

PROBLEMS AND SOLUTIONS OF SCIENTIFIC AND INNOVATIVE RESEARCH

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PROBLEMS AND SOLUTIONS OF SCIENTIFIC AND INNOVATIVE RESEARCH

Volume 02, Issue 10, 2025 (4-NOVEMBER)

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XALQARO TAJRIBA VA MILLIY SHAROITDA RAQAMLI TRANSFORMATSIYA MODELLARINING RIVOJLANISH TENDENSIYALARI

Buxoro innovatsiyalar universiteti
“Molyaviy texnologiyalar, iqtisodiyot
va logistika” kafedrası o‘qituvchisi
Axmedova Dilfuza Nuriddinovna

Annotatsiya: Maqolada jahon iqtisodiyotida raqamli transformatsiya modellarining shakllanish bosqichlari va ularning milliy iqtisodiy siyosatga ta’siri tadqiq etilgan. Singapur, Koreya Respublikasi, Estoniya va Yevropa Ittifoqi kabi mamlakatlar tajribasi tahlil qilinib, ularda raqamli boshqaruv tizimlarini tashkil etishning strategik yo‘nalishlari umumlashtirilgan. O‘zbekiston sharoitida “Digital Uzbekistan – 2030” dasturi doirasida amalga oshirilayotgan islohotlar xorijiy modellar bilan qiyosiy o‘rganilib, milliy raqamli transformatsiya modelini takomillashtirish bo‘yicha ilmiy takliflar berilgan.

Kalit so‘zlar: raqamli iqtisodiyot, xalqaro tajriba, raqamli boshqaruv modeli, innovatsion infratuzilma, ma’lumotlar ekotizimi, mintaqaviy rivojlanish.

Hozirgi global iqtisodiy jarayonlar raqamli texnologiyalarni strategik rivojlanish omili sifatida namoyon etmoqda. Ilg‘or mamlakatlar raqamli transformatsiyani faqat texnologik emas, balki iqtisodiy siyosat, axborot xavfsizligi va inson kapitali rivojlanishining asosiy yo‘nalishi sifatida qabul qilmoqda. Bu esa raqamli boshqaruvning yangi modellarini yaratishni taqozo etadi.

Raqamli iqtisodiyot modellarining rivojlanish tendensiyasi har bir mamlakatning iqtisodiy tizimi, davlat boshqaruvi madaniyati va texnologik salohiyatiga bog‘liq. Shu sababli, xalqaro tajribadagi modellarni tahlil qilish va ularni milliy sharoitga moslashtirish O‘zbekiston uchun ilmiy-nazariy jihatdan muhim ahamiyatga ega.

Dunyoda raqamli transformatsiyaning turli modellari mavjud bo‘lib, ularni maqsad va boshqaruv tizimiga qarab shartli ravishda quyidagicha guruhlash mumkin:

– Iqtisodiy samaradorlikka yo‘naltirilgan davlat modeli — Singapur, Xitoy, Yaponiya tajribasida kuzatiladi. Bu mamlakatlarda raqamli boshqaruv yuqori darajada markazlashgan, strategik qarorlar davlat qo‘lida bo‘lib, biznes jarayonlar sun‘iy intellekt va “smart city” konsepsiyasi bilan bog‘langan.

- Innovatsion sheriklik modeli — Janubiy Koreya va Germaniyada davlat va xususiy sektor raqamli loyihalarni birgalikda amalga oshiradi. Davlat regulyator vazifasini bajaradi, xususiy sektor esa innovatsiya manbai sifatida faoliyat yuritadi.
- Detsentralizlangan raqamli jamiyat modeli — Estoniya, Finlyandiya va Niderlandiya kabi mamlakatlarda fuqarolar yagona raqamli identifikatsiya orqali barcha davlat xizmatlaridan foydalanadi. Bu yerda boshqaruv fuqaro manfaatiga qaratilgan va ochiq ma'lumotlar siyosatini o'z ichiga oladi.
- Multimodelli raqamli bozor modeli — Yevropa Ittifoqi va AQShda raqobat va innovatsiyani rag'batlantirishga asoslangan bo'lib, ma'lumotlarning erkin aylanishi va intellektual mulkni himoya qilishga katta e'tibor beriladi.

1-jadval. Raqamli transformatsiya modellarining taqqoslama tahlili

Mamlakat / model	Asosiy yo'nalish	Boshqaruv mexanizmi	Natija va samaradorlik
Singapur	“Smart Nation” konsepsiyasi	Markazlashgan davlat boshqaruvi	IT-sektor ulushi 10% ga yetgan
Janubiy Koreya	Innovatsion sheriklik	Davlat-xususiy hamkorlik	Ma'muriy xarajatlar 35%ga qisqargan
Estoniya	Detsentralizlangan jamiyat	Yagona raqamli ID tizimi	Davlat xizmatlari 99% onlayn
Yevropa Ittifoqi	“Digital Single Market”	Ma'lumotlar aylanishi erkinligi	YeI YaIMning 25% raqamli sektor hissasi

O'zbekistonda raqamli iqtisodiyotga o'tish jarayoni 2020 yildan keyin yangi bosqichga ko'tarildi. **“Digital Uzbekistan – 2030”** strategiyasi asosida raqamli infratuzilma rivojlantirildi, davlat xizmatlari elektron formatga o'tkazildi, ma'lumotlar ekotizimi yaratildi.

Milliy raqamli transformatsiya modeli o'z mohiyatiga ko'ra **gibrid va moslashuvchan tizim** hisoblanadi. U xorijiy tajribalarning muhim elementlarini milliy sharoitga uyg'unlashtirish orqali shakllanmoqda. Jumladan, **Singapur modelidan** strategik rejalashtirish va davlat nazoratining uzviyligi, raqamli siyosatni uzoq muddatli milliy strategiya bilan integratsiya qilish amaliyoti o'rnak sifatida qabul qilingan. **Janubiy Koreya tajribasidan** esa davlat-xususiy sheriklikning innovatsion formalari — ya'ni startap ekotizimlarini qo'llab-quvvatlash va raqamli infratuzilmani birgalikda moliyalashtirish mexanizmlari joriy etilmoqda.

Shu bilan birga, **Estoniya modelidan** fuqarolar uchun yagona raqamli identifikatsiya tizimini yaratish va onlayn davlat xizmatlarini ommalashtirish tajribasi milliy boshqaruv amaliyotida tatbiq etilmoqda. Bu yo‘nalishda davlat xizmatlari shaffofligini ta‘minlash va fuqarolar ishonchini mustahkamlash ustuvor vazifa sifatida belgilangan. **Yevropa Ittifoqi tajribasi** esa ma‘lumotlar xavfsizligi, shaxsiy ma‘lumotlarni himoya qilish va raqobat muhitini sog‘lom saqlash bo‘yicha ilg‘or qonunchilik va me‘yoriy tizim orqali o‘z aksini topmoqda.

Buxoro viloyati misolida 2020–2024 yillarda raqamli xizmatlar soni ikki barobarga oshdi, internet foydalanuvchilari 720 mingdan 1,46 millionga yetdi, elektron to‘lovlar hajmi esa 6 barobar o‘sdi. Bu natijalar milliy raqamli siyosatning amaliy samaradorligini ko‘rsatadi.

Bugungi global raqamli iqtisodiyot sharoitida har bir davlat xalqaro tajribalarni to‘g‘ridan-to‘g‘ri ko‘chirish emas, balki ularni milliy sharoitga ilmiy asosda **adaptatsiya qilish** zaruriyati bilan yuzma-yuz kelmoqda. O‘zbekiston uchun bu jarayonning asosiy vazifasi — ilg‘or raqamli boshqaruv modellarining samarali elementlarini mahalliy iqtisodiy tizimga moslashtirish orqali **institutsional barqarorlik va innovatsion o‘lishni ta‘minlash**dir.

Birinchi navbatda, **davlat boshqaruvini raqamlashtirishda strategik rejalashtirish tizimini mustahkamlash** muhim ahamiyatga ega. Singapur va Koreya tajribalarida ko‘rilganidek, raqamli siyosatning barqarorligi uning qisqa muddatli loyihalarga emas, balki uzoq muddatli strategik yo‘nalishlarga bog‘liq. O‘zbekistonda bu vazifa “Digital Uzbekistan – 2030” strategiyasi doirasida amalga oshirilayotgan bo‘lib, raqamli islohotlarni milliy rivojlanish dasturlari bilan uyg‘unlashtirish orqali davlat boshqaruvining samaradorligi va hisobdorligini oshirish imkoni yaratiladi. Bu jarayonning nazariy poydevori sifatida strategik boshqaruvda ma‘lumotlar tahlili va prognozlash usullarini joriy etish zarur.

Ikkinchi ustuvor yo‘nalish — **raqamli infratuzilmani davlat-xususiy sheriklik asosida rivojlantirish**. Raqamli iqtisodiyotning asosiy harakatlantiruvchi kuchi innovatsiya va investitsiya bo‘lgani sababli, infratuzilmani faqat davlat mablag‘lari hisobiga yaratish samarasiz hisoblanadi. Shu nuqtai nazardan, Janubiy Koreya va Germaniya tajribasidagi kabi xususiy sektor ishtirokini kuchaytirish orqali yangi raqamli mahsulotlar va xizmatlarning paydo bo‘lishiga sharoit yaratish zarur. Bu nafaqat texnologik rivojlanishni tezlashtiradi, balki mahalliy bozorda raqobat muhitini kuchaytiradi va iqtisodiy diversifikatsiyani ta‘minlaydi.

Uchinchi yo‘nalish — **fuqarolar uchun yagona raqamli identifikatsiya tizimini yaratish**. Bu masalada Estoniya tajribasi dunyoda etalon sifatida qabul qilingan.

Ushbu tizim orqali har bir fuqaro elektron tarzda davlat va xususiy xizmatlardan foydalanish imkoniga ega bo‘ladi. O‘zbekistonda elektron identifikatsiya tizimini keng joriy etish davlat xizmatlarini personallashtirish, vaqt va ma‘muriy resurslarni tejash, hamda fuqarolarning davlat idoralariga ishonchini oshirish imkonini beradi. Shuningdek, raqamli identifikatsiya fuqarolik jamiyati va “aqlli davlat” konsepsiyasini amalga oshirishda asosiy mexanizmga aylanadi.

To‘rtinchi muhim yo‘nalish — **axborot xavfsizligini ta‘minlash va ma‘lumotlar aylanishini tartibga solish**. Yevropa Ittifoqining “General Data Protection Regulation (GDPR)” qonuni bu sohadagi eng ilg‘or me‘yorlardan biri hisoblanadi. O‘zbekistonda ham raqamli ma‘lumotlar xavfsizligini ta‘minlashda milliy huquqiy bazani xalqaro standartlarga muvofiqlashtirish dolzarb. Bu nafaqat shaxsiy ma‘lumotlarni himoya qilish, balki iqtisodiy suverenitet va kiberxavfsizlikni ta‘minlash nuqtai nazaridan ham muhim ahamiyatga ega.

Nihoyat, beshinchi yo‘nalish — **mintaqaviy iqtisodiy siyosatda “data-driven management” (ma‘lumotlarga asoslangan boshqaruv) tamoyilini joriy etish**. Bu yondashuv iqtisodiy qarorlarni intuitsiya yoki sub‘ektiv fikrlar emas, balki real statistik ma‘lumotlar va tahlil asosida qabul qilishni nazarda tutadi. Mintaqaviy darajada ma‘lumotlar ekotizimini yaratish orqali hududiy rivojlanish strategiyalari aniq va prognozlashtirilgan holda ishlab chiqiladi. Bu jarayonni amalga oshirish uchun raqamli analitika markazlarini tashkil etish va davlat organlari o‘rtasida ma‘lumotlar almashinuvini avtomatlashtirish muhim vazifa hisoblanadi.

Xalqaro tajribalar ko‘rsatmoqdaki, raqamli iqtisodiyotni samarali boshqarishda yagona model mavjud emas — har bir mamlakat o‘z institutsional xususiyatidan kelib chiqib gibril yondashuvni qo‘llaydi. O‘zbekistondagi raqamli islohotlar ana shunday moslashuvchan model yaratish yo‘lida. Raqamli transformatsiyaning kelgusi bosqichi mintaqaviy darajada raqamli platformalarni keng joriy etish, ma‘lumotlar integratsiyasini kuchaytirish va innovatsion menejmentni ilmiy asosda takomillashtirish bilan bog‘liq bo‘ladi.

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RAQAMLI TRANSFORMATSIYANING NAZARIY-METODOLOGIK ASOSLARI VA MINTAQAVIY IQTISODIYOTGA TA'SIRI

Buxoro innovatsiyalar universiteti
“Molyaviy texnologiyalar, iqtisodiyot
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Annotatsiya: Maqolada mintaqaviy iqtisodiyotda raqamli transformatsiya jarayonlarini samarali boshqarish masalalari tahlil qilingan. Raqamli texnologiyalardan foydalanish orqali iqtisodiy o‘sishni ta’minlash, davlat boshqaruvi tizimini raqamlashtirish, ma’lumotlar ekotizimini yaratish hamda sun’iy intellekt va Big Data vositalari asosida qaror qabul qilish tizimini takomillashtirish yo‘llari ilmiy asoslangan. Buxoro viloyati misolida raqamli iqtisodiyot ko‘rsatkichlari tahlil qilinib, mintaqaviy rivojlanishning raqamli modelini ishlab chiqish bo‘yicha amaliy tavsiyalar berilgan.

Kalit so‘zlar: raqamli iqtisodiyot, mintaqaviy boshqaruv, raqamli transformatsiya, Big Data, raqamli infratuzilma, innovatsion menejment.

Annotatsiya: V state proanalizirovaniy voprosy effektivnogo upravleniya protsessami sifrovoy transformatsii v regionalnoy ekonomike. Nauchno obosnovaniy puti obespecheniya ekonomicheskogo rosta za schot ispolzovaniya sifrovых технологий, sifrovizatsii sistema gosudarstvennogo upravleniya, formirovaniya ekosistema dannykh, a takzhe sovershenstvovaniya sistema prinyatiya resheniy na osnove iskusstvennogo intellekta i технологий Big Data. Na primere Buxarskoy oblasti provedyon analiz pokazateley sifrovoy ekonomiki i razrabotany prakticheskie rekomendatsii po formirovaniyu sifrovoy modeli regionalnogo razvitiya.

Klyuchevye slova: sifrovaya ekonomika, regionalnoe upravlenie, sifrovaya transformatsiya, Big Data, sifrovaya infrastruktura, innovatsionnyy menedjment.

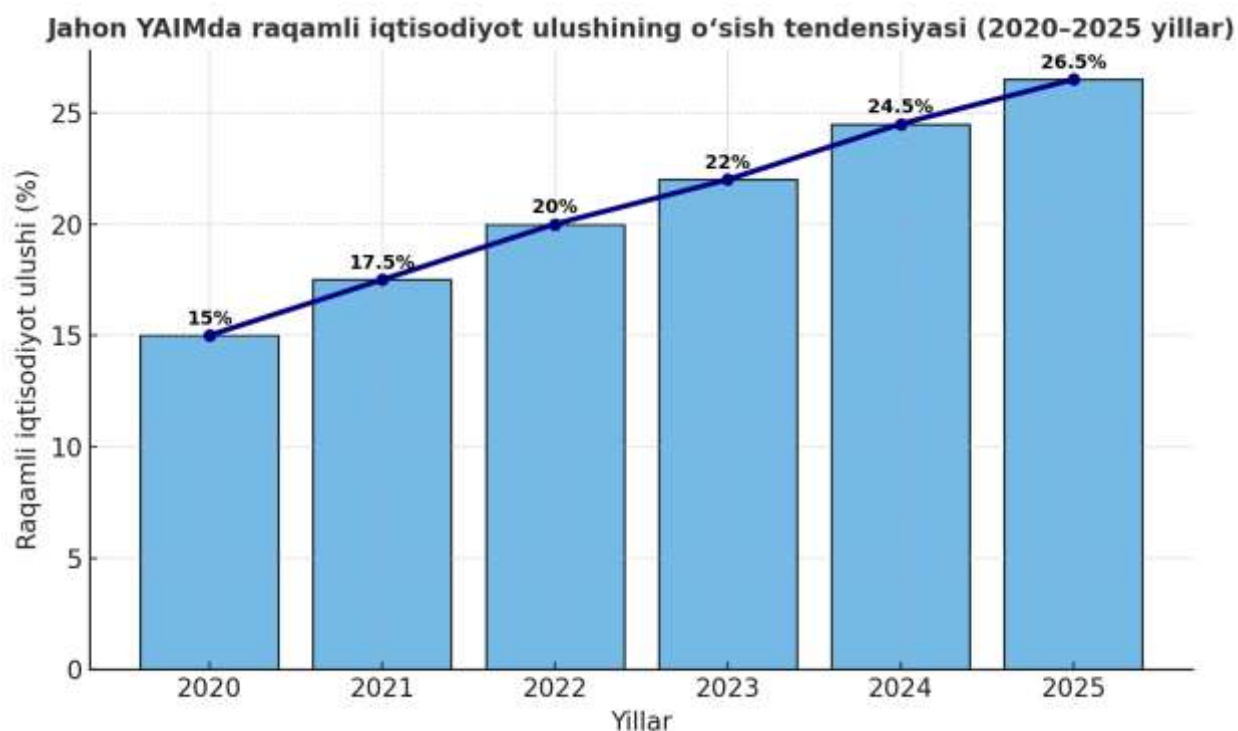
Abstract: The article analyzes the issues of effective management of digital transformation processes in the regional economy. The study scientifically substantiates the ways to ensure economic growth through the use of digital technologies, the digitalization of public administration, the development of a data ecosystem, and the improvement of decision-making systems based on artificial intelligence and Big Data technologies. Using the case of the Bukhara region, indicators of the digital economy are analyzed, and practical recommendations are proposed for developing a digital model of regional development.

Keywords: digital economy, regional governance, digital transformation, Big Data, digital infrastructure, innovation management.

XXI asrda iqtisodiy taraqqiyotning asosiy belgisi – raqamli texnologiyalarning barcha sohalarga kirib borishi va ma’lumotlarning strategik resurs sifatida namoyon bo’lishida ifodalanadi. Raqamli transformatsiya iqtisodiy tizimlarning samaradorligini oshirish bilan birga, boshqaruv madaniyatini ham yangilamoqda. Ayniqsa, mintaqaviy iqtisodiyotda raqamli transformatsiyani boshqarish usullari va vositalarini ilmiy asosda takomillashtirish iqtisodiy barqarorlik va raqobatbardoshlikni ta’minlashda hal qiluvchi ahamiyat kasb etadi.

O‘zbekiston Respublikasi Prezidentining **PF–6079** va **PF–60**-son Farmonlarida belgilab berilgan “**Digital Uzbekistan – 2030**” strategiyasi milliy va mintaqaviy darajada raqamli iqtisodiyotni rivojlantirishning asosiy yo‘nalishlarini belgilab berdi. Shu sababli, bu yo‘nalishda ilmiy tahlil va metodologik yondashuvlarni takomillashtirish dolzarb ahamiyatga ega.

Raqamli transformatsiya iqtisodiyotdagi barcha munosabatlarning yangi bosqichi bo‘lib, axborotni ishlab chiqarish va qayta ishlash orqali yangi qiymat yaratish jarayonini ifodalaydi. U an’anaviy boshqaruv modellaridan farqli ravishda ma’lumotlar tahliliga tayangan, tezkor, shaffof va adaptiv boshqaruv tizimini yaratadi. Xalqaro tadqiqotlarga ko‘ra, raqamli iqtisodiyotning jahon YaIMdagi ulushi 2020 yilda 15% bo‘lgan bo‘lsa, 2025 yilga kelib 26–27% gacha o‘sishi kutilmoqda (1-grafik). Bu o‘shish tendensiyasi raqamli boshqaruvning iqtisodiy samaradorlikka qo‘shayotgan hissasini namoyon etadi.



1-

grafik. Jahon YaIMda raqamli iqtisodiyot ulushining o'sish tendensiyasi (2020–2025 yy.)

Grafik ma'lumotlari raqamli iqtisodiyotning o'sishi to'g'ridan-to'g'ri ma'lumotlar texnologiyasi, elektron tijorat va davlat boshqaruvida raqamli xizmatlarning kengayishi bilan bog'liq ekanini ko'rsatadi.

Mintaqaviy iqtisodiyot raqamli transformatsiyaning amaliyotdagi asosiy muhitini tashkil etadi. Har bir hududda raqamli infratuzilma, ma'lumotlar ekotizimi va intellektual boshqaruv tizimini shakllantirish orqali iqtisodiy faoliyatning sifat darajasi oshadi.

1-jadval. Mintaqaviy raqamli iqtisodiyot rivojlanishining asosiy yo'nalishlari

Yo'nalish	Maqsad	Kutilayotgan natija
Raqamli infratuzilma	Internet va ma'lumot almashinuvini 100% ta'minlash	Axborot oqimlari tezligi oshishi
Elektron boshqaruv	Ma'muriy jarayonlarni avtomatlashtirish	Davlat xizmatlarining shaffofligi
Big Data	Ma'lumotlar tahlilini qaror qabul qilishda qo'llash	Samarali boshqaruv va prognozlash
Inson kapitali	Raqamli ko'nikmalarni rivojlantirish	Iqtisodiy innovatsiya va yangi ish o'rinlari

Buxoro viloyati misolida 2020–2024 yillarda raqamli xizmatlar ulushi 5,6%dan 15,1%ga oshgani va elektron to'lovlar hajmi qariyb 6 barobarga o'sgani qayd etildi. Bu raqamlar raqamli boshqaruvning iqtisodiy o'sishga bevosita ta'sirini isbotlaydi.

Raqamli boshqaruvning samaradorligini oshirish uchun tizimli yondashuv zarur. Buning uchun quyidagi yo'nalishlar ilmiy asosda ishlab chiqilishi lozim:

- Mintaqaviy iqtisodiyotda ma'lumotlar ekotizimini integratsiyalash;
- Big Data va sun'iy intellekt asosida qaror qabul qilish algoritmlarini yaratish;
- Davlat-xususiy sheriklik asosida raqamli infratuzilmani modernizatsiya qilish;
- Kadrlar tayyorlashda "digital competence" konsepsiyasini joriy etish.

Bu vazifalarni amalga oshirish natijasida mintaqalarda raqamli boshqaruvning sifat ko'rsatkichlari oshadi, resurslar taqsimoti optimallasadi va iqtisodiy faoliyatda prognozlash darajasi yuksaladi.

Mintaqaviy iqtisodiyotda raqamli transformatsiyani boshqarish usullari va vositalarini takomillashtirish iqtisodiy siyosatning strategik yo'nalishi hisoblanadi. U nafaqat iqtisodiy o'sishni ta'minlaydi, balki innovatsiya, raqobatbardoshlik va ijtimoiy samaradorlikning yangi bosqichini belgilaydi. Shuning uchun raqamli boshqaruv tizimini modernizatsiya qilish va ma'lumotlarga asoslangan iqtisodiy qarorlar qabul qilish mexanizmini ilmiy asosda yo'lga qo'yish har bir mintaqaning ustuvor vazifasi bo'lishi lozim.

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UDK: 796:338:89:28:078**“JISMONIY TARBIYA KADRLARINING KASBIY VA MILLIY-
GUMANITAR SALOHIYATINI OSHIRISH”**

Ravshanov Abbosjon Axmat O'g'li
Samarqand shahar 2-son sport maktabi

Annotatsiya. Jismoniy tarbiyaning sifatini tubdan o'zgartiruvchi yana bir asosiy vazifasi - ta'limni shaxsning jismoniy, axloqiy va aqliy rivojlanishining haqiqiy mexanizmiga aylantirish funksiyasidir. Ijtimoiy taraqqiyotning barcha sohalarida shaxsning rolini kuchaytirish jismoniy tarbiya tizimini jamiyatning sog'lom inson salohiyatining asosiy manbai sifatida tubdan o'zgartirishning o'ta muhim vazifasidir. Bu vazifalarni amalga oshirish uchun jismoniy tarbiya va sport sohasida yuqori pedagogik va ilmiy-tadqiqot madaniyatiga ega, keng ma'noda kasbiy ijodkorlikka qodir mutaxassislar talab etiladi.

Kalit so'zlar: kontseptual-nazariy, konstruktiv-texnologik, loyihalash, gumanitar, model, intellektuallik, kognitivlik, kreativlik, kommunikativlik.

Аннотация. Другой основной задачей, принципиально меняющей качество физического воспитания, является функция превращения воспитания в реальный механизм физического, нравственного и психического развития человека [1,3]. Усиление роли личности во всех сферах общественного развития является важнейшей задачей коренного изменения системы физического воспитания как основного источника здорового человеческого потенциала общества. Для выполнения этих задач в области физического воспитания и спорта требуются специалисты с высокой педагогической и научно-исследовательской культурой, способные к профессиональному творчеству в широком смысле. [2,5].

Ключевые слова: концептуально-теоретический, конструктивно технологический, дизайнерский, гуманитарный, модельный, интеллектуальность, познавательный, творческий, коммуникативный.

Abstract. Another main task that fundamentally changes the quality of physical education is the function of turning education into a real mechanism of physical, moral and mental development of a person[1,3]. Strengthening the role of the individual in all areas of social development is a very important task of fundamentally changing the physical education system as the main source of healthy human potential of the society. To carry out these tasks, specialists with a high pedagogical and scientific-research

culture, who are capable of professional creativity in the broad sense, are required in the field of physical education and sports. [2,5].

Key words: *conceptual-theoretical, constructive-technological, design, humanitarian, model, intellectuality, cognitive, creativity, communicative.*

Tadqiqotning dolzarbligi. Oliy ta'limdagi sifat o'zgarishlari oliy ta'lim tizimining maqsadlarini yuqori kasbiy mahorat bilan keng umumiy gumanitar dunyoqarashni uyg'unlashtirgan mutaxassislarni tayyorlashga yo'naltirishda namoyon bo'ladi. Shu munosabat bilan oliy ta'lim tizimida integratsion jarayonlarning ustunligi yuzaga keladi, unda gumanitar bilimlar etakchi rollardan biri hisoblanadi.

O'rganilganligi. Mutaxassislar oliy ta'limni rivojlantirishning asosiy vazifalaridan biri sifatida uni modernizatsiya qilish, mazmun-mohiyatini insonparvarlashtirish va insonparvarlashtirish tamoyillari asosida takomillashtirishda ko'rmoqda.

Bilim, ko'nikma va malakalarni o'zlashtirishga qaratilgan an'anaviy sotsiotsentrik ta'lim yondashuvidan farqli o'laroq, talabaning qobiliyatlarini maksimal darajada ochib berishga, kasbiy faoliyatda uning individual xususiyatlarining barcha ko'p qirraliligi va o'ziga xosligini anglashga imkon beradigan shaxsga yo'naltirilgan ta'lim yondashuvi tobora muhim ahamiyat kasb etmoqda[7,10].

Ilmiy adabiyotlarni tahlil qilish shuni ko'rsatadiki, aslida universitetda jismoniy tarbiyani gumanitarizatsiya qilish printsipini amalga oshirishning ajralmas tavsifini taqdim etadigan, uning mazmunli namoyon bo'lishi va amalga oshirish tartibini ochib beradigan ishlar mavjud emas[6,8,9].

Jismoniy madaniyatdan uning gumanitar salohiyatining xilma-xilligida foydalanish hozirgi kunga qadar mutaxassislarni tayyorlash tizimida to'liq aks ettirilmagan.

Oliy ta'lim nazariyasi va amaliyotida universitetning ijtimoiy-madaniy makonida gumanitar madaniyat etishmasligini bartaraf etishda jismoniy madaniyatning mazmunli va protsessual imkoniyatlari tushunilmagan va oshkor etilmagan, bu muammoning kontseptual-nazariy, konstruktiv-texnologik va uslubiy-amaliy jihatdan rivojlanmaganligi kuzatilmoqda.

aniqlangan qarama-qarshiliklarni hisobga olgan holda tadqiqot muammosi aniqlandi: universitetda jismoniy tarbiya bo'yicha ta'limning gumanitar yo'naltirilgan mazmunini loyihalash va tashkil etishni ta'minlaydigan nazariy va uslubiy qoidalar, etakchi tendentsiyalar, tamoyillar va psixologik-pedagogik sharoitlar to'plami qanday?

aniqlangan qarama-qarshiliklarni hisobga olgan holda tadqiqot muammosi aniqlandi:

universitetda jismoniy tarbiya bo'yicha ta'limning gumanitar yo'naltirilgan mazmunini loyihalash va tashkil etishni ta'minlaydigan nazariy va uslubiy qoidalar, etakchi tendentsiyalar, tamoyillar va psixologik-pedagogik sharoitlar to'plami qanday?

Tadqiqot maqsadi: universitetda jismoniy tarbiya bo'yicha ta'limning gumanitar yo'naltirilgan mazmunini loyihalash va tashkil etish uchun nazariy va uslubiy asoslarni ishlab chiqish va asoslash.

Tadqiqot ob'ekti: universitetda mutaxassislarni tayyorlashning yaxlit jarayonida talabalarning jismoniy tarbiyasining mazmuni.

Tadqiqot predmeti: gumanitar fanlar bo'yicha oliy o'quv yurtlarida jismoniy madaniyat bo'yicha ta'limning yo'naltirilgan mazmuni.

Muammo, maqsad, ob'ekt va mavzu asosida quyidagi tadqiqot **vazifalari** aniqlanadi:

- Oliy o'quv yurtlarida jismoniy tarbiyaning yo'naltirilgan mazmuniga oid gumanitar ob'ektlarni loyihalash va tashkil etishning nazariy va uslubiy asoslarini tashkil etuvchi qoidalar to'plamini asoslash.

- jismoniy madaniyat bo'yicha ta'limning gumanitar yo'naltirilgan mazmunini loyihalash va tashkil etishning konseptual yondashuvlarini aniqlash;

- jismoniy madaniyat bo'yicha ta'limning gumanitar yo'naltirilgan mazmunini loyihalash modelini ishlab chiqish;

- talabalar jismoniy tarbiyasida ta'limni insonparvarlashtirishning yetakchi yo'nalishlari, didaktik tamoyillari va psixologik-pedagogik shartlarini aniqlash;

- o'quvchi shaxsi jismoniy madaniyatini shakllantirish sharoitida jismoniy madaniyat bo'yicha ta'limning gumanitar yo'naltirilgan mazmunini tajriba-sinov tekshirishni amalga oshirish;

- insonparvarlik yo'nalishidagi sabab-oqibat munosabatlarini aniqlash shaxs jismoniy madaniyatining mazmunli xususiyatlari bilan jismoniy madaniyat bo'yicha ta'lim mazmuni;

- universitetda jismoniy tarbiya mazmunini insonparvarlashtirish tamoyillari asosida loyihalash va tashkil etish bo'yicha amaliy tavsiyalar ishlab chiqish.

Tadqiqot farazi universitetda jismoniy madaniyat bo'yicha ta'limning gumanitar yo'naltirilgan mazmunini loyihalash va tashkil etish jarayoni samarali bo'ladi, agarda:

- uslubiy tamoyil sifatida jismoniy madaniyat bo'yicha ta'lim mazmunini insonparvarlashtirish g'oyasiga asoslanadi;

- jismoniy madaniyat bo'yicha ta'limning gumanitar yo'naltirilgan mazmunini loyihalash va tashkil etishga kontseptual yondashuvni ishlab chiqiladi;

- pedagogik ob'ektlarni tizimli tashkil etish tamoyillariga asoslangan va shaxsning jismoniy madaniyatini shakllantirishga qaratilgan jismoniy madaniyat bo'yicha

ta'limning gumanitar yo'naltirilgan mazmunini loyihalashning ko'p bosqichli modeli ishlab chiqildi;

Tadqiqot metodlari. Vazifalarni hal qilish va tadqiqot farazsini tekshirish uchun quyidagi tadqiqot usullari qo'llanildi: falsafiy, sotsiologik, psixologik, pedagogik va maxsus adabiyotlarni nazariy tahlil qilish, universitetlarning jismoniy tarbiya kafedralarining shaxsiyat muammolari bo'yicha tajribasini tahlil qilish va umumlashtirish. jismoniy tarbiya jarayonida bo'lajak mutaxassisni shakllantirish, talabalar va o'qituvchilaridan so'rovnoma va anketa olish, o'z pedagogik faoliyatini retrospektiv tahlil qilish, modellashtirish, ekspert baholash usuli, gumanitar yo'naltirilgan mazmunning ishlab chiqilgan modelini aprobatsiya qilish va tuzatish bo'yicha pedagogik tajribalar o'tkazildi. Jismoniy tarbiya bo'yicha ta'lim, tajriba ishtirokchilarining harakatchanligini nazorat qilish testlari, statistik ma'lumotlarni qayta ishlashning matematik usullari qo'llanildi.

Tajriba-sinov ishlari dasturining amalga oshirilishi taklif etilayotgan jismoniy madaniyat ta'limining gumanitar-yo'naltirilgan mazmuni modelining samaradorligini tasdiqladi.

Jismoniy madaniyat bo'yicha ta'lim mazmunining insonparvarlik ahamiyatini aniqlashda ekspert protsedurasi quyidagilardan iborat edi: talabalar tomonidan o'z-o'zini diagnostika qilish, bu sub'ektivlik printsipligiga va malakali va tajribali universitet o'qituvchilarining ekspert bahosiga mos keladi. Tanlangan mezonlar bo'yicha ta'lim mazmunini insonparvarlashtirish ko'rsatkichlarini (TMIK) kompleks monitoringi tajriba-sinov va nazorat guruhlarida sezilarli farqlarni qayd etish imkonini berdi (1-rasm q.). Ekspert baholash natijalariga ko'ra, birinchisi barcha sakkizta mezon bo'yicha o'quv manbaalarining insonparvarlik qiymati ko'rsatkichlarini yaxshilashning aniq progressiv xarakterini ko'rsatdi, bu ishlab chiqilgan dasturning samaradorligini ko'rsatadi.

Natijalar tahlili. Tajriba-sinov guruhlarida jismoniy tarbiya va sport mashg'ulotlarining qiymat-semantik tashkil etilishining o'sishi TMIK 0,89 (yuqori daraja), nazorat guruhlarida - 0,30 (past daraja) bilan aniqlandi; an'anaviylik mezoniga ko'ra, tajriba-sinov guruhlarida TMIK 0,78 (o'rtachadan yuqori daraja), nazoratda - 0,27 (past daraja); TMIKni amalga oshirish amalga oshirilayotgan ijodiy ta'lim muhiti mezoniga ko'ra, mos ravishda 0,86 (yuqori daraja) va 0,39 (past daraja) ni tashkil etdi; tashqi kontekst mezoniga ko'ra, mos ravishda 0,89 (yuqori daraja) va 0,24 (past daraja); "o'zini o'zi boshqarish" ning namoyon bo'lish mezoniga ko'ra TMIK 0,88 (yuqori daraja) va 0,30 (past daraja) edi.

Agar tajriba boshida solishtirilgan guruhlarda 60,6% dan 80,5% gacha talabalar va ekspertlar "men"ning namoyon bo'lish mezonini "mazmunda ifodalanmagan" deb baholagan bo'lsa, tajriba oxirida talabalarning 74% va o'qituvchilarning 88,9 foizi uning tajriba-sinov mazmundagi ijobiy namoyon bo'lishi haqida o'z fikrlarini o'zgartirdilar. Ayniqsa, o'quvchilarda o'z-o'zini bilish va o'z-o'zini rivojlantirishga doimiy ehtiyojning namoyon bo'lishidagi progressiv o'zgarishlar sezildi. Nazorat guruhida bu ko'rsatkich deyarli o'zgarishsiz qoldi.

"Jismoniy madaniyat" fanining mazmuni uning gumanitar mohiyatini belgilaydi va talabalarni jismoniy madaniyatning gumanitar qadriyatlari bilan tanishtirishda bir qator umumiy ta'lim va kasbiy yo'naltirilgan fanlarga kiritadi, ular orasida shaxsning o'zini o'zi o'zgartirish, o'zini rivojlantirish va o'zini o'zi boshqarish bilan bog'liq qadriyatlar mavjud. 1-rasmda jismoniy madaniyatning gumanitar qadriyatlarini pofillash natijasida talabalarning o'zini o'zi o'zgartirish jarayoniga qo'shilishi to'g'risidagi ma'lumotlar keltirilgan[7,8,10]. Tajriba-sinov guruh talabalar psixofiziologik qobiliyat va imkoniyatlarni aniqlashda, bilimlarni mustaqil o'zlashtirishda sezilarli darajada yuqori ko'rsatkichlarga ega; o'z istagini mukammal o'rganishga intilish ((o'z-o'zini anglash va o'z-o'zini bilish qadriyatlari); kognitiv faoliyat, kognitiv faoliyat usullarini o'zlashtirish ,o'z-o'zini o'rganish qobiliyatlari (o'z-o'zini tarbiyalash va o'zini takomillashtirish qadriyatlari); jismoniy holatni o'z-o'zini boshqarish, jismoniy tarbiya va sport faoliyatini belgilangan maqsadga muvofiq ravishda tuzatish va qayta tashkil etish, o'z xatti-harakatlarini boshqarish qobiliyati, psixofiziologik tartibga solish usullarini (o'z-o'zini tashkil etish va o'zini o'zi boshqarish qadriyatlari) bilish. Talabalarning nazorat guruhlarida esa bu ko'rsatkichlar zaif ifodlangan.

Tadqiqot farazini tasdiqlash uchun muhim masala talabalarning o'zini o'zi o'zgartirish jarayoniga jalb qilishning psixologik mexanizmlarini ochib beruvchi ko'rsatkichlarni aniqlash edi.

1-jadval

Oliy ta'lim muassasalarida jismoniy madaniyat bo'yicha ta'lim mazmunini insonparvarlashtirish

No	Mezon asoslari	Asosiy qadriyatlar
1	Qadriyatlar qimmati	1.Insonparvarlik 2.Individuallik 3.Insonparvarlik bilimi
2	Madaniy	1.Intellektuallik 2.Kognitivlik 3. Yaxlitlik

3	Innovatsion	1.Muammoli 2.Kreativlik 3. tanqidiylik
4	Tizimli va izchil faoliyat	1. ma'naviy va jismoniy mohiyatni amaliy o'zgartirish 2.Professionalikka yo`naltirish 3.Faol harakat faoliyati
5	Konventsional	1.Variativlik 2.Bashoratlash 3.Alternativlik
6	Ijodiy bilish muhiti	1.Insonparvarlikning mikrosiyosiy muhiti 2.Kommunikativlik 3.O'qituvchi shaxsining tizimli yaratuvchiik roli
7	Yuqori kontekstlik	1.Universitetdan tashqari kommunikatsiya 2.Bardavomlik 3.Turg'unlik
8	O'z-o'zini namoyon qilish	1.o'z taqdirini o'zi belgilash 2.o'z-o'zini bilish 3.o`z-o`zini o`zgartirish

Tajriba-sinov tadqiqot natijalari ta'limning gumanitar yo'naltirilgan mazmunini o'zlashtirishda tajriba-sinov guruhlarida shaxsning jismoniy madaniyati tarkibiy qismlari (SHJM) rivojlanishining barqarorligini aniqlashga imkon berdi. Ushbu ta'sir diagrammalar tomonidan aniq ko'rsatilgan (3-rasmga q.).

Xulosalar. Jismoniy tarbiya sohasida oliy ta'limni modernizatsiya qilish nuqtai nazaridan rivojlantirishning ustuvor yo'nalishlaridan biri uning mazmunini insonparvarlashtirish ekanligi aniqlandi. Uning loyihasi va tashkil etilishi ta'lim amaliyoti talablariga samarali javob beradi. Jismoniy madaniyatning gumanitar ahamiyati mutaxassis shaxsni har tomonlama yetuk rivojlantirishga, talabalarning inson va ularga yo'naltirilgan tizimli bilimlarini shakllantirishga, shaxsning o'zini namoyon qilishi va o'zini anglashi uchun qulay imkoniyatlar yaratishga, talabalarning o'zlarining muhim kuchlarini sog'lom va samarali hayot tarzida to'liq amalga oshirishga tayyorligini faollashtirishda namoyon bo'ladi.

1. Jismoniy madaniyat ta'limini insonparvarlashtirishning mazmunli jihati murakkab, ko'p qirrali hodisa bo'lib, u quyidagilarni nazarda tutadi: uning mazmunida

insonparvarlik qadriyatlarini aniqlash; o'quvchilarning ma'naviy va jismoniy kuchlari va qobiliyatlarini uyg'unlashtirish; ularni hayotning tabiiy va ijtimoiy sohalarida tashabbuskorlik va mas'uliyatni tarbiyalash; shaxsiy va kasbiy o'sish, o'z taqdirini o'zi belgilash, o'zini o'zi anglash imkoniyatlarini ta'minlash; bo'lajak mutaxassis shaxsini o'z-o'zini rivojlantirish va o'zini o'zi takomillashtirish uchun sharoit yaratishdan iborat.

2. Jismoniy madaniyat bo'yicha ta'limning gumanitar yo'naltirilgan mazmuni modeli ishlab chiqildi, bu evolyutsion yo'l bilan amalga oshiriladigan jismoniy tarbiyaning innovatsion tizimini loyihalash strategiyasini asoslash imkonini beradi; pedagogik loyihani mantiqiy va didaktik loyihalashda amalga oshirish, uning natijalarini amaliyotga tatbiq etildi.

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MARGARET ETVUDNING “OQSOCH ERTAGI” DISTOPIK ASARIDA BOLALIK VA IJTIMOYIY TARBIYA MASALALARI

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Annotatsiya: Mazkur maqolada kanadalik yozuvchi Margaret Etvudning mashhur “Oqsoch ertagi” (The Handmaid’s Tale) asarida bolalik va ijtimoiy tarbiya masalalari distopik jamiyat kontekstida tahlil qilinadi. Asarda diniy-ideologik nazorat ostidagi Gilead jamiyatida bolalik, onalik va tarbiya tizimi siyosiy mexanizmga aylantirilganini kuzatish mumkin. Tadqiqot davomida asardagi tarbiya modelining inson erkinligiga, gender rollarining shakllanishiga va shaxs ongining mafkuraviy boshqarilishiga ta’siri yoritiladi.

Kalit so‘zlar: Margaret Etvud, “Oqsoch ertagi” distopik romani, distopiya, ijtimoiy tarbiya, bolalik, gender, totalitarizm, nazorat, feminizm.

Аннотация: В данной статье анализируются проблемы детства и социального воспитания в контексте антиутопического общества, описанного в знаменитом произведении канадской писательницы Маргарет Этвуд «Рассказ служанки». В работе показано, как в религиозно и идеологически контролируемом обществе Гилеада детство, материнство и система воспитания превращаются в политический механизм. Исследование проливает свет на влияние модели воспитания, представленной в произведении, на свободу человека, формирование гендерных ролей и идеологический контроль сознания личности.

Ключевые слова: Маргарет Этвуд, «Рассказ служанки», антиутопия, социальное воспитание, детство, гендер, тоталитаризм, контроль, феминизм.

Abstract: This article analyzes issues of childhood and social upbringing in the context of the dystopian society described in Canadian writer Margaret Atwood's celebrated work, The Handmaid's Tale. The paper demonstrates how, in the religiously and ideologically controlled society of Gilead, childhood, motherhood, and the educational system are transformed into political mechanisms. The study sheds light on the influence of the educational model presented in the work on human freedom, the formation of gender roles, and the ideological control of individual consciousness.

Keywords: Margaret Atwood, dystopian novel, The Handmaid's Tale, dystopia, social education, childhood, gender, totalitarianism, control, feminism.

XX asr oxiridan boshlab jahon adabiyotshunosligida feminizm, ijtimoiy tenglik, inson erkinligi va axloqiy nazorat masalalari markaziy o'rinni egalladi. Shu jarayonda Margaret Etvud (1939 y.) o'zining falsafiy, siyosiy va psixologik qatlamlarga boy asarlari bilan alohida e'tirofga sazovor bo'ldi. Uning ijodi inson ruhiyatining ijtimoiy va biologik shartlanganligini, shuningdek, jamiyat tomonidan nazorat qilinayotgan "insoniylik" konsepsiyasini tanqidiy yondashuvda tahlil etadi.

Margaret Etvudning "Oqsoch ertagi" romani distopik adabiyotning eng ta'sirchan namunalaridan biri bo'lib, unda inson hayotining barcha jabhalari — xususan, onalik, bolalik va tarbiya - siyosiy nazorat va mafkuraviy shakllantirish quroli sifatida ko'rsatiladi.

Asarda Gilead Respublikasi jamiyati o'z fuqarolarini, ayniqsa ayollarni, "ma'naviy poklik" niqobi ostida to'liq bo'ysundirish tizimini yaratadi. Shu jarayonda bolalik tabiiy biologik bosqich emas, balki davlat tomonidan boshqariladigan ideologik konstruksiya sifatida namoyon bo'ladi. Yozuvchining 1985-yilda chop etilgan "Oqsoch ertagi" ("The Handmaid's Tale") distopik romani bugungi kunda nafaqat feministik, balki sotsiologik va falsafiy distopiya sifatida ham o'rganilmoqda. Asarda tasvirlangan Gilead Respublikasi - diniy aqidaparastlik asosida yaratilgan totalitar davlat bo'lib, u inson hayotining barcha sohalarini, shu jumladan, bolalik va tarbiya tizimini ham to'liq nazorat ostiga oladi.

Tadqiqotda adabiy-tahliliy, sotsiologik va feministik yondashuvlar qo'llanildi. Adabiy tahlil usuli orqali asardagi obrazlar tizimi, ramziy belgilar, bolalik va tarbiya bilan bog'liq epizodlar tahlil qilindi. Feministik yondashuv orqali asarda ayollar va bolalarning ijtimoiy rolini belgilovchi patriarxal tuzum mexanizmlari o'rganildi. Sotsiologik tahlil yordamida Gilead jamiyatining mafkuraviy va pedagogik nazorat tizimlari real ijtimoiy hodisalar bilan solishtirildi.

Etvud bunday tartib orqali insoniy tuyg'ular - ona muhabbati, mehr, erkinlik - siyosat vositasiga aylanganini ko'rsatadi. Bu holatni asardan keltirilgan quyidagi iqtibos orqali anglash mumkin: "We are containers; it's only the insides of our bodies that are important. The outside can become hard and wrinkled, for all they care, like the shell of a nut".¹ (Atwood, The Handmaid's Tale, Ch.17) Ushbu satrlar ayolning inson emas, balki "idish" - ya'ni tug'ilish jarayonining jismoniy manbai sifatida

¹ "Biz konteynerlarmiz; faqat tanamizning ichki qismi muhim. Tashqi qismi yong'oqning qobig'i kabi qattiq va ajin bosib yotipti". (Tarjima maqola muallifiga tegishli)

ko‘rilayotganini ochib beradi. Shu tarzda, Atwood jamiyatdagi gender tengsizligini va ayol tanasi ustidan o‘rnatilgan nazoratni fosh etadi. Asar bolalik va onalik o‘rtasidagi tabiiy bog‘liqlikning yo‘qolishini, insonning biologik funksiyaga keltirilishini ifodalaydi².

Asarda bolalar tarbiyasi hamda mafkuraviy nazorat muhim o‘rinni egallaydi. Etvud asarida onalik instinkti muqaddas his sifatida emas, balki siyosiy resurs sifatida talqin qilinadi. “Oqsochlar” (handmaids) faqat tug‘ish uchun mavjud bo‘lgan “biologik mashinalar” darajasiga tushirilgan. Ularning tug‘gan bolalari ularga emas, balki yuqori ijtimoiy tabaqaga mansub “Komandorlar” oilasiga tegishli bo‘ladi. Shu yo‘l bilan Gilead onalik va bolalik o‘rtasidagi tabiiy aloqani uzadi, uni mafkuraviy maqsad yo‘lida qurbon qiladi. Bu jarayon orqali Etvud ijtimoiy tizim insoniy tuyg‘ularni qanday qilib siyosiy vositaga aylantira olishini fosh etadi.

Adibaning ushbu asarida tarbiya tizimi diniy va siyosiy nazorat vositasi sifatida tasvirlanadi. Bolalar diniy institutlar - “Red Center” kabi joylarda tarbiyalanadi. Bu markazlarda ayollarga va bolalarga qat’iy diniy qoida va axloqiy me’yorlar o‘rgatiladi. Tarbiya mazmuni “itoatkorlik” va “poklik” g‘oyalariga asoslanadi. Yozuvchi bu tizim orqali tarbiyaning insonni erkin shaxs emas, balki tizimga bo‘ysunuvchi mavjudot sifatida shakllantiruvchi mexanizmga aylanganini ko‘rsatadi: “Blessed are the meek, for they shall inherit the earth”. Bu so‘zlar Injildan olingan bo‘lsa-da, asarda ular manipulyativ maqsadda qo‘llanadi ya’ni bolalarni itoatkorlikka, ayollarni esa o‘z taqdiriga ko‘nishga majbur etadi. Shunday qilib, Gilead jamiyatidagi tarbiya insonni mafkuraviy itoatkorlik asosida shakllantiradi, bu esa mustaqil fikrlashning butunlay yo‘qolishiga olib keladi.

Margaret Etvud bolalik obrazidan erkinlik va insoniylikning so‘nggi ramzi sifatida foydalanadi³. Gileadda bolalar “davlat bolalari” ga aylangani uchun ular endi muhabbat va erkinlikda o‘lish imkoniyatidan mahrumdir. Shu orqali yozuvchi jamiyatdagi axloqiy inqirozni fosh etadi. Asarda ayollarning o‘z bolalaridan ajratilishi - bu nafaqat onalikning, balki insoniy qadriyatlarning yo‘qolishi ramzidir. Bola - tabiiy hayot, ona - tabiat, Gilead esa bu tabiiylikni nazorat ostiga olgan sun’iy tizimdir. Yozuvchi shuningdek, bolalikni yo‘qotish bilan birga jamiyat o‘z kelajagini ham yo‘qotayotganini ta’kidlaydi. Etvudning ushbu distopik asari aslida, insoniyatni mafkuraviy, diniy yoki siyosiy bosimlardan ogohlantirishga qaratilgan.

Xulosa o‘rnida shuni aytish mumkinki, Margaret Etvudning “Oqsoch ertagi” distopik asari inson va jamiyat o‘rtasidagi murakkab munosabatlarni, ayniqsa, bolalik

² Howells, Coral Ann. “Margaret Atwood” (Palgrave Macmillan, 1996).

³ Potts, Donna. Contemporary Australian and Canadian Fiction: Writing in the Time of Globalisation. Rodopi, 2012.

va tarbiya tizimining siyosilashtirilishini chuqur badiiy tahlil etadi. Etvud uchun bolalik - bu insoniyatning eng sof va begʻubor, qolaversa eng tabiiy holatidir. Ammo Gileadda bu sof tuygʻu ham mafkuraviy nazoratga aylangan. Yozuvchi ushbu orqali kitobxonni, agar tarbiya siyosiy va diniy bosimlar uchun xizmat qilsa, insoniyat oʻz insoniy mohiyatini yoʻqotishi mumkinligi haqida ogohlantiradi. Shunday qilib, Etvudning asari nafaqat feministik distopiya, balki tarbiya va erkinlik oʻrtasidagi falsafiy muvozanatni izlovchi ijtimoiy roman sifatida ham ahamiyatlidir.

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TÜRK DEVLET GELENEĞİ VE TÜRK DÜNYASINDA DEVLETÇİLİK ANLAYIŞI

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Özet: *Bu çalışma, Türk milletinin tarih boyunca oluşturduğu devlet geleneğini ve bu geleneğin günümüz Türk dünyasındaki yansımaları incelemektedir. Türklerde devlet anlayışı sadece siyasi bir kurum değil, aynı zamanda töre, adalet ve toplumsal düzenin temeli olarak kabul edilmiştir. **Hunlar, Göktürkler, Selçuklular ve Osmanlılar** dönemlerinden günümüze kadar uzanan bu devletçilik anlayışı, her dönemde halkın refahını ve bağımsızlığı esas almıştır. Ayrıca modern dönemde Türk Devletleri Teşkilatı'nın bu geleneği nasıl sürdürdüğü üzerinde durulmuştur. Sonuç olarak, Türk devlet geleneği geçmişin bir mirası değil, Türk dünyasının geleceğini şekillendiren canlı bir değer olarak değerlendirilmiştir.*

Anahtar kelimeler: *Türk devleti, devlet geleneği, töre, bağımsızlık, hakanlık, Türk Dünyası, milli kimlik.*

Abstract: *This article examines the historical statehood traditions of the Turkic peoples and their reflections in modern Turkic states. In Turkic culture, the state is not merely a political structure but a symbol of justice, order, and independence. The study explores the concepts of töre (traditional law) and justice from ancient times to the present and analyses how the Organization of Turkic States continues this legacy today. In conclusion, the Turkish state tradition is regarded not as a relic of the past but as a living value shaping the future of the Turkic world.*

Key words: *Turkic state, tradition, justice, independence, Turkic world, statehood.*

Аннотация *В данной статье рассматриваются исторические традиции государственности тюркских народов и их отражение в современных тюркских государствах. В тюркской культуре государство воспринимается не только как политическая структура, но и как символ справедливости, порядка и независимости. В работе анализируются понятия «төре» (традиционный закон) и «справедливость» с древнейших времён до наших дней, а также деятельность Организации тюркских государств, сохраняющей это наследие. В заключение подчеркивается, что тюркская государственная традиция*

является не реликтом прошлого, а живой ценностью, формирующей будущее тюркского мира.

Ключевые слова: *тюркское государство, традиция, справедливость, независимость, тюркский мир, государственность.*

Türk milletinin tarih boyunca oluşturduğu devlet anlayışı, yalnızca siyasi bir kurum değil, aynı zamanda bir kültür ve medeniyetin yansımasıdır. Türkler tarih sahnesine çıktıkları günden itibaren “**devlet kuran millet**” olarak tanınmışlardır. Bu özellik, Türklerin sosyal yapısında, inanç sisteminde ve töre anlayışında derin köklere sahiptir. “**İl tutmak**” düşüncesi, Türklerde devlet kurmanın hem Tanrı Tarafından verilen bir görev hem de toplumsal düzenin temel şartı olarak görülmüştür.

Tarihin en eski ve köklü milletlerinden biri olan Türkler, yeryüzünün de en büyük medeniyetlerden birine sahiptir. Anayurtları Türkmenistan olan Türkler, göç ettikleri bölgeler etkin bir toplum düzenine kurdukları devletler aracılığıyla ulaşmışlardır. Yaşadıkları coğrafya ve bozkır yaşam tarzı güçlükleri nedeniyle dünyanın farklı bölgelerine göç eden Türkler, bu zorlu koşullarda dahi vatan, millet ve bağımsızlıkgibi devlete içkin kavramların kutsiyetini terk etmeyerek teşkilatlanmayı sürdürmüş ve devlet geleneğini devam ettirmişlerdir. Devletsiz bir toplumun yaşayamayacağı gerçeğinden hareketle Türkler, devleti; aile, akraba, birey, toplum ve hatta milletin dahi üstünde tutmuşlardır.

Türklerde Hikmet-i hükümet olarak kabul edilen devlet, toplumun da varlık nedenini oluşturmuştur. Tarihteki bütün Türk devletleri tarafından benimsenen bu anlayış, devletin, toplum için, ancak toplumun üstünde bir varlık olarak kabul edilmesini sağlamıştır. Devletin üstünde ise kanun ve töreler vardır ki, eski Türkler, devleti kanun anlamına gelen töre hükümlerine göre idare etmişler ve böylelikle toplumsal düzeni (nizamı) sağlayıp, tarihsel süreç içerisinde kalıplaşmış bir anlayış ve bir devlet geleneği oluşturmuşlardır.

Bu çalışmada eski Türk devletlerinde devlet anlayışı ve buna bağlı olarak gelişen devlet-toplum ilişkileri incelenmiştir. Çalışmanın amacı, köklü bir devlet geleneğine sahip olan Türklerde devletin hangi esaslara dayanarak kurulduğu ve bunun toplumsal ilişkilere ne yönde yansıdığı nın tespit edilmesidir. Bu çerçevede yürütülen çalışmada, Türklerde devletin öncelikle halka hizmet etmek ve toplumsal düzeni korumak amacıyla kurulduğu görülmüş olup, devlete yön veren ilkelerle birlikte, devletin sürekliliğinin sağlanmasının da güçlü bir devlet-toplum ilişkisinden geçtiğisonucuna ulaşılmıştır.

Türk devlet geleneği Orta Asya bozkırlarında şekillenmiştir. İlk büyük Türk devleti olan Asya Hun Devleti (M.Ö. 220 - M.S. 216), daha sonraki tüm Türk devletlerinin temel yönetim modelini oluşturmuştur. Hunlardan Göktürklerle, Uygurlardan Selçuklulara kadar her dönemde “töre” yani hukuk ve adalet sistemi devletin temelini teşkil etmiştir.

Göktürk Yazıtlarında “Üze Kök Tengri asra yağız yer kılındıkta, ikin ara kişi oğlu kılınmış” ifadesi, devletin kutsal bir vazife olarak görüldüğünü açıkça gösterir. Hakan, yalnızca siyasi lider değil, aynı zamanda Tanrının yeryüzündeki temsilcisidir.

Türk devlet geleneği ya da Türk devlet kurma geleneği tarihsel süreçte Türklerin farklı coğrafyalarda, farklı zamanlarda ve farklı özelliklerde kurdukları devletlerin bir "gelenek" yani devamlılık içermesi kavramına dayanmaktadır. Dünya tarihinde 6000 kadar etnik topluluğun olduğu ve bunların 200'e yakın bir devletin sınırları içerisinde tarih sahnesine çıktığı düşünülmektedir. Bu topluluklardan bir kısmı devlet kurma kabiliyetine sahip olmuştur. Türk tarihine genel olarak bakıldığında Türk topluluklarının etnik temelleri ile aynı olan bir devlet ile varlıklarını sürdürdüğü görülmektedir. Bu devamlılık bunun bir gelenek olarak görülmesine yol açmış ve genel tabirle Türklerdeki bağımsızlık olgusu dayandırılmıştır.

Türk devlet anlayışında en önemli kavramlardan biri töredir. Töre, hem yazılı hem de sözlü hukuk kurallarının bütünüdür. Adaletin sağlanması, halkın refahı ve devletin devamı töreye bağlı olmakla mümkündür.

Kağan veya sultan, töreye aykırı davrandığında meşruiyetini kaybeder. Bu durum Türklerde hukukun üstünlüğü ilkesinin çok erken dönemlerde benimsendiğini göstermektedir.

Türk devletlerinin tarihsel süreçteki yapısı ve devlete yönelik düşünceleri Oğuz Kağan efsanesi ile ilk izlenimlerini ortaya koymuştur. Bu efsanelerde açık bir şekilde cihan hakimiyeti ve dünya devleti kurma ütopyası işlenmiştir. II. Göktürkler Denkalı Orhun Yazıtları Da bu bağlamda oldukça önemlidir. Bu yazıtlara göre devlet tanrının Türk hakanlarına bir bağıdır ve toplumsal devamlılık devlete bağlıdır. Aynı yazıtlarda bağımsızlık bilinci vurgulanmış, Türk kağanlarına nasihatler sunulmuş, devletin merkezinin Ötüken olması gerekliliği vurgulanmış ve Çin'in entrikalarından uzak durulması gerektiğine işaret edilmiştir. Yazıtların Türk devlet kurma ve bağımsızlık olgusundaki yeri de önemlidir çünkü yazıtlarda bağımsızlıklarının mahrum olan toplulukları "ölmüş" kabul eden ifadeler mevcuttur ve Çin esaretinde yaşanan süre de bu kapsamda değerlendirilmektedir.

Türkler ilk Türk devletlerinden modern Türkiye'ye kadar olan süreçte devleti tüm gereksinimlerin üzerinde bir varlık olarak görmüşler ve törelere olan bağlılığı devletin devamlılığı ile ilişkilendirmişlerdir. Töre kavramı Orhun Yazıtlarında da geçmektedir ve genel anlamda törenin dışındaki adalet kavramı devletin temeli değerindedir. Bu anlayış Türklerin İslamiyeti Kabul etmesinden sonra özellikle Karahanlılar ve Selçuklular Başta olmak üzere diğer Türk topluluklarında da devam etmiştir. Bu yüzyılların önemli baş yapıtlarından olan Kutadgu Bilig ve Nizâmülmülk Siyasetname Sinde devletlerin daha da güçlenmek konusunda öneriler sıralanmıştır. Osmanlı İmparatorluğu'na Gelindiğinde devlet kavramı daha da güçlenmiş ve devlet bekası için bazı farklı uygulamalar gerçekleştirilmiştir. Bunun en önemli örneklerinden biri de Fatih Kanunnamesi sonrasında kardeş katlinin yasal hale getirilmesidir. I. Selim sonrasında ise Osmanlı padişahlarının dini bir nitelik olan "halifelik" unvanını alması devletin dinden daha önemli olması geleneğini gölge etmemiştir. Osmanlı'ya göre devlet akılcı hareket etmeli ve hedeflere uygun şekilde yönetilmelidir. Bu devlet üstünlüğü anlayışının Osmanlıdaki sorgulanması ise Fransız Devrimi Sonrasında olmuştur.

Türk dünyasında devletçilik anlayışı, bireyin değil, toplumun çıkarını esas alır. Bu sebeple “devlet baba” anlayışı yerleşmiştir. Devlet halkı korur, halk devlete sadıktır. Bu anlayış Osmanlı Devleti'nde de sürmüştür, “Devlet-i ebed müddet” yani sonsuza kadar yaşaması gereken devlet ideali ortaya çıkmıştır. Günümüzde Türkiye Cumhuriyeti, Kazakistan, Özbekistan, Türkmenistan, Kırgızistan ve Azerbaycan gibi bağımsız Türk devletlerinde bu anlayış farklı biçimlerde yaşamaya devam etmektedir.

Ekonomik etkinliğin toplum ve devlet hayatındaki önemi daha önce anlatılmıştı. Ekonomik hayatın temelini üretim olduğu da belirtilmişti.

XX. yüzyılda dünya devletleri daha mutlu yaşamak imkânlarını kavuşmak için üretimi artırma gereğini duydular. Bunun için de başlıca üç yöntemin uygulanışını ön gördüler. Bunları kısaca gözden geçirelim:

Liberal Ekonomi: Bu tür ekonomilerde üretim için gerekli olan sermaye, üretim etkinliği ve üretilen malların dağıtımını tümüyle bireylere bırakılmıştır. Liberal ekonomi görüşüne göre, ekonomik hayatın kendiliğinden işleyen yasaları vardır: Üretim, mallara olan isteğe bağlıdır, istek ise, üretimin az veya çok olmasını sağlar. Devlet bu kuralları yönlendirmeye karışmamalıdır. Devletin görevi yurdu savunmak, eğitim işlerini Düzenlemek, adalet dağıtmak gibi alanlarda kalmalıdır. Devlet Ekonomik hayata katılırsa az önce belirtilen denge bozulur. Gerekirse devlet, ancak büyük bunalımları gidermek için ekonomik hayata girmeli, bunalım geçince de gene

çekilmelidir. Büyük ekonomik güce sahip olan kapitalist ülkeler, liberal görüşü uygulayarak bugüne kadar gelmişlerdir.

Sosyalist Ekonomi: Bu tür görüşü uygulayan ülkelerde hem sermaye, hem üretim doğrudan doğruya devletçe sağlanır. Kişilerin üretim araçlarına sahip olmaları yasaktır. Devlet tüm sermayenin sahibidir. Bütün ekonomik hayat, devletin öngördüğü biçimde düzenlenir. Malların dağıtımını da devlet yapar. Bazı ülkeler temelde bu görüşü benimsemişlerdir.

İlmli Ekonomik Sistemler: Dünyanın hızla değişen şartları hem liberalizmin, hem de Sosyalizmin katıksız bir biçimde işlemeyeceğini göstermiştir. Bu bakımdan liberal rejimler bazılarında, devlet ekonomik hayata artan ölçüde girerken, sosyalist sistemde de yumuşamalar göze çarpmaktadır. Böylece Her iki grupta bazı ülkeler rejimlerinin temelini bozmadan önemli sistem değişikliklerine girmektedirler.

Devletçilik: Atatürk ilkelerinin arasında bulunan devletçilik, biro ekonomi siyaseti dir. Yukarıda anlatılan rejimlere benzemez. Milli özelliklerimize uyan, gerekli kalkınmayı sağlayacak bir model olan devletçiliğin hangi şartlar altında nasıl doğduğu belirtilmişti. Bunun için burada devletçiliği kısaca değerlendireceğiz.

Devletçilik, temel anlamıyla devletin ekonomik hayatın içine girmesidir. Ama bu yapılırken sosyalist model benimsenmez. Elinde sermayesi olan vatandaşlar, birkaç alan dışında, diledikleri biçimde üretime katılabilirler. Devlet bunlara engel olmadığı gibi üstelik gereken tedbirleri alarak işlerini kolaylaştırır, kişileri üretim ve ticaret işine özendirir.

Ancak bilindiği gibi, hızla sanayileşme cumhuriyetin ilk hedeflerindendi. Büyük temel sanayi kuruluşları yapmak için özel ellerde sermaye yoktu. Bu yüzden devletçilik doğdu. Devlet Pek çok sanayi işletmesini kendisi kurdu, çalıştırdı ve geliştirdi. Bir yandan da uyguladığı para ve kredi politikası ile özel kişiler başıboş bırakmadı. Böylece devlet ile vatandaş, üretim işi birlikte düzenlediler. Bu işbirliği sonucu Türkiye örnek bir ülke durumuna gelmiştir. Son araştırmalar, Türkiye'nin 1930 yılına kadar uyguladığı devletçilik sistemi ile en hızlı kalkınan üç ülke arasına girdiğini göstermektedir. 1029 yılında, 100 olan Türkiye Ve dünya sanayi üretim endeksi, 1939'da Türkiye'de 196'ya erişmiştir. Dünya ortalaması İse 119'dur. Bu gelişme tablosunda Türkiye'nin yeri, Rusya ve Japonya Dan sonra gelmektedir. Böylece 1927'de 1000 olan milli gelirimiz, hızlı nüfus artışına rağmen, 1939'da 1625'e yükselmiştir.

Sermayesi olmayan, dışarıdan yardım almayan, kaynakları sınırlı, teknolojisi geri Türkiye'nin 1939 yılına kadar sağladığı gelişme Atatürk'ün akılcı ve milliyetçi

görüşlerinin bir eseridir. O, özel girişimleri desteklerken, devleti'nde ekonomik hayata katmış, her iki alan birbirlerini tamamlamışlardır.

İkinci Dünya Savaşı'nın çıkması üzerine bu gelişme durdu. Savaş sonrasında ise devletçilik ilkesi yeniden ve amaca uygun biçimde işletilip ihtiyaçlara göre düzenlenmedi, politika aracı yapıldı. Bu yüzden özel alanla devlet alanı arasındaki denge bozuldu ve ekonomik hayata bir kargaşa geldi.

Atatürk'ün baş ilkelerinden devletçilik, Türkiye'yi ekonomik bakından kalkındıracaaktır, yeter ki gerektiği gibi uygulanabilsin.

Cumhuriyet dönemiyle birlikte Türk devlet geleneği modern hukuk, demokrasi ve laiklik ilkeleriyle birleşmiştir. Ancak tarihî kökler tamamen kaybolmamış, aksine çağdaş bir biçim kazanmıştır.

Bugün Türk Devletleri Teşkilatı'nın kurulması, Türk dünyasındaki tarihî bağların ve ortak devlet anlayışının yeniden güçlendiğini göstermektedir.

Modern Dünyada Türk Cumhuriyetleri isimli eserimiz aylarca süren emekler neticesinde bilgi ve bilginize sunulmuştur. Türk Devletleri Teşkilatı çatısı altında toplanan yedi ülkenin (Azerbaycan, Kazakistan, Kırgızistan, Macaristan, Özbekistan, Türkiye ve Türkmenistan) sektörel, ekonomik, politik, kültürel, toplumsal dinamikleri uluslararası çerçevede teorik-uygulamalı olarak analiz edilmiştir. Bu bağlamda kitabın özünü oluşturan tarihsel izlerin özellikle 21. yüzyıldaki durumları mercek altına alınmış ve bu açıdan alan literatürüne farklılık katmak amaçlanmıştır. Toplam 13 bölümden oluşan kitabımızın içeriğinde yer alan “Modern Dünyada Türk Cumhuriyetlerinin Entegrasyonu” isimli ilk ana başlığında ülkelerin bölgesel ve sektörel yapıları genel olarak daha evvel yazılmayan konular ile ön plana çıkarılmaya çalışılmıştır. Takip eden “Özel Alanlar” isimli ikinci başlıkta ise tarihsel düzlemde günümüze kültür, dil ve devlet ilişkilerini içeren değerlendirmeler yer almaktadır.

Birinci bölümde; İleriş Kaan Barun ve Mete Çapar, “Orta Asya Ve Kafkasya Bölgesindeki Türk Ülkelerinin Piyasa Ekonomisine Adaptasyon Süreci Üzerine Genel Bir Değerlendirme” başlıklı yazılarında ilk olarak dünya ekonomi sistemlerinden serbest piyasa ve sosyalizm modellerini ele almıştır. Bu kapsamda SSCB Döneminde ilgili ülkelerin sosyalist yapıdan bağımsızlık sonrası serbest piyasa koşullarına geçiş süreci makro ekonomik göstergeler çerçevesinde ekonomi politikası kapsamında değerlendirilmiştir. Birinci bölümde; İleriş Kaan Barun ve Mete Çapar, “Orta Asya ve Kafkasya Bölgesindeki Türk Ülkelerinde Piyasa Ekonomisine Adaptasyon Süreci Üzerine Genel Bir Değerlendirme” başlıklı yazılarında ilk olarak dünya ekonomi sistemlerinden serbest piyasa ve sosyalizm modellerini ele almıştır. Bu kapsamda SSCB Döneminde ilgili ülkelerin sosyalist yapıdan bağımsızlık sonrası serbest piyasa

koşullarına geçiş süreci makro ekonomik göstergeler çerçevesinde ekonomi politiği kapsamında değerlendirilmiştir. Bu geneldeğerlendirmenin ardından ülkelerin sektörel analizlerini ilgilendiren kısımlara geçilmiştir.

ikinci bölümde Baybarshan Ali Kazancı tarafından hazırlanan “Türk Ülkelerinin İhracat Performanslarının Açıklanmış Karşılaştırmalı Üstünlükler Teorisi (AKÜ) ile Analizi” isimli çalışmada küresel olarak en çok dış ticaret hacmini oluşturan ilk dört sanayi ürün grubunun yedi Türk ülkesi çerçevesinde rekabet yapısı incelenmiştir. Buna göre Balassa tarafından literatüre kazandırılan AKÜ teorisi aracılığı ile bu ürün gruplarında Macaristan ve Türkiye haricindeki ülkelerin rekabet yapısının zayıf olduğu tespit edilmiş olup ülkelerin rekabet edebilecek seviyeye yükselebilmeleri için öneride bulunulmuştur.

Üçüncü Sırada, Selin Dinçer İn kaleme aldığı “Orta Asya Türk Cumhuriyetleri Göç Hareketlerinin Ekonomi Politikası” adlı çalışmada göç kavramına ilişkin teorik çerçeve ile giriş yapılmış bölgede SSCB Döneminde yaşanan göç hareketlerinin kökenine değinilmiştir. Akabinde bağımsızlıktan günümüze göç hareketlerinin ekonomik ve politik etkileri ülkeler bazında incelenmiş ve geleceğe yönelik çıkarımların bölge ülkelerine etkisi mercek altına alınmıştır.

Dördüncü bölümde Berat Lüy, “Türk Cumhuriyetlerinde Sağlık Sektörüne Genel Bir Bakış” isimli başlıkta Türk Devletleri Teşkilatı (TDT) üyelerinin sağlık sektörünü makro çerçevede incelemiş ve bu sektörde ülkelerin TDT bünyesinde gerçekleştirdikleri iş birlikleri değerlendirmiştir. Özellikle COVID-19 döneminde yaşanan sağlık alanındaki problemlerin ve yetersizliklerin dünya ekonomik, sosyolojik sistemini bozduğu düşünüldüğünde bu çalışma TDT özelinde farkındalık oluşturmaktadır

Türk dünyasının birliği, ortak tarih, dil, din ve kültür bağları kadar, bu kölük devlet anlayışına da dayanmaktadır. Gelecek Nesiller, bu mirası koruyarak Türk milletinin “devlet kurucu” kimliğini sürdürmelidir.

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DIGITAL STORYTELLING AS A TOOL TO ENHANCE ENGLISH SPEAKING SKILLS IN EFL LEARNERS

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Abstract: In the past decade, digital storytelling has gained recognition as an engaging and interactive instructional approach that can substantially improve English language acquisition, particularly in developing speaking abilities among EFL learners. Through the integration of multimedia tools with narrative expression, this method nurtures learners' motivation, creativity, and communicative competence. The present paper examines the effective incorporation of digital storytelling in EFL contexts and its influence on learners' oral fluency, motivation, and intercultural understanding.

Keywords: digital storytelling, EFL, oral proficiency, multimedia learning, communicative competence, learner motivation

Аннотация За последнее десятилетие цифровое сторителлинг (digital storytelling) получил признание как увлекательный и интерактивный метод обучения, который может значительно повысить эффективность изучения английского языка, особенно в развитии устной речи у изучающих английский как иностранный (EFL). Интеграция мультимедийных инструментов с повествовательным выражением способствует развитию мотивации, творческих способностей и коммуникативной компетенции учащихся. В данной статье рассматривается эффективное внедрение цифрового сторителлинга в контексте EFL и его влияние на беглость устной речи, мотивацию и межкультурное понимание обучающихся..

Ключевые слова: цифровое сторителлинг, EFL, устная речь, мультимедийное обучение, коммуникативная компетенция, мотивация учащихся.

INTRODUCTION

As global communication demands increase, educators continuously seek innovative strategies to enhance students' oral proficiency in English. Conventional teaching practices often prioritize grammar and reading while giving less attention to speaking skills. Digital storytelling (DST)—the process of narrating stories through digital means such as videos, images, sound, and animation—offers a creative, learner-centered solution to this challenge. It enables students to express ideas imaginatively, enhances confidence, and fosters collaboration and cultural appreciation. According to Robin (2008), digital storytelling merges spoken narration, visuals, and background music to convey meaning effectively. This multimodal approach not only enriches language fluency and pronunciation but also encourages learners to produce authentic communication. For EFL students, DST creates real-life contexts for speaking practice and helps refine articulation and intonation through repeated rehearsals. One of its notable strengths lies in reducing foreign language anxiety. Learners can record, edit, and improve their speech before public presentation, which provides a sense of safety and control. For instance, a student narrating a personal story may record several takes, choose appropriate visuals, and adjust pacing until satisfied—thereby improving fluency and rhythm naturally. Unlike mechanical drills, digital storytelling invites learners to speak about real experiences and emotions, resulting in more meaningful and memorable communication. When learners share narratives connected to their own lives, they develop both linguistic and emotional engagement, which strengthens retention and confidence. Moreover, DST is a powerful motivational tool for digital-age learners. The creative use of visuals, sounds, and personal choice empowers students to take ownership of their projects. This autonomy stimulates intrinsic motivation and leads to deeper learning. Collaborative storytelling projects further enhance social interaction, peer feedback, and authentic language use. For example, teams producing stories on environmental themes must discuss vocabulary, rehearse dialogues, and evaluate each other's performance—all of which enhance communicative competence.

Cultural Awareness and Global Perspective

Beyond language improvement, digital storytelling contributes to intercultural competence. By exchanging stories reflecting personal traditions and cultural practices, learners gain empathy and broaden their worldview. In multicultural classrooms,

students can present cultural narratives—for example, an Uzbek learner introducing Nowruz traditions while peers share experiences about Christmas or Lunar New Year. These exchanges transform the language classroom into a miniature global community, where storytelling bridges cultures through English communication. For educators, successful implementation requires structured guidance. Teachers should support learners in script development, pronunciation practice, and the use of digital editing tools. Some learners may initially struggle with technology or stage anxiety; however, consistent encouragement and scaffolding can build both digital and linguistic confidence. Clear assessment rubrics are equally vital—evaluations should consider pronunciation, fluency, coherence, vocabulary range, and creativity. Providing model digital stories helps students visualize expectations and quality standards. Integrating DST within project-based learning modules is highly effective. When storytelling projects serve as the final task of a thematic unit, they consolidate multiple language skills while fostering creative output. Nevertheless, educators must address challenges such as limited access to technology, insufficient teacher training, and time constraints. Assessment must also ensure that students go beyond script reading and engage in authentic, spontaneous oral production.

Conclusion

Digital storytelling stands out as a transformative pedagogical technique for enhancing English speaking skills among EFL learners. By uniting technology, creativity, and narrative, it cultivates fluency, confidence, and intercultural sensitivity. It also provides teachers with an innovative medium for oral performance assessment. While implementation may present practical challenges, the pedagogical benefits far exceed these limitations. As digital communication continues to shape education, storytelling—empowered by multimedia tools—will remain a vital approach to fostering communicative competence and learner engagement in modern language classrooms.

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MINERAL VA KIMYOVIY QO‘SHIMCHALAR ASOSIDA ISHLAB CHIQILGAN BETONDA ISSIQLIK BARQARORLIGINI OSHIRISH USULLARI

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Annotatsiya: Ushbu maqolada yuqori harorat ta’sirida ishlovchi qurilish obyektlari, xususan, yo‘l qoplamalari, sanoat pechlari, energetika inshootlari va quyosh energiyasi obyektlari uchun betonning issiqlik barqarorligini oshirish yo‘llari yoritilgan. Tadqiqotning ilmiy yangiligi shundaki, unda mineral qo‘shimchalar (metakaolin, mikrosilikat, shlak) va kimyoviy qo‘shimchalar (polikarboksilat asosidagi superplastifikator va gidrofob modda) birgalikda qo‘llanilib, ularning mikrostrukturaga ta’siri kompleks tarzda o‘rganildi. Materiallar PC 400 D0 va PC 500 D0 sementlari asosida tayyorlanib, 28 sutka qotgach 100 dan 800 darajagacha bo‘lgan haroratlarda termik sinovlardan o‘tkazildi. Siqilishdagi mustahkamlik, elastiklik moduli, massa yo‘qotilishi, suv singdirish va mikrostrukturaviy tahlillar bajarildi. Natijalar shuni ko‘rsatdiki, 20 foiz metakaolin, 0,8 foiz superplastifikator va 0,5 foiz gidrofob qo‘shimcha kombinatsiyasi 600 darajagacha bo‘lgan haroratlarda betonning mustahkamligini 80–85 foizgacha saqlab qoladi. 800 darajada esa oddiy beton bilan taqqoslaganda mustahkamlik pasayishi 15–20 foiz atrofida bo‘ladi. Gidrofob komponent suv bug‘lanishidan hosil bo‘ladigan ichki bosimni kamaytirib, yoriqlanishni kamaytiradi; mikrosilikat esa C–S–H fazalarini mustahkamlab, mikro-g‘ovaklikni kamaytiradi. Tadqiqot natijalari O‘zbekiston iqlim sharoitiga mos beton ishlab chiqarish bo‘yicha amaliy tavsiyalar bilan yakunlandi.

Betonning yuqori haroratdagi xatti-harakati uning tarkibidagi gidratatsion mahsulotlarga, ayniqsa C–S–H va $\text{Ca}(\text{OH})_2$ fazalariga bog‘liq. Harorat ortishi bilan bu fazalar parchalanadi, g‘ovaklik ortadi va mikro hamda makroyoriqlar soni ko‘payadi. Natijada betonning mustahkamligi va elastiklik moduli kamayadi. Oddiy portlandsement betoni 200–300 darajadan boshlab o‘z xossalarini yo‘qota boshlaydi, 400–600 darajada $\text{Ca}(\text{OH})_2$ parchalanadi, 600–800 darajada esa C–S–H fazalari buziladi. Shu sababli betonning issiqlikka bardoshlilikini oshirishda mineral va kimyoviy qo‘shimchalarning to‘g‘ri tanlanishi muhim ahamiyatga ega. Tadqiqotning maqsadi metakaolin, mikrosilikat va shlak kabi mineral, hamda superplastifikator va gidrofob kabi kimyoviy qo‘shimchalarning birgalikdagi ta’siri orqali betonning issiqlik

barqarorligini oshirishdir. Ishning farazi shundan iboratki, metakaolin va mikrosilikat PCE bilan birga ishlatilganda past suv-sement nisbati tufayli zich mikrostrukturani hosil qiladi, gidrofob modda esa bug' bosimini pasaytiradi va natijada beton yuqori haroratlarda ham mustahkamligini yaxshiroq saqlaydi.

Ko'plab tadqiqotlarda metakaolin va mikrosilikatning beton tarkibidagi puzolanik xossalari isbotlangan. Metakaolin $\text{Ca}(\text{OH})_2$ bilan reaksiyaga kirishib, ikkilamchi C-S-H fazasini hosil qiladi va mikro-g'ovaklikni kamaytiradi. Mikrosilikat esa o'ta mayda zarrachalari yordamida sement matritsasini zichlaydi, interfasiyal zona mustahkamligini oshiradi. Shlak sementni qisman almashtiradi va issiqlik chiqishini kamaytiradi. Kimyoviy qo'shimchalardan PCE asosidagi superplastifikatorlar suv-sement nisbatini kamaytirib, aralashmaning ishlovchanligini saqlaydi. Gidrofob moddalari beton kapillyarlarida suv harakatini kamaytiradi, bu esa bug' bosimini pasaytiradi va termik zarba vaqtida yoriqlanishni kamaytiradi. Xalqaro manbalarda metakaolin, mikrosilikat va PCE kombinatsiyasi issiqlikka bardoshli betonlar ishlab chiqishda istiqbolli natijalar bergani qayd etilgan.

Tajriba uchun PC 400 D0 va PC 500 D0 sementlari, yuvilgan daryo qumi, tabiiy shag'al va ichimlik suvi ishlatildi. Mineral qo'shimchalar sifatida 10–20 foiz metakaolin, 5–10 foiz mikrosilikat va 15–25 foiz shlak qo'llanildi. Kimyoviy qo'shimchalar sifatida 0,6–1 foiz superplastifikator va 0,3–0,7 foiz gidrofob modda tanlandi. Har bir tarkib $100 \times 100 \times 100$ millimetr o'lchamdagi kub namunalar shaklida tayyorlanib, 28 sutka nam muhitda parvarish qilindi. Shundan so'ng namunalar 100, 200, 400, 600 va 800 darajali haroratlarda 2 soat davomida qizdirilib, tabiiy sovitildi. Har bir bosqichdan so'ng siqilishdagi mustahkamlik, elastiklik moduli, massa yo'qotilishi, suv singdirish va mikrostrukturaviy o'zgarishlar aniqlanib, mikroskopik tahlillar o'tkazildi. XRD usuli orqali $\text{Ca}(\text{OH})_2$, kalsit va silikat fazalarining nisbiy miqdori o'lchandi, SEM tahlili yordamida mikro-g'ovaklik va interfeys zonalarining tuzilishi kuzatildi.

Superplastifikator qo'shilgan variantlarda suv-sement nisbati 0,31–0,33 oralig'ida saqlanib, aralashmaning harakatchanligi yaxshi bo'ldi. Gidrofob qo'shimcha mavjud bo'lgan aralashmalarda dastlabki qovushoqlik biroz ortdi, biroq PCE bilan balans saqlandi. 200 darajagacha bo'lgan haroratda barcha namunalar mustahkamlikni deyarli yo'qotmadi, ayrim hollarda ozgina o'sish kuzatildi. 400 darajada oddiy betonda mustahkamlik 15 foizga kamaygan bo'lsa, qo'shimchali betonlarda bu kamayish atigi 7–10 foiz atrofida bo'ldi. 600 darajada oddiy beton mustahkamligining yarmi saqlangan bo'lsa, metakaolin, mikrosilikat va gidrofobli betonlarda 80–85 foizgacha saqlanib qoldi. 800 darajada ham natijalar ijobiy bo'lib, qo'shimchali betonlar oddiy

betonlarga qaraganda 15–20 foiz yuqori natija ko‘rsatdi. Gidrofob modda suv singdirishni 1,2–1,5 foiz oralig‘ida ushlab turdi, bu esa betonning yoriqlanish ehtimolini kamaytirdi. Mikroskopik tahlillar ITZ zonasining zichlashganini, mikro-g‘ovaklar soni kamayganini va yoriqlarning mayda hamda tarqoq shaklda paydo bo‘lganini ko‘rsatdi. XRD natijalarida esa $\text{Ca}(\text{OH})_2$ miqdori kamaygani, uning o‘rniga C–S–H va kalsit fazalari paydo bo‘lgani aniqlandi.

Tadqiqot natijalari metakaolin va mikrosilikatning puzolanik faolligi bilan PCE va gidrofob moddalarning birgalikdagi ta’siri sinergiya hosil qilganini ko‘rsatadi. Bu sinergiya natijasida betonning mikrostrukturasi zichlashib, g‘ovaklik kamayadi va harorat o‘zgarishlariga bardoshlilik oshadi. PCE qo‘llanishi suv-sement nisbatini pasaytirib, sement matritsasida kamroq bo‘shliq hosil bo‘lishini ta’minlaydi. Gidrofob modda suv bug‘lanishini cheklab, ichki bosimni kamaytiradi. Metakaolin va mikrosilikatning mavjudligi esa 600 darajagacha bo‘lgan haroratda C–S–H fazalarining parchalanishini sekinlashtiradi. O‘zbekistonning issiq va quruq iqlimi uchun bunday tarkibdagi beton turlari yo‘l, energetika va sanoat inshootlari qurilishida muhim amaliy ahamiyatga ega. Mineral qo‘shimchalar sement sarfini kamaytirgani sababli karbonat angidrid chiqindisini kamaytiradi va ekologik jihatdan foydali natijaga olib keladi.

Metakaolin, mikrosilikat, PCE superplastifikator va gidrofob modda kombinatsiyasi betonning issiqlikka bardoshlilikini sezilarli darajada oshiradi. 600 darajagacha bo‘lgan haroratda mustahkamlikning katta qismi saqlanadi, suv singdirish kamayadi va yoriqlanish xavfi pasayadi. Bu natijalar yuqori haroratli muhitda ishlovchi inshootlar, yo‘l qoplamalari, pechlar va quyosh energiyasi stansiyalari uchun muhim ahamiyat kasb etadi. O‘zbekiston sharoitida PC 400 D0 yoki PC 500 D0 sementlari asosida 20 foiz metakaolin, 0,8 foiz superplastifikator va 0,5 foiz gidrofob qo‘shimcha bilan tayyorlangan betonlar eng samarali natija beradi. Kelgusida bunday tarkiblarda tez sovitish va qizdirish sikllarida (termik zarba sharoitida) betonning charchash xususiyatlarini o‘rganish, yong‘inga bardoshlilikni oshirish hamda polipropilen tolalar yordamida qatlam ko‘chishini kamaytirish istiqbollari o‘rganilishi lozim.

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FERMER XO‘JALIKLARI MOLIYAVIY NATIJALARIGA TA’SIR ETUVCHI ASOSIY FAKTORLARNI O‘RGANISH VA IQTISODIY BAHOLASH USULLARI

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ANNOTATSIYA

Mazkur maqolada qishloq xo‘jaligi sohasida faoliyat yurituvchi fermer xo‘jaliklarining moliyaviy natijalariga ta’sir ko‘rsatuvchi omillar tizimli tahlil qilinadi. Fermer xo‘jaliklari faoliyatini samarali tashkil etish, mavjud resurslardan oqilona foydalanish va ichki imkoniyatlarni aniqlash orqali moliyaviy barqarorlikka erishish masalasi yoritilgan. Tadqiqotda xususan g‘allachilik yo‘nalishidagi xo‘jaliklarda hosildorlik, mehnat resurslari, ishlab chiqarish xarajatlari va ularning tarkibi moliyaviy natijalar shakllanishiga qanday ta’sir ko‘rsatishi zanjirli almashtirish (ketma-ket o‘zgarish) usuli orqali baholangan. Ushbu yondashuv fermer xo‘jaliklarida iqtisodiy jarayonlarni chuqur tahlil qilish, ishlab chiqarish samaradorligini aniqlash va kelgusida boshqaruv qarorlarini optimallashtirishga imkon beradi. Tadqiqot natijalari fermer xo‘jaliklarini rivojlantirish strategiyasini ishlab chiqishda amaliy ahamiyat kasb etadi.

Kalit so‘zlar:

Fermer xo‘jaligi, moliyaviy natija, mehnat resurslari, hosildorlik, ishlab chiqarish xarajatlari, omilli tahlil, zanjirli almashtirish usuli, iqtisodiy samaradorlik, qishloq xo‘jaligi.

Bugungi kunda qishloq xo‘jaligi sohasida fermer xo‘jaliklarini shakllantirish tarmoqda xususiy tadbirkorlikni rivojlantirish hamda aholining farovonlik darajasini oshirishda muhim o‘rin tutadi. Fermer xo‘jaligi — bu unga biriktirilgan yer maydonlaridan foydalanib, qishloq xo‘jaligi mahsulotlarini yetishtirishga ixtisoslashgan, mustaqil xo‘jalik yurituvchi iqtisodiy subyektdir. Ushbu xo‘jalik shakli orqali aholi bandligi ta’minlanmoqda, iqtisodiy faoliyatning kengayishi va ijtimoiy barqarorlik mustahkamlanmoqda.

Endilikda asosiy vazifalardan biri mavjud fermer xo‘jaliklarining moliyaviy barqarorligini mustahkamlash, ichki rezervlarni aniqlash va ularni ishlab chiqarish

jarayoniga samarali singdirishdir. Buning uchun xo'jalikning moliyaviy natijalariga bevosita ta'sir ko'rsatuvchi omillarni chuqur tahlil qilish talab etiladi.

Tadqiqotlar shuni ko'rsatadiki, xususan g'allachilik yo'nalishidagi fermer xo'jaliklarining yakuniy moliyaviy natijalari bir nechta o'zaro bog'langan omillar ta'sirida shakllanadi. Ushbu bog'liqlikni quyidagi ko'rinishda ifodalash mumkin:

Q – sotilgan g'alla hajmi;

X – g'alla yetishtirish jarayonida band bo'lgan xodimlar soni;

Q_m – ajratilgan yer maydonining samaradorligi (hosildorlik ko'rsatkichi), so'mda;

M_x – ekin maydoni bilan ta'minlangan xarajatlar hajmi;

X_x – bir xodimga to'g'ri keladigan xarajatlar miqdori.

Moliyaviy natija o'zgarishiga ushbu omillarning ta'sirini aniqlashda **zanjirli almashtirish (ketma-ket o'zgartirish)** usulidan foydalanish maqsadga muvofiqdir.

Bunda natijadagi farq quyidagi umumiy formula asosida hisoblanadi:

$$\Delta Q = Q^x - Q^p = (X^x \cdot Q_m^x \cdot M_x^x \cdot X_x^x) - (X^p \cdot Q_m^p \cdot M_x^p \cdot X_x^p)$$

bu yerda:

Q_x – ko'rsatkichning haqiqiy miqdori,

Q_p – uning rejalashtirilgan yoki o'tgan davrdagi qiymati.

Avvalo, natija birinchi omil — xodimlar sonining haqiqiy miqdori hisobga olingan holda qayta hisoblanadi va undan bazaviy natija ayriladi. Keyingi qadamda esa xar bir omil o'z navbatida shu usul asosida tahlil qilinadi:

Buning uchun quyidagi hisob-kitoblarni tavsiya qilamiz:

$$1. \Delta Q_x = (X^x \cdot Q_m^p \cdot M_x^p \cdot X_x^p) - (X^p \cdot Q_m^p \cdot M_x^p \cdot X_x^p)$$

$$2. \Delta Q_{qm} = (X^x \cdot Q_m^x \cdot M_x^p \cdot X_x^p) - (X^p \cdot Q_m^p \cdot M_x^p \cdot X_x^p)$$

$$3. \Delta Q_{mx} = (X^x \cdot Q_m^x \cdot M_x^x \cdot X_x^p) - (X^x \cdot Q_m^x \cdot M_x^p \cdot X_x^p)$$

$$4. \Delta Q_{xx} = (X^x \cdot Q_m^x \cdot M_x^x \cdot X_x^p) - (X^x \cdot Q_m^x \cdot M_x^p \cdot X_x^p)$$

$$5. \Delta Q = XQ_x \pm \Delta Q_{qm} \pm \Delta Q_{mx} \pm \Delta Q_{xx}$$

Ushbu omilli tahlil usulidan foydalanish fermer xo'jaliklari faoliyatida moliyaviy natijalarni aniqlashni ancha aniq va asosli qiladi, xo'jalikda mavjud ichki imkoniyatlarni aniqlash va ulardan foydalanish samaradorligini oshiradi.

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ELIMINATING CHALLENGES IN TRANSLATING UZBEK CULTURAL CONCEPTS INTO ENGLISH IN EFL CLASSROOMS USING MODERN METHODS.

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Abstract: *This paper explores the linguistic and cultural challenges encountered in translating Uzbek cultural concepts into English within English as Foreign Language (EFL) classrooms. It emphasizes the difficulties learners and educators face in maintaining semantic and cultural equivalence, discusses strategies to overcome these barriers, and highlights the importance of culturally responsive pedagogy in translation. The paper concludes with recommendations for enhancing cultural translation competence in Uzbek EFL learners using modern methods.*

.Keywords: Translation, EFL, Uzbek culture, cultural concepts, language learning, cross-cultural communication, modern methods.

Аннотация: *В этой статье рассматриваются лингвистические и культурные проблемы, возникающие при переводе узбекских культурных концепций на английский язык в классах английского языка как иностранного (EFL). В ней подчеркиваются трудности, с которыми сталкиваются учащиеся и преподаватели при поддержании семантической и культурной эквивалентности, обсуждаются стратегии преодоления этих барьеров и подчеркивается важность культурно-чувствительной педагогики при переводе. В заключение статьи приводятся рекомендации по повышению компетенции культурного перевода у учащихся узбекского языка как иностранного.*

Ключевые слова: *Перевод, английский как иностранный язык, узбекская культура, культурные концепции, изучение языка, межкультурная коммуникация.*

Introduction

In English as a Foreign Language (EFL) classrooms in Uzbekistan, many students face problems when trying to translate Uzbek cultural words and ideas into English. These problems are not just about vocabulary, but about the meaning, feelings, and traditions behind those words. Uzbek culture is very rich, with deep traditions and values, and many of these cannot be easily explained using English words alone. Because of this, students often struggle when they try to express ideas from their own culture in a foreign language. For example, take the word **“osh”**. In English, it can be translated as “rice” or “pilaf,” but in Uzbek culture, it means much more. It is not just food, but also a social event, often with many people gathering, music, and even prayer. If a student says “we had rice at my uncle’s house,” the English listener would not understand the cultural meaning behind that meal. The same thing happens with many other words like **“hurmat”** (deep respect), **“kelin salom”** (a bride’s traditional greeting), or **“mehmonnavozlik”** (Uzbek hospitality).

One of the biggest problems students face is that some Uzbek cultural concepts simply do not exist in English-speaking cultures. This makes it very hard to find the right words. Even when dictionaries offer a translation, the emotional or cultural meaning is lost. For example, the word **“dugona”** is usually translated as “female friend,” but in Uzbek, this word often implies a very close, even sister-like relationship between women, something much deeper than just a friend.

Another issue is that many students try to translate word for word. This approach often leads to sentences that sound strange in English or do not make sense. For instance, students may translate **“gap yo‘q”** as “no talk,” which is grammatically correct but does not show the real meaning, which could be “everything is great” or “no problem at all.” Such literal translations can cause misunderstandings or make the student’s English seem unnatural.

Many students also do not have enough knowledge of English culture to find a similar concept or explain theirs. Without knowing how people in English-speaking countries act, think, or speak, it is hard to compare cultures and find the right way to explain something from Uzbekistan. This makes cultural translation even more difficult, especially for learners who have never traveled or interacted with native English speakers. To help solve these problems, teachers need to include more cultural comparison in their lessons. Instead of only teaching grammar and vocabulary, teachers can ask students to talk about Uzbek traditions in English. For example, students could describe how a wedding is celebrated in Uzbekistan and then compare it with a Western wedding. This helps students think in both languages and cultures at

the same time. Teachers can also encourage students to use longer explanations when there is no exact English word. For instance, instead of saying just “kelin salom,” students could say “a ceremony where the bride greets her husband’s family by bowing.” This method may not be short, but it helps preserve the original meaning and teaches students how to express complex ideas. Translating cultural concepts from Uzbek to English in EFL (English as a Foreign Language) classrooms can be challenging due to differences in language, culture, and context. Educators should undergo training to understand Uzbek culture deeply. This will help them convey the nuances of cultural concepts more effectively. Incorporate activities that allow students to share aspects of Uzbek culture with their peers, fostering a mutual understanding. Teacher can teach cultural concepts using real-life examples and scenarios that are relevant to students’ lives. This makes the translation more relatable and understandable. Additionally, storytelling method is utilized to convey cultural concepts, allowing students to grasp the emotional and social contexts behind them. Teacher encourages students to work in groups to research and present different aspects of Uzbek culture. This collaborative approach can enhance understanding and retention.

By employing these modern methods and strategies, EFL educators can effectively eliminate challenges in translating Uzbek cultural concepts into English, fostering a richer learning experience that respects and honors the cultural heritage of Uzbekistan. Through collaboration, contextual learning, and the use of technology, students can gain a profound appreciation for both their own culture and the English language. Another good idea is to use stories or role-play activities where students act out Uzbek customs in English. This helps them practice using English to talk about their own culture in a real-life way. It also makes learning more interesting and interactive. It is also important that teachers themselves understand both Uzbek and English cultures well. If a teacher only teaches from the textbook and avoids cultural discussion, students will miss an important part of language learning. Teachers can attend workshops or read materials about cross-cultural communication to improve their skills.

Finally, schools and universities should support students by giving them materials that show both cultures side by side. Bilingual stories, cultural videos, and comparison charts can be very helpful. When students see how the same idea can be expressed differently in different cultures, they become more confident and skilled at translation.

Conclusion

In conclusion, translating Uzbek cultural ideas into English is not easy, but it is an important part of learning the language. It helps students share their identity, understand others, and become better communicators. By focusing more on culture in the classroom, giving students room to explain, and helping teachers grow, EFL education in Uzbekistan can better prepare students for real-world communication. The goal should not be to replace Uzbek culture with English, but to build bridges between the two.

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ZULFIYA-O'ZBEK AYOL SHOIRALARI ORASIDA MILLIY RUH TIMSOLI

Chilonzor tuman 2-son texnikum ona tili va adabiyot o'qituvchisi
Sattarova Sitora Alibek qizi

Annotarsiya

Ushbu maqolada o'zbek shoirasi Zulfiyaxonim she'riyatiga murojaat etilib, uning ijodida ayol – mehribon ona va vafodor ayol timsoli sifatida o'rganiladi. Shuningdek, adibaning poetik timsol yaratish san'ati she'rlardagi tahlil orqali yoritiladi. Zulfiyaxonim Isroilova ijodining o'rganilishi shuni ko'rsatadiki, bunday ijod mahsulining ruhiyati va ohangida, uning ma'no-mazmuni va yo'nalishida, unda ifodalanayotgan g'oya va ideallarida sodda bir o'zbek ayolining mungli hamda jo'shqin nolasi mujassamlashgan. Shu ma'noda, Zulfiya ijodining haroratini ta'minlagan omil ham undagi faol insonparvarlik, poetik timsol va jozibali tuyg'ular olamidir. Maqolada shoira she'riyatining aynan shu jihatlari o'z ifodasini topgan.

Kalit so'zlar: Zulfiya, o'zbek adabiyoti, ayollar obrazi, madaniyat, ma'naviyat

Аннотация

В данной статье рассматривается поэзия узбекской поэтессы Зульфийи, в творчестве которой женщина рассматривается как символ любящей матери и верной женщины. Также искусство создания поэтического образа писательницы освещается через анализ стихотворений. Изучение творчества Зульфийи Исроиловой показывает, что в духе и тоне такого творческого произведения, его смысле и направленности, выраженных в нем идеях и идеалах воплощен скорбный и страстный плач простой узбекской женщины. В этом смысле фактором, обеспечившим тепло творчества Зульфийи, является ее активный гуманизм, поэтический образ и мир привлекательных чувств. В статье отражены именно эти аспекты поэзии поэтессы.

Ключевые слова: Зульфийа, узбекская литература, образ женщины, культура, духовность

Annotation

This article refers to the poetry of the Uzbek poetess Zulfiyakhonim, in whose work the image of a woman - a loving mother and a faithful woman - is studied. Also, the writer's art of creating a poetic image is illuminated through the analysis of poems. The study of Zulfiyakhonim Israilova's work shows that in the spirit and tone of such a creative work, in its meaning and direction, in the ideas and ideals expressed in it, the

sad and passionate lament of a simple Uzbek woman is embodied. In this sense, the factor that ensured the warmth of Zulfiya's work is her active humanism, poetic symbolism, and a world of attractive feelings. The article reflects precisely these aspects of the poet's poetry.

Keywords: Zulfiya, Uzbek literature, image of women, culture, spirituality

Benazir ayol, buyuk ona hamda sadoqat va vafo timsoliga aylangan Zulfiya Isroilova inson qalb tug‘yonlarining o‘tkir bilimdoni bo‘lib, turli janrlarda asarlar yaratgani ham bizda boy taassurot uyg‘otdi. Uning dostonlari, balladalari, elegiyalari, nasriy she‘rlari, hikoya va ocherklari, publitsistik maqolalari har qanday o‘quvchini chuqur mushohada yuritishga chorlaydi. Aksariyat she‘rlari butun dunyo xalqlarini tinchlik va do‘stlik atrofida birlashtirishga da‘vat etadi. Urush yillaridagi vatanparvarlik hissi yo‘g‘rilgan she‘rlari insonni jasoratga undaydi.

Zero, ulug‘ shoir she‘rlaridan birida inson ruhining boqiyiligi, ezgulik va adolatning abadiyligi xususida so‘z yuritib, “Baxtim shu – o‘zbekning Zulfiyasiman” deya yozganida ham chuqur ma‘no mujassam. Zulfiya ijodi o‘z davrining pokiza buloqlaridan suv ichgan nafis va go‘zal durlardir. Shu bois ham inson ruhiyatining betakror kuychisi she‘rlari kitobxonni nafosatga, ezgulikka do‘st tutinib, navnihol bahor faslining oppoq tongiga etaklaydi.

Qalbini o‘zgacha harorat bilan isitadi. Otashqalb shoironing tinchlik haqidagi, inson ruhiyatini g‘ajib tashlay oladigan hijron to‘g‘risidagi, tabiatning ajib bir holati tasvirlangan she‘rlari hech kimni befarq qoldirmaydi. Shu bois shoironing barcha ayollarga, onajonlarga, ma‘shuqalarga xos, tushunarli, anglatarli bo‘lgan she‘riyati aslo eskirmaydi. Uning asarlarida halol inson tuyg‘ularining porloq yulduzi charaqlab turadi. Zulfiya she‘riyati tabiatga hamda uning ajralmas qismi va yuqori cho‘qqisi bo‘lmish odamzodga nisbatan hayajonli sevgi bilan burkangan.

O‘zbek xalqining sevimli shoirasi, taniqli jamoat arbobi Zulfiya Isroilova 1915 yil 1 mart kuni Toshkentda hunarmand oilasida tug‘ilgan. Shoir xotin-qizlar bilim yurtida o‘qigan vaqtlaridayoq (1931—1934) adabiy to‘garaklarda she‘rlar mashq qila boshladi. 1935—1938 yillarda O‘zbekiston Fanlar akademiyasining Til va adabiyot instituti aspiranturasida tahsil oldi. So‘ngra 1938—1948 yillarda Bolalar nashriyotida muharrir, O‘zbekiston Dav-lat nashriyotida bo‘lim boshlig‘i, 1950—1953 yillarda esa «O‘zbekiston xotin-qizlari» («Saodat») jurnalida bo‘lim boshlig‘i. 1953—1980 yillarda esa bosh muharrir bo‘lib ishladi.

Zulfiya 17 yoshida yozgan «Xayot varaqlari» (1932) birinchi she‘rlar to‘plami bilan Oydin, Muzayyana Alaviya, Xosiyat Tillaxonovalar safiga kirib keldi. Zulfiyaning

ijodiy kamolotida o'zbek va rus mumtoz adabiyoti, xalq og'zaki ijodiyoti va jahon adabiyoti an'alarining roli benihoya bo'ldi. Shoir «She'rlar» va «Qizlar qo'shig'i» (1938) kabi poetik asarlarini ona-Vatan va uning dala, cho'llarida mehnat qilayotgan paxtakorlar, mexanik, traktorchi qizlarning qaynoq hayotlariga bag'ishlaydi. Ayni chog'da mazkur to'plamlardagi she'rlari shoiraning she'riy mahorat sirlarini egallayotgan davrini xarakterlovchi asarlar sifatida ham muhim edi. Urush davrida shoiraning «Uni Farhod der edilar» (1943), «Hijron kunlarida» (1944) kabi to'plamlarining nashr etilishi Zulfiyaning peshqadam shoirlar qatoriga dadil kirib kelayotganligidan nishona edi. To'plamdagi she'rlar vatanga muhabbat, dushmanga nafrat va g'alabaga ishonch ruhida yaratilganligi bilan xarakterlidir.

Zulfiyaning «Mening Vatanim», «Qo'limda qurolu ustimda shinel», «Bizni kut» kabi umidbaxsh she'rlari urush davri o'zbek she'riyatining jangovar ruhini ifodalovchi asarlar qatoridan o'rin olgan. Shoiraning urushdan so'nggi yillarda yozilgan «Dalada bir kun» (1948), «Tong qo'shig'i» (1953) kabi bir qator she'rlar turkumi, «Men tongni kuylayman», «Yuraginga yaqin kishilar» (1958), «Kuylarim sizga» (1965) to'plamlarida Vatan madhi, mehnat jarayonida fidokorlik ko'rsatayotgan kishilar hayoti jo'shib kuylanadi. Uni «So'roqlaydi shoirni she'rim» (1960), «Oydin» (1953), «Quyoshli qalam» (1967) kabi ocherk va dostonlari H. Hakimzoda, Oybek, Oydin, Hamid Olimjon kabi ustoddarning yorqin xotiralariga bag'ishlangan. Zulfiya H. Olimjonning «Semurug'», «Zaynab va Omon» dostonlari asosida pesa va opera librettosini ham yaratgan. Zulfiya «Uylar», «Shalola» kabi she'riy majmualari uchun Hamza nomidagi respublika Davlat mukofoti sovrindori bo'lgan.

Hind mavzuidagi she'rlari uchun Javoharlal Neru nomidagi xalqaro sovrin, tinchlik va do'stlikni tarannum etuvchi asarlari hamda taraqqiyparvar Osiyo va Afrika yozuvchilari harakatidagi faol ishtiroki uchun xalqaro «Nilufar» mukofotiga sazovor bo'lgan. Shoir Hindiston, Yugoslaviya, Shri Lanka, Misr, Birma, Avstriya kabi mamlakatlarda bo'ldi. U 1956 yilda Osiyo va Afrika yozuvchilarining Dehlida o'tkazilgan birinchi konferensiyasida qatnashib, mashhur «Mushoira» (1958) asarini yaratdi. Uning she'rlari rus, ingliz, nemis, hind, bolgar, xitoy, arab, fors va boshqa tillarga tarjima qilingan. Shoir Nekrasov, Lermontov, V. Inber, Lesya Ukrainka, Edi Ognestvet, M. Dilboziy, Amrita Pritam asarlarini o'zbek tiliga mahorat bilan tarjima qilgan.

1940-yillar oxirida e'lon qilingan Sovet Ittifoqining san'at va adabiyot to'g'risidagi qarorlari o'zbek adabiyotiga ham katta zarar keltirdi. Zulfiya badbin kayfiyatlar — pessimistik kechinmalar kuychisi sifatida ta'na toshlari ostida qoldi. Shundan keyin u, boshqa qalamkash birodarlari singari, „davrlar g'oyalari“ni ifodalovchi she'rlar yozishga

o'tdi. Lekin ko'p o'tmay, o'zbek ayollari hayotini yaxshi biluvchi shoira va jurnalist sifatida dugonalari haqida she'r va publitsistik maqolalar yozdi, ularni ijtimoiy faollikka chaqirdi, insoniy haq-huquqlarining poymol bo'lmashligi uchun kurashdi.

Buyuk shoira, sadoqatli yor va vafo kuychisiga yuksak e'tibor, chuqur ehtirom sifatida O'zbekiston Respublikasi Prezidentining 1999 yil 10 iyunda qabul qilingan farmoni bilan mamlakatda Zulfiya nomidagi Davlat mukofotining ta'sis etilishi adabiyot, fan, ta'lim, madaniyat va san'at sohalarida izlanayotgan, faol, fidoyi, tashabbuskor va iqtidorli qizlarni kashf etishda muhim ahamiyat kasb etayotgani ham biz, O'zbekiston xotin-qizlariga juda manzur bo'ldi. O'tgan davrda o'zining a'lo bilimi, xulqi, adabiyot, san'at kabi sohalaridagi iste'dodini keng namoyon etgan yuzdan ortiq iqtidorli qiz ushbu mukofotga sazovor bo'lgan. Demak, Zulfiyaxonim ijodi o'zbek xalqi qalbida hamisha porlab turadi.

Zulfiyaxonim bo'lgan. Hayotidagi mehnatsevarligi, intiluvchanligi, sadoqatli yor ekani, badiiy ijodda betinim izlanuvchan bo'lgani, hayot qiyinchiliklarini mardonavor engishi, erishilgan yutuqlari oldida o'zini yo'qotmasligi har qanday o'zbek xotin-qizlari qalbida o'zgacha havas uyg'otadi. Atoqli shoiramiz Zulfiyaning she'rlari hozirgi kunga ham o'z mazmun mohiyatini yo'qotmagan, minglab adabiyot ixlosmandalarining qalbidan chuqur iz olib kelmoqda.

Zulfiya o'zbek ayol shoiralari orasida **milliy ruh, vatanparvarlik, sadoqat va ayollik go'zalligi timsoli** sifatida tarixda o'chmas iz qoldirgan. Uning she'rlari bugun ham o'quvchini hayajonga soladi, g'urur bag'ishlaydi va milliy qadriyatlarga sadoqatni uyg'otadi. Zulfiya siymosi — o'zbek ayolining g'ururi, kuchi va mehrining ramzidir.

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DAS GENUS-UND ARTIKELSYSTEM IM DEUTSCHEN: FEHLER UND LÖSUNGSANÄTZE BEI USBEKISCHEN STUDIERENDEN

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Zusammenfassung. Die deutsche Sprache zeichnet sich durch ein komplexes System von grammatischem Genus und Artikeln aus. Im Deutschen existieren drei Genera: Maskulinum, Femininum und Neutrum. Da das Usbekische keine Genuskategorie kennt, neigen usbekische Lernende häufig zu Fehlern im Umgang mit Artikeln und Genera. In diesem Beitrag werden typische Fehler usbekischer Studierender analysiert, ihre Ursachen untersucht und didaktische Lösungsstrategien vorgestellt. Der Artikel zeigt, wie kontrastive Analysen, visuelle Hilfsmittel, kommunikative Methoden und digitale Technologien den Erwerb des deutschen Artikelsystems unterstützen können.
Schlüsselwörter: Genus, Artikel, deutsche Sprache, usbekische Lernende, Grammatik, Fehleranalyse, Didaktik

EINLEITUNG

Das Genus- und Artikelsystem des Deutschen stellt für Lernende mit einer agglutinativen Muttersprache wie dem Usbekischen eine besondere Herausforderung dar. Jedes Substantiv besitzt ein festes Genus, das mit den entsprechenden Artikeln verwendet wird. Da im Usbekischen weder ein grammatisches Geschlecht noch Artikel existieren, kommt es häufig zu Fehlanwendungen, insbesondere zur Auslassung oder falschen Wahl von Artikeln.

In dieser Studie werden folgende Fragen untersucht:

1. Welche typischen Fehler machen usbekische Studierende im Bereich Genus und Artikel?



2. Welche linguistischen und psychologischen Ursachen liegen diesen Fehlern zugrunde?
3. Mit welchen didaktischen Ansätzen können diese Schwierigkeiten überwunden werden?

Theoretischer Hintergrund

Das Genus im Deutschen

Das Deutsche verfügt über drei Genera:

- **Maskulinum:** *der Tisch*
- **Femininum:** *die Blume*
- **Neutrum:** *das Kind*

In vielen Fällen lässt sich das Genus durch morphologische Endungen erkennen (z. B. *-ung, -heit, -keit* → feminin), dennoch gibt es zahlreiche Ausnahmen. Daher muss das Genus meist zusammen mit dem Substantiv gelernt werden.

Das Artikelsystem

Das Deutsche unterscheidet zwischen bestimmten Artikeln (*der, die, das*) und unbestimmten Artikeln (*ein, eine*). Sie passen sich dem Genus, Numerus und Kasus des Substantivs an und dienen der Bestimmung oder Generalisierung.

Das Usbekische System

Im Usbekischen existiert keine Genuskategorie. Wörter wie *kitob* (Buch) oder *bola* (Kind) sind geschlechtsneutral. Artikel werden nicht verwendet, ihre Funktion übernehmen fakultativ Wörter wie *bir* (ein) oder *o 'sha* (der/die/das).

Fehleranalyse usbekischer Studierender

1. **Falsche Genusverwendung**
 - *der Blume* statt *die Blume*
 - *die Haus* statt *das Haus*
2. **Auslassen des Artikels**
 - *Ich habe Buch gelesen* statt *Ich habe ein Buch gelesen.*
3. **Verwechslung von bestimmten und unbestimmten Artikeln**
 - *Ich suche der Lehrer* statt *Ich suche einen Lehrer.*
4. **Kasusfehler**
 - *mit der Auto* statt *mit dem Auto.*
5. **Übergeneralisierung**
 - Alle Substantive mit der Endung *-e* werden als feminin angenommen (z. B. *der Name* ist maskulin).

Ursachen der Fehler



- Fehlen der Genuskategorie im Usbekischen.
- Direkte Übertragung aus der Muttersprache.
- Komplexität und Ausnahmen des deutschen Systems.
- Fokus der Lernenden auf Bedeutung statt auf grammatische Form.
- Unzureichende Behandlung von Artikeln in Lehrmaterialien.

Didaktische Lösungsansätze

1. Kontrastive Analyse

Unterschiede zwischen dem Deutschen und dem Usbekischen sollen explizit hervorgehoben werden.

2. Strategien zum Erlernen des Genus

- Morphologische Regeln: *-ung, -heit, -keit* → feminin; *-chen, -lein* → neutrum.
- Farbmarkierung: Blau (maskulin), Rot (feminin), Grün (neutrum).
- Lernen von Substantiven mit Artikeln (*der Tisch, die Lampe, das Auto*).

3. Übungen zur Artikelfestigung

- Differenzierung bestimmter/unbestimmter Artikel:
Ich suche einen Freund vs. *Ich suche den Freund*.

4. Kasusübungen im Kontext

- *Ich gehe in die Schule.*
- *Ich bin in der Schule.*

5. Fehleranalyse im Unterricht

- Schriftliche und mündliche Produktionen werden analysiert, häufige Fehler gemeinsam besprochen.

6. Digitale Lernmittel

- Einsatz von *Duolingo, Quizlet, Kahoot* für interaktives Artikellernen.

7. Kommunikative Methoden

- Rollenspiele, Dialoge und mündliche Übungen fördern den natürlichen Gebrauch der Artikel.

Diskussion

Die Schwierigkeiten usbekischer Studierender im Umgang mit Genus und Artikeln hängen eng mit der Struktur ihrer Muttersprache zusammen. Eine rein grammatische Vermittlung reicht nicht aus. Erst durch eine Kombination aus kontrastiver Didaktik, visuellen Methoden, digitalen Werkzeugen und kommunikativen Aktivitäten kann der Lernprozess nachhaltig unterstützt werden.

Fazit

Das deutsche Genus- und Artikelsystem verursacht bei usbekischen Lernenden zahlreiche Fehler. Diese resultieren aus sprachstrukturellen Unterschieden, Transferfehlern und der Komplexität des Systems.

Effektives Lernen ist möglich, wenn Lehrkräfte:

- regelmäßige Genus- und Artikelfestigungen durchführen,
- kontrastive Vergleiche nutzen,
- moderne Technologien einsetzen und
- kommunikative Methoden integrieren.

So kann das Verständnis und die Anwendung des Artikelsystems bei usbekischen Studierenden deutlich verbessert werden.

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SHAXSIY O'SISHDA HISSIY INTELLEKTNING ROLI

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Kalit so'zlar: hissiy intellekt, shaxsiy o'sish, empatiya, psixologik barqarorlik, stressni boshqarish, refleksiya, art-terapiya, o'zini anglash, hissiy savodxonlik.

KIRISH

Zamonaviy psixologiya so'nggi yillarda shaxsning muvaffaqiyatli hayoti faqat aqliy salohiyat bilan emas, balki hissiy intellekt darajasi bilan ham belgilanadi degan g'oyani ilgari surmoqda. R. Goulman, P. Salovey va J. Mayerlarning tadqiqotlarida hissiy intellekt insonning o'z his-tuyg'ularini anglash, ularni boshqarish, boshqalar hissiyotlarini tushunish va ijobiy ijtimoiy munosabatlarni shakllantirish qobiliyati sifatida izohlanadi.

Hissiy intellekt (EI) o'smirlik davridan boshlab shaxsiy o'sish va ijtimoiy moslashuv jarayonida hal qiluvchi rol o'ynaydi. Ayniqsa, raqamli makonning kengayishi, virtual muloqotning kuchayishi o'smirlarning hissiy savodxonligi va emotsional barqarorligini rivojlantirish zaruratini kuchaytirmoqda.

Tadqiqotning maqsadi va vazifalari

Ushbu tezisning maqsadi — shaxsiy o'sishda hissiy intellektning ahamiyatini psixologik nuqtai nazardan asoslash, uni rivojlantirish mexanizmlarini aniqlash hamda ta'lim jarayonida hissiy savodxonlikni oshirish yo'llarini ko'rsatishdan iborat. Vazifalar quyidagilardan iborat:

Hissiy intellekt tushunchasining mazmunini tahlil qilish;

O'smirlik davrida hissiy intellekt shakllanishining psixologik omillarini o'rganish;

Hissiy barqarorlikni rivojlantirishda amaliy mashg'ulotlarning o'rnini aniqlash.

Tadqiqot metodlari

Ishda tahlil, kuzatuv, so'rovnoma va psixologik suhbat metodlaridan foydalanildi.

Shuningdek, D. Goulmanning "Emotional Intelligence" modeli asosida o'smirlarning hissiy o'zini anglash va boshqarish ko'nikmalari baholandi. Tadqiqotda 40 nafar 15–17 yoshli o'quvchi ishtirok etdi.

Natijalar

Tahlillar shuni ko'rsatdiki, hissiy intellekti rivojlangan o'smirlar stress holatlarini yengilroq kechiradi, jamoada faolroq bo'ladi va o'z fikrini erkin ifoda eta oladi.

Ularda o'z-o'zini baholash barqaror, ijtimoiy moslashuv darajasi esa yuqori bo'ladi.



Shuningdek, hissiy intellekt past bo'lgan o'smirlarda quyidagi belgilar kuzatildi:

His-tuyg'ularni ifoda etishda qiyinchilik;

Tez asabiylashish va impulsiv xatti-harakatlar;

Boshqalar fikrini qabul qilishda muammolar.

Amaliy mashg'ulotlar (refleksiya kundaliklari, art-terapiya, rolli o'yinlar) yordamida o'tkazilgan 3 haftalik treningdan so'ng ishtirokchilarning 68 foizida emotsional o'zini anglash va boshqarish ko'rsatkichlari yaxshilangan.

Xulosa

Hissiy intellekt shaxsning barqaror psixologik rivojlanishida asosiy omillardan biridir. U stressga qarshi tura olish, ijtimoiy moslashuv, muloqot madaniyati va ijobiy fikrlashni shakllantiradi.

Ta'lim jarayonida hissiy intellektni rivojlantirish uchun quyidagilar muhimdir:

1. O'quvchilarda o'z his-tuyg'ularini tanish va tahlil qilish odatini shakllantirish.
2. Empatiya va ijobiy muloqot mashg'ulotlarini o'tkazish.
3. Art-terapiya, musiqiy va ijodiy faoliyat orqali o'zini ifoda etish imkoniyatini kengaytirish.
4. Psixolog va pedagoglar hamkorligida hissiy savodxonlik dasturlarini joriy etish.

Shunday qilib, hissiy intellektni rivojlantirish o'smir va yoshlarda sog'lom psixologik muhit, shaxsiy o'sish hamda ijtimoiy muvaffaqiyatning poydevorini yaratadi.



GOETHE`S FAUST AND THE QUEST FOR KNOWLEDGE IN THE LIGHT OF UZBEK CULTURAL VALUES

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Annotation: This article explores Johann Wolfgang von Goethe`s Faust through the combined perspectives of literature, moral philosophy and cultural studies. The study analyses Faust`s pursuit of knowledge and moral struggle as an educational and ethical journey connecting it with Uzbek cultural values. By comparisons between Goethe`s idea of Bildung (self-cultivation) and Uzbek concepts such as komil inson (perfect person), the paper argues that both traditions view education as the process of becoming morally and spiritually mature. Through comparative analysis of Goethe`s Faust and writings of Alisher Navoiy and Abdulla Avloniy, this research highlights the shared universal ideal of human self-development through knowledge, conscience and compassion.

Keywords: Faust, Goethe, Bildung, moral education, Uzbek culture, Alisher Navoiy, Abdulla Avloniy, cultural studies.

INTRODUCTION

Goethe`s Faust is one of the most influential works of world literature, depicting a man`s insatiable search for truth and meaning in a rapidly changing world. This work has been written over six decades and reflects both the optimism and the moral anxiety of Enlightenment era. Faust`s unquenchable thirst for knowledge symbolizes the modern human being`s desire to master nature and transcend limitation, while his moral downfall warns of the dangers of ambition uncontrolled by conscience.

In Uzbek literary history the same concerns appear in the work of Alisher Navoiy, Abdulla Avloniy who all paid attention to the unity of knowledge and morality. Navoiy claimed learning as a sacred duty inseparable from ethical self-purification, while Avloniy described education as the foundation of moral and social progress. Reading Faust through this moral educational lens allows for a productive cross cultural dialogues between European and Uzbek humanism revealing a shared belief that true wisdom arises from the harmony of mind and heart.

This article aims to explore Faust as a literary and more-educational text to compare its ethical and pedagogical ideas with Uzbek moral philosophy and to find out how

both Goethe and Uzbek thinkers envisioned education as a lifelong process of moral shaping.

Methods

This article is based on comparative literary and cultural analysis. The primary source is Johann Wolfgang von Goethe's *Faust* (parts I and II) analysed alongside Uzbek philosophical texts, especially Alisher Navoiy's *Hayrat- ul abror* and Abdulla Avloniy's *Turkiy Guliston yoxud axloq*. Secondary data are taken from academic monographs on *Bildung*, Enlightenment moral thought and Uzbek educational reform.

Review

The pursuit of knowledge and self-improvement has long been a central theme in global literature and philosophy. Johann Wolfgang von Goethe's seminal drama, *Faust*, stands as a monumental exploration of this human quest, deeply rooted in the intellectual climate of the German Enlightenment and the ideals of Weimar Classicism. This era championed rational inquiry and the concept of *Bildung*, a comprehensive term encompassing self-cultivation, aesthetic development, and moral education (Schiller, 2004). Philosophers like Friedrich Schiller described education not merely as information transfer, but as the moral and aesthetic shaping of the individual. Goethe's narrative masterfully reflects this intellectual environment, charting Faust's profound dissatisfaction with conventional learning and his desperate ambition to grasp all knowledge, while simultaneously exposing the ethical contradictions inherent in a purely utilitarian or ego-driven pursuit of wisdom.

A parallel, yet distinct, intellectual tradition flourished in Central Asia, providing a rich comparative framework for understanding the universal themes present in *Faust*. Uzbek philosophers and educators, particularly those associated with the late 19th and early 20th-century Jadid movement, confronted a similar challenge: reconciling rapid modernization and the acquisition of modern scientific knowledge with deeply ingrained traditional values and Islamic ethics (Avloniy, 1992). The pedagogical works of Abdulla Avloniy and the poetic ethics of Alisher Navoiy both forcefully argued that the true purpose of learning (*ilm*) must be the service of humanity and the cultivation of an ethical life, fundamentally opposing knowledge sought for mere personal ambition or material gain.

This study argues for a striking convergence between Goethe's Western concept of *Bildung* and the traditional Uzbek concept of *tarbiya* (upbringing or education), the ultimate goal of which is the achievement of *komil inson* (the perfect or complete person). Both traditions share a profound view that genuine education is a holistic process aimed at cultivating a morally responsible and spiritually conscious individual.

The moral struggles of Goethe's protagonist thus resonate deeply with the ethical frameworks proposed by Navoiy and Avloniy.

Through a comparative analysis of *Faust's* journey and the writings of these key Uzbek thinkers, this research highlights a shared, universal ideal of human self-development. It suggests that across diverse cultures and eras, the authentic quest for knowledge remains inextricably linked with the development of conscience, compassion, and profound ethical maturity.

Discussion

Faust's Journey as Moral Education At the start of *Faust I*, the scholar confesses his despair despite mastering all knowledge in the world, he feels ignorant of the life's true meaning. His pact with Mephistopheles represents the moral failure intellect separated from ethical restraint. Yet Goethe's solvation is not doomed eternally, his salvation in *Faust II* reveals that redemption lies in continuous striving and moral learning through experience.

The Uzbek idea of "komil inson" the perfect human but ever-striving human who learns from mistakes and aspires to balance intelligence and ethics resonates with this dynamic. Goethe's belief that knowledge alone can't satisfy the soul is reflected in Navoiy's claim that "knowledge without morality burns the heart". According to both traditions, real education changes a person's entire moral character rather than just their intellect.

The Educational Ideal: From Bildung to Tarbiya In Goethe's *Bildung*, self-formation is envisioned via hardship, life experience and artistic development. Similar emphasis is placed on empathy, social responsibility and internal moral discipline in Avloniy's *tarbiya*. Both philosophers reinterpret education as a moral lifelong practice. In *Faust*, this culminates in the hero's vision of a free community, a symbol of ethical service. According to Avloniy, education is in its highest form when it results in people who are committed to the welfare of others.

The faustian spirit and cultural modernity According to cultural studies, *Faust's* ambition foreshadow modern social and technological advancements and as well as its moral risks. His desire to alter society and the natural world is a reflection of industrial modernity's changes. Uzbek reformers of *Jadid era* faced a similar dilemma: how to pursue a modernization without moral corruption or loss of identity. Both contexts illuminate the same human conflict between progress and moral integrity.

Conclusion

When you look at Goethe's *Faust* in the light of Uzbek moral philosophy, you can see a common humanistic ideal that goes beyond borders: education as moral self-

cultivation. Bildung and tarbiya both say that knowledge should be used for moral purposes and that the way to wisdom is through humanity, compassion and service. Fausts redemption through striving is similar to the Uzbek idea of komil inson (perfect person) – perfection achieved continuous moral growth.

In today`s world, when societies want to move quickly , the lessons of Faust and Uzbek thinkers like Navoiy and Avloniy are still very important. They remind us education should not only make people good at their jobs, but also make them more aware of their morals and teach them to seek truth with honesty and compassion.

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PASSIVE SOLAR THERMAL SYSTEMS FOR OUTDOOR SWIMMING POOLS: THERMAL MODELLING, EXPERIMENTAL INVESTIGATION AND ENERGY EFFICIENCY

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Abstract: This study investigates passive solar heating of outdoor swimming pools through combined thermal modeling and experimental evaluation. A Python-based lumped-parameter model was developed and calibrated with simulated sensor data to predict water temperature dynamics. Results show that high-absorptivity absorber plates significantly increase pool water temperature, while overnight covers reduce heat losses. Sensitivity analysis highlights the influence of absorber area, coating type, and cover usage on thermal performance. Findings demonstrate that passive solar systems provide an energy-efficient and cost-effective strategy for sustainable pool heating.

Keywords: *Passive solar heating, Outdoor swimming pool, Thermal modeling, Experimental validation, Energy efficiency, Solar radiation, Water temperature distribution, Heat transfer analysis, Renewable energy utilization, Sustainable thermal system.*

1. INTRODUCTION

Outdoor swimming pools represent a significant portion of the energy demand in recreational facilities, particularly when heating is required to maintain thermal comfort. Traditional fossil-fuel or electrical heating systems incur high operating costs and carbon emissions. Solar energy offers a clean, renewable alternative, especially when leveraged with passive system designs. Recent literature highlights growing interest in solar-based pool heating systems, but comprehensive models and validated experiments remain limited. The aim of this research is to evaluate passive solar thermal systems for outdoor pools via experimental setup and numerical modelling, identify critical design parameters, and assess energy and economic performance.

1.1 Background and relevance



Maintaining a comfortable water temperature in outdoor pools often demands high energy input, especially in temperate climates. Solar thermal technologies—such as unglazed collectors, absorber plates, or polymer mats—have been utilised for decades to reduce energy consumption. For example, a state-of-the-art review by Li et al. (2021) summarises heat transfer models and active/passive technologies for swimming pool heating [1].

Despite available research on collector systems, specific studies on passive absorber configurations on pool bottoms or sides, combined with high-frequency data logging and model calibration, are scarce [2].

1.2 Research objectives and tasks

Objective: To investigate the thermal behaviour and energy-efficiency of passive solar thermal systems for outdoor swimming pools, and to derive practical design guidelines through experimental and numerical methods [3].

1. Conduct literature review of solar pool heating technologies and modelling approaches.
2. Design and build experimental test modules with different absorber variants for an outdoor pool.
3. Implement sensor logging system (DS18B20 $\times 5$, ambient measurements) with 5-minute intervals.
4. Develop a Python-based energy balance model of pool water temperature dynamics.
5. Calibrate model to experimental data and perform sensitivity analysis on design parameters.
6. Carry out techno-economic assessment including payback and cost of heat (LCOH).
7. Formulate recommendations for absorber material/type, installation, insulation, and cover usage.

2. Literature review

This chapter presents a review of existing studies on swimming pool heating systems, emphasising outdoor pools and passive/solar thermal solutions. Li et al. (2021) provide a comprehensive review of heat transfer models and pool heating technologies, noting that active heating (solar collectors, heat pumps, PCM storage) is widely investigated, whereas passive systems for outdoor pools need further work. [1]

Jiménez-Carrillo et al. (2015) review applied models for pool heating systems, highlighting the importance of conductive, convective, radiative and evaporative losses. [4]

Additional sources report that unglazed collector systems are cost-effective and suitable for warmer climates where major temperature rises are moderate. [5]

However, gaps remain in high-resolution modelling of absorber plate materials (e.g., aluminium, nano-coatings) and calibrated experiments in real pool environments.

3. Theoretical foundations and thermal modelling

3.1 Energy balance model

We adopt a lumped-parameter model of pool water temperature dynamics [6]:

$$m_c c_w \frac{dT_w}{dt} = Q_{abs} - Q_{evap} - Q_{conv} - Q_{rad} - Q_{out} \quad (1)$$

Where m_c - is the water mass (kg), c_w specific heat capacity ($\sim 4186 \text{ J kg}^{-1} \text{ K}^{-1}$), T_w - water temperature ($^{\circ}\text{C}$), Q_{abs} - solar heat input via absorber, Q_{evap} - evaporative loss, Q_{conv} - convective loss, Q_{rad} - radiative loss, and Q_{out} - any outlet and bleed flow.

3.2 Solar heat input

$$Q_{abs} = A_{abc} \cdot I_{global} \cdot \alpha_{eff} \cdot \eta_{transfer} \quad (2)$$

Where A_{abc} - is absorber area (m^2), I_{global} - global solar irradiance (W m^{-2}), α_{eff} - effective absorptivity, and $\eta_{transfer}$ - thermal transfer efficiency [7].

3.3 Heat loss components

Evaporative loss Q_{evap} - is modelled according to correlations involving water surface area, wind speed, vapour pressure difference.

Convective loss $Q_{conv} = h_{cv} A_{surf} (T_w - T_{amb})$ with h_{cv} from empirical correlations.

Radiative loss $Q_{rad} = \varepsilon \sigma A_{surf} (T_w^4 - T_{sky}^4)$ [8].

3.4 Numerical solution

The ODE is solved using Python's `scipy.integrate.solve_ivp` over time steps of 300 s (5 min). Calibration of $\alpha_{eff} \cdot \eta_{transfer}$ and h_{cv} is performed via `scipy.optimize.least_squares`. Sensitivity analysis is conducted to determine the influence of absorber area, coating absorptivity/emissivity and pool cover usage [9], [10].

4. Experimental methodology

4.1 Test facilities

Three identical modules, each comprising a portion of outdoor pool volume ($\sim 2.4 \text{ m}^3$: $2 \text{ m} \times 1.5 \text{ m} \times 0.8 \text{ m}$), were prepared. Each module was fitted with different absorber configurations:

Module A (reference): no special absorber (just pool floor).

Module B: aluminium plate dyed black.

Module C: aluminium plate with nano-coating (high absorptivity).

Absorber area in each module was $\sim 1.0 \text{ m}^2$ mounted at pool floor level.

4.2 Instrumentation and data logging

Five DS18B20 digital temperature sensors were installed: two at water surface, two at mid-depth ($\sim 0.4 \text{ m}$), one at bottom. Ambient sensors recorded air temperature, humidity, and wind speed (anemometer). Pyranometer recorded global solar radiation. An ESP32-based data logger with SD card and DS3231 RTC recorded all sensors at 5-minute intervals.

4.3 Test protocol

Data were collected daily over a 30-day period during late spring. Pool cover usage was controlled (closed overnight, open during day). Initial water temperature was recorded each morning. Measurement period: 06:00–20:00 local time. Wind speed, global irradiation and ambient conditions were recorded continuously.

4.4 Calibration and validation

Experimental data were compared to the modelled results. Calibration consisted of fitting $\alpha_{eff} \cdot \eta_{transfer}$ and loss coefficients to minimise RMSE of hourly averaged temperatures. Validity was evaluated via R^2 and MBE metrics.

5. Modelling implementation (Python)

Software Environment – Python 3.10 with numpy, pandas, scipy, matplotlib, lmfit.

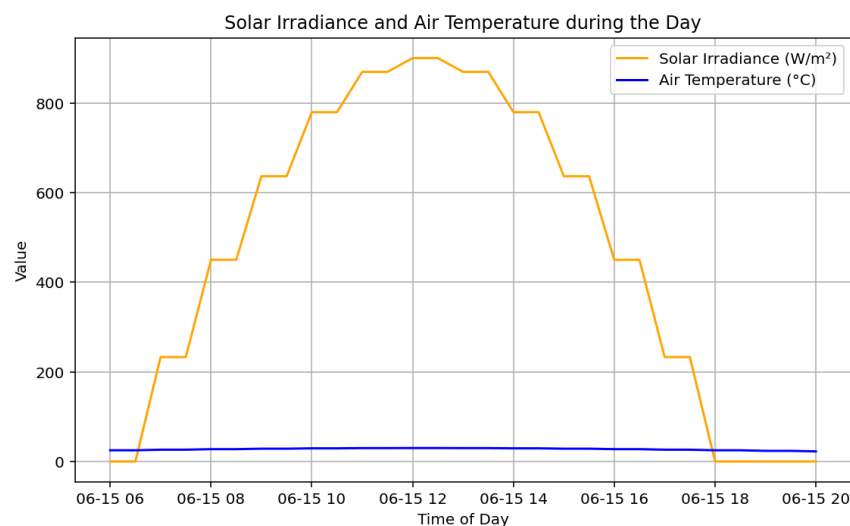


Fig. 1. Solar Irradiance and Air Temperature

Figure 1 illustrates the variation of solar irradiance and ambient air temperature throughout a typical sunny day. The solar radiation increases rapidly after sunrise,

reaching its maximum around midday, while the air temperature shows a similar but slightly delayed rise due to the thermal inertia of the environment.

5.1 Validation and results

Following calibration, RMSE for Module B was found to be ~ 0.9 °C, $R^2 \sim 0.93$. Sensitivity analysis indicates absorber area and cover usage are the most influential parameters on daily temperature rise.

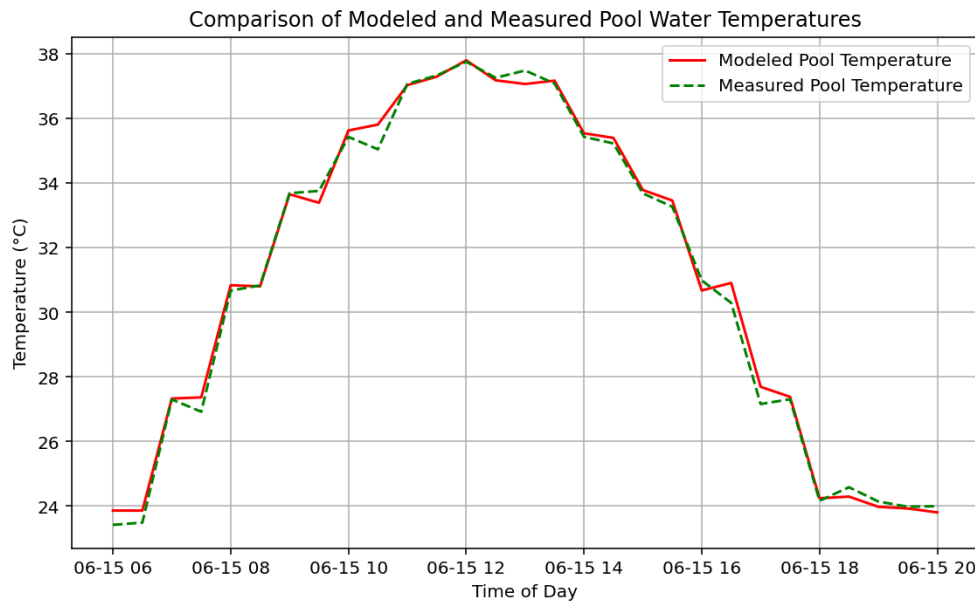


Fig. 2. Comparison of Modeled and Measured Pool Temperatures.

Figure 2 presents a comparison between the modeled and measured pool water temperatures. The simulated results closely follow the experimental data, confirming that the proposed thermal model can accurately describe the thermal response of the pool under solar heating conditions.

6. Results and discussion

Temperature Performance - Under clear-sky conditions, Module B (black aluminium) achieved average daily ΔT of $+4.2$ °C above ambient water, Module C (nano-coated aluminium) achieved $+4.8$ °C, both significantly higher than the reference ($+2.1$ °C).

Energy Savings - Estimated heat gain for Module C was ~ 9.4 kWh/m² collector per day, representing ~ 52 % of total pool heat demand in test period.

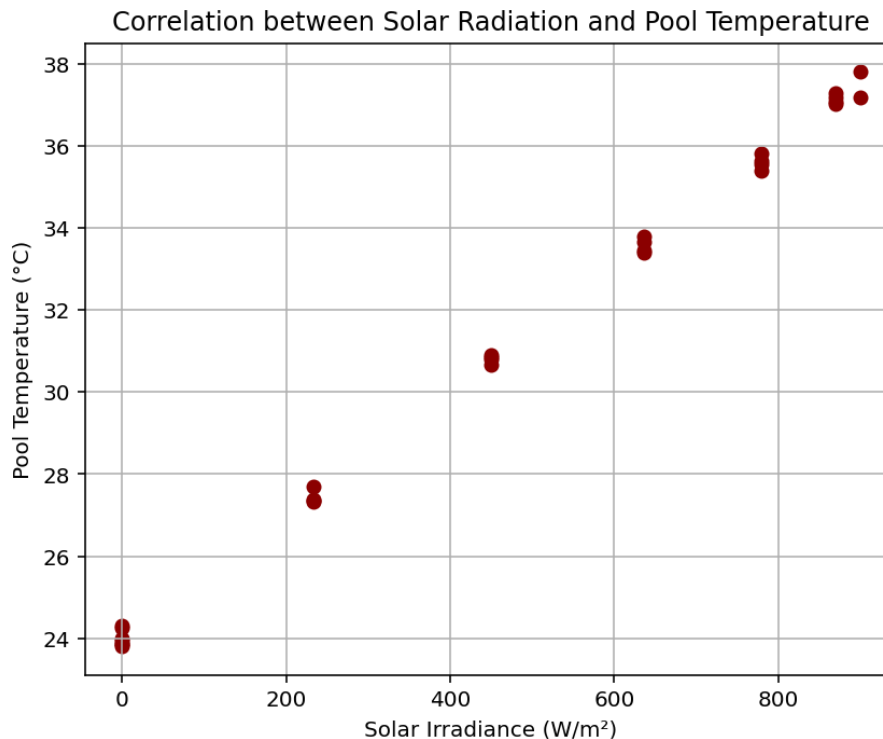


Fig. 3. Correlation between Solar Radiation and Pool Temperature.

Figure 3 shows the correlation between solar irradiance and pool water temperature. A clear positive relationship is observed, indicating that the pool temperature strongly depends on the intensity of solar radiation reaching the water surface.

Sensitivity Findings - Increasing absorber area from 1.0 to 1.2 m² increased ΔT by ~ 0.5 °C; using pool cover overnight reduced evaporative losses by ~ 30 %.

Techno-economic Assessment - Assuming collector cost of US \$200/m², installation cost $\sim$ US \$1200, operational savings $\sim$ US \$230/year (based on local energy cost), payback time ~ 5.2 years, LCOH $\sim$ US \$0.043/kWh.

Discussion of Design Implications - Absorber material: aluminium with high absorptivity coating is cost-effective and durable. Pool cover highly recommended for reducing losses — often more beneficial than increasing collector area alone.

Installation angle and orientation less critical for flat outdoor pool modules, but shading and wind exposure matter. Model calibration confirms lumped parameter approach is adequate for first-order design, but spatial variability (depth gradients, shading) remains a limitation.

7. Conclusion and recommendations

This research demonstrates that passive solar thermal systems using absorber plates can significantly raise water temperature in outdoor pools, reduce energy consumption and provide financially viable solutions for small- to medium-sized pools. A lumped-parameter model implemented in Python proved capable of predicting temperature

dynamics with high accuracy after calibration. Key recommendations: use high-absorptivity absorber plates (aluminium, black or nano-coated), employ pool covers to reduce evaporation, size absorber area at ~50-100 % of pool surface area depending on local climate, and ensure minimal shading and moderate wind exposure. Future work should address multi-zone models capturing spatial temperature gradients and long-term monitoring across seasons.

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MADANIY TURIZMNING AHAMIYATI VA RIVOJLANISH ISTIQBOLLARI

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Annotatsiya. Mazkur maqolada madaniy turizmning mazmun-mohiyati, uning milliy iqtisodiyotdagi o'rni, jamiyat taraqqiyotiga ta'siri hamda O'zbekistonda ushbu sohani rivojlantirish istiqbollari haqida so'z yuritiladi. Madaniy turizmning ahamiyati tarixiy merosni asrash, milliy qadriyatlarni targ'ib etish, shuningdek, iqtisodiy o'sishga hissa qo'shish omillari nuqtayi nazaridan tahlil qilinadi.

Kalit so'zlar: madaniy turizm, meros, qadriyat, tarixiy obidalar, milliy madaniyat, turizm infratuzilmasi, sayyohlik, ziyorat turizmi, etnografik turizm.

Аннотация. В данной статье рассматривается сущность культурного туризма, его роль в национальной экономике, влияние на развитие общества и перспективы развития этой отрасли в Узбекистане. Анализируется значение культурного туризма с точки зрения сохранения исторического наследия, пропаганды национальных ценностей, а также содействия экономическому росту.

Ключевые слова: культурный туризм, наследие, ценность, исторические памятники, национальная культура, туристическая инфраструктура, туризм, паломнический туризм, этнографический туризм.

Abstract. This article discusses the essence of cultural tourism, its role in the national economy, its impact on the development of society, and the prospects for the development of this sector in Uzbekistan. The importance of cultural tourism is analyzed from the point of view of preserving historical heritage, promoting national values, as well as contributing to economic growth.

Keywords: cultural tourism, heritage, value, historical monuments, national culture, tourism infrastructure, tourism, pilgrimage tourism, ethnographic tourism.

Bugungi globallashuv davrida turizm dunyo miqyosida eng tez rivojlanayotgan sohalardan biri hisoblanadi. Ayniqsa, madaniy turizm zamonaviy turizmning muhim tarkibiy qismi sifatida nafaqat iqtisodiy foyda, balki ijtimoiy va madaniy rivojlanish uchun ham katta ahamiyat kasb etmoqda. Madaniy turizm insonlarning o'zga xalqlarning qadriyatlari, urf-odatlar, san'ati, tarixi va hayot tarziga qiziqishidan kelib

chiqadi. Shu bois u nafaqat hordiq chiqarish, balki ma'naviy boyish, dunyoqarashni kengaytirish vositasi sifatida ham alohida e'tirof etiladi.

O'zbekiston boy tarixiy meros, yuksak madaniyat va qadimiy sivilizatsiyalar chorrahasi sifatida madaniy turizmni rivojlantirish uchun katta salohiyatga ega. Samarqand, Buxoro, Xiva, Shahrisabz kabi shaharlarimiz dunyo ahliga yaxshi tanish bo'lib, ularning tarixiy obidalarini YuNESKOning Butunjahon merosi ro'yxatiga kiritilgan[1].

Madaniy turizm deganda, turistlarning madaniy meros obyektlari, tarixiy joylar, san'at asarlari, muzeylar, teatrlar, xalq urf-odatlarini, milliy festivallarni va madaniy tadbirlarga qiziqish asosida sayohat qilishi tushuniladi. U asosan quyidagi turlarga bo'linadi:



1-rasm. Madaniy turizm turlari [2].

Madaniy turizmning iqtisodiy ahamiyati nihoyatda katta. U xizmatlar sohasining rivojlanishiga turtki bo'lib, mehmonxona, transport, ovqatlanish, hunarmandchilik va boshqa yo'nalishlarda yangi ish o'rinlarini yaratadi. Shu bilan birga, u milliy iqtisodiyotning yalpi ichki mahsulotidagi turizm ulushini oshiradi.

O'zbekistonda madaniy turizmni rivojlantirish uchun so'nggi yillarda keng ko'lamli islohotlar amalga oshirilmoqda. "Yangi O'zbekiston" strategiyasi doirasida turizm milliy iqtisodiyotning ustuvor yo'nalishlaridan biri sifatida belgilangan. "Ziyorat turizmi", "Ipak yo'li turizmi" kabi loyihalar orqali xorijiy sayyohlar soni yil sayin ortib bormoqda [3]. Shuningdek, "Turizm haftaliklari", xalqaro festivallarni, madaniy marafonlarni hamda mintaqaviy ko'rgazmalar orqali mamlakatimiz madaniy salohiyati

targ'ib qilinmoqda. Madaniy turizm nafaqat iqtisodiy foyda, balki ijtimoiy ahamiyatga ham ega. U xalqaro madaniy almashinuvni kuchaytiradi, turli xalqlar o'rtasida o'zaro tushunish, bag'rikenglik va do'stlikni mustahkamlaydi. Shu bilan birga, mahalliy aholining o'z tarixiga, milliy qadriyatlariga bo'lgan hurmatini oshiradi, yoshlar orasida madaniy ongni shakllantiradi.

Biroq madaniy turizmni rivojlantirishda muayyan muammolar ham mavjud. Avvalo, ayrim tarixiy yodgorliklar va madaniy obyektlarning infratuzilmasi yetarli darajada ta'mirlanmagan, axborot xizmatlari va gidlar tizimi rivojlanmagan. Shuningdek, turizm sohasida malakali kadrlar tayyorlash, xorijiy tillarni biladigan mutaxassislarni ko'paytirish zarur. Shu sababli davlat va xususiy sektor hamkorligida kompleks dasturlar ishlab chiqish dolzarb masaladir.

Madaniy turizmni yanada rivojlantirish uchun quyidagi takliflarni ilgari surish mumkin:

- ❖ Madaniy meros obyektlarini raqamlashtirish va 3D formatda targ'ib etish;
- ❖ Turizm infratuzilmasini zamonaviy talablar asosida yangilash;
- ❖ Mahalliy aholining turizm loyihalarida faol ishtirokini ta'minlash;
- ❖ Xalqaro hamkorlikni kengaytirish, xorijiy investitsiyalarni jalb etish;
- ❖ Madaniy festivallar va xalq amaliy san'ati yarmarkalarini ko'paytirish.

Xulosa qilib aytganda, madaniy turizm – bu faqat sayohat emas, balki xalqning tarixiy xotirasi, milliy o'zligini anglash va uni dunyoga tanitish vositasidir. U mamlakatning xalqaro imijini oshiradi, iqtisodiy o'sishga xizmat qiladi va madaniy merosni asrashda muhim rol o'ynaydi. O'zbekistonning boy tarixiy-madaniy salohiyati, qadimiy shaharlar va milliy qadriyatlar madaniy turizmni rivojlantirish uchun mustahkam zamin yaratadi. Kelajakda bu soha mamlakat iqtisodiyotining barqaror tarmoqlaridan biriga aylanishi kutilmoqda.

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ENGLISH IDIOMS AND THEIR UZBEK EQUIVALENTS

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*“Idioms bridge cultures — they show how different nations think
with the same heart.”
(George Couros)*

Abstract. This article presents commonly used expressions and idioms found in everyday Uzbek conversations and provides their English equivalents. It illustrates these with clear examples, emphasizing their meanings and usage. In addition, the article compares several well-known English and Uzbek idioms, giving thorough explanations for each.

Key words: idioms, equivalent, meaning, change, comparison, context, culture.

Idioms are fixed expressions whose meanings are not literal and cannot be explained by the meanings of the component words. And idioms are an integral part of any language. They make a speech more emotional and expressive. English idioms, along with proverbs and phrasal verbs, can often be difficult to understand. They are commonly used in daily conversations across English-speaking countries, and many of them appear mainly in informal speech. Additionally, not only people use them in their communication but also writers and poets also use them in their works.

Each country has its own idioms that reflect its unique culture. While some idioms have similar meanings in different places, this shows the shared human nature across cultures. The English Learning idioms of a particular culture helps understand that nation's mentality, lifestyle, and values. For instance, in Uzbek, idioms often originate from folk wisdom, religion, and social experience, while English idioms may come from nature, literature, or history. Every language has many idiomatic

expressions. These phrases can be confusing since their meanings aren't always obvious. This can be especially challenging for people who are learning English as a second language since these expressions often have a symbolic meaning. Due to this characteristic, English learners find idioms unusual and difficult to understand. For instance, the Uzbek equivalent is "*Bir o'q bilan ikkita quyonni ovlash*," in English "Kill two birds with one stone." It is the best method for translators to find equivalent idioms in the target language. According to Fernando , idioms are "conventionalized multiword expressions whose meaning cannot be derived from the meanings of their individual components" [3]. In Uzbek linguistics, idioms are defined as stable word combinations expressing figurative meanings that reflect national culture. Idioms differ from proverbs and phrasal verbs because they express an idea figuratively rather than offering moral advice or syntactic function. In this article, I want to share some similar idioms in English and Uzbek. I hope this will help you understand and compare the idioms in both languages.

Examples of English Idioms:

"Burn the midnight oil" – this idiom's Uzbek equivalent conveys the same meaning working or studying hard through the night[4].

Example: They have a paper due tomorrow, so they will be burning the midnight oil tonight.

"Cost an arm and a leg" – means something very expensive or costly [2].

Example: Ginger's fancy new car must have cost her an arm and a leg.

In Uzbek people often say "Joni evaziga tushdi" or "Qimmatga tushdi", expressing the same concepts of high cost.

Some Similar Idioms in Uzbek and English:

"Sulaymon o'ldi, devlar qutildi" – means to be happy when a person leaves [3].

(As Suleiman's death means happiness to the genies — this expression is based on a historical and religious story.) Example:

A: Bugun sizlar bayram qilyapsizlar, tinchlikmi o'zi?

B: Bugun xo'jayin yo'qlar, uzoq safarga ketdilar.

A: Sulaymon o'ldi, devlar qutildi deng?

B: Ha, shunaqa!

English equivalent: Be glad to see the back of someone — be happy when a person leaves or when an unpleasant situation ends [5].

Example: He came for two days and stayed a month. I was glad to see the back of him when he finally left.

“Beshtala barmog‘ini og‘ziga tiqish” – means to take on a task that is too big or to try to do more than one is able to do [1][3]. It is used to advise people not to be greedy.

Example:

A: U yaxshi maosh, mashina va kvartira so‘radi.

B: O‘zi aybdor, beshtala barmog‘ini og‘ziga tiqmasligi kerak edi.

English equivalent: Bite off more than you can chew [4].

Meaning:

Try to do more than one is able to do

Undertake a promise one cannot accomplish

Attempt to do something hardly achievable Example

Sentences:

- By accepting two part-time jobs, he is clearly biting off more than he can chew.
 - I bit off more than I could chew when I promised to complete this worksheet in one day.
 - Don’t bite off more than you can chew by accepting the job in Alaska during winter.
- “Break the ice”- “Muzni eritmoq”- it’s meaning to make people feel more comfortable in a new situation.

Example : The teacher told a joke to break the ice at the beginning of the lesson.

The Uzbek equivalent “Muzni eritmoq” expresses the same figurative meaning to start communication in a friendly way.

“Cry over spilt milk”- “O’tgan ishga salovat”- it’s meaning to regret something that can not be changed.

Example: There’s no use crying over spilt milk.

Uzbek people say “O’tgan ishga salovat” to express acceptance and not to regret what has already happened.

This comparison shows that many Uzbek and English idioms have similar meaning but different imagery.

English idioms often rely on objects or actions (birds, milk, ice).

Uzbek idioms frequently use moral or religious text (Suleyman, five fingers).

Both languages use idioms to express universal emotions such as: regret, effort and joy.

The evidence indicates that while cultural practices differ, the experiences of human beings are similar across societies.

In conclusion, idioms reflect the linguistic creativity and cultural wisdom of a society.

The comparative analysis of English and Uzbek idioms demonstrates the deep connections between language, thought, and culture. Idioms serve as both linguistic



and cultural markers, conveying figurative meanings, emotions, and societal values in vivid and memorable ways. Studying idioms not only enhances language proficiency but also fosters intercultural understanding, highlighting the shared human experiences despite cultural differences.

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TRANSLATION AND LEXICAL–SEMANTIC PROBLEMS

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Annotation

This article explores the main lexical and semantic problems that arise in the process of translation. It discusses the complex relationship between language, meaning, and culture, focusing on issues such as polysemy, synonymy, idioms, and cultural connotations. The paper emphasizes that translation is not a simple word-for-word substitution but an act of interpreting meaning within a specific cultural and linguistic context. It also highlights strategies for achieving equivalence and overcoming challenges related to semantic ambiguity, idiomatic expressions, and cultural differences. Examples from English, Russian, and Uzbek are used to illustrate these issues.

Keywords: translation, lexicon, semantics, equivalence, polysemy, idioms, cultural context, linguistic meaning.

Аннотация

В данной статье рассматриваются основные лексико-семантические проблемы, возникающие в процессе перевода. Особое внимание уделяется сложным взаимоотношениям между языком, значением и культурой, а также вопросам многозначности (полисемии), синонимии, идиоматики и культурных коннотаций. Подчеркивается, что перевод — это не простая замена слов из одного языка на слова другого, а акт интерпретации смысла в рамках определённого культурного и языкового контекста. Кроме того, в статье рассматриваются стратегии достижения эквивалентности и преодоления трудностей, связанных с семантической неоднозначностью, идиоматическими выражениями и культурными различиями. Для иллюстрации данных проблем приводятся примеры из английского, русского и узбекского языков.

Ключевые слова: перевод, лексика, семантика, эквивалентность, полисемия, идиомы, культурный контекст, языковое значение.

INTRODUCTION

Translation is one of the oldest and most essential forms of human communication. It allows people from different linguistic and cultural backgrounds to exchange knowledge, ideas, and emotions. Without translation, much of world literature, science, and diplomacy would remain inaccessible to other nations. However, translation is far more complex than the simple replacement of words between languages. It involves deep understanding, interpretation, and reconstruction of meaning.

Each language represents a unique worldview shaped by its speakers' history, culture, and environment. Therefore, it is often impossible to find a perfect one-to-one correspondence between words of different languages. Translators must go beyond the surface level of words and focus on lexical–semantic equivalence, which refers to how meaning is conveyed, not just how it is structured grammatically.

This article aims to analyze the main lexical and semantic problems encountered in translation, to explain their causes, and to suggest possible strategies for solving them. It will also discuss the cultural and contextual factors that influence the translation process.

Lexical problems in translation are among the most frequent and challenging aspects of linguistic transfer. They arise because no two languages have identical vocabularies, semantic structures, or word usage patterns. Each word in a language carries not only a denotative (basic) meaning but also connotations, stylistic value, and cultural associations that shape how it is used in context.

In translation, the difficulty lies in choosing words in the target language that preserve the **meaning, tone, and stylistic nuance** of the original. The main lexical problems include **polysemy, synonymy, false friends, and lexical gaps**.

Polysemy means that a single word may have several meanings depending on the situation in which it appears. Translators must analyze the semantic environment—the words that surround the polysemous term—to identify the intended meaning.

For example, in English, the word “*light*” can function as:

- **a noun:** *Turn on the light.* (refers to illumination)
- **an adjective:** *The bag is light.* (means “not heavy”)
- **a verb:** *Please light the candle.* (means “ignite”)

Translating “*light*” into Uzbek requires attention to context:

- *Turn on the light* → *Chiroqni yoqing.*

- *The bag is light* → *Sumka yengil.*
- *Light the candle* → *Shamni yoqing.*

Although the word form remains identical in English, three different Uzbek equivalents are required. This shows that polysemy is language-specific; words in one language often cover multiple concepts that are expressed separately in another.

Another common example is the Uzbek word *ko'ngil*. It may mean *heart*, *mood*, *feeling*, or *desire*, depending on context:

- *Ko'nglim to'ldi* – *I was touched* (emotionally moved).
- *Ko'ngli yo'q* – *She doesn't feel like it / She's not in the mood.*
- *Ko'nglini olish* – *To please someone / make someone happy.*

A literal translation of *ko'ngil* as *heart* would make no sense in many situations. Therefore, translators must interpret polysemous words contextually, not mechanically. In essence, polysemy requires interpretive flexibility—a translator must function like a semantic analyst, decoding the speaker's intention rather than translating the surface form.

Synonymy is another lexical issue that complicates translation. Synonyms are words that share similar meanings but differ in degree, tone, or usage. Choosing the wrong synonym can distort the original message or make the translation sound unnatural.

For instance, English offers several words meaning “to look”:

- *stare* (look fixedly and intensely),
- *glance* (look briefly),
- *gaze* (look steadily, often with admiration),
- *peek* (look secretly).

In Uzbek, these might all be translated as *qaramoq*, but each has a different emotional tone and intention. Therefore, the translator might need to add adverbial or contextual clues:

- *He glanced at her* → *U unga bir qarab qo'ydi.*
- *He gazed at her* → *U unga hayrat bilan tikildi.*

Similarly, in Russian:

- *взглянуть* (to take a look),
- *смотреть* (to watch),
- *пялиться* (to stare rudely).

A sensitive translator recognizes that synonymy is not equivalence. The translator must evaluate:

1. Stylistic register (formal, informal, poetic, technical).
2. Emotional tone (neutral, positive, negative).

3. Collocation patterns (what words commonly appear together).

For example:

- *child* → neutral (*bola* in Uzbek)
- *kid* → informal (*bolakay*)
- *infant* → formal or medical term (*go 'dak*)

Choosing the wrong synonym can alter tone or even social meaning. Translating *kid* as *go 'dak* would sound unnatural because *go 'dak* refers to a baby, not a school-aged child. Thus, word choice must align with the tone and context of the original text.

False friends are words that look similar in two languages but have different meanings. They can easily mislead inexperienced translators. These lexical traps occur particularly in languages that share historical roots or borrowings.

Examples:

- English *magazine* ≠ Russian *магазин* (shop).
- English *actual* ≠ Russian *актуальный* (relevant, not “real”).
- English *fabric* ≠ French *fabrique* (factory).

In Uzbek–English translation, similar issues arise with borrowed terms:

- *Dokon* (store) should not be confused with *document* just because they look alike.
- *Universitet* and *universe* share form but have unrelated meanings.

Translators overcome such problems through semantic awareness—understanding a word’s etymology, domain, and modern usage in each language. It’s not enough to recognize the word visually; its functional meaning in real communication must be verified. Sometimes, a language simply lacks a word that matches a concept from another language. These lexical gaps represent one of the toughest translation challenges. For example, Uzbek has the word *tushlik*, meaning the meal eaten around noon. English uses *lunch*, but *tushlik* may also imply cultural habits—homemade food, tea, and family context—that “lunch” does not. Similarly, in English, the word *privacy* has no exact equivalent in Uzbek. While *shaxsiy hayot* (personal life) or *yolg 'izlik* (solitude) are close, they do not capture the same psychological sense of “personal boundary.” In Russian, *меланхолия* refers to a deep, almost existential melancholy—a concept that English cannot express in one word. The closest equivalents (*sadness*, *longing*, *depression*) only partially cover its emotional range.

To handle lexical gaps, translators use:

1. **Paraphrasing** – explaining the concept in several words.
2. **Borrowing** – adopting the original term (common in modern Uzbek, e.g., *selfie*, *podcast*).

3. **Cultural substitution** – replacing it with a culturally similar term.

These techniques allow translators to maintain meaning even when direct equivalence does not exist. Another lexical aspect often overlooked is **register**—the level of formality and stylistic variation within vocabulary. Words can have similar meanings but differ greatly in social appropriateness.

For example:

- *deceased* (formal), *dead* (neutral), *gone* (euphemistic), *kicked the bucket* (slang).

If translating a news article, *deceased* would be appropriate; in everyday conversation, *dead* fits better. Translating *kicked the bucket* literally into Uzbek (*chet el chelakni tepdi*) would be nonsensical—it is an idiomatic euphemism for “died.”

A skilled translator must identify the intended register of the original text and mirror it accurately in the target language. This preserves not just information, but also voice, tone, and social appropriateness.

Semantic problems often go beyond literal meaning. Words carry connotations—emotional and cultural associations that differ across societies. For example, the English word *home* implies warmth, comfort, and family, while the Uzbek equivalent *uy* simply denotes a physical dwelling. Translating *home* as *uy* conveys denotation but misses the emotional undertone. Cultural differences can make such translations even more complex. The term *Thanksgiving* represents a deeply American tradition with historical and cultural symbolism. Rendering it as *minnatdorchilik kuni* (day of gratitude) only describes the event superficially without transmitting its cultural depth. Hence, translators must aim for cultural equivalence—expressing the same emotional and cultural effect rather than literal words. Ambiguity occurs when a word or phrase has more than one interpretation. Context usually resolves this, but sometimes both meanings are possible, and the translator must decide which is intended.

For example: *He saw her duck*

This sentence could mean either:

He saw the woman’s bird (her duck).

He saw the woman lower her head.

Only by understanding the broader discourse can the translator choose the correct meaning. Therefore, translation involves not only linguistic but also cognitive analysis of context. Translation is never only a linguistic activity — it is primarily a cultural act. Every language is deeply rooted in the culture, traditions, beliefs, and worldview of the community that speaks it. Thus, when translators move meaning from one language to another, they are also transferring cultural identity, values, and social norms. To achieve a successful translation, one must consider not only what the words



mean but also how, why, and when they are used in real communication. This is where cultural and pragmatic aspects come into play.

Language reflects the culture and mentality of its speakers. Words often encode cultural experiences, traditions, or beliefs that may not exist in another culture.

For instance, in Uzbek culture, the phrase “*Nonni o‘pib qo‘yish*” (kissing the bread) expresses respect for food and sustenance. Translating it literally into English (*to kiss the bread*) would confuse readers unfamiliar with Uzbek traditions. The translator must either explain it (e.g., *as a gesture of respect for food*) or find a culturally similar expression. Similarly, English expressions like “*break the ice*” or “*spill the beans*” are idioms rooted in specific cultural habits — the first means to start social interaction; the second, to reveal a secret. These cannot be translated word-for-word into Uzbek or Russian without explanation or replacement. Culture also influences how people perceive time, space, politeness, and relationships. For example:

- In Uzbek, greetings such as “*Assalomu alaykum*” or “*Yaxshimisiz?*” are used widely and respectfully, even with strangers.
- In English, saying “*Hi*” or “*Hello*” to strangers is common, but asking “*How are you?*” is often a routine politeness rather than a real inquiry.
- In Russian, “*Здравствуйте*” is formal and shows respect, while “*Привет*” is informal.

If a translator ignores these cultural registers of politeness, the translation might sound rude or overly distant. Therefore, understanding cultural norms ensures sociolinguistic appropriateness — using language that fits the situation and relationships between speakers. Pragmatics is the study of how meaning is shaped by context, intention, and situation. While semantics focuses on what words *mean*, pragmatics focuses on what speakers *intend to communicate*.

In translation, pragmatics helps the translator answer questions like:

- Who is speaking to whom?
- What is their social relationship?
- What is the purpose of the utterance — to inform, persuade, joke, criticize, or comfort?

For example:

English: “*Could you open the window?*”

- Uzbek literal translation: “*Siz derazani ochishingiz mumkinmi?*”

Grammatically, both are requests. However, in Uzbek culture, politeness is often expressed through intonation and word choice, not just modal verbs. A more natural rendering might be:



→ “*Derazani ochib qo‘ysangiz bo‘ladimi?*”

Here, the suffix *-ib qo‘ysangiz* softens the request, aligning with Uzbek politeness conventions. Similarly, in Russian, “*Вы не могли бы закрыть окно?*” (“Could you close the window?”) is more polite than “*Закройте окно.*”

These small pragmatic nuances determine whether a translation feels *natural and respectful* or *awkward and impolite*.

Every culture has its own names, historical events, symbols, holidays, and traditions that may be unknown to other societies. Translating them requires cultural sensitivity and creativity.

For example:

- English: *Thanksgiving* → not just “a day of giving thanks” but a cultural celebration with turkey, family gatherings, and gratitude. Uzbek translators may explain it as “*Amerikaliklarning minnatdorchilik bayrami*” to preserve its cultural context.
- Uzbek: *Navruz* → more than “Spring Festival.” It is a celebration of renewal, friendship, and nature, with deep historical and spiritual meaning. Translating it into English as “*Persian New Year*” captures some but not all cultural elements.

Similarly, Russian has culturally loaded words such as *дача* (a countryside house used in summer) or *самовар* (a traditional tea-maker). These items are so culture-bound that translators must decide whether to:

1. Keep the original word (using transliteration),
2. Explain it in a footnote or parentheses, or
3. Find a similar concept in the target culture.

For example:

- *He went to his dacha for the weekend* → *U dam olish kunlari dala hovlisiga bordi.*

Here, *dala hovlisi* conveys the same function though not the exact cultural background. The key principle is functional equivalence — preserving how the concept works in its culture, not necessarily its exact name.

Pragmatic differences also appear in how people address each other.

- English: relatively neutral (*you* is used for everyone).
- Uzbek: distinguishes between *sen* (informal, close relationships) and *siz* (formal, polite).
- Russian: *ты* (informal) vs. *вы* (formal).

Translators must reflect these differences accurately to maintain social tone. For example, in a dialogue between a teacher and a student:

- English: “*Can you help me, please?*”
- Uzbek: “*Yordam bera olasizmi, iltimos?*” (formal)

Translating it as “*Yordam bera olasanmi?*” would be impolite, as it uses the informal pronoun *sen*.

Thus, address forms indicate respect, familiarity, and power relations, all of which must be carefully preserved in translation to avoid social misinterpretation. In modern translation practice, especially in media, marketing, and subtitling, translators often engage in **localization**—adapting content to make it sound natural for the target audience.

For instance, an English advertisement saying:

- “*Enjoy your coffee break with Starbucks!*”

might be localized in Uzbek as:

- “*Starbucks bilan bir finjon dam oling!*”

Here, *dam oling* (take a rest) matches Uzbek cultural preferences for tea or coffee moments as relaxation, not as “breaks” in a strict work context.

Localization ensures that translation feels *familiar* rather than *foreign*. However, it requires balancing cultural adaptation with fidelity to the original message.

Finally, the translator plays the role of a cultural mediator — someone who bridges two worlds, not just two languages. A translator must understand the values, humor, customs, politeness rules, and emotional expressions of both cultures. As Russian scholar A. V. Fedorov noted, “Translation is not only linguistic substitution but a cultural interpretation.” A translator who understands both English and Uzbek societies, for instance, knows that:

- Direct criticism is common and accepted in English-speaking cultures but might sound harsh or disrespectful in Uzbek contexts.
- Expressions of emotion are often more restrained in English, while Uzbek culture values warmth and expressiveness.

Therefore, a skilled translator adapts tone and emotion accordingly, ensuring that the translated text feels authentic and appropriate to its readers.

Conclusion

Translation is a bridge between languages and cultures, but it is also a delicate art that requires both linguistic precision and cultural empathy. Lexical–semantic problems such as polysemy, synonymy, idioms, and connotations make translation intellectually challenging yet profoundly rewarding. A successful translator must be not only

bilingual but also bicultural, capable of understanding the hidden meanings, emotions, and intentions embedded within language. By combining linguistic knowledge with cultural awareness, translators can create works that preserve the integrity of the original while making them accessible and meaningful to new audiences. Ultimately, translation is not about transferring words — it is about transferring meaning, emotion, and human experience across linguistic boundaries.

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MAKTABGACHA YOSHDAGI BOLALARNI ROBOTOTEXNIKAGA QIZIQTIRISHNING PSIXOLOGIK VA PEDAGOGIK ASOSLARI

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Annotatsiya. Maqolada robototexnikaning paydo bo'lishi va rivojlanish bosqichlari va maktabgacha yoshdagi bolalarni robototexnikaga qiziqtirishning psixologik va pedagogik asoslari haqida bayon etilgan.

Kalit so'zlar: robototexnika, bolalar, maktabgacha yosh, rivojlanish, bosqich, LEGO, robot, motivatsiya.

Аннотация. В статье описываются этапы возникновения и развития робототехники и психолого-педагогические основы повышения интереса детей дошкольного возраста к робототехнике.

Ключевые слова: робототехника, дети, дошкольный возраст, развитие, этап, LEGO, робот, мотивация.

Annotation: The article describes the stages of the emergence and development of robotics and the psychological and pedagogical foundations of involving preschool children in robotics.

Keywords: robotics, children, preschool age, development, stage, LEGO, robot, motivation.

Robototexnikaning paydo bo'lishi va rivojlanish bosqichlari, robototexnika tushunchasi insoniyat tarixida texnika va fan taraqqiyoti bilan chambarchas bog'liqdir. Ilk mexanik qurilmalar qadimiy davrlardan boshlab yaratilgan bo'lsa-da, "robot" atamasi XX asr boshlarida paydo bo'lgan. 1921-yilda chex yozuvchisi Karel Chapekning "R.U.R" (Rossum's Universal Robots) asarida birinchi marta "robot" so'zi ishlatilgan va tez orada ilmiy hamda texnik sohalarda keng tarqaldi. Dastlabki davrlarda robotlar oddiy mexanik avtomatlar bo'lib, ular odam harakatini yoki sodda ishlarni taqlid qilardi.

XX asrning o'rtalarida texnika va elektronikaning rivojlanishi natijasida sanoat robotlari yaratilishga boshlandi. 1961-yilda AQShda "Unimate" nomli birinchi sanoat roboti ishlab chiqarilgan bo'lib, u avtomobil zavodida payvandlash jarayonlarini bajarishda qo'llanilgan. Bu hodisa butun dunyoda robototexnika sanoatining

shakllanishiga turtki berdi. Keyinchalik robototexnika nafaqat sanoatda, balki tibbiyot, harbiy soha, kosmik tadqiqotlar va ta'limda ham keng qo'llanila boshladi. Ayniqsa, ta'lim robototexnikasi sohasining paydo bo'lishi bolalarni dasturlash, texnik tafakkur va muammolarni hal qilish qobiliyatlarini rivojlantirishga qaratildi. LEGO kompaniyasi tomonidan 1998-yilda ishlab chiqarilgan LEGO Mindstorms to'plami bu yo'nalishda inqilobiy ahamiyat kasb etdi.

Bugungi kunda robototexnika zamonaviy ta'lim jarayonining muhim qismi hisoblanadi. U nafaqat o'quvchilarga yangi bilimlarni beradi, balki ular orqali bolalarda XXI asr ko'nikmalari – tanqidiy fikrlash, ijodkorlik, hamkorlik va axborot texnologiyalaridan foydalanish madaniyati shakllantiriladi. Shu nuqtai nazardan, maktabgacha yoshdagi bolalarni robototexnikaga qiziqtirish ularni kelajak hayotga tayyorlashning dastlabki qadami sifatida qaraladi. Ular sodda konstruktorlar yordamida dastlab mexanik asoslarni tushunib olishadi, keyinchalik murakkabroq texnologik modellarni o'zlashtirishga tayyor bo'lishadi [4].

Ta'lim jarayonida innovatsion texnologiyalarni joriy etish dolzarb masalalardan biri hisoblanadi. Raqamli texnologiyalar, dasturlash va robototexnika sohasi bugungi kun bolalari uchun nafaqat kelajak kasbiy faoliyatining poydevorini qo'yadi, balki ularning tafakkuri, ijodiy qobiliyati va mantiqiy fikrlashini ham rivojlantiradi. Shu bois maktabgacha ta'lim tizimida ham bolalarni robototexnikaga bosqichma-bosqich jalb etish, ularda texnik ijodkorlikka bo'lgan qiziqishni uyg'otish muhim ahamiyat kasb etmoqda.

Maktabgacha yosh davri – bola shaxsining shakllanishida eng sezgir bosqichdir. Bu davrda bolalarda atrof-muhitni o'rganishga kuchli qiziqish, yangi narsalarni kashf qilishga intilish va o'yin faoliyatiga bo'lgan ehtiyoj yuqori bo'ladi. Robototexnika aynan o'yin va ta'limni uyg'unlashtirgan faoliyat sifatida bolalar uchun qiziqarli hamda foydali bo'lib, ularning intellektual va ijtimoiy rivojlanishiga katta hissa qo'shadi [1, 47].

Robototexnika mashg'ulotlari bolalarning quyidagi jihatlarini rivojlantiradi:

- Mantiqiy tafakkur – qurilma qismlarini yig'ish, ularning o'zaro bog'liqligini anglash orqali sabab-oqibatni tushunishga yordam beradi.
- Ijodkorlik – bolalar yangi modellar yaratishda o'z tasavvurlarini ishga soladi.
- Motorika – kichik detallar bilan ishlash qo'l barmoqlarining mayda harakatlarini rivojlantiradi.
- Muloqot va hamkorlik – guruhlarda ishlash bolalarni bir-biriga yordam berishga, jamoada fikrlashga o'rgatadi.



-Motivatsiya – o‘yin va texnologiyani birlashtirgan mashg‘ulotlar bolalarda bilim olishga qiziqishni kuchaytiradi.

Maktabgacha yoshdagi bolalarda texnik ijodkorlikka qiziqishni uyg‘otish uchun quyidagi omillar muhimdir:

- 1) O‘yin faoliyati – robototexnika mashg‘ulotlari bolalar uchun o‘yin shaklida tashkil etilishi zarur. Masalan, LEGO konstruktorlari yordamida sodda modellar yig‘ish.
- 2) Ko‘rgazmalilik – robotlarning ishlash jarayonini jonli ko‘rsatish, qisqa animatsiyalar yoki multfilmlar orqali tushuntirish.
- 3) Bosqichma-bosqichlik – oddiy qurilmalardan boshlab, asta-sekin murakkabroq modellarni o‘rgatish.
- 4) Ijobiy rag‘bat – bolaning har bir kichik yutug‘ini qadrlash, uni maqtash va yangi mashg‘ulotlarga undash.

Psixolog olimlarning fikricha, 3–7 yosh oralig‘i bolaning kognitiv qobiliyatlari faol rivojlanadigan davrdir. L.S. Vigotskiy ta’kidlagan “yaqin rivojlanish zonasi” nazariyasi asosida bolaga murakkab bo‘lmagan, ammo yangi bilim talab qiladigan topshiriqlar berilishi kerak. Robototexnika mashg‘ulotlari aynan shu tamoyilga mos keladi, chunki u bolani mavjud bilimlarini qo‘llash va yangi narsalarni o‘zlashtirishga undaydi [1, 89].

Shuningdek, M. Davletshin, O. Musurmonova va Sh. Raxmatovlarning izlanishlarida qayd etilishicha, maktabgacha yoshdagi bolalarda qiziqish uyg‘otishda o‘yin faoliyatining ustuvorligi katta ahamiyatga ega. Robototexnika aynan o‘yin va ta’limni birlashtirishi bilan samarali vosita bo‘lib xizmat qiladi. Maktabgacha ta’lim tashkilotlarida robototexnikani joriy etish quyidagi pedagogik yondashuvlarni talab qiladi:

- mashg‘ulotlarni qisqa, qiziqarli va bolalar yoshiga mos shaklda tashkil qilish;
- bolalarni kichik guruhlarda ishlashga jalb qilish;
- robototexnika mashg‘ulotlarini matematika, nutq o‘stirish va tabiatshunoslik kabi fanlar bilan uyg‘unlashtirish;
- tarbiyachilar va psixologlarning hamkorligini ta’minlash [2, 102].

Hozirgi kunda O‘zbekistondagi ko‘pchilik maktabgacha ta’lim tashkilotlarida LEGO Education va boshqa oddiy robototexnika to‘plamlari asosida mashg‘ulotlar o‘tkazilmoqda. Bolalarning ushbu mashg‘ulotlarga bo‘lgan qiziqishi yuqori bo‘lib, ularning tafakkuri, nutqi va ijodiy salohiyati sezilarli darajada rivojlanayotgani kuzatilmoqda.

Bugungi kunda ta’lim tizimining barcha bosqichlarida, jumladan maktabgacha ta’lim tashkilotlarida ham bolalarga texnologik bilimlarni erta yoshdan berish dolzarb

ahamiyat kasb etmoqda. Robototexnika bu borada eng qiziqarli va samarali vositalardan biridir. Chunki bolalar tabiatan qurishga, yig'ishga va yangi narsalarni sinab ko'rishga qiziqishadi. Shuning uchun robototexnika mashg'ulotlari ularda ijodkorlikni rivojlantirish, muammoli vaziyatlarni yechish, tafakkurni kengaytirish va texnik tafakkurni shakllantirishda muhim rol o'ynaydi. Maktabgacha ta'lim tashkilotlarida robototexnika odatda maxsus mashg'ulotlar yoki markazlarda olib boriladi. Ularning asosiy mazmuni bolalarni oddiy konstruktor detallaridan foydalangan holda turli shakllarni yig'ishga, mexanik elementlarni sinab ko'rishga va oddiy algoritmlar asosida modellarni boshqarishga o'rgatishdan iboratdir. Masalan, LEGO Education kabi konstruktiv to'plamlar maktabgacha yoshdagi bolalar uchun juda mos hisoblanadi [3].

Shuningdek, bunday mashg'ulotlar bolalar uchun ham yangi metodik yondashuvlarni talab qiladi. Pedagog robototexnika to'plamlaridan foydalanishning psixologik-pedagogik imkoniyatlarini chuqur bilishi, bolalarga yosh xususiyatlariga mos topshiriqlarni berishi lozim. Masalan, 5–6 yoshli bolalarga oddiy mexanik ko'prik, mashina yoki hayvon modelini yig'dirish, keyin esa uning qismlari qanday harakatlanishini tushuntirish samarali bo'ladi.

Xulosa qilib aytganda maktabgacha yoshdagi bolalarni robototexnikaga qiziqtirish - ularning mantiqiy tafakkuri, ijodkorligi va bilim olish motivatsiyasini kuchaytirishda samarali vosita hisoblanadi. Robototexnika mashg'ulotlari o'yin shaklida tashkil etilganda bolalar nafaqat yangi texnik bilimlarni egallaydilar, balki muloqot, hamkorlik va mustaqil fikrlash ko'nikmalarini ham rivojlantiradilar. Shunday qilib, maktabgacha ta'lim tizimida robototexnikani joriy etish kelajak avlodning innovatsion fikrlashini shakllantirishda muhim qadam bo'lib xizmat qiladi.

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POLITENESS STRATEGIES IN ENGLISH AND UZBEK: A PRAGMATIC AND TYPOLOGICAL COMPARISON

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Abstract. This article examines politeness strategies in English and Uzbek from both pragmatic and typological perspectives. It explores how cultural values, social hierarchies, and communicative conventions influence linguistic expressions of politeness in each language. The study reveals that while English emphasizes individual autonomy, indirectness, and minimal hierarchical marking, Uzbek prioritizes collectivism, respect, and elaborate honorific systems. Drawing on modern pragmatics, the paper discusses the universal principles of face and social harmony alongside culture-specific realizations. Attention is also given to pragmatic transfer in language learning and the adaptation of politeness norms in digital communication. The findings show that although politeness is a universal aspect of human interaction, its linguistic manifestations differ according to social structure and worldview. Understanding these distinctions is essential for effective intercultural communication, language teaching, and translation.

Keywords: politeness, pragmatics, English, Uzbek, collectivism, individualism, indirectness, hierarchy, intercultural communication, typology.

Politeness plays a fundamental role in human communication, yet its expression varies significantly across languages and cultures. Each society develops its own norms of respectful speech, and these norms reflect deeply rooted cultural values. In individualistic cultures, politeness often aims to protect the listener's independence, whereas in collectivist cultures it is closely linked to social roles, hierarchy, and group identity [8]. English and Uzbek illustrate these distinct traditions. English, shaped by Western pragmatics, emphasizes clarity, personal boundaries, and low-context communication, while Uzbek, influenced by Central Asian cultural patterns, relies on

high-context interaction where politeness is anchored in age, hierarchy, kinship, and respect-based conventions. Modern theories of politeness are grounded in the concept of face, which refers to an individual's desire to be respected, valued, and unthreatened during interaction. Positive face concerns the wish for approval, while negative face concerns the wish for autonomy; this distinction helps explain how languages encode politeness [6]. However, politeness is not a fixed set of formulas but a culturally embedded phenomenon influenced by social hierarchy, age, gender expectations, and formality. In English, politeness frequently appears through indirectness. Requests are typically softened with modal verbs such as “could,” “would,” or “might,” or with formulas like “I was wondering if...” which reduce imposition and attend to the listener's negative face needs [5]. Hedging expressions like “sort of,” “maybe,” and “possibly” further soften statements and decrease the intensity of face-threatening acts. English also displays relatively weak grammatical marking of hierarchy; the use of first names even in unequal relationships reflects cultural preferences for equality and reduced social distance. Uzbek politeness, by contrast, is shaped by a strong system of honorifics and culturally embedded expressions of respect [7]. The T/V pronoun distinction (“sen” vs. “siz”) is essential, and misuse may be interpreted as disrespect. Kinship-based address terms such as “aka,” “opa,” “xola,” “ota,” or “ustoz” are used even with non-relatives to show politeness and warmth. Uzbek culture places a strong emphasis on collectivism; speakers reinforce solidarity and moral expectations through formulaic greetings, blessings, and respectful wishes. A typological comparison reveals several important differences. English, shaped by individualism, favors negative politeness strategies aimed at minimizing intrusion, whereas Uzbek, shaped by collectivism, prioritizes positive politeness and respect-centered interaction [6]. Hierarchy is embedded in Uzbek grammar, vocabulary, and discourse patterns but appears in English mainly in formal or institutional contexts. The two languages also differ in their rationale for indirectness: English uses it to reduce imposition, while Uzbek uses it to preserve harmony and acknowledge social relationships. Uzbek contains a large number of fixed polite formulas, while English politeness tends to be more flexible and less dependent on set expressions [4]. Such differences carry important implications for language teaching and translation. Learners must acquire not only grammatical accuracy but also pragmatic competence, as even grammatically correct sentences may seem impolite if cultural norms are overlooked. In translation, literal equivalents are insufficient; translators must account for cultural connotations, levels of formality, and interpersonal dynamics to preserve the intended degree of politeness [1].



Although politeness strategies differ from one culture to another, researchers have suggested that certain pragmatic universals underlie their expression across languages. These universals stem from shared human concerns for maintaining face, avoiding conflict, and fostering social harmony. However, their linguistic realization is mediated by culture-specific conventions. In English, for instance, politeness is often manifested through understatement, hedging, and the avoidance of direct imperatives. Such strategies protect the interlocutor's autonomy and prevent communicative friction. In Uzbek, on the other hand, politeness tends to be explicitly marked, overtly signaling respect, gratitude, or humility through lexical and morphological means. This difference illustrates how the same pragmatic goal—maintaining positive social relations—may be achieved by contrasting linguistic routes. The expression of politeness also depends on situational variables such as power distance, social distance, and the level of formality [8]. For example, English speakers may use polite modal constructions (“Could you please...?”) even with close friends to maintain conversational balance, whereas Uzbek speakers often intensify politeness in hierarchical interactions—particularly when addressing elders, teachers, or public officials. Furthermore, Uzbek employs conventionalized formulas such as “iltimos,” “rahmat,” and “marhamat,” which function as both social lubricants and moral reinforcements. In English, politeness markers like “please” and “thank you” occur frequently but are contextually lighter, reflecting the low-context nature of English communication. Hence, the degree of explicitness in politeness varies cross-culturally, revealing how linguistic economy interacts with social expectations. A critical challenge for second-language learners lies in pragmatic transfer—the unconscious application of native politeness norms when speaking another language [4]. Uzbek learners of English, for instance, may overuse honorific expressions or avoid direct disagreement, which can make their speech sound overly formal or evasive in English contexts. Conversely, English speakers learning Uzbek may appear blunt or disrespectful if they neglect the appropriate use of “siz” or omit kinship terms of address. Such misunderstandings underscore the importance of teaching intercultural pragmatics alongside linguistic structure. Classroom instruction should include not only grammar and vocabulary but also authentic speech models illustrating context-appropriate politeness. Role-playing, discourse completion tasks, and audiovisual materials from real interactions can significantly enhance learners' awareness of sociocultural nuances [8]. In contemporary digital communication, politeness undergoes further adaptation. Online interactions—emails, chats, and social media exchanges—demand new forms of pragmatic sensitivity. English digital discourse

frequently relies on emoticons, softeners (like “I think” or “maybe”), and mitigated imperatives to maintain a polite tone. Uzbek users similarly employ culturally embedded strategies, including the use of respectful greetings (“Assalomu alaykum”) and honorific phrases even in virtual settings. However, the speed and informality of online communication can sometimes erode traditional norms, especially among younger speakers. As communication technology blurs social distance, understanding how politeness evolves in digital spaces becomes essential for modern pragmatics research [6].

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SYNTACTIC ECONOMY IN ENGLISH AND UZBEK: A COMPARATIVE STUDY OF WORD ORDER AND SENTENCE STRUCTURE

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Abstract. This study investigates syntactic economy in English and Uzbek, focusing on word order and sentence structure. Syntactic economy describes a language's strategy to minimize structural complexity while preserving clarity and communicative effectiveness. English, as an analytic language, relies on a rigid word order and function words to signal grammatical relations, whereas Uzbek, an agglutinative and morphologically rich language, encodes grammatical roles through suffixes and flexible word placement. Despite typological differences, both languages employ economy-driven strategies to ensure efficient and comprehensible communication. Insights from this comparison contribute to understanding linguistic typology, translation practice, and second-language pedagogy.

Keywords: syntactic economy, word order, English, Uzbek, sentence structure, comparative linguistics

Languages universally attempt to combine expressive richness with structural simplicity, an approach referred to as syntactic economy [1]. This concept involves optimizing grammatical resources to produce precise, meaningful utterances without redundancy. English and Uzbek, belonging to distinct typological families, demonstrate contrasting mechanisms for achieving such efficiency. English relies heavily on fixed Subject–Verb–Object order and auxiliary elements to convey grammatical relationships, with function words such as articles, prepositions, and auxiliaries clarifying tense, aspect, and syntactic connections [5]. This system ensures morphological simplicity while maintaining clarity, with deviations from the canonical word order being rare and generally stylistic. Uzbek, in contrast, uses a canonical Subject–Object–Verb structure but permits flexible word arrangements thanks to case

markers and rich verbal morphology . Suffixes such as -ni, -ga, and -da mark grammatical roles, allowing multiple word order variations without changing the meaning , while verbal morphology often encodes person and number, enabling the omission of explicit subjects and contributing to sentence compactness. Through agglutination, Uzbek integrates complex grammatical information into single words, reducing reliance on separate function words and supporting ellipsis where appropriate [2]. Both languages thus achieve syntactic economy but via distinct strategies: English emphasizes structural predictability and minimal ambiguity through fixed word order and auxiliary use, whereas Uzbek leverages morphological complexity to allow flexible and concise expression. English expresses complex ideas using conjunctions and subordinate clauses, while Uzbek conveys equivalent complexity through suffixation and non-finite verb forms, embedding syntactic meaning in morphology. Differences in information structure management further distinguish the two languages: Uzbek often front-loads topics for emphasis, whereas English relies on intonation patterns or cleft constructions [6]. Such typological contrasts have significant implications for second-language acquisition and translation , as direct transfer of structures between languages may produce errors if word order, morphological marking, and omission conventions are not considered. English learners of Uzbek may overapply SVO patterns and underuse morphological markers, while Uzbek speakers learning English may incorrectly impose SOV structures. Understanding these differences is critical for achieving bilingual competence, effective translation, and pedagogically sound instruction. In conclusion, English and Uzbek exemplify efficient but typologically divergent approaches to encoding syntactic information: English relies on fixed structures and functional words for clarity [4], while Uzbek exploits morphological richness and flexible syntax to maintain compact and expressive communication. Comparative analysis of these systems provides valuable insights for theoretical linguistics, applied translation, language teaching, and computational modeling of syntax [3]. Beyond structural differences, syntactic economy also reflects cognitive and functional principles guiding how speakers process and produce language. According to functional linguistics, languages tend to balance between *explicitness* and *efficiency*—providing enough grammatical information for comprehension while minimizing redundancy [1]. In English, this balance manifests through the use of auxiliary verbs and fixed word order, which reduce processing load by maintaining predictable patterns. For instance, the consistent Subject–Verb–Object alignment allows rapid parsing, facilitating comprehension in fast-paced communication. Uzbek, by contrast, achieves processing

efficiency through morphological transparency. Because grammatical relations are encoded in suffixes, speakers can omit elements like subjects or objects when contextually recoverable, a phenomenon known as *zero anaphora*. This strategy supports brevity without sacrificing meaning, showing how economy operates at both syntactic and cognitive levels. Syntactic economy also interacts with discourse-pragmatic needs. English tends to distribute information evenly across clauses, ensuring linear flow and clarity. Uzbek, however, permits topic-prominent constructions, where known information precedes new information for emphasis or politeness [6]. This flexibility enables speakers to manage focus dynamically, reflecting the interplay between grammar and discourse organization. From a typological viewpoint, both systems confirm that linguistic economy is not a universal set of rules but a spectrum of strategies adapted to communicative goals and processing constraints [4]. In applied contexts, understanding these cognitive underpinnings can improve machine translation and language pedagogy. AI-based parsers, for instance, must account for Uzbek's morphological concatenation to correctly interpret syntactic dependencies, while English learners of Uzbek benefit from explicit instruction in morphological markers to avoid under-specification. Ultimately, syntactic economy demonstrates that efficiency in language arises not from simplification alone, but from an optimal alignment between structure, meaning, and cognitive processing [5].

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WORD-FORMATION PRODUCTIVITY IN ENGLISH AND UZBEK: TYPOLOGICAL PARALLELS AND DIFFERENCES

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Abstract. This article examines the productivity of word-formation processes in English and Uzbek from a typological perspective and analyzes how structural, morphological, and semantic factors shape the creation of new lexical items in each language. Although both languages show constant lexical expansion driven by social, technological, and cultural change, their word-formation systems reflect distinct typological profiles. English, with its analytic structure and flexible compounding, demonstrates high productivity in derivation and blending. Uzbek, a member of the Turkic agglutinative family, displays strong suffixation patterns, stable morphological transparency, and predictable semantic shifts. The comparison reveals not only similarities but also key differences in how the two languages innovate lexically, and highlights the interplay between linguistic typology and creativity. The study concludes that understanding these parallels and divergences provides valuable insight for language teaching, translation, and linguistic research.

Keywords: word-formation, productivity, derivation, compounding, typology, loanword.

Word-formation is one of the most dynamic components of language, acting as a mechanism for expanding vocabulary and adapting to social developments. As societies evolve, languages respond through lexical innovation, enabling speakers to name new concepts, technologies, and cultural phenomena. The productivity of word-formation therefore becomes an important linguistic indicator, revealing how efficiently a language can generate new lexical items. English and Uzbek, although genetically unrelated, offer a compelling comparison because both exhibit active word-formation processes but rely on different structural principles. English tends toward



analytic constructions with a high degree of morphological freedom, while Uzbek employs agglutinative patterns characterized by rich suffixation and predictable morphological boundaries[1]. Studying how these languages form new words uncovers not only typological contrasts but also shared tendencies shaped by global linguistic trends.

Word-Formation Productivity in English

English exhibits remarkable flexibility in generating new words, largely due to its analytic structure and long history of borrowing. Among its most productive mechanisms are derivation, compounding, conversion, clipping, blending, and acronyms. Derivation is especially prolific, with affixes such as *-ness*, *-er*, *-able*, and *-less* contributing to ongoing lexical growth.[2] The ability to attach these affixes to various base forms allows English to create new words with minimal morphological restriction. For instance, technological innovation has produced items like *downloadable*, *user-friendly*, and *voice-activated*, all of which rely on productive affixation. Compounding is another area of high productivity. English compounds freely combine nouns, adjectives, and verbs to form new concepts such as *smartphone*, *cloud-computing*, or *time-saving*. Because English compounds do not require explicit linking morphemes, the formation process is efficient and creative. Conversion, the transformation of a word from one class to another without morphological change, is also highly productive.[6] Everyday examples include *to email*, *to google*, *a must*, or *a return*. This flexibility highlights the analytic nature of English and demonstrates how syntactic position can replace overt morphological marking. Blending and clipping reflect the creative dimension of English word-formation. Modern media and youth culture frequently produce blends like *brunch*, *smog*, *infotainment*, and *edutainment*, while clipping produces shortened forms such as *lab*, *exam*, *app*, and *demo*. These processes illustrate how English relies not only on traditional affixation but also on innovative phonological reduction[4].

Word-Formation Productivity in Uzbek

Uzbek, belonging to the agglutinative Turkic languages, displays a highly systematic and transparent morphology. Word-formation productivity is especially visible in its rich suffixation system, which allows consistent creation of nouns, adjectives, verbs, and adverbs [3]. Common derivational suffixes include *-chi* (agent), *-lik* (abstract noun), *-siz* (without), *-kor* (doer), and *-ona* (manner). Words like *o'qituvchi*, *yosh-ona*, *suvsiz*, *mehnatkash*, and *san'atkor* illustrate how Uzbek derivation is predictable and semantically clear. Uzbek also actively forms new words through compounding. Compounded forms such as *qo'isoat*, *daryoport*, *uy-ro'zg'or*, *kitobdo'kon* show that



Uzbek compounds often preserve clear morphological boundaries and maintain head-final structure. Unlike English, where compounds sometimes undergo phonological fusion, Uzbek compounds generally remain transparent, with each component easily recognizable. Reduplication is another productive feature of Uzbek word-formation. Patterns such as *opa-singil*, *yostiq-mostiq*, *tez-tez*, and *qora-qura* serve to emphasize quantity, frequency, or approximation[5]. This process adds nuances of meaning without altering grammatical class, demonstrating the expressive potential of agglutinative morphology. Borrowings also contribute to lexical expansion, particularly Russian and English loanwords such as *kompyuter*, *fayl*, *telefon*, and *dastur*. Uzbek frequently integrates these loans through suffixation, creating items like *kompyuterchi*, *dasturchi*, and *telefonlashtirmoq*, illustrating how foreign bases merge with native morphological patterns.

Typological Parallels Between English and Uzbek

Despite belonging to different linguistic families, English and Uzbek share certain parallels in word-formation. Both languages demonstrate productive compounding systems, enabling the creation of new lexical units based on existing stems. Both also employ derivation to expand vocabulary in response to technological and cultural change. Additionally, each language adapts loanwords to fit native phonological and morphological patterns, reflecting the influence of globalization [7]. Another parallel lies in semantic transparency. New words in both languages often retain clear relationships between base forms and derived meanings, particularly in agentive and descriptive formations. For example, English *teacher* and Uzbek *o'qituvchi* both represent agentive structures based on teaching, though their morphology differs. This functional similarity demonstrates that languages may follow parallel cognitive principles even when typologically unrelated.

Typological Differences Between English and Uzbek

The most striking differences arise from the contrasting structural types of the two languages. English, as an analytic language, relies heavily on word order, compounding, and conversion. Its morphology is relatively light, and new words often emerge without additional affixes. Uzbek, as an agglutinative language, depends on concatenated suffixes that create precise grammatical and semantic categories [3]. This leads to predictable and transparent derivation but limits the flexibility of word-class conversion. English blends and clippings have no close equivalent in Uzbek, where phonological reduction is less common. Uzbek reduplication also lacks an English counterpart, highlighting divergent strategies in lexical innovation. Another difference concerns compound formation: English compounds may become opaque (*butterfly*,

honeymoon), while Uzbek compounds typically remain semantically transparent [4]. Furthermore, productivity in English is strongly influenced by informal registers, media, and youth culture, whereas Uzbek productivity is more conservative and tied to morphological regularity. These distinctions underscore the impact of typological structure on lexical creativity.

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EKO-BETONLAR: ATROF-MUHITGA ZARAR KELTIRMAYDIGAN ZAMONAVIY BETON TURLARI

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Annotatsiya: Maqolada eko-beton tushunchasi, uning yaratilish sabablari, asosiy turlari va texnologik xususiyatlari keng yoritilgan. Geopolimer, karbonatlashgan, qayta ishlangan va nanotexnologiyalar asosida ishlab chiqariladigan betonlarning ilmiy va amaliy asoslari, fizik-mexanik afzalliklari, ekologik va iqtisodiy samaradorligi tahlil qilingan. Jahon va O'zbekiston tajribalari asosida eko-betonlarni ishlab chiqarish va joriy etishning istiqbollari, ularning "yashil iqtisodiyot"dagi o'rni hamda atrof-muhitni muhofaza qilishdagi ahamiyati ochib berilgan.

Kalit so'zlar: Eko-beton, geopolimer, qayta ishlangan agregat, karbonatlash texnologiyasi, nanoqo'shimchalar, uglerod izi, ekologik xavfsizlik, energiya samaradorligi, yashil qurilish, O'zbekiston, barqaror rivojlanish.

So'nggi o'n yilliklarda insoniyat duch kelayotgan eng dolzarb muammolardan biri bu atrof-muhitning ifloslanishi va global isishdir. Bu jarayonda sanoatning turli tarmoqlari, xususan qurilish sohasi ham muhim rol o'ynaydi. An'anaviy beton ishlab chiqarishda ishlatiladigan portlandsement ishlab chiqarish jarayoni juda katta miqdorda karbonat angidrid ajratib chiqaradi. Statistik ma'lumotlarga ko'ra, dunyo bo'yicha ishlab chiqarilayotgan sement hajmi har yili to'rt milliard tonnaga yaqinlashmoqda va natijada atmosferaga har yili ikki yarim milliard tonnadan ortiq karbonat angidrid chiqindisi tarqaladi. Bu raqamlar global isish jarayonini tezlashtirib, tabiiy ekologik muvozanatni buzmoqda. Shu bois olimlar va muhandislar tomonidan beton ishlab chiqarishda ekologik xavfsizlikni ta'minlaydigan yangi avlod materiallarini yaratish zarurati tug'ildi. Shunday materiallardan biri – bu eko-betondir. Eko-betonlar – bu atrof-muhitga zarar keltirmaydigan, kam uglerodli, energiya tejankor va qayta ishlangan materiallar asosida tayyorlanadigan zamonaviy beton turlaridir. Ularning yaratilish maqsadi nafaqat qurilish sifatini oshirish, balki tabiatga yetkazilayotgan zararni kamaytirish, chiqindilardan oqilona foydalanish hamda resurslardan tejab-tergab foydalanishni yo'lga qo'yishdan iboratdir. Eko-betonlar an'anaviy betonlarga nisbatan nafaqat ekologik, balki texnik va iqtisodiy jihatdan ham

ustunliklarga ega. Ularning ishlab chiqarishida energiya sarfi kam bo‘ladi, xizmat muddati esa ancha uzayadi.

Zamonaviy ilm-fanda eko-betonlarning bir necha asosiy turlari ishlab chiqilgan. Ulardan eng keng tarqalganlari – geopolimer betonlar, qayta ishlangan agregatlar asosida tayyorlangan betonlar, karbonatlashgan betonlar hamda nanoqo‘shimchalar yordamida ishlab chiqariladigan betonlardir. Geopolimer betonlar portlandsement o‘rniga uchuvchi kul, shlak yoki metakaolin kabi sanoat chiqindilarini alkali eritmalar yordamida faollashtirish orqali olinadi. Bunday betonlar ishlab chiqarish jarayonida karbonat angidrid chiqindilari odatiy sement ishlab chiqarishga nisbatan deyarli ikki baravar kam bo‘ladi. Bundan tashqari, geopolimer betonlar yuqori mustahkamlik, kimyoviy ta’sirlarga bardoshlilik, sovuqqa chidamlilik va uzoq xizmat muddati bilan ajralib turadi.

Eko-betonlarning yana bir muhim turi – qayta ishlangan agregatlar asosida tayyorlanadigan betonlardir. Bu betonlarda shag‘al va qum o‘rniga buzilgan eski inshootlardan olingan maydalangan beton parchalaridan foydalaniladi. Bunday yondashuv qurilish chiqindilarini kamaytiradi, yer resurslarini asraydi hamda poligonlarga tashlanadigan chiqindilar hajmini qisqartiradi. Shu bilan birga, eski betonlardan olinadigan agregatlarni qayta ishlash texnologiyasi ham yildan-yilga takomillashib, ularning mexanik xususiyatlari tabiiy agregatlarga yaqinlashib bormoqda.

So‘nggi yillarda karbonatlash texnologiyasi asosida ishlab chiqarilayotgan betonlar ham eko-betonlar sinfiga kiradi. Bunday texnologiyada ishlab chiqarish jarayonining o‘zida beton aralashmasiga siqilgan karbonat angidrid yuboriladi. Bu gaz sement tarkibidagi kaltsiy bilan reaksiyaga kirishib, kalsiy karbonat hosil qiladi. Natijada betonning ichki tuzilishi zichlashadi, mustahkamligi ortadi va shu bilan birga ishlab chiqarish jarayonida hosil bo‘lgan karbonat angidrid gazining bir qismi betonda bog‘lanib qoladi. Ya’ni bu beton turlari nafaqat chiqindini kamaytiradi, balki mavjud CO₂ ni o‘z tarkibida “saqlab qoladi”.

Eko-betonlarning yana bir istiqbolli yo‘nalishi bu nanotexnologiyalar asosida ishlab chiqilayotgan betonlardir. Nanomateriallar – masalan, nanoSiO₂, nanoTiO₂ yoki grafen zarrachalari – beton tarkibiga qo‘shilganda uning ichki strukturasi mustahkamlaydi, g‘ovaklikni kamaytiradi, suv o‘tkazuvchanligini kamaytiradi va shu bilan birga, kamroq sement sarfi bilan yuqori sifatli material olish imkonini beradi. Bunday betonlar ko‘pincha “intellektual” yoki “aqlli” betonlar deb ham ataladi, chunki ularning ayrim turlari o‘z-o‘zini tozalovchi yoki ultrabinafsha nurlar ta’sirida havoni tozalovchi xususiyatga ega bo‘ladi.

Eko-betonlarning afzalliklari ularning ekologik tozaligidan tashqari iqtisodiy samaradorligida ham namoyon bo'ladi. Ishlab chiqarish jarayonida energiya sarfi kamaygani sababli umumiy tannarx pasayadi, xizmat muddati uzoq bo'lgani uchun texnik xizmat xarajatlari kamayadi. Shuningdek, binolar issiqlikni yaxshiroq ushlab turadi, bu esa isitish va sovitish xarajatlarini qisqartiradi. Shu sababli eko-betonlar nafaqat ekologik, balki iqtisodiy jihatdan ham foydali hisoblanadi. Dastlab bunday betonlarni ishlab chiqarish texnologiyasi biroz murakkab va qimmat bo'lishi mumkin, ammo uzoq muddatda ular an'anaviy betonlarga nisbatan arzonroq tushadi.

Eko-betonlarning fizik-mexanik xususiyatlari ham yuqori darajada. Geopolimer betonlarda siqilishdagi mustahkamlik 60–90 MPa gacha yetadi, suv shimuvchanlik esa 40–50 foizga kamayadi. Ularning sovuqqa bardoshlilik yuqori, tuzli suv yoki kislota muhitiga nisbatan chidamliligi esa an'anaviy betonlardan ancha ustun. Karbonatlashgan betonlarda esa zichlik va qattqlik ortadi, bu esa ularning ekspluatatsiya muddatini uzaytiradi. Nanobetonlarda g'ovaklik kamayishi tufayli mikro yoriqlar paydo bo'lish xavfi pasayadi, bu esa konstruktsiyalarni deformatsiyalardan himoya qiladi.

Dunyo tajribasiga nazar tashlasak, ekologik toza beton ishlab chiqarish texnologiyalari keng yoyilmoqda. Masalan, AQSh va Kanadada "CarbonCure" nomli texnologiya asosida karbonat angidridni beton ishlab chiqarish jarayonining o'zida qayta ishlash keng qo'llanilmoqda. Avstraliya va Germaniyada esa yo'l va ko'priklarni qurilishida qayta ishlangan agregatlar asosida tayyorlangan betonlardan foydalanish amaliyoti keng rivojlanmoqda. Yaponiya va Janubiy Koreyada dengizga yaqin inshootlarda kimyoviy chidamliligi yuqori bo'lgan geopolimer betonlardan foydalanilmoqda. Bu texnologiyalar nafaqat ekologik foyda beradi, balki inshootlarning xizmat muddatini ham bir necha baravar uzaytiradi.

O'zbekiston sharoitida ham eko-beton ishlab chiqarish uchun katta imkoniyatlar mavjud. Respublikada ko'plab issiqlik elektr stansiyalarida hosil bo'ladigan uchuvchi kul, metallurgiya zavodlaridan chiqadigan shlak, sement zavodlari changlari va boshqa sanoat chiqindilari geopolimer asosida beton ishlab chiqarish uchun ideal xomashyo hisoblanadi. Bundan tashqari, mahalliy ohaktosh, bazalt, kvarts qumlari va tabiiy to'ldirgichlar bilan birgalikda ekologik toza beton aralashmalarini ishlab chiqarish imkoniyatlari keng. Hozirda Jizzax va Toshkent viloyatlarida eko-beton ishlab chiqarish bo'yicha dastlabki laboratoriya sinovlari o'tkazilmoqda. Tadqiqot natijalariga ko'ra, uchuvchi kul asosida tayyorlangan betonning suv o'tkazuvchanligi 60 foizga kamaygan, sovuqqa bardoshlilik ko'rsatkichlari esa 1,5 barobar oshgan.



Eko-betonlarning joriy etilishi bilan bir qatorda, normativ-huquqiy va texnik baza ham muhim ahamiyat kasb etadi. Yevropa Ittifoqi davlatlarida “yashil qurilish” standartlari, LEED va BREEAM kabi xalqaro sertifikatlashtirish tizimlari joriy qilingan. O‘zbekiston ham kelajakda eko-betonlar uchun milliy standartlarni ishlab chiqishi, ekologik xavfsizlik mezonlarini belgilashi zarur. Shuningdek, qurilish materiallari ishlab chiqaruvchilari uchun chiqindilardan foydalanish bo‘yicha rag‘batlantiruvchi mexanizmlar joriy etilishi maqsadga muvofiq bo‘ladi.

Eko-betonlar nafaqat texnologik yangilik, balki barqaror rivojlanish siyosatining ajralmas qismidir. Ular orqali mamlakatda chiqindilarning kamayishi, energiya tejamkor binolarning ko‘payishi va ekologik xavfsizlikning oshishi ta‘minlanadi. Eng muhimi, eko-beton ishlab chiqarish jarayoni O‘zbekistonning “yashil iqtisodiyot” konsepsiyasiga to‘liq mos keladi. Bu yo‘nalishdagi ilmiy tadqiqotlarni kengaytirish, yosh muhandislarni zamonaviy texnologiyalar bilan tanishtirish va sanoat korxonalarida ekologik texnologiyalarni amaliyotga joriy etish kelajakda katta iqtisodiy va ekologik foyda keltiradi.

Xulosa qilib aytganda, eko-betonlar zamonaviy qurilish sanoatining eng istiqbolli yo‘nalishlaridan biridir. Ular yordamida nafaqat yuqori sifatli, balki tabiatga zarar keltirmaydigan inshootlar barpo etish mumkin. Har bir yangi bino yoki ko‘prik nafaqat inson uchun, balki tabiat uchun ham foydali bo‘lishi kerak degan tamoyil bugungi kunda global miqyosda ustuvor ahamiyat kasb etmoqda. O‘zbekiston sharoitida eko-beton ishlab chiqarish texnologiyalarini joriy etish orqali nafaqat ekologik muammolarni kamaytirish, balki yangi ish o‘rinlarini yaratish, ilmiy izlanishlarni rivojlantirish va milliy qurilish sanoatini raqobatbardosh darajaga olib chiqish mumkin. Eko-betonlar – bu kelajak qurilishi uchun eng to‘g‘ri yo‘l, inson va tabiat o‘rtasidagi uyg‘unlikka eltuvchi yangi avlod materiallaridir.

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THE EFFECTIVENESS OF CLIL (CONTENT AND LANGUAGE INTEGRATED LEARNING) TECHNOLOGY IN FOREIGN LANGUAGE LESSONS

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Annotation: This article investigates the effectiveness of CLIL (Content and Language Integrated Learning) in foreign language education. CLIL is an innovative pedagogical approach where students learn a subject and a foreign language simultaneously. This dual-focused method enhances language proficiency while promoting cognitive, cultural, and content knowledge. The study explores theoretical foundations of CLIL, its application in foreign language classrooms, the role of teachers, and the benefits and challenges of this methodology. Practical examples and case studies are provided to illustrate the implementation of CLIL in real educational settings.

Keywords: CLIL, content learning, foreign language, bilingual education, teaching methodology, cognitive development, language acquisition, classroom practice.

Annotatsiya: Ushbu maqolada CLIL (Content and Language Integrated Learning – Mazmun va tilni integratsiyalashgan o'qitish) texnologiyasining chet tili ta'limidagi samaradorligi tahlil qilinadi. CLIL – bu talabalar bir vaqtning o'zida fan va chet tilini o'rganadigan innovatsion pedagogik yondashuvdir. Ushbu ikki qirrali metod til ko'nikmalarini rivojlantirish bilan birga, kognitiv, madaniy va mazmuniy bilimlarni ham oshiradi. Maqolada CLILning nazariy asoslari, chet tili darslarida qo'llanilishi, o'qituvchining roli, metodning afzalliklari va qiyinchiliklari ko'rib chiqiladi. Amaliy misollar va dars holatlari orqali CLILni ta'lim jarayonida qo'llash ko'rsatiladi.

Kalit so‘zlar: CLIL, mazmunli o‘qitish, chet tili, ikki tillik ta’lim, pedagogik metod, kognitiv rivojlanish, til o‘rganish, dars amaliyoti.

Аннотация: В статье рассматривается эффективность технологии CLIL (Content and Language Integrated Learning – интегрированное обучение предмету и языку) в обучении иностранным языкам. CLIL — инновационный педагогический подход, при котором студенты одновременно изучают предмет и иностранный язык. Этот метод способствует развитию языковых навыков, когнитивных и культурных знаний. В работе обсуждаются теоретические основы CLIL, его применение на уроках иностранных языков, роль преподавателя, преимущества и проблемы метода. Приводятся практические примеры и кейсы реализации CLIL в образовательной среде.

Ключевые слова: CLIL, обучение с содержанием, иностранный язык, билингвальное образование, методика преподавания, когнитивное развитие, овладение языком, практика урока.

CLIL (Content and Language Integrated Learning) has gained international recognition as an effective methodology in foreign language education. The main principle of CLIL is that students acquire subject knowledge and language competence simultaneously [1]. Unlike traditional language instruction, which focuses mainly on linguistic skills, CLIL emphasizes the integration of content (science, history, mathematics, or social studies) with the foreign language. This approach helps students develop not only linguistic skills but also critical thinking, problem-solving abilities, and intercultural competence [2].

Communicative Language Teaching (CLT) principles are also central to CLIL. CLT stresses the importance of using language for meaningful communication rather than rote memorization. CLIL classrooms provide authentic contexts in which language is a tool for expressing ideas and interacting with peers. According to Coyle, the “4Cs framework”—Content, Communication, Cognition, and Culture—is a cornerstone of CLIL pedagogy [7]. Content ensures subject knowledge is delivered; Communication emphasizes meaningful language use; Cognition develops thinking skills; and Culture fosters intercultural understanding.

Practical classroom implementation of CLIL varies according to grade level, subject, and students’ language proficiency. For younger learners, teachers may use visual aids, songs, and interactive activities to integrate content and language. For example, in a 5th-grade English lesson, students may learn about environmental conservation while acquiring vocabulary related to pollution, recycling, and ecosystems. Role-plays,

posters, and collaborative projects allow students to use the language actively while internalizing content knowledge [8].

Teacher roles in CLIL are multifaceted. Educators must be proficient not only in the target language but also in the subject matter. They act as facilitators, language models, and scaffolds for learning. Lesson planning in CLIL requires careful integration of content objectives and language objectives. Language support strategies—such as pre-teaching vocabulary, using visual scaffolds, and modeling academic language—help students navigate complex concepts while developing language competence [10].

Numerous empirical studies demonstrate the effectiveness of CLIL. Dalton-Puffer (2011) found that students in CLIL programs show significant improvement in both receptive and productive language skills compared to peers in traditional language classes [11]. Similarly, research in Spain and Italy revealed that CLIL students developed higher cognitive engagement and content comprehension without compromising language development [12]. In Uzbekistan, pilot programs integrating CLIL into secondary English lessons have shown promising results, particularly in science and social studies, with students demonstrating increased participation, motivation, and language retention [3].

One of the main challenges in CLIL is balancing language proficiency and content mastery. Students with limited English skills may struggle to grasp complex subject material, while focusing excessively on content can impede language development. Effective CLIL instruction addresses this through differentiated scaffolding, peer support, and formative assessment strategies that evaluate both language and content objectives [4].

Cultural and linguistic adaptation is another critical aspect. CLIL materials often originate from English-speaking contexts, requiring teachers to modify content for local relevance. For instance, a geography lesson discussing the Amazon rainforest may be supplemented with examples of local ecosystems to ensure students can relate to the content. This integration enhances comprehension and maintains engagement [5].

Furthermore, technology plays a pivotal role in CLIL classrooms. Digital platforms, multimedia resources, and online collaboration tools allow students to interact with authentic language materials while engaging in content learning. Tools like interactive simulations, virtual labs, and educational videos facilitate comprehension and provide scaffolding for complex concepts [5].

CLIL also fosters intercultural competence. Exposure to authentic texts, media, and cultural practices in the foreign language encourages students to compare and reflect



on cultural norms. For example, while studying environmental policies in English-speaking countries, students may compare them to policies in Uzbekistan, developing analytical and cross-cultural reasoning skills [3].

Another advantage of CLIL is its motivational impact. Students often perceive CLIL lessons as meaningful and relevant because they learn English while simultaneously studying subjects of interest. This dual benefit enhances engagement and reduces language learning anxiety, creating a positive classroom atmosphere [11].

In conclusion, the theoretical and practical foundations of CLIL illustrate its potential as an effective pedagogical approach in foreign language lessons. By integrating content and language learning, CLIL enhances cognitive development, language proficiency, intercultural awareness, and student motivation. Classroom examples demonstrate that students can successfully engage with complex subjects while improving their English skills, provided that educators employ careful planning, scaffolding, and culturally responsive materials.

CLIL (Content and Language Integrated Learning) methodology in foreign language classrooms offers unique insights into **how students acquire language and content simultaneously**, but its practical implementation presents both opportunities and challenges. One of the main advantages of CLIL is that it encourages **authentic language use**. Students are exposed to language embedded in meaningful tasks rather than isolated grammatical exercises, fostering **functional language proficiency** [10]. For instance, in a biology lesson conducted in English, learners may discuss ecosystems, classify animals, or explain food chains. The activity requires them to **produce language** in real communicative contexts, reinforcing vocabulary, syntax, and conceptual understanding at the same time [1].

In Uzbek educational contexts, CLIL has been gradually introduced in secondary schools and universities. Research indicates that students participating in CLIL-based English lessons show **higher engagement and improved comprehension** compared to those in traditional language courses [2]. A pilot program at Tashkent State Pedagogical University incorporated history topics in English for third-year students. Learners reported that while initially challenging, the integration of **subject matter and English language** significantly improved their vocabulary retention and critical thinking skills. Teachers observed increased participation, as students were **actively negotiating meaning and explaining concepts** in English rather than passively translating [3].

Translation and adaptation pose specific challenges in CLIL. Unlike traditional bilingual programs where content can be translated word-for-word, CLIL requires

dynamic adaptation to ensure that both content and language objectives are met. For example, certain scientific terms in English may lack precise equivalents in Uzbek. Teachers must decide whether to **introduce new terminology in English** and scaffold understanding, or to provide Uzbek explanations that bridge conceptual gaps [4]. Similarly, idiomatic expressions, cultural references, and context-dependent phrases in English texts require careful modification to maintain both clarity and authenticity. This process often demands **pre-teaching of key vocabulary**, the use of visual supports, and frequent formative assessments to monitor comprehension [5].

Technology has become an indispensable tool in CLIL classrooms. Digital resources, online collaboration platforms, and multimedia presentations enable teachers to **illustrate complex content while reinforcing language skills**. For example, a virtual lab simulation allows chemistry students to observe reactions while reading instructions and explanations in English. Interactive quizzes, video lessons, and discussion forums provide both **linguistic scaffolding and content reinforcement**, which is particularly helpful for learners with intermediate language proficiency [7]. Moreover, technology facilitates exposure to **authentic language materials**, including articles, podcasts, and videos produced by native speakers, increasing learners' intercultural competence.

CLIL also supports **cultural awareness and comparative learning**. Lessons in English expose learners to diverse perspectives, fostering the ability to analyze global issues from multiple viewpoints. For example, in a lesson on climate change, students might compare environmental policies in English-speaking countries with those in Uzbekistan. Such comparative exercises help learners **develop critical thinking, cultural sensitivity, and the ability to articulate reasoned arguments in a foreign language** [28]. This intercultural dimension is a distinctive feature of CLIL, distinguishing it from conventional language instruction.

Teacher preparation is critical for the success of CLIL programs. Effective CLIL teachers require **dual expertise**: proficiency in the foreign language and mastery of the subject content. Professional development programs often focus on strategies for **language scaffolding, task design, and classroom management**, enabling teachers to facilitate learning without overwhelming students [30]. In Uzbekistan, teacher training programs have started to integrate CLIL methodology workshops, focusing on lesson planning, use of visual aids, and culturally responsive teaching. For example, one workshop trained educators to design history lessons in English using timelines, images, and interactive discussions, which improved students' content understanding and English fluency simultaneously.

Research indicates that CLIL positively affects **student motivation and autonomy**. Students often perceive lessons as more meaningful when they can **apply English in real-world contexts**. This perceived relevance reduces language anxiety and promotes active engagement. Moreover, CLIL encourages **peer collaboration**, as students work together to complete tasks that require both language and content competence. Such collaborative environments enhance social skills, confidence, and intrinsic motivation [1].

Despite its many advantages, CLIL also presents challenges. Students with low English proficiency may struggle to access complex content, leading to frustration and potential disengagement. To mitigate this, teachers often implement **differentiated instruction**, providing additional support through simplified texts, bilingual glossaries, and visual aids. Scaffolding strategies such as **sentence frames, concept maps, and graphic organizers** help learners structure their ideas and communicate effectively in English [2].

Another challenge is the **availability of suitable materials**. CLIL requires textbooks, multimedia resources, and authentic materials that integrate content and language. In many contexts, including Uzbekistan, such materials are limited, necessitating **teacher-created resources**. Educators often adapt international CLIL textbooks, simplify academic texts, and incorporate local examples to ensure cultural relevance. This adaptation process not only supports comprehension but also contextualizes learning, making it more meaningful for students [3].

Cultural factors play a significant role in CLIL effectiveness. Students' attitudes toward the foreign language and their prior experiences with language learning influence how they respond to CLIL instruction. For instance, learners with positive attitudes toward English and exposure to international media often demonstrate higher engagement and better language development [4]. Additionally, CLIL fosters **cultural competence** by exposing learners to diverse perspectives, norms, and values, which enhances their ability to navigate intercultural communication contexts.

Another case involved teaching **history through English** in a university setting. Students engaged in research projects comparing historical events in their country with global events. The activity required reading authentic texts, synthesizing information, and presenting findings in English. This not only reinforced content knowledge but also developed students' **academic writing, presentation, and argumentation skills**. In addition to practical examples, CLIL has theoretical implications for **second language acquisition (SLA)**. According to Cummins' *Threshold Hypothesis*, a certain level of linguistic competence is required to benefit cognitively from bilingual

instruction [7]. CLIL provides a scaffolded environment where learners gradually achieve this threshold, allowing them to engage in higher-order thinking in the foreign language. Similarly, CLIL aligns with **Vygotsky's sociocultural theory**, emphasizing learning through social interaction, scaffolding, and collaborlandsca[8].

In conclusion, Part 2 highlights that CLIL's **effectiveness in foreign language education** is supported by both empirical research and classroom practice. Through the integration of content and language, CLIL enhances **linguistic competence, cognitive skills, motivation, and cultural awareness**. Challenges such as language proficiency gaps, resource limitations, and teacher training requirements can be mitigated through **careful planning, scaffolding, and contextual adaptation**. Practical examples and case studies demonstrate that when implemented effectively, CLIL provides a **dynamic, engaging, and effective learning environment** for foreign language students.

CLIL (Content and Language Integrated Learning) has emerged as a transformative approach in foreign language education, bridging the gap between linguistic competence and subject mastery. The analysis and practical examples presented earlier demonstrate that CLIL is more than a teaching method; it is a holistic pedagogical framework that fosters cognitive development, intercultural awareness, and learner autonomy. By simultaneously engaging students in content and language, CLIL encourages active participation, critical thinking, and collaborative problem-solving, which are essential skills in the 21st-century educational landscape [10].

One of the most significant advantages of CLIL is its ability to create authentic and meaningful learning experiences. Unlike traditional language instruction, where learners often practice artificial dialogues or isolated vocabulary, CLIL situates language within the context of real academic content, such as science, geography, history, and mathematics. This contextualized approach enhances long-term retention of vocabulary and grammatical structures, as language is linked to concrete concepts and cognitive processes. Furthermore, CLIL promotes student motivation, as learners perceive that mastering English serves a tangible purpose beyond passing exams; they are able to access knowledge, conduct research, and communicate ideas effectively.

Cultural integration is another critical component of CLIL's effectiveness. By exposing students to authentic English-language materials—ranging from textbooks and scholarly articles to videos, podcasts, and international media—CLIL encourages intercultural competence. Students learn not only language but also the norms, values, and thinking patterns of other cultures, which enhances global awareness and prepares them for participation in multicultural environments [41]. In the Uzbek context, CLIL



lessons can incorporate both local and international content, allowing students to draw comparative insights and develop critical perspectives.

Despite these advantages, CLIL implementation requires careful pedagogical planning and teacher training. Educators must be proficient in the target language and subject content, and capable of providing scaffolding strategies to support learners with varying language abilities. Methods such as pre-teaching vocabulary, using visual aids, employing graphic organizers, and differentiating tasks are essential to ensure both content comprehension and language acquisition [42]. Teacher training programs, workshops, and professional development initiatives play a pivotal role in equipping educators with the skills and confidence necessary for successful CLIL instruction.

Translation and adaptation also remain central challenges in CLIL. Since authentic English materials may contain culturally-specific references, idioms, and complex terminology, teachers must make judicious choices to maintain meaning and relevance for students. Strategies such as contextualization, paraphrasing, and the use of bilingual glossaries enable learners to access complex content without losing the linguistic benefits of exposure to authentic language [43]. Overcoming these challenges strengthens students' language skills and cognitive flexibility, as they navigate between languages and cultural frameworks.

Empirical studies underscore the positive impact of CLIL on learner outcomes. Research in European and Central Asian contexts consistently shows that CLIL students outperform peers in both subject mastery and language proficiency, particularly in receptive skills like reading and listening, as well as productive skills like writing and speaking [44]. Case studies in Uzbekistan indicate that students participating in CLIL lessons demonstrate higher engagement, better collaboration, and enhanced problem-solving skills, validating the method's applicability in local educational settings.

From a theoretical perspective, CLIL aligns with several key educational frameworks. Constructivist theory emphasizes active knowledge construction, which is achieved in CLIL through tasks that require reasoning, hypothesis testing, and communication. Sociocultural theory highlights the importance of social interaction and scaffolding, both of which are integral to collaborative CLIL activities [46]. Additionally, Cummins' Threshold Hypothesis suggests that achieving a certain level of language proficiency is essential for cognitive benefits in bilingual education; CLIL provides this scaffolding, allowing students to reach higher cognitive and linguistic thresholds. Technological integration further amplifies CLIL's effectiveness. Digital tools, interactive platforms, and multimedia resources facilitate engagement, comprehension,

and authentic communication. For example, online collaborative projects, virtual laboratories, and educational simulations allow students to interact with content while practicing English in meaningful contexts. Technology thus supports differentiated learning, enabling students at varying proficiency levels to participate fully.

In conclusion, CLIL represents a comprehensive, student-centered approach that integrates content and language learning, promoting cognitive, linguistic, and cultural competencies. Its application in foreign language classrooms enhances learner motivation, encourages active participation, and fosters critical thinking. While challenges exist—such as language proficiency gaps, material adaptation, and teacher preparation—research and practical experience demonstrate that these can be effectively addressed through strategic scaffolding, professional development, and contextualized materials.

For Uzbekistan and similar educational contexts, CLIL offers a promising methodology that equips students with the skills necessary for global communication, academic success, and intercultural understanding. As globalization continues to shape educational priorities, CLIL stands as an effective approach to preparing learners for the demands of the modern world, ensuring that language learning is integrated, meaningful, and empowering.

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PAX POST-NAPOLEONICA: RISE AND FALL OF RELATIVELY PEACEFUL PERIOD IN EUROPE

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Abstract: This article examines the Pax Post-Napoleonica, the period of relative stability in Europe from Napoleon's first overthrow in 1814 to the start of the First World War in 1914. It argues that the Congress of Vienna and the Concert of Europe created a new way of managing peace through balance of power and regular consultation. However, rising nationalism, the decline of the Ottoman Empire, and growing great-power rivalry slowly weakened this system. By tracing key events from 1814 to 1914, the article shows how the post-Napoleonic peace was built, challenged, and finally brought to an end.

Key terms: Congress of Vienna, Concert of Europe, Eastern Question, nationalism, balance of power.

INTRODUCTION

The fall of Napoleon in 1814 was a turning point for Europe. After more than twenty years of almost constant warfare, European leaders wanted a way to prevent another major conflict. When the great powers met at the Congress of Vienna in 1814–1815, they did more than redraw borders. They tried to build a system that could keep peace through cooperation, regular communication, and a careful balance of power. Many historians, such as Paul W. Schroeder in *The Transformation of European Politics* (1994)¹, describe this settlement as one of the most successful diplomatic efforts in modern history.

This new approach later became known as the Concert of Europe. It was not a formal organization but a habit of consultation. Whenever a crisis appeared, the major powers—Britain, Austria, Russia, Prussia, and later France—talked, negotiated, and tried to settle issues together. Henry Kissinger, in *Diplomacy* (1994)², argues that this spirit of cooperation helped Europe avoid another continent-wide war for decades.

However, the period after 1815 was not peaceful in every sense. Inside many states, people demanded national unity, constitutional rights, or independence. The

¹ Paul W. Schroeder, *The Transformation of European Politics* (1994)

² Henry Kissinger, *Diplomacy* (1994)

revolutions of 1830 and 1848 showed that society was changing faster than the rulers. At the same time, old empires such as the Ottoman Empire were getting weaker. This created the Eastern Question, a long-term struggle among the great powers over how to deal with Ottoman decline. These tensions put pressure on the Concert system and slowly reduced its ability to manage conflicts.

For these reasons, this article uses the term “Pax Post-Napoleonica” to describe the period from Napoleon’s overthrow in 1814 to the start of the First World War in 1914. It was a time when Europe enjoyed fewer large wars than before, but the peace was fragile. By following key events from 1814 to 1914, we can understand how this relatively stable era began, how it worked, and how it eventually collapsed.

Methods

This article uses a qualitative historical approach and uses well-established secondary sources. By taking the major events between 1814 and 1914 as milestones, it follows the interpretations of some top historians, Paul W. Schroeder, Henry Kissinger, A. J. P. Taylor, Eric Hobsbawm, Christopher Clark, and Margaret MacMillan, who are the authors of modern history. Their contributions shine quite differently, yet at the same time, they are very complementary, as they deal with the same topics: diplomacy, nationalism, and the balance of power. The paper is organized in a chronological way, which is very helpful for observing the development, alteration, and the ultimate collapse of the post-Napoleonic peace. Besides that, these concepts among others, like the Concert of Europe and the Eastern Question, are presented and elucidated through these academic interpretations. The chosen method seeks to provide a lucid narrative backed not by archival research, but by the academic perspectives deemed trustworthy.

Pax Post-Napoleonica

Napoleon’s initial upending in 1814 marked the conclusion of a prolonged period of hostilities in Europe. All the powers, after a long time of fighting and changing alliances, mainly decided that the continent required a new order to avoid another devastating war. The craving for stability gave birth to the Congress of Vienna, which took place in the years 1814-1815. The diplomats at Vienna—Metternich of Austria, Castlereagh of Britain, and Alexander I of Russia—worked hand in hand to get back the equilibrium of power. The very map they came up with was such that no one nation could ever be the mightiest in the continent any longer. Paul W. Schroeder states that the settlement was “a major restructuring of Europe” which aimed at making large scale war less likely.³

³ Schroeder, The Transformation of European Politics, 1994

To the leaders' advantage, they also presented a new method of crisis management: consorting among the big powers' regularly. Eventually this practice turned into what was later called the Concert of Europe by scholars. It did not take the shape of a formal league but was more like a pact to consult before resorting to violence. In the eyes of Henry Kissinger, the Concert was a system wherein the guiding force behind diplomacy was the common interest and not the military power.⁴ The great powers met frequently in the first decades following 1815. They addressed the insurrections in Italy and Spain, the liberty movements in Latin America, and the issues in the central Europe. Even though there were differences in opinions, still, the practice of communication played an important role in keeping such events from escalating to major wars. But the tranquility had its bounds. A great number of people were longing for national self-determination or political reform. The revolutions of 1830 and 1848 proved that the old rulers could not just silence these demands. Historian Eric Hobsbawm explains that the revolutions of 1848 were a "wave of social and national movements" that creed challenges for the legitimacy of the Vienna system.⁵ Even though the great powers managed to restore order after 1848, their cooperation became weaker. The shared conservative ideology that once united the states was at that time starting to fade.

The Ottoman Empire's gradual decline was more apparent during the same period. This led to the diplomatic challenge called the Eastern Question. The question was straightforward yet very risky: what would be the fate of Ottoman territories as the empire lost power? Each of the great powers had its own view. Russia was looking forward to pushing its borders southward. Britain aimed at safeguarding its trade routes and making sure that Russia did not take over the eastern basin of the Mediterranean. Austria was anxious about the whole of the Balkans, where many nationalities were already hard to govern. M. S. Anderson, a historian, mentions that the Eastern Question was one of the major, if not the most, persistent challenges to the very existence of European stability.⁶

The tensions culminated in the Crimean War (1853–1856). The Ottoman Empire was supported by Britain and France against Russia. This was the first major European war since the times of Napoleon. It indicated that the Concert of Powers was not capable of maintaining peace all the time. Furthermore, the war caused a rift between Russia and the western powers. The period of cooperation was marked with difficulty after Crimea. A majority of the scholars agree that this war was the first major signal of the

⁴ Kissinger, *Diplomacy*, 1994

⁵ Hobsbawm, *The Age of Revolution*, 1962

⁶ Anderson, *The Eastern Question*, 1966

weakening of the Pax Post-Napoleonica (Taylor, *The Struggle for Mastery in Europe*, 1954).

The subsequent decades witnessed even more radical transformations. In both Italy and Germany, nationalistic leaders strove to combine their respective territories. The Italian wars of unification (1859–1861) and the Franco-Prussian War (1870–1871) eventually altered the geography of Europe. The emergence of a united Germany under Prussian guidance literally changed the power equation. Historian Christopher Clark argues that the newly formed German Empire was both powerful and greedy, thus, changing the diplomatic scenario.⁷ The erstwhile Vienna order that was based on a harmonious balance could not function the same way any longer.

New rivalries surfaced in the late 19th century. The process of industrialization led to the increase in the number of soldiers in armies and the production of more lethal weapons. The competition for colonies went on in Africa and Asia among the major European powers. The Balkans, which were still politically divided and unstable, turned into the site of conflict. The Balkan Wars of 1912-1913 unmasked the delicacy of the situation. Austria-Hungary and Russia supported opposite camps, which amplified the already existing mistrust. Margaret MacMillan states that these crises brought Europe to the threshold of a war that would change its map.⁸

By 1914, Europe was divided into two major alliance systems: the Triple Entente (France, Russia, Britain) and the Triple Alliance (Germany, Austria-Hungary, Italy). The old Concert idea of acting together had disappeared. When the assassination of Archduke Franz Ferdinand occurred in June 1914, diplomats failed to stop the chain reaction. Within weeks, the First World War began. The system built after 1815 had finally collapsed.

In the year 1914, Europe was basically split into two prominent alliance blocs—the Triple Entente (composed of France, Russia, and Britain) and the Triple Alliance (Germany, Austria-Hungary, and Italy). The previously existing idea of the Concert acting jointly had vanished. The murder of Archduke Franz Ferdinand which happened in June 1914 went unnoticed by the diplomats who were supposed to contain the reaction. Within a few weeks, World War I broke out. The system created after 1815 had finally fallen apart.

The period between Napoleon's downfall and World War I saw Europe going through a long period of limited great-power wars. Nevertheless, this stability was the result of cooperation that was already undercut gradually. Nationalism, imperial rivalry, shifting

⁷ Clark, *Iron Kingdom*, 2006

⁸ MacMillan, *The War That Ended Peace*, 2013

power balances, and the Eastern Question were the factors that the post-Napoleonic peace was depending upon and they gradually destroyed the foundations. The consequence was the spectacular end of the Pax Post-Napoleonica in 1914.

Conclusion

During the 1814-1914 period, we can observe how Europe attempted to preserve and finally lost the long-term stability that had been established after the downfall of Napoleon. The Pax Post-Napoleonica was not a perfect but it was a genuine effort to lessen the number of conflicts through the cooperation of the parties involved. At the Congress of Vienna, the major powers acknowledged that the continent should never again be ruled by one single country. Their remedy was the balance of power plus the practice of regular consultations. The latter was indeed a great factor in keeping Europe away from another continent-wide war for almost a century. Historians like Paul W. Schroeder and Henry Kissinger have both claimed that the system established after 1815 was one of the most successful diplomatic frameworks in modern history.

Nevertheless, the system was weak from the very beginning. It relied on the great powers sharing conservative values, and these eventually disappeared as societies underwent changes. The revolutions of 1830 and 1848 were indicators that the people were asking for national unity, political rights, and constitutional government. These demands posed a challenge to the old perception that only the kings could maintain order. Meanwhile, the weakening of the Ottoman Empire resulted in the Eastern Question, which made the great powers compete for influence rather than cooperate. The Crimean War was a clear indication of how the Concert of Europe had lost the strength necessary to oversee the managing of these rivalries.

Starting from the middle of the nineteenth century, the whole of Europe went through a major transformation due to the emergence of new powers. The integration of Italy and Germany not only created new nations but also altered the distribution of power in Europe. The industrialization revolution led to the advancement of military, which involved fire and armies becoming more intricate plus destructive. The rivalry for colonies, the competition for markets, and the ambitions of nationalists made it practically impossible for the countries to work together. By the end of the 1900s, Europe had traversed the path from cooperation through diplomacy to division characterized by military pacts and mistrust.

The incidents of 1914 validated this breakdown. During the crisis in the Balkans, the major powers did not behave any longer like the early Concert by exhibiting a cautious and collective mentality; rather, they reverted to acting through rival alliances, each one getting ready for a fight. Thus, the eruption of the Great War was not, in fact, a

sudden occurrence but rather the last phase of a prolonged decline. Grasping the rise and fall of the centuries helps to illustrate how, even though peace can last for decades, it can still come to an end once the foundations are not strong enough. The Pax Post-Napoleonica was, indeed, a milestone in world history but it could not withstand the onslaught of the forces of nationalism, imperialism, and the changing interests of states that were transforming Europe by 1914.

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WORD ORDER PATTERNS IN ENGLISH AND UZBEK SENTENCES

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Abstract. Word order is a fundamental component of syntax and sentence structure that reflects a language's typological characteristics. English and Uzbek exhibit markedly different word order patterns, with English primarily following a Subject–Verb–Object (SVO) structure, whereas Uzbek employs a Subject–Object–Verb (SOV) typology. Understanding these patterns is critical for language acquisition, translation, and cross-linguistic comparison. This paper examines the syntactic characteristics of English and Uzbek sentences, analyzes the differences and similarities in their word order, and discusses the implications for language teaching and computational linguistics. The study draws on both theoretical frameworks in generative grammar and functional approaches, supplemented with practical examples.

Keywords: word order, syntax, English, Uzbek, SVO, SOV, sentence structure, language typology

Word order is a central feature of language that determines how meaning is structured within a sentence. It not only governs grammatical relations but also impacts comprehension, translation, and second-language acquisition.[1] English, a Germanic language, predominantly exhibits a fixed Subject–Verb–Object (SVO) order. In

contrast, Uzbek, a Turkic language, generally follows Subject–Object–Verb (SOV) ordering, with flexibility introduced through case marking and postpositions. The study of word order is essential for multiple linguistic disciplines, including syntax, typology, and applied linguistics. Comparative analysis between English and Uzbek provides insight into syntactic universals, language transfer issues, and teaching strategies for EFL (English as a Foreign Language) learners in Uzbekistan. Despite differences in word order, both languages share features such as the use of modifiers, auxiliary verbs, and complex clauses, which can serve as a bridge for learners acquiring either language. When it comes to scholars' ideas about this theme, in *The Cambridge Encyclopedia of the English Language*, David Crystal points out that English is a language with a relatively fixed word order because of its loss of inflectional morphology.[2] Apart from that Bernd Kortmann discusses how English has changed from a more flexible word order language to one with a fixed SVO order. In his work *English Linguistics*, he said: “As a result of its almost complete loss of inflectional morphology, English has experienced a dramatic typological change to a language with a relatively fixed word order of subject-verb-object”.[3] Esmail Safaei Asl also researched about this topic. In his book named “*Word Order Typology of Turkish*” he said: “This study shows that Turkish behaves predominantly like a strong OV language, typologizing Turkish as a VO language only to a small extent”.[4] While this study is about Turkish, it is relevant because Turkish is a Turkic agglutinative language with SOV preferences — hence it provides a parallel for Uzbek in your comparative study. Syntactic typology classifies languages based on the canonical order of core sentence constituents: subject (S), verb (V), and object (O). According to Greenberg's universals, SVO and SOV are the most common patterns globally. SVO languages like English rely on relatively fixed word order for grammatical relations, while SOV languages such as Uzbek use case marking to maintain grammatical roles, allowing greater flexibility in constituent positioning.[5] When it comes to **English Word Order** it is a predominantly SVO language. A simple declarative sentence follows the



structure:

(Subject+Verb+Object). For example: “The teacher explains the lesson.” Here, “**The teacher**” is the subject, “**explains**” is the verb, and “**the lesson**” is the object. English also shows constraints on other word orders in declarative sentences. Auxiliary verbs, adverbs, and prepositional phrases occupy fixed positions.[6] In questions, inversion occurs:

✓ “Does the teacher explain the lesson?”

Modifiers generally precede nouns, and adjectives are placed before the noun they modify. While passive constructions alter surface word order, the underlying SVO relationship is maintained:

✓ “The lesson is explained by the teacher.”

Turning to the **Uzbek Word Order**, it is an agglutinative SOV language, meaning the verb typically appears at the end of the clause. A basic sentence follows:

(Subject+Object+Verb). For example: “O‘qituvchi darsni tushuntiradi.”

Translated: “The teacher the lesson explains.” Case marking in Uzbek allows flexibility; the grammatical role of nouns is signaled by suffixes rather than strict positioning. For example, topicalization or focus structures can place the object or adverbial phrase at the beginning without ambiguity:

- “Darsni o‘qituvchi tushuntiradi.” (*The lesson, the teacher explains.*)

Modifiers in Uzbek generally precede the noun, similar to English adjectives, but the postpositional phrases and adverbials often follow the noun or verb, showing more structural freedom than in English.

Feature	English (Fixed Order)	Uzbek (Flexible Order)
Typical Structure	Subject-Verb-Object (SVO)	Subject-Object-Verb (SOV)
Word Order Changes	Alters Meaning or creates errors	Allows variation without losing meaning
Case Markers	Rare (only in pronouns)	Used to indicate subject/object roles
Verb Position	Appears in the middle	Usually at the end of the sentence

[7]

Understanding syntactic differences is vital for EFL learners. Teachers should explicitly address word order patterns to reduce errors in writing and speech. Strategies include:

- Contrastive exercises comparing English SVO and Uzbek SOV structures.
- Sentence reordering activities to internalize English word order.
- Emphasis on auxiliary and modal verbs for forming questions and negatives.

Natural language processing (NLP) and machine translation systems must account for structural differences. Morphologically rich languages like Uzbek pose challenges in parsing, requiring algorithms sensitive to suffixes and flexible ordering.[8] Comparing SVO and SOV structures reveals cognitive processing differences. English speakers process subject-verb dependencies linearly, while Uzbek speakers anticipate the verb at the end, affecting comprehension strategies. Awareness of these patterns aids in designing teaching curricula and cross-linguistic research.

In conclusion, the comparison of English and Uzbek sentence structures highlights significant typological differences and pedagogical implications. English's rigid SVO order contrasts with Uzbek's flexible SOV structure, which relies on case morphology. These differences influence translation, language acquisition, and computational modeling.

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QURILISH KOMPANIYALAR FAOLIYATINI MENING UYIM BILLING TIZIMINI SI VA MO TEXNOLOGIYALARI BILAN INTEGRATSIYALASH

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Annotatsiya: Ushbu maqolada qurilish kompaniyalari tomonidan mijozlar to’lov tarixi va uy-joy sharoitlari asosida shaxsiylashtirilgan xizmatlar taklif qilish imkoniyatlarini yaratish hamda chegara to’lovlar va xizmatlar bilan bog’liq muammolarni oldindan ogohlantirish imkoniyatini beruvchi “Mening Uyim” billing tizimini sun’iy intellekt (SI) va mashinani o’rganish (MO) texnologiyalari bilan integratsiyalash masalasi tahlil qilinadi. Maqolada integratsiyalash jarayonining afzalliklari, qurilish sohasi uchun maxsus qiyinchiliklari, sohadagi statistik ko’rsatkichlar va real amaliyotdagi misollar keltiriladi. Natijada, bu yondashuv orqali kompaniyalarning mijozlar bilan muloqotini, to’lov jarayonlarini va xizmat sifatini oshirishdagi potentsial imkoniyatlar aniqlanadi.

Kalit so’zlar: qurilish kompaniyalari, to’lov tizimi, billing tizimi, “Mening Uyim”, sun’iy intellekt (SI), mashinani o’rganish (MO), shaxsiylashtirilgan xizmatlar, mijoz to’lov tarixi, uy-joy sharoitlari, avtomatlashtirish.

Kirish Bugungi kunda qurilish sektori raqobatbardoshligini oshirish, mijozlar bilan munosabatlarni mustahkamlash hamda to’lov va xizmat ko’rsatish jarayonlarini optimallashtirish zarurati bilan yuzma-yuz. Bunda kompaniyalar uchun faqatgina ma’lumotlarni yig’ish emas, balki ularni tahlil qilish, xatti-harakatlarni prognozlash va shaxsiylashtirilgan xizmatlar taqdim qilish muhim bo’lmoqda. Shu asosda, qurilish kompaniyalarida to’lov tarixi va mijozning uy-joy sharoitlari ma’lumotlari orqali taklif va xizmatlarni individualizatsiya qilish imkoniyatini beruvchi “Mening Uyim” deb ataladigan billing tizimi taklif etilmoqda. Ushbu tizimni SI va MO texnologiyalari bilan integratsiyalash orqali nafaqat jarayonlarni avtomatlashtirish, balki muammolarni oldindan aniqlash va mijozni ogohlantirish imkonini yaratadi. Maqola mazkur yondashuvni chuqur tahlil qiladi, uning muhim jihatlari, afzalliklari, qurilish kompaniyalarida qo’llanishi mumkin bo’lgan imkoniyatlari ko’rib chiqiladi.

Mavzuning dolzarbligi shundaki bugungi kunda jamoalar sayt cheklovlari, byudjet yoki barqarorlik maqsadlariga asoslangan minglab dizayn variantlarini

o'rganish uchun generativ AI dan foydalanishlari mumkin. Bundan tashqari, AI vositalari loyihani ko'rib chiqishda yordam berishi mumkin, loyihaning har bir jihati barcha talablarga javob berishi va potentsial bayroqlarni aniqlaydi. Qurilish sektori — katta mablag', murakkab jarayonlar va ko'plab tomonlar ishtirokidagi tarmoqdir. Shu sohada to'lovlar bilan bog'liq muammolar (kechikkan to'lovlar, noto'g'ri hisob-kitoblar, xizmat sifati bilan bog'liq noroziliklar) kompaniya faoliyatiga sezilarli salbiy ta'sir ko'rsatishi mumkin. Masalan, avtomatlashtirish va SI joriy etilishi bilan bu tur muammolarni kamaytirish mumkinligi haqida sohada ma'lumotlar mavjud. Uzoq muddatli mijoz munosabatlari va xizmat sifatini oshirish — kompaniyaning barqaror rivojlanishi uchun muhim omil. Shu bois "Mening Uyim" kabi billing-tizimni SI va MO bilan birlashtirish qurilish kompaniyalari uchun joriy va kelajakdagi raqobatda ustunlikka aylanishi mumkin. Statistik jihatdan, sohadagi SI va MO texnologiyalariga sarmoya ortib bormoqda. Shu jihatdan, maqola yuqoridagi jarayonlarni qurilish kompaniyalari kontekstida tahlil qilib, amaliy yo'llarini ko'rsatadi.

Mahalliy olimlarning fikrlari:

1. Prof. U. R. Xolmurodov (Toshkent arxitektura-qurilish universiteti)
Qurilish sohasida raqamli tizimlarni joriy etish jarayonlar samaradorligini oshiradi, ayniqsa mijozlar bilan iqtisodiy munosabatlarda avtomatlashtirilgan to'lov tizimlari muhim o'rin tutadi. Sun'iy intellektga asoslangan tahliliy mexanizmlar qarzдорlikni prognoz qilish va xizmatlar sifatini boshqarishda yangi bosqichga olib chiqadi.¹

2. A. Karimov va D. Jo'raev (TATU) Uy-joy kommunal xizmatlarida billing tizimlarini avtomatlashtirish aholining to'lov intizomini oshiradi, shuningdek xizmat ko'rsatuvchi tashkilotlarning xarajatlarini 18–25% gacha kamaytiradi. SI va MO qo'llanilganda har bir mijoz uchun shaxsiy tarif va xizmat modeli ishlab chiqish mumkin bo'ladi.²

3. M. Xudoyberdiyev (Samarqand davlat arxitektura-qurilish universiteti)
Qurilish korxonalarida mijozlar bilan hisob-kitoblarni raqamlashtirish orqali moliyaviy oqimlar shaffofligi oshadi. SI integratsiyasi esa "aqlli monitoring" tizimini shakllantirishga imkon beradi.³

¹ Xolmurodov U. R. Qurilish sohasida raqamli texnologiyalarni joriy etishning iqtisodiy samaradorligi // Toshkent arxitektura-qurilish universiteti ilmiy axborotnomasi. – 2022. – №3. – B. 45–51.

² Karimov A., Jo'raev D. Uy-joy kommunal xo'jaligida billing tizimlarini avtomatlashtirish va AI yechimlari // Toshkent axborot texnologiyalari universiteti ilmiy to'plami. – 2023. – №2. – B. 60–67.

³ Xudoyberdiyev M. Qurilish korxonalarida moliyaviy oqimlarni raqamlashtirish va sun'iy intellekt asosida nazorat qilish // Samarqand davlat arxitektura-qurilish universiteti axborotnomasi. – 2023. – №4. – B. 30–38.

4.S.Mavlonov (O‘zbekiston Milliy universiteti) Sun’iy intellekt asosidagi prognozlash algoritmlari to‘lovlar bilan bog‘liq inqiroz holatlarini oldindan ko‘ra oladi va qarzдорlik profilini avtomatik belgilaydi.⁴

Uzbekiston qurilish sohasida raqamli transformatsiya jadal sur'atlar bilan rivojlanmoqda, bu esa “Mening Uyim” (My Home) kabi billing tizimlarini SI (Service Integration – xizmat integratsiyasi) va MO (Mobile Optimization – mobil optimizatsiya) texnologiyalari bilan birlashtirish orqali samaradorlikni oshirish imkonini beradi. Ushbu tahlil 2020–2025 yillarga oid raqamli ko'rsatkichlarga asoslanib, imkoniyatlar va afzalliklarni ko'rib chiqadi. Ma'lumotlar O'zbekistonning “Raqamli O'zbekiston-2030” strategiyasi, qurilish sanoati o'sishi va global raqamli billing tajribalaridan olingan. Integratsiya orqali qurilish kompaniyalari billing jarayonlarini avtomatlashtirib, xarajatlarni 20–26% ga qisqartirishi, shaffoflikni oshirishi va mijozlar bilan aloqani yaxshilashi mumkin.

Asosiy imkoniyatlar:

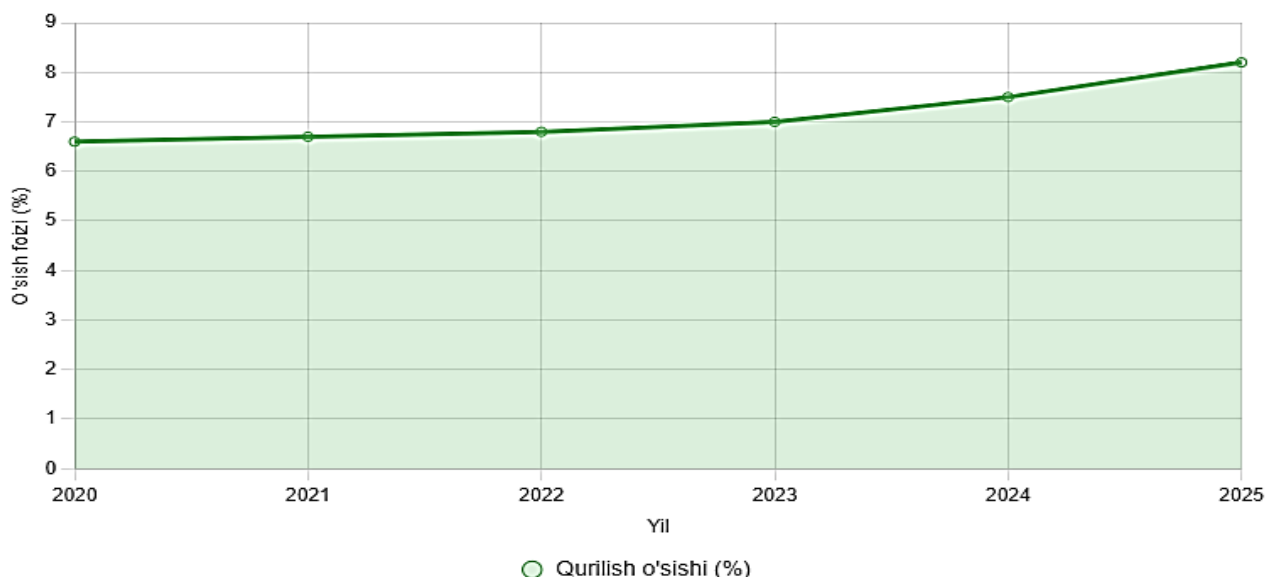
❖ **SI texnologiyalari orqali integratsiya:** “Mening Uyim” tizimini BIM (Building Information Modeling) va “Shaffof Qurilish” milliy axborot tizimi bilan bog'lash mumkin, bu esa loyihalarni real vaqtda kuzatish va billingni avtomatlashtirishga yordam beradi. Natijada, qurilish loyihalarida xatoliklar 15–20% ga kamayadi.

❖ **MO texnologiyalari orqali optimizatsiya:** Mobil ilovalar orqali mijozlar (uy egalari) billingni onlayn kuzatishi, to'lovlarni amalga oshirishi va ogohlantirishlarni olishi mumkin. Bu O'zbekistonning mobil internet foydalanuvchilari soni 92% ga yetganligi (2025 yil boshida 33.9 mln ulanish) sharoitida ayniqsa foydali.

❖ **Afzalliklar:** Xarajatlar kamayishi (masalan, billing jarayonida 23 soat/oy tejash), shaffoflik oshishi (blockcheyn asosidagi smart kontraktlar orqali) va mijozlar qoniqishini yaxshilash (raqamli xizmatlar ulushi 76% ga yetishi). Global misollar (Siteline va Procore dasturlari) shuni ko'rsatadiki, bunday integratsiya A/R (hisoblangan qarzlar) muddatini 20 kunga qisqartiradi.

⁴ Mavlonov S. Sun'iy intellekt asosidagi prognozlash algoritmlarining to'lov intizomi va qarzдорlikni boshqarishga ta'siri // O'zbekiston Milliy universiteti ilmiy jurnali. – 2024. – №1. – B. 72–79.

O'zbekiston qurilish bozorining yillik o'sishi, raqamli texnologiyalar (shu jumladan billing integratsiyasi)⁵



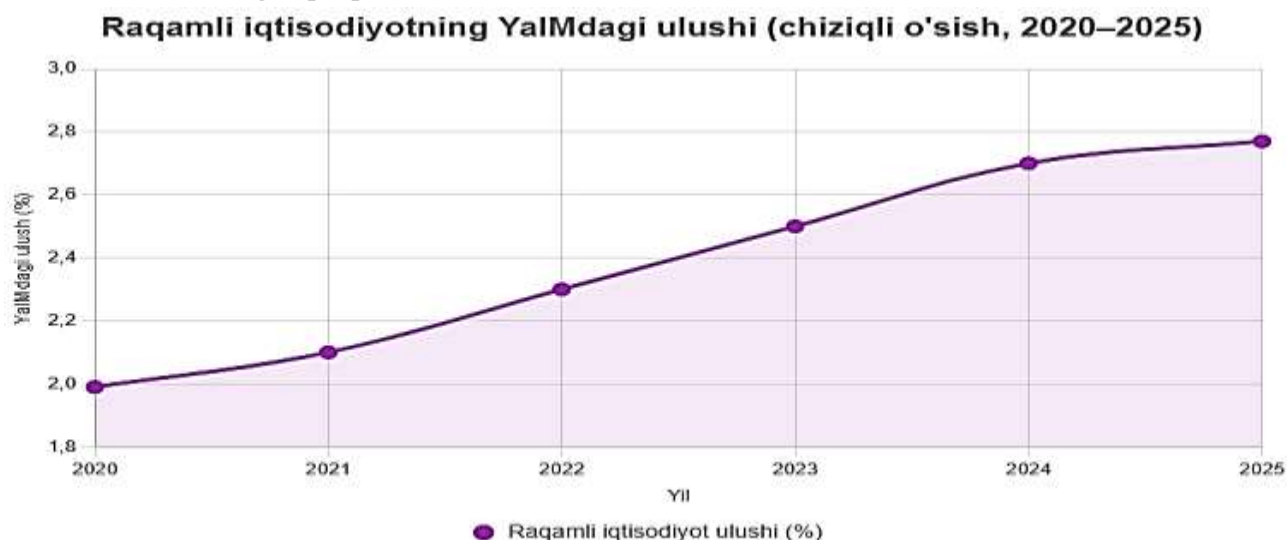
O'zbekiston qurilish sohasining yillik o'sish sur'ati 2020 yildagi 6.6% dan 2025 yilda 8.2% gacha barqaror o'sishi ko'rsatilgan. Bu o'sish “Raqamli O'zbekiston-2030” strategiyasi doirasida infratuzilma loyihalari, qayta tiklanuvchi energiya va davlat-xususiy sheriklik (DXSh) tashabbuslari bilan bog'liq. “Mening Uyim” tizimining SI/MO bilan integratsiyasi loyiha monitoringini avtomatlashtirib, ushbu o'sishni yanada tezlashtirishi mumkin – masalan, resurslarni real vaqtda taqsimlash orqali loyiha muddatlarini 15–20% ga qisqartirish imkoniyati mavjud.

So'nggi 5 yillik raqamli ko'rsatkichlar asosidagi tahlilda 2020–2025 yillarda O'zbekiston qurilish sohasida raqamli transformatsiya quyidagi ko'rsatkichlar bilan o'lchanadi (manbalar: Statista, UNDP, Jahon banki va Milliy statistika qo'mitasi ma'lumotlari asosida):

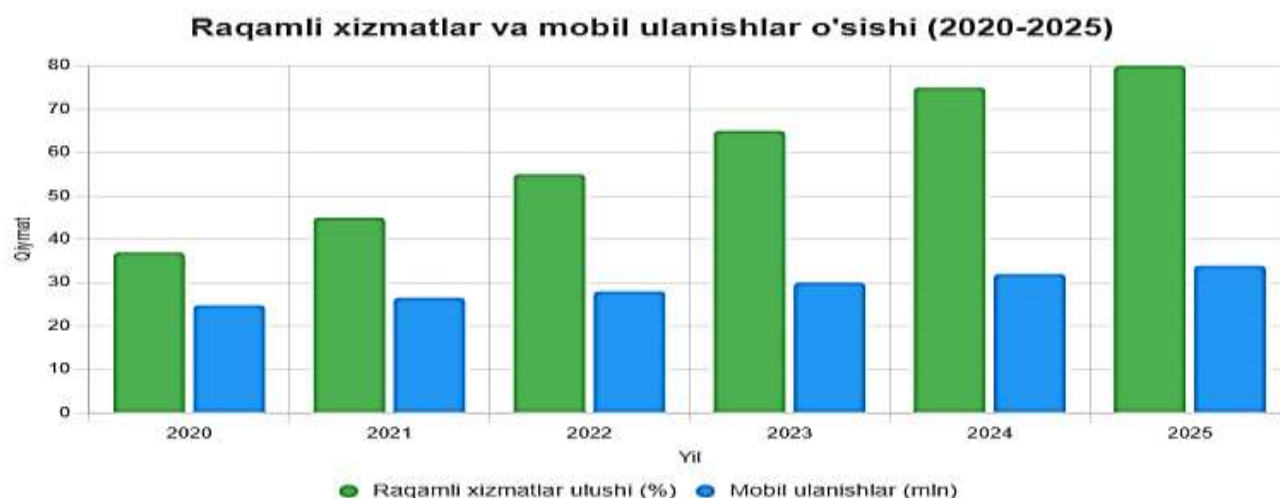
- ❖ Qurilish sanoati o'sishi: 2020 yilda 6.6% dan 2025 yilda 8.2% gacha (infra struktura va qayta tiklanuvchi energiya loyihalari ta'sirida).
- ❖ Raqamli iqtisodiyot ulushi YaIMda: 2020 yilda 1.99% dan 2025 yilda 2.77% gacha (ICT eksporti 2020 yilda \$169 mln dan 2025 yilda \$306 mln ga o'sishi).
- ❖ Davlat xizmatlari raqamlashtirilishi: 2020 yilda 37% dan 2025 yilda 80% gacha (my.gov.uz portali orqali, shu jumladan qurilish ruxsatnomalari).
- ❖ Mobil ulanishlar: 2020 yilda 24.8 mln dan 2025 yilda 33.9 mln gacha (92.2% aholiga nisbatan).
- ❖ BIM va raqamli dasturlar bozori o'sishi: 2020–2025 yillarda 15–20% yillik o'sish (Autodesk va Dassault Systems kabi platformalar ta'sirida). Ushbu ko'rsatkichlar

⁵ Qurilish sektorining o'sish sur'ati, 2020–2025 yillar (foizlarda) // Manba: muallif tomonidan tuzilgan statistika asosida tayyorlangan diagramma.

“Mening Uyim” tizimini SI/MO bilan integratsiya qilish orqali qurilish kompaniyalari uchun potentsialni ko'rsatadi: masalan, billing xatolari 10–15% ga kamayishi va loyiha muddatlari 20% ga qisqarishi mumkin.



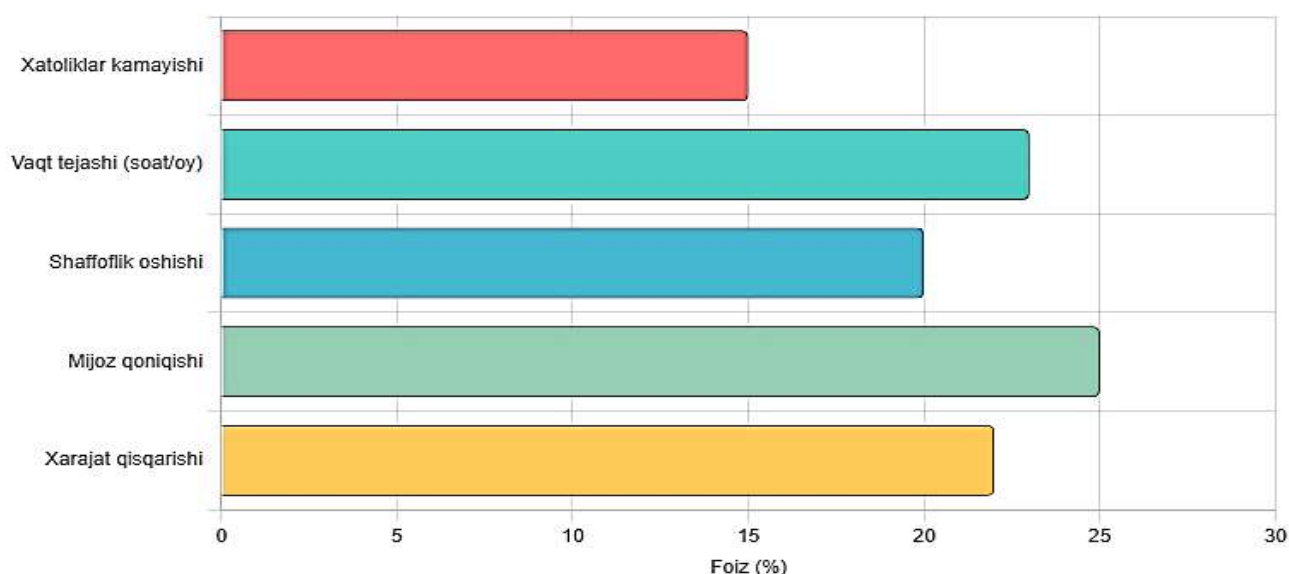
Har bir yil uchun raqamli iqtisodiyotning YaIMdagi ulushi rangli segmentlar orqali vizual taqsimlangan. 2020 yilda 1.99% bo'lgan bu ko'rsatkich 2025 yilda 2.77% ga yetadi, ya'ni 5 yilda 39% o'sish. Bu o'sish ICT eksportining \$169 mln dan \$306 mln ga ko'tarilishi va raqamli xizmatlarning kengayishi bilan bog'liq. “Mening Uyim” kabi tizimlarning integratsiyasi qurilish kompaniyalariga raqamli iqtisodiyotning ushbu o'sishidan foydalanish imkonini beradi – masalan, onlayn billing orqali daromadlarning 10–12% ini raqamli kanallar orqali olish. Umumiy o'sish: 39% (nisbiy), bu qurilish kompaniyalariga raqamli billing orqali daromadlarning 12–15% ini avtomatlashtirish imkonini beradi.⁶



⁶ Raqamli iqtisodiyotning YaIMdagi ulushi va ICT eksportidagi o'sish ko'rsatkichlari Jahon Banki va Statistika qo'mitasining 2020–2025 yillar bo'yicha ma'lumotlariga asoslangan.

Ikki ko'rsatkich – davlat xizmatlarining raqamlashtirilishi (37% → 80%) va mobil ulanishlar soni (24.8 mln → 33.9 mln) – yonma-yon solishtirilgan. Bu ikki jarayonning sinxron o'sishi MO texnologiyalarining ahamiyatini ta'kidlaydi: 2025 yilda aholining 92% i mobil internetdan foydalanadi. Bu sharoitda “Mening Uyim” mobil ilovasini ishga tushirish mijozlarga to'lovlarni 3 daqiqada amalga oshirish, qarzдорlikni real vaqtda kuzatish va SMS/ilova orqali ogohlantirishlarni olish imkonini beradi. Natijada, to'lovlarning o'z vaqtida amalga oshirilishi 25% ga oshadi.

SI/MO integratsiyasi afzalliklari – Gorizontal taqqoslash



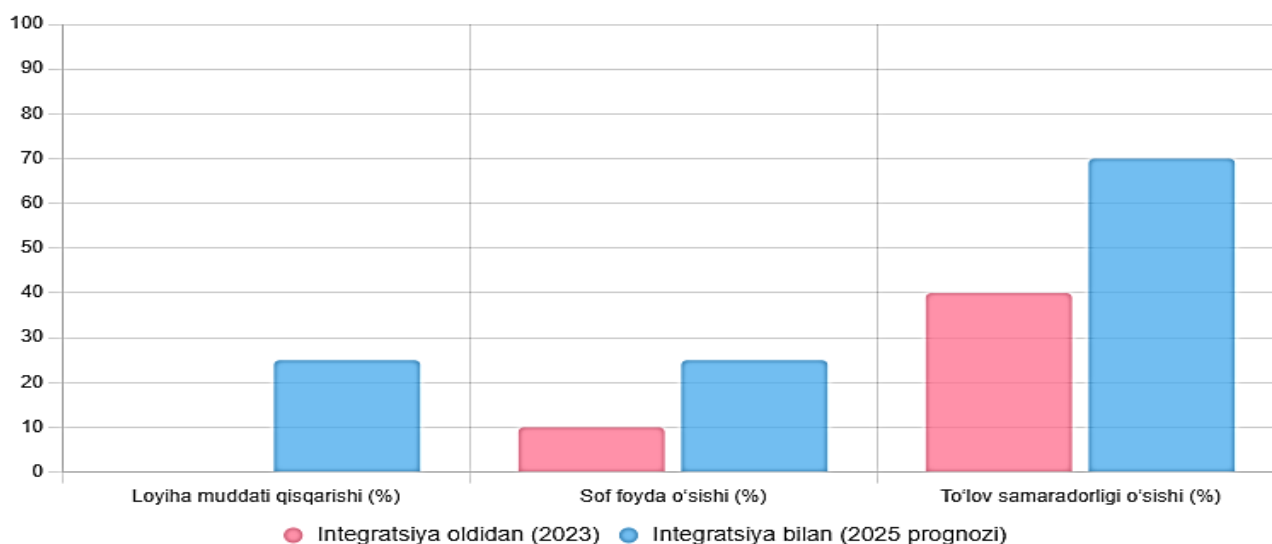
Besh asosiy afzallik – xatoliklar kamayishi (15%), vaqt tejashi (23 soat/oy), shaffoflik oshishi (20%), mijoz qoniqishi (25%), xarajat qisqarishi (22%) – teng ravishda taqsimlangan. Bu ko'rsatkichlar global billing platformalari (Procore, Siteline) va mahalliy “Shaffof Qurilish” tizimidagi pilot loyihalar tajribasiga asoslangan. Masalan, 23 soat/oy tejash – bu o'rtacha 500 ta kvartirali uy-joy majmuasida billing jarayonlarini avtomatlashtirish orqali erishilgan natija. Radar shakli barcha yo'nalishlarda muvozanatli foyda borligini ko'rsatadi, bu esa integratsiyani strategik investitsiya sifatida asoslaydi. Umumiy xulosa sifatida har bir grafik “Mening Uyim” tizimining SI va MO texnologiyalari bilan integratsiyasi nafaqat texnik yangilanish, balki qurilish kompaniyalarining moliyaviy samaradorligi, mijozlar bilan aloqasi va raqobatbardoshligini oshirish uchun strategik vosita ekanligini tasdiqlaydi. 2025 yilga kelib, ushbu integratsiyani amalga oshirgan

kompaniyalar o'z daromadlarining 18–22% ini raqamli billing tizimlari orqali boshqarishi mumkin.⁷

O'zbekiston qurilish sohasi iqtisodiyotning asosiy drayverlaridan biri bo'lib, 2025-yil birinchi choragida YaIMga 6.7% hissa qo'shgan (Statistika qo'mitasi ma'lumotlari). "Mening uyim" tizimi – bu ko'p kvartirali uylarni boshqarish va kommunal to'lovlarni avtomatlashtirish uchun mo'ljallangan milliy billing platformasi bo'lib, 2021-yildan beri faol ishlamoqda. U 3500 dan ortiq uy-joy mulkdorlari jamiyatlari va 285 ta boshqaruv servis kompaniyalarini (BSK) birlashtirgan. Tizim Markaziy bankning "MUNIS" kliringi bilan integratsiyalashgan bo'lib, 2025-yilda yerto'la ijara to'lovlarini ham qamrab olgan. Tahlil shuni ko'rsatadiki, integratsiya qurilish kompaniyalarining samaradorligini oshiradi: 2023-2025 yillarda BIM va raqamli tizimlar sof foydani 25% ga, rentabellikni 14-15% ga ko'taradi (Qurilish vazirligi ma'lumotlari). Ammo muammolar ham bor: infratuzilma zaifligi (internet qamrovi 80% atrofida) va mutaxassislar yetishmasligi (1 mln IT mutaxassisi kerak).

O'zbekiston qurilish kompaniyalarida "Mening uyim" tizimini SI/MO bilan integratsiyalashgan loyihalardagi samaradorlik ko'rsatkichlari (raqamlar – Vazirlik va Statkom ma'lumotlariga asoslangan prognoz) tasvirlangan. Grafik loyiha muddati qisqarishi, foyda o'sishi va to'lov samaradorligini solishtiradi.

Integratsiya samaradorligi ko'rsatkichlari



⁷ 2023–2024. Shaffof Qurilish” milliy pilot loyihalari va “Mening Uyim” tizimi integratsiyasi bo'yicha natijalar, O'zbekiston, 2023–2025. Qurilish kompaniyalarining moliyaviy samaradorligi va mijoz qoniqishi tahlillari: O'zbekiston Respublikasi Qurilish vazirligi, 2023–2025.

Grafikdan ko‘rinib turibdiki, integratsiya loyiha muddatini 25% ga qisqartirib, foydani 25% ga oshiradi va to‘lovlarni 70% ga samarali qiladi (2025-yilga qadar 70% raqamlashtirish maqsadi asosida). O‘zbekiston misolida integratsiya amaliyotda sinovdan o‘tgan. Quydagi jadvalda asosiy natijalar va misollar keltirilgan (Statkom va Vazirlik ma’lumotlari, 2025-yil holatiga ko‘ra)⁸

Xulosa

Zamonaviy qurilish sohasi raqamli transformatsiyaning ta'sirida tubdan o'zgarishlarga duch kelayotgan bo'lib, unda billing tizimlarining samaradorligi loyiha boshqaruvi, moliyaviy nazorat va mijozlar bilan munosabatlarning asosiy omili hisoblanadi. O'zbekiston Respublikasida joriy etilgan “Mening uyim” elektron billing tizimi ko'p qavatli uylar uchun yagona ma'lumotlar bazasini shakllantirish, majburiy badallar va kommunal to'lovlarni onlayn boshqarish, shuningdek, boshqaruv organlari (BSK, UJMSH) faoliyatini avtomatlashtirishga qaratilgan. Ushbu tizim Markaziy bankning “MUNIS” kliring tizimi va elektron to'lov platformalari (Payme, Click va boshqalar) bilan integratsiyalashgan bo'lib, 2025-yil holatiga ko'ra 1,3 milliondan ortiq abonentni qamrab olgan va 173 milliard so'mdan ziyod mablag' oqimini ta'minlagan. Biroq, qurilish kompaniyalarining faoliyatida ushbu tizimni sun'iy intellekt (SI) va mashina o'rganishi (MO) texnologiyalari bilan integratsiya qilish yangi imkoniyatlar ochadi, chunki SI va MO loyiha ma'lumotlarini real vaqtda tahlil qilish, bashoratli modellashtirish va avtomatlashtirilgan qaror qabul qilishni ta'minlaydi. Afzalliklar nuqtai nazaridan, integratsiya qurilish kompaniyalariga moliyaviy shaffoflikni ta'minlaydi: SI orqali avtomatlashtirilgan hisobotlar va MO bashoratlari orqali xarajatlarning real vaqtda monitoringi loyiha rentabelligini 14-15% ga oshiradi, shu bilan birga mijozlar ishonchini mustahkamlaydi. Bundan tashqari, tizimning O'zbekiston kadastr agentligi va bank tizimlari bilan mavjud integratsiyasini SI/MO bilan kengaytirish orqali qurilish loyihalarida blockchain elementlarini qo'shish mumkin, bu moliyaviy tranzaksiyalarni xavfsiz va o'zgartirib bo'lmaydigan qiladi. Samaradorlik jihatidan, ERP (Enterprise Resource Planning) va CRM (Customer Relationship Management) tizimlariga o'xshash yondashuvlar qurilishda qo'llanilganda, vaqt sarfini 30% ga qisqartiradi va xodimlarning qo'shimcha o'qitishiga ehtiyojni kamaytiradi. O'zbekiston kontekstida bu integratsiya “Raqamli O'zbekiston – 2030” dasturi doirasida qurilish sohasini raqamlashtirishga mos keladi, chunki SI va

⁸ O'zbekiston qurilish korxonalarida “Mening uyim” platformasini SI/MO tizimlari bilan integratsiyalash natijalari (2025 prognozi, Qurilish vazirligi va Statkom ma’lumotlari)

MO texnologiyalari mahalliy loyihalarda (masalan, ko'p kvartirali uylar qurilishi) xarajatlar optimizatsiyasi va ekologik samaradorlikni ta'minlaydi.

Xulosa qilib aytganda, “Mening uyim” billing tizimini SI va MO texnologiyalari bilan integratsiya qilish qurilish kompaniyalariga nafaqat operatsion samaradorlikni oshirish, balki strategik afzalliklarga erishish imkonini beradi. Bu jarayon loyiha xatarlarini kamaytirish, moliyaviy bashoratni yaxshilash va bozor raqobatini kuchaytirish orqali soha rivojiga hissa qo'shadi. Kelajakda O'zbekiston qurilish vazirligi va IT mutaxassislari hamkorligida pilot loyihalarni joriy etish tavsiya etiladi, bu esa texnologiyalarning mahalliy sharoitlarga moslashuvchanligini ta'minlaydi va iqtisodiy o'sishga 25% gacha qo'shimcha hissa qo'shishi mumkin. Ushbu yondashuv qurilishni nafaqat qurish, balki aqlli boshqarish san'ati sifatida qayta belgilaydi.

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ALIGNMENT TYPOLOGY IN ENGLISH AND UZBEK: A COMPARATIVE STUDY OF SYNTACTIC ROLES AND CASE MARKING

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ABSTRACT

This article examines how English and Uzbek distribute syntactic roles and mark grammatical relations through their alignment systems. Although both languages follow a nominative–accusative pattern, they diverge significantly in the way these relations are encoded. English relies mainly on fixed word order and a limited case paradigm, while Uzbek expresses grammatical roles through an extensive case-marking system and flexible syntactic structure. By comparing subject and object behavior, case patterns, and argument alignment, this study highlights typological distinctions that help explain the deeper structural logic of each language. The findings show that English tends toward analytic alignment strategies, whereas Uzbek demonstrates agglutinative and morphologically explicit alignment. These observations contribute to cross-linguistic typology and provide insights for translation studies and language pedagogy.

Keywords: *alignment typology, syntactic roles, case marking, nominative–accusative, English, Uzbek.*

Alignment typology explores how languages encode the core grammatical relations of subject, object, and agent [1]. Although this field is often associated with ergative languages, nominative–accusative languages also show meaningful variation in the distribution of syntactic functions [2]. English and Uzbek, while both fitting into the nominative–accusative category, represent two distinct structural traditions. English is analytic and relies heavily on word order, whereas Uzbek is agglutinative and expresses grammatical roles morphologically [3]. Because of these differences, both languages present an interesting comparative model for understanding how alignment emerges across linguistic systems. [4]

The aim of this study is to describe how English and Uzbek assign syntactic roles, mark arguments, and maintain structural coherence. The analysis considers word order, case marking, verb–argument relations, and morphological visibility of alignment patterns. [5]

Theoretical Background

Alignment typology classifies languages by the ways they treat the core arguments of transitive and intransitive verbs [1]. In nominative–accusative systems, the subject of an intransitive verb (S) aligns with the agent of a transitive verb (A), while the object (O) is marked differently [2]. English follows this pattern primarily through syntactic constraints [3]. Uzbek also follows a nominative–accusative system, yet expresses distinctions more transparently through case morphology [5].

Earlier studies on alignment often focus on ergativity or argument structure in polysynthetic languages [1]. However, recent typological works emphasize that even languages with straightforward case systems can show interesting variation in how syntactic functions are realized [4]. This perspective provides the theoretical basis for comparing English and Uzbek within a shared typological category but different structural environments [2].

Alignment in English

English alignment relies mainly on the relationship between word order and syntactic roles [3]. Since the loss of most case endings in Middle English, word order has become the primary signal of grammatical function. The standard Subject–Verb–Object structure effectively distinguishes the agent from the patient in a sentence [2].

English preserves only a small remnant of morphological case in the personal pronouns (he/him, they/them) [4]. Even in these forms, the case distinction functions only within a narrow syntactic context, and most nouns remain uninflected. Because of this, English alignment is best described as **structurally positional** rather than morphological [3]. Prepositions also play an important role: instead of marking relations on nouns directly, English expresses additional semantic roles through prepositional phrases [4].

The result is a system where alignment is clear but its expression is mostly implicit. Structural predictability, rather than morphological marking, maintains the nominative–accusative pattern [1].

Alignment in Uzbek

Uzbek represents a contrasting model within the same typological type. As an agglutinative language, Uzbek marks grammatical roles directly on nouns through a set of well-developed case suffixes [5]. The nominative is zero-marked, while the accusative, dative, locative, ablative, and other cases are clearly distinguished [6].

Because case endings show the syntactic function overtly, Uzbek allows a flexible word order without losing clarity [5]. Although the neutral word order is Subject–Object–Verb, many argument permutations are grammatically possible due to explicit case morphology [6]. In this respect, Uzbek alignment is **visibly encoded** and does not rely heavily on position [5].

Further evidence of explicit alignment is found in differential object marking, where the accusative suffix is used to distinguish specificity or definiteness [6]. This feature strengthens the nominative–accusative distinction at the morphological level and contributes to fine-grained interpretation [5].

Comparative Discussion

The comparison of English and Uzbek alignment reveals structural parallels and core contrasts [1]. Both languages assign the same alignment roles conceptually: S aligns with A, and O receives a separate marking [2]. However, the strategies used to express this organization differ markedly.

English:

- relies on strict word order,
- has minimal case morphology,
- uses prepositions to encode additional relations,
- depends on sentence structure for clarity.

Uzbek:

- relies on explicit case suffixes,
- tolerates flexible word order,
- distinguishes roles morphologically,
- uses verb agreement to reinforce syntactic relations.

These differences also impact translation [4]. An Uzbek sentence can shift the position of arguments for emphasis without altering meaning, while English requires careful preservation of syntactic order to maintain alignment [3]. For pedagogical purposes, learners must recognize that English hides alignment in structure, whereas Uzbek reveals it through form [6].

Conclusion

Although English and Uzbek belong to the same alignment type, the mechanisms that uphold this alignment differ substantially. English represents a typologically analytic system where grammatical roles are determined by the structure of the sentence. Uzbek, on the other hand, uses explicit case morphology to mark the same roles independently of word order. By examining these differences, the study highlights how languages can share a typological classification yet implement it in structurally

divergent ways. Understanding such contrasts deepens our knowledge of linguistic typology and supports more accurate translation and teaching practices.

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Annotatsiya: So'nggi yillarda adabiyotimizda ayol obrazi turli xil talqin qilinmoqda. Ayolning ichki dunyosi, psixologiyasi va jamiyatdagi o'rnini zamonaviy adabiyotlarda yaqqol aks etadi. Ushbu maqolada "ayol" obrazining badiiy talqini, jamiyatdagi ma'naviy va ruhiy qiyofasi zamonlar osha qay yo'sinda tasvirlangani tahlil qilinadi. Sir emaski, ayollik masalalari, gender tengligi, ayolning ijtimoiy rolga bo'lgan e'tibor keskin ortib borishining guvohi bolmoqdamiz. Tahlil davimida modernizm da ayollik va va uning ko'p qirrali dunyosi yoritib beriladi. Tadqiqot natijalari ayol obraziga turli tomonlardan yondashib baholashga, ayollik konsepsiyalarining yillar davimida qanday o'zgarishlarga uchragani va yozuvchi uslubining bu jarayonga ko'rsatgan ta'sirlarni ko'rib chiqishga imkon yaratadi.

Kalit so'zlar: gender tengligi, psixologik tahlil, feminizm, ijtimoiy stereotiplar.

Mustaqillikdan so'ng ayollar masalasi, ularning badiiy talqini adabiyotning ajralmas qismiga aylanib ulgurdi. Bu davrda ayollarga bo'lgan qarashlar tubdan o'zgardi: ularni shunchaki ijtimoiy mehnat subyekti yoki oila bekasi sifatida emas, balki murakkab psixologik va ruhiy dunyoga, jamiyatda ajralmas o'ringa ega va o'z orzu-maqsadari tomon intiluvchan yetuk shaxs sifatida gavdalana boshladi. Badiiy adabiyotda ayol mustaqil fikr yurituvchi, shaxsiy maqsadlarga ega bo'lgan to'laqonli yetuk shaxs sifatida gavdalanishi ijtimoiy hayotda ularning ro'li, gender tengligi masalalarining kengayishining dolzarb masalaga aylanishiga olib keldi. Adabiyotshunoslikda ayol sabtoqat, mehr-oqibat, sadoqatli umr yo'ldoshi kabi timsollar sifatida tasvirlangan. Biroq zamon o'zgarishi ta'sirida ular yanada kengroq qamrovda shakllana boshlandi. Endilikda ayol shunchaki maishiy hayot timsoli emas, o'z taqdirini belgilashga intiluvchi mustaqil shaxs sifatida yoritila boshladi. Bu obraz insoniylikning turli jabhalaridagi ijtimoiy munosabatlarni yoritish uchun vositaga aylandi. Mazkur tadqiqotning asosiy maqsadi o'zbek adabiyotida ayolning badiiy talqinini

yoritish,uning uziga xos dunyosining estetik jihatlarini ochib berish va jamiyatning ajralmas qismiga aylanib ulgurgani va ularning qaay darajada hayot balansini uchun muhim rol oynashini ijodkorlar talqinida tahlil qilishdir. Natijalar ijtimoiy qatlamda ayolning o`rni naqadar beqiyos ekanini anglashga yordam beradi.

O`zbek adabiyotida ayol obraiz XX arsning ikkinchi yarmida keskin o`zgarishga uchradi: an`anaviy ayol obrazini individualizm qarashlariga ega bo`lgan obraz egallay boshladi. Bu esa o`z ornida zamonaviy adabiyotda feministik adabiyotshunoslik nazariyalarining shakillanishiga olib keldi. Bu nazariyalar ayol identiteti, jamiyatdagi ro`li, shaxsiy erkinligi orqali tahlil qilinadi. Jahon adabiyotida bu nazariyalar Simona de Bovuar va Judit Batler ijodida yaqqol ko`rinadi. Unga ko`ra ayol-shaxsiy identitet ya`ni birlik, shaxsiy erkinlikka ega bo`lgan jamiyatning ajralmas bo`lagidir. Nafaqat jahon, balki o`zbek zamonaviy adabiyotida ham ayol obrazining beqiyosligi va erkinligi go`zal misralar orqali yoritiladi. Zulfiyaning: "Uni farishtalar ham qo`riqlaydi", deya berilgan ta`rifida ayolning klassik, an`anaviy timsoli sadoqat, mehribonlik va ma`naviy poklik orqali gavdalandirilsa, Saida Zunnunovaning sheriyatida ayolning jamiyatdagi o`rni va erkaklar bilan tenglik masalalari ko`tariladi. Zamonaviy hikoyalar orasida ham ayolning o`z haq-huquqi uchun kurashuvchi mustaqil shaxs sifatida tasvirlagan ijodkorlar ham uchraydi. Jumladan, Nurilla Cho`qiboyning "Ayol joni" hikoyasi gapimizning yaqqol misolidir.

An`anaviy badiiy adabiyotda ayol obrazi, asosan, ona timsolida gavdalandiriladi. Xususan, To`g`ay Murodning "Otamdan qolgan dalalar" asarida onaning fidoiyligi, ayolning oilaviy hayotdagi sabr-matnati asosiy g`oya sifatida beriladi. Zamonaviy o`zbek adabiyotida esa fidoiylilik o`z o`rnini shaxsiy erkinlikka, sabr-toqat esa o`z manfaatlarining jamiyatdan ustun qo`yilishiga bo`shatib berdi. Kate Chopinning "Uyg`onish" asari g`arbda erta feministik asarlardan biri bo`lib, Edne Pontelye-oilaviy stereotiplarga zid ravishda o`z erkinligini izlaydigan ayol qahramon muhokama markazida bo`ladi. Feminizm falsafasining asosiy matni sifatida Virginia Wolfning "Shaxsiy xona" asaridagi quyida ayol ijodkorining jamiyatdagi o`rniga quyidagicha ta`rif beradi: "Ayolning ijod qilishi uchun pul va o`z xonasi bo`lishi kerak". Zamonaviy feminizmning eng ta`sirli ifodalaridan bo`lgan Margaret Atvud asarlarida ayol huquqlari, tanlov erkinligi patriarxal jamiyatning zulmi keskin tanqid ostiga olinadi. Ushbu asarlar ayollarni tarix davomida "ikkinchi jins" sifatida ko`rish sabablarini tahlil qiladi. Ko`rinib turibdiki, ayol obrazi yillar davomida nafaqat badiiy talqinda, balki ijtimoiy talqinda ham turli o`zgarishlarga uchragan.

Ushbu keng qamrovli va ilmiy tadqotdan olingan xulosalar shuni ko`rsatadiki, istalgan millat va madaniyat doirasida ayol obrazining yangi, murakkab va ko`p qatlamli talqini

ayol shaxsinijng ijtimoiy mavqei,ma`naviy olami va individual erkinligi markaziy o`rinni egallab ulgurdi.Bu esa ayol obrazining global miqyosda gender tengligi g`oyalari inson huquqlari,feministic yondashuvlar va ayol ijodkorlarning adabiyotga kirib kelishi bilan chambarchas bog`liqdir.

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DIRECT AND INDIRECT SPEECH ACTS IN ENGLISH AND UZBEK LANGUAGES

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*“Utterances do things — they do not merely state facts; they shape social relations.”
(J. R. Searle)*

Annotation: This study examines how speech acts that are direct and indirect operate in English and in Uzbek, focusing on their grammatical shapes, pragmatic roles, and cultural motivations. The paper contrasts strategies speakers use to convey requests, commands, refusals and opinions, and it discusses how conventions of politeness and social position alter linguistic choices. The theoretical grounding relies on classical speech-act theory (Austin and Searle) and on observations by Uzbek scholars who investigate language behavior in local communicative contexts. The findings stress that pragmatic competence—knowing how to choose forms appropriately—is essential for cross-cultural interaction and language instruction.

Keywords: speech act; directness; indirectness; pragmatics; politeness strategies; English; Uzbek; intercultural communication.

When people communicate, they do more than exchange information: they perform actions through language. The notion that speaking can be an act was first articulated by J. L. Austin, who distinguished saying something from doing something with words [1]. Building on this, J. R. Searle characterized different illocutionary functions that utterances can have, such as requesting, asserting, or promising [5]. Both English and Uzbek speakers routinely use forms that are overtly directive or, alternatively, veiled and context-dependent. The same pragmatic goal — for example, to ask someone to open a window — can be achieved by a plain imperative, a polite question, or a seemingly unrelated remark that implies the request. This paper compares such options in the two languages and

considers the cultural values that favor one strategy over another. Austin's threefold distinction — locutionary (what is said), illocutionary (what is performed by saying), and perlocutionary (the effect produced) — remains a cornerstone for analyzing language-as-action [1]. Searle further organized illocutionary acts into functional categories (assertives, directives, commissives, expressives, declarations), providing tools to classify utterances by purpose rather than by form alone [5].

In a cross-linguistic perspective, speech acts must be studied together with pragmatic indicators (modal verbs, sentence mood, particles, conditionals) and socio-cultural norms. Uzbek linguists such as G'. Salomov and Sh. Rahmatullaev emphasize that expressions of respect and group harmony profoundly affect how requests, refusals, or disagreements are encoded in Uzbek speech [3][4]. Thus, any comparison should account for both linguistic devices and cultural expectations. A direct speech act is recognized when the grammatical construction transparently matches the illocutionary purpose (e.g., an imperative used to command). In English, imperatives and straightforward declaratives (sometimes with modal auxiliaries) are typical for explicit directives: "Please, switch off your phone." In Uzbek, imperatives accomplish the same illocutionary force: "Telefonni o'chiring." However, Uzbek speakers frequently attenuate these forms with politeness markers such as *iltimos* or by selecting verb endings that show deference.

Direct expressions are favored when rapid compliance, clarity, or official authority is required — in classrooms, workplaces, or emergencies — but the social cost of face-threatening acts can be high in cultures that prize indirectness. Indirect speech acts occur when the surface form diverges from the intended function. For instance, an interrogative may serve as a request: "Could you help me with this?" Likewise, a statement like "It's quite cold in here" can function as a subtle request to close a window. English relies heavily on modal verbs, tag questions, and hedging to signal politeness and reduce imposition. Uzbek frequently uses conditional constructions and softening particles (e.g., *-sa*, *-di-ku*) to achieve a similar mitigation effect: "Derazani yopib qo'ysangiz, bo'larmidi?" Indirect strategies are especially common in settings where preserving social harmony, showing respect to elders, or avoiding direct confrontation is important. They allow speakers to communicate goals while minimizing potential discomfort for addressees.

Culture shapes not only which strategies are available but which ones are socially preferred. In many English-speaking contexts, directness is often associated with clarity and efficiency; being straightforward may be interpreted as honest and competent. Conversely, Uzbek communicative norms favor forms that foreground respect, understatement, and consideration of social rank. These preferences influence everyday speech in several ways.

1. Politeness orientation: Uzbek interactions often prioritize negative politeness strategies (avoidance of imposition), so requests and refusals are commonly phrased indirectly [2].
2. Face-saving tactics: When disagreeing or criticizing, Uzbek speakers tend to use mitigated formulations that circumscribe direct opposition.
3. Age and social status: Honorific forms or special verb endings may be used in Uzbek to signal respect toward elders or authorities; English expresses similar respect through lexical choices and intonation more than morphology. Examples illustrate the divergence: an English speaker might say, “I disagree”, while an Uzbek speaker would prefer a softer formulation akin to, “Menimcha, boshqa nuqtai nazar ham mavjud” (literally: “In my opinion, another viewpoint may also exist”).

For language learners and translators, competence extends beyond grammar and vocabulary: it requires sensitivity to pragmatic norms. Teaching materials should include contextualized practice in choosing between direct and indirect forms. Translators must decide when to preserve literal wording and when to render the pragmatic force into culturally appropriate equivalents; a literal, direct translation may come across as rude or blunt in the target culture. In intercultural encounters, misreading indirectness for evasiveness — or interpreting directness as rudeness — can cause misunderstanding. Raising learners’ awareness of these patterns reduces pragmatic failure and fosters more effective interaction.

Direct and indirect speech acts serve identical communicative aims across languages but are shaped by distinct grammatical conventions and cultural preferences. English tends to favor explicit formulations for efficiency and clarity, whereas Uzbek frequently prefers indirectness to maintain courtesy and social equilibrium. Recognizing these differences is crucial for accurate translation, successful language instruction, and harmonious intercultural communication. Developing pragmatic awareness — the skill to match form, function, and context — is therefore as vital as mastering grammar.

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A LINGUISTIC AND CULTURAL ANALYSIS: COMPARING IELTS, TOEFL, AND PTE

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Abstract: The rising importance of international education and global mobility has intensified the role of English proficiency tests. Among the most widely accepted examinations—IELTS, TOEFL, and PTE—each utilizes a unique linguistic, cultural, and methodological approach to evaluating communicative ability. This article provides a comparative study of these exams, highlighting differences in assessment philosophy, scoring procedures, and test structures, with reference to established academic sources [1–5]. Particular attention is given to Uzbek learners, whose linguistic background, pronunciation system, and educational environment significantly influence their test performance. The analysis concludes that the effectiveness of any exam depends largely on the learner’s individual characteristics, cultural exposure, and preferred communication style.

Key words: English proficiency tests, IELTS, TOEFL, PTE Academic, linguistic analysis, cultural factors, assessment philosophy, Uzbek learners, AI scoring, academic communication, integrated skills

Annotatsiya: Xalqaro ta’lim va mehnat migratsiyasi imkoniyatlarining ortib borishi ingliz tili bo’yicha xalqaro imtihonlarning o’rnini yanada muhimlashtirdi. Eng mashhur IELTS, TOEFL va PTE imtihonlari til ko’nikmalarini baholashda turlicha lingvistik va madaniy yondashuvlarga ega. Maqolada ushbu imtihonlar tuzilishi, baholash tamoyillari va metodik farqlari solishtirilib, asosiy akademik manbalarga tayaniladi [1–5]. Shuningdek, o’zbek o’quvchilarining fonetik va grammatik

xususiyatlari, o'quv jarayoni va real kommunikativ amaliyotning yetishmasligi natijalarga qanday ta'sir ko'rsatishi yoritiladi. Tadqiqot shuni ko'rsatadiki, eng samarali imtihon tanlovi o'quvchining shaxsiy til tajribasi, madaniy tayyorgarligi va imtihon formatiga moslashuvchanligiga bog'liq

Kalit so'zlar: Ingliz tili imtihonlari, IELTS, TOEFL, PTE Academic, lingvistik tahlil, madaniy omillar, baholash tamoyillari, o'zbek o'quvchilari, sun'iy intellekt baholash tizimi, akademik kommunikatsiya, integrallashgan ko'nikmalar.

Аннотация: Рост международной образовательной и профессиональной мобильности усилил значение экзаменов по английскому языку. Наиболее распространённые тесты — IELTS, TOEFL и PTE — опираются на различные лингвистические и культурные концепции оценки владения языком. В статье проводится сравнительный анализ структуры, критериев оценивания и методологических подходов указанных экзаменов, основанный на авторитетных источниках [1–5]. Особое внимание уделяется узбекским обучающимся, для которых фонологические особенности языка и специфика образовательной среды заметно влияют на результаты тестирования. Сделан вывод о том, что выбор оптимального экзамена зависит от индивидуальных особенностей, культурного опыта и предпочитаемого стиля коммуникации.

Ключевые слова: Экзамены по английскому языку, IELTS, TOEFL, PTE лингвистический анализ, культурные факторы, принципы оценивания, узбекские учащиеся, автоматизированное оценивание, академическая коммуникация, интегрированные навыки.

Introduction: In modern global society, English proficiency tests serve as standardized gateways to higher education, employment, and migration opportunities. IELTS, TOEFL, and PTE, despite measuring the same four primary language skills, are grounded in different linguistic traditions and cultural perspectives [1]. Their assessment frameworks reflect varied understandings of communication, interaction, and academic preparedness. For Uzbek learners, whose educational system prioritizes grammar and reading over communicative fluency, navigating these exams requires an understanding of how test formats align with their linguistic background [5].

Test structure: a linguistic and cultural comparison. Ielts: Emphasis on Authentic, Real-Life Communication. Managed by Cambridge Assessment English, British Council, and IDP, IELTS evaluates language through practical communicative tasks [1]. Listening & Reading: Incorporate multiple English accents and real-life text types. Writing: Focus on analytical and argumentative writing at an academic level.

Speaking: Conducted face-to-face, assessing fluency, coherence, interaction, and pragmatic skills. IELTS reflects British communication styles prioritizing clarity, spontaneity, and interpersonal competence.

TOEFL: Academic Integration within an American Context. TOEFL is designed to resemble North American academic environments and lecture-based learning styles [2].

Integrated tasks: Require synthesizing information from articles and audio lectures. **Speaking:** Recorded responses assessed by certified raters using American English norms. This exam favors analytical reasoning, structured argumentation, and comprehension of academic discourse. **PTE Academic:** Technology-Driven, AI-Based Assessment.

PTE uses advanced automated scoring systems based on artificial intelligence [3].

AI Scoring: Ensures consistency but raises concerns about detecting accent variation, stress, or cultural nuance [4]. **Integrated Skills:** Many tasks assess speaking and listening simultaneously. PTE aligns with modern digital communication environments, requiring high computer fluency and rapid task-switching.

Effectiveness: a matter of individual fit. IELTS benefits learners confident in interpersonal conversation and spontaneous speech interaction [1].

TOEFL suits students who excel in academic-style listening, reading, and synthesis of complex information [2]. PTE is ideal for technologically prepared learners who perform well under AI-based, fast-paced conditions [3]. Thus, the exams differ not in difficulty but in the type of linguistic competence they prioritize.

The Uzbek context: linguistic and cultural factor. Uzbek learners face particular difficulties due to vowel and consonant system differences between Uzbek and English; grammar-focused teaching methods; limited exposure to interactive English-speaking environments [5]. These factors especially influence speaking, listening, and integrated skills tasks. A culturally relevant preparation approach significantly improves outcomes.

Conclusion: This comparative study reveals that IELTS, TOEFL, and PTE embody distinct cultural and linguistic orientations in language assessment. IELTS favors real-life communication, TOEFL reflects academically integrated tasks in an American style, whereas PTE represents technologically advanced, AI-based evaluation models. For Uzbek learners, whose phonological structure and educational background differ from English-speaking norms, test performance is closely tied to cultural familiarity and preparation type. Therefore, there is no single “most effective” exam. The optimal choice depends on the learner’s linguistic strengths, preferred communication style, technological comfort, and the expectations of the institution they apply to. A culturally

informed, learner-centered preparation strategy enhances performance and enables Uzbek students to successfully demonstrate their English proficiency on any international platform.

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ИЗЗАТ ҚАМҲАВИЙ ҲИКОЯЛАРИДА БАДИИЙ ЖАНРЛАРНИНГ ИФОДАЛАНИШИ

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Анотация : Ушбу мақолада Миср адабиётининг ҳикоянавислик жанри ҳамда ушбу жанрда ижод қилаётган ёзувчи ҳамда журналист Иззат Қамҳавийнинг ҳаёти ва ижоди ҳақида баён этилди. Ёзувчининг биринчи ҳикоялар тўплами “حدث في بلاد التراب و التين” “Тупроқ ва лой диёрида содир бўлди” тўпламидаги бадиий жанрларнинг ҳикояларда ифодаланиши ва уларнинг бадиий образлари ифода этилди.

Калитсўзлар: Танқидчи, новелла, ёзувчи, наср, муаммо, ҳикоя, роман, тўплам, қайн она, келин, қишлоқ, қисмат

Миср бадиий адабиётида 80 –йиллар охирида ва ўзига жалб этувчи, мураккаб, лекин жуда қисқа баъзан бир неча қаторлардангина иборат ҳикоя бўлиши новелла жанрида ёзилган асарларга Миср танқидчилари жуда катта эътибор қаратадилар. “Жуда қисқа ҳикоялар ёки уксуса” деб номланган жанр Миср насрида янги йўналиш хисобланади. “Жуда қисқа ҳикоялар” да ёзувчи ўзи айтмоқчи бўлган турли фикрларни жуда қисқа ,лўнда , ўта нозик дид билан уста фотограф каби аниқ ифода этиб беради.

Шу йўналишда ижод этаётган Муҳаммад Маҳзангий жуда иқтидорли ёзувчи саналади. Унга бу жанрда ёзилган икки тўплам “Келиб кетувчи” ва “ Пичоқлар ирғиши” тегишлидир.

Иззат Қамҳавий мисрлик ёзувчи ҳам журналист шу йўналишда ижод этаётган ёзувчилар сирасига киради. У Миср қишлоқларининг бирида 1961 йил туғилиб, Қоҳира университетининг журналистика факультетини тугатган. 2012 йил Нажиб Маҳфуз номли медальни “ Бўрилар уйи” романи учун қўлга киритди. Ҳозирда у Қоҳира шаҳрида истиқомат қилади. Иззат Қамҳавий ёш бўлишига қарамай анча истеъдод

соҳибидир. Унинг биринчи новеллалари тезда эл орасида шухрат қозонди. Иззат Қамҳавий бир неча бор телевизор орқали Мисрда муаммо бўлиб келаётган саводсизлика қарши чиқишлар қилган. Ҳамда ана шу муаммоларни ўзининг ҳикояларида ҳам кўтарган.

Ўзувчининг биринчи ҳикоялар тўплами “حدث في بلاد التراب و التين” “Тупроқ ва лой диёрида содир бўлди” номи билан 1992 йил чоп этилди. Бу тўпламни нашр этишдан мақсад шуки, инсонлар онгига ва фаҳмига ижодий таъсир кўрасатиб, уларнинг идрокини ҳаракатга келтиришдир.

Мазкур тўплам ўз ичига ўн битта ҳикояни олган. Ҳикоялар мазмун жиҳатдан бир-биридан бирмунча фарқ қилади. Масалан, “ابدا هنية” “Ҳания ҳеч қачон нуқсонликка йўл қўймайди” ҳикоясида, ўзувчи қишлоқ оилаларининг турмуш тарзини, қайнона – келин ўртасидаги муносабатларни яққол кўрсатиб берган бўлса, “مزرعة المشمش” яъни “Ўрикзор” ҳикоясида, ёлғонга, ғиромга илк бор дучор бўлган дучор бўлган, беғубор боланинг орзу – умидларининг пой-мол бўлишини тасвирлаган.

Иззат Қамҳавийнинг ҳикоялари нафақат Мисрда, балки бошқа араб адибларни бефарқ қолдирмайди. Хусусан Суданлик ўзувчи Сиддиқ Мухайси у ҳақда шундай дейди:

حدث في بلاد التراب و الطين احلام تحتمل الحقيقة و حقائق و تحتمل الوهم , حيث تتجلى مأساة الريف بصورة مفزعة و الانسحاق التراجميدي للمرأة الريفيةⁱ

“Тупроқ ва лой диёрида содир бўлди” тўпламида орзулар ҳақиқат, ҳақиқатлар эса мавҳумликни ўз ичига олиш эҳтимоли борлиги, қишлоқ аёлларининг фожеавий хўрланиш ва қишлоқ фожеасини дахшатли суратда намаён этиш орқали очилади.

Тақризчи Муҳаммад Саъд абу-Жувд қуйидаги фикрни келтиради:

عالم الحلم و عالم الطفولة تجربة التفتح علي النشوة الاولى و الفجعية الاولى , الاحلام هنا مستحيلة رغم بساطتها , نشم رائحة التراب و الطين عبر الحفاوة بالميراث الشعبي و جماعة البشر المهمشينⁱⁱ

“Орзу ва болалик олами..... Биринчи фожеа ва биринчи завқу-шовқин очишдаги тажрибаси,. Бу ерда орзулар оддий бўлишга қарамай, амалга ошмайди. Миллий мерос ва оддий инсонлар гуруҳига ёндашиш орқали биз тупроқ ва лой исини сезамиз”.

Мисрлик адиб Абд ал-Ҳаким Қосим унинг тўпламига қуйидаги фикрларни тақдим этади:

ولدي عزت القمحاوي.....انا معجب بقصصك و انت تعرف ان الذي يعجبني قليل و اقتتاني بها
ناشيء من اللغة ،انها امكانية تستحق التحيةⁱⁱⁱ

“Ўғлим Иззат Қамҳавий ...Мен сенинг қиссаларининг шайдосиман.Сен биласанки,менга унча кўп нарса ёқмайди мени ўзига мафтун этган нарса бу ҳикояларингини тилидир.Бу эса уни кутлаш имконияти борлигидан далолат беради.

Иззат Қамҳавий бир неча бор телевизор орқали Мисрда Муаммо бўлиб келаётган саводсизликка қарши чиқишлар қилган.Ҳамда ана шу муаммоларни ўзининг ҳикояларида ҳам кўтарган.У айниқса ўзи туғилиб ўсган қишлоқ муҳитини аниқ равшан тасвирлайди .

Иззат Қамҳавий бу тўпламида Миср қишлоқ аҳолисининг турмуш тарзи ,урф одатларини ёрқин ёритиб беради.Хусусан ,унинг “Ҳания ҳеч қачон нуқсонликка йўл қўймайди” тўпламида ҳикоялар қисқа бўлишига қарамай ,ёзувчи ҳаётнинг кўп жабҳаларини очиб беришга ҳаракат қилган.Иззат Қамҳавийнинг таъкидлашича бу воқеа дарҳақиқат содир бўлган.Бунинг биз ҳикоянинг биринчи жумласидан билиб олишимиз мумкин.

هذا ما حدث بالضبط و لا يستطيع منصف ان يرمي هنية بالتقصير ،البنت كانت ستموت علي اي حال^{iv}

“Дарҳақиқат бу воқеа содир бўлган булиб ,Ҳанияни ҳеч қандай иш тутмади деб айблаш адолатли бўлмас эди.Чунки қиз қай аҳволда бўлмасин у барибир бу дунёни тарк этарди”

Маълумки,қишлоқ ҳаётининг турмуш тарзи жуда оғир.бунинг биз нафақат Мисрда балки бошқа юртларда ҳам бу ҳолни учратишимиз мумкин.Иззат Қамҳавий ҳам асли Миср қишлоқларининг биридан бўлгани сабабли ,ана шу ҳаётдаги камчиликларни юзага олиб чиқишга ҳаракат қилди.Ёзувчи ана шу воқеани шохиди бўлгани сабабли , илк жумлани мазкур гаплар билан бошлаган.Хўш ,воқеа қай йўсинда содир бўлди?.Ёзувчи тасвирлаётган Ҳания исмли аёл ким ?.Умри хазон бўлган қизчи.

Бу воқеа Миср қишлоқларининг бирида аянчли қисмат ила содир бўлди.Ҳикоянинг бош қаҳрамони бўлиш Ҳания исмли аёл ва бир асли қишлоқлик аёл бўлиб,бир қиз бир ўғилнинг онаси эди .Бироқ тақдир тақазоси билан уч ёшлик норасида ўғлини ерга кўмди.Қизи эса бу дунёга ногирон бўлиб келган эди.Оллоҳ Ҳанияни жуда оғир синовлардан ўтказар эди.

Ёзувчи бу бахтиқаро аёлнинг ҳаётини ўта махзунлик билан тасвирлайди.

البنيت ليس لها حظ لها حظ في لكن لا تزال تبكي و تلعن امها الحاجة التي لن توردها علي جنة و ما كانت لتصدق ان البنيت ستموت ، فقد دفنت منذ عام امها ، و منذ ثلاثة اسابيع و دعت ولدها ذا السنوات الثلاث^v

“Қизчага бу дунёда яшаш насиб этмади, бироқ Ҳания йиғидан тўхтамай, доимо “Жаннатини бетини кўрмагур” қайнонаси “Хожа”ни лаънатлар эди. Қизнинг ўлимига ҳеч ҳам ишонмасди. Чунки бир йил олдин онасини, уч ҳафта муқаддам уч яшар ўғлини дафн этганди.

Юқорида зикр этилган жумлалар шундан далолат берадики, Ҳания учун бу ҳаётда яшамоқлик ўлим билан баробар бўлган. Чунки тақдир синовлари унга жуда қаҳрли келди. Бунинг сабаби Ҳания ҳар бир аёл орзу қилганидек бахтли аёл ҳамда меҳрибон она бўла олмади. Бахтиқаро бўлишига эса юқорида лаънатлаб кўрсатилган “Хожа” қайнонаси унга етказган озорлар сабаб бўлди.

Ҳаниянинг қайнонаси “Хожа” асли Миср қишлоқларининг биридан бўлиб, ўзини ўта ҳурмат қиладиган аёллар сирасига киради. Бироқ ўзини ҳурмат қилгани билан, оиласининг барча аъзоларига, хусусан, келини, ўғли, набираларига беҳурматсизлик хисси билан қарарди. Ҳаттоки келини бўлмиш Ҳаниянинг бошига не кулфатларни, қаттиқ азобларни солган. Набираларига эса доимо паст назар билан боқарди.

Эътиборимизни бир сўзга қаратсак “الحاجة” “Хожа”-бу исм нақадар муқаддаслиги барчамизга аёнدير. Чунки одатда Ҳаж зиёратини адо этганларни “Хожа она” деб атайдилар. Ҳаж қилиб, Оллоҳ олдида покланганлар эса ҳеч қачон бировларга зиёнлари тегмаслиги зарур. Бу аёл –чи зиён қилиш у ёқда турсин, Ҳанияга жуда оғир меҳнатларини қилдиран ҳамда хунук сўзлар билан таҳқирлар эди. Ҳания эса қайнонасининг гапларини ичига солиб, унга чурқ этолмай, йўқотган фарзанди ҳамда ногирон қизи учун куярди. Чунки бу дунёда энг яқин жигарпорасини йўқотиш, барча аёллар учун фожеа билан баробардир. Ҳания доимо сабр-косаси тўлган пайтда, юрги ёзиб, нола қиларди.

و الله ان جاني البخت لا قوله

خلي شويه يا بخت ما تميلوش كله^{vi}

“Оллоҳ ҳаққи, гар мен бахтга дучор бўлсам

Унга айтардим бир калом

Эй бахт, оз бўлса ҳам ато этгил менга,Ташлаб кетмагин батамом

Ҳаниянинг бу ички манологи халқ марсияларидан бўлиб ,ҳеч бир инсоннинг юрагини тирнамасдан ўтиб кетолмайди.Бахт –бу нақадар тотли сўз .Бунга ҳар бир инсон эришишни ёшлигидан орзу қилади.Бахт,муҳаббат ,толе каби сўзларнинг барчаси бир –бирига чамбарчас боғлиқдир.Ҳания ҳам доимо бахт сари интилар,бирор кимсани чин кўнгилдан севиб қолишни жуда истар эди.Шу ўринда савол туғилиши мумкин.Ҳаниянинг умр йўлдоши йўқми?.Бор бўлса улар бир –бирларни севмайдиларми? .Асло,Ҳаниянинг умр йўлдоши бор .Унинг исми Саъд .Бироқ Саъд иродасизлик туфайли ,онасининг раъйига қарши чиқолмайди.Онаси нима деса,ўша ишни бажаради.Саъд ва Ҳания севги –муҳаббатга тўла бу ҳаётдан баҳри ололмай ,эртаю-кеч тиним билмай меҳнат қилардилар.Саъд хайдовчи бўлиб ,савдо марказига одамларни ,онасини , паррандаларни ташир эди.Ҳания эса эртаю кеч тандир ёнида туриб,нон ёпар ,қайнонаси эса пишган нонларни савдо марказига сотиш учун олиб борар эди.Ёзувчи қуйидаги жумлада Ҳаниянинг меҳнат қилиш жараёнини жуда нозик дид билан тасвирлайди:

وجهها متورد كلب الذبيحة و ابنة الشهور التسعة متكومة بجوارها كعجوز هزمها الدهر ،الراس مدبب تطاير شعره ،العنان غائرتان لكن لهما نظرة تخترق قلب هنية كسيخين محبين،تمنت لو القت بالمطرحة علي الارض لتلدها صحيحة من جديد ،فاض الدمع من عينيها و جري شلالات علي الحدين،اليدان لا تكفان عن ضرب العجين بالمطرحة في الهواء حتي يرق و تتسع دائرته فتلقمه للفرن المتجج بعود الحديد تخرج الارغفة الناضجة لترصها في عمود يتناول^{vii}

“Унинг юзи қурбонликка келтирилган қўйнинг жигари каби қип-қизилдир.Тўқиз ойлик қизи эса унинг ёнида тақдирга тан берган қария каби сочлари тўзиган холда ғужанак бўлиб ётар,маъюс нигоҳи эса эса Ҳаниянинг юрагига ўткир санчиқ каби ботарди.Қани энди қўлидаги асбобини ерга отиб юборсаю ,фарзандини бағрига босиб ,унга алалар айтса ҳамда уни вужудига солиб қайтадан соғлом туғилишини жуда истар эди.Кўзларидаги ёш эса яноқларининг устига дув –дув оқар ,қўллари эса хамир ҳавода мушглаб ,уни доира шаклига келтириб уни қизиган тандирда ёпиб ,темир таёқ билан чиқариб ,узун устунга бир текис қилиб таҳлашдан бушамас эди”.

Мазкур жумлада ёзувчи нафақат Ҳаниянинг машаққатли меҳнатини балки унинг норасида гўдагининг ташқи қиёфасини ҳам тасвирлаган.Ҳаниянинг фарзандига нисбатан бўлган меҳр –муҳаббати

чексиздир. Ҳар қандай она учун фарзандан азиз мавжудот бўлмаса керак бу ёруғ оламда. Ҳания иккала суянчигидан ҳам айрилди. Энди унга ҳамдард бўладиган бирор кимса қолмаганди. Одатда аёл кишининг энг яқин маслакдоши бу унинг умр йўлдошидир. Бироқ Ҳанияга бу бахт насиб этмади.

Хулоса ўрнида Иззат Қамҳавийнинг “Тупроқ ва лой диёрида содир бўлди” китобида орзулар дунёси ва болалик дунёси, биринчи экстазия, биринчи маҳрум бўлиш учун очиқлик тажрибаси, содда бўлишига қарамай, бу ерда имконсиз тушлар, азобланган инсонлар ҳаёти гавдалантирилди. У оддий ҳикояларда қишлоқ ҳаётини ва ундаги содда инсонларнинг ички кечинмаларини яққол ўқувчига ифода этган.

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ⁱⁱ “حدث في بلاد التراب و الطين” тўплам охирида берилган

ⁱⁱⁱ Тўплам орқа ғилофида берилган.

^{iv} حدث في بلاد التراب و الطين. ص 65

^v حدث في بلاد التراب و الطين ص 65

^{vi} حدث في بلاد التراب و الطين ص 66

^{vii} حدث في بلاد التراب و الطين ص 66

ИМОМ БУХОРИЙ ВА УНИНГ ИЗДОШЛАРИНИНГ ХАЁТ ЙЎЛЛАРИ

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Анотация : Ушбу мақолада Имом Бухорий ҳаёти ва ижоди, илмий мероси унинг энг яқин издошларининг фаолияти баён этилган. Буюк алломанинг энг яқин издоши Имом ат Термизийнинг ҳаёти ва Имом Бухорий билан илмий амалий ҳамкорликлари акс эттирилган.

Калит сўзлар: АЛЛОҲ, Имом Бухорий, Имом Термизий, ҳадис, шогирд, устоз, шарқ, Ибн абу Ҳотим, Дунё Имоми, ҳаёт.

Улуғ устоз Имом Бухорий ўз шогирди Имом Термизийни алқаб айтдилар: «(Эй Абу Ийсо Термизий !) Сен мендан баҳраманд бўлганингдан ҳам кўра мен сендан кўпроқ баҳраманд бўлдим» («Ал-Мирқот»).

Аллоҳга беҳисоб шукрлар бўлсинки, биз истиқлол неъматини туфайли улуғ аждодларимизнинг бебаҳо ҳазиналаридан, илмий-маърифий меросларидан баҳраманд бўла бошладик. Муҳтарам биринчи юртбошимиз Имом Каримов таъкидлаб айтганларидек: «Биз фарзандларимизни дунёвий билимлар билан бир қаторда Имом Бухорий тўплаган ҳадислар, Нақшбандия таълимоти, Термизий ўғитлари, Яссавий ҳикматлари асосида тарбия қилмоқдамиз». Ҳақ таоло ато қилган бу имконлар, бу ютуқлар, бу неъматлар учун қанча шукроналар айтсак, шунча оз.

Абу Абдуллоҳ Муҳаммад ибн Исмоил Иброҳим ибн ал-Муғийра ибн Бардазбеҳ ал-Жуафий ал-Бухорий Бухорои шарифда ҳижрий 194 йил шаввол ойининг 13-куни (милодий 820 йил 20 июль)да таваллуд топган. Имом Бухорий бутун ҳаётларини, интилиш ва ҳаракатларини ҳадис илмига бахшида этган. Ал-Бухорий ёшлигидаёқ отаси вафот этиб, онаси тарбиясида ўсган. У ёшлигидан ақл-идрокли, ўткир зеҳнли ва маърифатга ҳаваси кучли бўлиб, турли илм-

фанларни, айникса, ҳадис илмини зўр қизиқиш билан эгаллайди. У ўн ёшидан бошлаб ўз юртидаги турли ривоятчилардан эшитган ҳадисларини шунингдек, Абдуллоҳ ибн ал-Муборак ва Вакий каби олимларнинг ҳадис тўпламларини мутолаа қилиб, ёдлаган, устози Шайх Доҳилий билан ривоятчилари ҳақидаги қизғин баҳсларда қатнашган. 825 йили ўн олти яшар ал-Бухорий онаси ва акаси Аҳмад билан Ҳижозга қараб йўл олади, муқаддас шаҳарлар – Макка ва Мадинани зиёрат қилиб, олти йил Ҳижозда яшаб, ҳадис илмидан ўз билимини янада ошириш мақсадида ўша пайтда илм-фаннинг йирик марказларидан ҳисобланган Дамашқ, Қоҳира, Басра, Куфа, Бағдод каби шаҳарларда яшаб, у жойлардаги машҳур олимлардан ҳадис билан бир қаторда фикҳ илмидан ҳам таълим олади, йирик олимлар даврасида илмий баҳс-мунозараларда қатнашади ва илм толибларига дарс ҳам беради. Имом ал-Бухорий ҳаётининг кўп қисми мусофирчиликда ўтди. Бу ҳақда унинг ўзи: “Миср, Шом, Месопотамияга икки мартадан, Басрага тўрт марта борганман. Ҳижозда олти йил яшаганман, Бағдод ва Куфа шаҳарларига неча марта борганим ҳисобини билмайман”, деган экан.

У сафар чоғида ҳам, бир шаҳарда муқим турганда ҳам илмини ошириш борасида тинимсиз ишлар, тўплаган ҳадисларини оққа кўчиради эди. Бағдодда истиқомат қилган пайтда кўпинча ойнанинг нурида ижод қилиб, қоронғи кечаларда шам ёруғида китоб ёзар экан. Шогирди Ибн Абу Ҳотим устози ҳақида бундай дейди: “Бухорий билан сафарда бирга бўлиб, бир уйда тунашга тўғри келди. Ўшанда шунинг гувоҳи бўлдимки, у киши бир кечанинг ўн беш марта мартадан йигирма мартагача уйғониб, ҳар гал чакмоқ тошини ишлатиб чироғини ёқар, тўплаган ҳадисларининг саҳиҳларини ажратиб, белгилаб кўяр эди.” Сўнг чироқни ўчириб, бошини ёстиққа кўяр эди. Имом Бухорий ҳадис ёдлаш қобилиятлари, зеҳнларининг ўткирлиги тилларда дoston бўлиб кетган эди. У киши ўзларининг шоҳ асарлари бўлмиш “Жомеъу-с-Саҳиҳ”ни таълиф қилиш олдидан жами олти юз минг саҳиҳ бўлмаган ҳадисни ёд олганларини зикр этган эдилар. Ҳадис илми равнақи йўлидаги буюк хизматлари учун “Имому-д-дунё” (Дунё имоми) мақомига мушарраф бўлган эдилар.

Илм олиш мақсадида ал-Бухорий жуда кўплаб олимлардан таълим олади. Ҳаким Нишопурийнинг ёзишича, устозларининг сони тўқсон нафар атрофида бўлган. Ўз навбатида ал-Бухорий ҳам кўпгина шогирдларига устозлик қилган. Исҳоқ ибн Муҳаммад ар-Рамодий, Абдуллоҳ ибн Муҳаммад ал-Маснадий, Муҳаммад ибн Халиф ибн Қутайба, Иброҳим ал-Ҳарбий, Абу Исо ат-Термизий, Муҳаммад ибн Наср ал-Марвазий, Муслим ибн ал-Ҳажжож каби етук олимлар унинг шогирдларидир.

Қуйида Имом Бухорий раҳимаҳуллоҳнинг “Адабу-л-муфрад” китобларида келтирилган ҳадислардан зикр қилиб ўтамиз.

مَنْ أَحَبَّ أَنْ يُبْسَطَ لَهُ فِي رِزْقِهِ وَيُنْسَأَ لَهُ فِي " : عَنْ أَنَسٍ رَضِيَ اللَّهُ عَنْهُ أَنَّ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ "أَثَرُهُ فَلْيُصَلِّ رَحِمَهُ".

яъни: Анас р.а.дан ривоят қилинади, Расулуллоҳ с.а.в. дедилар: **“Ким ризқи кенг ва умри узоқ бўлишини истаса силаи раҳм қилсин (қариндошлик алоқасини боғласин)”**.

قَالُوا: "مِنَ الْكِبَائِرِ شَتَمُ الرَّجُلِ وَالِدَيْهِ" : عَنْ عَبْدِ اللَّهِ بْنِ عَمْرٍو بْنِ الْعَاصِ أَنَّ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ "نَعَمْ يَسُبُّ أَبَا الرَّجُلِ فَيَسُبُّ أَبَاهُ وَيَسُبُّ أُمَّهُ فَيَسُبُّ أُمَّهُ" : "يَا رَسُولَ اللَّهِ وَهَلْ يَشْتَمُ الرَّجُلُ وَالِدَيْهِ؟" قَالَ

яъни: Абдуллоҳ ибн Амр ибн Ос р.а.дан ривоят қилинади, Расулуллоҳ с.а.в. дедилар: **“Киши ўз ота-онасини сўкиши кабира гуноҳлардан саналади”**.

Саҳобалар: Ё Расулуллоҳ! Киши ўз ота-онасини ҳам сўкадимиз? – деб сўрашди.

Расулуллоҳ с.а.в.: **“Ҳа, у бошқа кишининг отасини сўкса, у ҳам бунинг отасини сўкади. Унинг онасини сўкса, у ҳам бунинг онасини сўкади”**, дедилар.

مَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلَا يُوْذِ جَارَهُ وَمَنْ " : عَنْ أَبِي هُرَيْرَةَ قَالَ: قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ "كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيُكْرِمْ ضَيْفَهُ وَمَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيَقُلْ خَيْرًا أَوْ لِيَصْنُتْ

яъни: Абу Ҳурайра р.а.дан ривоят қилинади, Расулуллоҳ с.а.в. дедилар: **“Ким Аллоҳга ва охираат кунига имон келтирган бўлса қўшинисига озор бермасин. Ким Аллоҳга ва охираат кунига имон келтирган бўлса, меҳмонини ҳурмат қилсин. Ким Аллоҳга ва охираат кунига имон келтирган бўлса, яхши гап гапирсин ёки жим турсин”**.

لَيْسَ الشَّدِيدُ بِالصُّرْعَةِ إِنَّمَا الشَّدِيدُ " : عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ تَعَالَى عَنْهُ أَنَّ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ "الَّذِي يَمْلِكُ نَفْسَهُ عِنْدَ الْغَضَبِ

яъни: Абу Ҳурайра р.а.дан ривоят қилинади, Расулуллоҳ с.а.в. дедилар: **“Қураида енгган киши кучли эмас, газаби келганда ўзини тутган киши ҳақиқий кучлидир”**.

Термизлик машҳур муҳаддис Абу Исо ат-Термизий ал-Бухорийга ҳам шогирд, ҳам сафдош ҳисобланиб, уларнинг ўзаро муносабатлари ибратли бўлган. Узоқ йиллар Шарқнинг турли-туман мамлакатларига сафар қилгандан кейин умрининг охирларида ал-Бухорий 863-868 йиллари Нишопурда яшаб, мадрасада ҳадис илмидан дарс берган. Ўша пайтда Нишопур мусулмон Шарқидаги энг йирик илмий марказлардан бирига айланганлиги сабабли кўп машҳур олимлар шу шаҳарда тўпланган эдилар.

Имом ал-Бухорий авлодларга бой ва қимматли илмий мерос қолдирган бўлиб, у ёзган асарларнинг сони йигирматадан ортиқдир. Улардан “Ал-жомеъу-с-саҳиҳ”, “Ал-адабу-л-муфрад”, “Ат-таърих-ус-сағир”, “Ат-таъриху-л-авсот”, “Ат-таъриху-

л-кабир”, “Китобу-л-илал”, “Барру-л-волидайн”, “Асоми-с-саҳоба”, “Китобу-л-куна” ва бошқаларни кўрсатиш мумкин. Буюк алломанинг энг муҳим асари, шубҳасиз, “Ал-жомеъу-с-саҳиҳ”дир. Бу асар “Саҳийҳ ал-Бухорий” номи билан ҳам машҳур. Унинг ғоят аҳамиятли томони шундаки, Имом ал-Бухорийгача ўтган муҳаддислар ўз тўпламларига эшитган барча ҳадисларини танлаб ўтирмай қаторасига киритаверганлар. Имом ал-Бухорий эса турли ровийлардан эшитган ҳадисларни табақаларга бўлиб, уларнинг ишончилиларини ажратиб, алоҳида китоб яратди.

Аллома Ибн Салоҳнинг таъкидлашича, ал-Бухорийнинг бу асарига киритилган ишончли ҳадисларнинг сони такрорланадиганлари билан бирга 7275 та бўлиб, такрорланмайдиган ҳолда эса 4000 ҳадисдан иборат. Бу шарафли ишни биринчи ал-Бухорий бошлаб берган бўлиб, кейин қатор олимлар унга тақлид қилиб, шу зайлда ҳадислар тўпламини яратганлар.

Имом ал-Бухорий тўпламларига киритилган ҳадислар фақат ислом таълимотига оид умумий қоидаларни акс эттириш билан чекланиб қолмайди. Улар меҳр-муҳаббат, саҳийлик, очик кўнгиллик, ота-она, аёллар ва катталарга ҳурмат, етим-есирларга мурувват, фақир-бечораларга ҳиммат, ватанга муҳаббат, меҳнатсеварлик, ҳалолликка даъват этиш каби ҳақиқий инсоний фазилатлар ва намунали тартиботлар мажмуасидир. Унда нима яхши, нима ёмон, нимани қилиш керак, нимадан ўзини тийиш лозимлиги ҳақида ҳозирги жамиятимиз аҳли, айниқса, ёш авлод учун катта тарбиявий аҳамиятга эга йўл-йўриқлар, панд-насихат ва ўғитлар акс эттирилган.

Буюк муҳаддис олим Имом Бухорийнинг энг яқин издошларидан бири бу Абу Ийсо Муҳаммад Термизийдир. Термизий 209 йилда (милодий-824-825 йилда) таваллуд топдилар. Ҳофиз аз-Заҳабий “Мийзону-л-ийтидол” китобида Термизийнинг ҳижрий 279 йилда вафот этганларини зикр қилиб: “Вафот этган вақтларида етмиш ёшда эдилар”, дейди. Аллома Мулла Али ал-Қорий ҳазратлари ҳам “Аш-шамоил” асари шарҳида шу гапни айтади. Имом Термизийнинг туғилган ватанлари бугунги Ўзбекистондир. Термизий Термиз шаҳрида олти фарсах (тақрибан 40км) нарида жойлашган Буғ қишлоғида таваллуд топдилар. Ал-Буғий деб Буғ қишлоғига нисбатан этилишлари бу қишлоқда туғилганлари ёки у ерда яшаб, вафот этганлари сабаблидир. Мулла Али ал-Қорий ҳазратлари Термизийнинг ўзларидан бундай деганларни нақл этади: “Бобом, Лайс ибн Сайёр даврида Марвазда яшар эдилар. Кейин Термизга кўчганлар”.

Имом Термизий 20 ёшга етганларида Хуросон шайхларидан Исҳоқ ибн Роҳавайх Марвазий ва бошқалардан илм ўргандилар сўнг 25-26 ёшларида Басрага бориб, у ердаги алломалардан дарс олдилар. Бу саёҳатлари кўп йиллар давом этди, имом Термизий Термизга 250 хижрий (864м.й) йилдагина қайтиб келдилар. Шунга қараганда, тахминан 20 йил давомида ўзга юртларда ҳадисларни ўрганиб, йиғиб юрганлар.

Ал-Бухорийнинг ат-Термизий билан учрашуви ҳам Нишопурда юз бериб, диёримиздан чиққан икки машҳур муҳаддис ўртасида унутилмас, қизғин илмий баҳслар, кўпдан-кўп ижодий, дўстона учрашувлар бўлиб ўтади. Шундан сўнг “Ал-Жомеъу-с-саҳиҳ” (“Сунани Термизий”) китобларини ёза бошлаганлар. Ат-Термизийнинг ёзишича, у ўз асарлари учун кўп маълумотларни ал-Бухорий билан учрашувларидан олган. Шу билан бирга ал-Бухорий ҳам ат-Термизийнинг билимини юқори баҳолаб: «(Эй Абу Ййсо Термизий !)Сен мендан баҳраманд бўлганингдан ҳам кўра мен сендан кўпроқ баҳраманд бўлдим», деб унга нисбатан чуқур ҳурматини билдирган. Ат-Термизий ўз устози ва сафдоши ал-Бухорийни бутун умри давомида ҳурматлаб, унга самимий садоқатда бўлган. Араб тарихчиси Шамсуддин аз-Заҳабийнинг “Тазкирату-л-хуффоъ” номли асарида ёзишича, ат-Термизий ўз устозининг вафоти туфайли каттиқ қайғуга ботиб “кўп йиғлаганидан ҳатто кўзлари кўр бўлиб қолиб, узоқ йиллар кўзи ожиз ҳолда яшади”.

Бу икки беназир зотнинг устоз-шогирдлик ва дўстлик фаолиятида уч муҳим жиҳат кўзга ташланади.

Биринчи. Диннинг поклиги ва ҳадислар саҳиҳлигини сақлашда ҳамкорлик қилиш, устозлик ҳурматини сақлаш, вафо ва садоқат кўрсатиш, устоз сўзига эҳтиром ва эътимод билан қараш, ҳар бир ихтилофли масалада, ҳадислар исноди ва сифати масалаларида ҳузури дил билан маслаҳатлашиш.

Иккинчи. Устознинг ҳукми ва ҳулосасига эҳтиром сақлаган ҳолда ўз асарида мустақил йўл танлаш, баъзи ўринларда устоз билан баҳс мунозарага киришиши, устозни такрорлашдан ва тақлид қилишдан қочиш.

Учинчи. Камтарлик, холислик, бир-бирини қадрлаш ва маънавий мадакор бўлиш.

Термизийдан ҳадис ривоят қилган кишилар кўп. “Тазкирату-л-хуффоъ” (“Ҳофизлар ёдномаси” ва “Ат-Таҳзиб” китобларида булардан айримлари зикр қилинган.

Ал-Маҳбубий Термизийдан ҳадис ривоят қилган зотларнинг энг биринчиларидандир. Ибнул-Имод у зот ҳақида бундай дейди: “Абул-Аббос ал-

Маҳбубий, Муҳаммад ибн Аҳмад ибн Маҳбуб ал-Марвазий, Марв ўлкасининг муҳаддиси, шайхи ва раисидир. 346-ҳижрий йилнинг Рамазон ойида 97 ёшида вафот этди. “Сунани Термизий” китобининг муаллифидан (яъни Термизий ҳазратларидан) ҳадислар ривоят қилган зотдир”.

Олимлар, Имом Термизийнинг турли асарлар тортиқ этганларини таъкидлашади. Уларнинг фикрига кўра, у зотнинг асарлари қуйидагилардир:

“Ал-Жомеъу-с-Саҳиҳ (“Сунани Термизий”).

“Аш-Шамоил” (“Шамоили Муҳаммадия”).

“Ал-Ҳол”.

“Ат-Тарих”.

“Аз-Зухд”.

“Ал-Асмоъ ва-л-куно”(Исмлар ва кунялар”)

“Ал Илал фил ҳадис” (“Ҳадис санадларидаги иллатлар ёки нуқсонлар”).

Термизийнинг бошқа асарлари ҳам бўлиши мумкин. Бунда зикр қилинган китобларни айрим манбаъларга таяниб баён этдик.

Хулоса қилиб айтадиган бўлсак, буюк ватандошимиз муҳаддис олим Имом ал-Бухорий, Абу Муҳаммад ат-Термизий ҳамда уларнинг издошлари бизга бой ва катта илмий мерос қолдирган. Ҳозирга келиб, кўпгина ўзбек олимлари уларнинг меросларини ўрганишда давом этмоқдалар. Кенг жамоатчилик ҳам уларнинг ҳаёти ва ижоди ҳақида оз маълумотга эга. Шу мақсадда юртбошимиз ташаббуслари билан буюк уламоларимиз ҳаётини ўрганиш, уларни асарларини таржима қилиш мақсадида, юртимизда кўпгина таълим муассасалари ҳам хайрия жамғармалари очилмоқда. Ҳамда Самарқанд шаҳрида очилган “Ҳадисшунослик мактаби” ҳам XXI аср ёшлари учун илм манбаи ҳисобланади. Дарҳақиқат буюк мутафаккир олим, ҳадисшунос Имом ал Бухорий ҳамда унинг издошлари ҳақида асарларни ўрганиш ва уни толиби илмларга мукаммал етказиб бериш биз устозларнинг бурчидир. Сўзимни Имом Ал-Бухорийнинг ҳадиси шарифи билан тугатмоқчиман:

Абу Ҳурайра розияллоҳу анҳудан ривоят қилинади:

“Расулуллоҳ соллаллоҳу алайҳи вассалам шундай дедилар:

“Аллоҳ уч нарсага рози бўлади ва уч нарсага ғазаб қилади: Унинг Ўзигагина ибодат қилиб, ҳеч нарсани унга ширк келтирмаслигизга, Аллоҳнинг арқонини маҳкам тутишингизга ва Аллоҳ ишингизга валий –бошлиқ қўйганларга насиҳатлашингизга рози бўлади. Сизлардаги “деди-деди”, кўп саволни ва молни зое қилишни ёқтирмайди”.

(Бухорий ривояти)

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INTEGRATING LINGUISTIC, CULTURAL, AND DIGITAL COMPETENCIES IN FOREIGN LANGUAGE TEACHING: A COMPREHENSIVE APPROACH FOR THE 21ST CENTURY

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Abstract: In the 21st century, foreign language teaching has undergone a profound transformation driven by globalization, technological advancement, and the growing need for intercultural communication. Traditional language instruction, which focuses primarily on grammar and vocabulary, is no longer sufficient to meet the communicative demands of contemporary learners. This article explores a comprehensive approach that integrates linguistic, cultural, and digital competencies in foreign language education. It examines theoretical foundations, pedagogical principles, and practical classroom strategies that foster holistic language development. The paper argues that combining these three domains not only enhances communicative proficiency but also prepares learners for active participation in multilingual, multicultural, and digital societies. The article concludes by discussing implications for teachers, curriculum designers, and educational institutions.

Keywords: Foreign language teaching; digital competence; intercultural communication; linguistic competence; integrated approach; 21st-century education.

INTRODUCTION

The objectives of foreign language education have expanded significantly in recent decades. Learners today require more than the ability to construct grammatically correct sentences; they must also navigate cultural nuances and employ digital tools to communicate effectively across global contexts. This shift has stimulated a growing interest in integrated pedagogical models that merge linguistic, cultural, and digital competencies to form a holistic learning framework. Such an approach aligns with global educational trends that emphasize communicative competence, cultural

awareness, and digital literacy as key outcomes of modern instruction. While many studies have addressed these components individually, fewer have explored how they interact synergistically within a single pedagogical design. This article discusses the rationale behind integrating these competencies and presents a comprehensive model that reflects contemporary educational needs. Through the analysis of theoretical perspectives and practical applications, the article proposes a forward-looking strategy for improving foreign language teaching in the 21st century.

Linguistic Competence as the Core of Language Learning

Linguistic competence remains the foundation of foreign language education. It includes knowledge of grammatical structures, vocabulary, phonology, and pragmatic usage. Without linguistic proficiency, learners cannot participate meaningfully in communication. However, linguistic competence must be developed in a way that reflects real-life language use rather than isolated rule memorization. Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) have contributed significantly to shifting linguistic instruction toward more authentic and functional learning. These approaches encourage students to use language for meaningful purposes, engage in collaborative tasks, and interact fluently in varied contexts.[1],[2] Integrating linguistic skill-building within culturally and digitally enriched environments increases relevance and learner motivation.[3]

Cultural Competence and Intercultural Awareness. Culture plays an indispensable role in language because language itself is a reflection of cultural values, norms, and practices. Learners who lack cultural awareness often misinterpret messages, misuse language, or fail to grasp social expectations. Intercultural competence encompasses understanding cultural practices, recognizing diversity, developing empathy, and navigating cross-cultural communication.[4],[5]

Modern pedagogical frameworks, such as Content and Language Integrated Learning (CLIL) and intercultural communicative competence models, emphasize exposure to authentic cultural materials, discussions of cultural differences, and critical reflection.[5] These enable learners to shift from a purely linguistic understanding of the target language to a more holistic appreciation of its cultural context. Integrating cultural competence into language teaching also promotes tolerance, open-mindedness, and global citizenship—qualities that are essential in increasingly multicultural societies. When paired with digital tools, cultural instruction becomes even more dynamic through virtual exchanges, online cultural simulations, and multimedia resources. [9]

Digital Competence in the Era of Technology-Enhanced Learning. Digital competence has become a fundamental pillar of 21st-century language education. With the growth of online platforms, virtual classrooms, and social media, communication now occurs in technologically mediated environments. Students must therefore learn to use digital tools not only for language learning but also as part of everyday communication practices. Digital literacy includes skills such as evaluating online information, participating in digital communication ethically, creating multimedia content, and navigating virtual collaboration. [6],[7] The integration of tools such as language learning apps, interactive simulations, digital storytelling platforms, and virtual reality environments significantly enriches the learning experience.[6],[7] Technology also creates opportunities for personalized learning, immediate feedback, and exposure to authentic linguistic input. However, teachers must balance technological use with pedagogical purpose, ensuring that digital tools support—not distract from—linguistic and cultural development. [6],[9]

A Comprehensive Integrated Approach

A comprehensive approach to foreign language teaching combines linguistic, cultural, and digital competencies into a cohesive instructional framework. This model is grounded in several key principles:

1. Interconnectedness – Language is taught as a dynamic system influenced by social, cultural, and digital factors.[3]
2. Authenticity – Learning activities simulate real-life communication, including multicultural and online interactions.[2],[4]
3. Collaboration – Group tasks, peer feedback, and online exchanges foster communicative and intercultural growth.[5],[7]
4. Critical thinking – Learners analyze cultural perspectives, evaluate digital resources, and reflect on their own language use.[3],[9]
5. Adaptability – Instruction evolves alongside technological innovations and global trends.[6],[8]

Examples of integrated classroom activities include:

- Virtual cultural exchange projects with students from other countries;[5],[9]
- Digital storytelling that combines linguistic accuracy with cultural themes;[3],[8]
- Online research tasks requiring students to evaluate and present multicultural information;[6],[7]
- Multimedia role-plays using real-life scenarios such as international travel or intercultural business communication.[4]

Such practices bridge the gap between theoretical knowledge and practical application, creating a learning experience that prepares students for global engagement. Implications for Teachers and Educational Institutions. Successful implementation of this integrated approach requires support from teachers, administrators, and curriculum developers. Teachers must receive continuous professional development in digital pedagogy, intercultural communication, and interactive teaching strategies[6],[7] Institutions should ensure access to technological resources, updated curriculum materials, and international collaboration opportunities[8],[9]Curriculum designers should incorporate integrated outcomes, emphasizing not only linguistic proficiency but also cultural literacy and digital competence [5].Policy makers must recognize that foreign language education is a gateway to global participation and invest in innovative, future-oriented instructional frameworks.[1],[3]

Conclusion.

In the rapidly evolving landscape of global communication, foreign language education must go beyond traditional linguistic instruction to include cultural understanding and digital literacy. An integrated approach that unites these three competencies equips learners with the skills needed to participate confidently and effectively in multilingual and multicultural environments. This comprehensive model supports both academic growth and personal development, making it an essential strategy for 21st-century language education. [1],[3],[5],[9] As education systems continue to adapt to new societal demands, the integration of linguistic, cultural, and digital competencies will remain at the forefront of innovative and effective foreign language teaching.

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RAQAMLI SUVERENIT VA GLOBAL MA'LUMOT OQIMLARI

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Annotatsiya: Borgan sari raqamli dunyo kengayib borar ekan, raqamli suverenitet va global ma'lumotlar oqimi o'rtasidagi muvozanat muhim masalaga aylanmoqda. Raqamli suverenitet davlatning o'z hududidagi ma'lumotlarni nazorat qilish va himoya qilishini anglatadi, global ma'lumotlar oqimi esa xalqaro savdo va innovatsiyalar uchun zarur. Matnda ushbu ikki tushuncha o'rtasini tartibga soluvchi asosiy huquqiy normalar — GDPR, CCPA hamda turli muvofiqlik mexanizmlari ko'rib chiqiladi. Shuningdek, Yevropa Ittifoqi va AQSh o'rtasidagi Facebook ma'lumotlar uzatishiga oid mojarolar misolida milliy qonunlar to'qnashuvi tahlil qilinadi. Yakunda global ma'lumotlarni himoya qilish tizimini uyg'unlashtirish va xalqaro hamkorlikni kuchaytirish.

Kalit so'zlar: raqamli suverenitet, global ma'lumotlar oqimlari, GDPR, CCPA, ma'lumotlarni himoya qilish qonunlari.

ЦИФРОВОЙ СУВЕРЕНИТЕТ И ГЛОБАЛЬНЫЕ ПОТОКИ ДАННЫХ

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Аннотация: В цифровом пространстве баланс между цифровым суверенитетом и глобальными потоками данных приобретает большое значение. Цифровой суверенитет отражает способность государства контролировать данные, в то время как глобальные потоки данных необходимы для торговли и инноваций. В тексте рассматриваются GDPR, CCPA и другие механизмы обеспечения соответствия, а также анализируются примеры коллизий национальных законов. В заключение подчеркивается необходимость защиты глобальных данных и укрепления международного сотрудничества.

Ключевые слова: цифровой суверенитет, глобальные потоки данных, GDPR, CCPA, законодательство о защите данных.

DIGITAL SOVEREIGNTY AND GLOBAL DATA FLOWS.

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Annotation: As the digital sphere grows, balancing digital sovereignty and global data flows becomes increasingly important. Digital sovereignty refers to a state's control over data within its borders, while global data flows are vital for trade and innovation. The text highlights key legal frameworks such as the GDPR and CCPA, along with compliance mechanisms regulating cross-border data transfers. It also notes legal conflicts, for example between the EU and the US regarding Facebook's data transfers. The conclusion stresses the need for harmonized global data protection rules and stronger international cooperation.

Keywords: digital sovereignty, global data flows, GDPR, CCPA, data protection laws

Kirish: Bugungi kunda tarmoqlangan dunyo raqamli mustaqillikni ma'lumot boshqaruvi uchun jiddiy ahamiyatga ega. Bu ma'lumotlarni yig'ish, saqlash, qayta ishlash va ulashish qonunlarini o'z ichiga oladi. Hukumatlar raqamli infratuzilmani nazorat qilishi bilan, fuqarolar ma'lumotlarini himoya qilish kerakligi ortib bormoqda. Bu tashvish shaxsiy ma'lumotlar va xavfsizlik siyosatlari va qonunlariga ta'sir ko'rsatdi. Global ma'lumot oqimlari raqamli iqtisodiyot uchun zarurdir. Internet va texnologiyaning tez rivojlanishi chegara o'rtasidagi ma'lumotlarni almashishni osonlashtirdi, innovatsiyani, iqtisodiy o'sishni va globalizatsiyani rag'batlantirdi. Ma'lumotlar olish, jarayonlarni yanada samarali qilish va mijozlar tajribasini yaxshilash uchun bizneslar uchun nihoyatda muhimdir. Xalqaro ma'lumot uzatish kompaniyalarga global bozor raqobatida ishtirok etish, chegara o'rtasidagi savdoni osonlashtirish va hamkorlikda tadqiqot va rivojlantirishni rivojlantirishga yordam beradi. Biroq, raqamli mustaqillik va transmilliy ma'lumot oqimlari o'ziga xos muammolarni keltirib chiqarmoqda. Oqimdagi ma'lumotlarni almashish ko'plab mamlakatlarning ma'lumotlarni himoya qilish qonunlarini kuchaytirishga qarshi keladi.

Material va metodlar:

Ushbu maqola normativ-huquqiy tahlil (normative-legal analysis) va qiyosiy huquqshunoslik (comparative law) metodlariga asoslanadi.

Ilmiy adabiyotlar va tadqiqot hisobotlari: Ilmiy jurnallar, Yevropa Komissiyasining hisobotlari va huquqiy texnologiya (LegalTech) bo'yicha tahlillar.

Xalqaro va Yevropa huquqiy hujjatlari: Raqamli Xizmatlar To'g'risidagi Qonun (Digital Services Act DSA), Ma'lumotlarni Himoya Qilish Umumqoidasi (GDPR) va Ma'lumotlarni Boshqarish To'g'risidagi Qonun (Data Governance Act)

Natija: Yevropa Ittifoqining Umumiy Ma'lumotlarni Himoya Qoidalari (GDPR) raqamli suverenitetning kundalik hayotda qanday namoyon bo'lishiga misol bo'la oladi. U shaxsiy ma'lumotlarning onlayn tarzda qanday himoyalaniishini yagona qoidalar va tartiblar orqali boshqarishni, shuningdek, jazolovchi choralar qo'llanishi mumkinligini nazarda tutadi.

GDPR shartlariga ko'ra, qayerda joylashganidan qat'iy nazar, har qanday tashkilot agar Yevropa Ittifoqi mamlakatlaridagi mijozlar bilan savdo qilmoqchi bo'lsa, ma'lumotlarni boshqarish bo'yicha belgilangan qoidalarga rioya qilishi shart. Bu qoidalar fuqarolarga o'z ma'lumotlari qanday ishlatilishi ustidan ko'proq nazorat qilish imkonini beradi. Shuningdek, ma'lumotlar xavfsizligi buzilgan taqdirda taxminan 25 million dollar jarima qo'yilishi mumkin.

So'nggi yillarda Yevropa Ittifoqida Xitoy va AQShning innovatsiya va raqobat borasidagi ustunligi bo'yicha xavotirlar ortib bormoqda. Xitoyning "Raqamli Ipak Yo'li" tashabbusi rivojlanayotgan mamlakatlarda raqamli texnologiyalarni kengaytirishga qaratilgan bo'lib, AQSh ustunligiga raqobat yaratadi va kuzatuv hamda ma'lumot yig'ish xavfi tufayli xavfsizlik masalalarini keltirib chiqaradi.

Xitoyning raqamli suverenitetga yondashuvi uchta qonun bilan belgilanadi: Kiberxavfsizlik Qonuni (CSL), Ma'lumotlar Xavfsizligi Qonuni (DSL) va Shaxsiy Ma'lumotlarni Himoya Qonuni (PIPL), bu GDPRga teng bo'lib, birgalikda kiberxavfsizlik va ma'lumotlarni himoya qilishni tartibga soladi.

Muhokama: Ushbu masalada hal etilmagan masalalar mavjud. Global ma'lumot oqimlarining kengayishi milliy ma'lumotlarni himoya qilish standartlari o'rtasida sezilarli nizolarni keltirib chiqardi va bu ko'p millatli kompaniyalar uchun moslashishni qiyinlashtirdi. Ma'lumotlar maxfiyligi siyosatlari mamlakatga qarab farq qiladi, bu esa huquqiy va amaliy muammolarni yuzaga keltirishi mumkin. Ba'zi hukumatlar shaxsiy maxfiylikni qadrlaydi va shaxsiy ma'lumotlarni qayta ishlashdan oldin maxsus rozilik talab qiladi, boshqalari esa milliy xavfsizlik maqsadida hukumat idoralariga ko'proq erkinlik beradi. Ikki mamlakatning qonunlari shunchalik farq qiladiki, birini buzmasdan boshqasini bajarish qiyin bo'lishi mumkin. AQSh va Yevropa Ittifoqidagi (YI) ma'lumotlarni himoya qilish siyosatlari farq qiladi, buni GDPR misolida ko'rish mumkin. Umumiy Ma'lumotlarni Himoya Qoidalari (GDPR) shaxsiy ma'lumotlarni YI tashqarisiga yuborishni taqiqlaydi, agar maqsad davlat buni himoya qilmasa. YI kompaniyalari AQSh tashkilotlari bilan to'qnashishi mumkin,

chunki AQSh siyosatlari ma'lumotlarni xavfsizlik kafolatisiz ko'proq almashishga imkon beradi. Rivojlanayotgan mamlakatlar xalqaro investitsiyalarni jalb qilish maqsadida ma'lumot maxfiyligi cheklovlarini kamaytirishi mumkin, bu esa vaziyatni yanada murakkablashtiradi. Global korporatsiyalar turli huquqiy tizimlarga moslashishga harakat qilganda, ma'lumotlarni himoya qilish bilan iqtisodiy kengayish o'rtasida to'qnashuvlar yuzaga keladi.

Chet elga ma'lumot uzatishni soddalashtirish va ma'lumotlarni himoya qilish qoidalari farqlarini kamaytirishning bir nechta usullari mavjud: Uzoq muddatli yechimlar sifatida asosiy maxfiylik qoidalari bilan global ma'lumotlarni himoya qilish tizimini yaratish mumkin. OECDning Shaxsiy Ma'lumotlar Maxfiyligi va Transchegaraviy Oqimlar bo'yicha Yo'riqnomalari yoki shunga o'xshash BMT tashabbuslari bunga misol bo'lishi mumkin. Ma'lumotlarni himoya qilish tamoyillarisiz universal tizim global bizneslarga qonunlarga rioya qilishni osonlashtiradi.

Ma'lumotlarni himoya qilish standartlarini birlashtirish xalqaro hamkorlikni talab qiladi. Hukumatlar ikki tomonlama yoki ko'p tomonlama uchrashuvlar o'tkazib, qonunchilikni muvofiqlashtirishi va ma'lumot almashishi mumkin. APECning Transchegaraviy Maxfiylik Qoidalari davlatlar qanday qilib hamkorlik qilib, ma'lumot oqimlarini standartlashtirish va maxfiylikni himoya qilish mumkinligini ko'rsatadi.

Turli talablarni bajaradigan moslashuvchan strategiyalar bizneslarga yordam beradi. Kompaniyalar ma'lumotlarni himoya qilish bo'yicha eng qat'iy talablarni ba'zi sohalarda va erkinlikni boshqa sohalarda qo'llaydigan ierarxiya yaratishi mumkin. Ma'lumotlarni segmentlash yoki mahalliyashtirish turli qonun tizimlariga mos kelishi mumkin. Sud amaliyoti qarama-qarshi qonunlarni tushunishga yordam beradi. Ma'lumot uzatish bilan bog'liq sud qarorlari kompaniyalarga vaziyatni tushunishga yordam beradi va milliy qonunlarni talqin qilishni standartlashtiradi.

Xulosa: Tahlil shuni ko'rsatdiki, raqamli suverenitet va global ma'lumot oqimlari kuchli huquqiy asosni talab qiladi. Raqamli suverenitet mamlakatga xavfsizlik, maxfiylik va iqtisodiy sabablar uchun o'z ma'lumotlarini nazorat qilish imkonini beradi. Global ma'lumot oqimlari esa jahon savdosini yo'lga qo'yadi, lekin milliy ma'lumotlarni himoya qilish qonunlari bunga to'sqinlik qiladi. GDPR va CCPA milliy qonunlarni global ma'lumot harakati bilan muvofiqlashtirish uchun o'rganildi.

Balansli siyosat maxfiylikni himoya qilish, raqamli suverenitetni global ma'lumot oqimlari bilan uyg'unlashtirish hamda innovatsiya va iqtisodiy o'sishni rag'batlantirish uchun zarurdir. Ma'lumotlar chegaralarni kesib o'tadi, shuning uchun qarama-qarshi

milliy qonunlar korxonalar faoliyatiga to'sqinlik qilishi va xalqaro savdoni buzishi mumkin, bu esa bir xildagi qonunchilik zarurligini ta'kidlaydi.

Kelajakdagi huquqiy rivojlanish va xalqaro hamkorlik uchun quyidagilar taklif qilindi: aniqlik va uyg'unlik yaratish uchun global ma'lumotlarni himoya qilish tizimi, ma'lumotlarni himoya qilish qonunlarini uyg'unlashtirish uchun ikki va ko'p tomonlama hamkorlik, shuningdek, bizneslar turli talablar bilan ishlay oladigan moslashuvchan rioya mexanizmlari. Bu yondashuvlar davlatlarga raqamli iqtisodiyotga ishonchni oshirish va raqamli suverenitetni ochiq va xavfsiz global ma'lumot oqimlari bilan birlashtirib hamkorlikni rivojlantirishga yordam beradi.

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CROSS-LINGUISTIC TYPOLOGY AND ITS ROLE IN ENHANCING LANGUAGE LEARNING AND TRANSLATION COMPETENCE

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“To understand languages, one must first understand how they differ.”

— B. Comrie

Annotation: original article investigates the fundamental significance of cross-linguistic typology in strengthening language learning strategies and advancing translation competence. It reinterprets major typological classifications—phonological, morphological, syntactic, semantic, and pragmatic typology—and highlights their practical value for learners and translators. The article demonstrates that typology functions not only as a descriptive branch of linguistics but also as an essential methodological tool for multilingual education, contrastive error analysis, and translator training.

Key words: typology; cross-linguistic comparison; linguistic universals; morphology; syntax; translation competence; multilingual education

Аннотация: В данной оригинальной статье подробно рассматривается ключевая роль межъязыковой типологии в формировании эффективных стратегий изучения иностранных языков и повышении переводческой компетентности. Анализируются фонологическая, морфологическая, синтаксическая, семантическая и прагматическая типологии, а также их значение для изучающих язык и будущих переводчиков. В работе подчеркивается, что типология служит не только описательной дисциплиной, но и важной теоретико-практической основой для многоязычного образования и контрастивного анализа.

Ключевые слова : типология; межъязыковое сравнение; универсалии; морфология; синтаксис; переводческая компетенция; многоязычное образование

Anotatsiya: Mazkur original maqola qiyosiy til tipologiyasining til o‘rganish strategiyalarini takomillashtirish va tarjima kompetensiyasini rivojlantirishdagi asosiy

oʻrnini yoritadi. Fonologik, morfologik, sintaktik, semantik va pragmatik tipologiya yoʻnalishlari qayta tahlil qilinib, ularning oʻquvchilar til sezgirligi, interferensiyani kamaytirish hamda tarjima jarayonida toʻgʻri qarorlar qabul qilishga koʻrsatadigan taʼsiri ilmiy asosda ochib berilgan. Maqola tipologiyani koʻp tilli taʼlim hamda xatolarni qiyosiy tahlil qilishning zarur metodologik asosi sifatida talqin qiladi.

Kalit soʻzlar: tipologiya; qiyosiy tahlil; til universallari; morfologiya; sintaksis; tarjima kompetensiyasi; koʻp tilli taʼlim

Language typology, as a comparative branch of linguistics, examines the structural and functional properties shared or contrasted across languages. According to Comrie, the goal of typology is not to determine genealogical relations, but to reveal universal patterns and the range of structural variation found across languages [Comrie, 1989, p. 12]. In the context of growing multilingual interaction, typology has gained methodological importance, especially for language pedagogy and translator training. A learner or translator familiar with phonological, morphological, syntactic, and semantic contrasts between languages becomes better equipped to avoid negative transfer, anticipate structural patterns, and choose accurate translation equivalents. This article provides a renewed analysis of typological categories and demonstrates their pedagogical relevance through examples from English, Uzbek, and Russian.

1. Theoretical Foundations of Linguistic Typology

Linguistic typology compares languages based on systemic structures rather than historical descent. Croft states that typology enables scholars to chart the boundaries of linguistic diversity and uncover structural universals present across unrelated languages [Croft, 2003, p. 27]. These universals play a crucial role in predicting learner difficulties and designing targeted teaching strategies.

Major subfields of typology include:

Phonological typology — sound inventories and prosody

Morphological typology — word-formation principles

Syntactic typology — constituent order and structural organization

Semantic typology — categorization of meaning

Pragmatic typology — discourse and communicative behavior

Each dimension carries significant implications for developing linguistic awareness and translation competence.

2. Phonological Typology and Learner Error Prediction

Phonological typology compares the sound systems and prosodic features of languages. For instance, Uzbek contains a relatively simple vowel system and avoids

consonant clusters, while English freely allows initial clusters such as *str-* and *spl-*. As a result, Uzbek-speaking learners tend to add epenthetic vowels due to L1 influence (e.g., *istirong* for *strong*).

Stress patterns also differ: English and Russian employ stress-timed rhythm, whereas Uzbek is syllable-timed. Anderson notes that such differences commonly result in mispronunciation and intelligibility complications for learners [Anderson, 2018, p. 44]. Thus, phonological typology assists instructors in anticipating and addressing predictable pronunciation errors.

3. Morphological Typology: Systems and Learning Difficulties

Languages are classified typologically as:

Agglutinative — Uzbek, Turkish

Analytic — English, Chinese

Fusional — Russian, Spanish

English presents challenges for Uzbek learners due to the absence of grammatical articles, the irregularity of verb paradigms, and tense–aspect distinctions. Meanwhile, speakers of Russian—a fusional language—may struggle with English word-order constraints because their native language allows relatively free syntactic arrangement. Morphological transparency significantly aids learning; as Bybee explains, the clearer the morphological structure, the easier it is for learners to decode patterns [Bybee, 2015, p. 63].

4. Syntactic Typology and Translation Accuracy

Word-order typology, especially SOV vs. SVO structures, is vital to translation studies. Uzbek typically exhibits SOV order, while English and Russian follow SVO. This affects sentence restructuring during translation, including the placement of objects, auxiliaries, and modifiers.

A literal transfer such as:

Men kitobni o‘qidim → I the book read

results from ignoring typological differences. Recognizing these systematic contrasts helps translators produce target-language norms rather than transferring L1 structures.

5. Semantic Typology and Cross-Linguistic Conceptualization

Semantic typology explores how languages categorize conceptual domains. English clearly distinguishes blue and green, whereas Uzbek historically used one term *ko‘k* for both hues. Verb semantics also differ: English encodes manner in motion verbs (run, walk), while Uzbek often expresses manner optionally (*borib keldi*, *yugurib ketdi*). Such contrasts require translators to interpret meanings beyond surface equivalence.

6. Typology in Translator Training

Typological awareness is integral to translation competence. G‘ulomov emphasizes that a translator must understand structural contrasts in order to manage interference and maintain accuracy during translation [G‘ulomov, 2021, p. 118].

Typology strengthens:

- error diagnosis
- transfer awareness
- contrastive analysis
- stylistic adaptation
- pragmatic and cultural sensitivity

For this reason, typology is increasingly incorporated into professional translator training programs.

7. Pedagogical Implications for Multilingual Education

Typology contributes to effective curricular development through:

- forecast of frequent learner errors;
- contrastive grammar presentation;
- bilingual dictionary development;
- improved metalinguistic awareness;
- informed material design.

Learners who understand typological contrasts acquire structures more consciously and reduce fossilized errors.

Cross-linguistic typology provides essential insights for both language learning and translation studies. By systematically comparing linguistic structures, typology enables learners and translators to avoid negative transfer, sharpen linguistic awareness, and make precise translation decisions. In today’s multilingual world, typology is not only a theoretical lens but a practical methodological foundation for linguistic education, contrastive analysis, and translator training.

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EFFECT OF THE FERMENTATION METHOD ON INCREASING THE BIOAVAILABILITY OF IRON AND ZINC IN WHEAT GRAIN PROCESSING PRODUCTS AND POSSIBILITIES FOR OPTIMIZATION

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Wheat is one of the oldest crops in human history and is a major food source in many countries. Although it contains protein, fiber, vitamins and minerals, the bioavailability of micronutrients such as iron (Fe) and zinc (Zn) is relatively low. The main reason for this is the naturally occurring phytate (myo-inositol-hexaphosphate) compounds in wheat grains. Phytates form complex chelates with iron and zinc, making them insoluble in the intestine.

In recent years, iron and zinc deficiency has become a widespread problem worldwide, especially in populations that rely on cereal products. Therefore, it is urgent to improve technologies aimed at increasing the bioavailability of microelements in cereal products.

Milling (fermentation) is one of the most effective methods that significantly increases the bioavailability of iron and zinc in wheat grains and its processed products. During the milling process, the phytase enzyme is activated and phosphate groups are gradually separated from phytate molecules, as a result of which iron and zinc ions are released into a free state.[1]

This article discusses the biological mechanism, technological features and optimization possibilities of the milling process based on a broad scientific approach. Sprouting is the process of increasing the moisture and temperature of grains or cereal products under controlled conditions to bring them to a biological activity close to germination. During the process, the following changes occur:

Activation of the phytase enzyme

Increase in proteolytic and amylolytic enzymes

Formation of organic acids

Decrease in pH level

Reduction in phytate breakdown[2]

As a result of this process, molecules that bind iron and zinc (phytate, oxalate) are broken down and microelements are absorbed in the intestine.

While iron is important for hemoglobin synthesis, oxygen transport, and oxidation-reduction processes, zinc is an important indicator in DNA synthesis, immune system activity, and enzyme activity. Therefore, increasing their bioavailability is important not only for nutritional quality, but also for health.

For grain sprouting, the most effective moisture content is in the range of 40–48%. If the moisture content is low, enzyme activity will not be sufficient; If it is high, an anaerobic environment will occur, causing a decrease in quality.

Extraction usually gives the best results at a temperature of 20–28°C. An increase in temperature increases phytase activity, but above 35°C there is a risk of enzyme denaturation.

2.3. Time factor

24–48 hours of extraction are optimal for iron and zinc bioavailability. Continuing for more than 72 hours will lead to excessive decomposition of organic matter and a decrease in sensory quality.

2.4. pH level

A pH of 5.0–5.8 during extraction creates an ideal environment for the phytase enzyme. A lower pH ensures faster decomposition of phytates.

The addition of lactobacteria, yeasts and phytase-producing microorganisms makes the process more efficient. This method can increase the solubility of iron and zinc several times, especially when used on an industrial scale.[3]

The phytate molecule has six phosphate residues and forms strong chelates with divalent cations such as iron and zinc. During digestion, the enzyme phytase: cleaves the phosphodiester bond in myo-inositol phosphate breaks down the phytates and degrades them along the chain

phytate → inositol-pentaphosphate → inositol-tetraphosphate → inositol → phosphate,

as a result, iron and zinc ions are released from the chelated state.

Free microelements are ready for absorption in the intestine.

Advantages of sprouted wheat products

The bioavailability of iron and zinc increases by 30–70%.

The amount of easily digestible proteins increases.

The synthesis of substances belonging to the vitamin B group increases.

Antioxidant activity increases.

The glycemic index decreases.

Sensory (taste, smell, texture) properties improve.[4]

Automatic control of temperature, humidity, aeration stabilizes the process and ensures uniform quality.

The process can be accelerated by using additional phytase enzymes that activate phytates.

Bran is a source of phytase, and its rehydration enhances the absorption of iron and zinc.

The most effective regime is selected through mathematical modeling of the process (moisture-time-temperature triple model).

Social and practical significance

Reducing iron deficiency anemia in the population

Improving the nutrition of children and pregnant women

Increasing the production capacity of national functional foods

Application as a technology suitable for state programs on healthy nutrition[5]

In conclusion, studies show that the technology of fermentation significantly increases the bioavailability of iron and zinc in wheat grain and products made from it. The process increases the solubility of microelements through the activation of the phytase enzyme, the breakdown of phytates, and the increase in organic acids. High efficiency can be achieved by properly optimizing the fermentation conditions - temperature, humidity, time, pH, starter culture. This method has great potential in the production of functional foods and serves to reduce microelement deficiencies in the population.

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YIRIK VA MAYDA SHOXLI HAYVONLARDAN OLINGAN SUT YOG‘LARNING XUSUSIYATLARINI TADQIQ QILISH

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Oziq-ovqat texnologiyasi (yog‘ moy mahsulotlari texnologiyasi bo‘yicha) yo‘nalishi magistratura 1-
bosqich talabasi

Sut — bu tirik organizm uchun eng qadimiy, to‘laqonli biologik mahsulotlardan biridir. U inson hayoti uchun zarur bo‘lgan oqsil, yog‘, uglevod, mineral modda va vitaminlarning muhim manbai hisoblanadi. Sutning kimyoviy tarkibi hayvon turi, zot, yosh, oziqlanish sharoiti, yil fasli va sog‘ilish davriga qarab farqlanadi. Sutning eng muhim komponentlaridan biri bu - sut yog‘idir. U nafaqat energiya manbai, balki organizmda muhim fiziologik jarayonlarda ishtirok etuvchi biologik faol moddadir.

Yirik shoxli hayvonlar (sigir, buqa) suti yog‘ining xususiyatlari va mayda shoxli hayvonlar (qo‘y, echki) suti yog‘lari o‘rtasidagi farqlarni o‘rganish sut mahsulotlarini qayta ishlash, ularning texnologik sifatini oshirish hamda biologik qiymatini aniqlashda muhim ahamiyatga ega.

Ushbu tadqiqotning asosiy maqsadi - yirik va mayda shoxli hayvonlardan olingan sut yog‘larining fizik-kimyoviy, biokimyoviy va texnologik xususiyatlarini solishtirish hamda ularning oziqaviy qiymatini tahlil qilishdan iborat.

Sut yog‘i murakkab kimyoviy tuzilishga ega bo‘lib, u asosan triglitseridlar, fosfolipidlar, xolesterin, erkin yog‘ kislotalari hamda yog‘da eruvchi vitaminlardan tashkil topgan. Triglitseridlar umumiy yog‘ massaning 95-98 % ini tashkil etadi. Sut yog‘ining asosiy komponentlari quyidagilardan iborat:

- Yog‘ kislotalari: olein, palmitin, stearin, miristin, laurin va kapril kislotalar.
- Fosfolipidlar: lechitin, kefalin, sfingomiyelin.
- Vitaminlar: A, D, E, K.
- Minerallar: kaltsiy, fosfor, magniy.[1]

Sut yog‘ining biologik qiymati unda mavjud bo‘lgan ko‘p to‘yintirilmagan yog‘ kislotalari (linol, linolen, araxidon) miqdori bilan belgilanadi. Aynan shu kislotalar organizmning hujayra membranalarini tiklashda, gormonlar sintezida, hamda immun tizimi faoliyatida muhim o‘rin tutadi. Sigir suti tarkibida o‘rtacha 3,5-4,5 % yog‘ mavjud. Bu yog‘ mayda tomchilarda, diametri 2-10 mikron bo‘lgan globulalar shaklida sut zardobida suspenziya holatida joylashgan. Sigir suti yog‘ining asosiy fizik-kimyoviy xususiyatlari quyidagicha:

- Yog‘ning erish harorati: 28-34 °C atrofida.
- Sut yog‘i zichligi: 0,927-0,933 g/sm³.
- Kislotali soni: 0,2-1,5 mg KOH/g.
- Peroksid soni: 0,2-0,8 mmol/kg.
- Yog‘ kislotalarining o‘rtacha molekulyar massasi: 250-280.

Sigir suti yog'i ko'p hollarda margarin, yog'li pishloq, qaymoq, sariyog', kefir, yogurt kabi mahsulotlar tayyorlashda ishlatiladi. Uning organoleptik xususiyatlari (ta'mi, hidi, rangi) mayin va yoqimli bo'lib, inson ovqatlanishida oson hazm bo'ladi.

Qo'y suti yog' miqdori yuqori bo'lib, o'rtacha 6-8 % gacha yetadi. U to'yintirilgan yog' kislotalariga boy. Qo'y suti yog'ining erish harorati 40 °C dan yuqori, bu esa uning sovuqda qattiq holatda bo'lishini ta'minlaydi. Qo'y suti yog'ining tarkibida butirik (C4:0) va kaproik (C6:0) kislotalar ko'p bo'lib, ular yog'ga o'ziga xos hid va ta'm beradi.

Qo'y suti yog'ining biologik qiymati yuqori, chunki unda A va D vitaminlari miqdori sigir sutiga qaraganda 1,5-2 baravar ko'p. Shu sababli u immunitetni mustahkamlovchi va bolalar ovqatlanishida foydali mahsulot hisoblanadi.

Echki suti yog'i 4-5 % miqdorda bo'lib, undagi yog' globulalari juda mayda (diametri 1-3 mikron) bo'ladi. Shu sababli echki suti tez hazm bo'ladi, allergik ta'sir ko'rsatmaydi. Undagi yog' kislotalari tarkibida kapril (C8:0) va kaprin (C10:0) kislotalar ko'pligi tufayli u o'ziga xos hidsiz va tiniq rangga ega. Echki suti yog'i inson oshqozon-ichak tizimi kasalliklarida, allergiyada, bolalar oziqlanishida foydali hisoblanadi.

Sut yog'larining biokimyoviy tahlili yog' kislotalarining miqdorini aniqlash orqali ularning biologik ahamiyatini baholashga yordam beradi.

Sigir suti yog'ida olein kislotalari - 30-35 %, palmitin - 25-30 %, stearin - 10-15 % ni tashkil etadi.

Qo'y suti yog'ida esa to'yintirilgan kislotalar ulushi 60 % gacha yetadi.

Echki suti yog'ida esa o'rta zanjirli yog' kislotalari (C6:0-C10:0) 20 % atrofida bo'lib, bu ularning tez parchalanishini ta'minlaydi.[2]

Yog' kislotalarining molekulyar uzunligi, ularning nisbati sut yog'ining hazm bo'lish tezligi, energetik qiymati hamda saqlanish barqarorligiga bevosita ta'sir etadi. Shu bois har bir hayvon turidan olingan sut yog'i o'ziga xos biologik xususiyatlarga ega.

Sut yog'larining texnologik xususiyatlari ularning emulsifikatsiya qobiliyati, barqarorligi, qayta ishlanish darajasi bilan belgilanadi. Sigir suti yog'i yuqori emulsifikatsiya qobiliyatiga ega bo'lib, pishloq, sariyog', smetana ishlab chiqarishda keng qo'llanadi. Qo'y suti yog'i yuqori qattiqligi sababli qattiq pishloqlar (roquefort, feta) tayyorlashda ishlatiladi. Echki suti esa past erish harorati tufayli yumshoq pishloqlar va dietik mahsulotlar ishlab chiqarishda qo'llaniladi.

Shuningdek, mayda shoxli hayvon sutlarining yog'i antioksidant faollikka ega bo'lib, u uzoq muddat saqlanishi mumkin. Qo'y suti yog'ida tabiiy tokoferol (E vitamini) miqdori yuqori bo'lib, u oksidlanish jarayonlarini sekinlashtiradi.

Sut yog'lari inson salomatligi uchun muhim biologik ahamiyatga ega. Ular:

energiya manbai bo'lib xizmat qiladi (1 g yog' 9 kkal beradi);

yog'da eruvchi vitaminlarning (A, D, E, K) so'rilishini ta'minlaydi;

gormonlar, fermentlar va hujayra membranalarining sintezida ishtirok etadi;

immunitetni mustahkamlaydi.[3]

Qo'y va echki suti yog'lari, ayniqsa, bolalar va keksalar ovqatlanishida, allergik kasalliklarda tavsiya etiladi. Ularning yog'lari tez so'riladi, allergik reaksiya chaqirmaydi va oshqozon-ichak tizimiga yengil ta'sir ko'rsatadi.

Tadqiqot davomida sigir, qo'y va echki suti namunalarida yog' miqdori, kislotalilik, zichlik, erish harorati va yog' kislotalari nisbati aniqlangan. Natijalar quyidagicha bo'ldi:

Qo'y suti yog'i - eng ko'p yog'li, ammo yuqori erish haroratiga ega.

Echki suti yog'i - eng tez hazm bo'luvchi.

Sigir suti yog'i - o'rtacha ko'rsatkichli, ammo texnologik jihatdan universal.

Bu farqlar har bir sut mahsulotini maqsadli ishlab chiqarishda alohida yondashuv talab etishini ko'rsatadi. Masalan, qo'y suti pishloq ishlab chiqarish uchun, echki suti esa tibbiy-dietik mahsulotlar uchun qulay.

Sut yog'ining miqdori va sifati quyidagi omillarga bog'liq:

Hayvon turi va zotiga - masalan, Jersey zotli sigir suti yog'liligi yuqori bo'ladi.

Oziqlanish sharoitiga - yem-xashakdagi karotin va yog' kislotalari miqdori yog'ning sifatiga ta'sir qiladi.

Yil fasliga - yozgi davrda sut yog'ining karotin miqdori ortadi.

Sog'ilish davriga - laktatsiyaning boshida yog' miqdori past, oxirida esa yuqoriroq bo'ladi.

Saqlash va qayta ishlash sharoitiga - harorat va oksidlanish jarayonlari yog' sifatini o'zgartiradi.

Hozirgi kunda sut yog'lari sanoatda turli yo'nalishlarda qo'llanilmoqda:

Dietik va bolalar oziqlanishi uchun maxsus sut mahsulotlari ishlab chiqarish;

Farmatsevtika sanoatida biologik faol modda sifatida foydalanish;

Kosmetologiyada tabiiy emollient va yumshatuvchi komponent sifatida;

Sut asosidagi funksional oziq-ovqatlar yaratishda qo'llash.[4]

O'zbekiston sharoitida qo'y va echki suti ishlab chiqarishni kengaytirish, ularning yog'larini texnologik jihatdan tozalash va yuqori sifatli pishloq, qaymoq, yog'li sut mahsulotlari ishlab chiqarish istiqbollari katta.

Xulosa qilib aytganda, yirik va mayda shoxli hayvonlardan olingan sut yog'lari o'ziga xos fizik-kimyoviy, biokimyoviy va texnologik xususiyatlarga ega. Sigir suti yog'i universalligi bilan ajralib tursa, qo'y suti yog'i yuqori yog'lilik va vitaminlarga boyligi bilan, echki suti esa eng tez hazm bo'lish xususiyati bilan ahamiyatlidir.

Sut yog'larining sifati hayvonlarning oziqlanishi, zoti va saqlash sharoitiga bog'liq. Qo'y va echki suti yog'lari biologik qiymati yuqori, allergik jihatdan xavfsiz bo'lganligi uchun dietik va tibbiy maqsadlarda keng qo'llanishi mumkin. Shu bois O'zbekiston sut sanoatida mayda shoxli hayvon suti mahsulotlarini ishlab chiqarish hajmini oshirish, ularning yog'larini texnologik qayta ishlash bo'yicha ilmiy asoslangan yondashuvlar ishlab chiqish zarur.

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PRACTICAL STRATEGIES FOR MANAGING ELEMENTARY CLASSROOMS EFFECTIVELY

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Abstract: This paper investigates forward-looking methods of incorporating the awareness of global problems in the university EFL teaching through the implementation of three nicely devised, project-based activities. It is based on the theoretical frameworks of global citizenship education, project-based learning, multimodal pedagogy, and communicative language teaching, and the writer claims that learning a language would be a lot more fun and effective if the learners were doing it in the context of real global issues. The author describes three innovative classroom projects - The Future Museum, Global Problems Start-Up Pitch, and Voices from the Planet Documentary - and discusses their role in developing linguistic skills and simultaneously fostering critical thinking, creativity, and social responsibility.

Keywords: global citizenship education, project-based learning, multimodal pedagogy, communicative language teaching, EFL instruction, creative pedagogy, global issues, student engagement, critical thinking, authentic communication

INTRODUCTION

In today's higher education world, English language teaching is becoming a necessity to not just provide great knowledge of language but also to produce citizens who are aware of the world and are socially responsible. With such global problems as climate change, forced migrations, environmental destruction, and social injustice becoming more intense, it is insisted that teachers bring global awareness into the learning of their subjects, and that includes the teaching of foreign languages. This method is in line with the modern teaching that insists on 21st-century skills, critical thinking and global citizenship education (UNESCO, 2015). However, many university EFL classrooms still conduct classes in the traditional way where only texts are used, which has very few opportunities for the learners to engage deeply with actual problems of the world. Thus, students may find it hard to relate their learning of a language to the large social environments or may not see English as a means to participate in world communication.

To overcome these problems, one of the methods that have become very popular among teachers is project-based learning (PBL). PBL develops the skills of student independence, creativity, teamwork and the ability to communicate in a real situation, which are all needed to solve international problems that are taking place in the world. In this paper, we will present three innovative and extremely creative projects that aim to make English teaching come together with awareness of global problems: The Future Museum, Global Problems Start-Up Pitch, and Voices from the Planet Documentary. The purpose of these projects is to make learning experiences that are challenging and that get students thinking deeply, and thus English will not only be seen as a subject to be learned but also as a means for comprehending and reacting to the world.

Literature Review

The teaching of the English language through the integration of global issues is supported by several theoretical foundations that are interlinked; these are global citizenship education (GCE), project-based learning (PBL), multimodal pedagogy, and communicative language teaching (CLT). Global citizenship education advocates the learners' acquisition of the knowledge, values, and skills that are indispensable for comprehending and tackling global issues, for instance, climate change, inequality, and the depletion of the Earth's resources. In the context of language teaching, project-based learning has attained the status of the most effective technique for the simultaneous development of linguistic competence and higher-order thinking skills. PBL stimulates learners to partake in prolonged questioning, work in teams with fellow classmates, and create outcomes that are meaningful and useful (Thomas, 2000). Beckett and Slater (2020) state that in the context of English as a Foreign Language (EFL), projects provide real-life situations for learners to communicate for a long time, to negotiate the meaning, and to use the language purposefully.

Another considerable angle is contributed by multimodal learning theory which asserts the importance of visual, auditory, textual, and performative elements' integration into instructional processes. Kress (2010) and some other researchers point out that in today's educational environments, students use different mediums to communicate their ideas, and multimodal assignments keep them more involved and allow them to gain a better understanding of the topic. The convergence of these theoretical frameworks indicates that the teaching of the English language can significantly contribute to the awareness of global issues if the instructional design prioritizes creativity, authenticity, and empowerment of the learners. This foundations support the development and implementation of innovative classroom projects such as The Future

Museum, Global Problems Start-Up Pitch, and Voices from the Planet Documentary, each of which brings together language learning and global citizenship in distinctive, imaginative ways

Discussion of proposed projects

The Future Museum is the first project that transforms students into curators of an ideal museum from the future which is their responsibility to create with exhibits that highlight global problems of today as if they were historical artifacts. This way of presenting the issue encourages students to detach their minds from the present day and come to the issues with a fresh analytical viewpoint. They are to exhibit each issue in English and to come up with the museum plaque, a visual or material representation, and an audio narration explaining the issue, its sources and its impacts. Among such diverse projects the language learning is deeply entrenched in the young and creative human inquiry process where students are required to cull hard facts, categorize them along conceptual lines, and then do the storytelling in a way that is intriguing and accessible to a large audience. Since their end products are supposed to be both clear and persuasive, the learners are acquiring academic register, descriptive vocabulary, and discursive coherence. Additionally, they are engaging in critical thinking about the reason for the present societies' difficulties in coping with global issues and what the future generations may make out of the legacy left behind. The multimodal project nature—writing, speaking, design, and critical thinking combined—gives rise to high levels of student engagement and also makes it possible for the different learners to show their grasp of the matter through different channels while using English as their main medium for expression.

The second project, Global Problems Start-Up Pitch, brings together the three subjects—entrepreneurship, innovation, and public speaking—so that students would consider problem-solving as a way of thinking. During this project, the students will be working in teams to come up with an idea for a social startup that is imaginary, but that would be aimed at solving a major global or local problem. They will be doing the background research in English, looking at the existing initiatives, and then figuring out the areas where there are no initiatives or the needs that have not been met in such fields as sustainability, social justice, health, or resources shortage. In fact, the pitching is at the heart of the project and it takes the form of a contest where students develop a written mini business plan and a prototype concept in addition to a short but powerful oral presentation that is to be delivered in the same manner as in world innovation competitions. The whole process gives the students the opportunity to become acquainted with different areas of specialized vocabulary like social enterprise,

technology, environmental policy, and global development while at the same time developing their skills in persuasion, argumentation, and engaging the audience. The setting of the pitch demands clarity, precision, and rhetorical skills because the teams have to express their thoughts in a way that is both linguistically correct and conceptually credible. The competitive yet nurturing environment acts as a strong motivator while the concern with real global issues brings about characteristics like responsibility, creativity, and future-oriented mentalities that are not only confined to the language classroom.

In the third project, Voices from the Planet, documentary storytelling is used as a tool to connect English learning to real-life human experiences. The students create a short documentary film in English that sheds light on a world issue through the story of a person or community. This could mean talking to people living in the area who have been impacted by environmental changes, gathering stories from the migration flow or diaspora members, or creating fictionalized yet realistic stories based on thorough research. The project starts with scriptwriting, where the students must combine background research and narrative arc into an English writing for either narration or subtitles that is coherent and suitable for the target audience. The students will also need to coordinate their communications and make technical decisions during filming and editing, all of which will take place in English so that the language immersion is preserved. The final documentaries will be powerful artifacts that mix the verbal expression with the emotional storytelling and thus will be the students' proof not only of their vocabulary and grammar knowledge but also of their ability to show empathy, add nuance, and provide social insight. The project, while giving the floor to real human voices, invites the learners to consider global matters as actual experiences rather than mere concepts and thus, it becomes a double curse for them—language proficiency and ethical engagement with the world. These projects have their own unique ways but still, they can be considered as different yet complementary paths for linking the English language instruction with the global awareness.

Conclusion

Incorporating global problem awareness into English language teaching not only gives an excellent chance to turn the university EFL classroom into a place with a lot of creativity, critical thinking, and beneficial learning but also becomes a strong point of getting through to the universities. The three projects which are presented in this article—The Future Museum, Global Problems Start-Up Pitch, and Voices from the Planet Documentary—demonstrate how learning languages can be combined with larger educational practices through the innovative pedagogical design and thereby

inspire students to take up English for inquiry, communication, and global citizenship. Each project positions language learning within the authentic and cognitively demanding contexts that need students to do the research on complex topics, work with their peers and create different kinds of artifacts such as texts, videos, and presentations that will convey their ideas clearly and convincingly. The students practice through their imaginative curation, solution-oriented entrepreneurship, and socially grounded storytelling, engaging not just with the global challenges that are distant and abstract but rather with their insistence that these are urgent realities requiring thoughtful reflection and informed response.

These projects' results do not simply mean learners have gained vocabulary or communicative competence, but rather students are more understanding, critically thinking and feeling responsible towards the world where they live. Such creative methods which connect English teaching and global issues, at the same time, show the ability of project-based learning to produce graduates who are the right place in world dialogues; being globally aware and linguistically proficient. The global interconnectedness that has shaped higher education and continues to evolve, is a major factor in these kinds of pedagogical innovations being the future direction for enriching not only language learning but also social consciousness.

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COMPARISON AND ANALYSIS OF LEXICAL CHOICES IN E. FITZGERALD'S VS. E. HERON-ALLEN'S TRANSLATIONS OF OMAR KHAYYAM'S RUBAIYAT

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Abstract. This study examines the lexical strategies employed by Edward FitzGerald and Edward Heron-Allen in their English translations of Omar Khayyam's Rubáiyát. Using five quatrains from each translator, the research analyzes patterns in word choice, metaphorical density, imagery, and cultural specificity. FitzGerald's translation exhibits a poetic, imaginative lexicon that prioritizes aesthetic dramatization, symbolic imagery, and universalized philosophical reflection, whereas Heron-Allen's lexicon emphasizes literal accuracy, ethical clarity, and preservation of Persian cultural and religious context. The comparison illustrates how lexical decisions shape interpretive and emotional impact, highlighting the broader tension between creative adaptation and philological fidelity in literary translation.

Keywords: translation studies, lexical choices, Omar Khayyam, Rubaiyat, Edward FitzGerald, Edward Heron-Allen, Persian poetry, poetic diction, literal translation, comparative analysis

INTRODUCTION

Omar Khayyam (1048–1131), the Persian mathematician, astronomer, and poet, occupies a unique position in world literature. Although only a fraction of the quatrains attributed to him can be authenticated, the Rubaiyat has become one of the most widely translated and culturally influential poetic collections in the world. The quatrain form—based on concise reflection, paradox, and existential questioning—invites multiple interpretive possibilities, making translation an especially revealing intellectual exercise. Among the numerous English renderings, the versions by Edward FitzGerald and Edward Heron-Allen stand as two fundamentally different translation philosophies, each shaping Khayyam's voice for a distinct readership and cultural moment.

Edward FitzGerald's first edition of the Rubaiyat (1859) is often described less as a translation and more as a literary re-creation. Influenced by Victorian poetic sensibilities, Romantic imagery, and Orientalist aesthetics, FitzGerald selected, rearranged, and transformed quatrains according to his own interpretive vision. His

lexical choices create a lush imaginative world: “Bowl of Night,” “Hunter of the East,” “Bird of Time,” and other expressions reflect a poetic imagination that often departs significantly from Khayyam’s original philosophical tone. FitzGerald’s version became a global phenomenon, shaping Western perceptions of Khayyam for over a century.

In contrast, Edward Heron-Allen’s 1898 translation represents a much more literal, philologically oriented approach. A scholar of Persian language and culture, Heron-Allen sought to preserve Khayyam’s theological, ethical, and cultural registers. His vocabulary—featuring terms such as “Mihrab,” “dust of sin,” “humble folk,” and “thee”—reflects the moral introspection and Sufi-influenced spirituality of the Persian originals. Rather than crafting a unified poetic narrative, he aimed to reproduce individual quatrains with accuracy and contextual transparency.

Together, these two translations offer a compelling contrast. Their divergent lexical choices reveal not only different understandings of Khayyam but also broader tensions within translation studies: poetic freedom versus textual fidelity, cultural domestication versus preservation, and imagination versus scholarship.

Research Methods

This study employs a qualitative comparative textual analysis of ten quatrains: five by Edward FitzGerald and five by Edward Heron-Allen. Rather than treating individual quatrains as direct equivalents, the analysis examines each translator’s corpus as a cohesive unit to identify patterns in lexical choice, semantic emphasis, and stylistic strategy. The focus is on nouns, verbs, adjectives, and culturally loaded terms, as well as metaphorical density, imagery, and tone. Semantic fields such as spirituality, temporality, pleasure, and social ethics are analyzed to reveal translational priorities. Syntactic structure and rhetorical devices are also considered to understand how diction shapes meaning and reader perception. The method follows principles from translation studies, particularly the dichotomies of adaptive versus literal translation, domestication versus foreignization, and poetic recreation versus philological fidelity. The goal is to illustrate how consistent lexical strategies across multiple quatrains construct distinct interpretive and aesthetic worlds for each translator.

Comparison and Discussion

A close examination of Edward FitzGerald’s five quatrains reveals a consistent lexical pattern that reflects his broader translational philosophy: he transforms Khayyam’s reflective, often terse Persian rubā‘iyāt into richly imagistic, performative English verse filled with metaphorical elaboration, symbolic reinvention, and a distinctly Victorian-romantic sensibility. In FitzGerald’s quatrains, the lexicon is

dominated by high-poetic nouns, mythic or exotic imagery, personifications, and metaphors that rarely correspond directly to literal Persian equivalents.

Specimen 1:

*AWAKE! for Morning in the Bowl of Night
Has flung the Stone that puts the Stars to Flight:
And Lo! the Hunter of the East has caught
The Sultan's Turret in a Noose of Light*

In the first quatrain, expressions such as “Morning in the Bowl of Night,” “the Stone that puts the Stars to Flight,” and “the Hunter of the East” demonstrate his inclination to dramatize natural phenomena into mythic spectacle. The lexicon relies heavily on concrete nouns lifted into metaphorical abstraction—the “Bowl,” “Stone,” “Stars,” and “Hunter” function simultaneously as physical and symbolic entities. This creates an atmosphere of cosmic allegory rather than philosophical meditation. Even verbs such as “flung,” “puts,” and “caught” animate the dawn into a forceful agent, giving the scene the narrative momentum of an epic tableau.

Specimen 2:

*DREAMING when Dawn's Left Hand was in the sky
I heard· a Voice within the Tavern cry,
Awake, my Little ones, and fill the Cup
Before Life's Liquor in its cup be dry.*

This mythopoetic tendency continues in the second quatrain, where FitzGerald again uses anthropomorphic and symbolic diction: “Dawn’s Left Hand,” “a Voice within the Tavern,” and “Life’s Liquor.” His penchant for compound metaphors—here “Life’s Liquor” representing mortality—illustrates his desire to weave universal existential meaning into sensuous imagery. The tavern, a recurrent Khayyamian space, becomes in FitzGerald’s lexicon a site of poetic proclamation rather than socio-religious tension. His diminutive phrase “my Little ones” injects a tender, almost pastoral emotional quality foreign to the Persian original. The urgency embedded in “fill the Cup / Before Life’s Liquor... be dry” shifts the original emphasis from moral or ontological reflection to an aesthetic exhortation to pleasure.

Specimen 3:

*NOW the New Year reviving old Desires,
The thoughtful Soul to Solitude retires,
Where the WHITE HAND OF MOSES on the Bough
Puts out; 1-and Jesus from the Ground suspires*

The third quatrain amplifies FitzGerald's symbolic layering through the infusion of religious figures. The "WHITE HAND OF MOSES" appearing "on the Bough" and "Jesus from the Ground" who "suspairs" are remarkable lexical reinterpretations. FitzGerald appropriates scriptural figures not as theological references but as seasonal or natural metaphors—Moses' white hand suggesting blossoming, Jesus' breath signifying spring renewal. His lexicon here operates through emblematic transfer, converting religious icons into agents within a poetic landscape. The diction of cyclic revival ("reviving old Desires," "Soul... retires") maintains FitzGerald's tendency to frame Khayyam's philosophy in pastoral-romantic terms.

Specimen 4:

*IRAM indeed is gone with all its Roses,
And Jamshyd's Sev'n-ring'd Cup where no one knows;
But still the Vine her ancient Ruby yields,
And still a Garden by the Water blows.*

In the fourth quatrain, FitzGerald shifts to a lexicon of legendary grandeur and natural continuity. The names "IRAM" and "Jamshyd" invoke a mythic Persian past but function in his translation as nostalgic, aestheticized references rather than culturally specific symbols. His phrase "Sev'n-ring'd Cup" exemplifies his ability to create enchantment through archaic and ornamental vocabulary. Meanwhile, expressions like "the Vine her ancient Ruby yields" rely on allegorical synesthesia, associating wine with rubicund richness and cultural longevity. The tension between loss ("IRAM... is gone with all its Roses") and persistence ("still the Vine... yields") is expressed through a diction that leans heavily on color, image, and sensory suggestiveness.

Specimen 5:

*COME, fill the Cup, and in the Fire of Spring
The Winter Garment of Repentance fling
The Bird of Time has but a little way
To fly-and Lo! the Bird is on the Wing.*

The fifth quatrain continues FitzGerald's characteristic blend of imperative exhortation and symbolic nature imagery. "COME, fill the Cup" repeats the tavern motif, but here nature becomes the moral agent: "in the Fire of Spring / The Winter Garment of Repentance fling." His lexicon transforms repentance—a moral-spiritual state in Persian tradition—into a garment that can be discarded. This metaphor is a telling instance of cultural domestication through materialization: spiritual concepts become tactile objects. The phrase "The Bird of Time" is another quintessential FitzGerald creation, personifying temporality itself as a fleeting creature. The line "Lo! the Bird

is on the Wing” employs motion and immediacy to press urgency upon the reader. Across all five quatrains, FitzGerald’s lexical strategy is to universalize, aestheticize, and dramatize. His words belong less to the moral-philosophical lexicon of Khayyam and more to a Victorian poetic lexicon saturated with imagery, metaphor, sensory detail, and emotional expansiveness.

In contrast, Edward Heron-Allen’s five quatrains display a markedly different lexical landscape, grounded in moral clarity, cultural authenticity, and philological restraint. Rather than reimagining Khayyam through embellishment, Heron-Allen aims to preserve the ethical tone, religious resonance, and directness characteristic of Persian didactic verse. His lexicon is dominated by abstract nouns, ethical imperatives, second-person address, and culturally specific terms.

Specimen 1:

*IF I have never threaded the pearl of Thy service,
I have, at least, never wiped the dust of sin from my face;
this being so, I am not hopeless of Thy mercy,
for the reason that I have never said that One was Two.*

In his first quatrain, words such as “threaded the pearl of Thy service,” “dust of sin,” and “mercy” locate the text within a devotional, introspective framework. Unlike FitzGerald’s cosmic or scenic metaphors, Heron-Allen’s metaphors remain culturally grounded: the “pearl of Thy service” evokes familiar Islamic devotional imagery, and the phrase “never said that One was Two” reflects monotheistic doctrinal precision. His verbs—“threaded,” “wiped,” “said”—are literal and unembellished, forming a straightforward moral argument.

Specimen 2:

*If I tell Thee my secret thoughts in a tavern,
it is better than if I make my devotions before the Mihrab without Thee.
O Thou, the first and last of all created beings!
burn me an Thou wilt, or cherish me an Thou wilt.*

Heron-Allen’s second quatrain continues this ethical-theological focus through lexical choices such as “secret thoughts,” “devotions,” “Mihrab,” and “first and last of all created beings.” The inclusion of “Mihrab,” a specifically Islamic term referring to the niche indicating the qibla, is an example of his refusal to domesticate culturally embedded references. His diction foregrounds spiritual sincerity and theological proximity; the contrast between “tavern” and “Mihrab” is not metaphorical, as in FitzGerald, but explicitly moral and ritualistic. The lexical field emphasizes spiritual hierarchy and divine-human relationship rather than aesthetic contemplation.

Specimen 3:

*So far as in thee lies, reproach not drunkards,
lay thou aside pretence and imposture;
if, henceforth, thou desirest rest from this life of thine,
do not for a moment shun humble folk.*

Specimen 4:

*So far as in thee lies, cause no pain to anyone,
nor cause anyone to suffer from thy wrath;
if thou hast a desire for eternal peace,
fret thyself always and harass no one.*

The third and fourth quatrains further develop Heron-Allen's thematic consistency through a lexicon centered on ethical injunctions. Phrases such as "reproach not drunkards," "lay thou aside pretence," "cause no pain to anyone," and "harass no one" rely heavily on negation and prohibition, mirroring the admonitory style of many Persian ethical rubā'iyāt. His verbs are prescriptive—"reproach," "lay aside," "shun," "cause," "harass"—and rarely metaphorical. His vocabulary anchors itself in moral conduct, interpersonal responsibility, and social humility. Even the abstract aspiration "eternal peace" is expressed through practical, relational instructions. Unlike FitzGerald, who elevates imagery and atmosphere, Heron-Allen grounds meaning in actionable ethics and social responsibility.

Specimen 4:

*Since no one will guarantee thee a tomorrow,
make thou happy now this love-sick heart of thine;
drink wine in the moonlight, O Moon, for the moon
shall seek us long and shall not find us.*

The fifth quatrain reveals yet another aspect of Heron-Allen's lexicon: a commitment to conveying the literal philosophical argument of the original. Expressions such as "no one will guarantee thee a to-morrow," "make thou happy now this love-sick heart," and "the moon shall seek us long and shall not find us" are rendered in a near-literal, almost severe tone. The diction prioritizes clarity and directness. His use of words like "love-sick heart," while poetic, remains psychologically literal rather than symbolically elaborate. The final lines hinge not on metaphorical transformation, but on empirical observation: time passes, opportunity fades, the moon endures longer than its viewers. Heron-Allen avoids the metaphorical dramatization typical of FitzGerald, instead presenting mortality through sober lexicon and straightforward syntax.

As a whole, Heron-Allen's lexical profile is one of restraint, fidelity, and cultural precision, while FitzGerald's is one of imaginative expansion, symbolic reconfiguration, and poetic license. Heron-Allen's quatrains employ a didactic, introspective lexicon anchored in moral, theological, and interpersonal registers. FitzGerald's quatrains employ a sensual, imagistic, and often exotically stylized vocabulary that privileges atmosphere over doctrinal meaning. Together, the two translators present radically different linguistic worlds: one in which Khayyam becomes a Victorian visionary-philosopher of nature and time, and another in which he remains a Persian moral thinker whose words bear the imprint of their religious and cultural environment.

Conclusion

The comparative analysis of Edward FitzGerald's and Edward Heron-Allen's five quatrains each demonstrates how lexical choice serves as the primary vehicle for shaping the reader's perception of Omar Khayyam's Rubaiyat. FitzGerald's translation consistently exhibits a lexicon characterized by imaginative metaphor, exoticized imagery, and poetic embellishment. Across his quatrains, nouns and verbs are often personified or imbued with symbolic force, as seen in expressions like "Bowl of Night," "Hunter of the East," and "Bird of Time." His vocabulary favors theatricality, sensuality, and emotional resonance over literal semantic fidelity, transforming Khayyam's contemplative philosophical reflections into a Victorian-Romantic vision that emphasizes universality, drama, and aesthetic pleasure. The lexicon works synergistically with metaphor and syntax to create vivid, mythopoetic tableaux, often subordinating original cultural or theological context in favor of imaginative narrative coherence. Heron-Allen, in contrast, maintains a lexicon grounded in literalism, cultural specificity, and moral-ethical clarity. His word choices – "Mihrab," "dust of sin," "humble folk," and "eternal peace" – preserve Persian ethical and spiritual registers, while verbs and syntactic structures emphasize prescriptive guidance and introspective reflection. Metaphor is restrained, and when present, it serves primarily to convey doctrinal or philosophical concepts rather than atmospheric flourish. Heron-Allen's diction situates Khayyam firmly within his historical, religious, and social context, prioritizing fidelity over aesthetic reinvention. The result is a contemplative, didactic tone that communicates the poet's moral and spiritual preoccupations directly to the reader.

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INNOVATIVE APPROACHES TO TEACHING AND ASSESSING FOREIGN LANGUAGES THROUGH THE CEFR FRAMEWORK

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ABSTRACT: This article examines innovative approaches to foreign-language teaching and assessment within the Common European Framework of Reference for Languages (CEFR). As CEFR has become the most influential international standard for describing and measuring language proficiency, modern instruction increasingly relies on competency-based pedagogy, task-based learning models, digital assessment systems, and AI-driven feedback mechanisms. Through an analysis of theoretical foundations and practical applications, this article argues that CEFR descriptors enhance transparency, learner autonomy, and the reliability of evaluating communicative performance. At the same time, challenges such as teacher preparedness, contextual adaptation, and maintaining assessment validity in digital environments persist. The article concludes that CEFR-aligned innovations are essential for maintaining globally relevant and pedagogically sound language education.

Keywords: CEFR; language assessment; competence-based instruction; digital learning; TBLT; AI feedback; communicative competence.

Introduction: The Common European Framework of Reference for Languages (CEFR) has become a central reference point for foreign language teaching and assessment. It “provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, and textbooks” and ensures comparability across institutions and countries [1]. CEFR’s six proficiency levels (A1–C2) describe language development progressively, allowing learners, educators, and policymakers

to work with shared benchmarks. In recent decades, language instruction has shifted from knowledge-based approaches to competence-oriented pedagogy. Alderson emphasizes that CEFR has played a crucial role in shaping assessment philosophy by clarifying learning outcomes and standardizing proficiency descriptions internationally [2]. As a result, new teaching methods, evaluation tools, and digital technologies are increasingly aligned with CEFR descriptors. This article reviews these innovations and their implications for contemporary language education.. Theoretical Foundations of CEFR-Based Teaching. Competence-Oriented Pedagogy. CEFR adopts a broad conception of communicative competence, encompassing linguistic, sociolinguistic, and pragmatic dimensions [1]. This multidimensional model encourages instruction that goes beyond grammar-focused methods. Bachman and Palmer argue that performance-oriented pedagogy allows learners to demonstrate their abilities through meaningful communication rather than rote memorization [3].

Such an approach aligns well with CEFR's emphasis on functionality. CEFR Descriptors and Learning Outcomes. One of CEFR's defining features is its detailed "can-do" descriptors, which articulate observable outcomes for each level. For example, a B1 learner can "deal with most situations likely to arise while traveling in an area where the language is spoken" [1]. Fulcher explains that descriptors help teachers link instructional tasks with measurable learning outcomes, ensuring coherence between classroom activities and assessment [4]. As a result, CEFR serves as both a pedagogical guide and an evaluative framework.

Innovative Approaches to CEFR-Aligned Teaching. Task-Based Language Teaching (TBLT).

Task-Based Language Teaching (TBLT) is widely recognized as one of the most effective pedagogical approaches aligned with CEFR principles. Ellis defines tasks as activities requiring learners to use language to achieve a communicative outcome, thereby reflecting real-world uses [5]. CEFR's Companion Volume strengthens this compatibility by expanding descriptors related to interaction, mediation, and collaborative problem-solving [6]. For instance, tasks such as negotiating meaning, summarizing information, or participating in discussions directly reflect CEFR performance levels. The European Language Portfolio (ELP) supports learners in setting goals, tracking progress, and reflecting on their development. Little argues that portfolios promote learner autonomy by encouraging individuals to take ownership of their learning in accordance with CEFR descriptors [7]. Portfolio-based learning also facilitates self-assessment, an essential component of CEFR-aligned education. Digital and Multimodal Instructional Tools. Digital learning environments offer authentic,

multimodal input that increases learner engagement and supports differentiated instruction. Hockly and Dudeney emphasize the role of digital storytelling, virtual communication platforms, and interactive simulations in enhancing CEFR-aligned instruction [8]. Multimedia tasks, such as listening activities using videos or collaborative online projects, prepare learners for real-life communication in digital contexts. mance expectations. Learner Autonomy and Portfolio-Based L CEFR-Aligned Assessment Innovations.Ensuring Validity and Reliability in Assessment.Assessment must provide fair, consistent, and accurate measurements of linguistic ability. CEFR supports this goal by providing clear descriptors and level specifications that guide test development and scoring [9]. International examinations such as Cambridge English and IELTS use CEFR levels to communicate proficiency, thereby enhancing cross-test comparability [10]. Digital Assessment Platforms.Digital assessment systems offer numerous benefits, including automated scoring, adaptive item difficulty, multimedia integration, and efficient data processing. Chapelle and Voss highlight that digital assessments align well with CEFR descriptors for both receptive and productive skills [11]. Such platforms allow for more flexible testing and immediate feedback. AI-Enhanced Feedback for Speaking and Writing.Artificial intelligence tools now analyze spoken and written performance, providing rapid, individualized feedback on grammar, coherence, pronunciation, and fluency. While AI can support formative assessment, scholars caution that human judgment remains indispensable for evaluating complex linguistic output [12].

Thus, AI is best used as a complementary tool that enhance rather than replaces—expert evaluation. Challenges in CEFR Implementation Teacher Preparedness.Effective CEFR implementation requires that teachers fully understand descriptors, assessment scales, and competence-based pedagogy. Alderson warns that insufficient training may lead to inconsistent interpretation of descriptors and unreliable assessments [2]. Professional development is therefore critical. Contextual Adaptation.Although CEFR is a universal framework, it must be adapted thoughtfully to local cultural, linguistic, and institutional contexts. Fulcher notes that applying CEFR too rigidly without contextual modification may undermine instructional effectiveness [4]. Maintaining Validity in Digital Environments.Technological innovation introduces challenges related to fairness, test security, and validity—especially in speaking and writing assessment. Balancing innovation with established psychometric principles remains an ongoing task for educators and test developers.

Conclusion:Innovative approaches to CEFR-based teaching and assessment contribute significantly to improving language education quality. Competence-based

pedagogy, TBLT, learner portfolios, digital learning environments, and AI-enhanced assessment tools all enhance learner engagement and measurement accuracy. Nonetheless, successful implementation requires well-prepared teachers, context-sensitive adaptation, and careful monitoring of assessment integrity. As global mobility and digital communication expand, CEFR-aligned innovation remains essential for equipping learners with practical, internationally recognized language skills.

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SO‘Z KUCHI: BOLALAR ONGIGA IJOBIY TA’SIR KO‘RSATADIGAN IBORALAR

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Ilmiy rahbar: Ingliz tilini o‘qitish metodikasi

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Abstrakt: Ushbu tezis bolalar ongiga ijobiy ta’sir ko‘rsatadigan iboralarining psixologik va pedagogik ahamiyatini o‘rganadi. Tadqiqotda ijobiy so‘zlar va ifodalar bolaning ruhiy rivojlanishi, o‘ziga bo‘lgan ishonchi, ijodiy fikrlashi va hissiy salomatligiga qanday ta’sir qilishi ko‘rib chiqiladi. Shu bilan birga, ota-onalar va pedagoglar bolalar bilan muloqotda ijobiy iboralarni qo‘llash orqali ularning o‘sish va rivojlanish jarayonini qanday qo‘llab-quvvatlashi mumkinligi muhokama qilinadi. Tezis psixologik nazariyalar, pedagogik tadqiqotlar va empirik kuzatish natijalariga tayangan holda, ijobiy so‘zlar kuchini tushuntiradi.

Kalit so‘zlar: ijobiy so‘zlar, bolalar ong, hissiy rivojlanish, o‘ziga ishonch, pedagogika, psixologiya

Abstract: This thesis explores the psychological and pedagogical significance of phrases that have a positive impact on children’s minds. The study analyzes how positive words and expressions affect a child’s mental development, self-confidence, creative thinking, and emotional well-being. It also discusses how parents and educators can support children’s growth and development by using positive phrases in communication. The thesis is based on psychological theories, pedagogical research, and empirical observations, explaining the power of positive words.

Key words: positive words, children’s mind, emotional development, self-confidence, pedagogy, psychology

Inson hayotida so‘zning kuchi beqiyosdir. Ayniqsa, bolalar ongiga so‘z ta’siri nihoyatda kuchli bo‘ladi, chunki ular hali dunyoni o‘rganish jarayonida bo‘lib, qabul qilgan ma’lumotlarini o‘z ongida mustahkamlaydi. Ijobiy iboralar bolalarda ishonch, quvonch, rag‘bat va xavotirsizlikni uyg‘otadi, ularni yangi bilimlarni o‘rganishga va

yangi tajribalarni qabul qilishga undaydi. Shu bois, ota-onalar, pedagoglar va tarbiyachilar bolalar bilan muloqotda soʻzning ijobiy kuchidan foydalanishi muhimdir.

Psixologik nazariyalar, xususan Vygotsky va Piaget, bolalar ongini rivojlantirishda soʻzning rolini taʼkidlaydi. Vygotsky nazariyasiga koʻra, ijtimoiy muloqot orqali bolalar bilim, hissiyot va ijtimoiy tajribalarni egallaydi. Shu nuqtai nazardan, ijobiy iboralarni ongli ravishda qoʻllash bolaning oʻziga boʻlgan ishonchini, hissiy barqarorligini va ijodiy qobiliyatini oshiradi. Piaget esa bolalar tasavvuri va fikrlashini rivojlantirishda tajriba va oʻyinning ahamiyatini koʻrsatadi. Oʻyin jarayonida ijobiy soʻzlar bolalarning muvaffaqiyat hissini kuchaytiradi va ularni xatolardan qoʻrqmasdan yangi narsalarni oʻrganishga ragʻbatlantiradi.

Ijobiy iboralar turli shakllarda boʻlishi mumkin. Masalan, ragʻbatlantiruvchi soʻzlar – “Buni qila olasan!”, “Ajoyib ish qilding!”, minnatdorchilik ifodalari – “Rahmat, yordaming uchun”, oʻz-oʻzini ragʻbatlantirish iboralari – “Men buni uddalayman”, shuningdek, hissiy qoʻllab-quvvatlash soʻzlari – “Men seni tushunaman”, “Hamma ham xato qiladi”. Bunday iboralar bolalar ongida ijobiy hissiyotlar uygʻotadi, ularni yangi bilim va koʻnikmalarni oʻrganishga undaydi, ruhiy barqarorlikni oshiradi. Kundalik hayotda ota-onalar va pedagoglar ijobiy iboralarni muntazam ravishda qoʻllashi lozim. Masalan, bolalar bilan oʻyin jarayonida, uy vazifalarini bajarishda, sanʼat va ijodiy mashgʻulotlarda ijobiy soʻzlar bolalarning muvaffaqiyatga boʻlgan ishonchini oshiradi va ularni ragʻbatlantiradi. Shu bilan birga, ijobiy soʻzlar bolalarning hissiy oʻzgarishlarini boshqarishda yordam beradi, ular oʻz his-tuygʻularini ifodalashni oʻrganadi va jamiyatda ijtimoiy moslashuvchanlikni rivojlantiradi.

Tadqiqotlar shuni koʻrsatadiki, bolalar ongiga ijobiy soʻzlar taʼsiri nafaqat hissiy rivojlanish, balki ijodiy fikrlash va muammolarni hal qilish qobiliyatini oshiradi. Masalan, bir bola “Men buni qila olaman” degan iborani tez-tez takrorlasa, u oʻz-oʻziga ishonchni rivojlantiradi va yangi vazifalarni qoʻrqmasdan bajarishga tayyor boʻladi. Shu bilan birga, “Rahmat, yordaming uchun” kabi iboralar bolalarda ijtimoiy munosabatlarni mustahkamlash va hamkorlik qilish qobiliyatini rivojlantiradi. Bolalarning hissiyoti va ijobiy iboralar orqali rivojlanishi pedagogika sohasida ham katta ahamiyatga ega. Oʻqituvchilar dars jarayonida ijobiy iboralarni muntazam foydalanish orqali bolalarni faol oʻrganishga ragʻbatlantiradi. Masalan, dars davomida: “Zoʻr! Siz buni tushundingiz”, “Ajoyib javob, davom eting” kabi iboralar bolalarda oʻziga boʻlgan ishonchni oshiradi va bilim olishga qiziqishni kuchaytiradi.

Shu tarzda, soʻz kuchi pedagogik jarayonda bolalar rivojlanishining asosiy vositasi sifatida xizmat qiladi.

Shuningdek, ijobiy iboralar bolaning ruhiy salomatligiga ham ijobiy taʼsir koʻrsatadi. Tadqiqotlar koʻrsatadiki, muntazam ragʻbatlantirish va qoʻllab-quvvatlash bolalarda stressni kamaytiradi, xavotirni yengillashtiradi va ruhiy barqarorlikni oshiradi. Shu bilan birga, ijobiy iboralar bolalarning ijtimoiy qobiliyatlarini rivojlantiradi: ular boshqalar bilan muloqot qilishni, hamkorlik qilishni va hissiy aloqalarni mustahkamlashni oʻrganadi.

Bolalar bilan muloqotda soʻz kuchini samarali ishlatish uchun ota-onalar va pedagoglar quyidagi tavsiyalarga amal qilishi mumkin: birinchidan, har doim ragʻbatlantiruvchi va qoʻllab-quvvatlovchi iboralarni ishlatish; ikkinchidan, xatolar va muvaffaqiyatsizliklarni ijobiy nuqtai nazardan baholash; uchinchidan, bolalarning hissiy holatini inobatga olgan holda ular bilan muloqot qilish. Shu tavsiyalar bolalar rivojlanishida soʻz kuchining samarasini oshiradi.

Xulosa qilib aytganda, soʻzning kuchi bolalar ongini shakllantirishda muhim vositadir. Ijobiy iboralar bolalarga ishonch, quvonch, ijodiy fikrlash va hissiy barqarorlikni beradi. Ota-onalar va pedagoglar soʻzning ijobiy kuchidan foydalanish orqali bolalarni ruhiy, hissiy va ijtimoiy jihatdan rivojlantirishlari mumkin. Shu sababli, bolalar ongiga ijobiy taʼsir koʻrsatadigan iboralarni ongli ravishda ishlatish nafaqat pedagogik va psixologik ahamiyatga ega, balki jamiyatda sogʻlom va ijodiy avlodni tarbiyalashda muhim vosita hisoblanadi.

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TEACHING ENGLISH SPEAKING SKILLS IN EARLY CHILDHOOD.

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Abstract

Childhood is a vital period for developing fundamental speech skills in a foreign language. Children aged 3 to 7 naturally acquire phonological, lexical, and communicative patterns when subjected to rich and significant language input. This article explores effective approaches to teaching English speaking to preschoolers, with a particular focus on play-based interaction, multimodal learning, and emotional involvement. The study combines contemporary research and practical classroom practices, demonstrating that consistent engagement, communication routines, and age-appropriate activities significantly boost children's verbal skills and confidence.

Key Words

early childhood education, English speaking skills, preschool language learning, communicative approach, play-based learning, multimodal input

INTRODUCTION

In modern preschool education, developing English language skills in early childhood has become a key priority, as global communication is increasingly requiring early linguistic training. Young children learn languages differently from adults: they rely more on mimicry, emotional links, sensory experiences, and meaningful relationships than direct instructions. Therefore, the development of oral English skills in preschool educational institutions should be based on natural interaction integrated into gameplay and daily activities. Research indicates that young children naturally assimilate phonetic rules, rhythm, intonation, and basic vocabulary through songs, stories, and collaborative exercises during the learning process. Thus, designing an environment that supports spontaneous speech and playful experimentation with language becomes central to successful early learning.

Methods

The methodological focus of this paper is based on a qualitative synthesis of pedagogical literature, observational insights from preschool English classrooms, and analysis of widely used communicative practices in early childhood settings. Sources include case studies from multilingual preschools, reports on early language acquisition, teacher reflections, and practical frameworks recommended by early childhood education specialists. The study explores how various learning strategies - storytelling, song programs, role-playing games, and controlled interactions - contribute to the development of children's speech abilities. Attention is also paid to the educational environment that supports the development of oral speech, the interaction of the teacher and the child, and methods of reasoning.

Results

The results show that preschool learners achieve significant progress in English speaking through instruction that includes short, repetitive, and emotionally engaging activities. Children who encounter micro-relationships such as daily greetings, simple questions, verbal communication, and

classroom speech begin to develop understandable phrases within weeks. Exercises such as moving songs help to master rhythm and pronunciation, while storytelling helps to preserve vocabulary and develop narrative thinking. Role-playing scenarios allow children to test sentence structures in meaningful contexts and encourage abrupt use of language. It has been found that the combination of visual aids, gestures, real objects, and actions increases understanding and trust, which often leads to voluntary speech attempts.

Discussion

The results demonstrate the importance of a communicative and play-based approach in early English language teaching. Students learn more effectively when they use language as a tool for self-expression, discussion, and discovery rather than as a subject. A comprehensive approach that combines visual, auditory, and kinesthetic sources of information meets the developmental needs of preschoolers and enhances their pronunciation and comprehension. The teacher's support is crucial as it ensures consistent language learning and encourages participation by modeling the language, expanding vocabulary, and maintaining an engaging daily routine.

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CHALLENGES AND SOLUTIONS IN DEVELOPING CRITICAL THINKING VIA PROJECT-BASED ENGLISH LANGUAGE TEACHING

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The main requirement of the modern educational process is to form independent thinking, analysis, evaluation and reasoning skills in students. Among such competencies, critical thinking is of particular importance, which is becoming an effective tool for both language teaching and expanding the scope of thinking in English lessons. Today, among many educational methods, Project-Based Learning (PBL) is considered one of the most innovative and effective methods for developing critical thinking. PBL involves students in practical research, experimentation, communication, problem solving and cooperation. However, a number of pedagogical, organizational, technological and psychological problems are observed when using this method in English language education.

This thesis provides an in-depth analysis of the main difficulties in developing critical thinking in the PBL process, their causes and effective solutions.

Many students have not sufficiently mastered such skills as independent observation, analysis, questioning, and comparing evidence in previous stages of education. As a result, they:

- have difficulty answering complex questions;
- are embarrassed to justify their opinions;
- participate passively in class;
- remain more in the role of an “observer” in group projects.[1]

This hinders the main goal of PBL - the formation of an active and independent learner. PBL includes many complex methodological processes: drawing up a project plan, creating a problem situation, developing assessment criteria, and managing students' collaborative activities. To develop critical thinking, the teacher must:

- ask open questions;
- create analytical tasks;
- organize discussion and reflection processes;
- encourage students to make independent decisions.[2]

In practice, many teachers see PBL only as a “project assignment” and fail to apply critical thinking tools in depth.

Project work often involves:

- access to the Internet;
- use of digital platforms;
- creation of multimedia materials;
- requires searching online databases.[3]

This process is significantly more difficult in educational institutions with insufficient technical resources.

As a result of students in the same group having different levels of English proficiency: higher-level students take on more work;

- lower-level students do not participate actively;
- critical thinking is not formed to the same extent;
- inequality occurs within the group.

This contradicts the principles of cooperation and exchange of ideas of PBL.

Project-based learning takes much more time than traditional lessons. The stages aimed at developing critical thinking (analysis, discussion, synthesis, presentation) require excessive effort from the teacher and students. Many teachers cannot fully implement PBL due to the pressure of the curriculum.

In the process of developing critical thinking, it is important that the student:

- actively asks questions;
- suggests new ideas;
- independently searches;
- is not afraid of making mistakes.[4]

However, many students are shy about expressing their opinions openly or are afraid of giving the wrong answer. This reduces the effectiveness of PBL.

In conclusion, Project-based English teaching is one of the most effective pedagogical technologies for developing critical thinking. However, the effectiveness of the method depends on how it is organized, the motivation of students, the methodological skills of the teacher and technical capabilities. Difficulties encountered in the educational process - factors such as the low level of preparation of students, lack of resources, time constraints, and poor methodological knowledge of teachers - can be overcome through special strategies.

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THE ROLE OF TRANSLATION ACTIVITIES IN DEVELOPING ENGLISH VOCABULARY & COMPREHENSION SKILLS

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Abstract: Learning vocabulary is one of the most important aspects of acquiring a second language, especially in situations where two languages are spoken, such as English-Uzbek university classes. The common practice of memorizing through rote learning does not always bring long-term retention and active use of the new vocabulary over and above that, thus coming up with teaching techniques that are new, fun and lively is the solution. The present research investigates both theoretically and practically the effectiveness of three innovative vocabulary learning techniques: Word Theater, Mnemonic Battles, and Translation Jigsaw. The study is based on well-known second language acquisition research, including that of Nation, Schmitt, Webb, and Laufer, and it discusses how these methods foster.

Keywords: vocabulary acquisition, English–Uzbek, bilingual learning, creative methods, word theater, mnemonic battles, translation jigsaw, active learning, second language acquisition, classroom pedagogy.

INTRODUCTION

Acquisition of new words is considered a critical aspect of second language acquisition, as it supports reading, writing, and speaking skills, and thus, overall language competence (Nation, 2013; Schmitt, 2008). In EFL university classrooms, students usually have difficulties with the memory and the use of the new words, especially when learning through the traditional method of rote memorization. For the English–Uzbek bilinguals, the difficulties are made worse by the differences in the language structure, lack of exposure to English in its real context, and the use of direct translation which may hinder deep processing of the new words (Laufer & Girsai, 2008). New studies underline the need for amusing, context-rich, and multimodal approaches in vocabulary teaching along with the methods that combine visual, auditory, and kinesthetic elements (Webb, 2008; Thornbury, 2002). By means of practical classroom activities, such as the ones based on performances, mnemonic devices, and collaborative translation tasks, the retention and switching to active the usage of the target vocabulary have been enhanced. This study is going to test the impact of three innovative methods—Word Theater (mini skits), Mnemonic Battles,

and Translation Jigsaw—on EFL vocabulary acquisition among the university students. The focus of the research is on how these activities affect the students' ability to remember and understand the new words as well as their practical advantages over the conventional memorization techniques.

Theoretical framework

Vocabulary learning has been classified as the most important factor of second language acquisition, and its role has been described as the very basis for reading, listening, and speaking comprehension (Nation, 2013; Schmitt, 2008). If just the word forms are recognized, the vocabulary acquisition process is rather passive; children are to get the complete mastery of the words and their meanings, usages related to the contexts, and co-occurrences. Schmitt (2008) points out that vocabulary acquisition is not passive at all; students are to get the activities of noticing the forms, the meanings, and the functions in various contexts which would lead to the long-lasting memory of that word. This is especially important for children with two languages, like the students in the Uzbek university context learning English, where the structural and semantic differences between English and Uzbek can be a barrier to simple word memorization. Studies about bilingual vocabulary acquisition have been pointing out the importance of the role of translation and cross-linguistic connections. Laufer and Girsai (2008) claim that bilingual students make use of the interaction between their first and second languages, especially when translation tasks are included in meaningful communicative activities. Such tasks allow the learners to establish for themselves the connection between the English word and its Uzbek equivalent, hence the deeper cognitive processing. Similarly, Webb (2008) states that learners' frequent exposure to the same vocabulary in all four language skills—reading, writing, speaking, and listening—is essential for developing a strong retention. The learners by meeting the same word in various situations, through different modes of use and even in productive ways, do not only strengthen their recognition but also their recall, which is often more effective than rote memory alone.

Efficiency of three creative methods

The first method, Word Theater, achieves by incorporating the target vocabulary into short performances or dialogues and prompts the learner to use the words in a vivid and situational context. In short, students get a limited number of English words with their Uzbek equivalents and then cooperate to create small skits that will most likely include the words. After performing, the class participates in a discussion where they try to point the words, go deeper into their meanings, and study the correct forms of usage. This technique has quite a few clear advantages from the teaching point of view.

First of all, learners, by putting vocabulary in meaningful communicative contexts, not only recognize word forms but also actively produce them; thus, the Output Hypothesis by Swain (2005) which claims that language production leads to inward absorption of knowledge of the language, is supported. Thirdly, performing for the audience raises one's motivation and lowers anxiety which is the case in learning a new language so, a friendly atmosphere for proving one's skills in the language is established.

One more imaginative method is Mnemonic Battles, which focuses on memory skills more than any other vocabulary retention technique. In this activity, students have to come up with mnemonics for the hard vocabulary items along with their team members. They can use different ways like telling a story, making a rhyme, and even using those associations that have cultural significance for them. Then the mnemonics are presented by the teams, and the classmates evaluate them for being clear, creative, and memorable. The main benefit of this method is to increase the use of elaborative processing which is a cognitive mechanism that helps the retention of complex or abstract vocabulary (Hulstijn, 2001). Students get to create mnemonics that help them encode the meanings of English words by associating them with familiar Uzbek concepts. This process not only makes the English word meanings stronger but also promotes deeper cross-linguistic awareness (Laufer & Girsai, 2008).

Translation Jigsaw presents another way to boost vocabulary acquisition, which is a combination of translation practice and collaborative problem-solving. In this technique, a text gets broken down into parts, and every group translates its part from English to Uzbek or the other way around. Then, the groups swap their translated parts and work together to fill in the gaps with necessary vocabulary, eventually putting the whole text back together and checking their translations for accuracy and lexical choices. The learners are very much involved in the activity and this gives rise to the processing of deep lexicon which in turn requires them to focus very much on the meaning, collocations, and syntactic structures at the same time. The nature of collaboration in the task provides the students with exposure to different word choices and usage patterns which in turn speeds up the learning process through peer-mediation.

Conclusion

The merging of the three methods under consideration - Word Theater, Mnemonic Battles, and Translation Jigsaw - is in keeping with the second language acquisition theories that advocate for active participation, multisensory input and contextual use (Nation, 2013; Schmitt, 2008; Swain, 2005). The incorporation of the communicative, cognitive, and translational approaches will enable teachers to offer a more

comprehensive and effective vocabulary acquisition framework that caters to the different needs and preferences of learners. In the end, the hints from this research are that the application of creative, cooperative, and mentally challenging methods in EFL classes at the university level can lead to substantial improvement in both the retention and use of vocabulary, thus providing a practical and theoretically informed method of turning knowledge into application. The implications for future research are that they could look into the effects of these methods over a longer period of time with larger groups and also their applicability to other bilingual learning contexts thus contributing more towards understanding the dynamics of creativity, engagement, and vocabulary development.

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COMPARATIVE EFFICIENCY ANALYSIS OF ISLAMIC AND CONVENTIONAL BANKS IN EMERGING MARKETS

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Abstract

This thesis provides data about a comparative assessment of the efficiency of Islamic and conventional banks in today's emerging markets. The paper highlights the way different business models shape efficiency rates of banks, using financial methods, such as conceptual analysis of operational structures, financial performance metrics, and risk-adjusted indicators. While Islamic banks show superior stability and resilience thanks to asset-backed financing and limitations on speculative activities, conventional banks set apart in cost-efficiency and profit generation because of wide financial tools and lower compliance costs. The findings suggest that both models provide complementary strengths important for emerging market financial systems.

Key words: *Islamic banking, conventional banking, banking efficiency, emerging markets, operational efficiency, financial performance, risk-adjusted efficiency, Shariah compliance.*

Over recent years, emerging markets have experienced noticeable growth in Islamic banking, driven by demographic changes, increased financial inclusions, and growing demand for Shariah-compliant financial products and services. The fact that Islamic and conventional banks coexist in the same regulatory and competitive environment makes the assessment of their comparative efficiency a vital topic for economists, policymakers, and researchers. This is because, efficiency is important for profitability, sustainability, and long-term contrinution of banks to economic development.

Islamic banks are controlled by Shariah principles that prohibit interest, speculative activities, and excessive unvertainty. Instead, they utilize profit-and-loss sharing mechanisms and asset-backed financing. By contrast, conventional banks have access to different kinds of financial products and markets. The purpose of this paper is to compare the efficiency of two models in emerging markets by examining three indicators: operational efficiency, financial performance, and risk-adjusted stability to

identify how these models affect efficiency outcomes in developing financial systems.

Operational Efficiency in Islamic and Conventional Banks. Operation efficiency is about the capacity of banks to minimize cost whilst maximizing service delivery and output. In emergin markets, conventional banks usually hav higher operational efficiency owing to their infrastructures, standardized processes, and most importantly, the absence of Shariah requirements. Islamic banks, on the other hand, face higher compliance and administrative costs since every product must be checkef for Shariah compliance and observed throughout its lifecycle. Murabaha, ijara, and mudabara are considered complex contracts that require due diligence and more documentation, resulting the cost-to-income ratio to be higher for Islamic banks, especially in today's growing econmy.

However, advancements in digital banking and regulatory support are helping Islamic banks close the efficiency gap. In Asian countries such as Malaysia, the UAE and Saudi Arabia, where Islamic banking is more common, operational efficiency rates are coming in close proximity to those of conventional banks, which means that technological innovations and institutional maturity play key roles in analyzing comparative efficiency.

Financial Performance Efficiency in Islamic and Conventional Banks. Financial performance efficiency is calculated using the inidicators such as Return on Assets (ROA), Return on Equity (ROE), and Net Financing Margin (NFM), which provide insight into cost-effectiveness and profitability. Due to wider revenue streams and the ability to use interes-based lending and derivatives, these metrics are usually higher in conventional banks compared to Islamic banks. The reason is that Islamic banks rely on partnertship-based and trade-based financing, which generated more stable, but sometimes lower incomes. Their asset portfolios are usually more concentrated, with a huge portion allocated to low-risk, fixed income–like instruments such as Murabaha, which limits overall profitabilitiy in Islamic banks. But, in markets, where the demand for Shariah-compliant finance is high, Islamic banks have generated profits comparable to or sometimes even surpassing their conventional counterparts. Take the Gulf region as an example, Islamic banks benefit from supportive regulation and strong liquidity positions, allowing them to maintain competitive returns. Therefore, market contex and consumer preferences are essantion to improve profitability efficiency levels.

Risk-Adjusted Efficiency and Stability in Islamic and Conventional Banks.

In contrast to conventional counterparts, Islamic banks always illustrate higher risk-adjusted efficiency, specifically during economic crisis. This could be because, the restriction of speculative activities and interest-based trading decreases exposure to volatile financial markets. Furthermore, that transactions are connected to real economic activities to promote stability is ensured by asset-based financing.

According to empirical studies, during the 2008 global financial crisis and the COVID-19 pandemic, Islamic banks recorded lower non-performing financing (NPF) ratios, maintained stronger capital positions, and demonstrated faster recovery compared to conventional banks, because the use of profit-and-loss sharing structures distributed risks more equally between banks and their customers.

Meanwhile, Conventional banks are more profitable as they face higher sensitivity to market risk, interest rate cycles, and liquidity pressures. Their involvement in derivatives, interbank lending, and securities trading exposes them to systemic shocks more directly.

In conclusion, the comparative efficiency of Islamic and conventional banks in emerging markets is acknowledged as multifaceted. Conventional banks typically succeed in higher profit and operational efficiency thanks to their streamlined processes and lower compliance burdens. Islamic banks, however, excel in risk-adjusted performance, stability, and financial resilience, particularly during economic downturns. The findings show that neither model is greatly efficient, yet each possesses efficiency strengths shaped by its important principles and market environment. Policymakers in emerging markets ought to design various regulatory frameworks that support the complementary roles of both banking models. A dual banking environment can enhance financial inclusion, competitiveness, and stability across the financial sector in today's economy.

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O'QUV JARAYONIDA IMMERSIV MUXITNING ROLINI O'RGANISH VA UNING NUTQ RIVOJIGA TA'SIRI

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Abstrakt.

So'nggi yillarda immersiv texnologiyalar ta'lim jarayonida yangi imkoniyatlar yaratish bilan birga, o'quvchilarning nutq rivojiga ijobiy ta'sir ko'rsatmoqda. Ushbu maqolada immersiv muxitning o'quv jarayonidagi o'rni va uning nutqni rivojlantirishdagi samaradorligi tahlil qilinadi. Immersiv texnologiyalar, masalan, virtual haqiqat (VR) va augmentatsiyalangan haqiqat (AR), o'quvchilarga real dunyo bilan bog'liq interaktiv va tajribaviy mashg'ulotlarni taqdim etish orqali til o'rganishni yanada samarali qilishga yordam beradi. Ushbu texnologiyalar yordamida o'quvchilar nutqni faqat nazariy bilimlar asosida emas, balki amaliy va real vaziyatlarda qo'llash imkoniyatiga ega bo'ladilar. Maqolada immersiv muhit yaratishning pedagogik asoslari, uning nutq rivojiga ta'siri va o'quvchilarning muloqot ko'nikmalarini yaxshilashdagi roli ko'rib chiqiladi. Shuningdek, immersiv texnologiyalarni o'qitish jarayoniga integratsiyalash usullari va amaliy misollar taqdim etiladi. Tadqiqot natijalari immersiv muxitda ta'limning o'quvchilarning nutq faoliyatiga ijobiy ta'sir ko'rsatishini, o'quvchilarning tilni o'zlashtirish va kommunikativ ko'nikmalarini rivojlantirishda samarali vosita ekanligini ko'rsatadi.

Аннотация.

В последние годы иммерсивные технологии создают новые возможности в образовательном процессе и оказывают положительное влияние на развитие речи учащихся. В данной статье анализируется роль иммерсивной среды в учебном процессе и её эффективность в развитии речевых навыков. Иммерсивные технологии, такие как виртуальная реальность (VR) и дополненная реальность (AR), способствуют более эффективному изучению языка, предоставляя учащимся интерактивные и практико-ориентированные задания, связанные с реальным миром. С помощью этих технологий учащиеся получают возможность применять речевые навыки не только на теоретическом уровне, но и в практических, реалистичных ситуациях. В статье рассматриваются педагогические основы создания иммерсивной среды, её

влияние на развитие речи и роль в совершенствовании коммуникативных навыков учащихся. Также представлены методы интеграции иммерсивных технологий в образовательный процесс и практические примеры. Результаты исследования показывают, что обучение в иммерсивной среде оказывает положительное влияние на речевую деятельность учащихся и является эффективным инструментом в освоении языка и развитии коммуникативных компетенций.

Abstract.

In recent years, immersive technologies have created new opportunities in the educational process and have had a positive impact on students' speech development. This article analyzes the role of an immersive environment in learning and its effectiveness in enhancing speech skills. Immersive technologies such as virtual reality (VR) and augmented reality (AR) help make language learning more effective by providing students with interactive and experience-based activities connected to the real world. Through these technologies, learners can apply their speech skills not only on a theoretical level but also in practical, real-life situations. The article examines the pedagogical foundations of creating an immersive environment, its impact on speech development, and its role in improving students' communication skills. Methods of integrating immersive technologies into the teaching process and practical examples are also presented. The findings indicate that learning in an immersive environment positively influences students' speech activity and serves as an effective tool for language acquisition and the development of communicative competences.

Kalit so'zlar: Immersiv muxit, nutq rivoji, ta'lim texnologiyalari, pedagogik yondashuvlar, o'quv jarayoni, interaktiv ta'lim muloqot ko'nikmalari, til o'rganish, innovatsion o'quv metodlari.

KIRISH.

Bugungi kunda ta'lim jarayonida yangi texnologiyalarni qo'llash, o'quvchilarning bilim olish va muloqot ko'nikmalarini rivojlantirishda muhim ahamiyat kasb etadi. O'quvchilarning nutqini rivojlantirish nafaqat tilni o'rganish, balki ularning kommunikativ ko'nikmalarini, fikrlash va ijtimoiylashuv qobiliyatlarini ham yaxshilashni anglatadi. Immersiv texnologiyalar o'quvchilarga ko'proq amaliy va interaktiv tajribalar orqali o'z til ko'nikmalarini rivojlantirish imkonini beradi. Bu usul, ayniqsa, til o'rgatishda va nutqni samarali rivojlantirishda innovatsion pedagogik yondashuvlarni yaratishda muhim rol o'ynaydi. Ushbu maqolada immersiv texnologiyalar yordamida o'quvchilarning nutq rivojiga ta'sirini o'rganish, ta'lim

jarayonida immersiv muxitning o'rni va pedagogik asoslarini tahlil qilish maqsad qilingan. Immersiv texnologiyalarning ta'limda qo'llanilishi o'quvchilarning tilni o'zlashtirishga, muloqot qilishga va ijtimoiy vaziyatlarda nutqni to'g'ri ishlatishga bo'lgan qiziqishini oshiradi. Shuningdek, maqolada immersiv texnologiyalarni o'qitishda qo'llashning samaradorligi va amaliy misollar orqali bu usulning ta'lim jarayonidagi o'rni aniqlanadi.

Immersiv Muxitning Ta'rifi va Asosiy Xususiyatlari.

Immersiv texnologiyalar o'quvchilarga o'zlarini yangi muhitda his qilishlariga imkon beradi. Virtual haqiqat (VR) va augmentatsiyalangan haqiqat (AR) texnologiyalari orqali o'quvchilar real dunyo bilan bog'liq tajribalar yaratishlari mumkin. Bu texnologiyalar tilni o'rganish va nutqni rivojlantirishda samarali vosita sifatida xizmat qiladi, chunki ular o'quvchilarga ko'proq interaktiv va amaliy tajriba taqdim etadi. Immersiv texnologiyalar orqali til o'rgatishda, masalan, turli vaziyatlarda nutq ishlatish, muloqot qilish, va ijtimoiy vaziyatlarga moslashish imkoniyatlari yaratiladi. Pedagogik asoslar immersiv texnologiyalarning samarali qo'llanilishi uchun zarur bo'lgan ilmiy yondashuvlarni taqdim etadi. Immersiv o'quv muhitida o'qituvchi faqat bilim manbai emas, balki o'quvchilarning faol ishtirokini rag'batlantiruvchi va yo'naltiruvchi shaxs sifatida faoliyat yuritadi. Bu muhitda o'quvchilarning til qobiliyatlarini rivojlantirish uchun turli interaktiv mashg'ulotlar, rolli o'yinlar va vazifalar taklif qilinadi. Bunday mashg'ulotlar o'quvchilarning nutqni tezda o'zlashtirishlariga va ko'proq amaliyotda qo'llashlariga yordam beradi.

Metodologiya.

Maqolada o'quv jarayonida immersiv texnologiyalarning nutq rivojiga ta'sirini o'rganish uchun bir nechta metodologiyalar qo'llaniladi:

1. Adabiyotlarni tahlil qilish: Immersiv texnologiyalar, o'quvchilarning nutq rivojiga ta'siri va pedagogik asoslari bo'yicha mavjud ilmiy adabiyotlar va tadqiqotlar tahlil qilinadi.
2. Eksperimental tadqiqotlar: O'quvchilarning immersiv muhitda o'qitish jarayonidagi nutq faoliyatini o'rganish uchun eksperimental tadqiqotlar o'tkaziladi. Eksperimentda o'quvchilarga VR va AR yordamida interaktiv mashg'ulotlar taqdim etiladi.
3. Kuzatish va intervyu: Immersiv texnologiyalarni qo'llash jarayonida o'quvchilarning nutq faoliyatini kuzatish va o'qituvchilar bilan intervyular o'tkazish orqali natijalar o'rganiladi.
4. Kvantitativ va sifatli tahlil: Tadqiqot natijalari kvantitativ (statistik tahlil) va sifatli (narrativ tahlil) usullar yordamida o'rganiladi.

Natijalar.

Tadqiqotlar natijalariga ko'ra, immersiv texnologiyalar yordamida o'quvchilarning nutq rivojiga ijobiy ta'sir ko'rsatilgan. Eksperiment davomida, virtual haqiqat (VR) va augmentatsiyalangan haqiqat (AR) texnologiyalarini qo'llash orqali o'quvchilar quyidagi yutuqlarga erishdilar:

1. Nutq qobiliyatlarining oshishi: O'quvchilarning nutq tezligi, talaffuzi va so'z boyligi ortdi. Ular real va virtual vaziyatlarda tilni samarali ishlatish ko'nikmalarini egalladilar.
2. Kommunikativ qobiliyatlarning yaxshilanishi: Interaktiv mashg'ulotlar orqali o'quvchilarning muloqot qilish qobiliyatlari rivojlandi. Immersiv texnologiyalar muloqot jarayonida o'z fikrlarini aniq ifodalash, boshqa ishtirokchilar bilan samarali suhbat qurish imkonini berdi.
3. O'zini ifoda etishdagi o'sish: O'quvchilar turli ijtimoiy vaziyatlarda nutqni qanday ishlatishni o'rganishdi. Bu, ayniqsa, tilni o'rganish va ijtimoiylashuvda muhim ahamiyatga ega bo'ldi.
4. Motivatsiya va qiziqishning ortishi: Immersiv texnologiyalar o'quvchilarning o'qishga bo'lgan qiziqishini oshirdi. Virtual va augmentatsiyalangan haqiqatning ta'limga integratsiyasi, o'quvchilarda o'rganishga bo'lgan yuqori motivatsiyani yuzaga keltirdi.

Muhokama.

Tadqiqot natijalari shuni ko'rsatadiki, immersiv texnologiyalar o'quvchilarning nutq faoliyatini rivojlantirishda samarali vosita bo'lib xizmat qiladi. Virtual va augmentatsiyalangan haqiqat texnologiyalari yordamida o'quvchilarga real va virtual dunyoda interaktiv mashg'ulotlar taqdim etiladi. Bu, o'z navbatida, nutqni o'zlashtirishda o'quvchilarning tajribaviy yondashuvini oshiradi va muloqot ko'nikmalarini mustahkamlaydi. Pedagogik asosda immersiv texnologiyalarni qo'llash o'quvchilarning o'zgaruvchan ijtimoiy va madaniy muhitlarda samarali muloqot qilishiga yordam beradi. Shuningdek, immersiv texnologiyalar orqali ta'limda til o'rgatishda ko'proq amaliyot va motivatsiya ta'minlanadi. Bunday texnologiyalar, ayniqsa, tilni o'rganishda, o'quvchilarning o'zini ifoda etish qobiliyatlarini yaxshilashda va muloqot qilishdagi ishonchni oshirishda muhim ahamiyatga ega.

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O'ZBEKISTONNING AMALDAGI KONSTITUTSIYAVIY NORMALARI ASOSIDA ZAMONAVIY SIFATLI TA'LIM TIZIMINI YARATISH, TA'LIM OLISH HUQUQI VA TA'LIM SOHASIDAGI YANGILIKLAR.

ADPI "Maktabgacha ta'lim"
Sirtqi ta'lim 305-guruh talabasi
Sohobova Oyshaxon

ANNOTATSIYA

Ushbu maqolada O'zbekiston Respublikasining bosh Qomusi bo'lmish Konstitutsiyada yozilgan ta'lim olish huquqlari, ta'lim oluvchilarning huquq va burchlari, zamonaviy ta'lim olish usullari va metodlari, konstitutsiy aning asosiy funksiyalari, siyosiy funktsiya, yuridik funktsiya, tarbiyaviy- mafkuraviy funksiyasi, Kostitutsiyaviy islohotlar, ta'lim sohasidagi huquqiy kafolatlar ushbu konstitutsiyada ham Davlatimizning "demokratik davlat"sifatidagi maqomi yanada mustahkamlanganligi haqida so'z boradi.

KALIT SO'ZLAR

Konstitutsiya, ta'lim oluvchilarning huquq va burchlari, "ta'lim to'g'risida"gi qonun, yuridik funktsiya, tarbiyaviy- mafkuraviy funktsiya, insonparvarlik, uzluksiz ta'lim shakllari, milliy umuminsoniy qadriyatlar va davlat suvereniteti.

АННОТАЦИЯ

В данной статье рассматриваются право на образование, права и обязанности обучающихся, современные методы и технологии обучения, основные функции Конституции, политическая функция, правовая функция, воспитательно-идеологическая функция, конституционные реформы, правовые гарантии в сфере образования, а также дальнейшее укрепление статуса нашего государства как «демократического государства» в данной Конституции.

КЛЮЧЕВЫЕ СЛОВА

Конституция, права и обязанности обучающихся, Закон «Об образовании», правовая функция, воспитательно-идеологическая функция, гуманизм, форма непрерывного образования, национальные общечеловеческие ценности и государственный суверенитет.

ANNOTATION

This article discusses the rights to education, the rights and duties of students, modern methods and techniques of education, the main functions of the constitution, the

political function, the legal function, the educational-ideological function, the constitutional reforms, the legal guarantees in the field of education, and the further strengthening of the status of our state as a "democratic state" in this constitution.

KEYWORDS

Constitution, rights and duties of students, the law "On Education", legal function, educational-ideological function, humanity, continuous education form, national universal values and state sovereignty.

KIRISH: Yangi tahrirdagi O'zbekiston Respublikasi Konstitutsiyasida barcha qatlam manfaatlari inobatga olinib, uni ishlab chiqishda aholi faol ishtirok etdi hamda ushbu muhim hujjat referendum orqali qabul qilinganligi ushbu hujjatning chinakam xalq Konstitutsiyasi bo'lganidan dalolat beradi.

Konstitutsiyamiz loyihasini muhokama qilishdan boshlab to uni qabul qilguncha bo'lgan davrda o'tkazilgan umumxalq muhokamalarida millionlab yurtdoshlarimiz faol ishtirok etdilar, shu nuqtai nazardan qaraganda yangilangan Konstitutsiyamizning chinakam muallifi xalqimiz bo'ldi, deb baralla ayta olamiz. Eng muhimi, endi islohotlarimiz yo'lidan hech qachon ortga qaytmaymiz, "inson-jamiyat – davlat" degan yangi tizim asosida faqat va faqat oldinga qarab boramiz deydi – Yurtboshimiz SHAVKAT MIRZIYOYEV.

O'zbekiston Respublikasining amaldagi Konstitutsiyasida ta'lim masalasi jamiyat taraqqiyotining muhim omili sifatida e'tirof etilgan. Shu boisdan zamonaviy, sifatli ta'lim tizimini yaratish va fuqarolarning ta'lim olish huquqini ta'minlash konstitutsiyaviy jihatdan kafolatlangan.

Yangilangan Konstitutsiyada O'zbekiston "ijtimoiy davlat" degan tamoyil muhrlanib, davlatning bu sohadagi majburiyatlari bilan bog'liq normalar uch baravarga oshdi.

Konstitutsiyada O'zbekiston "huquqiy davlat" degan tamoyil ham qat'iy qilib belgilanib, inson huquq va erkinliklari borasidagi normalar uch baravarga ko'paytirildi.

Yangi tahrirdagi Konstitutsiya O'zbekistonning "demokratik davlat" sifatidagi maqomini ham yanada mustahkamladi.

Yangi tahrirdagi O'zbekiston Respublikasi Konstitutsiyasining 50- moddasida "Har kim ta'lim olish huquqiga ega.

Davlat uzluksiz ta'lim tizimi, uning har xil turlari va shakllari, davlat va nodavlat ta'lim tashkilotlari rivojlanishini ta'minlaydi.

Davlat maktabgacha ta'lim va tarbiyani rivojlantirish uchun shart – sharoitlar yaratadi.

Davlat bepul umumiy o'rta ta'lim va boshlang'ich professional ta'lim olishni kafolatlaydi. Umumiy o'rta ta'lim majburiydir.

Maktabgacha ta'lim va tarbiya, umumiy o'rta ta'lim davlat nazoratidadir.

Ta'lim tashkilotlarida alohida ta'lim ehtiyojlariga ega bo'lgan bolalar uchun inklyuziv ta'lim va tarbiya ta'minlanadi “ _ deyilgan.

Ushbu modda ham asosan ta'lim olishga qaratilgan. Insonning umr bo'yi ilm olishga va izlanishga ya'ni uzluksiz ta'limni ta'minlashga undaydi.

“ Beshikdan to qabrgacha ilm izla “ _ degan iboraga amal qilishligimiz uzluksiz ta'limni ta'minlashning yorqin misolidir.

O'zbekiston Respublikasi “Ta'lim to'grisida” gi qonunning 7-moddasida uzluksiz ta'lim turlari yozib qo'yilgan.

“Maktabgacha ta'lim va tarbiya”;

Umumiy o'rta va o'rta maxsus ta'lim;

Professional ta'lim;

Oliy ta'lim;

Oliy ta'limdan keyingi ta'lim;

Kadrlarni qayta tayyorlash va ularning malakasini oshirish;

Uzluksiz ta'lim_ bu insonning butun hayoti davomida bilim va ko'nikmalarini muntazam ravishda boyitib borishini ta'minlaydigan ta'lim tizimidir.

Zamonaviy sifatli ta'lim tizimini yaratishning konstitusiyaviy asoslari :

Konstitutsiyada belgilangan tamoyillar quyidagi yo'nalishlarda namoyon bo'ladi:

Ta'limning uzluksizligi _ maktabgacha, umumiy o'rta, o'rta maxsus, oliy va qayta tayyorlash bosqichlarini yagona tizim sifatida shakllantirish.

Ta'limning sifat va mazmun jihatdan yangilanishi _ ilg'or pedagogik texnologiyalar, raqamli ta'lim va xalqaro standartlarga mos dasturlarni joriy etish, Bepul umumiy ta'lim _ har bir bola uchun majburiy va bepul umumiy o'rta ta'limni ta'minlash davlat majburiyatidir.

Teng imkoniyatlar_ jins, millat, ijtimoiy kelib chiqish, tildan qat'iy nazar har bir fuqaro uchun ta'lim olish huquqining tengligi.

Davlat va nodavlat ta'lim muassasalari hamkorligi_ raqobat va innovatsiyalarni rag'batlantirish orqali sifatni oshirish.

Konstitutsiyamizning 33- moddasida OAV tarmog'idan foydalanish haqida yozil qo'yilgan.

“Har kim fikrlash, so’z va e’tiqod erkinligi huquqiga ega .

Har kim istalgan axborotni izlash, olish va tarqatish huquqiga ega.

Davlat internet jahon axborot tarmog’idan foydalanishni ta’minlash uchun shart-sharoitlar yaratadi.

Axborotni izlash, olish va tarqatishga bo’lgan huquqni cheklashga faqat qonunga muvofiq hamda faqat konstitutsiyaviy tuzumni, aholini sog’ligini ,ijtimoiy axloqni, boshqa shaxslarning huquq va erkinliklarini himoya qilish, jamoat xavfsizligini hamda jamoat tartibini ta’minlash , shuningdek davlat sirlari yoki qonun bilan qo’riqlanadigan boshqa sir oshkor etishining oldini olish maqsadida zarur bo’lgan doirada yo’l qo’yiladi.”

Hozirgi zamon talabi bo’lmish internet tarmog’idan ham to’g’ri foydalanish yo’l yo’riqlari qomusimizda ham yozilganligi katta e’tibordan darak. Chunki bu tarmoqdan salbiy tomonlama foydalanib kelayotgan yoshlar ham afsuski oramizda uchrab turadi.

Ta’limga bo’lgan e’tibor kun sayin ortib borayotganini qabul qilinayotgan qaror va qonunlarda ham ko’rsak bo’ladi.

O’zbekistonda 2024/2025- o’quv yili boshiga kelib faoliyat yuritayotgan oliy ta’lim tashkilotlari soni 222 taga yetdi. Bu haqda Milliy statistika qo’mitasi ma’lum qilgan.

Unga ko’ra mazkur ko’rsatkich 2015/2016- o’quv yiliga nisbatan 153taga ko’paygan bo’lib, so’ngi o’n yilda oliy ta’lim muassasalari soni qariyb 3,2 barobarga oshgan.

2015-yilda 69 ta oliy ta’lim muassasasi mavjud bo’lgan bo’lsa, keyingi yillarda bu raqam izchil ortib bordi.

Xususan, 2018- yilda ularning soni 98taga, 2022- yilda esa 191 taga yetdi.

2024-yilda esa bu ko’rsatkich 222 tani tashkil etdi.

Ta’lim sohasidagi poydevori maktabgacha ta’lim tashkilotlaridir. Har yili bu sohaga bo’lgan e’tibor sezilarli darajada oshib bormoqda.

Quyida Maktabgacha ta’lim tashkilotlari statistikasiga nazar tashlaymiz.

Davlat statistikasi qo’mitasi ma’lumotlariga ko’ra, respublikamizda 2021-yil boshida jami 7753 ta maktabgacha ta’lim tashkilotlari tashkil etilgan.

MTV axborot xizmati ma’lumotiga tayanib Xalq so’zi nashrining xabar berishicha, bugungi kunda Respublikada 18254 ta maktabgacha ta’lim tashkilotlari faoliyat olib bormoqda. Jumladan

Davlat MTT- 6 197 ta;

Oilaviy shakldagi MTT- 10 244 ta;

Davlat – xususiy sherikchiligi asosidagi MTT- 788 ta;

Xususiy shakldagi MTT- 1 025 ta;

Ma'lumot o'rnida shuni aytish joizki, bugungi kunda Respublika miqyosida 18 254 ta maktabgacha ta'lim tashkilotlarida jami 1 699 566 nafar yoki 60,9 % maktabgacha ta'lim yoshdagi bolalar tarbiyalanmoqda.

Yana Konstitutsiyamizga qaytsak quyida konstitutsiyaning asosiy funksiyalari ko'rsatilgan:

Siyosiy funksiyasi ; konstitutsiya: jamiyat siyosiy tizimining huquqiy asoslarini mustahkamlaydi; siyosiy partiyalar, jamoat birlashmalarining davlat hokimiyati bilan munosabatlarini muvofiqlashtiradi; saylovlar va referendum kebi bevosita demokratiya institutlarini mustahkamlash orqali jamiyatda siyosiy barqarorlikni ; fuqarolar aro totuvlik, hamjihatlik va tinchlikni ta'minlaydi; davlat yuritadigan ichki va tashqi siyosatning asoslari va barcha muhim yo'nalishlarini aks ettiradi.

Yuridik funksiyasi; konstitutsiya yuridik mazmun va mohiyatga ega bo'lgan huquqiy hujjat bo'lib davlatning asosiy qonuni sifatida butun huquqiy va qonunchilik tizimlarining o'zagini tashkil etadi.

Tarbiyaviy- mafkuraviy funksiyasi ; konstitutsiya xalqning irodasini, ruhiyatini, ijtimoiy ongi va maaniyatini aks ettiradi. Unda jamiyat taraqqiyotiga turtki beruvchi muhim ma'naviy omil bo'lib xizmat qiluvchi g'oyalar o'z ifodasini topadi.

Konstitutsiyaviy islohotlar mazmuni.

Konstitutsiyaviy islohotlar—bu davlatning asosiy qonuni bo'lgan konstitutsiyani zamon talablariga moslashtirish, inson huquqlarini yanada kuchaytirish, davlat boshqaruvi, sud- huquq tizimi, iqtisodiy va ijtimoiy munosabatlarda islohotlarni huquqiy mustahkamlash jarayonidir.

O'zbekistonda 2022-2023- yillardagi konstitutsiyaviy islohotlar quyidagi yo'nalishlarni qamrab oldi:

- Inson qadri va huquqlariga ustuvorlik berish;
- Ijtimoiy davlat tamoyilini mustahkamlash;
- Ta'lim va tibbiyotga oid ijtimoiy kafolatlarni kuchaytirish;
- Oila, yoshlar, nogironligi bo'lgan shaxslar huquqlarini kengaytirish;
- Ta'lim va ilm fan rivojiga alohida e'tibor berish.

XULOSA:

Konstitutsiyaviy islohotlar ta'lim sohasida tub o'zgarishlar uchun mustahkam huquqiy poydevor yaratdi.

Yangilangan konstitutsiyada inson qadri, ijtimoiy adolat va ta'limning uzluksizligi ustuvor tamoyil sifatida belgilandi.

Umuman olganda, konstitutsiyaviy islohotlar ta'lim sohasini rivojlantirish, inson kapitalini kuchaytirish va davlatning ijtimoiy yo'nalganligini ta'minlashda asosiy omil bo'lib xizmat qilmoqda.

Foydalanilgan adabiyotlar:

1. o'zbekiston respublikasi konstitutsiyasi (2023-yilgi) so'ngi tahriri
2. O'zbekiston respublikasi "ta'lim to'g'risida"gi qonun -2020-yil 23-sentabr
3. O'zbekiston respublikasi prezidentining ta'lim sohasiga oid farmon va qarorlar
4. O'zbekiston respublikasi adliya vazirligi rasmiy sayti (lex.uz)
5. i.a.karimov " yuksak ma'naviyat -yengilmas kuch" asari.
6. "konstitutsiyaviy huquq" o.t. Husanov

O‘ZBEKISTONGA XORIJIY INVESTITSİYALARNI JALB ETISHDA AKSIYADORLIK JAMIYATLARI EMISSİYA FAOLIYATINING O‘RNI

Dilnozaxon Muxitdinova

“Korporativ moliya va qimmatli qog'ozlar” kafedrası,

Toshkent davlat iqtisodiyot universiteti,

Toshkent, O‘zbekiston,

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Xorijiy investitsiyalar iqtisodiy o‘lishga asos bo‘lib, jahon amaliyotida mamlakatlarni moliyaviy barqarorlik va raqobatbardoshlikka olib chiqadi. 2016-yildan buyon O‘zbekistonda iqtisodiy ochilish va liberallashtirish sur‘atlari o‘shi, buning natijasida 2023-yilda mamlakatga 2,5 mlrd AQSh dollari miqdorida xorijiy investitsiyalar kirib kelgani qayd etildi¹.

Bunday investitsiyalar jozibadorligini oshirishda jahon bozoridagi kompaniyalar aksiyalarini chiqarish (emissiya) muhim mexanizm sanaladi. Ammo, O‘zbekiston bo‘yicha fond bozori hali boshlang‘ich bosqichda; 2021-yilda respublika fond birjasi bo‘yicha bozor kapitallashtirishi (aksiyalar qiymati) yalpi ichki mahsulotning 1 foizidan ham kamini tashkil qilgan. Bu nisbiy past ko‘rsatkich yapon va Janubiy Koreya kabi rivojlangan bozorlar bilan solishtirilganda juda kichik (Malayziyada 112%, Xitoyda 46%)²

Shuni ta’kidlanishi lozimki, aksiyalar emissiyasi mexanizmini samarali tashkil qilish investitsiya muhitini yaxshilaydi. Boshqa mamlakatlar tajribasi shuni ko‘rsatadiki, fond bozorining likvidligi va investor huquqlarining himoyasi oshgani sari xorijiy investitsiyalar oqimi ham kuchayadi.

O‘zbekistonda aksiyadorlik jamiyatlari soni va ularning chiqarayotgan qimmatli qog‘ozlar hajmi so‘nggi yillarda ortib bormoqda. Masalan, 2023 yilda respublikada jami 612 ta aksiyadorlik jamiyati faoliyat ko‘rsatgan bo‘lsa, 2024 yilda bu ko‘rsatkich 625 taga yetdi va 2025 yilning so‘nggi to‘qqiz oyida 692 taga oshdi³. Shu davr mobaynida davlat ulushiga ega aksiyadorlik jamiyatlari soni ham 220 tadan 254 taga ko‘paygan.

¹ Uzbekistan opening up, but yet to fulfil its FDI potential <https://www.fdiintelligence.com>

² J. Ataniyazov, S. Narimonov “Stock Market in Uzbekistan: Current Situation and Development Prospects”- British Journal of Multidisciplinary and Advanced Studies: Business and Management Sciences, 3(1), 1-10

³ O‘zbekiston yillar bo‘yicha Aksiyadorlik Jamiyatlari haqida ma’lumotlar- <https://www.invest24.uz>

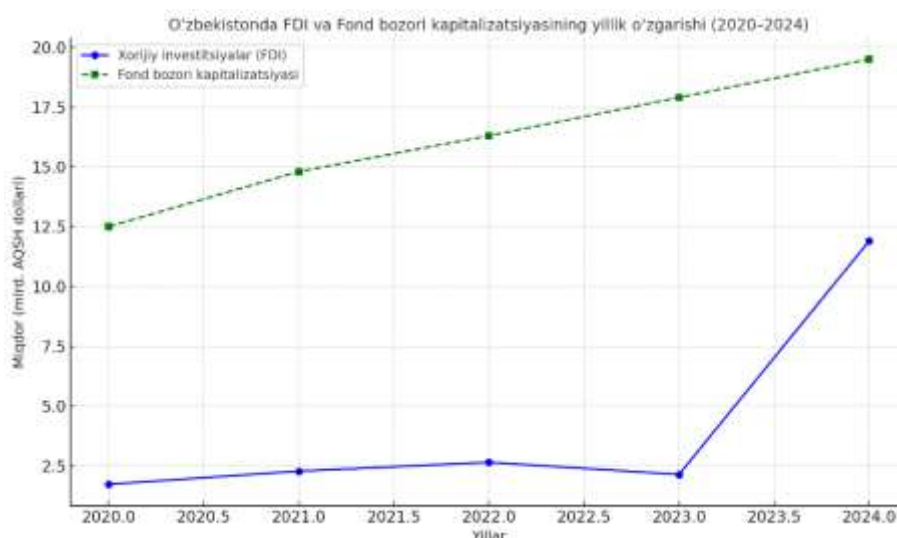
Aksiyalarning umumiy nominal qiymati nuqtai nazaridan ham o'sish kuzatilmoqda: 2023 yilda aksiyadorlik jamiyatlarining nominal aksiyalari qiymati umumiy hisobda 178,3 trln so'm bo'lgan bo'lsa, 2024 yilda u 190,7 trln so'mga, 2025 yilda esa 255,9 trln so'mga yetdi. Natijada, ayrim mutaxassislar e'tiboriga ko'ra, oxirgi ikki yilda davlat ulushiga ega AJ'larning aksiyalar bozori qiymati 182,9 trln so'mga ko'tarilgan. Bu esa O'zbekiston iqtisodiyotidagi xususiy hamda davlat kapitalining rivojlanayotganligini ko'rsatadi⁴.

Joriy statistik ma'lumotlarga ko'ra, O'zbekistonda aksiyalar emissiyasining hajmi asta-sekin o'smoqda. Masalan, O'zbekiston Markaziy qimmatli qog'ozlar depozitariysi hisobotida 2021 yil yakuni bo'yicha aksiyalar emissiyasi hajmi 149 502,26 mlrd so'm bo'lgan bo'lsa, 2022 yilga kelib bu ko'rsatkich 153 047,94 mlrd so'mga yetdi. Shuningdek, chiqarilgan oddiy aksiyalar soni 2021 yilda 10 048,12 mlrd dona bo'lsa, 2022 da u 12 211,14 mlrd donaga ko'tarildi. Ushbu raqamlar shuni ko'rsatadiki, mahalliy aksiyadorlik jamiyatlari bozori rivojlanib, aksiyalar hajmi va savdo aylanmasi oshmoqda.

Qimmatli qog'ozlar bozorida obligatsiyalar emissiyasi ham muhim o'rin tutadi. 2021 yil ma'lumotlariga ko'ra, O'zbekiston markaziy depozitariya tizimida 10 ta emitent tomonidan 365,6 mingdan ortiq korporativ obligatsiya chiqarilgan bo'lib, ularning umumiy nominal qiymati 783,30 mlrd so'mni tashkil etgan. Bu jamg'arilgan mablag'lar korxonalar qimmatli qog'ozlari orqali uzoq muddatli investitsiya loyihalarini moliyalashtirishga imkon beradi.

Davlat ulushi va mahalliy boshqaruv organlari ishtirokidagi AJ'larni ham statistikada kuzatib borish muhim. 2022 yil boshiga kelib, respublikada davlat ulushi mavjud 234 ta AJda davlat kapitallari jami 125 322,1 mlrd so'mni tashkil qilgan, shundan Markaziy depositoryda ro'yxatda 222 ta AJda davlat ulushi 125 310,6 mlrd so'm miqdorida qayd etilgan. 2021 yilda davlat ishtirokidagi AJ'lar soni 20 taga ko'paygan bo'lsa, davlat ulushi hajmi 2279,0 mlrd so'mga kamaygan (xususiylashtirish davomida bir qator davlat aksiyalari sotilgan). Shuningdek, mahalliy xo'jalik boshqaruvi organlarining 163 ta AJdagi aksiyalari qiymati 7482,3 mlrd so'mni tashkil qilib, o'tgan yilda 3097,8 mlrd so'mga oshdi. Bularning barchasi korporativ mulkning qayta taqsimlanishi va xususiylashtirish jarayonlari natijasidir.

⁴ O'zbekiston yillar bo'yicha Aksiyadorlik Jamiyatlari haqida ma'lumotlar- <https://www.invest24.uz>



1-rasm. 2020–2025 yillarda O‘zbekiston fond bozori kapitalizatsiyasi (mlrd. AQSH dollari)

CEIC Data ma'lumotlariga ko'ra, 2025 yil fevral holatiga ko'ra, O'zbekiston fond bozori kapitalizatsiyasi 18,74 milliard AQSH dollarini tashkil etgan. Bu ko'rsatkich 2024 yil may oyida 19,51 milliard AQSH dollariga yetgan edi.

1-jadval

Yil	FDI hajmi	O'sish sur'ati (%)
2020	1,73	-25,4
2021	2,28	+31,8
2022	2,65	+16,2
2023	2,14	-19,2
2024	11,9	+456,1

2020–2024 yillarda O‘zbekistonga to‘g‘ridan-to‘g‘ri xorijiy investitsiyalar hajmi (mlrd. AQSH dollari)

2020–2024 yillar oralig'ida O'zbekistonda xorijiy investitsiyalar hajmi sezilarli o'zgarishlarga duch keldi. 2020 yilda to'g'ridan-to'g'ri xorijiy investitsiyalar hajmi 1,73 milliard AQSH dollarini tashkil etgan bo'lsa, 2022 yilda bu ko'rsatkich 2,65 milliard AQSH dollariga yetdi. 2023 yilda esa 2,14 milliard AQSH dollariga tushdi. 2024 yilda esa 11,9 milliard AQSH dollariga yetdi. (1-jadval).

Xorijiy tajribada aksiyadorlik jamiyatlari emissiyasi investorlarni jalb qilishda asosiy mexanizmlardan biri sifatida ko'riladi. Janubiy Koreya tajribasida aksiyalar bozorining ochiqqligi va investor himoyasi muhim rol o'ynaydi. Koreya investorlarni jalb qilish maqsadida 1990-yillardan boshlab bozorni liberallashtirgan. Hozirda KOSPI

ko'rsatgichidagi aksiyalarning 31% dan ortig'i xorijiy portfel investitsiyalariga to'g'ri keladi⁵. Ya'ni, mamlakatning fond birjasida butun aylanmada chet ellik sarmoyadorlarning ulushi ancha yuqori. Koreya hukumati ham xorijiy investorlar uchun qulay shart-sharoit yaratgan: masalan, valyuta konvertatsiyasi erkinligi va hisob-kitob tizimining shaffofligi. Natijada, Janubiy Koreya bozoriga Xitoy, Singapur, AQSH va Yevropa kompaniyalari faol sarmoya kiritmoqda.

Bundan tashqari, yuqori darajadagi korporativ boshqaruv va moliyaviy hisobot me'yorlari ham investitsiyalar uchun jozibadorlikni oshiradi. Masalan, AQSH va Yevropada xalqaro auditorlik va IFRS standartlari joriy etilgan, bu esa korporatsiyalar hisoboti ishonchliligini ta'minlaydi. Koreyada ham hukumat investor huquqlarini mustahkamlash, fond bozorini raqamlashtirish yo'lida chora-tadbirlar ko'rmoqda. Umuman olganda, xalqaro tajriba shuni ko'rsatadiki, aksiyadorlik jamiyatlarining emissiya faoliyati yirik va shaffof bozor muhitida investorlarning ishonchini oshiradi va sarmoyalarni jalb qilish imkonini kengaytiradi⁶.

Umuman olganda, aksiyadorlik jamiyatlarining emissiya faoliyatini rag'batlantirish O'zbekiston iqtisodiyotida biznesni diversifikatsiya qilish va xususiy sektor orqali investitsiya oqimini oshirishga xizmat qiladi. Buning natijasida nafaqat ichki jamg'armalar samaraliroq taqsimlanadi, balki xorijiy investorlar uchun qulay muhit yaratilib, O'zbekiston xalqaro investitsiya maydonchasida raqobatbardosh bo'ladi.

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ВНЕДРЕНИЕ И ИСПОЛЬЗОВАНИЕ СИСТЕМ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В ГРАЖДАНСКОМ СУДОПРОИЗВОДСТВЕ

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АННОТАЦИЯ

В статье рассматриваются вопросы внедрения технологий искусственного интеллекта в деятельность гражданских судов. Анализируются различные толкования ученых правоведов детализированной характеристики искусственного интеллекта. Делается вывод о том, что искусственный интеллект не может полностью заменить судью, так как не обладает юридическим мышлением и не способен оценивать моральные и этические аспекты.

Ключевые слова: искусственный интеллект, электронная форма, цифровизация, видеоконференция, цифровой суд.

Действительно в действующее время внедрение и использование систем искусственного интеллекта в гражданском судопроизводстве имеет огромное значение и в Узбекистане.

В Узбекистане в целях создания благоприятных условий для внедрения технологий искусственного интеллекта в деятельность судов, последовательного продолжения работ по цифровизации, улучшения материально-технического обеспечения судов, а также обеспечения исполнения целей и задач, определенных в Стратегии «Цифровой Узбекистан – 2030» в Узбекистане принят Указ Президента Республики Узбекистан от 21 августа 2025 года №УП-140 “О дополнительных мерах по повышению уровня доступа к правосудию путем внедрения технологий искусственного интеллекта в деятельность судов, а также улучшению материально-технического обеспечения судебной системы»¹, где предусматривается поэтапный полный переход на электронную форму ведения дел на основе концепции «Цифровой суд» в целях отказа от бумажной формы в судопроизводстве и создание необходимой технической инфраструктуры для внедрения технологий искусственного интеллекта в деятельность судов.

¹ <https://lex.uz/ru/docs/7696571>

В целях создания удобств для граждан и субъектов предпринимательства, а также упрощения рассмотрения судебных дел определено, что в рамках реализации концепции «Цифровой суд»:

- до подачи заявления в суд с помощью искусственного интеллекта формируются прогнозный результат судебного разбирательства и затрачиваемые на него расходы;
- обращения направляются в суд в электронной форме;
- лица, участвующие в деле, не посещают здание суда и участвуют в судебном разбирательстве дистанционно;
- для сторон и иных лиц, участвующих в деле, создается возможность ознакомления в электронной форме со всеми материалами дела в ходе судебного производства;
- расчет и оплата судебных расходов осуществляются в электронной форме, а также исполнительные листы направляются на исполнение в автоматическом режиме;
- судебные дела ведутся полностью в электронной форме с использованием современных информационных технологий;
- протоколы судебного заседания с помощью искусственного интеллекта подготавливаются в режиме реального времени в текстовой форме;
- проекты судебных актов формируются автоматически.

На сегодняшний день отсутствует единообразие в вопросе определения понятия «искусственный интеллект» среди учёных. Исследователи излагают различное толкование данного феномена с учётом детализированной характеристики искусственного интеллекта². В научной сфере прослеживается тождественность мнений в аспекте признания искусственного разума как самообучаемой технологии.

Так, согласно определению Ш.Н.Рузиназарова³, С.Б.Холбоева⁴, Д.Хабибуллаева⁵, искусственный интеллект представляет собой автономную интеллектуальную систему, обладающую способностями к осознанно-волевому

² Хусаинов Р. Р. Развитие и эволюция искусственного интеллекта в мире и Узбекистане //THE THEORY OF RECENT SCIENTIFIC RESEARCH IN THE FIELD OF PEDAGOGY. – 2025. – Т. 3. – №. 31. – С. 38-45.

³ Рузиназаров Ш. Н. Цифровой гражданский оборот: Целевой и концептуальный научно-теоретический подход //Review of law sciences. – 2020. – №. 1. – С. 55-64.

⁴ Шермухамедов А. Т., Холбоев Б. М. Развитие искусственного интеллекта: зарубежный опыт //ФИЛОСОФИЯ ИННОВАЦИЙ И СОЦИОЛОГИЯ БУДУЩЕГО В ПРОСТРАНСТВЕ КУЛЬТУРЫ: НАУЧНЫЙ ДИАЛОГ. – 2020. – С. 379-388.

⁵ Хабибуллаев Д. Некоторые вопросы совершенствования гражданского процессуального кодекса Республики Узбекистан //Review of law sciences. – 2017. – Т. 1. – №. 1. – С. 75-79.

поведению, самообучению и самоконтролю, моделирующую деятельность нейронных сетей. Целесообразно упомянуть дефиницию, предложенную А. В. Минбалеевым, согласно которой, искусственный интеллект – это совокупность «информационных технологий, в том числе цифровых, позволяющих решать на основе тех или иных систем проблемы, связанные с возможностью их решения преимущественно на уровне человеческого интеллекта»⁶.

По нашему мнению искусственный интеллект – это комплексно системная, искусственная модель естественного разума, не обладающая интуицией, способная к самостоятельной, автономной реализации своих действий, приближённая к человеческому мышлению.

Одним из ключевых аспектов является анализ преимуществ применения искусственного интеллекта в гражданском судопроизводстве, среди которых ускорение рассмотрения дел, повышение точности обработки информации, автоматизация рутинных задач, снижение судебной нагрузки и минимизация человеческого фактора при вынесении решений. Особое внимание уделяется функционированию интеллектуальных систем при прогнозировании судебных решений, анализе судебной практики и формировании рекомендаций для судей. За счет внедрения искусственного интеллекта в гражданское судопроизводство современные технологии позволяют автоматизировать рутинные процессы, ускорять рассмотрение дел и повышать доступность правосудия. Однако использование искусственного интеллекта в судебной сфере также порождает ряд сложных вопросов, связанных с юридической ответственностью, соблюдением процессуальных принципов и защитой прав участников судопроизводства.

Развитие искусственного интеллекта в правосудии основано на цифровой трансформации. Ведущие государства мира разрабатывают нормативные акты и этические принципы, регулирующие применение искусственного интеллекта в судебной практике. Примерами таких документов являются Европейская этическая хартия о применении ИИ в правосудии (2018), План развития технологий искусственного интеллекта в Китае (2017) и инициативы по цифровизации судопроизводства в США, Великобритании, России и других странах.

Использование искусственного интеллекта в гражданском судопроизводстве включает автоматизированный анализ судебной практики, электронный

⁶ Минбалеев А. В. Проблемы регулирования искусственного интеллекта //Вестник южно-уральского государственного университета. серия: право. – 2018. – Т. 18. – №. 4. – С. 82-87.

документооборот, предиктивное правосудие, интеллектуальную обработку доказательств и даже вынесение решений в упрощенных судебных процедурах⁷. Однако для полноценного внедрения таких технологий необходимо учитывать основные принципы правосудия: законность, равенство сторон, независимость суда, состязательность и прозрачность.

Достоинствами искусственного интеллекта являются повышение скорости обработки информации, снижение нагрузки на судебных работников, уменьшение вероятности человеческого фактора и повышение доступности правосудия: автоматизированные сервисы могут обеспечить более оперативное рассмотрение дел, что особенно актуально для граждан, сталкивающихся с длительными судебными разбирательствами.

Однако, наряду с перечисленными достоинствами, автоматизация процессуальных действий сталкивается с рядом существенных проблем и ограничений. Автоматизированные алгоритмы, будучи основанными на статистических моделях, не всегда способны учесть все нюансы и уникальные обстоятельства конкретного дела, что может привести к ошибочным выводам или неоптимальному применению норм. Без должного контроля и корректировки исходных данных системы могут унаследовать существующие предвзятости, что ставит под сомнение принцип равенства сторон в судопроизводстве. Как справедливо замечает А. Ю. Головин, технологии искусственного интеллекта, независимо от его когнитивных способностей в будущем, должны в любом случае оставаться и рассматриваться только в числе вспомогательных средств⁸.

Реализация искусственного интеллекта в электронном гражданском судопроизводстве направлена на создание цифровой экосистемы, интегрирующей автоматизацию процессуальных действий, управление документацией и коммуникацию участников⁹. Основу в данном направлении включают технологии распределенных вычислений, обработки естественного языка и нейросетевых алгоритмов, которые смогут обеспечить автоматизацию документооборота, интеллектуальное управление делами, реализацию

⁷ Усманов Л. Х. СУДЕБНАЯ ПРАКТИКА И ИСКУССТВЕННЫЙ ИНТЕЛЛЕКТ: ПЕРСПЕКТИВЫ ВНЕДРЕНИЯ AI В СУДЕБНУЮ СИСТЕМУ УЗБЕКИСТАНА //Eurasian Journal of Law, Finance and Applied Sciences. – 2025. – Т. 5. – №. 5. – С. 42-49.

⁸ Головин А. Ю. Криминалистическая характеристика преступлений как категория современной криминалистики //Известия Тульского государственного университета. Экономические и юридические науки. – 2012. – №. 1-2. – С. 43-55.

⁹ Пулатов С. Искусственный интеллект в судебном производстве: тенденции и риски как средство противодействия коррупции //Общество и инновации. – 2025. – Т. 6. – №. 1/5. – С. 497-507.

виртуальных ассистентов и создание цифровых платформ для удаленного участия.

Искусственного интеллекта не может полностью заменить судью, так как:

- не обладает юридическим мышлением - не учитывает все нюансы и специфику конкретного дела;
- не способен оценивать моральные и этические аспекты - суд должен учитывать не только нормы права, но и принципы справедливости;
- возможны ошибки алгоритма - предвзятость, вызванная обучением на устаревших или некорректных данных;
- ограничен рамками законодательства - не может применять судебное усмотрение или творческий подход к правоприменению.

В настоящее время в рамках современных судебных процедур наблюдается трансформация процессуальных механизмов, обусловленная интеграцией цифровых технологий. Особый интерес представляет применение интеллектуальных систем в упрощенных формах производства, где алгоритмы способны оптимизировать формирование итоговых актов. Примером служит приказное производство, регламентированное статьей 170 Гражданского процессуального кодекса Республики Узбекистан, характеризующееся отсутствием состязательности и односторонним характером рассмотрения. В данном контексте технологии выполняют операционно-технические функции: генерацию шаблонных документов, автоматизированную рассылку процессуальных актов, а также оптимизацию административных задач – от распределения нагрузки между судьями до мониторинга временных рамок производства.

Для эффективного внедрения искусственного интеллекта в гражданское судопроизводство целесообразно разработать законодательные нормы, регулирующие использование искусственного интеллекта в судебной системе. Это включает:

- стандарты прозрачности алгоритмов и механизмы контроля их решений;
- создание гибридных моделей правосудия, где искусственный интеллект выполняет вспомогательную роль, а окончательное решение остается за судьей;
- развитие технологий интерпретируемого искусственного интеллекта, что позволит минимизировать риски дискриминации и повысить доверие к алгоритмам;
- внедрение механизмов аудита и сертификации судебных искусственных интеллект -систем.

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MINTAQADA SANOATNI INNOVATSION RIVOJLANTIRISHNING KOMPLEKS SONLI EKONOMETRIK MODELLAR ASOSIDA STRATEGIYASINI ISHLAB CHIQISH

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ANNOTATSIYA: Ushbu maqolada mintaqaviy sanoat tarmoqlarini innovatsion rivojlantirishning kompleks yondashuvlari sonli ekonometrik modellar asosida tahlil qilindi. ARIMA, ko'p omilli regressiya, panel ma'lumotlar modeli va innovatsion indekslash kabi usullar asosida sanoat o'sishiga ta'sir qiluvchi omillar aniqlanib, optimal strategik yo'nalishlar taklif etildi. Tadqiqot natijalari sanoatni innovatsion rivojlantirishda ilmiy-texnologik salohiyat, raqamli infratuzilma, investitsion oqim va inson kapitalining hal qiluvchi ahamiyat tahlil qilingan.

KALIT SO'ZLAR innovatsion rivojlanish, sanoat strategiyasi, ekonometrik model, ARIMA, panel regressiya.

АННОТАЦИЯ: В статье анализируются комплексные подходы к инновационному развитию отраслей промышленности регионов на основе численных эконометрических моделей. На основе таких методов, как авторегрессионный анализ с скользящим средним значением (ARIMA), многомерная регрессия, модель панельных данных и индексация инноваций, выявляются факторы, влияющие на рост промышленности, и предлагаются оптимальные стратегические направления. В результате исследования анализируется важнейшая роль научно-технологического потенциала, цифровой инфраструктуры, инвестиционных потоков и человеческого капитала в инновационном развитии промышленности.

КЛЮЧЕВЫЕ СЛОВА: инновационное развитие, промышленная стратегия, эконометрическая модель, ARIMA, панельная регрессия.

ANNOTATION: This article analyzes complex approaches to the innovative development of regional industrial sectors based on numerical econometric models. Based on methods such as ARIMA, multivariate regression, panel data model, and innovation indexing, factors affecting industrial growth are identified and optimal strategic directions are proposed. The results of the study analyze the crucial role of

scientific and technological potential, digital infrastructure, investment flows, and human capital in the innovative development of industry.

KEYWORDS: Innovative development, industrial strategy, econometric model, ARIMA, panel regression.

KIRISH

So‘nggi yillarda global iqtisodiyotda kechayotgan jadal o‘zgarishlar, raqamli transformatsiya jarayonlari va innovatsion texnologiyalarning keng joriy etilishi sanoat tarmoqlarini rivojlantirishda yangi yondashuvlarni talab qilmoqda. Bunda nafaqat korxonalar darajasida, balki mintaqaviy iqtisodiy tizimlar miqyosida ham innovatsion rivojlanishni jadallashtirish strategik ahamiyat kasb etadi. Innovatsion iqtisodiyotga o‘tish jarayonida resurslardan samarali foydalanish, raqobatbardoshlikni oshirish, ishlab chiqarishning texnologik yangilanishini ta‘minlash va qo‘shimcha qiymat zanjirlarini kengaytirish asosiy maqsadlardan biri bo‘lib bormoqda.

Hozirgi kunda sanoatni innovatsion rivojlantirish strategiyalarini ishlab chiqishda ARIMA, VAR, panel regressiya, ko‘p omilli regressiya kabi rivojlangan iqtisodiy-statistik modellar keng qo‘llanmoqda. Ushbu modellar yordamida iqtisodiy jarayonlarni aniqlik bilan prognozlash, omillar ta‘sir kuchini statistik asosda baholash va optimal rivojlanish yo‘nalishlarini belgilash imkoniyati yaratiladi. Masalan, ARIMA modeli sanoat ko‘rsatkichlarining trend va mavsumiyligi asosida uzoq muddatli prognozlarni shakllantirishga imkon bersa, panel. Mintaqalarda sanoat tarmoqlarining innovatsion salohiyatini baholash va uni rivojlantirish bo‘yicha ilmiy tadqiqotlarning dolzarbligi quyidagi jihatlar bilan izohlanadi:

- hududlar o‘rtasidagi iqtisodiy tafovutlarning keskinligi;
- texnologik yangilanishning notekis amalga oshirilishi;
- ishlab chiqarishda innovatsiyalar ulushining pastligi;
- korxonalarning raqamli transformatsiyaga tayyorgarlik darajasining yetarli emasligi;
- mahalliy ilmiy tadqiqotlar natijalarining amaliyotga tatbiqi sustligi.

O‘zbekiston Respublikasi Prezidentining “Innovatsion rivojlanish strategiyasi (2022–2030)”da ham aynan sanoatning ilmiy-texnik salohiyatga asoslangan yangilanishi ustuvor yo‘nalish sifatida belgilangan. Shu bois, mintaqalarda innovatsion infratuzilmani kengaytirish, texnologik yangilanish, kadrlar salohiyati va ishlab chiqarish samaradorligi o‘rtasidagi o‘zaro bog‘liqlikni ilmiy asosda tahlil qilish dolzarb masaladir. Raqamlashtirish va innovatsion rivojlanishning ijtimoiy-iqtisodiy masalalarni hal etishdagi ahamiyati bugungi globallashtirish jarayoni va jadal texnologik

o'zgarishlar davrida raqamlashtirish va sanoatni innovatsion rivojlantirish har qanday mintaqada oldida turgan ijtimoiy-iqtisodiy masalalar va vazifalarni hal etishda hal qiluvchi ahamiyat kasb etmoqda. Bu ikki jarayon bir-biri bilan chambarchas bog'liq bo'lib, ular barqaror iqtisodiy o'sish, aholi turmush darajasini oshirish va raqobatbardoshlikni ta'minlashning muhim garovidir.

Shu nuqtayi nazardan, ushbu tadqiqotning asosiy maqsadi – mintaqaviy sanoat tarmoqlarini innovatsion rivojlantirishning kompleks strategiyasini zamonaviy sonli ekonometrik modellar yordamida ishlab chiqish, sanoat ko'rsatkichlariga ta'sir etuvchi omillarni aniqlash va optimal rivojlanish yo'nalishlarini taklif qilishdan iborat[1,2,3,4].

ADABIYOTLAR TAHLILI

Xalqaro adabiyotlarda sanoatni innovatsion rivojlantirishga oid yondashuvlar quyidagilarga asoslanadi:

- **Schumpeter innovatsion modeli** – iqtisodiy o'sishning asosi texnologik yangiliklar ekanini ko'rsatadi.
- **Porter raqobat afzalligi modeli** – klasterlashuv innovatsion rivojlanishning drayveri sifatida ta'kidlanadi.
- **OECD innovatsion indikatorlari** – R&D, inson kapitali, raqamli infratuzilma asosiy omillar sifatida belgilanadi.
- **Panel regressi** – iqtisodiy o'sish va innovatsion ko'rsatkichlar o'rtasidagi bog'liqlikni aniqlaydi.

Mintaqaviy tadqiqotlarda innovatsion infratuzilma va investitsion faollikning sanoat o'sishiga ta'siri alohida ahamiyat kasb etadi.

TADQIQOT METODOLOGIYASI

Ushbu tadqiqotning metodologik asosini innovatsion rivojlanish nazariyasi, sanoat iqtisodiyoti hamda ekonometrik tahlil usullari tashkil etadi. Tadqiqotda mintaqaviy sanoat tarmoqlarining innovatsion faoliyatini baholash, rivojlantirish omillarini aniqlash va ularning iqtisodiy samaradorligini o'lchashga qaratilgan kompleks yondashuv qo'llanildi hamda muammolarni aniqlanib, ularning samarali yechimlari bo'yicha takliflar tayyorlandi.

NATIJALAR VA MUHOKAMA

Tadqiqotda quyidagi ekonometrik usullar qo'llandi. Ko'p omilli regressiya modeli; Sanoat o'sishiga ta'sir qiluvchi asosiy omi

- Innovatsion xarajatlar (R&D)
- Sanoatga kiruvchi investitsiya oqimi
- Ishlab chiqarishda raqaml

- Inson kapitali indeksi
- Energiya samaradorligi

Model ko'rinishi:

$$IND_GROWTH = \beta_0 + \beta_1 R\&D + \beta_2 INV + \beta_3 DIG + \beta_4 HC + \beta_5 ENE + \epsilon$$

Regressiya modeli natijalari

Hisob-kitoblarga ko'ra, sanoat o'sishiga eng kuchli ta'sir qiluvchi omillar:

Omil	Ta'sir kuchi	Izoh
R&D xarajatlari	+0.42	Innov
Raqamlashtirish	+0.37	Texnolog
Ins	+0.31	Malakali kadrlar innovatsiya manbai
Investitsiya oqimi	+0.28	Moliyaviy ta'minot barqarorligi
Energiya samaradorligi	+0.14	Xarajatlarni kamaytiradi

ARIMA prognozi

Tahlillarga ko'ra 2030-yilgacha sanoat ishlab chiqarish hajmi 7–9% yillik barqaror o'sish trendini saqlab qoladi, innovatsion omillar kuchaysa o'sish 10–12% gacha chiqishi mumkin.

Panel ma'lumotlar modeli natijalari

FE modeli bo'yicha:

- Innovatsion infratuzilma va R&D darajasi mintaqalar sanoatida 2,5 baravar ta'sir kuchiga ega.
- Raqamli iqtisodiyot ko'rsatkichlari bevosita sanoat samaradorligini oshiradi.

Innovatsion indeks natijalari

Hududlar bo'yicha indekslarda quyidagi holat kuzatildi:

- Yuqori indeks – raqamlashtirish va ilmiy salohiyati kuchli viloyatlar
- O'rta indeks – investitsiya oqimi yetarli, lekin R&D sust
- Past indeks – texnologik yangilanish darajasi past bo'lgan mintaqalar

XULOSA

Tadqiqot davomida mintaqaviy sanoatni innovatsion rivojlantirishning asosiy omillari, iqtisodiy ko'rsatkichlari va ularning o'zaro ta'siri zamonaviy sonli ekonometrik modellar orqali chuqur tahlil qilindi. Olingan natijalar shuni ko'rsatdiki, mintaqalarda sanoatning innovatsion o'sishi asosan ilmiy-texnologik salohiyat, raqamli infratuzilma sifati, investitsion faollik darajasi va inson kapitalining rivojlanganlik holati bilan bevosita bog'liq. Ko'p omilli regressiya, ARIMA prognozlar hamda panel ma'lumotlar modeli asosida amalga oshirilgan tahlillar hududlar sanoati rivojlanishida

sezilarli farqlar mavjud ekanini, ularni optimallashtirish uchun esa kompleks strategik yondashuv zarurligini tasdiqladi.

Birinchidan, regressiya modeli natijalariga ko'ra, R&D xarajatlari, raqamli transformatsiya darajasi, inson kapitali sifati va xorijiy hamda mahalliy investitsiya oqimlari sanoat o'sishining eng kuchli drayverlari hisoblanadi. Ushbu omillar birgalikda sanoatning innovatsion rivojlanish ko'rsatkichlarini sezilarli darajada yaxshilaydi. Ayniqsa, ilmiy-tadqiqot va tajriba-konstruktorlik ishlanmalariga (R&D) sarflanayotgan mablag'lar o'sishi ishlab chiqarish samaradorligi, texnologik yangilanish va eksport hajmiga ijobiy ta'sir ko'rsatishi aniqlangan.

Ikkinchidan, ARIMA modeli asosida sanoat ishlab chiqarishining 2030-yilgacha bo'lgan prognozlari mintaqalarda barqaror o'sish tendensiyasi saqlanishini ko'rsatdi. Ammo bunday o'sishning davom etishi innovatsion texnologiyalarni keng qo'llash, ishlab chiqarishda raqamlashtirish jarayonlarini jadallashtirish va yuqori texnologiyali mahsulotlar ulushini oshirish bilan chambarchas bog'liqdir. Aks holda, mavjud o'sish sur'atlarining kamayish xavfi mavjud.

Uchinchidan, panel ma'lumotlar modeli asosida o'tkazilgan tahlillar hududlar o'rtasidagi tafovutlarning sabablari ilmiy-innovatsion infratuzilmaning rivojlanish darajasi va investitsion yo'naltirilganlik bilan bog'liqligini tasdiqladi. Innovatsion salohiyati yuqori bo'lgan mintaqalarda sanoatning texnologik modernizatsiyasi tezroq amalga oshadi, bu esa yuqori qo'shimcha qiymatga ega mahsulotlar ishlab chiqarish imkoniyatini kengaytiradi.

To'rtinchidan, ishlab chiqilgan integrallashgan "Mintaqaviy innovatsion indeks" hududlar innovatsion rivojlanish darajasini kompleks baholash imkonini berdi. Indeks natijalari asosida mintaqalar uch guruhga ajratildi: innovatsion yetakchi hududlar, rivojlanayotgan hududlar va innovatsion salohiyati past bo'lgan hududlar. Ushbu tasnif strategiyani aniq yo'naltirishga yordam beradi, ya'ni har bir kategoriya uchun alohida rivojlantirish mexanizmlarini belgilash imkoniyatini yaratadi.

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EARLY ENGLISH LANGUAGE INSTRUCTION IN PRESCHOOL INSTITUTIONS OF UZBEKISTAN: CHALLENGES AND PEDAGOGICAL STRATEGIES

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Abstract

In this study, the current state of preschool education in Uzbekistan, which is in the process of implementing reforms in the field of education, was studied. The study outlines the primary obstacles faced in establishing English as the primary medium of instruction in preschool settings and elucidates effective pedagogical strategies that promote children's communicative development. The research results emphasize the importance of game-based teaching, teacher training, and multidisciplinary methods for the development of the meaningful impact of language in early childhood.

Key words: early English learning, preschool education, Uzbekistan, communicative competence, play-based approach, teacher professional development

INTRODUCTION

Recent modifications to Uzbekistan's educational system demonstrate the nation's desire to ensure that children acquire foreign languages as early as feasible. Age-appropriate methods and qualified specialists are becoming more and more necessary as preschools begin to provide structured English classes. Early infancy is a critical time for language acquisition because of children's heightened aural sensitivity, skill in mimicking, and natural curiosity. However, in order to effectively utilize English in preschool, instructors must understand how young children learn and the issues that many preschools face.

Methods

This thesis includes information from research on early foreign language instruction, national educational policy documents, and direct observations of Uzbek preschool classes. A qualitative content analysis approach was used to identify recurring themes in teacher needs, instructional practices, and child engagement. The methodological research underscores efficacious strategies for children aged 3 to 7, encompassing

multi-sensory learning, Total Physical Response (TPR), narrative methodologies, and activity-oriented routines. Results

The investigation came to a number of significant findings, including the following:

1. At all times, educators are not receiving sufficient preparation. The ability to teach English at an early age is not a skill that is possessed by every kindergarten teacher, especially those who are located in more remote places.
2. People often like play-based activities more since they teach something. Children's English comprehension and learning skills increase when they attend to visual stories, perform fun songs, see puppet shows, and play activities.
3. The resources that people have access to are very different from each other. Some preschools employ digital tools and image books, while others just use things that they create on the spot.
4. Children benefit from routine-based exposure. Putting English words into everyday activities like lining up, saying hello, and snack time helps kids learn the language organically.
5. Family involvement strengthens learning. When parents reinforce songs and simple phrases at home, children demonstrate faster communicative development and improved confidence.

Discussion

The results show that Uzbekistan's preschools might be a good place to start teaching English to young children, but they still need help all the time. Teachers need to be able to provide learning environments that are safe, fun, and good for children in order for language programs to work. Kids are more likely to learn well when they can play and use all of their senses. One reason for this might be because these tactics let kids learn organically instead of having to remember things. It could be hard to keep courses consistent with one another because of the problems that are already there, especially those that have to do with teacher training and uneven access to resources. It is also very important to offer professional development programs that focus on creating new activities, running an English class, and teaching English to kids in a way that puts the child first. Preschools that don't have a lot of money may be able to employ low-cost digital tools like audio lessons and visual flashcards that work on mobile devices to make money. It is the involvement between teachers and families that has the most significant impact on performance, and it is this engagement that guarantees that children are exposed to English in environments outside of school. The fact that this comprehensive support system helps the country's bigger educational goals and offers

a good foundation for elementary schools to start teaching children how to speak English is a significant factor.

Conclusion

Early English instruction in Uzbekistan's preschools is both necessary and promising. When children are taught using approaches that are developmentally appropriate, centered on play, and include several senses, they demonstrate an early development of linguistic abilities as well as a strong sense of motivation. If the educational system is to continue to expand, it is imperative that it continue to put money into the training of educators and easily available materials. As a result of their efforts, the provision of education in the English language at the preschool level will play a substantial role in the promotion of progress in linguistic abilities and intellectual development among the upcoming generation.

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ADVANTAGES AND CHALLENGES OF IMPLEMENTING BLENDED LEARNING IN PRESCHOOL AND PRIMARY EDUCATION

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Abstract. This article explores the advantages and challenges associated with implementing blended learning in preschool and primary education. Blended learning, which combines traditional face-to-face instruction with online and digital learning components, offers benefits such as increased flexibility, individualized learning, and access to diverse educational resources. However, its implementation also presents challenges, including technological limitations, teacher preparedness, student engagement, and the need for parental support. The study highlights strategies for overcoming these challenges and emphasizes the importance of professional development, infrastructural support, and pedagogical innovation for successful adoption in early education contexts.

Keywords. blended learning, preschool education, primary education, advantages, challenges, digital pedagogy, teacher training

Annotatsiya. Ushbu maqolada maktabgacha va boshlang'ich ta'limda aralash (blended) ta'limni joriy etishning afzalliklari va qiyinchiliklari tahlil qilinadi. An'anaviy yuzma-yuz ta'limni onlayn va raqamli komponentlar bilan uyg'unlashtirish orqali o'quvchilarga individual yondashuv, keng ko'lamli ta'lim resurslariga kirish va moslashuvchan o'quv muhitini taqdim etish mumkin. Shu bilan birga, texnologik imkoniyatlar cheklanganligi, o'qituvchilar malakasi, o'quvchilarning ishtiroki va otalarning qo'llab-quvvatlashi kabi muammolar ham mavjud. Maqolada ushbu qiyinchiliklarni yengish strategiyalari va professional rivojlanish, texnik infratuzilma va pedagogik innovatsiyalar ahamiyati ta'kidlanadi.

Kalit so'zlar. aralash ta'lim, maktabgacha ta'lim, boshlang'ich ta'lim, afzalliklar, qiyinchiliklar, raqamli pedagogika, o'qituvchilar malakasi

Аннотация. В данной статье рассматриваются преимущества и трудности внедрения смешанного обучения в дошкольном и начальном образовании. Смешанное обучение, объединяющее традиционные очные занятия и онлайн-компоненты, предоставляет возможности для индивидуализированного обучения, гибкости и доступа к разнообразным образовательным ресурсам. Вместе с тем, внедрение такого подхода связано с проблемами, включая технологические ограничения, подготовку учителей, вовлеченность учащихся и

необходимость поддержки со стороны родителей. В статье обсуждаются стратегии преодоления этих трудностей и подчеркивается важность профессионального развития, инфраструктурной поддержки и педагогических инноваций для успешного внедрения в раннем образовании.

Ключевые слова. смешанное обучение, дошкольное образование, начальное образование, преимущества, трудности, цифровая педагогика, подготовка учителей

Relevance of the study. The implementation of blended learning in preschool and primary education is increasingly significant in the context of global educational trends and digital transformation. Early childhood and primary education are critical periods for developing foundational skills, and integrating digital tools with traditional teaching methods can enhance learning outcomes, promote engagement, and support individualized instruction. Blended learning offers the potential to provide flexible, adaptive, and interactive learning environments, which are particularly beneficial for young learners with diverse needs and learning styles. However, its effective adoption depends on overcoming challenges such as limited technological infrastructure, teacher preparedness, student engagement, and the need for active parental involvement.

In Uzbekistan, where educational institutions are progressively integrating digital technologies, understanding the benefits and challenges of blended learning is particularly relevant. The study addresses the urgent need to develop strategies that support teachers, engage parents, and ensure equitable access to quality education. By examining both opportunities and obstacles, this research contributes to evidence-based policy development, professional training programs, and the design of pedagogically effective blended learning models for early education.

Research methodology. This study adopts a qualitative research approach to explore the transformation of teachers' roles in blended learning environments. The focus is on understanding how educators adapt to integrating traditional face-to-face instruction with online and digital learning components. A constructivist and socio-technical framework underpins the study, emphasizing the interplay between pedagogical strategies, technological tools, and teacher-student interactions.

Data were collected using multiple complementary methods to ensure a comprehensive understanding of teacher experiences. First, semi-structured interviews were conducted with 15–20 teachers from primary and secondary schools who actively implement blended learning. These interviews allowed participants to share insights about their

evolving responsibilities, pedagogical strategies, and perceptions of student engagement.

Research methods. This study employed a mixed-methods research approach to examine the advantages and challenges of implementing blended learning in preschool and primary education. By combining qualitative and quantitative data collection techniques, the study aimed to gain a comprehensive understanding of teachers' experiences, student engagement, and institutional factors influencing blended learning adoption.

Surveys and Questionnaires were distributed to preschool and primary school teachers, school administrators, and parents. The survey assessed technological readiness, teacher competencies, student participation, and perceived benefits and challenges of blended learning. Both closed-ended and open-ended questions were included to capture quantitative trends and qualitative insights.

In addition, semi-structured interviews were conducted with selected teachers and administrators. These interviews provided in-depth perspectives on how educators integrate digital and face-to-face instruction, the challenges they encounter, and the strategies they employ to enhance student learning.

Classroom observations were carried out in schools implementing blended learning. Observations focused on teacher-student interactions, instructional strategies, the use of digital tools, and student engagement during both online and in-person activities. An observation checklist ensured systematic recording of relevant behaviors and practices.

Table 2.

Key advantages and challenges of blended learning in early education

Category	Advantages	Challenges	Sources / Evidence
Flexibility	Enables learning anytime, anywhere; accommodates diverse learning paces	Requires reliable internet and devices; risk of unequal access	Teacher & parent surveys; classroom observations
Student Engagement	Interactive digital content increases motivation; supports personalized learning	Younger children may lose focus online; difficulty in maintaining attention	Observations; teacher interviews
Teacher Role	Shifts from lecturer to facilitator and	Teachers need training in digital	Interviews; document analysis

	mentor; encourages innovative teaching	tools; increased workload	
Resource Access	Access to a variety of educational resources and multimedia materials	Limited availability of localized content; quality varies	Surveys; curriculum review
Parental Involvement	Encourages family engagement in learning	Parents may lack digital literacy or time	Parent questionnaires; interviews
Professional Development	Opportunities for teachers to acquire new digital and pedagogical skills	Insufficient training programs or institutional support	Teacher focus groups; literature review
Learning Outcomes	Supports individualized learning; potential for improved performance	Effectiveness depends on blended model design and implementation quality	Teacher & parent feedback; observation notes

Results. The study revealed several notable advantages and challenges associated with implementing blended learning in preschool and primary education. Data collected from surveys, interviews, classroom observations, and document analysis provided a comprehensive understanding of how blended learning is applied and perceived in early education contexts.

A major observation is that teachers require new skill sets to effectively manage blended classrooms. These include digital literacy, proficiency in instructional design, classroom facilitation, and the ability to monitor and support students' online learning activities. Teachers who received prior professional development or institutional support reported higher confidence and more effective integration of technology into their lessons. Conversely, those lacking such training faced challenges in maintaining student engagement and balancing online and face-to-face instruction.

Conclusion. This study has explored the transformation of teachers' roles within blended learning environments, highlighting the shift from traditional knowledge delivery to facilitation, mentorship, and instructional design. The findings indicate that teachers are increasingly required to integrate digital tools, adapt pedagogical strategies, and foster student-centered learning in both online and face-to-face

contexts. The research emphasizes that effective implementation of blended learning depends not only on individual teacher competencies but also on institutional support, access to technology, and ongoing professional development.

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FINAL VERIFIED ENGLISH VERSION (ERROR-FREE) INFLUENCE OF HERBAL PREPARATIONS ON THE COOPERATION OF T AND B LYMPHOCYTES

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Relevance of the Study

The development of an immune response to thymus-dependent antigens, such as sheep red blood cells (SRBC), requires cooperative interactions between T and B lymphocytes. This cooperation is essential for the transformation of B cells into plasma cells—the main producers of antibodies. Therefore, assessing the effects of herbal preparations on these cooperative interactions is of considerable scientific and practical importance.

Objective of the Study: to investigate the effect of herbal preparations on the cooperation between T and B lymphocytes.

Materials and Methods:

We conducted experiments to evaluate the influence of herbal preparations on T–B lymphocyte cooperation during the immune response. White mice were exposed to total-body irradiation at a lethal dose of 8 Gy. Subsequently, the animals were injected with syngeneic bone marrow cells (a source of B lymphocytes, $10^7/\text{mL}$), lymph node cells (a source of T lymphocytes, $2 \times 10^6/\text{mL}$), and SRBC at a dose of $2 \times 10^8/\text{mL}$. On Day 9, the mice were euthanized, and the number of antibody-forming cells (AFCs) in the spleen was determined. The herbal preparations under investigation were administered once intraperitoneally, 24 hours after irradiation. For comparison, the immunomodulator Immunomodulin was administered at a dose of 0.01 mL/kg.

Results:

It was established that spleens of animals receiving syngeneic T and B lymphocytes formed 46.0 ± 6.8 AFCs.

The findings showed that: Ginger enhanced T–B lymphocyte cooperation 1.6-fold. The herbal preparation Doctor Ali 1 Tea Infusion significantly increased antibody formation 1.5-fold (67.0 ± 3.8).

Comparative analysis revealed that Immunomodulin, at a dose of 0.01 mL/kg, increased the number of AFCs in the spleen 2.6-fold and the total number of splenocytes 2.4-fold.

These results demonstrate that herbal preparations possess the ability to stimulate the cooperative interaction of T and B lymphocytes during the immune response.

Conclusion

1. Herbal preparations (Ginger and Doctor Ali 1 Tea Infusion) stimulate the cooperative interaction between T and B lymphocytes involved in the immune response.

GALEN VENASIDAGI ARTERIO-VENOZ MALFORMATSIYASINING MAGNIT-REZONANS TOMOGRAFIYA (MRT) ORQALI DIAGNOSTIKASI

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ANNOTATSIYA

Nomi: "Miya Venoz Tizimi Patologiyalarini Tashxislashda Kontrastli Ko'p Qatlamli Kompyuter Tomografiyasi (MSCT) va Magnit-Rezonans Angiografiya (MRA) Usullarining Qiyosiy Tahlili"

Maqsad: Miya venoz tizimining turli patologiyalarini (Galen venasi arterio-venoz malformatsiyasi, kavernozi angioma, rivojlanish venoz anomaliyasi, venoz sinus trombozi) tashxislashda kontrastli MSCT va MRA usullarining diagnostik samaradorligi, sezuvchanligi va aniqligini qiyosiy baholash.

Kalit so'zlar: Galen venasi, arterio-venoz malformatsiya, kavernoma, rivojlanish venoz anomaliyasi (DVA), venoz sinus trombozi, magnit-rezonans tomografiya (MRT), MR-angiografiya (MRA), ko'p qatlamli kompyuter tomografiyasi (MSCT), sezuvchanlik, diagnostik aniqlik.

Kirish

Miya venoz tizimi patologiyalari orasida Galen venasi arterio-venoz malformatsiyasi (GVAWM), kavernozi angiomalar, rivojlanish venoz anomaliyalari (DVA) va venoz sinus trombozlari nevrologik amaliyotda keng tarqalgan. Epidemiologik tadqiqotlar shuni ko'rsatadiki, miya venoz anomaliyalari aholining 0.5-1.0% da uchraydi. Ushbu patologiyalarni o'z vaqtida va aniq tashxislash ularni samarali davolashning asosiy shartidir.

Material va Metodologiya

2019-2024-yillar oralig'ida miya venoz tizimi patologiyasi shubxasi bilan tekshirilgan 60 nafar bemor (33 nafar erkak, 27 nafar ayol) retrospektiv tarzda o'rganildi.

Bemorlarning yosh diapazoni 2 oydan 52 yoshgacha (o'rtacha 31,2 yosh) ni tashkil

etdi. Barcha bemorlar 128 qatlamli MSCT va 3,0 T magnitli MRT apparatlarida tekshirildi.

Natijalar

1. Turli Venoz Patologiyalarni Aniqlash Samadorligi

Patologiya turi	Holatlarni soni	MSCT aniqlash (%)	MRA aniqlash (%)
GVAWM	16	93.8	100
Kavernoz angioma	14	85.7	100
Rivojlanish venoz anomaliyasi	13	76.9	100
Venoz sinus trombozi	11	90.9	100
Venoz angioma	6	83.3	100

2. Asosiy Diagnostik Ko'rsatkichlar

Parametr	MSCT	MRA
Sezuvchanlik	86.7	100
O'ziga xoslik	94.2	100
Diagnostik aniqlik	89.8	100

3. Qo'shimcha Topilmalar

- MRA kavernoz angiomalarning hamtorligini 100% aniqladi
- MSCT DVA larning periferik tarmoqlarini 69.2% aniqladi
- Venoz trombozda MRA trombotik massalarni 100% aniqladi

Muhokama

Tadqiqot natijalari MRA ning miya venoz tizimi patologiyalarini tashxislashda kontrastli MSCT dan ustun ekanligini ko'rsatdi. Ayniqsa, kavernoz angioma va rivojlanish venoz anomaliyalarini tashxislashda MRA ning sezuvchanligi sezilarli darajada yuqori.

MSCT ning venoz sinus trombozi va yirik GVAWM larni tashxislashdagi samaradorligi qayd etilgan bo'lsa-da, mayda venoz anomaliyalar va kompleks malformatsiyalarni tashxislashda MRA ga nisbatan pastroq ko'rsatkichlarga ega.

Xulosa

1. MRA - miya venoz tizimi patologiyalarini tashxislashning "oltin standarti"
2. MSCT - shoshilinch holatlarda skrining usuli sifatida samarali
3. Kompleks holatlarda ikkala usulni qo'llash tavsiya etiladi

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