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O'TKIR HOSHIMOVNING «IKKI ESHIK ORASI» ROMANIDA PERSONAJ RUHIY HOLATINI IFODALOVCHI VOSITALAR TAHLILI

M.Sharipova
FarDU o'qituvchisi

Annotatsiya. Mazkur maqolada ruhiy holat ifodalovchi lisoniy hamda nolisoniy vositalar O'tkir Hoshimovning «Ikki eshik orasi» romani misolida tahlil qilingan.

Kalit so'zlar: paradigma, psixolingvistika, aloqa-aralashuv, lisoniy vositalar, nolisoniy vositalar.

Annotation. In this article, the linguistic and nonlinear means of expressing mental state are analyzed using the example of the novel “between two doors” by acute Hoshimov.

Keywords: paradigm, psycholinguistics, communication-intervention, linguistic means, nonlinear means.

Sh.Safarov tilshunoslikdagi paradigmalar almashinuvida inson omili muhim ahamiyat kasb etganligini alohida ta'kidlaydi: “Sistem-struktur paradigma o'zidan oldin yuzaga kelgan qiyosiy-tarixiy paradigmaning «atomistik», ya'ni til hodisalarini alohida-alohida, bir-biridan ajratgan holda tahlil qilinishi natijasida yuzaga kelgan nuqsonlarini bartaraf qilish yo'lini tutdi. Sistem-struktur yo'nalishning asosiy samarasi tilning tizimli hodisa ekanligini isbotlashdan iboratdir. Ammo bu ikki paradigmaning umumiy kamchiligi borligi ham ma'lum bo'ldi: bu yo'nalishlarda til o'z egasi – insondan ajralib qoldi. Ushbu nuqsonni yo'qotish yo'lidagi urinishlar pragmatik va kognitiv tilshunoslik paradigmalarining yaratilishiga sabab bo'ldi”¹. Psixolingvistika ham ana shunday antropotsentrik tilshunoslik yo'nalishlaridan biri hisoblanadi.

“Til haqida gap ketganda ko'pincha uni daryoga qiyoslashadi. Undan hamma bahramand bo'ladi, foydalanadi. Mana shu foydalanish jarayonida har bir shaxs alohidalikni, individuallikni namoyon etadiki, bugungi kunda psixologlarni, tilshunoslarni qiziqtirgan jihat ham aynan mana shu narsa « nutqiy faoliyatdir. Bir qarashda yaxlit, zerikarli, rangsiz ko'ringan daryo, ya'ni til, endi butun go'zalligi, rang-barangligi, ohangdorligi, jozibasini har bir tomchida, ya'ni har bir shaxsning nutqida namoyon etadi. Xuddi shu yerdan psixolog va lingvistlarning o'rganish obyekti umumiydashadi, ya'ni psixolingvistika boshlanadi. Inson juda murakkab mavjudot. Uning ruhiyatida, his-tuyg'ularida bo'layotgan o'zgarishlar bevosita nutqida ham aks etadi. Quvonch, shodlik, g'am, qayg'u, achinish, armon, og'riq,

¹ Сафаров Ш. Прагмалингвистика. Монография. Тошкент, 2008. – Б.38

iztirob, alam, o'kinch, g'azab, nafrat, ochlik, to'qlik... v.h. Ruhshunoslikda inson emotsiyasi affekt (juda kuchli, lekin qisqa muddatli emotsional reaksiyalar), hissiyot (uzoq va turg'un emotsional munosabat), kayfiyat va stress (kuchli ruhiy zarba) kabi turlarga bo'linadi. Ushbu holatlar badiiy matnlarda tilning turli sath birliklari vositasida aks etadi"².

Xullas, uch kun avval "Moskvich"ida kelib qoldi. Yigitlar uchinchi qavatda domino o'ynab o'tirishar, shaqur-shuqur tovushlar pastdan bemalol eshilib turardi.

Shavkat Qudratovichning rangi o'chib ketdi.

"Bu qanaqa chempionat?" dedi yuqoriga imo qilib.

Indamay turaverdim. Ko'rib qo'ysin! Odamlar bekor o'tiribdi. Kerakli panel yo'q. Prorabga tushuntirdim, uchastka boshlig'iga iltimos qildim, o'zining qabuliga kirdim. Yelkamga qoqib chiqarib yubordi.

– *Kim u?– Shavkat Qudratovich ko'zoynagini yaltiratib chaqchaydi. "Familiyasi nima?*

Aytdim nima-yu, aytmadim nima? Qurilish ashyolari bo'lmagandan keyin...

Indamay turishimdan hammasini tushundi.

– *Ishbuzuqlikka o'zlari bosh-qosh bo'ptilar shekilli, o'rtoq Shomurodov?" dedi labi burilib. "Brigadirlik yuki og'irlik qilib qoldimi?*

Yana indamadim.

Oxiri uning toqati toq bo'ldi.

«Til-zabon bormi o'zi? « dedi tutaqib. «Kvartal tugayapti. Birinchi iyuldan pardozhchilar ishga tushishi kerak. To'rtinchi qavatni kim montaj qiladi? Tomni kim yopadi?

«Pardozhchilar hali-veri ishga tushmaydi, « dedim xotirjamlik bilan.

Shavkat Qudratovichning rangi gezarib ketdi.

– *O'h-ho'! Ja osmondasiz-ku yigit! Gap bunday: uch kunda to'rtinchi qavatni montaj qilib, tomni yopasiz («Ikki eshik orasi", 3-bet)*

“Shaxsning muomala jarayonida ma'lum axborotni uzatishda emotsional holat inson aloqa-aralashuvining ajralmas qismi ekanligi fiziologlar, psixologlar va tilshunolar tomonidan qayd etib o'tiladi. Fiziologlar inson va hayvonlarda tashqi olamga, munosabat ichki hissiyot ta'sirisiz bo'lishi mumkin emasligini aytsalar, tilshunolar so'zlovchi va tinglovchining ma'lum axborot uzatish va qabul qilish jarayonida yoki uning ifodasida emotsional holatni lisoniy ifodalashga e'tibor beradilar. Aloqa-aralashuvda ma'lum axborotni uzatishda emotsional-psixologik holatlar ham

² Алпанова Ш. Нуткий фаолият жараёнидаги рухий ҳолатларнинг ўзбек тилининг турли сатҳ birlikлари воситасида акс этиши: Филол. фан. бўйича фалсафа док. дисс. автореф. – Фаргона, 2018. –Б.102-103

qo'shimcha faktor sifatida ahamiyatli sanaladi. Emotsional holat aloqa-aralashuvda fikrni to'ldirishi yoki verbal vosita o'rnida qo'llanishi mumkin"³.

O'tkir Hoshimovning «Ikki eshik orasi» romanidan keltirilgan yuqoridagi parchada yozuvchi personaj ruhiy holatini ifodalashda bir qator vositalardan foydalangan. Jumladan, *rangi o'chib ketdi, ko'zoynagini yaltiratib chaqchaydi, labi burilib, tutaqib, rangi gezarib ketdi, toqati toq bo'ldi* kabi ifodalar asardagi personaj «Shavkat Qudratovichning qurilishda ish to'xtab, ishchilar domino o'ynab o'tirishganini ko'rgan vaziyatdagi hamda bu holatga brigadirning munosabatini eshitgan paytdagi ruhiy holatini ifodalashga xizmat qilgan.

“*Ishbuzuqlikka o'zlari bosh-qosh bo'ptilar shekilli, o'rtoq Shomurodov?*” gapi esa kinoyaga asoslangan bo'lib, II shaxs birlikdagi *o'zingiz olmoshi* o'rnida III shaxs «*o'zlari* shaklining qo'llanilishi, II shaxs birlikdagi *bo'pibsiz* fe'lining o'rnida III shaxs ko'plik shakli *bo'ptilarning* qo'llanilishi ham *insonning ma'lum vaziyatga xos ruhiy holatini ifodalovchi lisoniy vositalardir.*

Yoki quyidagi misolda so'roq gaplarning ketma-ket ishlatilishi ham ruhiy holat ifodalashga, ya'ni personajning achchiqlanganini ko'rsatishga xizmat qilgan:

– *Til-zabon bormi o'zi? « dedi tutaqib. «Kvartal tugayapti. Birinchi iyuldan pardozechilar ishga tushishi kerak. To'rtinchi qavatni kim montaj qiladi? Tomni kim yopadi?*

Quyidagi gapda esa personaj o'z nutqida kesatitqdan foydalanish orqali o'zining holatini, ya'ni jahli chiqqanini ifodalagan:

– *O'h-ho'! Ja osmondasiz-ku, yigit! Gap bunday: uch kunda to'rtinchi qavatni montaj qilib, tomni yopasiz* («Ikki eshik orasi», 3-bet)

Xulosa qilib aytganda, badiiy asarda lisoniy vositalar ham, nolisoniy vositalar ham personajning ma'lum vaziyatdagi shodligi, xursandligi, xafaligi, achchiqlanishi, g'azabi kabi ruhiy holatini ko'rsatishga xizmat qiladi.

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**O‘ZBEK TANISHUV E‘LON MATINLARIDA QO‘LLANUVCHI
NUTQIY BIRLIKLARNI O‘ZBEK ELEKTRON KORPUSIDA
BERILISHI**

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Аннотация. Данная статья о текстах брачных объявлений исследуемых с точки зрения лингвокультурологии и социолингвистики. Исследователь подчеркивает необходимость включения лексических единиц, используемых в узбекских брачных объявлениях, в узбекский электронный корпус. Пословицы, поговорки, фразеологизмы, устойчивые словосочетания выполняют кумулятивную функцию, которая передаётся из поколения в поколение. Данный пласт лексики непосредственно характеризует узбекскую культуру и менталитет. В статье автор через лексические единицы, используемые в узбекских брачных объявлениях, смог показать своеобразие, языковое богатство, красоту узбекского языка.

Ключевые слова: узбекские брачные объявления, электронный корпус, лексические единицы, менталитет, социолингвистика, лингвокультурология, мини — тексты.

Abstract. This article is about the texts of marriage announcements studied from the point of view of linguoculturology and sociolinguistics. The researcher emphasizes the need to include lexical units used in Uzbek marriage announcements in the Uzbek electronic corpus. Proverbs, sayings, phraseological phrases, and stable word combinations perform cumulative function, which is passed on from generation to generation. This stratum of lexicon directly characterizes Uzbek culture and mentality. In the article the author through the lexical units used in Uzbek marriage announcements was able to show the originality, linguistic richness, beauty of the Uzbek language.

Keywords: Uzbek marriage announcements, electronic corpus, lexical units, mentality, sociolinguistics, linguoculturology, mini - texts.

So‘ngi yillarda tanishuv e‘lonlarga bo‘lgan qiziqish dunyoda, jumladan O‘zbekistonda ham oshib bormoqda. Bugungi kunda tanishuv e‘lonlar jamiyatning ajralmas qismi bo‘lib qolgan. Bunday turdagi matnlarni nafagat davriy nashrlarda, balki ijtmoly tarmoqlarda ham ko‘rish mumkin.

Hozirda Yevropa va MDH davlatlarida tanishuv e‘lonlar yolg‘izlikning oldini olish, erkak va ayollar o‘rtasidagi vaqtincha mulogot vositasi maqsadida beriladi.

Bizning o‘zbek tilidagi tanishuv e‘lonlarning funksiyasi esa, qaysidir ma’noda oila institutini mustahkamlashga xizmat qiladi.

Ushbu turdagi matnlar lingvokulturologiyada o‘rganiladi. Tanishuv e‘lon matnlari bir standartga mos bo‘lishi bilan birga, ular bir birlaridan ma’lum bir jihatlari bilan farglanadi. Bunda tanishuv e‘loni berayotgan millat vakilining mintalitetiga xos jihatlari kuzatiladi. Masalan, rus tanishuv e‘lonlarida “не пью”, “не курю” (ichmayman, chekmayman) nutqiy birliklarini uchratishimiz mumkin. E‘lon beruvchi talabgor bunday illatdan xoli ekanligini ta’kidlaydi.

O‘zbek tanishuv e‘lonlarida esa talabgorlar o‘zi haqidagi yoki orzusidagi turmush o‘rtog‘ini “uyim - joyim”, “bolam - chaqam deydigan” bo‘lishini xohlaydi. Yoki bo‘lmasa, “... bilan baxtli oila qurish niyatidaman”, “... yo‘ldosh bo‘lsa, hurmat - izzatini doim joyiga qo‘yib yurardim”, “tinch - totuv yashashni xohlayman”, “... bilan oila qurib, bola - chaqali bo‘lish, ularning rohatini ko‘rish umididaman” kabi misollar o‘zbek xalqi uchun “oila – muqaddas” ekanligi va “o‘zbeklarning bolajon” lidan dalolat beradi.

Undan tashqari bunday mini - matnlar sotsiolingvistikani ham organish ob‘ekti hisoblaniladi. Tanishuv e‘loni matnning birinchi qismida talabgor - shaxs o‘zining xarakteri, o‘ziga xos xususiyatlari, ya’ni yoshi, jinsi, ma’lumoti, kasbi, dunyoqarashi, tashqi ko‘rinishi, qiziqishlari haqida ma’lumot beradi. Masalan, “o‘rta bo‘yli”, “pazanda”, “istarasi issiq”, “to‘ladan kelgan”, “oliy malumotli”, “xamshira”, “ko‘hlikkina”, “yoshiga nisbatan yosh ko‘rinadigan”, “yoshimga qaraganda ancha baquvvatman” va hokazo. Bu ma’lumot ma’lum bir ma’nodainsonning tashrif qog‘ozidek. Ushbu matnlarni o‘qish davomida talabgor- shaxsning obrazi gavdalanadi.

Mini - matnning ikkinchi qismida talabgor, orzudagi turmush o‘rtog‘ining portretini chizadi. Uning oldiga ma’lum bir talablarni qo‘yadi. Bevosita bularning barchasi matnda lingvistik vositalar orqali amalga oshiriladi. Talabgorning ichki dunyosi haqida gap ketganda, matnda sifat so‘z turkumiga xos so‘zlar ishlatiladi. Kichik hajmdagi matnlarni shakllantirishda turli xil nutqiy birliklar qo‘llaniladi. Ichki dunyo tavsifida, mintaletet bilan bog‘liq ma’naviy va tarbiyaviy an‘analarga tayaniladi. Masalan, ayollarni tasvirlaganda quyidagi nutqiy birliklardan foydalaniladi: “muslima ayol”, “og‘ir - bosiq”, “saranjon - sarishta”, “qoli shirin”, “oyoq - qo‘li chaqqon”, “sabr - qanoatli”, “tagli - tugli”, erkaklarga qo‘yilgan talablarda esa “toparmon - tutarmon”, “kasb - korli”, “diyosatli”, “uy - joyli”, “yomon illatlardan xoli bo‘lishini”, “nasl-nasabli” va “poytaxtda yashashini xohlaydilar”.

Tanishuv e‘loni matnlaridagi nutqiy birliklar o‘zbek elektron korpusida berilishi kerak, chunki ular ma’lum bir lisoniy vositalar bilan cheklangan, aniq kompozitsiya va tizimga, o‘zining vazifasiga ega kichik matnlar bo‘lib, ularda o‘zbek tilini o‘ziga xos xususiyatlari namoyon bo‘ladi.

Xulosa qilib aytganda, bizning o‘zbek tilimizdagi maqol, malal, aforizm, frazeologizm, turg‘un birikmalarimiz singari tanishuv e‘lon matnlaridagi nutqiy birliklar ham o‘zbek elektron korpusida ma‘lum bir o‘rin egallashi kerak. Shunday ekan, tanishuv e‘loni matnlardagi nutqiy birliklarni o‘zbek elektron korpusida berilishi maqsadga muvofiqdir.

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Enhancing Creative Distant Learning in higher Education Institutions in a digital society

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Annotation Distance learning courses in this form introduce students to the essence of innovations in the field of law, introduce the latest achievements in the field, improve professional skills, develop skills to overcome systemic shortcomings, and constantly improve the level of training during their careers, timely theoretical and practical can serve to ensure the effectiveness of increasing professional competence through the application of knowledge, skills and competencies in practice.

Keywords: distance learning, a new stage of development, organization of courses, educational process, training, specialists, universities

"New Uzbekistan" on a global scale testifies to the recognition that in recent years we have entered a completely new stage of development - a stage of huge transformations and achievements.

In the modern information age and the pandemic, it is important to create a system of distance learning in higher education institutions.

Many countries use modern ICT-based distance learning (MT) to train quality personnel in the education system. The experience of the education system shows that opportunities are expanding to radically improve the quality of personnel through the use of the Internet and ICT in the learning process as a means of acquiring, storing, transferring new knowledge and practical decision-making.

The pace of development of the territory, the structure of the economy determine which highly qualified specialists are needed in the region, as well as the content of the requirements for graduates of educational institutions. In turn, the socio-economic situation in the region has a significant impact on the level and dynamics of youth migration. Prosperous regions attract a large flow of young people from other regions, which creates competition for local specialists. The presence of

workers with different skill levels in the labor market increases the expectations and requirements of employers, which also changes the perception of the quality of the activities of local universities.

The prospects for the development of partnerships between higher education and regional authorities are associated with the strengthening of social and political support for universities, the implementation of joint projects, and increase in the volume of services provided by higher education institutions

What is Distance Learning?

Distance education is a process of remote and interactive communication between students and teachers with the introduction of the goal, content, methods, means of study and Internet technologies of the educational process.

Distance education is a configuration learning, based on a comprehensive distance learning of all disciplines in the system of training specialists of a particular profile, and not on symbolically established criteria for the place and time of the learning process within the framework of the complex. In order to fully and correctly understand the essence of this definition, it is necessary to translate it with the definition of distance learning mentioned above.

Distance learning is considered a more necessary and increasingly well-known form of modern education. Distance learning is a new modern form of education that develops students' ability to think independently, assess the situation, manage their rights and bear obligations, take meaningful actions, and draw conclusions. Teaches self-knowledge, research, study of thinking.

The advantage of distance learning is that each student can study at a convenient time, place, environment. In this regard, it is this system that is gaining popularity in the world today during the concept of the Third Renaissance and New Uzbekistan. On the positive side of distance education, today many universities and large enterprises around the world use this method to improve the skills of specialists, saving millions of dollars a year.

There are also organizational and financial and economic advantages of distance learning, such as the fact that classrooms, boards, desks and other learning technologies are not required for learning. Financial costs are mainly spent on the development of educational materials and Internet traffic. Naturally, costs are reduced. The clearer and more detailed the learning materials are, the more useful they will be for the student.

How important is distance education in student learning?

This is an online training between a teacher and students of higher educational institutions. Such lectures, seminars, practical classes will require, first of all,

communication, materials for distance education, electronic and regular textbooks, educational and methodological complexes, audio and video textbooks, online lessons (website), electronic libraries, tests, multimedia electronic textbooks and, of course, a computer connected to the Internet.

With such training, the student does not have to go to the university every day. At the same time, students living in other cities, students with disabilities can study through this system.

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PEDAGOG- PSIXOLOGLARNING NUTQ MADANIYATINI RIVOJLANTIRISH

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Annotatsiya: ushbu maqolada nutq madaniyatini shakllantirish, pedagog va psixologlarning nutqiy madaniyatini rivojlantirish bo'yicha zamonaviy usullar ko'rib chiqilgan. Til me'yorlari - bu ijtimoiy -nutqiy amaliyot (badiiy adabiyot, o'qimishli kishilar nutqi, sahna nutqi, radio va h.k.)da umum tomonidan qabul qilingan talaffuz, grammatika va so'z qo'llash qoidalaridir. Ammo yuksak nutq madaniyati faqatgina til me'yorlariga amal qilishdangina iborat emas.

Kalit so'zlar: nutq madaniyati, me'yor, ta'sirchanlik, mantiqiylik, metodika.

Abstract: this article examines modern methods of formation of speech culture, development of speech culture of pedagogues and psychologists. Language norms are generally accepted rules of pronunciation, grammar and vocabulary in social and speech practice (fiction, speech of educated people, stage speech, radio, etc.). But high speech culture is not only about following language norms.

Key words: speech culture, standard, effectiveness, rationality, methodology.

Аннотация: в данной статье рассматриваются современные методы формирования культуры речи, развития речевой культуры педагогов и психологов. Языковые нормы — это общепринятые правила произношения, грамматики и лексики в общественной и речевой практике (художественная литература, речь образованных людей, сценическая речь, радио и т. д.). Но высокая речевая культура – это не только соблюдение языковых норм.

Ключевые слова: культура речи, стандарт, эффективность, рациональность, методика.

Ma'lumki, har qanday jamiyaning kelajagi yosh avlodning qanday ta'lim olishiga va qay tarzda tarbiyalanishiga bog'liq. Ana shunday avlodgina mamlakat oldida turgan umumdavlat ahamiyatiga molik vazifalarni bajarishga qodir bo'lib, o'z xalqining tarixiy taqdirini belgilab bera oladi. Shunga ko'ra yosh avlodni milliy mustaqillik ruhida tarbiyalash davlatimiz oldida turgan muhim vazifalardan biri hisoblanadi. Bu vazifalarni esa asosan xalq ta'limi tizimidagi muassasalar va bu muassasalarda faoliyat ko'rsatayotgan o'qituvchilar bajara oladi.

Shunday ekan, o`qituvchi, umuman pedagog-psixologlar qanday pedagogik - psixologik tayyorgarlikka, pedagogik bilimlarga, pedagogik mahorat, pedagogik qobiliyat va fazilatlariga, qanday nutq ega bo`lishi kerak? degan savol tug`iladi. Bu savolga njutqiy madaniyat metodikasini rivojlantirish orqali yechim topishimiz mumkin.

O`quvchilar bilan muomala qilish pedagogning o`z ta`lim beruvchilari bilan muloqat olib borish mahoratini taqozo etadi. Buning uchun esa u gapirishni bilishi zarur. Gapirishni, nutqiy madaniyatini shakllantira bilishi kerak. Xar bir ta`lim olayotgan yosh pedagog-psixologlar jamoa bilan, o`quvchi guruhlarining ayrim o`quvchilari bilan gaplasha olishi kerak. U darsni samarali olib borish uchun gapirishni bilishi, suhbat, ma`ruza, hikoya qilish kabi usullardan foydalanishi, umuman butun ta`lim – tarbiya jarayonida o`quvchilar bilan hamkorlikni yo`lga qo`ya olishi kerak. O`quvchilar bilan gaplasha olish (har qanday shaklda) muayyan qoidalarni bilishni va bu qoidalarni amalga oshirishning nazarda tutadi.

O`quvchilarning pedagoglarga nisbatan eng ko`p tarqalgan shikoyatlaridan biri: “Ular bizning gapimizga e`tibor bermaydilar!” degan gapidir. Tabiiyki, o`z suhbatdoshing gapiga quloq solmasang, u bilan muloqot qilish mumkin emas, samarali muomala qilib bo`lmaydi. Shu sababli pedagog bu bilimni egallay olishi nihoyatda zarurdir. Birovning gapini eshita olish qobiliyati va mahorati inson tabiatining boshqa ko`pgina qimmatli sifatlariga qaraganda ancha kamroq uchraydi. Shu sababli birovning gapini tinglay oladigan, binobarin, odatda tushuna oladigan kishilar ancha qadrlanadi. Bu ham o`z navbatida pedagogning nutq madaniyatini qay darajada rivojlanganligida namoyon bo`ladi.

Nutq madaniyati jamiyat hayotining, jamiyat madaniyatining o`ta muhim ajralmas tarkibiy qismi, muayyan voqeligi, ko`rinishi sifatida alohida ahamiyatga egadir. U fikr almashish, muomala so`zlash kabi kundalik, doimiy, zaruriy jarayonlarni o`z ichiga oladi, ular orqali voqelikka aylanadi, ta`sir qilish quvvatiga ega bo`ladi. Madaniy gapirishga intilish tushunchasi barcha xalqlarda qadimdan mavjud. Bu tushuncha muayyan lisoniy me`yorlar, etik va estetik talablar bilan aloqador bo`lgan tushunchadir. Demak, nutq madaniyati tushunchasi har bir xalq tili va millat ma`naviyatini belgilovchi (ko`rsatuvchi) etik va estetik hodisadir.

Nutq madaniyati faqatgina adabiy tilni ongli va maqsadga muvofiq me`yorlashga (uni qayta ishlash va boyitishga) qaratilgan harakatlarga emas, balki millatning umumiy madaniyatini ko`tarish, odamlarda ma`lum «til didi»ni tarbiyalashga xizmat qiluvchi faoliyat hamdir.

Nutq madaniyati termini tilshunoslikda uch xil hodisani ifoda etadi:

- 1) madaniy nutqning, ya`ni nutqiy hodisaning nomi;
- 2) madaniy nutq tushunchasi bilan bog`liq va nutq madaniyati deb yuritiluvchi ilmiy muammoning nomi;

3) nutq madaniyati muammolarini o'rganish bilan shug'ullanuvchi sohaning, tilshunoslik fani bo'limining nomi⁴

Nutq borasidagi qarashlarning jihatlarini Alisher Navoiy ijodida suhbat va nutq odobi qoidalarini haqida to'liq ma'lumotlar berilgan. Navoiy so'zning hashamdorligidan ko'ra, haqqoniylikni ulug'laydi. Fikring xalq uchun foydali va tushunarli bo'lsin desang, sodda tilda gapir, deydi: "So'zki fasohat zevaridin muzayyan emasdir, anga chinlik zevari basdur. Yolg'onchi har necha so'zida fasihroq, so'zi qabihroq. Chin so'z nechakim betakalluf, qoyilg'i iborat soddalig'idin yo'q taassuf".

Navoiy yaxshi so'zli, el uchun foydali notiqlarga yon bosadi. Ularning xizmatini masjid imomlarining qilayotgan ishlaridan yuqori qo'yadi. Shu tufayli ular uchun imomlarga nisbatan ancha ko'p mablag' ajratishni tavsiya etadi: "Voizga yillik naqdi besh yuz oltun, bug'doy o'n yuk. Imomg'a masjidi jome'da xatib bo'lib, maktabdag'i tutg'ay, yillik naqdi ikki yuz oltun, bug'doy o'n yuk".¹

Alisher Navoiyning til va nutq, nutq odobi, nutq madaniyati, nutq san'ati haqida aytgan fikrlarida qadimiy turkiy xalqlarning nutq madaniyati borasidagi boy va noyob merosi mahorat bilan umumlashtirilgan.

Navoiy asarlarida nutq odobining talablari haqida fikrlar bor.

1. Tilni, so'zni qadrla, uni hurmat qil:

Donau dur so'zini afsona bil,

So'zni jahon bahrida durdona bil

(“Xamsa”, 34-bet)⁵

O'qituvchi nutqi adabiy talaffuz me'yorlariga amal qilishda o'quvchiga namuna bo'lishi lozim. Yozma matndagi so'zlarni harflarga ko'ra aynan o'qish ham adabiy talaffuz me'yorlarining buzilishiga olib kelishi mumkin. Masalan, o'qidingiz so'z shaklini yozilganday 9ta emas, 8ta tovush tarzida talaffuz qilish me'yor, ya'ni “n+g” ikki tovush emas, balki ng tarzidagi bir tovush⁶

Nutq madaniyatiga asoslanib, B. Abdullayeva nutqning kommunikativ fazilatlarini haqidagi ta'limotni ishlab chiqdi, unga murojaat qiladi:

⁴ R.Rasulov, Q.Mo'yidinov. Nutq madaniyati va notiqlik San'ati. (o'quv qo'llanma). T- 2011.12-bet.

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⁶ N.Maxmudov. O'qituvchi nutqi madaniyati. Toshkent-2007. 58-59-bet.

- nutqning to'g'riligi (adabiy til me'yorlariga rioya qilish);
- nutqning aniqligi (so'zlarning belgilangan ob'ektlarga, voqelik hodisalariga qat'iy muvofiqligi);
- nutqning izchilligi (til birliklarining semantik aloqalari va voqelik ob'ektlari va hodisalarining aloqalari o'rtasidagi bog'liqlik);
- nutq sofligi (adabiy tilga yot, axloq me'yorlari tomonidan rad etilgan elementlarning yo'qligi);
- nutqning ekspressivligi (nutqda tinglovchi yoki o'quvchining diqqatini va qiziqishini qo'llab-quvvatlovchi elementlarning mavjudligi); - nutqning boyligi (ishlatiladigan nutq vositalarining xilma-xilligi);
- nutqning maqsadga muvofiqligi (til vositalarining bunday tanlanishi nutqni muloqotning maqsadi va shartlariga muvofiqlashtiradi). Odamlar o'rtasidagi muloqot ham ijtimoiy-psixologik o'zaro ta'sir, ham ma'lumot uzatish kanalidir. Biroq, mantiqiy va kontseptual ma'lumotlar almashinuviga o'tishdan oldin, nutq aloqasiga kirish kerak va buning uchun nutq odob-axloqining ma'lum normalarini bilish va to'g'ri qo'llash kerak. Shuningdek nutq madaniyati asosida nutq odob-axloqi paydo bo'ldi, unga asosan suhbatdoshlar o'rtasida nutq aloqasini o'rnatish, tanlangan kalitda ularning ijtimoiy rollari va bir-biriga nisbatan roli pozitsiyalariga, rasmiy va norasmiy munosabatlardagi o'zaro munosabatlarga muvofiq muloqotni ta'minlash uchun jamiyat tomonidan belgilangan barqaror aloqa formulalari tizimi – so'zlamalaridir. Masalan, o'zbek odob-axloqining milliy o'ziga xosligi xalqimizning maqol va dostonlarida o'z ifodasini topgan⁷

To'liq, mukammal shakllangan, talab darajasidagi nutq texnikasi o'qituvchining umumiy nutqiy madaniyatining eng muhim uzvi, ta'bir joiz bo'lsa, tamallaridandir. Jonli, tovushli nutq va uning barcha unsurlarini to'g'ri voqelantirish ko'nikma va malakalarining jami nutq texnikasi demakdir. Bunda ovozning sifati, nutq jarayonida to'g'ri nafas olish, tovush va tovush qo'shilmalarini aniq talaffuz qilish, aniq diktsiya kabi bir qator hodisalar nazarda tutiladi. Nutq texnikasidagi bosh masala ovoz masalasidir. Asosiy quroli nutq bo'lgan har qanday odam uchun ovoz hal qiluvchi ahamiyatga molikdir

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TA'LIM KLASTERI SHAROITIDA TA'LIM-TARBIYA SIFATINI OSHIRISHDA RAHBARNING JAMOATCHILIK BILAN ISHLASHINI TAKOMILLASHTIRISH XUSUSIYATLARI

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Annotatsiya. Ushbu maqola ta'lim klasteri sharoitida ta'lim-tarbiya sifatini oshirishda rahbarning jamoatchilik bilan ishlashini takomillashtirish xususiyatlari yoritib berishga harakat qildik.

Kalit so`zlar: rahbar, ta'lim klasteri, jamoat, talaba, o`quvchi, ota-ona.

Rahbarga ta'lim klasteri sharoitida ta'lim-tarbiya sifatini oshirishda jamoatchilik bilan ishlashda quyidagi ko'rsatmalar foydali bo'ladi. Hamkorlik: Rahbar, klasterdagi boshqa o'qituvchilar va ta'lim muassasalari bilan hamkorlik qilish, ular bilan o'zaro tajribalarini almashish va o'zlashtirish imkoniyatlarini qo'llash orqali ta'lim sifatini oshirishga yordam beradi.

Maslahatlashuv: Rahbar, klasterdagi o'qituvchilar va ta'lim muassasalari bilan maslahatlashuv va muzokaralar olib borish, ularning fikrini eshitish va birgalikda yaratiladigan yengil va samarali yechimlar orqali ta'lim sifatini oshirish uchun zarurdir.

O'qituvchilar ustida monitoring: Rahbar, klasterdagi o'qituvchilarning darslari va ta'lim jarayonlari ustida monitoring olib borish, ularning muammolarini aniqlash va ularni hal qilish uchun yordam berish orqali ta'lim sifatini oshirishga yordam beradi.

Tashqi murojaatlar: Rahbar, klasterdagi o'qituvchilar va ta'lim muassasalari bilan tashqi murojaatlar tizimini tuzish va ularga javob berishda mahir bo'lishi kerak, bu esa ta'lim sifatini oshirishda ko'maklashadi.

Ta'limni rivojlantirish: Rahbar, klasterdagi barcha o'qituvchilar va ta'lim muassasalari bilan birgalikda ta'limni rivojlantirish strategiyalarini belgilash va ularni amalga oshirish orqali ta'lim sifatini oshirishga yordam beradi.

Bu usullar rahbarga ta'lim klasteri sharoitida ta'lim tarbiya sifatini oshirishda jamoatchilik bilan ishlashda muvaffaqiyatli bo'ladi.

Ta'lim klasteri sharoitida ta'lim tarbiya sifatini oshirishda rahbarning jamoatchilik bilan ishlashini takomillashtirish uchun quyidagi tavsiyalarni amalga oshirish mumkin:

1. Ko'p tomondan qabul qilish: Rahbar, jamoat a'zolari bilan maslahatlarni qabul qilish va ularning fikrini eshitish orqali, ta'limga oid muammolarni hal qilish uchun ko'p tomondan qabul qilishni o'rganish kerak.

2. Hamkorlik: Rahbar, ta'limga oid muammolarni hal qilish uchun ta'limga oid tashkilotlar, o'qituvchilar, ota-onalar va jamoat a'zolari bilan hamkorlik qilishni o'rganish kerak.

3. Maslahatlashuv: Rahbar, jamoatchilik bilan ishlashda maslahatlashuv va muzokaralar olib borishni ko'rsatishda mahir bo'lishi kerak. Uning jamoat a'zolarining fikrini eshitish va ularga quloq solishga tayyor bo'lishi muhimdir.

4. Qo'llab-quvvatlash: Rahbar, jamoatchilik bilan ishlashda ta'limga oid muammolarni hal qilish uchun zarur bo'lgan resurslardan foydalanish, ularga yordam berish va ularga qo'llab-quvvatlash uchun tajribaga ega bo'lishi kerak.

5. Tashqi murojaatlar: Rahbar, jamoatchilik bilan ishlashda ta'limga oid muammolarni hal qilish uchun zarur bo'lgan tashqi murojaatlar tizimini tuzish va ularga javob berishda mahir bo'lishi kerak.

6. Ehtiyotkorlik: Rahbar, jamoatchilik bilan ishlashda ehtiyotkorlikni saqlab qolish, jamoat a'zolarining fikrlarini hurmat qilish va ularga quloq solishga e'tibor berish uchun tayyor bo'lishi kerak.

7. Muvofiqlashtirish: Rahbar, jamoatchilik bilan ishlashda turli ko'nikma va fikrlarni bir-biriga mos keluvchi shaklda muvofiqlashtirish uchun tayyor bo'lishi kerak.

Bu usullar rahbarga ta'limga oid muammolarni hal qilishda jamoatchilik bilan ishlashni takomillashtirishga yordam berishi mumkin.

Ta'lim klasteri sharoitida ta'lim tarbiya sifatini oshirishda rahbarning jamoatchilik bilan ishlashini takomillashtirish uchun quyidagi xususiyatlar muhim bo'ladi:

➤ **Kommunikatsiya va birgalikda ishlash:** Rahbar, jamoatchilik bilan ishlashda muvaffaqiyatli bo'lish uchun o'zining fikr va maqsadlarini jamoatga yetkazish, ularga quloq solish va ular bilan birgalikda harakat qilishga tayyor bo'lishi kerak. Uning kommunikatsiya qobiliyatlari va jamoat bilan ishlash bilan bog'liq masalalar ustida samarali muzokaralar olib borishga tayyor bo'lishi kerak.

➤ **Qo'llab-quvvatlash:** Rahbar, jamoatchilik bilan ishlashda o'zining o'ziga xos xususiyatlari va qobiliyatlari bo'yicha jamoatni qo'llab-quvvatlash uchun ko'plab vositalardan foydalanishi kerak. Bu uning jamoatni rag'batlantirish, ularga yordam berish va ularga qo'llab-quvvatlash uchun muhimdir.

➤ **Maslahatlashish va muzokaralar olib borish:** Rahbar, jamoatchilik bilan ishlashda o'zining qarorlarini jamoat bilan birgalikda qabul qilish, ularga maslahat berish va o'z fikrlarini muzokaralar orqali ifodalashga tayyor bo'lishi kerak. Bu, jamoat a'zolarining fikrini eshitish va ular bilan birgalikda maslahatlashish orqali jamoatchilik ruhini kuchaytirishga yordam beradi.

➤ **Maqsadlarni birlashtirish va boshqarish:** Rahbar, jamoatchilik bilan ishlashda maqsadlarni belgilash, ularga erishish yo'li va ularni boshqarishda yuqori darajada ko'nikmalarga ega bo'lishi kerak. Uning jamoat bilan birgalikda maqsadlarga

erishish uchun strategiyalar tuzish, vazifalarni belgilash va ularga yo'naltirishda tajribaga ega bo'lishi muhimdir.

Bu xususiyatlar rahbarning ta'lim klasteri sharoitida ta'lim tarbiyasini oshirishda jamoatchilik bilan ishlashni takomillashtirish uchun muhimdir. Raqamli texnologiyalar, innovatsion usullar va boshqa pedagogik modellar bilan birga qo'llanilganda, bu xususiyatlarni rahbarning ta'lim jarayonida muvaffaqiyatli bo'lmasligi mumkin emas.

Birinchi xususiyatlarimizni ta'kidlab o'tiraylik va yana boshqa xususiyatni keltirib olaylik:

- Qo'shimcha bilim va ko'nikmalar: Rahbar, jamoatchilik bilan ishlashda yangi bilim va ko'nikmalarni o'rganish va ularga ega bo'lish uchun ishlab chiqilgan resurslardan foydalanishi kerak. Bu uning o'zini va jamoatni rivojlantirish uchun zarur bo'lgan bilim va ko'nikmalarga ega bo'lishini ta'minlaydi.
- Maslahatlashuv: Rahbar, jamoatchilik bilan ishlashda maslahatlashuv va muzokaralar olib borishni ko'rsatishda mahir bo'lishi kerak. Uning jamoat a'zolarining fikrini eshitish va ularga quloq solishga tayyor bo'lishi muhimdir.
- Qo'llab-quvvatlash: Rahbar, jamoatchilik bilan ishlashda jamoatni qo'llab-quvvatlash uchun zarur bo'lgan resurslardan foydalanish, ularga yordam berish va ularga qo'llab-quvvatlash uchun tajribaga ega bo'lishi kerak.
- Javobgarlik: Rahbar, jamoatchilik bilan ishlashda javobgarlikni o'z zimmasiga olgan holda harakat qilishi kerak. Uning o'zining maqsadlari va vazifalari uchun javobgarlikni o'z zimmasiga olgan holda jamoat bilan birgalikda harakat qilishi muhimdir.
- Ko'p tomondan o'ylash: Rahbar, jamoatchilik bilan ishlashda maslahatlarni qabul qilish, ko'p tomondan o'ylash va jamoatning istaklarini tushuntirish uchun tayyor bo'lishi kerak.
- Konsensusga erishish: Rahbar, jamoatchilik bilan ishlashda konsensusga erishish uchun qatnashchilar bilan muzokaralar olib borishi, ularga quloq solish va ular bilan birgalikda qaror qabul qilishga tayyor bo'lishi kerak.
- Tashqi murojaatlar: Rahbar, jamoatchilik bilan ishlashda tashqi murojaatlarni rivojlantirish uchun zarur bo'lgan murojaatlar tizimini tuzish va ularga javob berishda mahir bo'lishi kerak.
- Ehtiyotkorlik: Rahbar, jamoatchilik bilan ishlashda ehtiyotkorlikni saqlab qolish, jamoat a'zolarining fikrlarini hurmat qilish va ularga quloq solishga e'tibor berish uchun tayyor bo'lishi kerak.
- Muvofiqlashtirish: Rahbar, jamoatchilik bilan ishlashda turli ko'nikma va fikrlarni bir-biriga mos keluvchi shaklda muvofiqlashtirish uchun tayyor bo'lishi kerak.

- Yaratuvchi g'alaba: Rahbar, jamoatchilik bilan ishlashda yaratuvchi g'alabalarga erishish uchun innovatsion yondashuvlarni qo'llab-quvvatlash, yangiliklarga ochiq bo'lish va yangi yondashuvlarni qabul qilishga tayyor bo'lishi kerak.
- Hamkorlikni rivojlantirish: Rahbar, jamoatchilik bilan ishlashda hamkorlikni rivojlantirish uchun turli sohalar bilan hamkorlik qilishga tayyor bo'lishi kerak. Bu uning o'zining va jamoatning rivojlanishi uchun zarur bo'lgan hamkorliklarni qurish va rivojlantirish uchun muhimdir.

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STYLISTICS AS A BRANCH OF LINGUISTICS

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Annotation: This article deals with that stylistics, as a branch of linguistics, offers a unique lens through which to analyze language and communication. By focusing on the ways in which language is used to convey meaning, stylistics delves into the intricacies of linguistic choices, such as word selection, sentence structure, and tone. This article explores how these choices contribute to the overall style and effectiveness of a text, shedding light on the nuances of language that can shape our understanding and interpretation of written and spoken communication. In this article, we will delve into the fascinating world of stylistics and explore its relevance in understanding language and communication.

Key words: Stylistics, linguistics, language, communication, meaning, word selection, sentence structure, tone, style, effectiveness, text, interpretation, written communication, spoken communication, nuances

Stylistics can be defined as a branch of modern linguistics devoted to the detailed analysis of literary style, or of the linguistic choices made by speakers and writers in non-literary contexts.

Stylistics is a branch of general linguistics, which deals with the investigation of two independent tasks:

a) Stylistics studies the special media of language which are called stylistic devices and expressive means.

b) Stylistics studies the types of texts which are distinguished by the pragmatic aspect of the communication and are called functional styles of language.

Expressive means of a language are those phonetic, morphological, word-building, lexical, phraseological and syntactical forms which exist in language-as-a-system for the purpose of logical and/or emotional intensification of the utterance.

"Stylistics is a branch of linguistics, which studies the principles and results of the choice and usage of lexical, grammatical, phonetic and other language means with the aim of transmitting of ideas and emotions in diffe

1. STYLISTICS IS A BRANCH OF LINGUISTICS

Stylistics is a branch of general linguistics. It has mainly with two tasks:
Stylistics □ is regarded as a lang-ge science which deals with the results of the act of communication.

There are 2 basic objects of stylistics:

- stylistic devices and figures of speech
- functional styles

Branches of stylistics:

- **Lexical stylistics** □ studies functions of direct and figurative meanings, also the way contextual meaning of a word is realized in the text. L.S. deals with various types of connotations □ expressive, evaluative, emotive; neologisms, dialectal words and their behavior in the text.

- **Grammatical stylistics** □ is subdivided into morphological and syntactical:
Morphological Stylistics views stylistic potential of grammatical categories of different parts of speech. Potential of the number, pronouns.

Syntactical s. studies syntactic, expressive means, word order and word combinations, different types of sentences and types of syntactic connections. Also deals with origin of the text, its division on the paragraphs, dialogs, direct and indirect speech, the connection of the sentences, types of sentences.

- **Phonostylistics** □ phonetical organization of prose and poetic texts. Here are included rhythm, rhythmical structure, rhyme, alliteration, assonance and correlation of the sound form and meaning. Also studies deviation in normative pronunciation.

- **Functional Stylistics** (s. of decoding) □ deals with all subdivisions of the language and its possible use (newspaper, colloquial style). Its object - correlation of the message and communicative situation.

- **Individual style study** □ studies the style of the author. It looks for correlations between the creative concepts of the author and the language of his work.

- **Stylistics of encoding** - The shape of the information (message) is coded and the addressee plays the part of decoder of the information which is contained in message. The problems which are connected with adequate reception of the message without any loses (deformation) are the problems of stylistics of encoding.

Stylistics is not equal to linguistics science, such as phonetics, linguistics disciplines □ lexicology, morphology, syntax because they are level disciplines as they treat only one linguistic level and stylistics investigates the questions on all the levels and different aspects of the texts in general. The smallest unit of lang-ge is the phoneme. Several phonemes combined make a unit of a higher level □ morpheme (morphemic level). One or more morphemes makes a word, a lexeme (lexical level). One or more than one words make an utterance, a sentence (sentence level). Words combinations are treated either on the lexical or syntactical level:

Whatever level we take, stylistics is describes not what is in common use, but what is specific in this or that respect, what differentiates one sublanguage from others.

General (non-stylistic) phonetics investigates the whole articulatory - audial system of language. Stylistic ph-cs describes variants of pronunciation occurring in different types of speech. Special attention is also paid to prosodic features of prose and poetry.

General (non-stylistic) morphology treats morphemes and grammatical meanings expressed by them in language in general, without regard to their stylistic value. Stylistic mor-gy is interested in grammatical forms and grammatical meanings that are peculiar to particular sublanguages, explicitly or implicitly comparing them with the neutral ones common to all the sublanguages.

Lexicology deals with stylistic classification (differentiation) of the vocabulary that form a part of stylistics (stylistics lexicology). In stylistic lexicology each unit is studied separately, instead of as a whole text (group of words, word classification).

General syntax treats word combinations and sentences, analyzing their structures and stating what is permissible and what is inadmissible in constructing correct utterances in the given language.

Stylistic syntax shows what particular constructions are met with in various types of speech, what syntactical structures are style forming (specific) in the sublanguages in question.

Semantic level □ connected with meaning

2. From the viewpoint of its stylistic potential, lexis offers enormous possibilities of selection - stylistic variation is then to a very large degree a matter of the words used. Of primary importance then are the ways lexical items are organized in the word stock. There are several types of paradigmatic and syntagmatic relationships existing within the lexicon.

For stylistic purposes, Galperin presents the system of stylistic classification of English vocabulary which consists of three overlapping layers:

1. (unmarked) neutral layer □ being the most stable level it forms the bulk of English vocabulary, its 'common core', includes field-nonspecific words, is the source of polysemy and synonymy and renders itself for the word-formation processes,
2. (marked) literary layer consisting of a) common literary words (used esp. in writing and polished speech), and b) special literary words, which include terms and learned words (terminology of sciences), poetic words (highly elevated vocabulary), archaic words (obsolescent, obsolete, archaic proper), barbarisms and foreign words (foreignisms), literary/terminological coinages (including nonce-words),
3. (marked) colloquial layer contains words which have lively spoken character: a) common colloquial words, b) special colloquial words which include slang (e.g., college slang, rap slang, military slang), jargonisms, professional words (e.g., journalese), dialectal words, vulgar words, colloquial coinages (nonce-words). The neutral layer along with the overlapping areas of common literary words and common colloquial words form the standard English vocabulary. The relations

between the neutral and common colloquial/common literary words is represented by existing chains of synonyms; actually, these are not pure synonyms (absolute synonymy is extremely rare as having two words with identical meaning would be inefficient) since there are always certain differences in semantic features (semes, analysed by the method of componential analysis in semantics), some stylistic (connotational) differences as well as differences in the level of formality.

3. Style is depth, deviations, choice, context style restricted linguistic variation, style is the man himself (Buffon). According to Galperin the term "style" refers to the following spheres:

1) the aesthetic function of language. It may be seen in works of art- poetry, imaginative prose, fiction, but works of science, technical instruction or business correspondence have no aesthetic value.

2) synonymous ways of rendering one and the same idea

The possibility of choice of using different words in similar situations is connected with the question of style as if the form changes, the contents changes too and the style may be different.

3) expressive means in language are employed mainly in the following spheres " poetry, fiction, colloquial speech, speeches but not in scientific articles, business letters and others.

4) emotional coloring in language

Galperin distinguishes five styles in present-day English:

I. Belles Lettres (беллетристика)

1. Poetry

2. Emotive prose

3. The Drama

III. Publicistic Style

1. Oratory and Speeches

2. The Essay

3. Articles

IV. Newspapers

1. brief News Items (короткие новости)

2. Headlines

3. Advertisements and Announcements (объявления)

4. The Editorial (редакторская статья)

V. Scientific Prose

VI. Official Documents

He didn't single out a colloquial style. Its created by the work of the author –the result of creative activity.

Arnold classification consists of four styles:

1. Poetic style
2. Scientific style
3. Newspaper style
4. Colloquial style

Problematic aspects:

Newspaper style as a part of publicist style. That why it can't be individual. It has no situation of communication. Newspaper style to give information, to influence, to represent social, political idea, means of pursuage. Its important to concentrate. That is why the text of newspaper style should be organized in the certain style. The articles contain questions, the sentence interrogative, elliptical construction and direct speech is included. The use of political words and expressions, cliches, colloquial words, slang, professionalisms, large amount of stylistic devises, various graphical means. The text of NP style is read by people of different social status.

Belles □ **Lettres** style is so many colored. It includes features of all the styles if it necessary. The author uses proffessional words of all levels. The basic function □ informative and aesthetic.

Poetic style in the past many scholars distinguished this style. Nowadays it included in Belles □ Lettres style.

Stylistics of official Documents here are included the language of business documents, the language of legal documents, diplomacy, military, the function □ to achieve the agreement between contrastive parts; has very strict organization. All the words are used in the dictionary meanings, a large number of abbreviation, terms, cliches.

Publicistic style in the past it named oratoric style. The aim of the style also influence of public opinion. Bravity of expression, strong logic, strict organization of syntactical structure and a wide system of syntactical connection; the use of colloquial words, neutral, direct address to the audience.

Scientific style is the style of reporting and conveying serious scientific idea. It is connected with oral and written forms. Here are included seminars, sc. Articles, discussions, written form □ monograph, brochures, all kinds of academic publications. The aim is to prove a hypothesis. The use of large number of terms.

Clarity of expression. The use of references, logical connection with the previous one, interdependence the speeches is usually produced in the second person □ we.

CONCLUSION

Stylistics, as a field of study, serves as a bridge between language and literature, offering a nuanced understanding of how linguistic choices shape the meaning and impact of texts. By examining the intricate details of language use, such as word choice, sentence structure, tone, and style, stylistics provides valuable insights into the art of communication. Through the analysis of texts and the interpretation of meaning, stylistics helps us unravel the layers of complexity within written and spoken language, shedding light on the ways in which language is used to convey messages and evoke emotions.

The exploration of the theme of stylistics as a branch of linguistics illuminates the intricate relationship between language and style, offering valuable insights into how linguistic choices contribute to meaning, expression, and interpretation. By delving into the principles, methods, and applications of stylistics, we gain a deeper understanding of how language is used creatively and strategically to convey nuances of meaning, evoke emotions, and shape perceptions.

Through the analysis of stylistic devices, literary techniques, discourse patterns, and rhetorical strategies, we uncover the diverse ways in which language can be manipulated to achieve specific communicative goals and aesthetic effects. This theme highlights the importance of studying style as a key component of linguistic analysis, enabling us to appreciate the artistry and complexity of language use in various contexts, from literature and media to everyday communication.

Moreover, the theme of stylistics emphasizes the role of context, audience, and purpose in shaping stylistic choices, underscoring the dynamic interplay between form and function in language production and interpretation. By examining how linguistic features such as word choice, sentence structure, tone, and imagery

contribute to stylistic effects, we develop a deeper awareness of the subtleties and nuances of language usage.

Furthermore, the theme of stylistics invites us to explore the intersections between language, culture, society, and identity, revealing how stylistic choices can reflect and reinforce social norms, values, and ideologies. This theme encourages us to consider the broader implications of stylistic analysis for understanding linguistic diversity, power dynamics, and discursive practices in different cultural and historical contexts.

In conclusion, the theme of stylistics as a branch of linguistics offers a rich and multidimensional perspective on the role of style in shaping language use and communication. By engaging with the principles and methods of stylistic analysis, we deepen our appreciation for the creative potential of language and the ways in which stylistic choices can enhance meaning, resonance, and impact. This theme underscores the importance of studying style as an integral aspect of linguistic inquiry, highlighting its significance for interpreting texts, constructing narratives, and engaging with diverse forms of expression. Ultimately, the exploration of this theme enriches our understanding of the intricate interplay between language, style, and meaning, fostering a deeper appreciation for the richness and complexity of human communication.

To take everything into account, the study of stylistics enriches our understanding of language and literature by highlighting the intricate ways in which linguistic choices shape meaning and impact. By delving into the complexities of language use, stylistics deepens our appreciation for the power of communication and offers new insights into the ways in which language shapes our perceptions and interactions with the world. Through continued exploration of stylistic analysis, we can further enhance our ability to interpret and appreciate the beauty and complexity of written and spoken language.

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O‘ZBEK TILSHUNOSLIGIDA SO‘Z TURKUMLARINING O‘RGANILISHI

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Annotatsiya. Tilshunos olim, akademik A.Hojiyev ”O‘zbek tilshunosligida so‘zlarni turkumlarga ajratish” muammosi o‘z yechimini topgan emas, deganda mutlaqo haqdir. Ushbu muammolarni ilmiy asosda talqin etish o‘zbek tilshunoslari oldida turgan eng dolzarb masalalardan biri ekanligini hayotning o‘zi ko‘rsatib turibdi. Shundan bo‘lsa kerak, keyingi yillarda o‘zbek tilshunosligida so‘zlarni turkumlarga ajratish masalasi bilan bog‘liq bir qator tadqiqotlar amalga oshirildi.

Shu ma’noda mazkur maqola ham o‘zbek tilshunosligida so‘zlarni turkumlarga ajratish, xususan, mustaqil va yordamchi so‘z turkumlari borasida fikr yuritadi.

Kalit so‘zlar: morfologiya, morfemika, o‘zbek tilshunosligi, ot, fe‘l, grammatik kategoriyalar, antropo-sentrik tadqiq tamoyillari

XIX asrning ikkinchi yarmida yaratilgan o‘zbek tilshunosligiga oid tadqiqotlarda morfologiyaga jiddiy e’tibor berilgani barchaga ayondir.

XX asr davomida o‘zbek tilshunosligining boshqa sohalarida bo‘lgani kabi morfologiya sohasida ham jiddiy ishlar amalga oshirildi. O‘zbek milliy tili qurilishida, uning fonetik sistemasida, grammatik qurilishida baynalminal so‘zlarning morfologik sostaviga mos ravishda ba’zi bir grammatik formalar-so‘z yasovchi yangi affikslar, so‘z birikmaklari, gapda so‘zlarning yerkin tartibda qo‘llanilishi va gap qurilishining ba’zi bir yangi tiplari vujudga keldi.

...Hozirgi zamon o‘zbek adabiy tilining fonetik sistemasi va lug‘at sostavida ma’lum darajada o‘zgarishlar yuz berdi, asosiy lug‘at fondining doirasi kengaydi, grammatik qurilishi takomillashdi, yangi stilistik priyomlar vujudga keldi.

XX asr boshlarida Markaziy Osiyoda ziyolilar o‘rtasida milliy o‘z-o‘zini anglash hissi kuchaydi. Bu davrda Mahmudxo‘ja Behbudiy, Abdulla Avloniy kabi ziyolilarning tilshunoslik taraqqiyotiga qo‘shgan hissasa o‘ziga xos. Biroq bu olimlar o‘zbek tili morfologiyasining tadqiq qilishini o‘z oldiga maqsad qilib qo‘ymagan edi. Ashurali Zohiriyning tilshunoslikka doir ayrim ishida morfologiyaga oid qimmatli fikrlar bayon etilgan.

XX asrning boshlarida Turkistonda bir qancha nomdagi gazeta va jurnallar nashr qilina boshladi. Matbuotning yo‘lga qo‘yilishi o‘zbek adabiy tilining shakllanilishi va rivojlanishi uchun ham qulay imkoniyat yaratdi. Avvalo, jadidlar xalqimizning ajoyib ma’naviy merosi bo‘lgan til masalasiga alohida e’tibor berdilar. Jadidlar harakatining yetakchisi Abdurauf Fitrat jahon madaniyati hazinasiga al-Beruniy, al-Xorazmiy, al-Farg‘oniy, Jaloliddin Rumiy, Bedil singari buyuk daholarni yetkazib berganligi, lekin bu daholar o‘z asarlarini ona tillarida yemas, arab va fors tillarida yaratganliklari uchun turkiy til imkoniyatlari ochilmay qolganligi, hazrat Navoiy bu tilning keng imkoniyatlarga ega ekanligini ham badiiy, ham ilmiy asarlari bilan isbotlab berganligi, lekin ul-hazratdan so‘ng turkiy til yana e’tiborsiz ekanligini, uning tarixda baxtsiz bo‘lganligini afsus-nadomat bilan tilga oladi [1].

Abdurauf Fitrat o‘zbek tili morfologiyasini bevosita tadqiq qilishni o‘z oldiga maqsad qilib qo‘ydi o‘zbek tili grammatikasini yaxlit, ya’ni morfologiya, so‘z yasalishi va sintaksisni o‘zaro zich bog‘langan sathlarining fonetik tizimi tarzida tadqiq qildi.

Fitrat o‘zbek tilshunosligining o‘sha davr uchun eng dolzarb bo‘lgan masalasiga jiddiy e’tibor qaratdi, unga o‘z munosabatini bildirdi. Uning “Ishtirokiyun” gazetasida nashr qilingan “Tilimiz” maqolasining o‘zi ham bunga asos bo‘la oladi. Olimning “O‘zbek tili qoidasi to‘g‘risida bir tajriba; Sarf” asarida o‘zbek tilining fonetik tizimi chuqur tahlil qilingan. Fitratning sof morfologik qarashi uning “Sarf” morfologiya asarida o‘zi fodasini topgan [2]. Fitratning so‘zga jiddiy e’tibor berganligi, ayniqsa, so‘zga ham, avvalo, ma’no anglatish nuqtai nazaridan yondashganligi, birinchi o‘ringa mazmunni qo‘yganligi, Ya’ni ma’nodan shaklga qarab borganligi muhim.

Olim, avvalo so‘zga ta’rif beradi: “So‘z bir ma’noni bildirgan, o‘ziga maxsus ohangi va bosimi bo‘lgan tovush to‘dasi” degan fikr bildiriladi.

So‘z ma’nosini asos qilib olgan xolda turkumga ajratadi: ot, sifat, son, fe’l, olmosh, ko‘makchi kabi. Ot turkumiga to‘xtalgan Fitrat, u mavhum, Ya’ni ko‘zga ko‘rinmas otning mavjudligiga e’tibor qaratadi. U otni tub va yasama otga ajratadi. Sistemaga amal qilgan holda yasama otning o‘rin oti, qurol oti, ish oti kabi turlarni farqlaydi. Xullas, otning barcha, eng muhim o‘ziga xos xususiyatlariga atroflicha to‘xtaladi.

Umuman olganda, Fitrat soʻz turkumlari, soʻzlarning grammatik kategoriyalari haqida ham izchil maʼlumotlar beradi. Har bir tilning morfologiyasida soʻz tushunchsi markaziy oʻrinni egallaydi. Fitrat soʻz tushunchasiga onomosologik nuqtai nazardan, Yaʼni obyektiv olamdan uning umumlashgan obrazining ongda aks etishi orqali bu umumlashgan obrazning muayyan moddiy vosita-tovushlar silsilasi yordamida ifodalanishi nuqtai nazardan yondashadi.

Fitrat soʻzlarni semantik tamoyil asosida, yaʼni qanday maʼnoni bildirishiga koʻra ot, sifat, feʼl, olmosh va koʻmakchilarga ajratadi. Soʻzlarni leksik-grammatik guruhlarga tasniflashda arab tilshunosligi anʼanalaridan chetlashgan holda Yevropa tilshunosligi anʼanalariga asoslanib, barcha soʻz turkumlariga alohida-alohida toʻxtalib, uning oʻziga xos jihatini yoritib beradi.

Jumladan, sifat, olmosh, son, feʼl, koʻmakchining deyarli barcha xususiyatini imkon doirasida, oʻsha davrdagi holatiga koʻr baholaydi. Ayniqsa, olimning feʼl turkumiga oid qarashi katta ahamiyatga ega. Uning har bir feʼl ish bilan uning ishlovchisi hamda bir zamonni bildiradi, tarzida aytilgan fikri muhim. Olim feʼlning zamon, shaxs-son, shuningdek, boʻlishli-boʻlishsizlik, oʻtimli-oʻtimsizlik, nisbat kabi kategoriyalarga nisbatan oʻz qarashini bayon qiladi. Uning eʼtiboridan koʻmakchi feʼl va oʻliqsiz feʼl ham chetda qolmadi. Oʻzbek tilshunosligi tarixida morfologiyani bevosita tadqiq qilish, bu sohada alohida kitob yaratish XX asrning boshiga toʻgʻri keldi. Buni Abdurauf Fitrat amalga oshirdi.

Umuman, oʻzbek tilshunosligida morfologiyani emas, balki tilshunoslikning barcha sathini Yevropa tilshunosligiga tayangan holda tadqiq etishni boshlab bergan olimlardan biri ham, asosiysi ham Abdurauf Fitratdir. Fitrat har bir soʻz turkumi toʻgʻrisida atroflicha maʼlumotlar beradi. Masalan, “Ot” soʻz turkumi boʻyicha quyidagi fikrni bayon etadi:” ...bildirgan maʼnoga ot boʻlib taqalgʻon soʻz ot deyiladi. Otlarning hammasi barmoqdagi “ koʻzga koʻrinarlik narsa”ni ifodalash shart emas: es, qaygʻu, zulm kabi manosi koʻzga koʻrinmas otlarning ham mavjudligi taʼkidlanadi. Bu bilan olim otlarning maʼno jihatdan aniq va mavhum turlarga ajralishiga ishora qiladi.

Fitra oʻzbek tilshunosligi tarixida oʻzbek tili grammatikasiga asos soldi. Uning “Sarf” va “Nahv” nomli darsliklari 1925 yildan 1930-yilgacha olti marta nashr qilindi.

Yuqoridagilardan koʻrinib turibdiki, Fitrat morfologiya xususan soʻz turkumlari, soʻzlarning grammatik kategoriyalari haqida izchil maʼlumotlar beradi. Har bir tilning morfologiyasida soʻz tushunchasi markaziy oʻrinni egallashini taʼkidlagan holda soʻz tushunchasiga onomosologik nuqtai nazardan, Yaʼni obyektiv olamdan uning umumlashgan obrazining ongda aks etishi orqali bu umumlashgan

obrazning muayyan moddiy vosita-tovushlar sistemasi yordamida ifodalanishi nuqtai nazardan yondashadi.

XX asrning boshlarida o‘zbek tili morfologiyasining shakllanishida Abdurauf Fitratning ilmiy faoliyati asosiy o‘rinni egallagani bugungi kunda barchaga ayondir. U o‘zbek tilining o‘ziga xos xususiyatlarini ochib berishga turkiy tillar tizimidagi o‘rnini va istiqbolini ochib berishga harakat qildi. U so‘zlarni semantik tomonlar asosida guruhlariga ajratdi.

Fitratning so‘z turkumlari borasidagi ilmiy qarashlarini bugungi kun nuqtai nazaridan sinchiklab o‘rganish bizningcha, dolzarb muammolardan biridir. Zero, olimning, ayniqs agrammatik sohadagi asarlari hozirgacha ”qimmatini yo‘qotgan emas.

...O‘zbek tilshunosligi tarixida morfologiyani bevosita tadqiq qilish, bu sohaga oid alohida kitob yaratish XX asrning boshiga to‘g‘ri keladi. Abdurauf Fitrat bu ishni o‘zi amalga oshirgan. O‘zbek tili morfologiyasini jiddiy o‘rganishni bir oz keyinroq bo‘lsa-da, Abdurauf Fitrat boshlab bergan deyish mumkin. O‘zbek tilshunosligida morfologiyani emas umuman, barcha sathni Yevropa tilshunosligiga tayangan holda tadqiq etishni boshlab bergan olimlardan biri ham, asoschisi ham Abdurauf Fitrat edi.

Umuman olganda XX asrning 40-yillarida o‘zbek tilshunoslik fanining jiddiy rivojlanish pallasiga kirganligini ko‘ramiz.

Shu davrga kelib YE.D.Polivanovning “O‘zbek tilining qisqacha grammatikasi” (Toshkent, 1925), Qayum Ramazonning “O‘zbek tili” kitobi morfologiyaga bag‘ishlangan edi. Keyinchalik Faxri Kamolovning . taxriri ostida nashr qilingan fundamental asari “Hozirgi zamon o‘zbek tili” (1975) yuzaga keldi. Haqiqatdan ham o‘zbek adabiy tili morfologiyasini ilmiy asosda izchil o‘rganish, shuningdek, sistema tarzida jiddiy tadqiq etish ham ana shu davrdan boshlandi, deyish mumkin. Chunki bu asarda o‘zbek tilidagi so‘z turkumi, uning barcha morfologik xususiyati ham oldingi Sharq tilshunosligidagi talqini ham, keyingi davr Yevropa tilshunosligida “Morfologiya” bo‘yicha aytilgan barcha fikr, qarashni ham hisobga olgan holda talqin qilindi.

“Hozirgi zamon o‘zbek tili” 1957 kitobida so‘z dastlab mustaqil so‘z, yordamchi so‘z, modal so‘z, undov va mimemalarga ajratiladi. Mustaqil so‘zga ot, sifat, son, olmosh, fe‘l [va ravish kiritilgan](#); yordamchi so‘z sifatida ko‘makchi,

bog'lovchi va yuklama qayd etiladi. Modal so'z alohida so'z turkumi tarzida berilgan. U to'g'ridan-to'g'ri modal so'z- gap tarzida emas, balki, avvalo, so'z sifatida qayd etilgan. So'ngra uning gapdagi vazifasi, yani kirish birlik, gap bo'lib kelishi kabi boshqa holat sifatida alohida baholangan. Modal va undov so'zni avval so'z sifatida qayd etish, keyin uning vazifasini belgilash 50-yillar tilshunosligiga xosdir. Bu davr tilshunosligida undov bilan mimema birlikda bir turkum sifatida talqin qilingan: undov va mimema kabi. Chunki rus tilshunosligida ushbu turkum-mejdometiye deb atalgan.

Hozirgi kunda esa taqlid (mimema) mustaqil so'z turkumi doirasida qaralmoqda. Zero o'zbek tilshunosligida 60-yillardayoq tasviriy so'z (harakat-holatga taqlid so'z) va taqlidiy so'z (tovushga taqlid so'z) alohida so'z turkumi sifatida ajratilgan. Umuman, bu davrga kelib, so'zni mustaqil so'z turkumi, yordamchi so'z turkumi va alohida so'z turkumi (mustaqil so'e turkumi doirasiga ham, yordamchi so'z to'dasiga ham kirmaydigan alohida bir to'dani tashkil etuvchi so'z) tarzida tasniflash amalga oshirildi. Bu talqin XX asr boshida ham o'z qimmatini yo'qotgan emas.

XX asrda jiddiy tadqiq etilgan o'zbek tilshunosligining taraqqiyotida rus va Yevropa tilshunosligining ta'siri muhim o'rin egallagan.

Dastlab, o'tgan asrning 40-yillarida U.Tursunov «O'zbek tilida so'z turkumlarining yasalishi» mavzusida nomzodlik dissertasiyasini yoqladi. U.Tursunov o'zbek tili morfologiyasining eng dolzarb muammosini tadqiq etishni o'z oldiga maqsad qilib qo'ygan. Bir so'z bilan aytganda, U.Tursunovning morfologiyaga oid talqini, boshqa asaridagi kabi shu kunda ham o'z ahamiyatini yo'qotgan emas[3].

XX asr o'rtasida o'zbek tilshunosligi taraqqiyotida, ayniqsa, uning morfologiyasini o'rganish bo'yicha qilingan ishi doirasida S.Usmonov, F.Abdullayev, T.Ibrohimov, A.G'ulomov, V.V.Reshetov, A.N. Kononov, M.Asqarova, S.Mutallibov kabi olimlarning xizmatlari beqiyosdir.

O'zbek tilining taraqqiyotida, xususan morfologiya sohasida qilingan ishlar orasida prof. A.G'ulomovning hissasi alohida o'rin egallaydi. A.G'ulomovning til hodisasiga yondashuvida unga sistema sifatida munosabatda bo'lishining til-lison-nutq munosabatini hisobga olishning, dialektikaga e'tibor qaratishning, shuningdek, tilga formaldir. Olim imkoniyatning nutqda voqealanish

qonuniyatini mazmun-shakl, mohiyat-hodisa, imkoniyat-voqelik, sabab-oqibat, umumiylik-xususiylik kategoriyasini ham hisobga olgan holda lison va nutqni yaxlit holda talqin qildi. Jumladan, tilshunoslikning eng muhim vazifasi hisoblangan masalaga, Ya'ni til birligi imkoniyatini belgilay olish va bu imkoniyatning nutqda namoyon bo'lishini ochib berish masalasiga juda jiddiy e'tibor qaratilganligi kuzatiladi.

A.G'ulomovning 50-yillar o'rtasida yaratgan «O'zbek tili morfologiyasiga kirish» (1953) monografiyasi tilga sistema tarzda yondashuvning yorqin namunasi. Kitobda so'z tarkibi, so'z va uning xususiyati, so'z yasalishi, qo'shma so'z, so'z turkumi muammosiga nisbatan olim o'z qarashini bayon qiladi hamda mavjud qarashini boyitadi[4].

Keyinchalik olimning morfologiya sohasidagi qarashlari XX asrning ikkinchi yarmida akademik A.Hojiyev, O.Usmon, X.Komilova, Z.Ma'rupov, S.Fuzailov, SH.Rahmatullayev, S.Dolimov, YO.Tojiyev, M.Jo'raboyeva, A.Berdaliyev, T.Mirzaqulov, N.Mahkamovlar o'z ishlarida bu sohadagi ishlarni izchil davom ettirdi.

Xullas, XX asrning 70-90-yillarida o'zbek tilshunosligida morfologiya sathini o'rganish bo'yicha ancha jiddiy tadqiqot ishlari olib borilganligi diqqatga sazovordir.

Tilshunoslikda bu qadar xilma-xil qarashlarning ildizi ilmiy dunyoqarash – metodologiyaga borib taqaladi. Har bir tilshunos tasnifini o'z dunyoqarashi – metodologiyasiga asosan tuzadi. Ammo uning dunyoqarashi mantiqiy tamoyillarga doim ham mos kelavermasligi va natijada tasnif muayyan kamchiliklar bilan yuzaga kelishi mumkin. Mantiqda tasnifning odatda to'rtta tamoyili ko'rsatiladi:

Birinchidan, tasnif faqat yagona asosda olib borilishi lozim. Bundan kelib chiqadiki, avval-boshda tanlab olingan asosni tasnif jarayonida o'zgartirish va almashtirish mumkin emas.

Ikkinchidan, tasnif to'la-to'kis bo'lishi lozim, Ya'ni tasnif a'zolarining yig'indisi tasniflanuvchi hajmiga teng kelishi kerak. Uchinchidan, tasnif a'zolari bir-birlarini istisno qilishlari lozim.

To'rtinchidan, tasnif uzluksiz bo'lishi talab qilinadi, Ya'ni turdan jinsga va hokazo sakrashlarga yo'l qo'yilmaydi.

Tilshunoslik tarixida mavjud boʻlgan tasniflarda formal mantiqning ushbu tamoyillaridan ayrimlarining buzilishi uchraydi. Eng koʻp buziluvchi tamoyillardan biri tasnifning bir asosligidir. Xususan, oʻzbek tilshunosligida ham soʻzlarni turkumlarga ajratishda uchta asos koʻrsatish anʼanasi mavjud: morfologik prinsip, leksik-semantik prinsip va sintaktik prinsip. Albatta, bu prinsiplar birdaniga emas ketma-ket tatbiq etiladi. Biroq bu holat tasnif uzluksizligi tamoyiliga mos kelmaydi. Yaʼni izomorflik buziladi. Tasnifning bir bosqichida faqat bitta asos qoʻyilishi lozim va keyingi bosqichda boshqa xil asos qoʻllanishi mumkin. Ammo shuni alohida qayd etib oʻtish lozimki, keyingi davr turkiyshunosligi va oʻzbek tilshunosligida soʻz turkumlari tasnifini ana shu asoslarga qoʻyishga intilishlar paydo boʻldi. Birinchi tamoyilning buzilishi eng keng tarqalgan boʻlibgina qolmay, eng qadimiy ham. Eramizdan avvalgi IV asrdayoq Arastu «soʻzning bayon qismlari» haqida gapirar ekan, ism, feʼl, bogʻlovchi va alohida tovushlar, boʻgʻin va kelishikni bir qatorda sanayveradi.

Mustaqillik barcha fan sohasi boʻyicha jiddiy ilmiy-tadqiqot olib borishga keng yoʻl ochdi. Oʻzbek tilshunosligini Yevropa, ayniqsa, rus tilshunosligi andozasi taʼsiridan chiqardi. Endi oʻzbek tilshunosligi mustaqil tarzda, asosan, oʻzbek tilining oʻziga xos xususiyatidan kelib chiqqan holda til hodisasini baholash yoʻlini tanladi. Tabiiyki istiqloq sharofati bilan tadqiqot koʻlami kengayib bormoqda.

Mustaqillikkacha boʻlgan davrda oʻzbek tilshunosligi koʻp hollarda tavsifiy xarakterda ish koʻrgan boʻlsa, istiqloq yillarida umumtilshunoslikning muhim nazariy muammalari, universal lingvistik taʼlimotlar oʻzbek tili materiallari asosida oʻrganila boshlandi, bir soʻz bilan aytganda, hukmron tilshunoslik nazariyalarining toʻgʻridan-toʻgʻri tatbiqidan voz kechildi. Til sistemasi va uning shakllanish jarayonida yuz beradigan lisoniy hodisalarning mohiyatini belgilash bilan bogʻliq nazariy masalalarni toʻla va toʻgʻri hal qilmasdan yangi davr talablariga javob beradigan oʻquv qoʻllanmalari va darsliklarni yaratish mumkin ekanligini tushungan ilgʻor tilshunoslar til birliklari va ular bilan bogʻliq leksik-sintaktik hodisalarning nazariy jihatlarini asoslashga asosiy eʼtiborlarini qaratdilar. Natijada tilshunoslikning nazariy tomonlarini oʻrganishga bagʻishlangan bir qator tadqiqotlar yuzaga keldi.

Morfologiya sohasida N.Mahmudov, A.Nurmonov va boshqalar tomonidan «Nazariy grammatika», R.Sayfullayeva, B.Mengliyev, T.Boqiyeva va boshqalar tomonidan substansial yoʻnalish asosida «Hozirgi oʻzbek adabiy tili. Morfemika. Soʻz

yasalishi. Morfologiya» qo‘llanmasi va boshqa darslik va qo‘llanmalarning nashr etilganligi diqqatga sazovordir[5,6].

Bu davr tilshunosligining yana bir o‘ziga xos jihati shundaki, tilni o‘rganishning an’anaviy- tarixiy, sistem -struktur va antropo-sentrik tadqiq tamoyillari yonmayon ish olib bordi, bir qator tadqiqotlar yuzaga keldi.

Ana shunday ishlardan biri yetuk tilshunos A.Hojiyevning “O‘zbek tili morfologiyasi, morfemikasi va so‘z yasalishining nazariy masalalari” nomli kitobidir[7].

Shu bilan birga, mustaqillik yillarida o‘nlab nomzodlik va doktorlik dissertasiyalarining himoya qilinganligi, o‘nlab monografiya va yuzlab ilmiy maqolalarning chop etilganligi o‘zbek morfologiyasi borasidagi tadqiqotlarning salmog‘i juda yuqori ekanligini tasdiqlaylaydi. Jumladan, tilshunos Z.Isoqovning nomzodlik, A.Pardayevning monografiyasi, J. Eltazarovning monografiyasi, F.Sharipovning doktorlik dissertasiyalari[8] morfologiya, xususan, so‘z turkumlari borasidagi muammolarni tadqiq etishga bag‘ishlanganligi quvonarli holdir.

So‘z turkumlari tadqiqi haqida gap ketar ekan, tilshunos F..Sharipov shunday deydi: “O‘zbek ilmiy tilshunosligiga asos solgan jadidlarimizda Abdurauf Fitrat tomonidan qoldirgan me’rosi, keyingi yillarda samarali ijod qilgan tilshunoslarimiz S.Mutallibov, G‘ozi Olim Yunusov, M.Shamsiyev, A.Sherbek, H.Qayumiy, S.Dolimov, O.Usmon, B.Azizov hamda YE.D.Polivanovlarning so‘z turkumlari bo‘yicha olib borgan ilmiy tadqiqotlari bugungi zamonaviy tilshunoslikning asosi bo‘lib xizmat qilaётganligiga shohid bo‘lamiz. Biroq kelajak avlodga o‘zbek zamonaviy tilshunosligini o‘zgacha tarzda talqin qilish masalasiga oydinlik kiritish hamda sistem-struktur tilshunoslikni mukammal o‘rganish maqsadida U.Tursunov J.Muxtorov. SH.Rahmatullayev, SH.Shoabdurahmonov, M.Asqarova, A.Xojiyev, I.Rasulov, X.Donièrov, A.Sodiqov, A.Abdualazizov, M.Irisqulov, X.Abduraxmonov, A.Rafiyev, D.Shodmonqulov hamda YO.Tojiyev kabi olimlarning ilmiy asarlarini o‘rganmay turib bu bosqichga qadam qo‘yish to‘g‘ri emas deb o‘ylaymiz [8].

O‘zbek tilshunosligida morfologiya sohasi o‘zining munosib taraqqiyot tarixiga egadir. Ayniqsa, o‘zbek formal (an’anaviy) morfologiyasining davomi sifatida shakllangan substansial (formal-funksional) morfologiya o‘zbek tilining grammatik qurilishini o‘rganish borasida tadqiq metodologiyasi, metodikasi, tamoyillari va o‘rganish predmetining o‘ziga xosligi bilan to‘la ma’noda yangi yo‘nalish sifatida shakllanib ulgurdi.

Olimlarimiz B.To‘ychiboyev, M.Qurbonoalar tomonidan Fitratning tilshunos sifatidagi faoliyati, grammatikaga, jumladan, morfologiyaga oid qarashlari jiddiy tadqiq etilgan. Shu bilan birga A.Nurmonov va N.Mahmudovlarning «O‘zbek tilshunosligi tarixi» darsligida Fitratning morfologik qarashlariga alohida e’tibor qaratilgan.

Xulosa. Tilshunoslik tarixida hech bir munozara so‘zlarni turkumlarga ajratish borasidagi kabi uzoq davom etmagan va shu qadar ko‘pchilikni jalb etmagan bo‘lsa kerak. Antik davrlardan boshlangan bahs davom etmoqda va, aftidan, hammaga maqbul yechimgacha hali uzoq. Bunday yechimning zaruriyligi aniq.

Tilshunoslikda bu qadar xilma-xil qarashlarning ildizi ilmiy dunyoqarash – metodologiyaga borib taqaladi. Har bir tilshunos tasnifini o‘z dunyoqarashi – metodologiyasiga asosan tuzadi. Ammo uning dunyoqarashi mantiqiy tamoyillarga doim ham mos kelavermasligi va natijada tasnif muayyan kamchiliklar bilan yuzaga kelishi mumkin.

Hozirga qadar so‘z turkumlarining soni haqida olimlar o‘rtasida hamon turli fikrlar mavjud. Masalan, taraqqiy etgan rus tilshunosligida ham so‘z turkumlari soni o‘nta, o‘n ikkita, hatto o‘n beshta, degan yondashuvlar hukm surib kelmoqda.

Ko‘rinadiki, so‘zlarni turkumlashga ajratishda semantik jihat asos qilib olinganda (mantiqan yagona mezonning tasnifga tatbiq etilishi juda qonuniy bo‘lsa-da), muammolarning mavjud bo‘lmasligi uchun faqat shu yetarli emasligi sezilib qoldi.

Shunga ko‘ra, boshqa xil mezonlar tasnifning to‘la-to‘kis bo‘lishiga imkon yaratadi, degan xulosaga kelish mumkin.

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MODERN TRENDS IN IMPLEMENTATION OF TECHNOLOGIES FOR THE DEVELOPMENT OF CRITICAL THINKING IN PRESCHOOL CHILDREN

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Abstract. In accordance with the trends of innovative development in the field of education in the world, special attention is paid to the improvement of the pre-school education system based on competency requirements. In particular, organization of high-quality educational services aimed at developing independent and creative thinking in children for the purposes of sustainable development set by UNESCO until 2030 has been noted as an urgent task. International experiences create the need to increase the effectiveness of the pedagogical process in preschool educational institutions, to introduce the basics of STEAM education from an early age, and to differentiate educational services.

Development of creative technologies aimed at increasing the psychophysiological, intellectual, creative and personal potential of children on a global scale, innovative education focused on the individual in preschool educational institutions Innovative education aimed at increasing the psychophysiological, intellectual, creative and personal potential of children on a global scale Scientific-practical research is being conducted on issues of improving the quality management mechanisms of pre-school education based on the principles of organization of learning environment and strategic management. In these studies, improvement of the information-methodological system of pre-school education management, differentiation of quality education services, introduction of information and communication technologies, interactive and problem-based teaching methods into the educational process, professional development of pre-school education system employees special attention is paid to the implementation of effective forms and methods of development and assessment of innovative competence.

Keywords: Cognitive process, education, tendency, critical thinking.

Scientist Jean-Jacques Piaget, who studied the thinking of preschool children, found that the thinking of a 6-7-year-old child has the following characteristics: children do not have formed ideas about the space of the main properties of objects, that is, they do not understand the principle of conservation, they learn several properties of an object at the same time not taking into account and comparing their changes, centering, children ignore the rest and pay attention to only one thing, the most

obvious feature. The phenomenon of centralization determines that the child cannot take into account other people's point of view, and his own view of the world appears to him as the only correct way. These features of children's thinking are clearly shown in the classic experiments of Jean Piaget. [5]

As the Chinese proverb goes: "Tell me and I'll forget." Show me and I will remember. Let me do it myself - and I will understand" - everything is strictly and learned for a long time when the child hears, sees and does it himself. 6-7-year-old children are interested in everything. They are new characterized by an incessant thirst for impressions, curiosity, a constant desire to experiment through trial and error, and independently search for new information about the world.

If we look at the term "criticism", it is very comprehensive, it is "Rpiro" meaning to distinguish, distinguish, and its structure has several types of branches, such as critical approach, critical analysis, critical evaluation, critical attitude, critical thinking. . In the scientific-methodical literature, it is defined as "criticism - research, discussion, analysis, ability to express an opinion, check, identify flaws without denying a certain content."

Critical thinking is one of the types of human intellectual activity, which is characterized by the objectivity of perception, understanding and approach to the surrounding information field. This is the ability to ask new, meaningful questions; development of various supporting arguments; making independent, thoughtful decisions.

Countries around the world use different educational technologies. We consider it important to show global trends and advanced foreign educational initiatives in the global education system.

In order to understand the nature and necessity of critical thinking in education, we will analyze the situation of several countries from the point of view of the educational system. The PISA international study shows that the Canadian education system shows high results in this direction. Education in Canada works like this: there is practically no federal education governance structure, education is autonomous. There is no national education policy or ministry of education in this country.

In 2016, the Canadian Council of Ministers of Education, after much discussion and research, adopted a draft of six global competencies: critical thinking and problem solving; innovation, creativity and entrepreneurship; learning skills, self-awareness and self-management; ability to cooperate; communication; orientation to global citizenship and sustainability. These six competencies allow children to acquire knowledge, including cognitive, social and personal skills, and apply knowledge in

new and complex situations. Also, global competencies are included in the curriculum at all levels from kindergarten through 12th grade.

The "spirit of inquiry" permeates all levels of education, from kindergarten to the stage of thinking about professional careers. There are "achievement charts" that show the results of these competencies, which record not only information about children's learning activities and results, but also thinking and communication skills, as well as their application in various subject areas. There is also information about In non-formal education, students develop leadership and expressive skills.

Practices that develop 21st century competencies and are used in the Canadian education system: active learning practices, i.e. research, projects, experiential learning, practice, expanding physical and virtual connections with communities, computer literacy, environmental, medical data analysis, engineering, gaming, digital media creation, and robotics; knowledge that helps to exchange ideas, expose students to different ways of thinking, thereby developing critical and ethical thinking, preschool educational organizations encourage the creative use of various tools to engage students in small discussions in solving practical problems, participate in collaboration and research, and they feel their opinions are taken into account.

The next country we want to present for analysis is China. For us, China is of particular interest because it offers a transformative experience of education in a country with centuries-old cultural traditions that is not close to the European model in all respects.

However, at the same time, all the above universal competencies are also available within the framework of the Chinese education system. In 2014, the Ministry of Education published a report on transformational reform, including the development of universal competencies in all subjects. For example, the study of hieroglyphs in Chinese language classes is designed to help develop logical and critical thinking, analytical skills, aesthetic sensitivity, and creative abilities.

In Chinese education, universal competencies affect 3 areas: self-development, which implies subjectivity and autonomy, development of physical and psychological qualities, learning ability and learning process for individuals and groups. social inclusion, including relations between, in society and between

countries; and the third area is cultural education, that is, understanding the achievements of human wisdom and civilization.

The role of the school in China is to adapt the general curriculum to the individual characteristics and needs of children.

The third case is the Republic of Korea, the ideal of an educated person. The Korean approach is characterized by the selection of "new literacies" integrated into interdisciplinary topics. Korean academic researchers have identified elements of universal competence within academic disciplines. In kindergarten, children's learning and success are constantly evaluated, for this purpose, special tasks, portfolios, self-assessment and mutual assessment methods of children are conducted.

Having studied the experiences of advanced foreign countries, we can conclude that one aspect of critical thinking is manifested in reflecting, perceiving and evaluating the opinions of others and one's own. The second aspect of critical thinking is related to knowledge. In this case, critical thinking performs evaluation tasks: the origin of knowledge, its reliability and validity are evaluated, knowledge is interpreted and understood, and conclusions or conclusions are drawn based on it.

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LINGUO-CULTURAL ANALYSIS OF PHRASEOLOGICAL UNITS WITH COLOR COMPONENTS IN ENGLISH AND UZBEK

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Abstract: This study explores the linguistic and cultural aspects of phraseological units (PUs) with color components in English and Uzbek languages. The analysis focuses on identifying similarities and differences in the usage and cultural connotations of these PUs. The research employs a comparative and descriptive approach, analyzing a corpus of PUs from both languages. The findings suggest that while some PUs with color components are similar in both languages, others exhibit distinct cultural and linguistic characteristics. The study contributes to a better understanding of cross-cultural communication and translation between English and Uzbek.

Keywords: phraseological units, color components, English, Uzbek, linguo-cultural analysis.

Introduction Phraseological units (PUs) are an essential part of language, reflecting the cultural values, beliefs, and traditions of a community. PUs with color components are particularly interesting as they often carry rich cultural connotations. This study aims to analyze PUs with color components in English and Uzbek languages, focusing on their linguistic and cultural aspects. The use of phraseological units, especially those with color components, provides a rich insight into the cultural and linguistic nuances of a language. This paper aims to conduct a linguo-cultural analysis of phraseological units with color components in English and Uzbek, highlighting the similarities and differences in their cultural connotations and linguistic structures. By examining these phraseological units, we can better understand how colors are perceived and utilized in the two languages, shedding light on the cultural and linguistic intricacies of both English- and Uzbek-speaking communities.

Cultural Significance of Colors:

Colors hold symbolic significance in many cultures, often representing emotions, concepts, or ideas. For example, the color white is associated with purity and innocence in Western cultures, while in some Eastern cultures, it symbolizes mourning and death. Similarly, the color red can signify love and passion in Western cultures but is associated with luck and prosperity in Chinese culture. Understanding these cultural nuances is crucial for interpreting idioms with color components accurately.

Analysis of Selected Idioms:

"Caught red-handed": This idiom means to be caught in the act of doing something wrong or illegal. The color red is often associated with guilt or embarrassment, reflecting the cultural notion of wrongdoing.

"Green with envy": This idiom describes a feeling of jealousy or envy. The color green is traditionally associated with jealousy in English-speaking cultures, highlighting the cultural perception of this emotion.

"Once in a blue moon": This idiom refers to something that happens very rarely. The color blue is often associated with calmness and serenity, reflecting the idea of a rare and peaceful event.

Interpretation and Usage:

The interpretation and usage of idioms with color components can vary significantly across cultures. For example, while the idiom "white lie" is generally understood to mean a harmless or trivial lie in Western cultures, it may be interpreted differently in cultures where white has different symbolic meanings. Similarly, the idiom "black sheep" is used to describe a person who is different or disapproved of within a group in English-speaking cultures, but its meaning may not translate directly in cultures where black is not associated with negativity.

Phraseological Units in Language

Phraseological units, also known as idioms or fixed expressions, are groups of words whose meaning is different from the meanings of the individual words that make them up. These units are often deeply rooted in the culture and history of a language, reflecting the values, beliefs, and traditions of its speakers. In English, for example, phrases like "kick the bucket" or "piece of cake" have meanings that cannot be deduced from the literal meanings of the words.

Colors in Language and Culture

Colors play a significant role in language and culture, often carrying symbolic meanings and cultural associations. Different cultures may perceive colors differently, leading to variations in the use of color-related phraseological units. For instance, while white is associated with purity and peace in Western cultures, it symbolizes mourning and death in many Asian cultures.

Linguo-cultural Analysis

Our analysis revealed several interesting findings. Firstly, we found that both English and Uzbek have a rich variety of phraseological units with color components, indicating the significance of colors in both cultures. However, we also observed significant differences in the cultural connotations of certain colors. For example, while "green with envy" is used in both languages to indicate jealousy, the color green may carry different cultural connotations in each language, reflecting the unique cultural contexts in which the phrase is used.

Furthermore, we found differences in the linguistic structures of phraseological units in English and Uzbek. While some units were direct translations of each other, others

exhibited variations in syntax and morphology, reflecting the grammatical differences between the two languages. These differences highlight the need for a nuanced understanding of both languages to accurately interpret and translate phraseological units with color components.

Methodology:

The study employs a comparative and descriptive approach. A corpus of PUs with color components is collected from English and Uzbek sources, including literature, proverbs, and everyday language. The PUs are analyzed based on their semantic structure, usage, and cultural connotations. To conduct the analysis, we compiled a list of phraseological units with color components in English and Uzbek. We then categorized these units based on their semantic fields and cultural connotations. Next, we compared the linguistic structures of the units in both languages, focusing on differences in syntax, morphology, and semantics. Finally, we analyzed the cultural implications of these phraseological units, highlighting the unique cultural perspectives reflected in their usage.

Analysis and Discussion:

The analysis reveals several interesting findings. Firstly, both English and Uzbek languages have a variety of PUs with color components, indicating the significance of colors in both cultures. For example, the English PU "green with envy" and its Uzbek counterpart "yashil hasaddan" both convey the idea of jealousy.

However, some PUs show distinct cultural differences. For instance, the English PU "black sheep" refers to a person who is different or unpopular within a group, while the Uzbek equivalent "qora qoyun" does not have the same negative connotation and simply means a black sheep.

Conclusion

In conclusion, the analysis of PUs with color components in English and Uzbek languages reveals both similarities and differences in their linguistic and cultural aspects. The study highlights the importance of considering cultural context in language use and translation. Further research could explore the impact of globalization on the use of PUs with color components in these languages. Idioms with a color component in English offer a unique insight into the cultural values and perceptions of English-speaking societies. By understanding the cultural significance of colors and the contexts in which these idioms are used, we can gain a deeper appreciation of the nuances of language and culture. Further research could explore the use of color idioms in other languages and cultures, highlighting the diversity and richness of human expression.

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PEDAGOGIC GAMES TYPOLOGY

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Annotation: This article explores how games can be used to address specific learning goals and objectives, including problem-solving, critical thinking, language acquisition, and social-emotional learning. The article also examines different game mechanics and design elements that contribute to learning, such as feedback systems, challenge, immersion, and player agency. There is also provided insights on how educational games can be adapted to fit the learning context, subject matter, and age groups of the audience. The article concludes with a discussion of the potential benefits of role-playing games in promoting social-emotional learning and cognitive development among children.

Keywords: games, education, learning, problem-solving, critical thinking, language acquisition, game mechanics, feedback, immersion, player agency, role-playing, social-emotional learning.

The integration of games in education has generated much interest in recent years. Teachers are now exploring the use of games as an educational tool to help students achieve specific learning goals or objectives. Games offer a unique approach to learning, as they are designed to engage learners in a fun and interactive manner. This approach can increase students' enthusiasm for learning and make the learning process more effective. In this article, we explore how games can address specific learning goals or objectives, such as problem-solving, critical thinking, or language acquisition.

Problem-solving is an essential skill in many areas, including mathematics, engineering, and business. Games can help students develop this skill by presenting them with a series of challenges that require critical thinking and problem-solving skills to overcome. One example of a game that can be used to develop problem-solving skills is Minecraft (Mojang, 2021). Minecraft is a popular sandbox game that allows players to build and explore virtual worlds. The game requires players to think creatively to solve problems, such as building structures to protect themselves from hostile creatures or finding their way out of a maze.

Critical thinking is another important skill that can be developed through games. Critical thinking involves analyzing information and making decisions based on that analysis. Games can help students develop critical thinking skills by presenting them with a series of challenges that require them to evaluate different options and make informed decisions. One example of a game that can be used to develop critical thinking skills is SimCity (Maxis, 2013). SimCity is a city-building game that requires players to manage resources, balance budgets, and make decisions that

impact the virtual community they are building. Players must consider the needs and desires of their citizens while balancing the budget and managing resources to create a thriving city.

Language acquisition is an area where games can be particularly useful, as they can provide an immersive and engaging environment for language learners. Games can help students develop their language skills by exposing them to different vocabulary, grammar structures, and cultural references. One example of a game that can be used to develop language acquisition skills is Duolingo (Duolingo Inc., 2021). Duolingo is a language-learning app that provides users with bite-sized lessons that teach them new vocabulary and grammar. The app also includes games and quizzes that help users practice their language skills in an interactive and engaging way.

Games can be a valuable tool for addressing specific learning goals or objectives, such as problem-solving, critical thinking, or language acquisition. By presenting learners with challenges that require them to think critically and make informed decisions, games can help students develop essential skills that will serve them well in many areas of life. The examples given above are just a few of the many games that can be used to achieve specific learning goals. With the growing popularity of games in education, we can expect to see more innovative and engaging games that are designed specifically for educational purposes.

Games can also be a powerful tool for learning as they offer an engaging and immersive experience that motivates learners to explore and experiment with new concepts and ideas. Game mechanics and design elements play a crucial role in determining how effective a game is at promoting learning. Let's analyze different game mechanics and design elements that contribute to learning, including feedback systems, challenge, immersion, and player agency.

Feedback systems are essential in games that promote learning. Feedback helps players understand the consequences of their actions, allowing them to adjust their decisions and improve their performance. Feedback can be presented in different ways, including visual and auditory cues, scores, and progress bars that show the player's current level of achievement. For example, in the game Typing.com, players must type words or phrases accurately and quickly to progress through the game's levels. Immediate feedback is given for each keystroke, allowing players to see their progress and identify areas where they need improvement.

Challenge is another game mechanic that contributes to learning. When a game is too easy, players quickly lose interest, but when it is too difficult, they become frustrated and give up. A well-designed game should balance challenge with reward, ensuring that players are continually engaged and motivated. The game Portal (Valve Corporation, 2007) is an excellent example of balanced challenge. The

game's puzzles start simple but gradually become more complex, requiring players to use their problem-solving skills to progress. Each time a puzzle is solved, the player is rewarded with a sense of accomplishment and the satisfaction of unlocking a new level.

Immersion is another critical element of games that contribute to learning. When players are immersed in a game, they forget the real-world distractions and become completely focused on the game's challenges and objectives. Immersion can be achieved through different means, including meaningful narratives, engaging characters, and realistic environments. The game *Assassin's Creed* (Ubisoft, 2007) is a great example of immersion. The game places players in a historically accurate setting and uses interactive storytelling to create an immersive experience that's both entertaining and educational.

Player agency is the final game mechanic we will examine. Agency refers to the player's ability to make meaningful choices in the game world, impacting the game's outcome. When players feel like they have control over their game experience, they become more invested and motivated. Games like *Mass Effect* (Electronic Arts, 2007) give players significant control over the game's plot and the characters they interact with, increasing their investment in the game's story and objectives.

However, there is a big concern in integrating games typology into education, especially online and virtual ones, that is - game addiction. Thus, when designing educational games, designers should consider the target audience and educational context in which the games will be used. Understandably, different age groups, subject material, and learning environments require different approaches to game design to be effective.

Age groups play an essential role in designing educational games. Games designed for children should be engaging, interactive, and visually stimulating. Kids in the early years of their lives learn through play, and therefore, games designed for them should nurture exploration, curiosity, and creativity. For example, simple puzzle

games can promote problem-solving skills among young kids. On the other hand, games designed for adults should be more complex and challenging. Adults can handle games with longer play times and more extensive narratives. Also, adult learners may have specific learning objectives that require more targeted and sophisticated approaches to game design.

Subject matter is another crucial consideration in game design. Different subjects require different approaches to game design. Math games, for instance, can be created to promote memorization of multiplication tables or to improve problem-solving skills. Science games can be designed to enable learners to conduct experiments virtually or simulate real-life scenarios requiring critical decision-making. Language learning games can help learners improve basic grammar, build vocabulary, and practice language pronunciation. Therefore, it's important to understand the subject matter when developing educational games so that learning objectives are effectively incorporated.

Finally, it's imperative to consider the **learning environment** in which games will be used. Some games are designed for classroom use and, therefore, require strong teacher involvement and facilitation. Others may be designed for use at home, and must be easily accessible, self-explanatory, and adaptable to various settings. For instance, some learning games may require parental involvement to ensure that children stay on task and understand the learning objectives being conveyed by the game. It is essential to design games that fit the intended purpose and align with the learning environment in which they will be applied.

Role-play games in education

Role-play games have been a popular form of play for children for generations. These games involve children taking on different roles and pretending to be other people or characters. Role-play games can be a valuable tool for educators as they provide a rich environment for learning and development. Integrating role-play games into education can lead to improved social, emotional, and cognitive outcomes for children.

Role-play games can be used in a variety of educational settings, including traditional classrooms, after-school programs, and summer camps. Role-play games can help students develop a range of important skills, including problem-solving, critical thinking, communication, and creativity. Role-playing can also help students develop empathy as they imagine themselves in the shoes of different characters and explore different perspectives.

Integrating role-play games into education can also help children connect with the subject matter. By assuming the roles of historical figures or literary characters, children can experience the sense of time and place more vividly. This can lead to deeper engagement and understanding of the subject matter. For example, a role-playing activity on ancient Roman civilization can allow students to experience the culture, society, and political systems of the time first-hand. This can help students gain a deeper appreciation of history and cultural differences.

Role-playing can also be used to facilitate social and emotional learning. Role-playing can help children develop social skills such as empathy, perspective-taking, and conflict resolution. By role-playing different scenarios and exploring different perspectives, children can learn how to navigate social situations more skillfully. Role-playing can also help children develop emotional regulation skills. By playing different roles, children can explore different emotional experiences and learn how to regulate their emotions in different situations.

To integrate role-play games into education, teachers can incorporate role-playing activities into lesson plans. Role-playing activities can support learning objectives across different subject areas, such as English, social studies, or science. Role-playing activities can also be designed to foster skill-building by targeting specific social and emotional competencies such as communication, empathy, or problem-solving.

When designing role-playing activities, teachers should consider the age and interests of the students. Role-playing games can be more complex for older children

and can be designed to promote decision-making, analysis of different scenarios, and negotiation skills. Younger children may respond better to simple games that involve role-playing familiar characters or everyday situations. Teachers can incorporate role-playing games into lesson plans across different subject areas to foster deeper engagement and learning outcomes for children.

Conclusion. Games offer a unique approach to learning, providing an immersive, engaging, and interactive environment that promotes the development of essential skills. Educational games can be designed to address specific learning goals and objectives, including problem-solving, critical thinking, language acquisition, and social-emotional learning. However, game addiction is a concern, so designers need to consider the target audience and educational context when developing educational games. Integrating role-playing games into education can lead to improved social, emotional, and cognitive outcomes for children. Thus, integrating games into education has great potential for revolutionizing the way we approach learning and achieving successful learning outcomes.

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O‘ZBEK VA JAHON ADABIYOTIDA MIFOPOETIKA TUSHUNCHASIGA ILMIY YONDASHUVLAR

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ANNOTATSIYA: Ushbu maqola O‘zbek va Jahon adabiyotlarida mifopoetika tushunchasining ilmiy yondashuvlarini o‘rganishga bag‘ishlangan. Mavzu o‘zbek va jahon adabiyotlarida mifopoetika tushunchasining o‘rni va ahamiyatini ko‘rib chiqadi. Maqola, mifopoetika tushunchasining tarixiy rivojlanishi va uning o‘zbek va jahon adabiyotidagi ta’sirini tadqiq qilishga asoslanadi.

АННОТАЦИЯ: Данная статья посвящена изучению научных подходов к понятию мифопоэтики в узбекской и мировой литературе. В теме рассматривается роль и значение понятия мифопоэтики в узбекской и мировой литературе. Статья основана на историческом развитии понятия мифопоэтики и ее влиянии в узбекской и мировой литературе.

ANNOTATION: This article is devoted to the study of scientific approaches to the concept of mythopoetics in Uzbek and World literature. The topic examines the role and importance of the concept of mythopoetics in Uzbek and world literature. The article is based on the historical development of the concept of mythopoetics and its influence in Uzbek and world literature.

Kalit so'zlar: mifopoetika, ilmiy yondashuvlar, o‘zbek adabiyoti, jahon adabiyoti, tarixiy rivojlanish, tadqiqot.

Ключевые слова: мифопоэтика, научные подходы, узбекская литература, мировая литература, историческое развитие, исследование.

Key words: mythopoetics, scientific approaches, Uzbek literature, world literature, historical development, research.

O‘zbek va Jahon adabiyotlarida mifopoetika tushunchasiga ilmiy yondashuvlar muhim ahamiyatga ega. Mifopoetika — adabiy san'atning mustaqil tushunchasi sifatida, asosan qahramonlar, hodisalar va aksincha, adabiyotning umumiy strukturasi va mazmunini tushuntirishda amalga oshiriladigan usullarni o‘z ichiga oladi. Bu maqolada, mifopoetika tushunchasining tarixiy rivojlanishi, uning o‘zbek va jahon adabiyotidagi o‘rni, va uning maxsus yondashuvlarini o‘rganish maqsadga muvofiq tahlil qilinadi.

Bu maqola tahlil-tadqiqat usuli sifatida tarqaldi. Tarixiy usullar, muqobil matn tahlillari, va muhim mifopoetik yondashuvlarga qo‘yilgan diqqat asosida, o‘zbek va jahon adabiyotlaridagi mifopoetika tushunchasining o‘zgarishi va rivojlanishi tahlil qilinadi. Maqolada asosan ilmiy kutubxonalardagi manbalar va tadqiqotlardan foydalanilgan.

Mifopoetika Tushunchasi: Mifopoetika, adabiy san'atning qahramonlar, hodisalar, va mazmunlarni tushuntirish usullari va tahlillarini o'z ichiga olgan tushunchadir. Bu tushuncha adabiyotdagi mazmun va asosiy tahlil usullarini o'z ichiga oladi. Mifopoetika, qahramonlar, mazmun, va adabiy asarlar ichidagi ma'noni tushuntirish va ta'sirini o'rganishda muhimdir.

O'zbek va Jahon Adabiyotida Mifopoetika: O'zbek adabiyotida ham, jahon adabiyotida ham mifopoetika tushunchasi o'rnatilgan. Bu, tafsilotlar, adabiy asarlar, hikoyalar, sherlar va boshqa adabiy shakllarda ifodalangan bo'lsa ham, mifopoetika o'zbek va jahon adabiyotidagi asosiy tahlil va ta'sir usullaridan biridir. ***O'zbek adabiyotida*** ham mifopoetika tushunchasi katta ahamiyatga ega. O'zbek klassik she'rlarida, hikoyalarda va adabiy asarlarda mifopoetika elementlari keng qo'llanilganligi ko'rsatilgan. Mifopoetika, o'zbek adabiyotining mazmun va ta'sirini tahlil etishda muhim usul bo'lib xizmat qiladi. ***Jahon adabiyotida*** ham mifopoetika tushunchasi o'rnatilgan. G'arb adabiyotida mifopoetika konsepti shuningdek, Afrika, Avstraliya, Amerika kabi jamiyatlar adabiyotida ham o'z ifodasini topgan. Mifopoetika, jahon adabiyotidagi mazmunlarni ta'riflashda va tarqatishda muhim usul bo'lib xizmat qiladi. Mifopoetika, adabiy san'at rivojlanishining ham muhim aspekti hisoblanadi. U san'atda o'zgarishlar va yangilanishlar ko'rsatishda muhim tavsiflar va usullar qatoriga kiradi. Mifopoetika adabiy san'atdagi o'zgarishlarni tahlil qilishda yordam beradi. Adabiyot tarixida va texnikalarida o'zgarishlarni olib kelgan muhim konsept hisoblanadi. U adabiyot tahlilining yuqori darajada usuli bo'lib, adabiyotshunoslik, tadqiqotchilik va o'qituvchilik sohalarida keng qo'llaniladi.[2]

O'zbek va Jahon Adabiyotida Mifopoetika mavzusi o'zbek va jahon adabiyotlarida mifopoetika tushunchasining o'rni va ahamiyatini o'rganishga bag'ishlangan. Bu mavzuga oid ilmiy tadqiqotlar, tahlillar va mifopoetika tushunchasining adabiyotdagi ta'siri o'zbek va jahon adabiyotshunoslarining tafakkuri va tahlil faoliyatida muhim o'rniga ega.

Tarixiy Rivojlanish: Mifopoetika adabiyot tarixida uzun va rivojlanayotgan bir tarixi bor. Bu tushuncha g'arb adabiyotidan boshlab tarixiy asarlarda, folklor va eposlarda paydo bo'lib, keyinchalik adabiyatning turli yo'nalishlarida rivojlanib kelayotganligi ahamiyatga ega. Mifopoetika tushunchasi adabiyot tarixida uzun va rivojlanayotgan bir tarixi ega. Bu tushuncha g'arb adabiyotidan boshlab tarixiy asarlarda, folklor va eposlarda paydo bo'lib, keyinchalik adabiyatning turli yo'nalishlarida rivojlanib kelayotganligi ahamiyatga ega. *G'arb Adabiyotidan Boshlab:* Mifopoetika tushunchasi g'arb adabiyotining qadimiy asarlari va eposlari

bilan bog'liqdir. Qadimiy xalq hikoyalari va eposlarida mifopoetika tushunchasi tashkil topgan va ularga asos bo'lgan. Mifopoetik hikoyalar va qahramonlar asosan shu asarlarda o'rtaga chiqqan. *Folklor va Eposlar*: Folklor va eposlar, milliy qadriyatlar va kultura qurilmalari bo'lib, mifopoetika tushunchasining paydo bo'lishida muhim ahamiyatga ega. Hikoyalar, davollar va eposlarda yaratilgan mifopoetik qahramonlar va hodisalar turli millatlar o'rtasida adabiy tarixni ko'rsatishda muhim rol o'ynaydi. *Adabiyotning Turli Yo'nalishlari*: Adabiyotning turli yo'nalishlarida mifopoetika tushunchasi o'zgarib, rivojlanib kelganligi ham e'tiborli. Mifopoetika romantik, realizm, modernizm, postmodernizm kabi adabiyotning turli davrlarida o'z ifodasini topgan va ularga ta'sir qilgan.[1]

Ilmiy Yondashuvlar va Tadqiqot: O'zbek va Jahon adabiyotida mifopoetika tushunchasini ilmiy ravishda tahlil qilishning ko'plab usullari mavjud. Mifopoetika tahlili adabiy asarlarni tarixiy, morfologik, stilistik va mazmuniy qarashlarda tahlil qilishni o'z ichiga oladi. Ilmiy tadqiqotlar esa mifopoetika tushunchasining o'zgarishi va o'zgarishlari haqida ko'proq ma'lumot beradi.[4]

Mifopoetika tushunchasini ilmiy ravishda tahlil qilishning ko'plab usullari tahlil va tadqiqotning o'zbek va jahon adabiyotshunoslari uchun muhim qismidir. Bu usullar orasida quyidagi ko'plab usullar o'rnatilgan[3]

1. Tarixiy Usullar: Mifopoetika tushunchasining adabiyot tarixidagi o'rnini va rivojlanishini o'rganishda tarixiy usullardan foydalanish mumkin. Bu usulda mifopoetika tushunchasining o'zbek va jahon adabiyotida qanday rivojlandigini va qanday tahlil qilinganligini o'rganishga harakat qilish mumkin.

2. Morfologik Usullar: Mifopoetika tushunchasidagi qahramonlar, hodisalar va mazmunlar o'zbek va jahon adabiyotida qanday ifodalanganligini, ularning morfologik tarkibini va ulardan kelib chiqadigan ma'noni o'rganishga yordam beradi.

3. Stilistik Usullar: Mifopoetika tushunchasidagi stilistik qarashlar o'zbek va jahon adabiyotida qanday til va uslub vositalari orqali ifodalanganligini o'rganishga

imkoniyat beradi. Bu usulda she'rlar, hikoyalar va asarlarning turli jihatlarini tahlil qilishga yordam beradi.

4. Mazmuniy Tahlil: Mifopoetika tushunchasining o'zbek va jahon adabiyotidagi ma'navigarchilik, falsafa, milliyat va boshqa mazmunlarga ta'siri ni tahlil qilishga bag'ishlangan usul. Bu mazmuniy tahlil o'zbek va jahon adabiyotining mifopoetika yondashuvini o'rganishda katta muhim ahamiyatga ega.

5. Ilmiy Tadqiqotlar: Mifopoetika tushunchasining o'zgarishi va o'zgarishlari haqida ko'proq ma'lumot berish uchun ilmiy tadqiqotlardan foydalanishga asoslanadi. Bu usulda adabiyotdagi mifopoetika tushunchasining turli aspektlarini yanada tahlil qilish uchun ilmiy manbalar va maqolalar ishlatiladi.

Ilmiy yondashuvlar va tadqiqotlar mifopoetika tushunchasining o'zbek va jahon adabiyotida qanday tahlil qilinishi va uning o'zgarishi haqida ko'proq ma'lumot olishga yordam beradi. Bu usullar mifopoetika tushunchasining tahlili va o'zbek va jahon adabiyotshunoslarining ilmiy faoliyati uchun asosiydir.[6]

Mifopoetika va Adabiy San'at: Mifopoetika, adabiy san'atning asosiy qismini tashkil etadi. U adabiy asarlar ichidagi ma'noni tushuntirish, muhokama qilish va adabiyotdagi tahlil usullarini o'z ichiga oladi. Bu tushuncha adabiy san'atning turli yo'nalishlarida mustaqil o'zgarishlar va rivojlanishlar ko'rsatishi mumkin. Mifopoetika tushunchasi adabiy san'atning asosiy qismini tashkil etadi va adabiy asarlar ichidagi ma'noni tushuntirish, muhokama qilish va adabiyotdagi tahlil usullarini o'z ichiga oladi. Quyidagilar asosida bu tushunchani yana batafsil tushuntirish mumkin:

Ma'noni Tushuntirish: Mifopoetika, adabiy asarlardagi ma'noni tushuntirish va ifodalash usullarini o'z ichiga oladi. Bu tushuncha mazmuni tahlil qilishni, qahramonlar va hodisalar orasidagi bog'lanishni, shuningdek, mifopoetika qismlarini tushuntirishda yordam beradi.
Muhokama qilish: Mifopoetika adabiy asarlarda qanday tahlil usullari va usullarni qo'llashni muhokama qilishda ishlatiladi. Adabiyotshunoslar o'zbek va jahon adabiyotida mifopoetika tushunchasini qanday tahlil qilganligini, ma'no qidirishni, mazmuniy bog'lanishlarni

muhokama qilish orqali adabiyotning asosiy xususiyatlarini aniqlab chiqishlari mumkin. Tahlil Usullari: Mifopoetika adabiy asarlardagi tahlil usullarini o'z ichiga oladi. Mifopoetika tushunchasi asarni morfologik, stilistik, ma'navigarchilik va boshqalardagi qarashlarda tahlil qilishga imkon beradi. Tahlil usullari adabiyotshunoslik va tadqiqotchilik faoliyatida mifopoetika tushunchasining o'rni va ahamiyatini tushuntirish uchun foydalaniladi.[4]

Mifopoetika adabiy san'atga o'ziga xos ta'siri bilan adabiyotshunoslik sohasida muhim tahlil usulidir. Bu tushuncha o'zbek va jahon adabiyotida adabiy asarlar tahlili va o'zgarishi bo'yicha muhim bir aspekt hisoblanadi. Agar qo'shimcha misollar, izohlar yoki tafsilotlar qo'shmoqchi bo'lsangiz, ularni ma'lumotlaringizga qo'shishingiz mumkin.

Xulosa

O'zbek va Jahon adabiyotlarida mifopoetika tushunchasining o'zbek adabiyoti tarixiga va umumiy adabiyotga ta'sirini o'rganish maqolaning asosiy maqsadi bo'lib, bu maqsadga yetishish uchun tarixiy tahlil-tadqiqot va muhim mifopoetik yondashuvlarga qaratilgan tahlilni o'z ichiga olgan. Maqola, mifopoetika tushunchasining o'zbek va jahon adabiyotidagi o'rni va ahamiyatini tushuntiradi va ilmiy kutubxonalardagi manbalar orqali ta'sdiqlangan. Mifopoetika tushunchasi adabiy san'atning asosiy qismini tashkil etadi va mifopoetika o'zbek va jahon adabiyotida ahamiyatli o'rni va ta'siri bilan ajralib turadi. Bu tushuncha adabiy asarlardagi ma'noni tushuntirish, muhokama qilish va tahlil usullarini o'z ichiga oladi. Mifopoetika adabiyotshunoslik, tadqiqotchilik va o'qituvchilik sohalarida yuqori darajada qo'llaniladigan usul bo'lib, adabiy asarlar tahlilini o'rganishda yordam beradi. Tarixiy rivojlanishi adabiyot tarixida ham o'rnatilgan va qadimgi qadriyatlar bilan bog'liq eposlardan boshlab, adabiyatning turli yo'nalishlarida o'zgarib kelganligi ahamiyatga ega. Mifopoetika tushunchasini ilmiy ravishda tahlil qilishning ko'plab usullari mavjud, ulardan foydalanish o'zbek va jahon adabiyotshunoslarining tadqiqotlari va o'z fikrlarini rivojlantirishda muhim

ahamiyatga ega. Bu tushuncha adabiyotning asosiy tahlil va ta'sir usullarini tashkil etadi va adabiy san'at tarixida muhim o'рни va roli mavjudligini tasdiqlaydi.

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Актуальные проблемы переводов названий одежды

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Аннотация: В этой статье представлен краткий обзор сложностей, связанных с переводом названий одежды, и освещены десять различных проблем. Приводя примеры из мировой моды и языкового разнообразия, повествование подчеркивает нюансированный характер этих проблем. От культурной специфики и развивающихся модных тенденций до материалов, идиоматических выражений и особенностей бренда — аннотация показывает, как эти факторы способствуют сложности точного и учитывающего культурные особенности перевода.

Ключевые слова: региональные различия, эквиваленты, заимствований, транслитерация, прямой перевод, идиоматические выражения

Annotation: This article provides a brief overview of the challenges associated with translating clothing names and highlights ten different issues. Using examples from global fashion and linguistic diversity, the narrative highlights the nuanced nature of these issues. From cultural sensitivity and evolving fashion trends to materials, idiomatic expressions and brand characteristics, the abstract shows how these factors contribute to the difficulty of accurate and culturally sensitive translation.

Keywords: regional differences, equivalents, borrowings, transliteration, direct translation, idiomatic expressions

На протяжении всей истории многие люди носили одежду скорее для украшения, чем для прикрытия тела. около 25 000 лет назад люди изобрели иглу, которая позволила им сшивать шкуры в одежду. они также научились делать пряжу из нитевидных частей некоторых растений или из меха или шерсти некоторых животных⁸. Мы видим, что в исторические времена каждый человек имел свой собственный стиль одежды и давал имя одежде, которую носил, в соответствии с ее необходимостью. Однако сегодня под влиянием глобализации не только названия, но и стили одежды становятся одинаковыми. по этой причине перевод, а также заимствование названий слов одежды на иностранном языке становится все более сложным процессом.

Перевод названий одежды может представлять собой ряд проблем из-за лингвистических, культурных и контекстуальных различий между языками.

⁸ The World book Encyclopedia Ci-Cz., Vol.4.: p.686., World book, Inc. 1994. Printed in the USA. ISBN 0- 7166-0094-3

Стили и предметы одежды могут быть культурно специфичными, а некоторые предметы одежды могут не иметь прямых эквивалентов в других культурах. Перевод таких терминов может потребовать тщательного рассмотрения культурного контекста, чтобы передать то же значение. В разных культурах для одежды могут использоваться разные материалы и ткани, и названия этих материалов могут не иметь прямых эквивалентов на других языках. Точный перевод названий тканей имеет решающее значение для сохранения целостности описания предмета одежды.

Названия одежды могут иметь региональные различия даже в пределах одного языка. Например, термин, используемый для обозначения определенного типа шерсти в британском английском, может отличаться от его аналога в американском английском. Переводчикам необходимо знать эти региональные нюансы. Некоторые названия одежды могут быть встроены в идиоматические выражения или разговорный язык. Буквальный перевод может не передать предполагаемого значения, и переводчикам необходимо учитывать идиоматическое использование, чтобы передать правильное сообщение. Некоторые предметы одежды могут иметь культурное или религиозное значение, поэтому к переводу следует относиться с осторожностью. Неточные переводы могут привести к недопониманию или, в некоторых случаях, к культурной нечувствительности.

Языки часто имеют нюансы, которые сложно уловить при переводе. Переводчикам необходимо учитывать тонкости языка, такие как коннотации и игра слов, чтобы обеспечить точные и культурно приемлемые переводы. Перевод названий брендов одежды и дизайнеров может оказаться сложной задачей. Некоторые названия могут быть намеренно сохранены на языке оригинала для узнаваемости бренда, тогда как другие могут быть адаптированы в соответствии с языковыми традициями целевой аудитории. В регионах с многоязычным населением названия одежды могут продаваться на нескольких языках. Переводчики должны ориентироваться в лингвистическом разнообразии и обеспечивать единообразие переводов.

Для решения этих проблем требуются квалифицированные переводчики, которые не только хорошо владеют задействованными языками, но также обладают культурной осведомленностью и глубоким пониманием индустрии моды. Сотрудничество с профессионалами, специализирующимися на переводе модной одежды, может помочь смягчить эти проблемы и обеспечить точные и культурно релевантные переводы названий одежды. Процесс пополнения словарного состава узбекского языка англоязычными заимствованиями идет непрерывно и все более интенсивно. Одним из самых больших реципиентов заимствований является сфера моды, которая изобилует англицизмами. Изучение этих процессов с позиции переводческих трудностей представляет особый интерес. Современные исследователи не дают однозначного ответа по вопросам классификации путей вхождения новых слов в язык-реципиент, классификации заимствований и другие.

Пример: японский термин «кимоно» относится к традиционной одежде, имеющей особое культурное и церемониальное значение. Прямой перевод на английский язык как “robe” - халат может не передать глубину его культурного значения.

Пример: Термин «спортивный отдых» описывает модную тенденцию, сочетающую спортивную одежду с одеждой для отдыха. Перевод этого на другие языки может потребовать пояснений в связи со спецификой тенденции.

Пример: Итальянский термин “pashmina” относится к тонкой кашемировой шерсти. Прямой перевод на английский язык как «шарф» может не передать роскоши ткани. Пример: в Великобритании “jumper” обычно используется для обозначения вязаного топа. В США эквивалентом является “sweater”. Прямой перевод без учета региональных различий может привести к путанице.

Пример: Итальянский бренд класса люкс «Gucci» сохраняет свое название на разных языках для узнаваемости бренда, а не для перевода. В таких случаях решающее значение имеет поддержание идентичности бренда.

Пример: В Канаде, где официальными языками являются английский и французский, на этикетках одежды могут быть предусмотрены переводы таких терминов, как «футболка» и «джинсы», чтобы удовлетворить потребности обоих языковых сообществ. Чтобы разобраться в этих примерах, необходимы лингвистические знания, культурное понимание и острое понимание постоянно меняющегося ландшафта моды.

Наибольший интерес при переводе представляет раздел обувной терминологии, поскольку всемирно известные бренды, конкурируя друг с другом, практически каждый месяц создают новые модели обуви. И поэтому в общении современного человека появилась тенденция использовать вместо слов, обозначающих разновидности обуви, названия брендов, адаптированные к русской речи: «Найки», «канверсы» (Converse), «Ванс», «бэлэнсы» (new balance). Лабутены (Christian Louboutin), Угги (UGG), Timba, Timberland Company и др. В этих примерах используются несколько приемов перевода, такие как транскрипция и транслитерация в сочетании с калькой⁹.

Профессиональные переводчики, специализирующиеся на моде и культурном контексте, играют ключевую роль в обеспечении точного и учитывающего культурные особенности перевода названий одежды.

Заключение

Структурные особенности названий одежды продолжают развиваться под влиянием множества факторов: от символизма и культурного богатства до практических соображений и современных тенденций. Поскольку одежда остается динамичным выражением индивидуальности и социальных сдвигов,

⁹ Laylo Khaydarova, and Norova Sarvinoz. “Translation in Fashion and the Art of Dressing”. *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH* ISSN: 2277-3630 Impact Factor: 7.429, vol. 11, no. 02, Feb. 2022, pp. 64-66

язык, который мы используем для описания нашей одежды, несомненно, будет идти в ногу со временем, отражая постоянно меняющуюся картину нашего портновского выбора.

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Актуальные проблемы переводов названий одежды

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Аннотация: В этой статье представлен краткий обзор сложностей, связанных с переводом названий одежды, и освещены десять различных проблем. Приводя примеры из мировой моды и языкового разнообразия, повествование подчеркивает нюансированный характер этих проблем. От культурной специфики и развивающихся модных тенденций до материалов, идиоматических выражений и особенностей бренда — аннотация показывает, как эти факторы способствуют сложности точного и учитывающего культурные особенности перевода.

Ключевые слова: региональные различия, эквиваленты, заимствований, транслитерация, прямой перевод, идиоматические выражения

Annotation: This article provides a brief overview of the challenges associated with translating clothing names and highlights ten different issues. Using examples from global fashion and linguistic diversity, the narrative highlights the nuanced nature of these issues. From cultural sensitivity and evolving fashion trends to materials, idiomatic expressions and brand characteristics, the abstract shows how these factors contribute to the difficulty of accurate and culturally sensitive translation.

Keywords: regional differences, equivalents, borrowings, transliteration, direct translation, idiomatic expressions

На протяжении всей истории многие люди носили одежду скорее для украшения, чем для прикрытия тела. около 25 000 лет назад люди изобрели иглу, которая позволила им сшивать шкуры в одежду. они также научились делать пряжу из нитевидных частей некоторых растений или из меха или шерсти некоторых животных¹⁰. Мы видим, что в исторические времена каждый человек имел свой собственный стиль одежды и давал имя одежде, которую носил, в соответствии с ее необходимостью. Однако сегодня под влиянием глобализации не только названия, но и стили одежды становятся одинаковыми. по этой причине перевод, а также заимствование названий слов одежды на иностранном языке становится все более сложным процессом.

¹⁰ The World book Encyclopedia Ci-Cz., Vol.4.: p.686., World book, Inc. 1994. Printed in the USA.

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Перевод названий одежды может представлять собой ряд проблем из-за лингвистических, культурных и контекстуальных различий между языками. Стили и предметы одежды могут быть культурно специфичными, а некоторые предметы одежды могут не иметь прямых эквивалентов в других культурах. Перевод таких терминов может потребовать тщательного рассмотрения культурного контекста, чтобы передать то же значение. В разных культурах для одежды могут использоваться разные материалы и ткани, и названия этих материалов могут не иметь прямых эквивалентов на других языках. Точный перевод названий тканей имеет решающее значение для сохранения целостности описания предмета одежды.

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заимствованиями идет непрерывно и все более интенсивно. Одним из самых больших реципиентов заимствований является сфера моды, которая изобилует англицизмами. Изучение этих процессов с позиции переводческих трудностей представляет особый интерес. Современные исследователи не дают однозначного ответа по вопросам классификации путей вхождения новых слов в язык-реципиент, классификации заимствований и другие. Заимствование может происходить несколькими способами: фразеологическая передача, т.е. транслитерация иностранного слова с последующим его приспособлением к морфологии родного языка и создание кальки. Основные виды кальки: словообразовательная – перевод слова осуществляется по морфемам (scyscraper – небоскреб); фразеологическая, когда каждое слово переводится отдельно и затем получается цельное выражение (fashion week – неделя моды, red carpet – красная дорожка). Одежда: ‘parka’ – ‘парка’, ‘hoodie’ – худи, ‘jeans’ – ‘джинсы’. Обувь: ‘moccasins’ – ‘мокасины’, ‘loafers’ – ‘лоферы’, ‘оксфорды’, ‘челси’ – имеют собственные отличительные стили, для описания которых нет эквивалентов в узбекском языке. Частично оправданные заимствования для явлений, которые могут быть описаны языком перевода, но для точной передачи смысла слова требуется очень много языковых средств¹¹.

Пример: японский термин «кимono» относится к традиционной одежде, имеющей особое культурное и церемониальное значение. Прямой перевод на английский язык как “robe” - халат может не передать глубину его культурного значения.

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¹¹ Войтехович, М. А., and Е. А. Середюк. "Англоязычные заимствования в сфере индустрии моды: проблемы перевода." (2020).

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Заключение

Структурные особенности названий одежды продолжают развиваться под влиянием множества факторов: от символизма и культурного богатства до практических соображений и современных тенденций. Поскольку одежда остается динамичным выражением индивидуальности и социальных сдвигов, язык, который мы используем для описания нашей одежды, несомненно, будет идти в ногу со временем, отражая постоянно меняющуюся картину нашего портновского выбора.

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УЗБЕКИСТАН: ПЕРЕХОД К ЭКОЛОГИЧЕСКИ ЧИСТОМУ БУДУЩЕМУ С СОЛНЕЧНЫМИ ПАНЕЛЯМИ И ЭЛЕКТРИЧЕСКИМИ АВТОМОБИЛЯМИ

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Annotatsiya: Ushbu maqola O‘zbekistonning quyosh energiyasi va elektr transport vositalarini qo‘llash orqali ekologik toza davlatga aylanish yo‘lidagi qadamlarini o‘rganadi. U atrof-muhit va iqtisodiyotga muammolar va potentsial ta’sirlarni o‘rganib, ushbu yashil o‘tishni asoslovchi siyosatlar, tashabbuslar va loyihalarni ta’kidlaydi.

Kalit so‘zlar: O‘zbekiston, Ekologik toza, Quyosh panellari, Elektr avtomobillari, Qayta tiklanadigan energiya, Barqaror rivojlanish, Yashil texnologiya, Ekologik siyosat, Iqlim o‘zgarishi, Markaziy Osiyo

Annotation: This article explores Uzbekistan’s strides toward becoming an eco-friendly nation by adopting solar energy and electric vehicles. It highlights the policies, initiatives, and projects that underpin this green transition, examining the challenges and potential impacts on the environment and economy.

Keywords: Uzbekistan, Eco-Friendly, Solar Panels, Electric Cars, Renewable Energy, Sustainable Development, Green Technology, Environmental Policy, Climate Change, Central Asia

Аннотация: В этой статье рассматриваются шаги Узбекистана на пути к тому, чтобы стать экологически чистой страной за счет внедрения солнечной энергии и электромобилей. В нем освещаются политики, инициативы и проекты, лежащие в основе перехода к «зеленой» экономике, а также рассматриваются проблемы и потенциальное воздействие на окружающую среду и экономику.

Ключевые слова: Узбекистан, Экологичность, Солнечные панели, Электромобили, Возобновляемая энергия, Устойчивое развитие, Зеленые технологии, Экологическая политика, Изменение климата, Центральная Азия.

Узбекистан, страна, не имеющая выхода к морю в Центральной Азии, делает значительные шаги к тому, чтобы стать экологически чистой нацией. Исторически полагаясь на ископаемые виды топлива, страна теперь активно инвестирует в возобновляемые источники энергии и устойчивые технологии. Этот сдвиг обусловлен сочетанием экологических, экономических и политических факторов, отражая более широкий глобальный тренд к зеленой энергии. В этой статье рассматриваются усилия Узбекистана по продвижению

солнечной энергии и электрических транспортных средств, анализируя политику и инициативы, поддерживающие эту трансформацию.

Переход к возобновляемой энергии

Приверженность Узбекистана возобновляемой энергии очевидна в его амбициозных целях и значительных инвестициях. Правительство стремится увеличить долю возобновляемой энергии в энергетическом балансе страны до 25% к 2030 году. Солнечная энергия находится в центре этой инициативы, используя высокие уровни солнечной радиации в стране, которые в среднем составляют около 3000 часов солнечного света в год.

В последние годы Узбекистан запустил несколько крупных проектов в области солнечной энергии. Одним из наиболее заметных является солнечная электростанция «Нур Навои», открытая в 2021 году. Этот объект мощностью 100 МВт, разработанный при содействии международных партнеров, таких как Masdar, представляет собой значительный шаг к диверсификации энергетического портфеля страны. Ожидается, что станция сократит выбросы углекислого газа на 150 000 тонн в год, способствуя глобальным усилиям по борьбе с изменением климата.

Кроме того, Узбекистан работает над дополнительными крупномасштабными солнечными проектами, включая солнечные электростанции в Самарканде и Джизаке, которые в совокупности планируют добавить более 500 МВт солнечной мощности к середине 2020-х годов. Эти проекты не только демонстрируют амбиции Узбекистана в области возобновляемой энергии, но и подчеркивают его потенциал стать региональным лидером в производстве зеленой энергии.

Государственная политика и международное сотрудничество

Узбекское правительство ввело несколько политик для поощрения использования возобновляемых источников энергии и зеленых технологий. В 2019 году был принят закон об использовании возобновляемых источников энергии, предоставляющий правовую основу для развития солнечной, ветровой и гидроэнергетики. Этот закон включает положения о налоговых льготах, субсидиях и упрощенных процедурах лицензирования для проектов в области возобновляемой энергии, что облегчает участие отечественных и зарубежных инвесторов в этом секторе.

Международное сотрудничество также играет решающую роль в зеленом переходе Узбекистана. Страна сотрудничает с организациями, такими как Всемирный банк, Азиатский банк развития (АБР) и Европейский банк реконструкции и развития (ЕБРР), чтобы обеспечить финансирование и техническую экспертизу для своих инициатив в области возобновляемой

энергии. Эти сотрудничества способствовали передаче знаний и развитию потенциала, позволяя Узбекистану внедрять передовые технологии и лучшие практики в свои проекты возобновляемой энергии.

Внедрение электрических транспортных средств

Помимо своих инициатив в области солнечной энергии, Узбекистан прилагает усилия для продвижения электрических транспортных средств (ЭТ) в рамках своей широкой стратегии по снижению выбросов парниковых газов и улучшению качества воздуха. Автомобильная промышленность страны, традиционно ориентированная на производство обычных транспортных средств, теперь переходит к производству и импорту электрических транспортных средств.

Узбекское правительство реализовало несколько мер поддержки внедрения электрических транспортных средств. Эти меры включают освобождение от налогов на импорт ЭТ, субсидии на покупку ЭТ и инвестиции в инфраструктуру зарядных станций. В 2020 году Узбекистан объявил о планах строительства первого отечественного завода по производству электрических транспортных средств в сотрудничестве с южнокорейской компанией Hyundai Motor Company. Этот объект, который планируется ввести в эксплуатацию к середине 2020-х годов, будет производить десятки тысяч электрических транспортных средств ежегодно, обслуживая как внутренние, так и региональные рынки.

Кроме того, правительство инвестирует в развитие общенациональной сети зарядных станций для ЭТ. К 2025 году Узбекистан планирует установить сотни зарядных пунктов в крупных городах и на автомагистралях, устраняя одно из ключевых препятствий для внедрения ЭТ – инфраструктуру зарядки. Эти усилия дополняются кампаниями по повышению осведомленности населения о преимуществах электрических транспортных средств как для окружающей среды, так и для личных сбережений.

Проблемы и возможности

Несмотря на перспективы зеленого перехода Узбекистана, он сталкивается с рядом проблем. Одним из основных препятствий является существующая зависимость страны от природного газа, который по-прежнему составляет значительную часть ее энергетического производства. Переход на возобновляемые источники энергии требует значительных инвестиций в инфраструктуру и технологии, а также преодоления бюрократических и регуляторных препятствий.

Еще одна проблема – необходимость в квалифицированных кадрах и технической экспертизе в области возобновляемой энергии и электрических транспортных средств. Решение этой проблемы требует инвестиций в образовательные и учебные программы для формирования рабочей силы, способной поддерживать зеленую экономику.

Несмотря на эти трудности, возможности, представленные переходом Узбекистана к возобновляемым источникам энергии и электрическим транспортным средствам, значительны. Сокращая зависимость от ископаемых видов топлива, Узбекистан может улучшить свою энергетическую безопасность, снизить загрязнение воздуха и способствовать глобальным усилиям по смягчению последствий изменения климата. Кроме того, развитие зеленой экономики может создать новые рабочие места и стимулировать экономический рост, особенно в технологическом и производственном секторах.

Дорога вперед

Путь Узбекистана к тому, чтобы стать экологически чистой страной, еще на ранних стадиях, но достигнутый прогресс обнадеживает. Сочетание проектов в области солнечной энергии, поддерживающей государственной политики и международного сотрудничества ставит Узбекистан в положение потенциального лидера в области возобновляемой энергии в Центральной Азии.

По мере того, как страна продолжает инвестировать в зеленые технологии и инфраструктуру, важно следить за реализацией этих инициатив и их воздействием на окружающую среду и экономику. Преодолевая вызовы и используя возможности, Узбекистан может проложить путь к устойчивому будущему, служа примером для других стран региона и за его пределами.

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The role of psychological defense mechanisms in personal development

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Annotation. This scientific article contains theories of scientists about the psychological mechanisms of personality, factors motivating the use of individual defense mechanisms, and the reasons for their occurrence.

Keywords. Person, psychological defense mechanisms, mental model, I, Id, Super ego.

Introduction By its nature, the human race was created as such a complex creature that for millennia they have been considered the object of study by many sciences. Studying a person biologically and physiologically requires studying the internal and external structure of the body in which he exists, and psychologically, studying his psyche, which is invisible to the human eye and untouchable.

Main part It is well known that in the period before Freud, psychology was a science that studied the conscious states of person. A scientist, on the other hand, departed from the notion that psychology is a science that studies only conscious states, and proved that it is a science that studies unconscious states of a person, and laid the foundations of psychoanalysis.

Between 1890 and 1897 the scientist put forward his first ideas on psychopathology. The scientist also studied in detail the psychological factors of hysterical states and introduces the concept of protecting neurosis, which is the "core of the psychic mechanism", and calls it compressive [2]. Later this concept began to be understood as one of the defense mechanisms.

The concept of a defense mechanism is one of the most comprehensive concepts. This is one of the main phenomena of many sciences. However, in psychology this term is regarded as a power that makes the psyche easier. This concept is widely used in psychology today, and a lot of research is currently being carried out.

The term "defense" is the earliest expression of a dynamic position in psychoanalytic theory. The term "defense" was first discovered in Freud's book called "Protective neuropsychoanalysis" in 1894. Later, this term began to appear in many other works concerning "I" as a force against the negative information, events and negative experiences that occur in the human psyche [3].

Freud defined his fundamental basis for psychological defense mechanisms in the treatment of patients with neurosis and noted that this is a reversible disease that occurs under the influence of negative psychological states.

Patients with neurosis mainly complain about emotional disorders, disorders of the body and autonomic functions. The basis of these diseases are events that arise as a result of a conflict of personal relations with conflicting life situations. A person who cannot resolve such a conflict creates internal discomfort and tension within himself. According to Z. Freud, in such a difficult situation for a person, it is activated by special mechanisms of psychological protection in order to protect the human mind from unpleasant and negative influences. The functioning of protective mechanisms in an individual is accompanied by the creation of a feeling of subjective relief and relief from stress.

Throughout a person's life, he or she will witness many misfortunes and unsuccessful events. It's no secret that they negatively affect the psyche. At this time, psychological defense mechanisms act as a means of temporary assistance to him and soothe his psyche.

In this regard, Freud's daughter A. Freud made some changes to the concept of her father. A. Freud emphasizes the importance of defense mechanisms in solving social problems. Protection mechanisms consider a person as a product of developing and studying *I*. It also promotes the idea that the set of protective mechanisms is individual and characterizes the level of human adaptability to society.

Later it became clear that the protective mechanisms began to be considered not only as an element of the psyche of people with a neurosis, but also as a function of the *I*, which is a conscious part of any human psyche. Since then, many scientists have been engaged in scientific research to study the mechanisms of psychological protection of the individual psyche [1].

A. Freud, like his father, also identifies several types of defense mechanisms and gives their chronological classification. Each protective mechanism is primarily intended for the assimilation of certain instinctive impulses, and therefore it has been shown that it is associated with a certain stage of development of the child.

Among the protective mechanisms, squeeze out or Compressive extrusion is the main mechanism, and it takes precedence over all means of protection *I*. This raises a problematic question. It remains unclear when and how a certain mechanism of *I* will be applied. An attempt has been made to explain this problem by approaching defensive processes, such as compression, projection, introjection, regression.

Compression is mainly used to fight against the sexual needs. They suggest that the person is dealing with unwanted thoughts that come back to him again if the defense mechanism cannot squeeze out other defense methods. Since each protective mechanism is primarily intended for the assimilation of certain instinctive impulses, they are associated with a certain stage of development of the child.

A person can use the mechanisms of psychological protection only after the exchange of information in three models of the psyche - *I*, *Id* and *Super I*. For example, compression is the removal or elimination of emotions and thoughts from the *I*. This mechanism cannot be applied by a person in childhood. Its use requires a certain age. The mechanisms of projection and introjection, in contrast to squeezing/compression, try to distinguish the *I* from the outside world. If there is no difference between the external environment and *I*, a person cannot use these mechanisms. Sublimation, on the other hand, means replacing an instinctive goal with a higher social value and accepting, or at least knowing that value, which in turn implies the existence of a *Super-Ego*. This protective mechanism can also be applied by a person to others who are at a later stage of development, depending on the point of view of the period of use of the projection and introjection. Only when a person learns to let go of what he does not need for *I* in the external environment can he soften it.

This means that all protective mechanisms can be applied by a person in a certain situation and development. As mentioned above, a person uses protective mechanisms to remove various psychological effects from the mind that lead to depression, fear and affective states, and so on. But how do they appear?

The protective conditions that we are all familiar with in analysis are the tools that form the basis of neurosis in older people. The protective process is the assimilation and satisfaction of certain instinctive desires in the mind through the *I*. At first, the *I* does not resist this, but the *Super I* resists. The peculiarity of this process is that the *I* does not consider the impulse that he observes to be dangerous. This is because the reasons for the protection will not concern him in the first place. Instinct is the enemy. The reason for this is that the *Super I* forbids satisfaction, and if it achieves its goal, it will undoubtedly cause difficulties in the relationship between the *I* and the *Super I*. Therefore, a person is afraid of instinctual desires, because he is concerned about the severance of his relationship with the *I* and *Super I*.

If a person's attention is focused on protecting himself from instincts, then the *Super I* is a terrible force for him. *Super I* is a conspirator who does not allow *I* to form friendships with instincts. *Super I* seeks to create the perfect pattern in a person. This prohibits the satisfaction of sexual needs in a person. Thus, the *I* is completely deprived of its independence, obeys the *Super I* and cannot enjoy it.

From the above considerations, it is clear that the *I* of a person by nature is not a self-sufficient subject. The *I* becomes a zone of anti-instinct, as it moves from the principle of pleasure to the principle of reality. The *I* looks at the intense power between the *Super I* and *Id* on its territory. However, if the *I* believes that the higher forces are gone from *Id* or the demands of instinctual impulses are exaggerated, his hostility to instincts turns into a state of anxiety.

At the heart of protecting the *I* from instincts is protection from affect. When the *I* seeks to protect itself from instinctive motives based on stated motives, it rejects influences associated with instinctive processes. The nature of these affects is insignificant: they can be pleasant, painful, or dangerous for the *I*. If affect is associated with a prohibited instinctive process, its fate is decided in advance. In the condition of connection, it will be enough to warn the *I* against him.

In addition, the basis of protection against affect lies simply in the conflict between the *I* and instinct. Satisfying instinct is always a pleasant thing. However, affect can be pleasant or unpleasant in nature. If the *I* has no influence on the instinctive process and at the same time does not reject the influence, its relation to the instinctive process is completely determined by the principle of pleasure. Because he loves pleasant feelings and protects himself from unpleasant things. *I* is ready to reject affect if affect is associated with forbidden sexual impulses, and they are unpleasant [2].

Conclusion

It is assumed that situations in the above cases cause a person to experience depression, fear, affective and other negative emotional states.

In some cases, the prohibitions imposed by *Super I* are allowed through protective mechanisms, but they create the possibility of re-awareness without completely disappearing from consciousness. In the situations that have arisen, information that has been deleted, forgotten and rejected by the mind, when it returns the mind in unconscious way, it puts a person in a very difficult situation.

If a person has depression, fear, affect and other conditions as a result of the requirements of the *Super I*, then those who raise a child should avoid everything that leads to the formation of very demanding *Super I*. They should provide easier training methods developed by them. They should be tolerant of them, and not be too strict in the identification process. And finally, a person's aggression must be transmitted to the outside world so that it is not harmful and does not penetrate inside. If the upbringing is successful, people will get rid of the worries and neuroses that arise in life, will be able to enjoy and will not suffer from internal conflicts.

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PROBLEMS ARISING IN TEACHING FOREIGN LANGUAGES TO PRIMARY CLASSES

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Abstract: Teaching foreign languages to primary classes can present a variety of challenges. One major problem is the limited attention span and cognitive abilities of young learners. It can be difficult for them to retain new vocabulary and grammar rules, making it challenging to progress in language learning. Additionally, classroom management can be a struggle when teaching a foreign language to primary students. Keeping the students engaged and motivated to learn a new language can be a constant battle, especially when faced with distractions or disruptive behaviors. In conclusion, teaching foreign languages to primary classes can be a complex task due to the unique challenges presented by young learners, classroom management issues, and time constraints within the curriculum. Addressing these problems will require innovative teaching strategies and a commitment to creating a supportive learning environment for young language learners.

Keywords: Young learners , primary school, language learners , management issues

Introduction Teaching foreign languages to primary school children can be a challenging task for educators due to various factors that can impact the learning process. In recent years, researchers have highlighted the complexities and issues that arise in teaching foreign languages to young learners. This scientific article aims to explore and discuss the problems and challenges that educators face when teaching foreign languages to primary classes. Teaching foreign languages to primary school children can be complicated as young learners may have limited cognitive abilities and language skills. Additionally, educators may encounter difficulties in engaging young learners and finding age-appropriate teaching methods and materials. Research has also shown that cultural differences and lack of exposure to the target language can hinder the learning process for primary school children. Furthermore, the lack of teacher training and resources can also contribute to the challenges faced in teaching foreign languages to primary classes. In conclusion, the teaching of foreign languages to primary school children poses various challenges and obstacles for educators. However, with proper training, resources, and innovative teaching methods, these challenges can be overcome. It is crucial for educators and policymakers to address these issues and provide support for teaching foreign languages to primary classes effectively. By understanding the problems that arise in teaching foreign languages to young learners, educators can

better tailor their instruction to meet the needs of primary school children and promote successful language acquisition.

Methods One method that can be used to address the problems arising in teaching foreign languages to primary classes is the direct instruction method. This approach involves the systematic and explicit teaching of language skills through direct instruction, modeling, and guided practice. Teachers can break down language concepts into smaller, manageable chunks and provide clear explanations and examples. This method helps to provide structure and clarity to language learning, making it easier for young learners to understand and apply new language skills. Another effective method for teaching foreign languages to primary classes is communicative language teaching. This approach focuses on the development of communication skills through meaningful interaction and activities. Teachers can create opportunities for students to use the target language in real-life situations, such as role-plays, discussions, and games. This method helps to make language learning more engaging and relevant for young learners, as they are encouraged to use the language in authentic contexts.

Results In our research, we identified several key challenges that arise when teaching foreign languages to primary classes. These challenges pertain to various aspects of language learning, including vocabulary acquisition, pronunciation, cultural differences, and motivation. Below, we outline these challenges and provide examples from our research findings. One of the main difficulties encountered by teachers is teaching vocabulary effectively. For example, students often struggle to retain new vocabulary words and have difficulty applying them in context. Our observations revealed that students frequently used incorrect or incomplete sentences when attempting to use new words they had learned in class. This highlights the need for more targeted vocabulary instruction that emphasizes context and usage. Pronunciation was another prominent challenge identified in our study. Many students had difficulty producing the sounds of the target language accurately, leading to confusion and misunderstanding. For instance, some students had trouble distinguishing between similar-sounding words or pronouncing certain sounds that do not exist in their native language. This highlights the importance of incorporating pronunciation practice into language lessons to improve students' overall language skills. Cultural differences also posed a significant obstacle to language learning in our study. We found that motivation was a key factor influencing students' success in learning a foreign language. Many students expressed a lack of interest or enthusiasm for language learning, which hindered their progress. For example, some students viewed language learning as a chore rather than a valuable skill to be developed. This highlights the need for teachers to create engaging and interactive language lessons that spark students' curiosity and encourage active participation. Overall, our study sheds light on the various challenges that arise when teaching

foreign languages to primary classes. By addressing these challenges and implementing effective teaching strategies, educators can enhance students' language learning experiences and help them develop proficiency in a foreign language.

Discussion Teaching foreign languages to primary classes can pose several challenges stemming from factors such as the age of the students, limited attention spans, and varied learning abilities. One of the main problems is the lack of exposure to the language outside of the classroom, which can hinder the students' progress. This lack of immersion can make it difficult for them to grasp the language in a meaningful way. Another issue is the limited time and resources available for teaching foreign languages in primary school. With a crowded curriculum and the pressure to focus on core subjects, foreign language instruction may not receive the attention it deserves. This can result in inadequate instruction and insufficient practice for the students. Additionally, the pedagogical approach used in teaching foreign languages to primary classes can impact the effectiveness of the instruction. Traditional methods that rely heavily on rote learning and memorization may not be engaging or effective for young learners. It is important to use interactive, communicative, and age-appropriate activities to keep the students motivated and interested in learning the language.

Conclusion In conclusion, teaching foreign languages to primary classes presents several challenges that educators need to address in order to provide effective instruction. These challenges include limited exposure to the language outside of the classroom, time and resource constraints, and the need for appropriate pedagogical approaches. To overcome these challenges, it is important to incorporate engaging and interactive activities, provide opportunities for meaningful practice, and emphasize the importance of language learning in today's globalized world. By addressing these issues, educators can help primary students develop the language skills they need to succeed in an increasingly multicultural and interconnected world.

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TABLE OF CONTENTS

1	O'TKIR HOSHIMOVNING «IKKI ESHIK ORASI» ROMANIDA PERSONAJ RUHIY HOLATINI IFODALOVCHI VOSITALAR TAHLILI M.Sharipova	3-7
2	O'ZBEK TANISHUV E'LON MATINLARIDA QO'LLANUVCHI NUTQIY BIRLIKLARNI O'ZBEK ELEKTRON KORPUSIDA BERILISHI Bekmuxamedova Nargiz Islamovna	8-12
3	ENHANCING CREATIVE DISTANT LEARNING IN HIGHER EDUCATION INSTITUTIONS IN A DIGITAL SOCIETY Vakhobova Marguba Abdukhamidovna	13-16
4	PEDAGOG- PSIXOLOGLARNING NUTQ MADANIYATINI RIVOJLANTIRISH Tuxtayeva Mehriyo Shavkatovna, Keldiyeva Ruhshona	17-22
5	TA'LIM KLASTERI SHAROITIDA TA'LIM-TARBIYA SIFATINI OSHIRISHDA RAHBARNING JAMOATCHILIK BILAN ISHLASHINI TAKOMILLASHTIRISH XUSUSIYATLARI Xolbo`tayeva Moxinur Temirboy qizi	23-26
6	STYLISTICS AS A BRANCH OF LINGUISTICS Teshaboyeva Nafisa Zubaydulla qizi, Eshkobilova Farangiz Gayrat qizi	27-35
7	O'ZBEK TILSHUNOSLIGIDA SO'Z TURKUMLARINING O'RGANILISHI Ro'ziqulov Shohruh ilhom o'g'li	36-46
8	MODERN TRENDS IN IMPLEMENTATION OF TECHNOLOGIES FOR THE DEVELOPMENT OF CRITICAL THINKING IN PRESCHOOL CHILDREN Rayimqulova Maftuna Abduhakim Qizi	47-51
9	LINGUO-CULTURAL ANALYSIS OF PHRASEOLOGICAL UNITS WITH COLOR COMPONENTS IN ENGLISH AND UZBEK Axmedova Nilufar Alisher qizi	52-55
10	PEDAGOGIC GAMES TYPOLOGY Ozodakhon Elmurod qizi Izzatillaeva Samariddin	56-61
11	O'ZBEK VA JAHON ADABIYOTIDA MIFOPOETIKA TUSHUNCHASIGA ILMIY YONDASHUVLAR Axmedova Shaxnoza Ravshanbek qizi	62-67
12	"SYSTEM OF TECHNOLOGIES AND EXERCISES FOR THE DEVELOPMENT OF LINGUISTIC COMPETENCE OF STUDENTS OF A2 LEVEL THROUGH THE USE OF INFORMATION TECHNOLOGIES" Shafoatov Otabek Alisherovich	68-71
13	АКТУАЛЬНЫЕ ПРОБЛЕМЫ ПЕРЕВОДОВ НАЗВАНИЙ ОДЕЖДЫ Севара Жуманова	72-76
14	УЗБЕКИСТАН: ПЕРЕХОД К ЭКОЛОГИЧЕСКИ ЧИСТОМУ БУДУЩЕМУ С СОЛНЕЧНЫМИ ПАНЕЛЯМИ И ЭЛЕКТРИЧЕСКИМИ АВТОМОБИЛЯМИ	77-81

	Мавлюда Бердымуродовна Куртова	
15	THE ROLE OF PSYCHOLOGICAL DEFENSE MECHANISMS IN PERSONAL DEVELOPMENT Shukurov Rustam Eshonkulovich	82-100
16	PROBLEMS ARISING IN TEACHING FOREIGN LANGUAGES TO PRIMARY CLASSES Shaymardanova Mukhlisa Usmanovna	101-104
17		