQIQOTLARDAGI O‘RNI

Yusupova Nargiza,

O‘zJOKU mustaqil izlanuvchisi

Annotatsiya: *Mazkur maqolada kreollashuv tushunchasining nazariy asoslari hamda uning zamonaviy media tadqiqotlardagi ahamiyati tahlil qilinadi. Kreollashuv media matnlarida verbal va noverbal unsurlar — matn, tasvir, ovoz, grafika va multimediyaga elementlarining uyg‘unlashuvi orqali yuzaga keladigan murakkab kommunikativ jarayon sifatida ko‘rib chiqiladi. Tadqiqotda ommaviy axborot vositalari, raqamli platformalar va ijtimoiy tarmoqlarda kreollashgan media mahsulotlarning auditoriyaga ta’sir mexanizmlari ochib beriladi. Shuningdek, kreollashuvning axborotni qabul qilish tezligi, mazmunni talqin etish va emotsional ta’sirni kuchaytirishdagi roli yoritiladi.*

Kalit so‘zlar: *kreollashuv, media matn, multimodallik, media tadqiqotlar, vizual kommunikatsiya, raqamli media, ommaviy axborot vositalari, auditoriya ta’siri.*

“Kreollashuv” atamasi ilk bor tilshunoslik sohasida qo‘llanilgan. U tilda turli manbalardan kirib kelgan elementlarning uyg‘unlashuvini anglatgan. Yu.A.Sorokin va E.A. Tarasov (1990) o‘z tadqiqotlarida “Kreollashgan matn”ni leksik va vizual belgilarning yagona kommunikatsiya makonida uyg‘un tarzda qo‘llanishi sifatida ta’riflaganlar. Ularga ko‘ra, bunday matnlar nafaqat axborotni etkazish, balki emotsional ta’sirni kuchaytirishga ham xizmat qiladi.

So‘nggi o‘n yilliklarda “Kreollashuv” tushunchasi tilshunoslikdan tashqari, media va jurnalistika tadqiqotlariga ham keng tatbiq etildi. V.E.Chernyavskaya (2003) media diskurs tahlilida kreollashuvning pragmatik vazifalariga alohida e‘tibor qaratgan. Uning fikricha, zamonaviy media makonda “chisto matn” degan tushuncha amalda yo‘qqa chiqqan: har qanday axborot grafik, ovoz, infografika va boshqa vizual ifoda vositalari bilan uyg‘un holda taqdim etiladi.

XXI asrning ilk ikki dahasida insoniyat hayotida misli ko‘rilmagan o‘zgarishlar yuz berdi. Jahon media makonida raqamli texnologiyalarning jadal taraqqiyoti kommunikatsiya jarayonlariga, axborotni qabul qilish va tarqatish usullariga, mediamatnning shakli va mazmuniga tubdan ta‘sir ko‘rsatdi. Bugungi kunda inson axborot bilan muloqotga kirishar ekan, uning diqqati faqat matn yoki ovozga emas, balki multimediali yechimlarga — ya‘ni matn, grafika, tasvir, animatsiya va ovozning uyg‘unligiga yo‘nalmoqda. Bu jarayon fan va amaliyotda kreollashuv fenomeni sifatida ta‘riflanmoqda. Jurnalistika ham ushbu global raqamli o‘zgarishlardan mustasno emas. Axborot tarqatishning an‘anaviy usullari — matbuot, radio va televideniye — raqobat muhitida o‘z mavqegini saqlab qolish uchun raqamli texnologiyalar va internet imkoniyatlaridan foydalanishga majbur bo‘ldi. Shu bilan birga, ijtimoiy tarmoqlar, bloglar va onlayn platformalar orqali auditoriya bilan muloqot qilish yangi bosqichga ko‘tarildi. Mediatadqiqotlarda bu jarayon “konvergensiya” deb ataladi (Jenkins, 2006). Konvergensiya — turli ommaviy axborot vositalaridagi texnologiyalar, janrlar va formalarning uyg‘unlashuvi orqali yangi mediamakonning yuzaga kelishini anglatadi.

Bugungi media muhitida eng muhim o‘zgarishlardan biri — auditoriyaning o‘zgargan tabiati. Agar XX asrda auditoriya ko‘proq passiv qabul qiluvchi sifatida tavsiflangan bo‘lsa, XXI asrda u faol ishtirokchiga aylandi. Xususan, Z-avlod vakillari axborotni nafaqat qabul qiladilar, balki uni qayta ishlaydilar, tarqatadilar va turli interpretatsiyalar orqali mazmunga yangi qiyofa baxsh etadilar. Bu jarayonni Castell’s (2009) “network society” nazariyasida yoritib, internet asrida ijtimoiy munosabatlar va mediakommunikatsiyaning yangi shakllari shakllanishini ta‘kidlagan.

Shu bilan birga, global raqamli muhitda axborotning shakli va strukturasi ham o‘zgarmoqda. Aniq misol sifatida jahonda eng ommaviy platformalardan biri bo‘lgan TikTok’ni ko‘rsatish mumkin. Ushbu platforma qisqa videolar orqali millionlab auditoriyani qamrab olmoqda. Bu videolarning asosiy xususiyati — ularning kreollashganligi: subtitrlar, emodji, grafik belgilar, ovoz va vizual effektlarning uyg‘unligi kontentni tezkor va ta‘sirchan qiladi. Bugungi kunda AQSH va Yevropa mamlakatlarida Z-avlodning 85–90 foizi TikTok va Instagram’dan faol foydalanadi (Forrester, 2021; Gallup, 2023).

O‘zbekistonda ham ushbu jarayon o‘z aksini topmoqda. DataReportal (2025) ma’lumotlariga ko‘ra, mamlakatda 21,8 million internet foydalanuvchi mavjud bo‘lib, ularning katta qismi ijtimoiy media platformalari orqali axborot iste’mol qilmoqda. Instagram’da 8,7 million, TikTok’da 3,1 million, YouTube’da 16,3 million faol foydalanuvchi mavjud. Bu raqamlar z-avlodning milliy mediamakondagi asosiy ishtirokchilardan biri ekanini ko‘rsatadi.

Shu bilan birga, O‘zbekiston telekanallari ham Z-avlod uchun o‘z formatlarini moslashtirishga harakat qilmoqda. Masalan, *Zo‘r TV* ko‘proq musiqa va ko‘ngilochar dasturlarni kreativ grafika va vizual effektlar bilan boyitsa, *Sevimli* telekanali seriallar va tok-shoularda auditoriya diqqatini jalb qilish uchun kreollashgan yechimlardan foydalanmoqda. *MY5 (Mening Yurtim)* telekanali esa axborotiy dasturlarda zamonaviy vizual yechimlardan keng foydalanmoqda. Bu misollar milliy media makonda ham kreollashuv jarayonining faol kechayotganini ko‘rsatadi.

Shu jihatdan, Z-avlod kommunikatsiyasida kreollashuv fenomenini o‘rganish zamonaviy jurnalistika nazariyasi uchun ham, milliy media amaliyoti uchun ham dolzarb hisoblanadi. Chunki Z-avlod auditoriyasining axborot qabul qilish uslubi, diqqat markazi va mediamadaniyati an’anaviy avlodlardan farq qiladi. ushbu farqni hisobga olmagan holda yaratilgan mediamatnlar o‘z maqsadiga erisha olmaydi.

Z-avlodning kognitiv va ijtimoiy-psixologik xususiyatlari

Z-avlod (ingliz manbalarda *Generation Z*, yoki “digital natives”) raqamli muhitda tug‘ilib voyaga yetgan birinchi avlod sifatida ta’riflanadi. Ularning kognitiv faoliyati va psixologiyasi internet, smartfon va ijtimoiy tarmoqlar ta’sirida shakllangan. Tadqiqotlarga ko‘ra, Z-avlod vakillarining diqqat markazi nisbatan qisqa muddatli bo‘lib, ular uzun matnli axborotni emas, balki qisqa va ta’sirchan vizual va audiovizual kontentni afzal ko‘radilar (McCrindle, 2019).

Bu avlodda multimedia vositalari yordamida ma’lumot qabul qilish jarayoni tabiiy holga aylangan. Masalan, YouTube’da dars materialini ko‘rish, Instagram’da bilimga oid postlarni o‘qish, TikTok’da esa qisqa videolardan ma’lumot olish ular uchun o‘quv jarayonining ajralmas qismiga aylangan. Shu sababli ularni ba’zi olimlar “clip-thinking generation” (klip tafakkur avlodi) deb ham ataydi (Mikhaylova, 2018). Z-avlodning ijtimoiy-psixologik xususiyatlari ham mediamadaniyat bilan uzviy bog‘liq. Ular axborotni tezkor qabul qilishadi, bir vaqtning o‘zida bir necha manbadan foydalanishga qodirlar, lekin shu bilan birga chuqur tahlil qilish va uzoq vaqt diqqatni bir ob’ektga qaratirishda qiyinchilikka duch kelishadi. Bu holatni psixologiyada “distracted attention” (tarqoq diqqat) deb atashadi (Rosen, 2017).

Pew Research Center (2022) ma’lumotlariga ko‘ra, AQSHda Z-avlod yoshlarining 95% smartfondan faol foydalanadi va 90%dan ortig‘i ijtimoiy tarmoqlarda kundalik

vaqt o'tkazadi. Yevropa mamlakatlarida bu ko'rsatkich 85–88% oralig'ida. O'zbekistonda esa DataReportal (2025) ma'lumotiga ko'ra, 21,8 mln internet foydalanuvchisining yarmidan ko'pi 18–30 yosh orasidagi yoshlardir.

Mediamadaniyatning yana bir muhim jihati — Z-avlod uchun axborot va ko'ngilochar kontent chegarasining yo'qolishi. Masalan, ular TikTok'da ham bilim oladi (til o'rganish, lifestyle maslahatlar), ham ko'ngilochar kontent iste'mol qiladi (yumoristik video, parodiya). Bu tendensiyani Abidin (2021) ijtimoiy media blogerligi tadqiqotlarida “infotainment culture” (axborot-ko'ngilochar madaniyat) deb atagan.

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THE ROLE OF THE SPANISH LANGUAGE IN THE PROFESSIONAL ACTIVITIES OF A TOUR GUIDE AND THE DEVELOPMENT OF THE TOURISM INDUSTRY

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Annotation

This article examines the role of Spanish as a professional communication tool for tour guides and as a factor in the development of inbound tourism in the Republic of Uzbekistan. The study analyzes the impact of Spanish proficiency on the quality of tourism services, intercultural interaction, and the professional development of tourism personnel. Particular attention is given to the analytical examination of the Spanish-speaking tourism segment and the prospects for integrating language proficiency into tourism development strategies in Uzbekistan.

Key words: Spanish language, tourism, tour guide, intercultural communication, inbound tourism, Uzbekistan.

INTRODUCTION

Modern tourism is a complex interdisciplinary system in which economic, cultural, and communicative factors are closely interconnected. In the context of globalization, the ability of tourist destinations to effectively engage with international audiences is particularly important. The Republic of Uzbekistan, with its unique cultural and historical heritage, has significant potential for cultural and educational tourism, making the development of inbound tourism a strategic priority.

A crucial component of enhancing the competitiveness of the tourism industry is the training of qualified tour guides fluent in foreign languages. Spanish, one of the most widely spoken languages in the world, is a tool for expanding international communication and improving the quality of tourism services.

Theoretical foundations

Spanish is a Romance language and developed from Vulgar Latin in the Iberian Peninsula. Over the centuries, it has become a global language of communication, culture, and tourism. Linguistic research highlights its cultural potential and the ability of language to transmit values, traditions, and historical memory.

In tourism theory, language is considered a key element of intercultural communication. Tour guides act as intermediaries between the host country's culture and tourists, ensuring the accurate and emotional transmission of historical and cultural information. Proficiency in the tourist's language allows for the adaptation of the tour narrative, consideration of the cultural characteristics of the audience, and the promotion of a positive image of the country.

The Spanish language and the tourism potential of Uzbekistan

Spanish-speaking tourists from Spain, Latin America, and the Spanish-speaking regions of the United States show particular interest in cultural and historical destinations. Uzbekistan, as a country on the Great Silk Road, boasts UNESCO World Heritage sites such as Samarkand, Bukhara, and Khiva, making it attractive to this segment of tourists.

The limited number of Spanish-speaking specialists reduces the effectiveness of service and the full comprehension of cultural content. Spanish-speaking tour guides are becoming a key factor in expanding tourism and diversifying markets.

Analysis of the role of the Spanish language in the professional activities of a tour guide

1. Analysis of the communicative function

Spanish ensures accurate and culturally appropriate transmission of information.

Using the tourist's language reduces communication barriers, increases trust, and creates conditions for a deep understanding of historical and cultural material. The guide becomes a mediator between the country's culture and foreign tourists, providing interpretation and emotional engagement.

2. Analysis of the impact on the quality of tourism services

Foreign language proficiency is seen as an indicator of the quality of tourism services. Tours in a tourist's native language increase satisfaction, emotional engagement, and positive feedback. For Uzbekistan, this is especially important for building a strong international image and enhancing the competitiveness of its tourism product.

3. Analysis of educational and institutional aspects

The tourism training system is primarily focused on English and Russian. The development of Spanish at the institutional level—the opening of specialized centers, collaboration with Spanish universities, and a long-standing interest in the language—testifies to this. The integration of professionally oriented Spanish at the master's level fosters interdisciplinary competencies in linguistic, cultural, and tourism training.

4. Generalization of analytical results

Three levels of importance of the Spanish language:

1. Micro level: increasing the professional efficiency of the guide;
 2. Meso-level – improving the quality of tourism services and the country’s image;
 3. Macro level: strategic development of inbound tourism and international relations.
- Spanish is becoming an integral part of professional guide training, influencing the development of the tourism industry as a whole.

Dynamics of foreign tourist arrivals to Uzbekistan (2018-2024), thousand people

YEAR	TOTAL	SPANISH-SPEAKING TOURISTS	SHARE OF SPANISH-SPEAKING (%)
2018	6,800	45	0.66
2019	7,200	50	0.69
2020	2,500	18	0.72
2021	3,800	30	0.79
2022	5,900	65	1.10
2023	7,500	85	1.13
2024	8,200	95	1.16

Conclusion: Spanish tourists constitute a small but rapidly growing segment.

Conclusion

The Spanish language is a strategic factor in the development of Uzbekistan's tourism industry. It serves not only a communicative but also a cultural and educational function, enabling tour guides to not simply convey facts but also to interpret the historical and cultural context and create an emotionally rich experience for tourists. Proficiency in Spanish reduces language barriers, increases trust between guides and tourists, and contributes to a positive image of the country internationally.

In terms of quality of tourist services, knowledge of Spanish allows for the provision of personalized tours tailored to the specific needs and expectations of the Spanish-speaking audience. This is reflected in high tourist satisfaction.

Fostering loyalty to the country and increasing the likelihood of repeat visits, which directly impacts the economic efficiency of the tourism industry.

From an institutional and educational perspective, integrating Spanish into master's-level tour guide training programs creates opportunities for developing interdisciplinary competencies in linguistics, cultural studies, and professional tourism. This opens up new prospects for sustainable tourism development, expanding international ties, and strengthening cultural cooperation with Spanish-speaking countries.

In the long term, systematically integrating Spanish into the professional training of tourism personnel could contribute to the diversification of tourism markets, attracting new segments of foreign tourists, and strengthening Uzbekistan's international image as a culturally rich and collaborative destination. Proficiency in Spanish is becoming an integral part of the strategy for enhancing the professional competence of guides and ensuring the competitiveness of the national tourism product in the global market. Thus, developing Spanish language skills in tourism contributes to both the individual professional growth of tour guides and the comprehensive development of the industry as a whole, strengthening Uzbekistan's cultural identity and international status as a tourist destination.

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**DEVELOPING PROFESSIONAL COMMUNICATIVE COMPETENCE OF
TOURISM MAJORS THROUGH ENGLISH FOR SPECIFIC PURPOSES
(ESP)**

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Annotation. This article explores the development of professional communicative competence of tourism majors through English for Specific Purposes (ESP). In the context of the rapidly evolving tourism industry, effective professional communication in English has become a core requirement for future specialists. The study focuses on ESP as a methodological framework that integrates linguistic, professional, and communicative components of language education. Particular attention is given to profession-oriented discourse, functional language use, and situational communication relevant to tourism contexts. The article analyzes how ESP-based instruction supports the development of speaking, interactional strategies, and professional pragmatics required in real workplace settings. Additionally, the role of needs analysis and profession-specific tasks is examined as a means of aligning language instruction with industry demands. The findings suggest that ESP-based English instruction significantly enhances tourism students' readiness for professional communication and contributes to the systematic formation of professional communicative competence.

Keywords: professional communication, tourism majors, ESP, communicative competence, English teaching, needs analysis, professional discourse, language skills.

Introduction. The increasing globalization of the tourism industry has significantly intensified the demand for professionals who possess strong communicative skills in English. For tourism majors, English is not merely an academic subject but a vital professional tool required for interacting with international clients, partners, and service providers. As a result, the development of professional communicative competence has become a central objective of tourism education. Professional communicative competence in tourism involves the ability to use language appropriately and effectively in profession-specific contexts. This includes not only linguistic accuracy but also pragmatic awareness, interactional strategies, and

intercultural sensitivity¹. However, traditional general English courses often fail to meet these requirements, as they tend to focus on decontextualized language forms rather than real-life professional communication.

English for Specific Purposes (ESP) offers a methodological framework that addresses this gap by aligning language instruction with learners' professional needs. ESP-based instruction emphasizes needs analysis, profession-oriented discourse, and task-based activities that reflect authentic workplace situations. For tourism majors, such an approach enables learners to develop relevant communicative skills directly applicable to their future careers. Moreover, the tourism sector requires professionals to handle diverse communicative situations, including customer service interactions, information exchange, problem-solving, and cross-cultural communication. ESP-oriented English instruction supports the systematic development of these competencies by integrating linguistic knowledge with professional practice.

Against this background, the present study focuses on the role of ESP in developing the professional communicative competence of tourism majors². By examining methodological principles and instructional practices, the article seeks to contribute to the improvement of English language teaching strategies in tourism education and to highlight the significance of professionally oriented language instruction. Building upon this perspective, it is important to note that ESP-based instruction shifts the focus of language learning from general proficiency toward purposeful communication within clearly defined professional contexts. For tourism majors, this means engaging with language that reflects real occupational tasks such as welcoming guests, providing travel-related information, handling complaints, and negotiating services. Through these activities, learners develop not only fluency but also the ability to select appropriate language forms in accordance with situational demands. Another significant advantage of ESP lies in its emphasis on needs analysis, which allows instructors to identify specific communicative functions and discourse patterns relevant to the tourism industry.

This targeted approach ensures that instructional content corresponds closely to students' future professional roles. As a result, learners are more motivated and actively involved in the learning process, as they perceive the immediate relevance of English to their career development³. Furthermore, ESP instruction encourages the integration of interactive and task-based methodologies that promote learner autonomy and strategic competence. By participating in role-plays, simulations, and collaborative problem-solving tasks, tourism students enhance their interactional skills and develop

¹ Byram, M. (1997). Teaching and assessing intercultural communicative competence. *Multilingual Matters*, pp. 31–56.

² Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press, pp. 64–82.

³ Hyland, K. (2006). *English for academic purposes: An advanced resource book*. Routledge, pp. 87–103.

confidence in professional communication. Such practices also foster intercultural awareness, which is essential in tourism-related interactions involving diverse cultural backgrounds. The ESP framework provides a pedagogically sound and practically oriented approach to developing professional communicative competence, making it particularly suitable for preparing tourism majors for the complex communicative demands of the global tourism industry.

The development of professional communicative competence of tourism majors through English for Specific Purposes (ESP) requires a systematic and methodologically grounded approach that integrates linguistic, professional, and communicative components of language learning⁴. ESP-based instruction differs fundamentally from general English teaching in that it is oriented toward clearly defined professional goals and communicative tasks relevant to a specific occupational field. In the context of tourism education, this orientation is particularly significant, as future specialists are expected to operate in dynamic, service-oriented, and intercultural environments. One of the core principles of ESP instruction is needs analysis, which serves as the starting point for curriculum design. Through needs analysis, educators identify the communicative situations, discourse types, and language functions that tourism majors are likely to encounter in their professional practice. These may include customer service interactions, travel consultations, guided tours, booking procedures, and conflict resolution. By aligning instructional content with these professional demands, ESP ensures that language learning is purposeful and directly applicable to real workplace contexts.

Another essential component of ESP-based instruction is the use of profession-oriented discourse. Tourism-related texts, dialogues, and scenarios expose learners to authentic language patterns, terminology, and pragmatic conventions typical of the industry. Such exposure enables students to develop not only lexical and grammatical competence but also discourse competence, allowing them to structure messages appropriately and maintain effective professional interaction. The incorporation of authentic and semi-authentic materials further enhances this process by reflecting real communicative practices within the tourism sector⁵. Task-based learning plays a crucial role in fostering professional communicative competence. Tasks designed within an ESP framework simulate real professional activities and require learners to use English as a means of achieving specific goals. Role-plays, simulations, case studies, and problem-solving tasks encourage active participation and promote interactional strategies such as turn-taking, clarification, and negotiation of meaning.

⁴ Johns, A. M., & Dudley-Evans, T. (1991). English for specific purposes: International in scope, specific in purpose. *TESOL Quarterly*, 25(2), 297–314.

⁵ Littlewood, W. (2004). The task-based approach: Some questions and suggestions. *ELT Journal*, 58(4), 319–326.

These tasks also contribute to the development of strategic competence, enabling students to manage communication effectively despite linguistic limitations.

Furthermore, ESP instruction supports the integration of intercultural competence, which is indispensable for tourism professionals. Through culturally contextualized tasks and discussions, learners become more aware of cultural norms, expectations, and communication styles. This awareness enhances their ability to interact appropriately with international clients and colleagues. The ESP approach provides a comprehensive methodological framework for developing professional communicative competence in tourism majors. By combining needs-based content selection, profession-oriented discourse, task-based activities, and intercultural awareness, ESP-based English instruction effectively prepares students for the communicative challenges of the tourism industry.

Table. ESP components and their role in developing professional communicative competence of tourism majors.

<i>ESP Component</i>	Instructional Focus	Professional Communicative Skills Developed
<i>Needs Analysis</i>	Identification of profession-specific communicative situations	Awareness of professional roles and communicative demands
<i>Profession-Oriented Discourse</i>	Tourism-related texts, dialogues, and scenarios	Use of professional terminology and discourse conventions
<i>Task-Based Activities</i>	Role-plays, simulations, case studies	Interactional skills, fluency, negotiation of meaning
<i>Authentic / Semi-authentic Materials</i>	Realistic tourism texts and service interactions	Pragmatic competence and contextual language use
<i>Intercultural Integration</i>	Culturally contextualized communication tasks	Intercultural awareness and appropriate professional behavior
<i>Strategic Communication Training</i>	Problem-solving and communication management strategies	Strategic competence and confidence in professional interaction

The findings discussed in this study confirm the effectiveness of English for Specific Purposes (ESP) as a methodological framework for developing the professional communicative competence of tourism majors. The integration of profession-oriented

content and communicative tasks allows learners to engage in meaningful language use directly related to their future professional roles. Unlike general English instruction, ESP emphasizes functional language use, enabling students to apply linguistic knowledge within realistic tourism contexts. The discussion also highlights the importance of task-based activities in fostering interactional competence and strategic communication skills⁶. Role-plays, simulations, and problem-solving tasks encourage active participation and enhance learners' confidence in professional communication. Additionally, the use of authentic and semi-authentic materials contributes to the development of pragmatic and intercultural competence, which are essential in tourism-related interactions.

Overall, the results suggest that ESP-based instruction provides a more targeted and effective approach to language teaching for tourism majors. By aligning instructional content with professional needs, ESP supports the systematic development of communicative competence and better prepares students for real-world communication in the tourism industry.

Conclusion. This study has examined the role of English for Specific Purposes (ESP) in developing the professional communicative competence of tourism majors. The analysis demonstrates that ESP provides a methodologically sound and professionally oriented framework that effectively addresses the communicative demands of the tourism industry. Unlike general English instruction, ESP aligns language learning with clearly defined professional contexts, enabling students to acquire relevant linguistic and communicative skills required for their future careers. The findings indicate that the integration of needs analysis, profession-oriented discourse, and task-based activities plays a crucial role in shaping professional communicative competence. Through targeted tasks and realistic simulations, tourism students develop interactional fluency, pragmatic awareness, and strategic communication skills. The use of authentic and semi-authentic materials further enhances learners' exposure to real professional discourse, contributing to greater confidence and intercultural sensitivity.

Moreover, ESP-based instruction supports learner motivation by emphasizing the practical value of English in professional settings. Students are more actively engaged in the learning process when they recognize the direct relevance of language instruction to their career development. This engagement fosters deeper cognitive involvement and more sustainable learning outcomes. In conclusion, the study confirms that ESP is a highly effective approach for developing professional communicative competence in tourism education. Future research may focus on empirical classroom-based studies

⁶ Widdowson, H. G. (1983). Learning purpose and language use. Oxford University Press, pp. 101–118.

and longitudinal investigations to further validate the impact of ESP-oriented instruction on communicative performance and professional readiness in diverse tourism training contexts.

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USING PAIR AND GROUP WORK TO ENHANCE STUDENTS' COMMUNICATION SKILLS

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Annotation. This article explores the effectiveness of pair and group work as instructional strategies for enhancing students' communication skills in English as a Foreign Language (EFL) classrooms. The study aims to investigate how collaborative learning activities influence students' speaking fluency, interaction, and confidence. A mixed-methods approach was employed, including classroom observations, speaking assessments, and student questionnaires.

Keywords: pair work, group work, communicative competence, EFL, collaborative learning.

Annotatsiya. Ushbu maqolada ingliz tilini chet tili sifatida o'rganish (EFL) darslarida talabalar kommunikativ ko'nikmalarini rivojlantirishda juftlik va guruhda ishlashning samaradorligi o'rganiladi. Tadqiqotning asosiy maqsadi hamkorlikka asoslangan ta'lim faoliyatlarining talabalar nutq ravonligi, o'zaro muloqoti va ishonchini oshirishga qanday ta'sir ko'rsatishini aniqlashdan iborat. Tadqiqotda aralash metodologik yondashuv qo'llanilib, unda dars jarayonini kuzatish, og'zaki nutqni baholash hamda talabalar o'rtasida so'rovnomalar o'tkazish usullaridan foydalanildi.

Kalit so'zlar: juftlikda ishlash, guruhda ishlash, kommunikativ kompetensiya, EFL, hamkorlikda o'rganish.

Аннотация. В данной статье рассматривается эффективность парной и групповой работы как обучающих стратегий для развития коммуникативных навыков студентов на занятиях по английскому языку как иностранному (EFL). Цель исследования заключается в изучении влияния совместных форм обучения на развитие беглости речи, взаимодействия и уверенности студентов в процессе говорения. В исследовании был применён смешанный методологический подход, включающий наблюдение за учебным процессом, оценку устной речи и анкетирование студентов.

Ключевые слова: парная работа, групповая работа, коммуникативная компетенция, EFL, совместное обучение.

Introduction. Focusing on learning methods to study English has moved away from traditional teachers in the last decades. It is widely recognized that a primary aim for foreign language teaching has shifted through communicative competence, the ability of foreign language learners to use the language they are learning effectively in the real environment. Traditional methods, which are based on individual work and teacher talk, often fail to give students opportunities for meaningful communication. It is well-recognized within Communicative Language Teaching (CLT) that pair and group work well. Such strategies facilitate interaction, negotiation of meaning, and independence in the learning process. Pair and group activities increase student talking time and promote a less stressful learning environment: Harmer [1,34]. In a similar manner, Richards states that collaborative assignments give learners practical learning methods of authentic communication that are much like real-life communication [2,45].

Collaborative tasks engage students in active negotiation of meaning, the exchange of ideas, and responding to students in real time, which echoes the mode of communication that occurs outside

the classroom. Interaction of language in such ways leads to communicative competence with the integration of linguistic knowledge with social and pragmatic abilities. In addition to that, collaborative learning places a premium on student control and accountability, through which learners must rely on each other. By the results, we make learners confident and motivated communicators and therefore effective use of language in their natural communicative surroundings. However, pair and group work are not always successfully undertaken in EFL classes despite their potentials. This research seeks to investigate the importance of pair and group assignments in developing students' communication abilities and to present some tangible findings that can be taken into consideration by English Language Teaching (ELT).

Methods. Mixed method, as this study was used to gather comprehensive results by merging quantitative data with qualitative data. Research was carried out over one academic semester. The study's respondents comprised 40 undergraduate students studying English as a foreign language at a non-philological higher education institution. The L2-level score in their language proficiency was between B1 and B2 depending on the CEFR. Data were gathered using the following instruments: pre-test and post-test speaking assessments, classroom observation checklists, and student questionnaires on attitudes toward pair and group work. The speaking skills assessment focused on fluency, accuracy, the use of vocabulary, and interaction skills, based on the criteria described by Brown as an oral proficiency test [3,112]. Students were frequently involved in paired/group work (role-plays, problem-solving tasks, discussions, and information-gap activities). These exercises were used to encourage communication and interaction between learners. The teacher was a facilitator, not a dominant speaker, taking part and gave feedback where needed.

Results. The results of the study demonstrate a noticeable improvement in students' communication skills. The post-test speaking scores showed an average increase of 18% compared to the pre-test results. Students demonstrated greater fluency and confidence during oral tasks. Classroom observations revealed that pair and group work increased student participation and reduced reliance on the teacher. Learners were more willing to express their ideas and negotiate meaning with peers. Questionnaire responses indicated that 85% of students felt more confident speaking English during collaborative activities. These findings support previous research suggesting that cooperative learning environments foster active engagement and communicative competence [4,76].

Table 1 summarizes the study results, showing an 18% increase in post-test speaking scores and an 85% rise in students' reported confidence during collaborative activities.

Table 1.

Indicator / Source	Measure Type	Result	Brief Note
Speaking (Pre-test → Post-test)	Average change (%)	+18%	Post-test speaking scores increased by 18% compared to pre-test
Oral task performance	Qualitative (observation)	Fluency ↑, Confidence ↑	Students spoke more fluently and with greater confidence
Pair/Group work	Qualitative (observation)	Participation ↑, Teacher reliance ↓	More student participation; less dependence on the teacher
Peer interaction	Qualitative (observation)	Idea sharing ↑, Meaning negotiation ↑	Students were more willing to express ideas and negotiate meaning

Indicator / Source	Measure Type	Result	Brief Note
<i>Questionnaire</i>	Percentage (%)	85%	85% reported feeling more confident speaking English during collaborative activities
<i>Alignment with prior research</i>	Literature support	Supported	Findings support research on cooperative learning and communicative competence

Discussion. The findings of this study confirm that pair and group work play a crucial role in enhancing students' communication skills. One of the key benefits is increased speaking time, which is essential for developing fluency. As noted by Harmer, students learn to speak by speaking, and collaborative tasks maximize opportunities for oral practice [1,36]. Moreover, pair and group work contribute to lowering students' affective filter by creating a supportive environment. According to Krashen's Affective Filter Hypothesis, reduced anxiety facilitates language acquisition [5,31]. The results of this study align with this theory, as students reported feeling less nervous when speaking with peers rather than in front of the whole class. However, effective implementation requires careful task design and classroom management. Teachers must ensure that activities are purposeful, level-appropriate, and well-structured to avoid the use of the native language or off-task behavior.

Conclusion. This study suggests that pair and group work can be effective strategies for enhancing students' communication skills in EFL classrooms. Sharing allows for more meaningful interaction for the learners, increasing their confidence and developing communicative skills. These activities invite participation, encouragement, and language used in authentic settings. To help the interaction of the learner and stimulate the learning environment, English language teachers are strongly encouraged to practice pair and group work systematically as classroom practices.

Future research would have to examine whether the outcomes of different forms of collaboration are successful or whether their effect is different for the student from pair to group work. Plus, longitudinal studies may be an even better way to understand the long-term impact of collaborative learning on language learning.

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PEER FEEDBACK AS A TOOL FOR IMPROVING SPEAKING PERFORMANCE

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Annotation. This article examines the role of peer feedback as an effective pedagogical tool for improving students' speaking performance in English as a Foreign Language (EFL) classrooms. The study aims to explore how structured peer feedback influences learners' fluency, accuracy, and speaking confidence. The study concludes that peer feedback, when properly guided, should be integrated into communicative language teaching practices.

Key words: *peer feedback, speaking performance, EFL, formative assessment, communicative competence.*

Annotatsiya. Ushbu maqola ingliz tili chet tili (EFL) sifatida o'qitiladigan sinflarda talabalarning og'zaki nutq ko'nikmalarini rivojlantirishda tengdoshlar tomonidan beriladigan fikr-mulohazalarning (peer feedback) samarali pedagogik vosita sifatidagi rolini o'rganadi. Tadqiqotning asosiy maqsadi tuzilgan (tizimli) tengdoshlar fikr-mulohazalari o'quvchilarning ravonligi, aniqligi va og'zaki nutqdagi ishonchini qanday rivojlantirishini aniqlashdan iborat. Tadqiqot natijalari shuni ko'rsatadiki, tengdoshlar fikr-mulohazalari to'g'ri yo'naltirilgan holda kommunikativ til o'qitish amaliyotiga integratsiya qilinishi lozim.

Kalit so'zlar: *tengdoshlar fikr-mulohazasi, og'zaki nutq ko'nikmalari, EFL, formatif baholash, kommunikativ kompetensiya.*

Аннотация. В данной статье рассматривается роль взаимной обратной связи между обучающимися (peer feedback) как эффективного педагогического инструмента для улучшения устной речевой деятельности учащихся в классах английского языка как иностранного (EFL). Цель исследования — изучить, каким образом структурированная взаимная обратная связь влияет на беглость, точность и уверенность в устной речи обучающихся. Результаты исследования показывают, что взаимная обратная связь, при правильной педагогической организации, должна быть интегрирована в практику коммуникативного обучения языку.

Ключевые слова: *взаимная обратная связь, устная речь, EFL, формативное оценивание, коммуникативная компетенция.*

Introduction. People who are learning English as a second language often find that speaking is one of the hardest skills to master. A lot of students feel anxious, lack confidence, and don't get enough chances to practice speaking. Feedback that is centered on the teacher often limits student participation and independence because students depend on the teacher for evaluation. In recent years, peer feedback has gained attention as an alternative and complementary assessment method in language teaching. Peer feedback involves learners evaluating and commenting on each other's performance, which encourages active engagement and reflective learning. According to Richards, peer feedback supports learner-centered instruction and promotes communicative interaction in the classroom [1,52]. Likewise, Harmer emphasizes that peer response activities increase student involvement and responsibility for learning [2,78]. Through peer feedback, students are not only engaged in collaborative interaction but also develop critical thinking skills, as they analyze, assess, and provide constructive comments on their peers' performance. Despite its potential benefits, peer feedback is sometimes viewed as unreliable due to students' limited language proficiency. This study seeks to investigate the effectiveness of peer feedback in improving students' speaking performance and to identify its pedagogical value in EFL contexts.

Methods. The study employed a mixed-methods approach, combining quantitative and qualitative data to gain a comprehensive understanding of the impact of peer feedback on speaking performance. The research was conducted over a ten-week instructional period. The participants were 36 *undergraduate* EFL students at a non-philological higher education institution. Their English proficiency level ranged from B1 to B2 according to the Common European Framework of Reference for Languages (CEFR).

- Data collection tools included:
- Pre-test and post-test speaking assessments
- Classroom observation sheets
- Student questionnaires on attitudes toward peer feedback

Speaking performance was assessed based on fluency, accuracy, pronunciation, and interaction, following Brown's oral assessment criteria [3,115].

Procedure. Students took a speaking pre-test at the start of the study. Peer feedback was methodically incorporated into speaking exercises like role-plays, conversations, and presentations throughout the intervention period. To guarantee a constructive and impartial assessment, students were given guided checklists and explicit feedback criteria. When needed, the instructor offered constructive criticism while keeping an

eye on the procedure. A questionnaire and a post-test speaking evaluation were given at the conclusion of the study.

Results. The results demonstrate a significant improvement in students' speaking performance after the implementation of peer feedback. Post-test scores showed an average increase of 15% compared to pre-test results. Improvements were particularly noticeable in fluency and interaction skills. Classroom observations revealed that students became more attentive listeners and more aware of their own speaking weaknesses. Questionnaire data indicated that 82% of participants felt that peer feedback helped them identify mistakes and improve their speaking performance. Additionally, many students reported reduced anxiety when receiving feedback from peers rather than solely from the teacher. [4,64].

These findings align with previous studies suggesting that peer feedback enhances learner involvement and promotes self-regulated learning.

Aspect Evaluated	Indicator	Result
Overall speaking performance	Average score improvement (post-test vs. pre-test)	+15%
Speaking fluency	Smoothness and continuity of speech	<i>Noticeable improvement</i>
Interaction skills	Turn-taking and responding to peers	<i>Significant improvement</i>
Listening awareness	Attention to peers' speech	<i>Increased</i>
Error awareness	Ability to identify own mistakes	<i>Improved</i>
Learner perception	Students who found peer feedback helpful	82%
Speaking anxiety	Emotional comfort during speaking tasks	<i>Reduced anxiety</i>

Discussion. The findings of this study confirm that peer feedback is an effective tool for improving speaking performance in EFL classrooms. One of the main advantages of peer feedback is increased learner autonomy. As Brown notes, involving learners in assessment processes fosters responsibility and deeper learning [3,118].

Furthermore, peer feedback contributes to lowering students' affective filter. According to Krashen's theory, reduced anxiety facilitates language acquisition [5,32]. The supportive peer environment observed in this study helped students feel more comfortable experimenting with language and expressing their ideas. However,

successful implementation of peer feedback requires proper training and clear guidelines. Without structured criteria, feedback may become superficial or inaccurate. Therefore, the teacher's role as a facilitator and guide remains essential.

Conclusion. This study demonstrates that peer feedback is a valuable pedagogical tool for enhancing students' speaking performance in EFL classrooms. The findings indicate that peer feedback not only facilitates noticeable improvement in learners' fluency and interaction skills but also encourages greater learner autonomy and responsibility for the learning process. By actively engaging in evaluating their peers' oral performance, students develop critical listening and analytical skills, which in turn contribute to increased self-awareness of their own speaking strengths and weaknesses. Moreover, peer feedback promotes active participation and meaningful classroom interaction, creating a more learner-centered and supportive learning environment. The results suggest that students feel more confident and less anxious when receiving feedback from peers, as this process reduces the psychological pressure often associated with teacher-centered evaluation. acquisition.

Importantly, the study highlights that peer feedback is most effective when it is carefully structured and supported by teacher guidance. Clear assessment criteria, modeling of constructive feedback, and continuous monitoring by the teacher are necessary to ensure the accuracy and usefulness of peer comments. When these conditions are met, peer feedback can serve as a powerful form of formative assessment that complements traditional teacher feedback and enhances overall speaking instruction.

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ПРОГНОСТИЧЕСКОЕ ЗНАЧЕНИЕ ПЕЧЁНОЧНЫХ БИОМАРКЕРОВ У ПАЦИЕНТОВ С ХРОНИЧЕСКОЙ СЕРДЕЧНОЙ НЕДОСТАТОЧНОСТЬЮ

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Хроническая сердечная недостаточность (ХСН) остаётся одной из ведущих причин инвалидизации и смертности среди пациентов с сердечно-сосудистой патологией. Нарушения функции печени при ХСН усугубляют течение заболевания, усиливая синдром системной декомпенсации и повышая риск летального исхода. Оценка печёночных биомаркеров, включая специфические показатели фиброза (коллаген III и IV типов), имеет высокое прогностическое значение для стратификации риска и оптимизации терапии.

Цель исследования. Определить диагностическую и прогностическую значимость биохимических и специфических маркеров поражения печени у пациентов с ХСН с различной фракцией выброса левого желудочка.

Материалы и методы. Исследование проведено на базе Бухарского многопрофильного медицинского центра в 2023–2024 гг. Обследовано 98 больных с ХСН: 55 с низкой ФВ (< 40 %) и 43 с сохранённой ФВ (≥ 50 %), а также 30 практически здоровых лиц в контрольной группе. Всем пациентам выполнены ЭхоКГ, стандартные биохимические исследования (АЛТ, АСТ, билирубин, альбумин, ПТВ, МНО), анализ коагулограммы, определение NT-proBNP и уровней коллагена III и IV типов методом ИФА.

Результаты. У пациентов с ХСН и сниженной фракцией выброса (ФВ < 40 %) отмечено более выраженное нарушение показателей гемостаза по сравнению с группой с сохранённой ФВ и контрольной группой. Повышение протромбинового времени ($17,5 \pm 2,4$ с против $15,1 \pm 1,8$ с; $p < 0,01$), увеличение МНО ($1,4 \pm 0,21$ против $1,21 \pm 0,15$; $p < 0,01$) и рост уровня D-димера ($0,92 \pm 0,27$ мкг/мл против $0,58 \pm 0,19$ мкг/мл; $p < 0,01$) свидетельствуют об активации фибринолиза и формировании гипокоагуляционного состояния. Одновременно отмечалось снижение уровня фибриногена ($2,3 \pm 0,5$ г/л против $2,8 \pm 0,4$ г/л), что отражает ослабление синтетической функции печени на фоне системной венозной гипертензии. В группе пациентов с низкой ФВ также наблюдалось повышение АСТ, билирубина и ГГТП, а уровни альбумина и общего белка были достоверно ниже, чем в группе с сохранённой ФВ. Выявлена положительная корреляция между D-димером и NT-proBNP ($r = 0,43$; $p < 0,01$), а также между

ПТВ и билирубином ($r=0,46$; $p<0,01$), что подтверждает тесную взаимосвязь между кардиальной декомпенсацией и функциональным состоянием печени.

Вывод. Включение оценки печёночных биомаркеров (коллагена III, IV типов, билирубина, ПТВ) в стандартное обследование пациентов с ХСН повышает точность раннего прогнозирования осложнений, позволяет своевременно корректировать терапию и улучшает клинические исходы.

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Requirements for Designing Pedagogical Software Tools

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Abstract. This article highlights the application of pedagogical software tools in the educational process, presenting innovative approaches currently employed in higher education institutions. It outlines contemporary methods for training university instructors in the pedagogical use and design of software tools within their professional activities. The study examines pedagogical software tools and identifies necessary resources, drawing on relevant literature to support the analysis.

Keywords: software tool, digital technologies, design requirements, pedagogical software products, pedagogical standards.

At present, due to the advancement of digital technologies and the continuous improvement of digital educational tools, the development of students' knowledge, skills, competencies, and professional abilities in the design of pedagogical software tools remains a pressing issue. In this context, research has focused on enhancing the effectiveness of teaching through subjects such as pedagogical software, electronic learning resources, and virtual learning technologies, as well as on the principles and requirements for utilizing digital technologies and distance education in the learning process. These studies have been conducted in our country, the Commonwealth of Independent States, and abroad by scholars including A.A. Abduqodirov, U.Sh. Begimqulov, N.I. Tayloqov, M.H. Lutfillayev, R. Hamdamov, U.B. Baxodirova, R. Clark, S. Naidu, and R.E. Mayer.

Analysis of the scientific and methodological works of these researchers indicates that, in designing pedagogical software tools, particular attention should be paid to the following requirements. Pedagogical software tools include software products designed to achieve specific didactic objectives (a suite of programs), technical and methodological support, and additional auxiliary resources.

Requirements and Principles for Designing Pedagogical Software Tools

1. Pedagogical Requirements. These requirements emphasize the need to rely on scientific sources when organizing learning activities. They define the criteria for integrating design requirements into the educational process, ensuring that the

instructional content, methodological approaches, and students' development levels are appropriately aligned, while also supporting long-term learning outcomes.

2.Functional Requirements. Functional requirements specify the functions that the pedagogical software tool must perform. The software should execute all tasks accurately and in accordance with user expectations, covering all essential operations anticipated by the end-user.

3.Non-Functional Requirements. Non-functional requirements determine the quality of the software's operation. The system should function continuously, be resilient to errors, and deliver the expected results. Additionally, it should process data efficiently, respond promptly to user requests, and ensure data protection while preventing unauthorized access.

4.User-Centered Requirements. To optimize the user experience, the software should be intuitive and easy to navigate. The interface must be simple and user-friendly, while the tool should adapt to the needs of different user groups.

5.Ergonomic Requirements. These requirements focus on creating an environment conducive to student development. They consider how students interact with the software, the usability of the interface, and the aesthetic design of the tool.

6.Aesthetic Requirements. Aesthetic requirements pertain to the visual appearance, style, and visual harmony of the software. They aim to evoke positive emotions in students, avoid cognitive overload through excessive graphics, and enhance motivation and user satisfaction by complementing or distinguishing from the main content.

7.Social and Economic Requirements. These requirements ensure the widespread adoption and acceptance of the pedagogical software. The cost of development and usage should be reasonable, promoting accessibility for a broader audience.

Attention to these requirements enables the creation of high-quality, reliable, and user-oriented pedagogical software tools. They should be applied throughout all stages of development, including analysis, design, programming, testing, and deployment.

In addition to these requirements, attention must also be paid to the guiding principles of pedagogical software design. These principles define the key directions for producing a high-quality, functional, and effective educational product.

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BOSHLANG‘ICH SINIF ONA TILI DARSLARIDA O‘QUVCHILARNING O‘QISH FAOLIYATINI MODELLASHTIRISH

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Annotatsiya

Mazkur maqolada boshlang‘ich sinf ona tili darslarida o‘quvchilarning o‘qish faoliyatini modellashtirishning nazariy-metodik asoslari yoritilgan. O‘qish faoliyatini modellashtirish o‘quvchilarning matnni ongli, ifodali va mazmunli o‘qish ko‘nikmalarini shakllantirishga xizmat qiluvchi muhim pedagogik jarayon sifatida talqin etiladi. Tadqiqot jarayonida o‘qish faoliyatining tarkibiy qismlari, modellashtirish turlari, interfaol metodlar va didaktik vositalarning o‘rni tahlil qilingan. Shuningdek, boshlang‘ich sinf o‘quvchilarining yosh va psixologik xususiyatlarini inobatga olgan holda o‘qish faoliyatini modellashtirish orqali ularning o‘quv motivatsiyasi, mustaqil fikrlashi va nutqiy kompetensiyalarini rivojlantirish imkoniyatlari asoslab berilgan. Tadqiqot natijalari boshlang‘ich ta’lim amaliyotida ona tili darslarini samarali tashkil etishda metodik tavsiyalar ishlab chiqish imkonini beradi.

Kalit so‘zlar: boshlang‘ich ta’lim, ona tili, o‘qish faoliyati, modellashtirish, o‘qish kompetensiyasi, interfaol metodlar.

Аннотация

В статье рассматриваются теоретико-методические основы моделирования читательской деятельности учащихся на уроках родного языка в начальных классах. Моделирование читательской деятельности определяется как важный педагогический процесс, направленный на формирование осознанного, выразительного и смыслового чтения. В ходе исследования проанализированы структурные компоненты читательской деятельности, виды моделирования, роль интерактивных методов и дидактических средств. Особое внимание уделено возрастным и психологическим особенностям младших школьников и возможностям развития учебной мотивации, самостоятельного мышления и речевых компетенций посредством моделирования читательской деятельности. Полученные результаты могут быть использованы в практике начального образования при совершенствовании методики преподавания родного языка.

Ключевые слова: начальное образование, родной язык, читательская деятельность, моделирование, читательская компетентность, интерактивные методы.

Abstract

This article examines the theoretical and methodological foundations of modeling students' reading activity in mother tongue lessons in primary school. Modeling reading activity is interpreted as an important pedagogical process aimed at developing conscious, expressive, and meaningful reading skills. The study analyzes the structural components of reading activity, types of modeling, and the role of interactive methods and didactic tools. Taking into account the age and psychological characteristics of primary school students, the article substantiates the possibilities of developing learning motivation, independent thinking, and speech competencies through modeling reading activity. The research results contribute to improving the effectiveness of mother tongue teaching methodology in primary education.

Keywords: primary education, mother tongue, reading activity, modeling, reading competence, interactive methods.

KIRISH

Bugungi kunda ta'lim tizimida o'quvchilarning funksional savodxonligini rivojlantirish muhim ustuvor vazifalardan biri hisoblanadi. Ayniqsa, boshlang'ich sinf bosqichida o'qish faoliyati o'quvchining keyingi ta'lim bosqichlaridagi muvaffaqiyatini belgilovchi asosiy omil sifatida namoyon bo'ladi. Shu bois ona tili darslarida o'qish jarayonini samarali tashkil etish, o'quvchilarning matn bilan ishlash ko'nikmalarini rivojlantirish dolzarb pedagogik muammo hisoblanadi.

O'qish faoliyatini modellashtirish pedagogik jarayonni tizimli va maqsadga yo'naltirilgan holda tashkil etish imkonini beradi. Modellashtirish orqali o'quvchilar o'qish jarayonining bosqichlarini anglaydi, matn mazmunini tahlil qiladi, asosiy g'oyani aniqlaydi va o'z fikrini ifodalashga o'rganadi. Mazkur maqolada boshlang'ich sinf ona tili darslarida o'quvchilarning o'qish faoliyatini modellashtirishning nazariy asoslari va amaliy ahamiyati yoritiladi.

Asosiy qism

O'qish faoliyatining pedagogik-psixologik mohiyati

O'qish faoliyati — bu o'quvchining matnni idrok etish, tushunish, tahlil qilish va baholashga qaratilgan murakkab intellektual jarayonidir. Boshlang'ich sinfda o'qish faoliyati quyidagi komponentlardan iborat bo'ladi:

Texnik o'qish (to'g'ri, tez va ravon o'qish);

Mazmuniy tushunish;

Ifodali o‘qish;

O‘qilgan matn asosida xulosa chiqarish.

Psixologik tadqiqotlarga ko‘ra, kichik yoshdagi maktab o‘quvchilarida obrazli tafakkur ustun bo‘lganligi sababli o‘qish faoliyatini modellashtirishda vizual vositalar, sxemalar va jadvallardan foydalanish muhim ahamiyat kasb etadi.

O‘qish faoliyatini modellashtirish tushunchasi va turlari

Modellashtirish — real o‘quv jarayonini soddalashtirilgan, ammo mazmunan to‘liq aks ettiruvchi pedagogik model orqali tashkil etishdir. O‘qish faoliyatini modellashtirish quyidagi turlarga bo‘linadi:

Grafik modellashtirish (sxema, klaster, diagramma);

Mantiqiy modellashtirish (savol-javob, reja tuzish);

Rolga asoslangan modellashtirish (ifodali o‘qish, sahnalashtirish);

Axborot texnologiyalariga asoslangan modellashtirish (multimedia, interaktiv taqdimotlar).

Bu modellar o‘quvchilarning faolligini oshiradi va o‘qish jarayonini ongli ravishda tashkil etishga yordam beradi.

ona tili darslarida o‘qish faoliyatini modellashtirish metodikasi

Ona tili darslarida o‘qish faoliyatini modellashtirish quyidagi bosqichlarda amalga oshiriladi:

1. **Motivatsion bosqich** — o‘quvchilarda matnga qiziqish uyg‘otish;
2. **Idrok etish bosqichi** — matnni dastlabki o‘qish;
3. **Tahlil bosqichi** — matn mazmunini modellashtirish;
4. **Refleksiya bosqichi** — o‘quvchilarning o‘z fikrlarini ifodalashi.

Interfaol metodlar (insert, b-b-b, klaster, konseptual xaritalar) modellashtirish jarayonining samaradorligini oshiradi.

Xulosa

Xulosa qilib aytganda, boshlang‘ich sinf ona tili darslarida o‘quvchilarning o‘qish faoliyatini modellashtirish ta‘lim jarayonining samaradorligini oshiruvchi muhim metodik vosita hisoblanadi. Modellashtirish o‘quvchilarning o‘qish kompetensiyasini rivojlantirish, mustaqil fikrlashini shakllantirish va nutqiy faoliyatini takomillashtirishga xizmat qiladi. Tadqiqot natijalari asosida ona tili darslarida o‘qish faoliyatini modellashtirishga yo‘naltirilgan metodik tavsiyalar ishlab chiqish va ularni amaliyotga joriy etish maqsadga muvofiqdir.

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RELIGIOUS AXIOLOGICAL UNITS IN UZBEK AND ENGLISH LANGUAGES

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Annotation

The article examines religious axiological units in Uzbek and English as significant linguistic and cultural phenomena. Axiological units—lexical, phraseological, and discursive elements that encode values—are analyzed as carriers of religious worldviews, moral norms, and evaluative meanings. Drawing on axiological linguistics, pragmatics, and discourse analysis, the study compares how Islamic and Christian traditions shape value-laden language in Uzbek and English respectively. The analysis identifies dominant axiological categories such as faith, morality, humility, sin, righteousness, and reward, explores their linguistic realization, and discusses implications for translation and intercultural communication.

Keywords: *axiology, religious discourse, values, Uzbek language, English language, cross-linguistic analysis, worldview, intercultural communication, phraseology.*

Annotatsiya

Ushbu maqola o‘zbek va ingliz tillaridagi diniy aksiologik birliklarni muhim lingvistik va madaniy hodisa sifatida o‘rganishga bag‘ishlangan. Aksiologik birliklar — ya’ni qadriyatlarni ifodalovchi leksik, frazeologik va diskursiv birliklar — diniy dunyoqarash, axloqiy me’yorlar va baholovchi ma’nolarni tashuvchi vositalar sifatida tahlil qilinadi. Tadqiqotda islom va xristian an’analari o‘zbek va ingliz tillaridagi qadriyatli birliklarga qanday ta’sir ko‘rsatishi qiyosiy jihatdan yoritilgan. Tadqiqot natijalari tarjima, madaniyatlararo muloqot va diniy diskurs tahlili uchun muhim ilmiy xulosalarni taqdim etadi.

Kalit so‘zlar: *aksiologiya, diniy diskurs, qadriyatlar, o‘zbek tili, ingliz tili, qiyosiy tilshunoslik, dunyoqarash, madaniyatlararo muloqot.*

Аннотация

Данная статья посвящена анализу религиозных аксиологических единиц в узбекском и английском языках как значимых языковых и культурных явлений. Аксиологические единицы — лексические, фразеологические и дискурсивные

элементы, выражающие ценности — рассматриваются как носители религиозного мировоззрения, моральных норм и оценочных значений. В статье проводится сопоставительный анализ влияния исламской и христианской традиций на формирование ценностно нагруженной лексики в узбекском и английском языках. Результаты исследования имеют значение для теории перевода и межкультурной коммуникации.

Ключевые слова: аксиология, религиозный дискурс, ценности, узбекский язык, английский язык, сравнительная лингвистика, мировоззрение, межкультурная коммуникация.

INTRODUCTION

Language functions not only as a means of communication but also as a repository of cultural values and beliefs. One of the most stable and ideologically charged domains of language is religious discourse, where linguistic units encode moral judgments, ethical norms, and culturally sanctioned evaluations. These value-bearing elements are commonly referred to as axiological units.

In both Uzbek and English, religious axiological units have developed under the influence of distinct religious traditions—primarily Islam in Uzbek culture and Christianity in English-speaking cultures. Despite doctrinal and historical differences, both traditions employ language to articulate core values such as faith, obedience, compassion, justice, and humility.

The comparative analysis of religious axiological units allows researchers to identify universal moral categories as well as culture-specific features. Such an approach reveals how languages conceptualize values and how religious worldviews are linguistically constructed and transmitted.

MATERIALS AND METHODS

The study is based on a comparative-analytical approach aimed at examining religious axiological units in Uzbek and English. The material includes lexical items, phraseological units, proverbs, and formulaic expressions selected from religious discourse, dictionaries, and academic sources.

The research procedure involved the following stages:

1. Selection of religious axiological units with comparable evaluative meanings.
2. Classification of the units according to semantic and axiological categories.
3. Analysis of denotative and connotative meanings.
4. Interpretation of cultural and religious motivations underlying linguistic choices.

The study integrates elements of axiological linguistics, discourse analysis, and contrastive linguistics to identify both universal and culture-bound features.

RESULTS

The analysis reveals several significant findings:

1. **Lexical Axiological Units:**

Uzbek religious vocabulary is heavily influenced by Islamic theology and Arabic-Persian borrowings, including *iman* (faith), *savob* (merit), *gunoh* (sin), *taqvo* (piety), and *baraka* (blessing). These lexemes function as moral classifiers, immediately assigning positive or negative value.

English religious vocabulary reflects Christian theological concepts such as *sin*, *grace*, *salvation*, *repentance*, and *righteousness*, which encode ethical judgment and moral evaluation.

2. **Phraseological and Formulaic Expressions:**

Uzbek expressions such as *inshallah*, *Alloh xohlasa*, and *Xudo saqlasin* emphasize submission to divine will. English expressions like *God forbid* and *the lesser of two evils* preserve religious evaluation even in secular contexts.

3. **Proverbs and Allusions:**

Both languages employ proverbs to transmit religious values, such as moral responsibility, reward, and punishment. Biblical allusions play a central role in English proverbs, while Uzbek proverbs often reflect everyday moral experience grounded in Islamic ethics.

DISCUSSION

The comparative analysis shows that both languages encode similar axiological categories, including faith, morality, humility, and justice. However, their linguistic realization reflects different cultural orientations. Uzbek religious discourse emphasizes communal responsibility, divine predestination, and social harmony. English religious discourse, influenced by Christian and Protestant traditions, highlights individual moral agency and personal salvation.

Pragmatically, Uzbek religious expressions are widely used in everyday communication regardless of the speaker's religiosity, whereas in English many such expressions have become metaphorical or stylistically marked.

These differences demonstrate that axiological units function not only as linguistic elements but also as indicators of cultural worldview.

CONCLUSION

The study confirms that religious axiological units in Uzbek and English are linguistically encoded representations of value systems shaped by Islamic and Christian traditions. While both languages share universal moral categories, they differ in semantic emphasis, pragmatic usage, and cultural salience.

Uzbek religious axiological units remain deeply integrated into everyday discourse, reflecting collective and spiritual values. English units, by contrast, often function metaphorically and emphasize individual moral responsibility. The findings contribute to comparative linguistics, translation studies, and intercultural communication by highlighting the role of language in expressing and transmitting values.

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SHOIR SHE'RIYATIDA QO'LLANGAN SO'Z BIRIKMALARI TAHLILI VA ULAR BILAN ISHLASH METODIKASI

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Annotatsiya

Mazkur maqolada shoir she'riyatida qo'llangan so'z birikmalarining leksik-semantik, badiiy-estetik va uslubiy xususiyatlari tahlil qilinadi. So'z birikmalarining badiiy matndagi obrazlilikni yuzaga chiqarishdagi o'rni ochib berilib, ularni o'rganish orqali o'quvchilarda badiiy tafakkur va lingvistik kompetensiyalarni rivojlantirish masalalari yoritiladi. Shuningdek, she'riy matn asosida so'z birikmalari bilan ishlashning samarali metodik usullari taklif etiladi. Tadqiqot natijalari ona tili va adabiyot darslarida badiiy matn bilan ishlash samaradorligini oshirishga xizmat qiladi.

Kalit so'zlar: she'riyat, so'z birikmalari, badiiy til, poetik obraz, metodika, badiiy tahlil.

Аннотация

В статье анализируются лексико-семантические, художественно-эстетические и стилистические особенности словосочетаний, используемых в поэзии поэта. Раскрывается роль словосочетаний в создании поэтических образов, а также рассматриваются методические возможности работы с ними в процессе обучения. Предлагаются эффективные методы анализа поэтического текста, направленные на развитие художественного мышления и языковых компетенций учащихся. Результаты исследования способствуют повышению эффективности работы с художественным текстом на уроках языка и литературы.

Ключевые слова: поэзия, словосочетания, художественный язык, поэтический образ, методика, анализ текста.

Annotation

This article analyzes the lexical-semantic, stylistic, and aesthetic features of word combinations used in a poet's poetry. The role of word combinations in creating poetic imagery is examined, and methodological approaches to working with them in the educational process are proposed. The study highlights effective techniques for analyzing poetic texts aimed at developing students' artistic thinking and linguistic competence. The findings contribute to improving the effectiveness of teaching language and literature through literary texts.

Keywords: poetry, word combinations, artistic language, poetic imagery, methodology, text analysis.

KIRISH

Badiiy adabiyot, xususan, she'riyat til boyligini, estetik tafakkurni va milliy madaniyatni aks ettiruvchi muhim manba hisoblanadi. Shoir ijodida qo'llanilgan so'z birikmalari badiiy matnning obrazlilik darajasini belgilovchi asosiy til birliklaridan biridir. So'z birikmalari orqali shoir o'zining hissiy kechinmalarini, estetik qarashlarini va individual uslubini ifodalaydi.

Ona tili va adabiyot ta'limida badiiy matn bilan ishlash jarayonida so'z birikmalarini tahlil qilish o'quvchilarning nutqiy va estetik kompetensiyalarini rivojlantirishda muhim ahamiyatga ega. Shu bois shoir she'riyatida qo'llangan so'z birikmalarini lingvopoetik jihatdan o'rganish va ularni o'qitish metodikasini takomillashtirish dolzarb masala hisoblanadi.

Asosiy qism

She'riy matnda so'z birikmalarining lingvopoetik xususiyatlari

So'z birikmalari she'riy matnda nafaqat grammatik birlik, balki badiiy-estetik vosita sifatida ham namoyon bo'ladi. Shoirlar odatiy nutqda kam uchraydigan yoki mualliflik uslubiga xos bo'lgan so'z birikmalarini yaratish orqali yangi poetik ma'no hosil qiladilar.

She'riyatda ko'proq quyidagi so'z birikmalari uchraydi:

sifat + ot (masalan, *sokin tun, oltin xotira*);

ot + ot (*dil iztirobi, hayot yo'li*);

fe'l asosidagi birikmalar (*ko'ngil to'lqinlanar, umid uyg'onar*).

Mazkur birikmalar badiiy obrazni kuchaytirish, hissiy ta'sirni oshirish va muallif uslubini namoyon etishda muhim rol o'ynaydi. Shoir individual uslubida so'z birikmalarining o'rni

Har bir shoirning individual uslubi uning til birliklaridan foydalanish mahorati bilan belgilanadi. So'z birikmalari shoir dunyoqarashi, estetik ideali va ijodiy tajribasini aks ettiradi. Ular orqali shoir voqelikni o'ziga xos badiiy tasvir vositalari bilan ifodalaydi. Shoir she'riyatida metaforik, ramziy va obrazli so'z birikmalarining ko'pligi badiiy nutqning emotsional ta'sirchanligini oshiradi. Aynan shu jihat o'quvchilarda badiiy matnni chuqur idrok etish ko'nikmasini shakllantiradi. So'z birikmalarini tahlil qilish metodikasi

She'riy matndagi so'z birikmalarini tahlil qilish jarayonida quyidagi metodik bosqichlarga amal qilish maqsadga muvofiq:

1. matndan so'z birikmalarini aniqlash;
2. ularning grammatik va leksik tuzilishini tahlil qilish;

3. badiiy ma'no va obrazlilikni izohlash;
4. muallif uslubidagi o'rmini belgilash;
5. o'quvchilarning mustaqil xulosa chiqarishiga yo'naltirish.

Mazkur yondashuv o'quvchilarning tahliliy fikrlashini va badiiy didini rivojlantiradi.

So'z birikmalari bilan ishlashning samarali metodlari

She'riy matn asosida so'z birikmalari bilan ishlashda quyidagi metodlar samarali hisoblanadi: muammoli savollar asosida tahlil; taqqoslash metodi; klaster va konseptual xaritalar; ijodiy topshiriqlar (o'xshash so'z birikmalari yaratish); reflektiv muhokama.

Ushbu metodlar o'quvchilarning darsdagi faolligini oshirib, ularning nutqiy va estetik kompetensiyalarini shakllantirishga xizmat qiladi.

Xulosa

Xulosa qilib aytganda, shoir she'riyatida qo'llangan so'z birikmalarini tahlil qilish badiiy matnni chuqur anglash, poetik obrazlarni idrok etish va tilning estetik imkoniyatlarini ochib berishda muhim ahamiyatga ega. So'z birikmalari bilan ishlash metodikasini takomillashtirish ona tili va adabiyot ta'limida o'quvchilarning ijodiy tafakkuri va nutq madaniyatini rivojlantirishga xizmat qiladi.

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