



**MAKTABGACHA
VA MAKTAB
TA'LIMI VAZIRLIGI**



**O'ZBEKISTON RESPUBLIKASI OLIY TA'LIM,
FAN VA INNOVATSIYALAR VAZIRLIGI
JIZZAX DAVLAT PEDAGOGIKA UNIVERSITETI
MAKTABGACHA TA'LIM FAKULTETI
MAKTABGACHA VA BOSHLANG'ICH
TA'LIM XORIJIY TIL KAFEDRASI**



**“Tillarni o‘qitishda
zamonaviy
paradigmalar”
Xalqaro onlayn ilmiy –
amaliy konferensiya
materiallari**

**2024-YIL
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TILLARNI O‘QITISHDA ZAMONAVIY
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ФАКУЛЬТЕТ ДОШКОЛЬНОГО ОБРАЗОВАНИЯ, КАФЕДРА
ИНОСТРАННЫЙ ЯЗЫКА В ДОШКОЛЬНОМ И НАЧАЛЬНОМ
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**CONSEDERATION OF THE CONCEPT OF "WEALTH" BY MEANS OF
ENGLISH PHRASEOLOGY AND PAREMIOLOGY**

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Abstract: *This article devoted to the study of reflection of the concept of "wealth" by means of English phraseology and paremiology. Paremiology is the collection and study of paremias (proverbs). It is a subfield of both philology and linguistics.*

Key words: *concept, reflection, paremiology, phraseology, wealth.*

Аннотация: *Данная статья посвящена исследованию отражения концепта «богатство» средствами английской фразеологии и паремииологии. Паремииология – это сбор и изучение паремий (пословиц). Это раздел филологии и лингвистики.*

Ключевые слова: *концепт, рефлексия, паремииология, фразеология, богатство.*

The basis of the linguistic representation of the world is phraseological units, proverbs and sayings, the specificity of which for each language is beyond doubt. Having chosen the concept of "wealth" as the subject of linguistic research, we could not leave aside English phraseological expressions, which are important for creating a holistic image of the entity under consideration. It must be recognized that everything related to wealth is relevant for a person. In this regard, there are a large number of phraseological units and paremas in the language with the components "wealth" "money", "pounds", "coins", "fortune", "pennies" and others, expressing different attitudes of people to wealth.

In this article, when selecting phraseological units, proverbs and sayings, taking into account the presence of phraseological units that represent the concept of "wealth", several units were selected, which were divided into 2 groups.

The first group included phraseological units and paremias representing wealth as a material state, the second - phraseological units and paremias talking about wealth in connection with the personal qualities of a person and the value system of society. Using the taxonomic method, each of these groups was divided into thematic subgroups.

The group of phraseological units and proverbs in which wealth acts as a reflection of material status (the classification was carried out according to the principle of the presence, absence of material wealth, as well as the methods and laws of acquiring wealth and disposing of it) included 3 thematic subgroups:

1. boylikka ega bo'lmoq ("to be sitting on a goldmine; to live in the lap of luxury; to have wealth; to have money");
2. boylik ega bo'lmaslik ("short of cash; out of cash; to lose a fortune; not have two pennies to rub together; to be in a financial hole");
3. boylikni boshqarish ("spend money like water; pay a heavy price for money; to pay ducks and fights with money").

The group of phraseological units and proverbs in which wealth is considered in connection with a person's personal qualities and the value system of society is represented in English by the following subgroups:

1. wealth and love/boylik va sevgi ("love lasts as long as money endures; money is the sin of love as well as of war; when love is in the door; love flies out of the wind; love does much, money does everything");
2. wealth and friendship/boylik va do'stlik ("they are rich who have true friends; lend your money and lose your friend; profit makes friends, and advances them; he that has a full profession never wants a friend");
3. wealth and health/boylik va sog'lik ("health surpasses riches; health is better than wealth; wealth is nothing without health").

Thus, in English, the first group of phraseological units includes the following thematic subgroups: Be, become wealthy ("boy bo'lmoq, boyib ketmoq").

This subgroup includes the following phraseological units. Here are some examples: To make a fortune - " kapitalga ega bo'lmoq, boyib ketish"; To come into fortune - " boylikni meros qilib olish"; To be in funds- "pulga ega bo'lmoq, boy bo'lish"; To be in cash - "pulga ega bo'lmoq"; To be sitting on a goldmine - "oltin qop ichida o'tirmoq".

These phraseological units indicate that being rich means being the darling of fortune (living in luxury, having a lot of money, living in clover). Wealth can be acquired in different ways: getting rich suddenly (borqoqdan chiqqan shaxzoda), inheriting wealth: Have no wealth, have financial problems ("boylikka ega bo'lmaslik, moliyaviy qiyinchiliklarni boshdan kechirish").

The following phraseological units are highlighted. Examples: To be fortuneless (kambag'al, pulsiz bo'lmoq"; The negative connotation of phraseological units of this group has a tragic connotation. The absence of material wealth is associated with a great disaster, which is akin to a catastrophe: Spend one's wealth ("boylikni boshqarish").

This subgroup includes the following phraseological units, including 2 directions: a) be wasteful ("isrofgar bo'lmoq"); b) spend money correctly ("pulni to'g'ri sarflash"). Examples: a) Be wasteful ("isrofgar bo'lmoq"); To be a money spinner - " pulni isrof qilish, pulni havoga sovurish"; Spend money like water - " pulni isrof qilish, isrof qilish, pul o'tkazish"; Spend/lose money hand over fist - "to throw money away"; Waste money - "pulni havoga sovurmoq".The phraseological units of this group reveal a connotation of condemnation, even disdain, contempt towards the one who acts this way.b) Spend money correctly ("pulni to'g'ri sarflash"); To get your money's worth - " pulni oqilona sarflash"; To spend money wisely - " pulni oqilona sarflash".Phraseological units of this subgroup have a positive meaning, a connotation of approval, support, admiration. They emphasize the need to save money and call for spending money wisely.

Characteristics of money according to way of its acquiring- ("pulni olish usuliga ko'ra uning xususiyatlari"). The following phraseological units are distinguished in the subgroup. Examples: Money for jam - "oson yo'l bilan topilgan pul"; Easy money - «oson topilgan pul». The second group of phraseological units and proverbs representing the concept of «wealth» in connection with the personal qualities of a person and the value system of society is represented by the following thematic subgroups: Wealth and love - «boylik va sevgi». The following phraseological units are highlighted. Examples: Love lasts as long as there is money endures "pul bor ekan sevgi bor". When poverty enters the door, love flies out the window - «qashshoqlik eshikdan kirsam, sevgi derazadan uchadi». Who marries for love but without money, has good nights and sad days - "sevgi tufayli uylanish, lekin pulsiz, shod bo'ladi, lekin qayg'uliklarni boshidan kechiradi". The above examples show that if there is no money, love quickly ends, as "sevgi qayig'i kundalik hayotga qulab tushadi". However, one should also remember the spiritual side, about feelings: Wealth and health ("boylik va sog'lik"). The following phraseological units are highlighted. Examples: Health surpasses riches - "sog'lik boylikdan afzal"; Good health is above wealth - "sog'lik puldan ko'ra afzal"; Health is better than wealth - "sog'lik bu birinchi boylik". These examples show that good health is more valuable than wealth, health cannot be bought; when there is no health, a person does not need money, gold, or other wealth. Wealth and other values (intelligence, luck, harm, children) - ("boylik va boshqa qadriyatlar (shon-sharaf, fazilat, aql, omad, baxt, bolalar)"). The following phraseological units are highlighted. Examples:

A good name is better than wealth "yaxshi nom boylikdan afzaldir". Money is not everything ("pul hamma narsa emas"); Not by money alone - "baxt pul bilan o'lchanmaydi". This group of examples demonstrates the relativity of happiness with wealth, some things (aql, qadr-qimmat, yaxshi nom, bolalar, baxt) cannot be bought with money: Power of wealth - ("boylikning kuchi"). The following phraseological units are highlighted. Examples: Money governs the world - "dunyoni pul boshqaradi"; Money makes the world go round - "dunyoni pul boshqaradi"; Money asks all things - "pul hamma narsani qila oladi".

The above proverbs and sayings indicate that wealth is, first of all, a force to which everything is subject. Money appears in the mind as ""Hamma narsaga qodir", "barcha kasalliklarga davo". These sayings of folk wisdom become elements of cognition and are constantly present in it: Wealth - evil ("boylik-yomondir").

The following phraseological units are highlighted. Examples: Money burns a hole in the pockets - "pul cho‘ntagingizni teshadi"; Money is the root of all evil -« pul barcha yomonliklarning ildizidir»; Money is a good servant but a bad master - "pul yaxshi xizmatkor, lekin yomon maslahatchi". Having analyzed the conceptualization of wealth in English idioms, we can conclude that wealth has the following set of parameters: wealth is a person's condition, which is manifested in the presence of material values in large quantities; wealth can be given easily, or it can be acquired at the cost of great labor and trials; wealth can be earned both honestly and dishonestly, in ways that violate the law. Thus, the English view wealth from several sides. Firstly, wealth gives power, strength, freedom, independence. However, on the other hand, with the acquisition of wealth, a person can lose freedom and independence. Secondly, wealth can be both a source of good and an instrument of evil. Thirdly, wealth is incompatible with decency, shame, loyalty, but one can also get rich in an honest way - for this, hard work and moderation are needed.

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CLASS AS A SOCIAL GROUP AND ITS ENVIRONMENT

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Abstract: *Today, for example, there is a lot of talk about the development of communication skills. In this article, the adaptation of groups to the environment, that is, the approach to the subject is analyzed through various methods.*

Key words: *language teaching, social group, method, translation method, social environment of class, methodology, group's relationships and activities.*

Annotatsiya: *Bugungi kunda, masalan, muloqot va kommunikativ qobiliyatlarni rivojlantirish haqida ko'p gapirilmoqda. Mazkur maqolada guruhlarning muhitga moslashuvi, ya'ni mavzuga yondashuvi turli hil metodlar orqali tahlil qilinadi.*

Kalit so'zlar: *til o'rgatish, ijtimoiy guruh, usul, tarjima usuli, sinfning ijtimoiy muhiti, metodologiya, guruh munosabatlari va faoliyati.*

Аннотация: *Сегодня, например, много говорят о развитии коммуникативных навыков. В данной статье адаптация групп к окружающей среде, то есть подход к субъекту анализируется с помощью различных методов*

Ключевые слова: *обучение языку, социальная группа, метод, метод перевода, социальная среда класса, методология, групповые отношения и деятельность.*

The English language teaching tradition has been subjected to a tremendous change. The change has either been due to the reaction of learners and / or teachers to a given method or has been due to changes in linguistics and psychology theories. Despite such changes one or two older methods (e.g. the Grammar Translation Method)

remain stalwart and impervious to educational reforms. The reason for this could be the shortcomings associated with most modern language teaching methods. Nowadays, for example, there is a lot of talk about communication and developing communicative skills¹. Unfortunately, however, even this has not solved the language problem of many learners in different parts of the world. The problem may be inherent in the Communicative Method itself, or it could be the result of absence of motivation on the part of learners. Looking at the problem from different angles, we find that lack of motivation is the main cause of learners' apathy towards language learning. Why do learners fail abysmally at the end of a long period of wheeling's and dealings in the classroom? The answer: anxiety, fear, lack of privacy. Nearly all language teaching approaches have emphasized a top-to-bottom methodology; that is, listening-speaking-reading-writing. The Bottom-Up Approach, however, reverses the emphasis of the traditional top-to-bottom approaches, and puts writing at a higher level of focus. The reason is that writing is an independent activity which removes fear and anxiety, and offers privacy and autonomy. Students in the classroom form a small type of social group which according to has these features: direct interaction and communication of people, same or similar goals or values, where reaching each person's individual goal is somewhat dependent on the group, relative stability of the group structure and respect to norms and rules of the group's relationships and activities. A class is after a family the most significant part of a social environment of children, extending their living community and therefore bringing them closer to a wider society. From the social and psychological point of view remarks that, being a member of a class allows a child to take part in interactions with cultural content and thus develop his social skills by means of planned education? These educative interactions are stronger and more objective in terms of their cultural content allowing a child to develop an adequate post in the society. From the Socio-psychological point of view psychologists concentrate mainly on how students, being a part of the class environment, develop their individuality in terms of for example their

¹ Breen, M. (1987). Learner contributions to task design. In: C. Candlin and D. Murphy eds.), *Language Learning Tasks*, New Jersey: Prentice Hall.

own opinions based on critical thinking. They also examine how class contributes to the development of social intellect, empathy, tolerance, cooperation with others or appropriate self-assertion (1998). These abilities as they have significant impact on learners and their group based learning are central point of the affective side of activities this thesis concentrates on. Class as a social group with its structure, its norms and atmosphere forms conditions of learners' learning and development and can indeed be influenced by teachers who should perceive these conditions not only as a background of the learning process but also as a means or even an instrument of education taking them into consideration when planning their lessons and interacting with students².

Learner's adequate integration into the social environment of class and class is one of the basic conditions of his successful learning in this environment that learner's behaviour with signs of anxiety, insecurity or inadequate reactions towards the class environment should never be perceived as characteristics of a problematic learner but should be viewed as signals for interventions towards change of his social situation. Fortunately most class today have the privilege of having a class psychologist available in case of an occurrence of these or other psychological problems of learners, and teachers should never hesitate to ask for help and cooperate with them as they can see the problems from a very valuable point of view of an impartial expert.

Classroom atmosphere "is quite a wide-ranging concept encompassing the mood or atmosphere that is created in the teacher's classroom through the rules set out, the way the teacher interacts with learners, and the way the physical environment is set out"³.

According to most of my sources and my own experience main determinants of classroom atmosphere are⁴:

- Particular specifics of a class, its traditions and norms

² Brosnan, D., Brown, K. and Hood, S. (1984). Reading in Context. Adelaide: National Curriculum Resource Center.

³ (Merglová, 2008, citing Freiberg & Stein, 1999)

⁴ Duranti, A. Linguistic anthropology. Cambridge: University Press. 1997

- personality and style of a teacher
- personalities of the learners
- interrelationships among learners
- relationship between the teacher and learners

More information on factors determining classroom atmosphere that can be influenced to the advantage of the classroom dynamics is gathered in the chapter called Improving classroom atmosphere in English lessons. This work discusses the effects of a positive classroom environment and its' impact on student behaviour and achievement. It also provides strategies for developing expectations for student achievement and the importance of parental involvement.

A positive classroom environment is essential in keeping behaviour problems to a minimum. There are a number of ways in which teachers can create positive classroom environments. Some of them will be discuss within this paper. It is essential for teachers to start the class year with high expectations in order to guarantee a positive climate. To ensure an atmosphere of success, teachers must explain why expectations are important. By allowing and encouraging parents to be involved within the classroom; students and parents feel that what is occurring in the classroom is important. Parental involvement in the classroom and in their child's education are two factors that play a crucial role in having a successful class year as well as having a positive classroom environment.

Five Steps to Improvement. Step Description.

1. Encourages disability awareness and self-discovery. Help students identify their areas of strength and areas of need.

2 .Teach students about special education services. Help them understand what services are available to them based on the needs identified in their IEP.

3. Teach students to self-monitor their work. This allows them to see their own progress and identify areas they need to work on. This gives them ownership for making the steps necessary to meet their goals.

4. Prepare students for participation. Students need to be aware of what takes place in an IEP meeting so that they have the understanding to be an active participant.

5 Learners fiction and nonfiction can be used to teach about diversity and increase awareness, understanding, and appreciation of people with disabilities. Literature can be used to help students realize that there are things that make all people different and all people special⁵.

Teacher's leading style significantly influences classroom atmosphere and in order to do so in a positive way the humanitarian approach to teaching and learning seems to be preferable in case of classroom atmosphere as according to requires teachers to:

- approach learners with authentic behaviour;
- accept each learner as a human being unconditionally;
- empathize with learners in terms of both their emotions and intellect.

This is in correspondence with creative leading style based on which suggests these following principles useful for initiating creative classroom atmosphere:

Accepting learner's personality and individuality. Teacher behaves respectfully towards learners and their individuality. He should be interested in themselves, their problems and opinions value them and are interested in their reasoning. He lets learners know that he also benefits from being in contact with them. He shows that he wants his learners to understand him not just to listen to him and obey. In case of a different opinion he expresses disagreement and not rejection or disapproval and explains well his different point of view not pushing the learners to change their opinion but providing varied points of view for the learner to consider and decide for himself. Teacher doesn't have to accept learner's opinion but he always accepts learner's individuality. He critically assesses learner's actions and may reject it but should never reject or criticize the learner as a person making distinction between the learner's actions and his or her qualities as a person. Teacher admits when he's wrong and acknowledges this mistake for both him and the learners to learn from it. Mistake is viewed as a reason to search for a new way not as a reason to look for a punishment.

⁵ Breen, M. (1987). Learner contributions to task design. In: C. Candlin and D. Murphy eds.), *Language Learning Tasks*, New Jersey: Prentice Hall.

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COMMUNICATIVE APPROACH IN TEACHING FOREIGN LANGUAGE

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Abstract. *This article explores the current trends and future perspectives of artificial intelligence (AI) in language learning and teaching. The authors discuss the potential of AI technologies to enhance language education, highlighting their role in personalized learning, feedback provision, and language assessment. The article provides insights into how AI can support language teachers in delivering effective instruction and adapting to diverse learner needs. It also discusses the challenges and opportunities associated with integrating AI in language education, emphasizing the importance of pedagogical considerations and ethical implications.*

Key words: *Artificial intelligence, language learning, language teaching, personalized learning, feedback provision, language assessment, technology integration, pedagogical considerations, ethical implications.*

***Аннотация** В этой статье рассматриваются текущие тенденции и будущие перспективы использования искусственного интеллекта (ИИ) в изучении и преподавании языков. Авторы обсуждают потенциал технологий искусственного интеллекта для улучшения языкового образования, подчеркивая их роль в персонализированном обучении, обеспечении обратной связи и оценке языка. В статье дается представление о том, как ИИ может помочь учителям языка в обеспечении эффективного обучения и адаптации к разнообразным потребностям учащихся. В нем также обсуждаются проблемы и возможности, связанные с интеграцией ИИ в языковое образование, подчеркивая важность педагогических соображений и этических последствий.*

***Ключевые слова:** Искусственный интеллект, изучение языка, обучение языку, персонализированное обучение, предоставление обратной связи, языковая оценка, интеграция технологий, педагогические аспекты, этические последствия.*

Intercultural communication is a crucial aspect of language teaching, especially for foreign language teachers who work with students from diverse cultural backgrounds. With the rapid advancement of technology, artificial intelligence (AI) has become an increasingly valuable tool in helping educators teach intercultural communication effectively. AI can be used in various ways to enhance the teaching of intercultural communication to foreign language teachers. One of the key benefits of AI is its ability to provide personalized learning experiences for teachers, allowing them to tailor their lessons to meet the specific needs and interests of their students. AI-powered platforms can analyze the cultural backgrounds and learning styles of individual teachers, and recommend relevant resources and activities to help them develop their intercultural communication skills. Furthermore, AI can also help foreign language teachers improve their cross-cultural understanding by providing them with real-time feedback on their communication skills. For example, AI-powered language learning apps can analyze teachers' pronunciation and grammar usage, and offer suggestions for improvement based on cultural norms and conventions. This immediate feedback can help teachers identify and correct any cultural misunderstandings or

communication barriers that may arise during their interactions with students. In addition, AI can facilitate cross-cultural communication by providing foreign language teachers with access to a wide range of cultural resources and materials. AI-powered platforms can curate content from diverse cultural sources, such as news articles, videos, and social media posts, to help teachers gain a deeper understanding of different cultural perspectives and practices. By exposing teachers to a variety of cultural materials, AI can help them develop a more nuanced understanding of intercultural communication and better prepare them to engage with students from different cultural backgrounds. Overall, the integration of artificial intelligence into the teaching of intercultural communication offers foreign language teachers a valuable opportunity to enhance their cross-cultural competence and improve their ability to communicate effectively with students from diverse backgrounds. By leveraging AI-powered tools and resources, teachers can develop the skills and knowledge they need to create inclusive and culturally responsive learning environments that promote intercultural understanding and collaboration. Another way in which AI can support the teaching of intercultural communication to foreign language teachers is through the use of virtual reality (VR) technology. VR simulations can provide teachers with immersive experiences that allow them to practice and refine their intercultural communication skills in realistic scenarios. For example, VR programs can simulate cross-cultural interactions in various settings, such as business meetings, social gatherings, or classroom environments, where teachers can practice navigating cultural differences and communicating effectively with diverse individuals. Overall, the integration of AI technologies into the teaching of intercultural communication can help foreign language teachers enhance their cross-cultural competence, improve their communication skills, and create more inclusive learning environments for students from diverse cultural backgrounds. By leveraging AI-powered tools and resources, teachers can develop the knowledge and skills they need to navigate cultural differences effectively and foster meaningful intercultural exchanges in the classroom. Additionally, AI can assist foreign language teachers in developing culturally relevant and engaging curriculum materials. AI-powered content creation tools can analyze

cultural nuances and preferences to generate personalized lesson plans, activities, and resources that cater to the specific needs and interests of students from different cultural backgrounds. By leveraging AI algorithms, teachers can access a wide range of culturally diverse content, such as videos, articles, and interactive exercises that can help students develop a deeper understanding of other cultures and enhance their intercultural communication skills. Moreover, AI can facilitate cross-cultural collaboration and communication among students by providing virtual platforms for interactive learning experiences. For example, AI-driven language exchange programs can connect students from different countries to practice language skills, share cultural insights, and engage in cross-cultural dialogue. These virtual exchanges can help students develop empathy, respect, and appreciation for diverse perspectives, ultimately fostering intercultural understanding and communication.

In conclusion, AI technologies offer valuable opportunities for foreign language teachers to enhance their intercultural communication teaching practices and support students in developing cross-cultural competence. By leveraging AI-powered tools and resources, teachers can create culturally relevant and engaging curriculum materials, facilitate cross-cultural collaboration among students, and provide personalized learning experiences that cater to the diverse needs and interests of learners from different cultural backgrounds. Ultimately, the integration of AI in intercultural communication education can help foster empathy, respect, and appreciation for diverse perspectives, preparing students to thrive in a globalized world where effective intercultural communication skills are essential. As AI continues to advance, foreign language teachers have the potential to leverage these technologies to create inclusive and dynamic learning environments that promote intercultural understanding and communication.

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THE EXPRESSION OF THE CATEGORY OF DEFINITENESS AND INDEFINITENESS IN THE ENGLISH LANGUAGE

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Abstract: *This paper presents an analysis of a work of fiction, namely the novel "The Hunger Games: Catching Fire" by Suzanne Collins. Based on this analysis, a conclusion was made about the frequency of use of the category of definiteness and indefiniteness in different social strata of society.*

Key words: *category of definiteness, category of indefiniteness, zero article, possessive pronouns, demonstrative pronouns, fiction, countable nouns, uncountable nouns.*

Аннотация: *В данной работе представлен анализ художественного произведения, а именно романа «Голодные игры: И вспыхнет пламя» Сьюзен Коллинз. На основе этого анализа сделан вывод о частотности употребления категории определенности и неопределенности в разных социальных слоях общества.*

Ключевые слова: *категория определенности, категория неопределенности, нулевой артикль, притяжательные местоимения,*

указательные местоимения, художественная литература, исчисляемые существительные, неисчисляемые существительные.

Annotatsiya: *Ushbu maqola fantastika asari, ya'ni Syuzan Kollinzning "Ochlik o'yinlari: olovni tutish" romani tahlilini taqdim etadi. Ushbu tahlil asosida jamiyatning turli ijtimoiy qatlamlarida aniqlik va noaniqlik kategoriyasini qo'llash chastotasi haqida xulosa chiqarildi.*

Kalit so'zlar: *aniqlik kategoriyasi, noaniqlik kategoriyasi, nol artikli, egalik olmoshlari, ko'rsatish olmoshlari, badiiy adabiyot, sanoq olmoshlari, sonsiz otlar.*

There is no explicit definition of the concept of the category of definiteness and indefiniteness in the literature⁶. Nowadays, this category has a wider definition than some time ago, when this concept was associated only with the use of the article in this function. Some time ago, the category of definiteness and indefiniteness was expressed only by the existence and category of article, but with the development of language, this concept has changed a little. It follows that the article is not the only means of expressing the category we are considering in English grammar⁷. In order to study the means of expressing the category of definiteness and indefiniteness in a fiction text, we took the work "The Hunger Games: Catching Fire" by Suzanne Collins. To make the analysis, we used the classification of R. Quirk. He identified six classes of categorical determiners and examined determiners according to the principle of compatibility with nouns that have different grammatical characteristics⁸: 1) The first class consists of such determiners that combine with both countable nouns in the plural and singular, and with uncountable nouns. For example, the article the (definite), possessive pronouns (his, her, my, our, your, their, its);

⁶ Иванова И.П., Бурлакова В.В., Почепцов Г.Г. Теоретическая грамматика современного английского языка. – М.: Высш. Школа, 1981. – С. 80.

⁷ Блох М.Я. Теоретическая грамматика английского языка. 3-е изд., испр. – М.: Высшая Школа, 2000. – С. 300.

⁸ Кверк Р., Гринбаум С., Лич Дж., Свартвик Я. Грамматика современного английского языка для университетов = Quirk R., Greenbaum S., Leech G., Svartvik J. A University Grammar of English / Под ред. Верховской И.П. – М. Высшая Школа, 1982. – С. 181.

2) In the second class, demonstrative pronouns *that* and *this* (used with nouns exclusively in the singular); 3) Pronouns *those* and *these* (demonstrative), used with nouns in the plural; 4) Indefinite articles *a* and *an*, pronouns *each*, *neither*, *either* and *every* (not used with nouns in the plural); 5) The pronoun *much* (indefinite), combined exclusively with uncountable nouns; 6) The article with zero coloring, the pronouns *any* and *some*, *enough* that do not emphasize intonation (just like the previous class, they are used only with plural nouns).

The category of definiteness in this work is expressed by: the article *the*, possessive and demonstrative pronouns. The category of indefiniteness is expressed by: the article *a/an*, the pronouns *any*, *some*, *enough*, the pronoun *every*, *much*. The zero article is used in the case of: plural, nouns with abstract meaning, proper names, set expressions. Having analyzed the text of a work of art for the presence of different options for expressing the category of definiteness and indefiniteness, we decided to see whether the use of this category differs in the speech of people of different social statuses. First, let's look at the first category of low social class: Haymitch Abernathy: "Just want *some* fresh air. Only be *a* minute."; "Haymitch gives my shoulder *a* pat and says, "You could do *a* lot worse; you know.""; Hazelle: "He's going to make *a* nice stew."; "It's not until he's handed Haymitch the heel that he even looks at me for the first time: "Would you like *a* piece?";

Second category: "Then he simply says, "It is fragile, but not in the way that you suppose.""; "Your stylist turned out to be prophetic in his wardrobe choice. Katniss Everdeen, *the* girl who was on fire, you have provided *a* spark that, left unattended, may grow to *an* inferno that destroys Panem," he says"; "Peeta. How is *the* love of your life?" he asks"; "At what point did he realize the exact degree of your indifference?" he asks". So, we analyzed 300 examples and saw that in the speech of people belonging to a lower social status, there are mainly articles and pronouns expressing the category of indefiniteness, and in the speech of people of a higher social status - on the contrary, articles and possessive pronouns, definiteness which are a means of expressing the category. We found out that people of a higher social status are more self-confident in their words, they speak, clearly pointing to a certain object, phenomenon, person, etc.

Such people want their words to be confident, to be believed. People who grew up among the poor strata of society more often doubt their questions and answers, do not clearly point to the object, rarely use possessive pronouns so as no

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ОСНОВНЫЕ СВОЙСТВА И ФУНКЦИИ ПОСЛОВИЦ

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Аннотация: В статье рассматриваются особенности пословиц и поговорок как значимых элементов фразеологического фонда языка. Автор анализирует такие свойства паремий, как устойчивость, переосмысленность компонентов, экспрессивность, дидактичность и народность. Основное внимание уделяется критериям устойчивости и воспроизводимости, что позволяет выделить лишь те пословицы, которые обладают переносным смыслом и значимостью в культурном контексте. В статье также различаются пословицы и поговорки, подчеркивая динамику их автономного употребления.

Ключевые слова: Пословицы, поговорки, фразеология, устойчивость, переносный смысл, экспрессивность, дидактичность, народность, воспроизводимость, инвариантное значение, культурный контекст, языковые единицы.

В настоящей статье анализу подвергаются пословицы, которые обладают рядом особых свойств: 1) устойчивостью 2) переосмысленностью ее компонентов; 3) экспрессивностью; 4) дидактичностью; 5) народностью.

В подтверждение целесообразности включения пословиц и поговорок во фразеологический фонд ведущие лингвисты (Н.М.Шанский, В.П.Фелицина, В.Н.Телия, и др.) в своих работах отмечают наличие у паремий критериев, присущих фразеологизмам. К ним относятся: устойчивость, воспроизводимость и переносный смысл.

«Критерий устойчивости был многократно и по-разному интерпретирован. В.Л.Архангельский перечисляет девять толкований «устойчивости» и добавляет к ним десятое, основанное на знаковых свойствах и антиномиях лингвистического знака. Однако можно указать два наиболее распространенных понимания: устойчивость как стабильность употребления (для этого есть специальный термин – воспроизводимость) и устойчивость как предсказуемость компонентов (это понимание принято рядом других наук)» (Копыленко М.М. Очерки по общей фразеологии: Проблемы, методы, опыты Воронеж, 1989. С.83).

Устойчивость как предсказуемость компонентов представляет собой более эффективный критерий.

В Большом Энциклопедическом Словаре «Языкознание» в статье «Фразеологизм» В.Н.Телия отмечает: «Фразеологическая устойчивость – результат закрепления узусом соотношения нового содержания за определенным лексико-грамматическим обликом сочетания в целом или за одним из составляющих его слов (Языкознание. Большой энциклопедический словарь / Гл.ред. В.Н.Ярцева. М., 1998. С. 559).

Признак устойчивости выражается в наличии константных элементов в структуре фразеологизма – хотя бы в одном из ее звеньев (фонетическом, лексическом, морфологическом или синтаксическом). Устойчивость – это не абсолютная неизменяемость фразеологизма, ограничение разнообразия трансформаций, допустимых в соответствии с множественностью регулярных способов выражения одного и того же смысла. Константность пословиц и поговорок связана с тем, что они являются «вкраплениями» в язык из других семиотических систем – из фольклора или авторского произведения.

Воспроизводимость пословиц и поговорок – проявление устойчивости в речи: употребление паремий либо в «готовом виде» (при узуально фиксированном диапазоне видоизменения), либо в соответствии с закономерностями лексически и семантически связанного выбора слова со связанным значением.

Воспроизводимость присуща элементам всех уровней языка: воспроизводящиеся слова, образовательные модели, конструкции предложений воспроизводятся и так называемые свободные сочетания лексем. Воспроизводимость часто называется экстралингвистическими факторами: речевой модой, авторитетом творца, денотативной частотностью, эстетической или информационной ценностью и т.п. Она принципиально не может быть релевантным признаком выделения структурных лингвистических единиц и представляет интерес главным образом в аспекте влияния общества на язык.

Внимание лингвистов привлекают далеко не все пословицы, а лишь «некоторая часть, у которой помимо прямого (информативного) значения сложилось значение переносное, так называемое образное или частично – образное» (Райхштейн А.Д. Немецкие устойчивые фразы М.,1971. С.48). На основе конкретных лексем, входящих в состав пословицы, создаются более обобщенные образы; конкретно-ситуативное высказывание получает обобщенный смысл, приложимый к любому и каждому человеку, оказавшемуся в аналогичной ситуации.

Ο βρεγμένος τη βροχή δεν την φοβάται

Снявши голову, по волосам не плачут (Хориков И.П. Малев М.Г. Новогреческо- русский словарь С.198)

Το ένα χέρι πλένει το άλλο και τα δυο το πρόσωπο

Рука руку моет и обе чисты бывают» (Σμυρνιωτάκης Γ.Κ., Σηφάκης Γ.Ι. Λαϊκή σοφία Αθήνα, 1995. Σ. 457).

Το ψηλό δέντρο το χτυπάει ο κεραυνός - Гроза бьет по высокому дереву (Греческие и русские пословицы и поговорки. /Сост. Н.В.Курбатова. Краснодар, Краснодар: Изд-во КубГУ, 1998. 44 с.)

У таких пословиц различается конкретно-ситуативное значение. Инвариантное значение формируется на основе ряда конкретно-ситуативных, а конкретно-ситуативное значение является реализацией инвариантного в речевом акте. Инвариантное значение пословицы – это тот смысл, который остается неизменным во всех случаях ее употребления, те характеристики не зависят от

контекста. На основе этого смысла пословицы могут быть синонимичными, антонимичными и полисемичными.

М.М.Копыленко объясняет семантическую трансформацию пословиц как «изменение соотношения между знаком (высказыванием) и обозначаемым (ситуацией). Пословичное высказывание применяется не к конкретному событию, которое отражается в прямых значениях его слов, но и к классу ситуаций (Копыленко, М.М. Очерки по общей фразеологии: Проблемы, методы, опыты. Воронеж, 1989. С.72).

Όλιος τα ξένα ποθυμά και τα δικά του χάνει

Чужое желать – свое потерять (Валюженич Д.В. Греческо-русский и русско-греческий экономический словарь М., 2002 С.390) относится не к человеку, а к человечеству в целом.

Между прямым и переносным значениями пословиц есть вполне очевидная мотивированная связь. Прямое значение компонентов двуплановой пословицы оказывается релевантным признаком для создания ее семантики и стилистических коннотаций. Пословицы такого рода не перестают быть художественными произведениями, эквивалентными аллегориям, иносказаниям, притчам. Их знание и использование повышают экспрессивность и образность речи говорящего: их знание для иностранца важно в той же степени, в какой для него важны все фоновые знания, и начинать изучение пословиц народа надо именно с них. Однако и этот состав пословиц не является частью лексико-фразеологической системы языка.

Иначе обстоит дело с так называемыми поговорками, а также с отдельными компонентами пословиц, которые получают возможность автономного употребления с переносным значением, образовавшимся у них в составе пословицы.

Поговорка, по общему признанию, - это как бы часть пословицы. Пословицы – маленькие тексты, внутри которых компоненты развивают и закрепляют переносное значение, а затем вместе с ним начинают самостоятельную жизнь сначала в речи, а потом и в системе языка. Эти

отдельные компоненты представляют собой всегда фразеосочетания самых разных степеней вхождения в систему языка.

Следует подчеркнуть, что пословице свойственны такие характеристики, как ситуативность и обобщенность. А.В. Артемова отмечает, что «особенность человеческого мышления (восприятия) заключается в том, что он выделяет из всех явлений некую суть, в которой заключен главный смысл языковой единицы. Таким образом, в пословице образ всегда редуцирован, то есть представляет собой схематическую передачу ситуации, в которой выделяется специфическая черта, основное в данной ситуации» (Артемова А.В. Эмотивно-оценочная объективация концепта женщина в семантике ФЕ (материале английской и русской фразеологии): дисс.... канд. филол. наук: 10.02.20 / Анна Вячеславовна Артемова – Пятигорск 2000. С. 56).

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КУЛЬТУРНЫЕ КОНЦЕПТЫ В РУССКОЙ И АНГЛИЙСКОЙ ЯЗЫКОВЫХ КАРТИНАХ МИРА.

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Аннотация: В статье рассматривается концепция паремиологической картины мира (ПКМ) как важного элемента языковой картины мира (ЯКМ), отражающего ценностные установки и морально-этические нормы народа.

Обсуждаются ключевые аспекты взаимодействия языка и культуры через призму паремий — пословиц и поговорок, которые являются концентрированными выражениями жизненного опыта и системой социально-типичных позиций. Автор анализирует структуру концепта, выделяя его понятийные, образные и ценностные стороны, а также акцентирует внимание на аксиогенных ситуациях, которые помогают понять, как паремии формируют моральные и утилитарные нормы поведения.

Ключевые слова: Поговорки, лингвокультурология, языковые единицы, культура, концепция, языковая концепция.

Одной из ключевых категорий в лингвокультурологии является понятие картины мира – «целостной совокупности образов действительности и коллективном сознании» (Карасик, 2004). Представления, формирующие в совокупности картину мира народа, включают в себя систему ценностей, морально-этических установок и поведенческих норм, стереотипов, оценок и т.д. Они различными способами воплощаются в языковых единицах, что позволило учёным ввести в научный обиход важнейшее понятие – языковая картина мира (ЯКМ).

Под языковой картиной мира понимают «зафиксированную в языке и специфическую для данного языкового коллектива схему восприятия действительности» (Яковлева, 1996: 47). Из данного определения следует, что элементы языковой картины мира не могут быть вычленены непосредственно, поскольку они представляют собой некие мыслительные репрезентации действительности (конструкты, идеи, схемы и т.п.), составляющие в своём взаимодействии эту «схему». Поэтому, описывая языковую картину мира, исследователи реконструируют её по внешним проявлениям в языковых единицах (Гончарова, 2013: 225).

В качестве основной единицы ЯКМ обычно рассматривают концепт. Несмотря на то, что данное понятие является одним из ключевых в лингвокультурологии, его однозначной трактовки до сих пор не существует. Большинство исследователей сходятся во мнении о том, что концепт представляет собой сложное, неоднородное образование: его определяют как «глобальную многостороннюю ментальную единицу» (Токарев, 2009: 15), «многомерное лингвистическое образование» (Карасик, 2001: 4), «многомерное культурно-значимое социопсихическое образование в коллективном сознании» (Ляхин, цит. по Самситова, 2014: 1375).

Рассматривая структуру концепта, В.И. Карасик выделяет три стороны: понятийную, образную и ценностную (Карасик, 2004); при этом главным измерением учёный считает ценностное. Описание ЯКМ с применением лингвокультурологического подхода, как правило, предполагает описание определённых концептосфер, сопоставление концептов в разных языках. Это позволяет не только выявить особенности языкового выражения, но и даёт представление о значимости концепта в языковой картине мира народа. Существуют области представлений человека, которые тяготеют к универсализации; как правило, связаны с базовыми оппозициями культуры.

В то же время есть некоторые смысловые области, которые обнаруживают несовпадения при сопоставлении их в различных языках. Лингвокультурологический подход к изучению языка предполагает, прежде всего, выявление национально-специфического компонента в языковых единицах разных уровней. Как правило, наиболее эксплицитно культурная специфика отражена в лексическом фонде, однако даже на уровне лексики единицы могут отличаться степенью проявления национально обусловленных особенностей.

Наиболее ярко взаимодействие культуры и языка проявляется во фразеологических единицах; по мнению В.Н. Телии., фразеология языка – это “зеркало, в котором лингвокультурная общность идентифицирует свое национальное самосознание” (Телия, 1996). Признание высокой

лингвокультурологической ценности фразеологизмов лежит в основе фразеологического направления в лингвокультурологии. Как считает В.А. 18 Маслова, наибольший интерес представляют те фразеологические единицы, «национальная культура в которых отражена через связь с культурно-национальными коннотациями, эталонами, символами, стереотипами». Поскольку в настоящем исследовании паремии включаются в фразеологический фонд языка, всё вышесказанное может быть отнесено к пословицам и поговоркам.

Как считает Н.Н. Семененко, «паремиологический фонд языка является ценным объектом для лингвокультурологического исследования, во-первых потому, что паремия как полифункциональный знак способна к реализации функций и языка, и культуры, а во-вторых, потому, что пословицы и поговорки являются неотъемлемой частью национальной языковой картины мира» (Семененко, 2002).

Особая лингвокультурологическая ценность паремий стала основанием для того, чтобы выделить в рамках ЯКМ паремиологическую картину миру (ПКМ). Под паремиологической картиной мира учёными понимается картина мира, выраженная паремиологическими средствами языка. Современные исследователи отмечают, что в паремиологической картине мира находят отражения не только свойства объектов, их сравнительные характеристики и т.д., но также и «выражается позиция отражающего субъекта, его отношение к этим объектам, система социально-типичных позиций, ценностных ориентаций самого человека» (Кульпеисова, 2018: 176). Так, Т.С. Кульпеисова рассматривает ПКМ, с одной стороны, как содержательное концептуальное знание о действительности, а с другой, как совокупность представлений, позволяющих человеку интерпретировать явление окружающей его действительности (там же). М.А. Серегина также считает, что в ПКМ действительность предстаёт так, как человек к ней относится, оценивает её: это «результат разноаспектного отношения социума к объекту познания» (Серегина, 2012: 17).

Таким образом, паремиологический фонд языка является одновременно и обобщением жизненного опыта народа, и системой ценностных ориентиров, рекомендацией на основе этого опыта.

Теоретическое и сравнительно-сопоставительное изучение концептов в ПКМ разных лингвокультур позволяет получить представление о накопленном культурно-историческом и повседневном, эмпирическом опыте соответствующих этнических сообществ. В рамках данного направления проводили свои исследования Ж.Ш. Апекова, 2009; Н.В. Ермакова, 2012; Е.И. Зиновьева, Пи Цзянькунь, 2016; С.М. Кравцов, 2008; С.М. Подвигина, 2007; О.Г. Савельева, 2006; В.А. Савченко, 2008, 2010; Е.Н. Свалова, 2016; и др. Вышеупомянутые ученые использовали когнитивный и лингвокультурологический подходы, чтобы установить, какие компоненты значения паремий являются культурно обусловленными.

Важно подчеркнуть, что паремии занимают особое место среди репрезентаторов ценностных концептов, поскольку «именно в контексте паремий базовые национальные ценности переосмысливаются в соответствии с национально-культурным опытом» (Натхо, 2013: 143). Поэтому при описании аккумулируют в своей семантике ценностные установки этноса, стереотипы поведения в различных жизненных ситуациях, морально-этические нормы и т.д. В.И. Карасик считает, что пословицы являются «концентрированным выражением ценностей» (Карасик, 2019: 17): духовных, моральных и утилитарных. А.С. Малкова называет паремии «ценностно-ориентированными текстами» (Малкова, цит. по Ничипорчик, 2015: 60), в основе которых лежит некая проблемная ситуация, как, например, этическая оценка человека или события, разрешение конфликта, моральный выбор и т.п.

Такие ситуации получили в лингвистике название аксиогенных (термин В.И. Карасика). Аксиогенные ситуации – это специфические референтные ситуации, ключевыми признаками которых являются 1) важность для коммуникантов; 2) ценностная мотивированность и 3) возможность символического переосмысления (Карасик, 2019: 64). Коммуникативной

практикой выработаны специальные нарративы для интерпретации этих 20 ситуаций, и проговорбальный нарратив является наиболее важным, т.к. паремиологический фонд языка хранит в себе многовековой опыт народа, архаичные представления о хорошем и плохом. Благодаря этому, пословицы выступают как ориентиры, которые человек принимает и использует практически бессознательно.

Итак, паремии представляют собой микротексты, содержащие в сжатой форме инвариант некоторой ситуации и рекомендации к тому, как в этой ситуации действовать, как она должна оцениваться и т.д. В связи с этим В.И. Карасик полагает, что все пословицы по своей природе прескриптивны, т.е. содержат апелляцию к той или иной норме поведения в прямой или косвенной форме. Соответственно, они делятся на два класса: призывы (Не хвались умом, коль берёшь горбом), которые прямо выражают предписания, и констатации (Доброе дело само себя хвалит), которые становятся прескрипцией, будучи вписанным в формулу «Следует иметь в виду, что ... » (Карасик, 2019: 19). Также важно отметить, что существуют нормы этические (моральные) и утилитарные. Они определяют поведенческие стратегии человека в той или иной ситуации и связаны, соответственно, с интересами других людей или с интересами самого индивида.

На основе пословичного материала В.И. Карасик выводит следующие группы норм: а) нормы взаимодействия жизнеобеспечения, контакта, контроля, ответственности – моральные нормы; б) нормы реализма, безопасности, благоразумия – утилитарные нормы (Карасик, 2004). При этом одна пословица может включать оценочные суждения, исходящие как из этических, так и утилитарных норм. Как особая категория в паремиях выделяется оценка, которая является основным выражением аксиологических установок определенного этноса. М.А. Серегина считает, что ПКМ в целом «представляет собой аксиологическую модель мира, в когнитивной структуре которой находят экспликацию доминантные черты лингвокультурного сообщества» (Серегина, 2012: 19).

Паремии фиксируют в своей семантической структуре оценочную категоризацию мира: оценка может быть выражена эксплицитно через оценочную (хорошо/плохо, красивый/некрасивый, умный/глупый и т.д.) и модальную (нужно, должно, можно и т.п.) лексику или же имплицитно. Если оценка не получила выражения в самой паремии, то она определяется в ситуации её употребления, исходя из контекста.

Таким образом, ПКМ представляет собой «когнитивно, эмотивно и прагматически обусловленный фрагмент, в котором находит экспликацию оценочное отношение этноса ко всему, что представляет ценность в его материальной и духовно культуре» (Серегина, 2012: 17).

Паремии отражают идеализированную модель мира, соответствующую принятой шкале ценностей, к которой человек должен стремиться. В рамках настоящего исследования паремии анализируются как с точки зрения прагматики, так и с точки зрения лингвокультурологии с целью выявить ценностные установки русского народа, связанные с ситуацией похвалы, и образы, через которые эти установки выражаются.

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ОБРАЗ РОДИНЫ В ПОГОВОРКАХ РУССКОГО И АНГЛИЙСКОГО ЯЗЫКОВ: СТРУКТУРНО-СЕМАНТИЧЕСКИЙ И ЛИНГВОКУЛЬТУРОЛОГИЧЕСКИЙ АНАЛИЗ В КОНТЕКСТЕ ТЕОРИИ И МЕТОДИКИ ОБРАЗОВАНИЯ И ОБУЧЕНИЯ

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Аннотация: В статье рассматривается образ родины в поговорках русского и английского языков, что позволяет выявить общие и специфические черты восприятия родины в двух культурах. На основе структурно-семантического анализа поговорок исследуются как языковые единицы и отражают культурные ценности и представления о родине.

Ключевые слова: Образ родины, поговорки, русский язык, английский язык, структурно-семантический анализ, лингвокультурология, методика, образования, межкультурная компетенция, культурные ценности, языковая идентичность, сравнительный анализ, народная мудрость, эмоциональный аспект, исторический контекст.

Лингвокультурологический подход помогает глубже понять, каким образом традиции и исторические контексты формируют образ родины и влияют на образовательные практики. В рамках исследования рассматриваются

примеры паремий, их лексическая и синтаксическая структура, а также семантические поля, связанные с понятием "родина". Особое внимание уделяется применению полученных результатов в методике преподавания языков, что может способствовать формированию межкультурной компетенции у учащихся.

Образ родины занимает центральное место в культурной и языковой идентичности народов. Родина воспринимается не только как географическое пространство, но и как место формирования личной и коллективной идентичности. Паремии, или пословицы и поговорки, как форма народной мудрости, могут служить ценным материалом для изучения этого образа. В данной статье мы проводим сравнительный анализ паремий, связанных с родиной, в русском и английском языках, стремясь выявить, как языковые и культурные особенности влияют на восприятие родины в этих культурах.

Анализ структуры паремий позволяет выявить их лексическую основу и синтаксические конструкции. В русском языке часто встречаются паремии, содержащие метафоры, ассоциирующие родину с природными явлениями или домашним уютом. Например, "Родина — мать, а не мачеха" подчеркивает позитивные отношения к родной земле и выражает идею о защите и заботе.

Другим ярким примером является пословица "Где родился, там и пригодился". Она акцентирует внимание на привязанности человека к родным местам и их значимости в его жизни. Этот образ родины подчеркивает, что дом — это не просто место, а источник личной силы и идентичности.

В английском языке, в отличие от русского, можно заметить большее разнообразие образов, связанных с социальными и политическими аспектами. Например, пословица "Home is where the heart is" акцентирует внимание на эмоциональном аспекте привязанности к родине, подчеркивая, что дом — это не столько географическое, сколько эмоциональное понятие.

Другой пример — "A man's home is his castle", который отражает представление о личном пространстве и праве на защиту своего дома, что также указывает на ценность индивидуализма в английской культуре. Эти паремии не

только демонстрируют отношение к родине, но и подчеркивают важные аспекты личной свободы и безопасности.

Лингвокультурологический подход позволяет глубже понять, как исторические и культурные контексты формируют образ родины. В русском языке это может быть связано с историей войн и потерь, что отражает такие поговорки, как "На войне, как на войне". Эта фраза указывает на необходимость стойкости и терпения в сложных условиях, что стало важным аспектом русской идентичности.

Кроме того, поговорка "За родину, за царя" также подчеркивает связь между личной жертвой и преданностью своей стране. Это говорит о глубокой культурной ценности служения родине, которая пронизывает многие аспекты русской культуры.

В английском языке традиции и ценности часто связаны с идеями свободы и индивидуализма. Например, выражение "Give me liberty, or give me death!" подчеркивает, насколько важны свобода и независимость для английского народа. Этот подход отражает стремление к защите своих прав и свобод, что также является важным элементом английской культурной идентичности.

Применение в образовании

Понимание образа родины через призму поговорок может значительно обогатить методику преподавания иностранных языков. Использование поговорок в учебном процессе способствует формированию межкультурной компетенции, позволяя учащимся лучше осознать культурные различия и сходства, а также развить критическое мышление при анализе культурных текстов.

Включение поговорок в занятия по иностранным языкам может быть осуществлено через различные формы работы: обсуждения, творческие задания и проектную деятельность. Например, студенты могут исследовать значение и происхождение различных поговорок, сравнивая их с аналогичными выражениями в своем родном языке. Это позволит углубить понимание языка и культуры, а также развить навыки межкультурной коммуникации.

Кроме того, использование паремий может быть полезным для обучения навыкам аргументации и критического анализа. Учащиеся могут обсуждать, как разные культуры воспринимают родину, и какие ценности отражены в паремиях. Это не только обогатит их языковые знания, но и поможет развить толерантность и открытость к различным культурным взглядам.

Заключение

Образ родины в паремиях русского и английского языков отражает глубинные культурные ценности и мировосприятие народов. Сравнительный анализ паремий не только обогащает лингвистические знания, но и служит важным инструментом в образовательной практике, способствуя формированию культурной осведомленности у учащихся. Использование паремий в учебном процессе позволяет глубже понять культурные различия и сходства, что является важным аспектом формирования межкультурной компетенции в условиях глобализации. В конечном итоге, изучение паремий помогает не только сохранить культурное наследие, но и создать мосты для взаимопонимания между разными народами.

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TILDA LOKATIVLIK KATEGORIYASING ISHLATILISH XUSUSIYATLARI

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Nilufar Nematillaevna Zubaydova

Annotatsiya Ushbu maqolada lokativlik kategoriyasining gapdagi o'rne va ishlatilish xususiyatlari haqida gap boradi. Ushbu kategoriya ustida ish olib brogan olimlarning fikrlari bilan tanishishingiz mumkin. Biz gapiradigan so'zlar, biz ishtirok etadigan ijtimoiy institutlar, biz foydalanadigan moddiy ob'ektlar bir vaqtning o'zida vosita va belgilar bo'lib xizmat qiladi. Ular bizni o'rab turgan dunyoda mavjud bo'lib, bu dunyoda bizning e'tiborimizni va harakatimizni tartibga soladi, ular bizning makonimizni tuzadilar va birgalikda "boshqa olamlarni" tashkil qiladilar.

Kalit so'zlar: lokativlik, makon kategoriyasi, joy kategoriyasi, predikat kontseptsiyasining mohiyati

Zamonaviy psixologiya fazoning hodisa sifatida bizga hech qachon uni to'ldiruvchi ob'ektlar va hodisalardan alohida berilmasligini tan oladi. Aksincha, u doimo turli xil ob'ektlar tegishli bo'lgan ko'plab munosabatlar tizimi bilan to'ldiriladi. Bo'sh joy to'ldirish qobiliyatidan boshqa hech qanday xususiyatga ega emas. Ammo ma'lum bir joyni aniqlash va uni to'ldirishdan mavhum bo'lsak, bo'sh joy "bo'sh va o'lik hech narsa" [FES (b), p.370].

"Makon" kategoriyasi ko'pincha "joy" kategoriyasi orqali ifodalanadi, ayniqsa aniq fanlarda va tilshunoslikda, ya'ni. aniq moddiy ob'ektlar haqida gap ketganda. Aristotel ham joy kategoriyasini borliqning asosiy semantik guruhini (modda, sifat, miqdor, munosabat, harakat, ishtiyoq, joy, vaqt, egalik, dam olish) tashkil etuvchi va har qanday ob'ektning potentsial predikati bo'lgan 10 ta kategoriyadan biri sifatida

aniqladi. [8, b. 198]. Biroq, bu erda yagona mustaqil toifa - bu modda, qolganlari esa qandaydir tarzda unga bog‘liq yoki unga tegishli. Bu haqda E. Benvenist bu kategoriyalar birinchi navbatda Aristotelning o‘zi fikrlaydigan tilning asosiy kategoriyalari ekanligini ta’kidlaydi, bu til va tafakkur o‘rtasidagi bog‘liqlikni isbotlaydi [23, b. 107].

Kosmos haqida gapirganda, Isaak Nyuton va Gotfrid Leybnitsning fazo tushunchalarini eslatib o‘tmaslik mumkin emas [77, s. 14; 12, p. 83; 175, 108-bet; 228, b. 48-49; 230, b. 18-19; 124, b. 90; 158, 371-bet; 164, 221-bet va boshqalar]. Leybnitsga ko‘ra fazo jismlardan alohida yoki o‘z-o‘zidan mavjud emas, u nisbiydir va bu fazoda birga mavjud bo‘lgan jismlarning joylashuvi bilan belgilanadi. Nyuton fazosi undagi jismlardan mustaqil va ulardan oldin mavjud. Nyuton makonini insonning makonni idrok etish omilidan chalg‘itadi, Leybnits esa fazoni inson idrok etuvchi makonning ob’ektivi orqali ko‘radi. Nyuton fazosi tuyg‘ular va hissiyotlarsiz fazo, qat’iy matematik hisob, fizika va geometriya fazosidir. Leybnits fazosi ko‘proq dunyo tasvirining poydevori bo‘lgan insoniy dunyo tushunchalari maydoni bilan tavsiflanadi.

Eynshteynning nisbiylik nazariyasidan keyin fazo va vaqt materiyaning yagona shakli - fazo-vaqtga birlashdi. Va endi har bir hodisa to‘g‘ridan-to‘g‘ri mos yozuvlar tizimiga bog‘liq bo‘lgan to‘rtta koordinata, bitta vaqtinchalik va uchta fazo bilan belgilanadi. "Tilning yangi rasmida, fakt taklifining yadrosi sifatida predikat kontseptsiasining mohiyatida bir xil to‘rtta koordinatalar va shuning uchun mos yozuvlar tizimiga bog‘liqlik yotadi" [196, 125 s.].

Kosmosning asosiy xossalari - ob’ektivlik va inson ongidan mustaqillik, materiyaning vaqt va harakati bilan mutlaq, ajralmas aloqasi, tarkibiy munosabatlari va moddiy tizimlarning rivojlanish jarayonlariga bog‘liqligi, miqdoriy va sifat cheksizligi.

Fazoning xossalarini metrik (o‘lchamlar bilan bog‘liq) va topologik (bo‘shliqning munosabati, simmetriyasi)ga bo‘lish mumkin. Kosmosning umumiy xususiyatlariga uzunlik kiradi, ya’ni. turli elementlarning tartibliliigi va birgalikda mavjudligi, shuningdek, har bir elementga keyingi elementni qo‘shish imkoniyati yoki elementlar

sonini kamaytirish qobiliyati. Kosmosning boshqa xususiyatlari bog‘lanish va uzluksizlikdir. Bog‘lanish fazoda hech qanday "uzilishlar" yo‘qligini anglatadi va uzluksizlik jismlarning nuqtadan nuqtaga harakati tabiatida namoyon bo‘ladi. Biroq, makon nisbiy uzilish bilan tavsiflanadi, bu ma'lum o‘lcham va chegaralarga ega bo‘lgan moddiy ob'ektlarning alohida mavjudligida namoyon bo‘ladi {FES (a), p.520}. Shu munosabat bilan V.Solovyov fazoning sof haqiqatining ikki tomoni borligini ta’kidlaydi: birinchidan, fazo uzunlikning tasviri yoki timsoli bo‘lib, bu tasvir ham yaxlitlikda birlikni saqlab qolishi, ham ongimizda qismlarga bo‘linib ketishi mumkin. geometrik jismlar kabi tashqi jismlarning muayyan konturlariga va ular orasidagi masofalarga e’tibor qarating. Fazoning bunday rasmiy yoki geometrik tomoni uning haqiqiy yoki mexanik tomonidan farq qiladi. Ikkinchisi "mavjud bo‘lgan barcha narsalarni moddiy ajratish yoki ajratishdir, buning natijasida ma'lum miqdordagi ichki kuchlar va tashqi harakatlar, to‘g‘ridan-to‘g‘ri va bilvosita, bitta va yig‘indisi, berilgan masofaga va boshqa mexanik sharoitlarga qarab ishlatilishi kerak. haqiqiy konvergentsiya va kosmosda uzoqda joylashgan ikki mavjudot o‘rtasidagi eng yaqin o‘zaro ta'sir yoki munosabatlar» [194, 418-419].

Kosmosning yana bir xususiyati uning uch o‘lchovlilikidir. Barcha moddiy jarayonlar uch o‘lchovli fazoda sodir bo‘ladi. Inson barcha hodisalarni insonga xos bo‘lgan ushbu uch o‘lchov ob'ektivi orqali ko‘radi va aks holda u tashqi dunyoga qaray olmaydi.

Kontseptual kategoriyalar yuqori darajadagi kontseptual abstraktsiyalar bo‘lib, ular turli tillarda o‘z ifodasini topadigan universaldir, hatto ular alohida tillarda o‘ziga xos grammatik formatlarda shakllanmagan bo‘lsa ham. Lokativlikning kontseptual kategoriyasi lingvistik universallikdir, chunki ma'lum bir tilning ma'lum vositalari bilan ifodalangan bu kategoriya barcha tillarga xos xususiyatlarga ega. U birinchi navbatda odamlar ongida aks etadi va har qanday tilda ifodalanishi mumkin.

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THE DIVERSITY OF ENGLISH ACCENTS AND DIALECTS

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Abstract; *This article explores how variety in english accents and dialects in different regions. It examines several examples of accents and dialects. This exploration of English dialects reveals a linguistic landscape that is much more than just accents. It's a vivid illustration of history, culture, and identity. As the world becomes more interconnected, the appreciation and understanding of these diverse dialects become more crucial, not only for linguistic studies but also for fostering cultural empathy and communication.*

Key words: *language, English, accent, dialect, educational technologies, methods, speech, phonetic difference, social variation.*

English is a global language with a rich tapestry of accents and dialects. These variations are influenced by geographical, social, and cultural factors, creating a complex linguistic landscape. Dialects and accents are windows into the history, culture, and identity of speakers across the globe. Dialects, with their distinct grammar, vocabulary, and syntax, offer a glimpse into the regional, social, and historical

influences that shape a language. Accents, on the other hand, add another layer of complexity, showcasing the wide variety of pronunciation and intonation within a language. Dialects are variants of a language spoken by particular groups of people or in specific parts of a country. They are not just deviations from a standard language form but are complete language systems in their own right. Each dialect encompasses unique features in terms of grammar, vocabulary, and syntax, reflecting the specific historical, geographical, and social contexts of its speakers. Unlike a language that may have a standardized form, dialects are often fluid and evolve over time, influenced by various factors including migration, cultural changes, and interaction with other language groups. However, the nuances of dialects and accents often lead to misconceptions and communication challenges, especially in multicultural environments like international workplaces, or during global relocations. It's crucial, therefore, to not only understand the differences and similarities between dialects and accents but also to appreciate their impact on effective communication and cultural exchange. The diversity of English dialects can be traced back to historical events and patterns of settlement. For instance, the English language has its roots in the Germanic languages of the Anglo-Saxon settlers in Britain. Over centuries, it was influenced by Norse invasions, Norman conquest, and interactions with Celtic languages. This historical *mélange* laid the foundation for regional dialects in the UK. In the United States, dialects evolved from the different versions of English brought by settlers from various parts of the UK, combined with the influences of other languages and the experiences of immigrants. Australian, Canadian, South African, and New Zealand English similarly reflect their unique settler histories and interactions with indigenous and other languages. The audience survey research traditionally used in dialectology to collect field data presents an opportunity for methodological comparison with audience research on language in the mass media. There, the basic information is obtained from members of the audience by responses to speech they hear, mostly television speeches in the case of the United States. The difficulty of standardizing auditory-phonetic research in the form of field work, combined with the proven effectiveness of auditory-phonetic subjective judgment in dialectology, has of course played a role in our

continued preference for social-psychological fieldwork despite its difficulties and time-consuming survey format. Most language surveys in the mass media treat American English varieties as if they were named the same way as local place names. For favorable conditions in radio, a vocal description of the local area should mention the site of the radio station and mark the day by designating the special location from which a band shell segment is broadcast. Providing the station designations could operationalize the same-local decision of female rating panelists' responses. For the influences of geography and sex of speech producer, a remote broadcast would be marked, as well as situations where the significance of the location of the band shell is increased if radio tuning by a member of the audience identifies the town before the name of the person addressed is read. The regional dialects selected for the experiments originate, first, from a variety of dialect-rich countries, to ensure that the best-known dialects, those in the capital, are linguistically subjected to strong biases. For China, the dialect of Beijing is selected without any bias; in the United States, we applied it to the dialects of Texas; for the Netherlands, the Overijse dialect is processed; the three main dialect areas of Norway, Bergen, and Trondheim are used, and Finnish multi-dialect accents are also used. The geographical distribution of regional dialects chosen in the regional dialect cluster around Beijing is representative, and the distribution of the dialects chosen around the Overijse dialect in the Netherlands is representative. The geographical differences among the dialect clusters were checked to ensure that the speech data contained significant linguistic differences. In order to evaluate the direction of movement of the regional non-standard dialects of the language used by native speakers from the telecommunication scale, Mandarin Chinese, Norwegian, Finnish, and Dutch were selected for the test. Mexican Spanish, Indian Hindi, and American Spanish were selected for listeners of different dialect native languages. Then, the selected language background was applied to the regional dialects of the bidirectional and the common speaker backgrounds in the speech perception test. The test results showed that people used different native languages, but with common laboratory communication backgrounds but were not shared by opposing laboratory backgrounds regardless of individual background. The results of this study indicate

that each dialect has the potential to be the dialect background language for the listener of different native languages, and the combined speech data effectively increase listener preference across differing dialects regardless of individual meeting participant dialects. These results support the individual speakers' natural perceptual studies, suggesting that speaker-induced reduction can overcome the mutual intelligibility of dialect differences. The data indicates that speakers in source and destination Sydney sounded "ethnic" to listeners, which implies that accepted speech is speech conforming to sounds perceived as Australian.

People self-identify as Australian or ethnic based on these sounds. The link between speech and identity is well established through language contact research, creole formation, ethnicity studies, and discussion of language planning and language attitudes. The connection is top of mind when policymakers consider national languages. While Australian curriculum documents state that linguistic diversity is to be celebrated and language is a key cultural practice, the Australian National Statement for Languages aims to "contribute to the development of a nation that has the benefits of a diverse linguistic and cultural community and a shared sense of identity". What sounds people use in an attempt to equal. How these sound judgments unravel and transfigure are great wonders of the human psyche. Pressures on speech as a tool of personal characterization and interaction weave together. The researcher's inquiry reveals the importance of studying these effects as more individuals belong to mixed ethnic backgrounds and national metropolises continue to flourish. We distinguish between a quantitative approach where language data is analyzed and measured in sophisticated ways for the automatic discovery of rules and statistical properties of a language, typically without too much additional human intervention, and a qualitative approach which is more exploratory, and mainly focuses on the richness of forms and meaning differences across a language, often with more interpretation. Quantitative work can be seen as bottom-to-top, while qualitative work proceeds top-to-bottom. There are several variations on the qualitative approach which may also be suitable for language-related work. Traditional variationist sociolinguistics explicitly analyzes data for subtle differences in microvariation especially in the phonetics and phonology of

language usage, artifacts of speech being the direct objects of interest. In contrast, contemporary critical sociolinguistics emphasizes social justice and change in relation to macropatterns, for example, the code-switching habits and constraints of minority populations. Interactional sociolinguistics treats language use as a set of highly regular, rule-governed practices with recognizable conventional positional and prosodic patterns that can be identified in real-time data analysis. Finally, constraint-based grammatical theory uses language as a source of evidence to show how sentence structure is constructed and understood, arguing that each property of sentences which contributes to the understanding of different sentences actually arises from a certain restriction imposed by mental processes.

The diversity of English accents and dialects is a testament to the language's adaptability and cultural richness. From the distinctive sounds of British dialects to the melodic intonations of Caribbean and African American Vernacular English, each accent reflects the history and identity of its speakers. While global communication continues to shape the way English is spoken, the variety of regional and social dialects ensures that the language remains dynamic, vibrant, and deeply connected to its cultural roots.

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SO‘Z BIRIKMALARINI LISONIY-SINTAKTIK QOLIPLAR ASOSIDA SINTAKTIK (IZOHLASH)TEGLASH

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Annotatsiya: Ushbu maqolada o'zbek tili korpusida so'z birikmalarining lisoniy-sintaktik qoliplariga asoslangan sintaktik teglash tizimi va modellari tahlil ostiga olingan.

Kalit so'zlar: Korpus, sintaktik teglash, model, sintaktik birliklar, so'z birikmasi, lison-nutq.

Аннотация: В статье проанализировано системы тегов и моделей основанные лингвистическо синтаксическими шаблонами словосочитаний в корпусе узбекского языка.

Ключевые слова: корпус, синтаксическая, модель прикосновения, синтаксические единицы, лексика.

Abstract: In this Uzbek corpus, article analyzes the tagging system and models based on the linguistic syntactic patterns of language syntactic compounds.

Key words: corpus, syntactic touch, model, syntactic units, vocabulary, language-speech.

Morfologik ko'rsatkichsiz tobe-hokimlik munosabatini aniqlash uchun lisoniy-sintaktik qolip hamda morfologik teglar tizimidan foydalanish o'rinli. Masalan, qiziqarli kitob birikmasida morfologik ko'rsatkich yo'q. Kontekstda bu birliklarning so'z birikma ekanligini lisoniy-sintaktik qolip bilan aniqlash mumkin. Lisoniy-sintaktik qolipda qaysi so'z turkumi o'zaro birikishi ko'rsatib berilgan. Korpus birliklari morfologik teglangan bo'lsa, teg va lisoniy-sintaktik qolip asosida morfologik ko'rsatkichsiz sintaktik munosabatli birikmalarni ham avtomatik teglash imkoni paydo bo'ladi. Ushbu holatni quyida batafsil izohlaymiz.

Boshqa lisoniy hodisa kabi so'z birikmalarining lisoniy-sintaktik qoliplarini tiklash va uning voqelanishi farqlanadi. SB LSQining voqelanishi «lison-nutq» yo'nalishida bo'lib, bu yo'nalish umumiylikdan oraliq ko'rinish orqali xususiylikka – nutqiy hodisaga qarab boradi. Bu borada S.Nazarova tomonidan ishlab chiqilgan LSQlarga alohida e'tibor qaratish muhim. Jumladan, S.Nazarova LSQlarning [Wmorfologik vosita –Wmorfologik vosita] ko'rinishdagi invariant, [Wqaratqich kelishigi –W egalik qo'shimchasi], [Ismqaratqich kelishigi – Ismegalik qo'shimchasi], [Ot qaratqich kelishigi – Otegalik qo'shimchasi], [Otatoqliqaratqich kelishigi –

Otturdosh egalik qo'shimchasi] kabi variantlarini ajratadi[Nazarova S,1997:26]. Albatta, til korpusida so'z birikmalarni teglash muammosi umumiy (invariant) LSQlar bilan hal etilmaydi, balki so'z birikmalarni aniqlashda nisbatan aniqroq qoliplar talab etiladi.

S.Nazarova ushbu LSQning quyi bo'linishlari uning tegishli so'z turkumi tomonidan to'ldirilishi asosida quyidagicha tasniflaydi [Nazarova S,1997:27].

- 1) [ot qaratqich kelishigi → ot egalik qo'shimchasi = ot qaratuvchi + ot qaralmish]: kitobning varag'i;
- 2) [ot qaratqich kelishigi → sifat egalik qo'shimchasi = ot qaratuvchi + sifat qaralmish]: daraxtning mo'rti;
- 3) [sifat qaratqich kelishigi → ot egalik qo'shimchasi = sifat qaratuvchi + ot qaralmish]: gulning/qizilining hidi;
- 4) [sifat qaratqich kelishigi → sifat egalik qo'shimchasi = sifat qaratuvchi + sifat qaralmish]: olmaning/kattasining chuchugi;
- 5) [ot turdosh qaratqich kelishigi → sifat egalik qo'shimchasi = ot qaratuvchi + son qaralmish]: gulning bittasi;
- 6) [son qaratqich kelishigi → son egalik qo'shimchasi = son qaratuvchi + son qaralmish]: o'ning yarmi;
- 7) [ot qaratqich kelishigi → harakat nomi egalik qo'shimchasi = ot qaratuvchi+fe'l qaralmish]: Otabekning qaytishi;
- 8) [harakat nomi qaratqich kelishigi → ot egalik qo'shimchasi = fe'l qaratuvchi+ot qaralmish]: uyalishning o'ri;
- 9) [harakat nomi qaratqich kelishigi → harakat nomi egalik qo'shimchasi = fe'l qaratuvchi + fe'l qaratuvchi]: olmoqning bermog'i;
- 10) [ot qaratqich kelishigi → sifatdosh egalik qo'shimchasi = ot qaratuvchi + sifatdosh qaralmish]: yurakning to'xtagani;
- 11) [sifatdosh qaratqich kelishigi → ot egalik qo'shimchasi = sifatdosh qaratuvchi + ot qaralmish]: qo'rqqanning ko'zi;
- 12) [ot qaratqich kelishigi → ravish egalik qo'shimchasi = ot qaratuvchi + ravish qaralmish]: mehnatning kecha-kunduzi;

13) [olmosh qaratqich kelishigi → ot egalik qo‘shimchasi = olmosh qaratuvchi + ot qaralmish]: mening vatanim;

14) [ravish qaratqich kelishigi → ot egalik qo‘shimchasi = ravish qaratuvchi + ot qaralmish]: hozirning huzuri.

Ushbu qoliplar S.Nazarova tomonidan tadqiq etilgan: yuzlab nutqiy hosilalarda sinab ko‘rilgan, umumlashtirilgan. SHuning uchun biz ism+ism qolipli so‘z birikmalarning modelini shu qoliplar asosida tuzishimiz mumkin. Buning uchun, avvalo, qolip tarkibidagi ismlarning turini anglatuvchi qismlarni ma’lum belgi bilan, tobelanishni ko‘rsatib turuvchi morfologik vositalarning maxsus belgilarini tanlab olamiz. Bunda ot = N, sifat = Adj, son = Num, turdosh ot = Nsub, olmosh = Pr, ravish = Prv, harakat nomi = Ger teglari bilan; qaratqich kelishigi = Case (yoki Ss), egalik qo‘shimchasi = Possessive (yoki Pos) teglari bilan belgilanadi. SHundan kelib chiqib, til korpusi uchun so‘z birikmalarni sintaktik teglashning ism+ism qolipi uchun quyidagi modellarni taklif qilish mumkin:

- 1) [N Cs→ N Pos]: kitobning varag‘i;
- 2) [N Cs→ Adj Pos]: daraxtning mo‘rti;
- 3) [Adj Cs→ N Pos]: gulning/qizilining hidi;
- 4) [Adj Cs→ Adj Pos]: olmaning/kattasining chuchugi;
- 5) [N turdosh Cs→ Adj Pos]: gulning bittasi;
- 6) [Num Cs→ Num Pos=]: o‘nning yarmi;
- 7) [N Cs→ Ger Pos=]: Nabekning qaytishi;
- 8) [Ger Cs→ N Pos=]: uyalishning o‘rni;
- 9) [Ger Cs→ Ger Pos=]: olmoqning bermog‘i;
- 10) [N Cs→ Adjdosh Pos=]: yurakning to‘xtagani;
- 11) [Adjdosh Cs→N Pos=]: qo‘rqqanning ko‘zi;
- 12) [NCs→ PrvPos=]: mehnatning kecha-kunduzi;
- 13) [Pr Cs→ N Pos=]: mening vatanim;
- 14) [Prv Cs→ N Pos=]: hozirning huzuri.

Shuningdek, zamonaviy sintaksisda so‘z birikmasining [ismkelishik qo‘shimchasi + fe’l] qolipi ham ajratiladi[H.G‘.Ne‘matov, R.Sayfullaeva,2011:67].

. Soʻz birikmasining bu LSQi birinchi uzvi morfologik shakllangan va shuning uchun SHMJ birikuv omiliga ega va ikkinchi qismda grammatik koʻrsatkich bogʻlanish uchun nisbatan ahamiyatsiz boʻlganligi bois, birikuv omillarining MSHJ kombinatsiyasi amal qiladi. Qolipning birinchi uzvini ism turkumiga oid soʻzlar toʻldirib, ular hokim uzvga tushum, joʻnalish, oʻrin-payt, chiqish kelishiklari shakllari bilan bogʻlanadi. Birinchi uzvi asosida LSQ quyidagi koʻrinishlarga ega boʻladi

- 1) [ism tushum kelishigi → feʼl];
- 2) [ism joʻnalish kelishigi → feʼl];
- 3) [ism oʻrin-payt kelishigi → feʼl];
- 4) [ism chiqish kelishigi → feʼl].

LSQning har bir koʻrinishi ism uzvining boʻlinishi asosida yana tarmoqlanadi. Masalan, [ism tushum kelishigi → feʼl] qolipi quyidagi boʻlinishlarni beradi [H.Gʻ. Neʼmatov, R. Sayfullaeva, 2011:67].

- 1) [ot tushum kelishigi → feʼl];
- 2) [sifat tushum kelishigi → feʼl];
- 3) [son tushum kelishigi → feʼl];
- 4) [olmosh tushum kelishigi → feʼl];
- 5) [harakat nomi tushum kelishigi → feʼl].

Ushbu qoliplarga kitobni/yaxshini/oʻnni ayir, uni gapirish/oʻqimoq/soʻramoq/boshlamoq/ni bas qil kabilarni misol keltirish mumkin.

YUqoridagi LSQlar asosida sintaktik teglashning ism+feʼl qolipi uchun [SubCs3→ V]; [SubCs4→V]; [SubCs5→ V]; [SubCs6→V] modellarini taklif etsak, ismning koʻrinishlariga koʻra turlari boʻyicha [NCs3→ V]; [AdjCs3→ V]; [NumCs3→ V]; [PrCs3→V]; [GerCs3→V] kabi modellar soʻz birikmalarni farqlashga yordam beradi. Bunda Cs3 tushum, Cs4 joʻnalish, Cs5 oʻrin-payt, Cs6chiqish kelishigini; Sub ismni, V feʼlni ifodalovchi teg hisoblanadi.

Xulosa sifatida aytish joizki, morfologik koʻrsatkichsiz va morfologik koʻrsatkichli soʻz birikmasini aniqlashda lisoniy-sintaktik qoliplar asosida tuzilgan modellardan foydalanish sintaktik teglar tizimining mukammal boʻlishiga olib keladi.

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THE EVOLUTION OF THE ENGLISH NOVEL: FROM DEFOL TO DICKENS

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Abstract: *This article explores the dramatic evolution of the English novel from its nascent beginnings in the early 18th century with Daniel Defoe's pioneering work to the peak of Victorian realism with Charles Dickens. We will examine how the novel, initially a relatively simple form of storytelling, developed into a sophisticated and complex art form capable of capturing the nuances of human experience, social commentary, and political critique. We'll trace the key milestones of this transformation, from the rise of realism and psychological depth, to the exploration of social issues and the emergence of the working-class voice. By analyzing key works and the changing social and literary contexts, we will demonstrate how the English novel established its enduring power as a mirror of society and a vessel for exploring the human condition.*

Key words; *English novel, The Evolution, Austen's Legacy, Victorian literature, inherited changes, inequality, social class, discovery.*

The English novel has undergone a remarkable transformation, evolving from its early 18th-century beginnings to the height of Victorian realism. This presentation

explores this dynamic evolution, showcasing the contributions of key authors like Daniel Defoe, Henry Fielding, Jane Austen, and Charles Dickens, whose works laid the groundwork for the novel's enduring influence on literature. By understanding the evolution of the English novel, we gain a deeper understanding of how modern literature developed its diverse forms and lasting impact.

The English novel's origins can be traced back to the early 18th century, a time of social and cultural change. With a burgeoning middle class and a rise in literacy, prose fiction gained popularity as a way to reflect the complexities of everyday life. This period saw the birth of the English novel as we know it, emerging from the growing interest in realistic stories that resonated with the changing times. The English novel's origins can be traced back to the early 18th century, a time of social and cultural change. With a burgeoning middle class and a rise in literacy, prose fiction gained popularity as a way to reflect the complexities of everyday life. This period saw the birth of the English novel as we know it, emerging from the growing interest in realistic stories that resonated with the changing times.

Methodology. Evolution is a central idea in biology that explains how life on Earth has changed over time. It states that all living things, including plants, animals, and humans, share a common ancestor. Over countless generations, these organisms have gradually evolved and diversified through small, inherited changes, leading to the vast array of species we see today. This ongoing process of adaptation and change is driven by natural selection, where individuals best suited to their environment are more likely to survive and reproduce, passing on their advantageous traits. This series will explore the fascinating journey of the English novel, a cornerstone of literary history, from its origins to its development in the 17th to 19th centuries. The series will analyze how this powerful form of storytelling emerged and evolved, captivating readers across the globe with its ability to connect diverse themes and perspectives. Through six articles, the series will delve into influential novels by authors like Defoe, Walpole, Austen, Scott, and Dickens, showcasing how the novel transformed from its early beginnings to its mastery of realism and social commentary. You'll discover how "Robinson Crusoe" helped define the modern novel, "The Castle of Otranto" birthed

Gothic fiction, "Pride and Prejudice" exemplified the Bildungsroman, "Ivanhoe" paved the way for historical fiction, and "Bleak House" embodied Victorian realism. This series offers a unique interdisciplinary perspective, revealing the rich tapestry of narrative innovation and cultural reflection that defines this enduring genre.

The English novel, a genre born in the 18th century, is a fictional story written in prose that has become a major force in English literature. These novels typically feature intricate plots, well-rounded characters, and delve into diverse themes and social issues, reflecting the author's perspective and the time period. The novel's importance lies in its ability to vividly capture the essence of human life across different eras and cultures. It provides profound insights into the human mind, social structures, and cultural values, making it a valuable record of history and societal change.

Daniel Defoe's *Robinson Crusoe* (1719) is often considered the first true English novel. It's famous for its realistic detail and use of a first-person narrative, which draws readers into the protagonist's thoughts and experiences. Defoe's emphasis on everyday life set a new standard for novelists, moving away from the more allegorical and didactic works of the past. Defoe paved the way for a wave of innovative novelists. Samuel Richardson's *Pamela* (1740) introduced the epistolary form, using letters to tell a story and delve into the psychological depths of characters. This approach explored the themes of virtue and morality, making Richardson a key figure in the novel's development.

Henry Fielding, in contrast to Richardson's moral seriousness, offered a more humorous and satirical perspective on human nature in *Tom Jones* (1749). His "comic epic in prose" blended picaresque adventure with social commentary, establishing a model for future novelists who sought to entertain and illuminate human behavior. As the 18th century drew to a close, a new wave of novels emerged: the Gothic. Dark, mysterious settings, supernatural elements, and intense emotions captivated readers with thrilling plots. This trend added another dimension to the ever-evolving landscape of the English novel. Ann Radcliffe, a prominent figure in the Gothic genre, perfected its key elements in her work *The Mysteries of Udolpho* (1794). Radcliffe's novels featured virtuous heroines facing sinister forces within isolated, crumbling castles. The

Mysteries of Udolpho follows Emily St. Aubert as she confronts a series of eerie and suspenseful events. Radcliffe's mastery of atmosphere and suspense inspired later writers like the Brontë sisters and Edgar Allan Poe, solidifying the Gothic novel's enduring presence in literary history. Jane Austen: The Social Novel Takes Center Stage the early 19th century witnessed a shift towards novels that explored social issues and the complexities of personal relationships. Jane Austen emerged as a leading voice in this development. *Pride and Prejudice* (1813) is a celebrated example of Austen's keen observations of social manners and the subtleties of human interactions. Her wit, irony, and deep understanding of her characters' inner lives are hallmarks of her writing. Through the story of Elizabeth Bennet and her evolving relationship with the enigmatic Mr. Darcy, Austen explores themes of love, marriage, and social status. Her focus on the domestic sphere and the moral choices of her characters established a template for the social novel, influencing countless writers who followed.

Materials and discussion. Austen's Legacy and the Victorian Era's Expansive Novels. Austen's work represents a bridge between the 18th-century novel of manners and the more complex, socially engaged novels of the Victorian era. Her focus on character development and social critique paved the way for the future of English fiction. The Victorian Era: A New Era of Novels The 19th century, particularly the Victorian era, saw the English novel reach new heights of popularity and scope. Authors explored a wide range of social, political, and moral issues, expanding the form's possibilities. Charles Dickens: The Master of Victorian Fiction Charles Dickens stands as one of the most iconic Victorian novelists, known for his vivid characters, intricate plots, and insightful social commentary. Works like *Great Expectations* (1861) demonstrate his ability to intertwine personal stories with broader social issues. The novel follows Pip, an orphan navigating social mobility and personal growth. Dickens's use of serialized publication made his works accessible to a wide audience, contributing to the novel's enduring popularity.

Results. George Eliot, the pseudonym of Mary Ann Evans, was a groundbreaking Victorian novelist. Her novel *Middlemarch* (1871-1872), often considered one of the greatest novels in English, explores the lives of residents in a provincial town, focusing

on their aspirations, social standing, and moral choices. Eliot's work is noted for its psychological realism, its portrayal of the complexities of human relationships, and its engagement with social and political issues of her time.

Jane Eyre (1847) by Charlotte Brontë is a key work of Victorian literature, combining elements of Gothic fiction with a powerful, introspective narrative voice. This novel explores themes of gender inequality, social class, and self-discovery. Thomas Hardy, known for his depictions of rural life and fate, wrote *Tess of the d'Urbervilles* (1891), which tells the tragic story of a young woman facing societal injustice. Hardy's work criticizes Victorian social norms and the harsh judgments placed upon individuals, particularly women.

The English novel, despite evolving through various periods, has consistently explored certain enduring themes that resonate across time and genres. The English novel has consistently explored themes such as: Love and Romance: From idealized love stories in classic novels to more complex and realistic portrayals of relationships in contemporary works, love remains a central theme. Identity and Self-Discovery: Characters' journeys of self-awareness and finding their place in the world are common across different eras. Social Class and Inequality: The exploration of social hierarchies and the struggles faced by characters from different social backgrounds is a recurring theme.

Nature and the Environment: The relationship between characters and the natural world, and its impact on their experiences and emotions, is often depicted. Morality and Ethics: The examination of moral dilemmas, ethical choices, and the consequences of characters' actions is prevalent in many novels. War and Conflict: The impact of war, violence, and historical events on individuals and societies is frequently explored. Narrative Styles: Evolution of Storytelling: The way stories are told has evolved significantly. Classic and Victorian novels often relied on an omniscient narrator, while Romantic and modernist works experimented with first-person perspectives and stream of consciousness. Postmodern and Contemporary Innovations: Postmodern and contemporary novels have embraced even more fragmented and non-linear narrative techniques, encouraging reader engagement and a more subjective understanding of

the story. The Influence of Society: Novel as a Reflection: The novel is a reflection of society and has been profoundly influenced by historical events and societal changes.

Conclusion. The English novel has undergone a remarkable transformation from its classic roots to its contemporary forms. Starting in the 18th century with works by Daniel Defoe, Samuel Richardson, and Henry Fielding, which focused on realism and moral themes, the novel evolved through the Romantic era with its emphasis on emotion (Jane Austen and Sir Walter Scott), into the Victorian era with its exploration of social issues (Charles Dickens, George Eliot, and Thomas Hardy), and finally into the modernist era with its revolutionary narrative techniques (Virginia Woolf and James Joyce). In the post-World War II period, authors like Salman Rushdie and Toni Morrison expanded the novel's scope to explore diverse perspectives and cultural identities, setting the stage for the current era of literary experimentation and representation. The novel's lasting importance lies in its ability to mirror cultural, social, and individual transformations. Throughout history, novels have reflected society's values, conflicts, and aspirations. They have explored the complexities of human emotions, relationships, and identities, providing profound insights into the human condition. Novels have fostered empathy, bridging gaps between communities and promoting understanding. Furthermore, the novel has been a force for reform. It has provided a platform for marginalized voices, empowering individuals to share their stories and experiences. As a medium of artistic expression, the novel has challenged conventional norms, pushed the boundaries of literature, and expanded the horizons of imagination. Despite the rise of new media and technologies, the English novel remains a vital part of our culture. Its enduring relevance stems from its ability to adapt and evolve, always staying relevant to the concerns and interests of each generation. As long as humans seek to understand the human experience, the novel will continue to be a powerful form of storytelling. The future of the English novel is bright, as it continues to engage with contemporary issues and embrace diverse perspectives. Its ability to explore complex themes and evoke deep emotions will continue to captivate readers and inspire writers. The digital age offers new avenues for dissemination and engagement, ensuring that the novel remains accessible and relevant to a global audience.

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THE INFLUENCE OF INTERCULTURAL COMMUNICATION ON LITERARY THEMES AND NARRATIVES

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Abstract: *This article looks at how different cultures affect stories and themes in literature. It shows how writers use ideas from various cultures to make their stories more relatable and real. The article examines how different cultures clash and blend*

together and how literature helps tell these stories. It shows how these experiences can build understanding and empathy between cultures.

Key words: *Intercultural communication, writing, social subjects, differences, character, cross-cultural exchange, realness, social clashes, marginalized voices, societal recognitions, compassion, social accounts.*

Books and stories are a great way to look at how people from different cultures communicate with each other. They show the many different ways that people's lives are influenced by their cultural beliefs, traditions, and values. This article looks at the connection between culture and literature, exploring how writers use communication between different cultures to create stories that people from various backgrounds can relate to.

Talking between different cultures adds a lot to stories and themes in literature by bringing in different viewpoints, values, and cultural backgrounds. There are important parts of this influence that show how significant it is. One of them is understanding different cultures and how complicated they can be. Stories look at the variety of cultures, showing how interesting and complex different ways of life can be. Characters struggle to understand and deal with cultural differences, which helps them learn important lessons about who they are, bias, and caring for others. Culture is an important way for writers to show ideas, characters, and places in their stories. Authors use their cultural background to make their stories feel real and meaningful. For example, Jhumpa Lahiri's "Interpreter of Maladies" explores the complicated identity of Indian Americans through touching stories about family and life in a new country [1].

Different kinds of cultural communication in stories and themes.

Mixing of Cultures: Combining different cultures in stories is a strong way for writers to examine what it means to belong, understand who we are, and share the human experience. This mixing can show up in different ways, like through the people in the story, the places, the main ideas, and the languages used, giving readers a variety of viewpoints. Writers skillfully combine different cultural elements to create complex stories that reflect the variety of human experiences. Many writers, such as Leila

Slimani in "Adele," explore the idea of having two identities, especially for characters who come from different cultures. This mix of cultures often causes characters to struggle inside themselves as they try to balance their background with what society expects [2]. Looking into these identities can show important things about being human, focusing on the challenges and successes of living in two different worlds. Mixing different cultures in stories makes them better by helping us understand identity, belonging, and what is important in society. By mixing different cultural stories, writers can make tales that connect with many people's experiences, helping readers think about their own identities and the world they live in.

Cultural Conflicts and Misunderstandings: Cultural conflict and resolution in literature is a vital theme that addresses the complexities of identity, prejudice, and the human experience in the face of differing backgrounds. Many narratives delve into these conflicts, often stemming from historical contexts, misunderstandings, and the legacies of colonialism. Writers often look at how past events, especially colonialism, influence today's culture. Chimamanda Ngozi Adichie's "Half of a Yellow Sun" looks at how British rule affected Nigeria, especially during the Biafran War. In her characters' stories, Adichie shows how colonialism still impacts Nigeria today [3]. This includes unfair power differences and misunderstandings between cultures. Stories about cultural conflicts usually also look for ways to find a solution. These stories might show characters learning to care about each other's feelings, helping them understand different cultures better. In "The Kite Runner" by Khaled Hosseini, the main character struggles with his past mistakes and tries to make up for them. This journey helps him reconnect with his Afghan heritage and deal with the complicated relationships affected by cultural differences [4].

Looking at cultural conflicts and how they get resolved in stories helps us understand the difficulties of dealing with different identities and backgrounds. By showing the different ways people can misunderstand each other, the power struggles that exist, and the possibility of feeling for one another, writers encourage readers to think about their own cultures and how important it is to understand each other to overcome differences. These stories not only add to discussions about literature but

also help people talk about identity, belonging, and social justice in our connected world.

Literature is important for changing cultural stories because it gives sharp criticisms, supports voices that are often ignored, and encourages conversations between different cultures. By showing different characters and their stories in a caring way, authors create connections that go beyond cultural differences. By mixing different viewpoints in their writings, they help readers feel empathy, understand each other, and recognize our common humanity. Books and writing often challenge social rules and how power works, encouraging readers to think critically about what they believe. The stories illustrate severe circumstances that prompt readers to reflect on the hazards of being overly complacent, reminding them of the crucial need to remain watchful in order to defend freedom and equity. Moreover, modern literature often focuses on intersectionality, showing how different parts of a person's identity—like race, gender, sexuality, and social class—combine to influence their experiences. Writers like Toni Morrison and Alice Walker look at how different backgrounds mix, showing the special challenges that their characters face. This detailed description helps readers see the complexity of identity and the need to view people as complete individuals instead of just stereotypes. Modern literature's focus on intersectionality helps us understand identity better by showing how race, gender, sexuality, and class are connected in complicated ways. Writers like Toni Morrison and Alice Walker tell strong stories that go against stereotypes and help people understand others better [5]. They encourage readers to see characters as complete people with their own experiences. This detailed description makes literature better and helps people understand and be aware of different issues in our diverse society. These stories help us understand the complex nature of human life, showing us that despite our differences, we all share important parts of being human [6]. In summary, literature is an important way to change cultural stories. It provides strong critiques, gives a voice to those who are often ignored, and helps us understand others by exploring different characters. In the end, it helps us remember that we are all human, making it easier to create a kinder and more welcoming community. Storytelling can change how people

think and feel, helping them understand and appreciate the variety of human experiences.

In summary, communicating between cultures adds richness and meaning to stories, making them more relatable and important to everyone. As writers explore how culture and communication meet, they reveal the depth of human experiences. They provoke traditional notions and encourage important exchanges between different cultural backgrounds.

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THE USE OF SYMBOLISM IN THE WORKS OF WILLIAM BLAKE

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Abstract: *This article explores the use of symbolism in the poetry of William Blake. It aims to demonstrate the significance of these literary devices in conveying hidden meanings and exploring romantic themes in human life. The article draws upon symbolism theory as its theoretical framework and employs documentary analysis to identify and analyze symbolic and imagistic elements in Black's poetry. The paper also*

discusses the context of romantic poetry, Black's life and work, and the distinctive features of his poetry. It recommends further research into the use of symbols and imagery in other literary genres, such as short stories, plays, and novels.

Key words: *romantic poetry, religion, Blake symbolism, The Tyger.*

William Blake was born in 1757 in London to James, a hosier, and Catherine Blake. From a young age, Blake claimed to experience visions. He was taught to read and write at home, as his parents chose not to send him to a traditional school. Recognizing his interest in art, they enrolled him in a drawing school. Blake began writing poetry early in life. Due to the high cost of painting school, he was apprenticed to an engraver instead. In 1782, he married Catherine Boucher, who was uneducated at the time, and Blake taught her drafting, reading, and composing. His first published work was *Poetical Sketches* (1783). He later published *Songs of Innocence* in 1789 and *Songs of Experience* in 1794. Blake valued freedom and was considered a free thinker, often rebelling against the neoclassical traditions of the 18th century. He emphasized creative energy over reason in his poetry and symbolism, drawing more from his inner visions than external reality. Some of his notable works include *The French Revolution*, *America*, *a Prophecy*, *Visions of the Daughters of Albion*, and *Europe, A Prophecy*. He was a sharp critic of political and social oppression in the 18th century, particularly opposing the English government. His work *The Book of Urizen* deals with philosophical oppression, while *The Marriage of Heaven and Hell* critiques both the state and the church.

Literature Review And Methodology. Symbols are deeply embedded in our lives and play a vital role in how we communicate, think, and process our experiences. They help us express ideas and emotions, and every word we use is essentially a symbol. Art and religion also rely on symbols. William Blake's poetry stands out because it is rich with symbolic meaning. Blake, who valued natural impulses and opposed all forms of restraint, frequently criticized those who imposed control over others. In his poem "Holy Thursday II," he writes: "And their ways are filled with thorns.

"It is eternal winter there". This highlights the symbolic nature of Blake's poetry. His work explores human nature, the natural world, and life through simple yet

profound symbols, often illustrating "contrary states of the human soul," such as good and evil or innocence and experience. Unlike other poets, Blake created his own unique symbols, drawing connections between the external world and the internal human experience. His symbols, deeply personal, reflect his opposition to the suppression of human nature by rigid moral codes. Blake crafted a distinctive persona, making him a powerful and influential poet of symbolism. His imagery is vivid and cinematic, creating a lively and natural world for readers. Notable symbols in his poetry include the "solar-flower," which leaves a lasting impression. The tiger becomes a symbol of God's power, the lamb represents suffering innocence and Christ, and the tree symbolizes anger and the choice to overcome one's darker impulses. Symbolism is central to Blake's work as both a poet and a dramatist, and this is evident in the musical quality of his writing.

In *Songs of Innocence and Experience*, Blake employs a wide range of poetic forms and evolves his symbols in unexpected ways. Although "The Lamb" and "The Tyger" feel different in modern printed editions compared to Blake's original plates, both poems are characterized by simple yet powerful expression. Blake frequently portrays the lives of ordinary people, particularly children, addressing both their joys and their sufferings. His straightforward poetic language stood in opposition to the elevated style of Neo-classicism. Blake's exceptional ability to convey mystical and visionary ideas through the simple language of the common man sets him apart. Additionally, he is considered a Modernist poet because he challenged many traditional conventions. Blake rejected orthodox Christianity and the idea that "nature" and "God" should always be revered. His innovative verses were freer in style than traditional formal poems, using slant rhymes and varying meter. His themes were bold and diverse, touching on topics like free love, sex, racial equality, and more. Blake also focused on human imagination, self-awareness, and individualism, laying the groundwork for future poets. Blake was a pioneering and unique figure, prophetic, mystical, and visionary among major Western poets. He emerged at a time when people were beginning to challenge the "infallibility" of the Bible and the concept of the "divine rights of Kings." According to the Bible, kings were chosen by God, and

women and children were expected to obey men. Slavery and serfdom were also seen as divinely ordained. Sex was considered "evil" unless sanctioned by marriage. The Bible was seen as a collection of countless verses, and as science disproved many biblical claims, its authority began to wane. Free thinkers started to interpret the Bible according to their own beliefs, disregarding or reinterpreting verses they disagreed with. Many people became atheists or agnostics during this time of questioning and change.

Results And Discussions. Blake's poetry reflects the socio-political aspects of human life, portraying an artistic representation of existence. In *The Marriage of Heaven and Hell*, Blake challenges traditional and religious beliefs. His *Songs of Innocence* presents a contrasting perspective on human life, expressing Blake's personal vision through poetic form. Themes such as innocence, love, spirituality, creation, life, death, and contrasts are central to his work. His poetry delves into magical and spiritual themes, human imagination, nature, social criticism, religious and philosophical symbolism, and complex topics. Criticism of Blake's use of symbolism and imagery has been extensively studied across the literary world. His unique literary myth-making combines imagism and symbolism, focusing on tragic themes. In his *The Sacred Wood: Essays on Poetry and Criticism*, Eliot discusses various definitions of symbols and images. In symbolic theory, a symbol is a literary concept understood through two interpretations: one representing a real situation, the other an unreal one. Additionally, images are defined as mental pictures created in the reader's mind.

Conclusion. William Blake's use of symbolism is central to his poetic expression, allowing him to explore complex themes such as innocence, experience, spirituality, and social critique. Through his vivid imagery and unique symbolic language, Blake challenges conventional religious and societal beliefs, creating a multifaceted world where reality and imagination intersect. His symbols often represent dualities—such as good and evil, life and death, innocence and experience—inviting readers to engage with deeper philosophical and moral questions. Blake's visionary approach to symbolism not only enriches his poetry but also makes his works timeless, resonating with audiences as they navigate the tensions between opposing forces in life. His ability

to combine myth, imagination, and symbolism has solidified his place as one of the most innovative and profound poets in literary history.

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AN INSIGHTFUL ANALYSIS OF REGIONAL, DIALECTAL, AND HISTORICAL VARIANTS IN LANGUAGE WITH ILLUSTRATIVE EXAMPLES OF EDUCATION

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Abstract: *In this article, the importance of studying regional variants, dialectal variants and historical variants of the English language for a comprehensive understanding of the language and its cultural significance is reflected in examples. By exploring these options, individuals can improve their language skills, deepen their cultural awareness, and appreciate the richness and diversity of English as a global*

language. This knowledge has also been shown to contribute to effective communication, intercultural understanding and academic and professional success in a globalized world, and has been demonstrated through the study of educational vocabulary in English.

Key words: *Regional, dialectal, and historical variants, British English, American English, Australian English, Canadian English, Indian English, AAVE , Cockney dialect, Shakespearean English, Old English, Middle English, Modern English.*

Language is a dynamic and diverse system that reflects the cultural, historical, and geographical influences of its speakers. Regional, dialectal, and historical variants are key features that contribute to the richness and complexity of language. Understanding these variants provides valuable insights into the evolution and diversity of linguistic expression. English is a language that has evolved over centuries, resulting in a wide array of regional, dialectal, and historical variants. These variations can be seen in different parts of the world, within specific communities, and throughout different time periods.

Regional, dialectal, and historical variants may exhibit differences in spelling and pronunciation based on regional accents, dialectal peculiarities, or historical linguistic conventions. Historical variants often undergo semantic shifts, where the meaning of a word evolves over time due to cultural changes, societal influences, or linguistic developments. Regional and dialectal variants carry cultural significance, reflecting the unique identities, traditions, and heritage of different linguistic communities. The presence of regional, dialectal, and historical variants highlights the dynamic nature of language and its continuous evolution through interactions with diverse speakers and influences.

Here we can see some examples of Regional, Dialectal, and Historical Variants.

1. Regional Variant: “Soccer” (American English) vs. “Football” (British English)

2. Dialectal Variant: “Y’all” (Southern American English) vs. “You guys” (Northern American English)

3. Historical Variant: “Thou” (archaic English) vs. “You” (modern English)

In the United States, there are unique vocabulary, pronunciation, and grammar differences that are taught in schools as part of the American English dialect. In the United Kingdom, students learn British English, which includes variations in spelling, pronunciation, and grammar compared to American English. In Australia, students are taught Australian English, which includes its own unique vocabulary and pronunciation. In Canada, students learn Canadian English, which has influences from both British and American English. In India, students are taught Indian English, which includes its own unique vocabulary and grammar rules. African American Vernacular English (AAVE): In certain communities in the United States, AAVE is spoken and taught as a dialectal variant of English. In London, the Cockney dialect is taught as a regional variant of English, with its own distinct pronunciation and vocabulary. In Scotland, students are taught Scottish English, which includes variations in pronunciation and vocabulary compared to British English. Let’s see some features of regional variants according to the vocabulary differences, pronunciation variances, grammar and syntax variances. Regional variants often involve distinct vocabulary choices specific to certain regions, reflecting local customs, environments, or cultural influences.

Differences in pronunciation, accent, and intonation patterns are common features of regional variants, showcasing the unique speech patterns of different locales. Regional variants may exhibit variations in grammar rules, sentence structure, and word order, reflecting the syntactic preferences of specific regions.

Let’s see some examples of regional variants:

1. United States vs. United Kingdom:

- “Truck” (US) vs. “Lorry” (UK)
- “Sweater” (US) vs. “Jumper” (UK)
- “Cookie” (US) vs. “Biscuit” (UK)

2. Spanish Regional Variants:

- “Coche” (Spain) vs. “Carro” (Latin America) for “car”
- “Ordenador” (Spain) vs. “Computadora” (Latin America) for “computer”
- “Plátano” (Spain) vs. “Banana” (Latin America) for “banana”

3. Indian Regional Variants:

- “Bathroom” (North India) vs. “Toilet” (South India)
- “Chappal” (Hindi) vs. “Slipper” (English) for “slippers”
- “Tiffin” (South India) vs. “Lunchbox” (North India)

English is a language that has evolved over centuries, resulting in a wide range of dialectal and historical variants. These variants can be seen in different regions, time periods, and social groups, each with its own unique features that set it apart from standard English. One of the most well-known dialectal variants of English is British English, which includes accents such as Cockney, Geordie, and Scouse. These accents are characterized by unique pronunciation patterns, vocabulary choices, and grammatical structures that distinguish them from other forms of English. For example, Cockney English is known for its use of rhyming slang, where words are replaced with phrases that rhyme with the original word (e.g. “apples and pears” for stairs).

Here are some example words related to education with historical variants in English:

1. Grammar School: In medieval England, a grammar school referred to a school that taught Latin grammar and literature. The term “grammar school” has its roots in the Latin word “grammatica” and has been used since the Middle Ages.

2. Pupil: The word “pupil” comes from the Latin word “pupillus,” meaning “orphan” or “ward.” In ancient Rome, a pupil was a child under the care of a guardian or teacher.

3. Pedagogy: The word “pedagogy” comes from the Greek word “paidagōgos,” meaning “teacher” or “tutor.” Pedagogy refers to the theory and practice of teaching.

4. Boccraeft (Bookcraft): In Old English, “boccraeft” referred to the art of reading and writing, reflecting the importance of literacy in education during this period.

5. Gramer (Grammar): In Middle English, “gramer” was used to refer to the study of language and literature, emphasizing the importance of grammar in education.

6. Childe (Child): In Middle English, “childe” was used to refer to a young person or student, highlighting the focus on youth education during this period.

7. Scole (School): The Middle English term “scole” was used to refer to a place of learning or instruction, reflecting the establishment of formal educational institutions.

These example words related to the education sphere demonstrate the evolution of the English language across different historical periods, reflecting the changing linguistic norms and educational practices over time.

Dialectal variants in English can be influenced by regional differences, cultural backgrounds, and historical factors. Here are some example words related to the education sphere that showcase dialectal variants in the English language:

1. Kindergarten (American English) / Nursery (British English): The term for a preschool or early childhood education program varies between American English and British English.

2. Elementary School (American English) / Primary School (British English): The level of education for young students before secondary school differs in terminology between American English and British English.

3. Backpack (American English) / Knapsack (British English): The term for a bag carried by students to school varies between American English and British English.

4. Math (American English) / Maths (British English): The abbreviation for mathematics differs between American English and British English.

5. Grade (American English) / Form (British English): The term used to refer to a class level in school varies between American English and British English.

Learning dialectal and historical variants in English is significant for enhancing language skills, fostering cultural awareness, and gaining a deeper understanding of the language’s evolution. By exploring these variants, we can broaden our linguistic knowledge, improve communication abilities, and appreciate the diversity of English as a global language. Learning regional variants, dialectal variants, and historical variants in English is essential for a comprehensive understanding of the language and its cultural significance. English, as a global language spoken by millions

of people around the world, is rich in diversity and complexity, with different regions, social groups, and time periods contributing to its evolution. Learning regional variants, dialectal variants, and historical variants in English is significant for gaining a holistic understanding of the language and its cultural significance. By studying these variants, individuals can enhance their language skills, deepen their cultural awareness, and appreciate the richness and diversity of English as a global language. This knowledge can also facilitate effective communication, cross-cultural understanding, and academic and professional success in a globalized world.

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HOW TO IMPROVE SPEAKING IN EFL LEARNERS

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Annatatsiya: Hozirgi kunda ingliz tiliga bo'lgan talab oshib bormoqda. Hattoki ko'plab konferensiyalar aynan shu tilda o'tkazilmoqda. Bundan tashqari, turizm bilan ham chambarchas bog'liq, ya'ni, sayohatchilarning ko'pchiligi ingliz odamlardan tashkil topgan. Buning natijasida, albatta ular bilan muloqot bo'ladi. Mana shu muloqot davomida, biz ularni tushunishimiz va ular bizni tushunishi uchun tiniq va ravon gapira olishimiz kerak. Ushbu maqola gapirishda muammosi bor odamlarning nimada muammosi borligi (talaffuzi, so'z kamligi, ruhiy holat, atrof-muhit ta'siri va hokazo) va ularni bartaraf qilish usullari, shuningdek rivojlantirish uchun samarali yo'llarni namoyish etadi.

Kalit so'zlar: muammo, talaffuz, leksika, fikrlash, grammatika, metodika.

Аннотация: В настоящее время спрос на английский язык растет. Даже многие конференции проводятся на этом языке. Кроме того, он также тесно связан с туризмом, то есть большую часть путешественников составляют англичане. В результате чего, конечно, будет общение с ними. Во время этого общения мы должны уметь понимать их и уметь говорить ясно и бегло, чтобы

они могли понять нас. В данной статье показано, какие проблемы возникают у людей с речевыми проблемами (произношение, нехватка слов, психическое состояние, влияние окружающей среды и т.д.) и как их преодолеть, а также эффективные пути развития.

Ключевые слова: *проблема, произношение, словарный запас, мышление, грамматика, методика.*

Abstract: *Nowadays, the demand for English is increasing. Even many conferences are held in this language. In addition, it is closely related to tourism, that is, most of the travelers are English people. As a result of which, of course, there will be communication with them. During this communication, we must understand them and be able to speak clearly and fluently so that they understand us. This article shows that problems people with speech problems have (pronunciation, lack of words, mental state, environmental influences, etc.) and how to overcome them, as well as effective ways to develop.*

Keywords: *problem, pronunciation, vocabulary, thinking, grammar, methodology.*

One of the main problems that many English learners face is the inability to speak English confidently. Let's say you have been learning English for a long time, you have attended various language courses, you listen to English audios on different topics every day, but you still can't speak English boldly. Absolutely, language learning is one of the most important areas in human society. Language, which is a means of communication, can be acquired practically in a natural environment (in the family, in the community) or in a organized way (in a lesson). Knowledge of languages, especially multilingualism (polyglossia) is gaining great importance in our time of growing international relations [1]. Therefore, speaking should be raised to a higher level, because if one word is pronounced incorrectly, the meaning of the whole sentence can change. Some of the ways to improve your language have been highlighted above, and there are also: join conversation clubs, find an English – speaking interlocutor via skype, talking to the mirror. Moreover, operative (participation of language material) and motivational (statement of opinion) aspects

have been identified in speech activity. Using vocabulary, grammar and pronunciation units in speaking and writing, perceptually understanding in reading and listening is the operational aspect of speech [1]. The three aspects of speech are called structure (grammar), semantics (lexical) and expression (pronunciation). It should also be remembered that “The President’s prize will be established for schools with high performance in foreign languages”- Shavkar Mirziyoyev.

Research Methodology. The main purpose or objective is to prepare the young for future responsibilities and for success in life, by means of acquisition of the organized bodies of information and prepared forms of skill, which comprehend the material of instruction. Since the subject matter as well as standards of proper conduct pre handed down from the part, the attitude of pupils must, upon the whole, be are of docility, receptivity and obedience. Books, especially textbooks, are the chief representatives of the lore and wisdom of the past, while teachers are the organs through which pupils rue brought into effective connection with the material [2]. The student perceives a language unit using the sense of hearing and then expresses it orally using the sense of speech movement. In one of the next lessons, oral language material will be recorded, that is, hand and visual senses as well as analyzers, will go through the stage of writing and reading during their activity. Listening comprehension, speaking, writing, reading of language units, and in the second year of education, reading first, then writing is taught according to the theory of knowledge [1]. The theory of knowledge is also applied in the acquisition of types of speech activity. As it is known from the methodology, the goal is to create the ability to read and receive information among high school students [1]. The reading process itself, in the language of epistemology, is a live observation (the sense of sight is involved). Getting information, that is, understanding what is read, understanding its content is a product of abstract thinking[1]. Fundamental knowledge should be learned to improve speech or expand thought.

Analysis and results. The place and role of modern methods and innovative technologies is huge. There are several effective ways to teach foreign languages, especially English. In particular, in the course of the lesson, it is possible to show

English-language video clips, dialogues, movies or cartoons, and use tape recorders and CDs, which are considered a more traditional method. The use of these technical tools makes the process of learning a foreign language more interesting and effective for students. The importance of modern methods in teaching a foreign language is incomparable. In this place, several methods that are widely used nowadays are being used. For example:

1. “B-B-B (we know, we want to know, we know) method. This method is a necessary method for increasing student’s understanding of the text and the ability to analyze it during the lesson.
2. Brainstorming is a method of generating ideas. The essence of this method is to generate ideas for students in several stages of problem- solving processes based on team cooperation, to develop them in a critical and constructive manner.
3. “Creative Problem Solving”. To use this method, tell the story the opening part is read and it is left to the judgment of the students to find its closing part. This method helps the student to develop thinking skills.
4. “A chain story” tells a story. This method is for students develops oral speech.
5. The “When pictures speak” method is very convenient. It helps in teaching English and developing oral speech of students, for this it is necessary to use pictures related to the topic.
6. “Cluster method. Clustering is a pedagogical strategy that helps students think freely and openly about a topic. This method is mainly an effective method for awakening new ideas and adding new ideas to existing knowledge [3].

So, as shown above, each method has effective methods for teaching foreign languages. Effective use of modern pedagogical technologies and methods in each lesson during the teaching process helps students to think independently and freely, to research, to take a serious approach to every issue, and to increase their interest in learning. Teacher and if the student can organize a cooperative activity, both can achieve a positive result.

In today’s rapidly developing period, when there is a high need to teach foreign languages, effective use of modern methods and innovative educational technologies

in the educational process makes this process fast and effective. In particular, when the ability to understand easily, think deeply, and speak freely opens up a number of opportunities (for example, traveling the world), we should take advantage of them.

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PARTS OF SENTENCE

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Abstract *This article about why is sentence structure important? If you want to write clearly, it is important to pay attention to sentence structure. It tells the reader what you are talking about, who the subject is, and why this topic is worth writing about. Using just a subject and predicate can make your writing repetitive. If you challenge yourself to improve your sentence structure, you can pull the reader in and write interesting, informative pieces.*

Key words: *subject, predicate, functions, object, complex, component, adverb, noun, adjective, modifier, language.*

Аннотация: *Эта статья о том, почему важна структура предложения? Если вы хотите писать четко, важно обращать внимание на структуру предложений. Он сообщает читателю, о чем вы говорите, о чем идет речь и*

почему об этой теме стоит писать. Использование только подлежащего и сказуемого может сделать ваше письмо повторяющимся. Если вы поставите перед собой задачу улучшить структуру предложений, вы сможете привлечь читателя и написать интересные, информативные статьи.

Annatatsiya; *Ushbu maqola nima uchun jumla tuzilishi muhimligi haqida? Agar siz aniq yozmoqchi bo'lsangiz, jumla tuzilishiga e'tibor berish muhimdir. Bu o'quvchiga nima haqida gapirayotganingizni, mavzu nimaligini va nima uchun bu mavzu haqida yozishga arziydi. Faqat ega va kesimdan foydalanish sizning yozishingizni takrorlashi mumkin. Agar siz jumla tuzilmangizni yaxshilash uchun o'zingizni sinab ko'rsangiz, o'quvchini jalb qilishingiz va qiziqarli, ma'lumot beruvchi qismlarni yozishingiz mumkin.*

Language is a fundamental tool for communication, shaping thought and behavior in significant ways. If you want to write clearly, it's important to pay attention to sentence structure. It tells the reader what you're talking about, who the subject is, and why this topic is worth writing about. Using just a subject and predicate can make your writing repetitive. If you challenge yourself to improve your sentence structure, you can pull the reader in and write interesting, informative pieces. The different parts of a sentence are a subject, predicate, object, complement, and modifier. These different parts of a sentence can add variety to your writing style and depending on where you place each part, they can change the meaning of your words.

The subject of a sentence tells us who or what the sentence is about. It usually comes at the beginning and is often a noun or pronoun. The subject performs the action in the sentence or is described by the verb. This can be a person, pronoun, place, or thing. There are typically three types of subjects you can use in your writing. Simple subject. This is a one-word subject that is typically a noun or pronoun. An example of this type of subject is: He ate the pizza. He is the simple subject in that sentence. Complete subject. This includes the simple subject along with additional adjectives or modifiers that describe the person, place, or thing. For example: The neighbor's black cat drank the milk. In this example, the neighbor's black cat is the complete subject. Compound subject. A compound subject includes multiple simple subjects. For

example, you could write: Sam and Lisa went shopping for clothes. There are two simple subjects, or one compound subject, in this sentence: Sam and Lisa.

2. Predicate

The predicate contains the verb and tells what the subject is doing or what is happening to the subject. It often includes additional information such as objects, modifiers, or complements. Example: The dog barked loudly. Here, "barked loudly" is the predicate, with "barked" as the verb. There are also three types of predicates that you can incorporate in your sentence structure. These predicates are:

Simple predicate. This is a one-word predicate that is an active verb. If you want to use a simple predicate, you could write: Jill danced. In this example, Jill is a simple subject, and danced is the simple predicate.

Complete predicate. A complete predicate includes a linking verb and either a direct or indirect object or phrase. For example, you could write: The pilot flew the plane. While flew is the simple predicate and a linking verb, flew the plane is the complete predicate because it tells the reader what the pilot flew.

Compound predicate. A subject and at least two verbs or actions form a compound predicate. For example, you could write: Lisa bought shoes and ate lunch at the mall. In the example, Lisa is the simple subject. Bought shoes and ate lunch at the mall are the compound predicate because they describe two actions Lisa takes.

3. ObjectThe object of a sentence receives the action of the verb. There are two types of objects: Direct object: The thing being acted upon. Indirect object: The entity affected by the action (often the receiver of the direct object). Example: She gave the book to her friend. "The book" is the direct object (what was given), and "her friend" is the indirect object (who received the book).

4. Complement

A complement completes the meaning of the subject or verb. It provides additional information that is necessary for the sentence to make sense. Complements often follow linking verbs (such as "is," "seem," or "become") and can be noun complements or adjective complements. Example: He seems tired. Here, "tired" is an adjective complement that describes the subject, "he."

5. Modifiers (Adjectives and Adverbs)

Modifiers add detail or description to other parts of the sentence: Adjectives modify nouns or pronouns, providing more information about the subject or object. Adverbs modify verbs, adjectives, or other adverbs, describing how, when, or where something happens. Example: The happy child ran quickly to the playground. "Happy" is an adjective modifying "child," and "quickly" is an adverb modifying "ran."

6. Phrase

A phrase is a group of words that functions as a single part of speech. It does not contain both a subject and a verb, so it is not a complete sentence on its own. Some common types of phrases are: Noun phrase: A group of words that functions as a noun. Example: The bright red car sped down the road. Prepositional phrase: A phrase that starts with a preposition and includes its object. Example: She sat on the chair. Verb phrase: A main verb and any helping verbs. Example: He has been running for an hour.

7. Clause

A clause is a group of words that contains a subject and a verb. There are two main types of clauses: Independent clause: Can stand alone as a complete sentence. Example: The cat slept. Dependent (subordinate) clause: Cannot stand alone as a complete sentence and needs an independent clause to make sense. Example: Because she was tired, she went to bed early. Putting It All Together Here's a sentence with all the parts working together: The tall man (subject) quickly (adverb) picked up (verb) his heavy suitcase

Use these grammatical elements when you want to add interesting detail and rhythm to your writing. When you want to keep your sentences short and sweet, use a subject and predicate to avoid having a sentence fragment. When you want to describe your subject or predicate, incorporate modifiers. Use objects to describe what or who your subject is doing something to or for.

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THE USE OF IRONY IN 20th- CENTURY AMERICAN LITERATURE

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Abstract; *Irony plays a significant role in 20th-century American literature, serving as a key tool for critiquing social, political, and cultural issues. This article examines how leading American authors such as Ernest Hemingway, F. Scott Fitzgerald, Kurt Vonnegut, and Toni Morrison used irony to reveal societal contradictions, question prevailing ideologies, and highlight the disillusionment with the American Dream. The analysis traces the evolution of irony in response to major historical events, including the Great Depression, the World Wars, and the Civil Rights Movement, showing how it became a means for both humor and sharp social critique. Through a close study of major works, this article illustrates how irony became integral to navigating the complexities of 20th-century America and continues to shape modern literary discussions.*

Key words: *Irony, American literature, critique, American authors, the World Wars, disillusionment.*

Irony has long been a crucial literary device, allowing writers to subtly critique society, expose contradictions, and question cultural norms. In 20th-century American literature, irony gained particular prominence as authors confronted the challenges of modernity, disillusionment, and a rapidly evolving social order. The century witnessed

transformative events such as the Great Depression, the World Wars, and the Civil Rights Movement, all of which provoked a re-evaluation of established ideals like the American Dream. Through the use of irony, writers were able to highlight the disparity between these ideals and the lived experiences of many Americans.

Authors during this period used irony not only for humor or satire but to explore deeper philosophical issues. For example, Ernest Hemingway employed irony in his concise prose to reveal the absurdity and futility of war, as evident in *A Farewell to Arms*. Similarly, F. Scott Fitzgerald⁹ used irony in *The Great Gatsby* to critique the shallow pursuit of wealth and status that characterized the Jazz Age. Kurt Vonnegut's *Slaughterhouse-Five* and Toni Morrison's *The Bluest Eye* also used irony to explore issues related to the human condition, race, and identity in America. Morrison presents the concept of beauty as a destructive force when imposed through the lens of white society, leading to a painful internalization of inferiority by Black characters, particularly the protagonist Pecola Breedlove.

Irony in these works reflects not only the authors' stylistic choices but also their engagement with the turbulence and contradictions of their time. This article investigates how irony functioned as both a narrative and thematic device for these authors, enabling them to address political, social, and philosophical concerns. By analyzing major literary texts, this study aims to demonstrate how irony became a hallmark of 20th-century American literature and continues to influence modern literary discourse.

This study utilizes a qualitative literary analysis approach, using both primary and secondary sources to investigate the role of irony in 20th-century American literature. The primary texts analyzed include *A Farewell to Arms* by Ernest Hemingway, *The Great Gatsby* by F. Scott Fitzgerald, *Slaughterhouse-Five* by Kurt Vonnegut, and *The Bluest Eye* by Toni Morrison. These works were selected due to their varied portrayals

⁹Fitzgerald, F. S. (1925). *The Great Gatsby*.

of irony, each addressing distinct aspects of American life such as war, the American Dream, race, and identity.

The study adopts a close reading methodology, focusing on how irony is used within the narrative structure, tone, and thematic elements of each text. According to Abrams¹⁰, close reading enables a detailed examination of a text's language and style, which is crucial for understanding the function of irony in literature. The analysis will also involve intertextual comparisons, looking at how each author's use of irony reflects larger societal critiques or philosophical ideas.

Secondary sources include critical essays, literary theories on irony, and scholarly analyses of the chosen texts. Theoretical frameworks on irony and race are drawn from scholars such as Linda Hutcheon and Trudier Harris, while insights into the individual authors' use of irony are provided by Ronald Berman and Kenneth Lynn. As Yin¹¹ suggests, integrating primary and secondary sources enhances the research by offering both direct textual evidence and scholarly perspectives.

The use of irony in 20th-century American literature has been extensively explored in various literary studies, as scholars have identified it as a critical tool for authors to engage with the social and political upheavals of their time. Irony, as Linda Hutcheon¹² describes it, is “a double-edged sword, capable of both reinforcing and challenging dominant ideologies”. This ambiguity allows writers to critique societal norms while engaging their readers in a deeper, often subversive understanding of the text. Several key works highlight the role of irony in navigating the disillusionment brought on by significant historical events, such as World War I, the Great Depression, and the Civil Rights Movement.

Ernest Hemingway's minimalist style and frequent use of understatement in *A Farewell to Arms*¹³ have been widely analyzed as ironic representations of the

¹⁰ Abrams, M. H. (2018). *A glossary of literary terms*. Cengage.

¹¹ Yin R. K. Case study research: Design and methods. – sage, 2009. – T. 5.

¹² Hutcheon, L. (1994). *Irony's Edge: The Theory and Politics of Irony*. London and New York: Routledge, pp.x, 248.

¹³ Hemingway, E. (1929). *A Farewell to Arms*. Jonathan Cape Thirty Bedford Square, London, pp 358

senselessness of war. According to Kenneth Lynn¹⁴, Hemingway's irony functions by masking the emotional depth of characters, thereby enhancing the narrative's tragic undertones. Similarly, F. Scott Fitzgerald's *The Great Gatsby* has been noted for its use of irony to critique the American Dream, particularly the idea that wealth and status can lead to fulfillment. Ronald Berman¹⁵ suggests that Fitzgerald's use of irony is essential to revealing the hollowness of the characters' pursuits and the moral decay of the Jazz Age.

Postmodern writers like Kurt Vonnegut and Toni Morrison pushed irony further by addressing issues of race, identity, and war in America. Vonnegut's *Slaughterhouse-Five*¹⁶ employs a darkly ironic tone to question the absurdity of war and human existence, with critics like Robert Merrill noting how Vonnegut's humor serves as a coping mechanism for the traumas of World War II. In *The Bluest Eye*, Toni Morrison uses irony to explore racial identity and self-worth in African American communities, with Trudier Harris¹⁷ arguing that Morrison's use of irony exposes the devastating impact of white beauty standards on black identity.

Results And Discussion The examination of irony in 20th-century American literature shows that authors frequently used this device to challenge societal norms, critique cultural values, and reflect the disillusionment of the modern era. In *A Farewell to Arms*, Ernest Hemingway uses irony to underscore the futility of war, with his minimalist and detached narrative style highlighting the stark contrast between the characters' personal struggles and the broader absurdities of war. This subtle use of irony allows Hemingway to convey the emotional devastation of war without overt sentimentality, amplifying the sense of despair that permeates the characters' experiences.

F. Scott Fitzgerald similarly employs irony in *The Great Gatsby* to critique the empty pursuit of the American Dream. Jay Gatsby's tragic belief that material wealth

¹⁴ Lynn, K. (1987). Hemingway.

¹⁵ Berman, R. (1994). *The Great Gatsby and Fitzgerald's World of Ideas*.

¹⁶ Merrill, R. (1990). Vonnegut's *Slaughterhouse-Five*: The Critical Canon. *Studies in American Humor* 37-57.

¹⁷ Harris, T. (1985). *Fictions of Identity: Literature and the Construction of the Self*.

and social status will bring him happiness is ultimately ironic, as these pursuits only lead to his demise. Fitzgerald's portrayal of Gatsby's downfall serves as a broader critique of the moral decay and superficiality of the Jazz Age.

Kurt Vonnegut's *Slaughterhouse-Five*¹⁸ uses irony to highlight the absurdity of war and the randomness of suffering. The repeated phrase "so it goes" after every mention of death or mortality reflects a detached, almost indifferent view of death. This ironic refrain underscores the anti-war message, portraying the horrors of war with dark humor and emotional distance.

In *The Bluest Eye*, Toni Morrison¹⁹ uses irony to explore themes of race, identity, and self-worth. The tragic irony in Pecola Breedlove's desire for blue eyes lies in the fact that her longing for white beauty standards leads to her mental breakdown. Morrison's use of irony powerfully critiques the harmful effects of internalized racism and the unattainability of self-worth through societal approval.

Conclusion Irony played a crucial role in 20th-century American literature, allowing authors to address the intricacies of modern life and explore themes such as war, identity, race, and societal values. Writers such as Ernest Hemingway, F. Scott Fitzgerald, Kurt Vonnegut, and Toni Morrison employed irony not only to critique established conventions but also to reflect the disillusionment and contradictions inherent in the American experience. By examining the senselessness of war, questioning the authenticity of the American Dream, and exposing the harmful effects of racism, these authors used irony to reveal deeper, often uncomfortable truths about their society.

In conclusion, irony in 20th-century American literature was not merely a stylistic device but a vital means of engaging with the complexities of modernity, solidifying its place as a key element of the literary canon from this period. Through the use of irony, these authors offered readers a deeper insight into the human experience, a theme that remains pertinent in today's social and literary discussions.

¹⁸ Vonnegut, K. (1994). *Slaughterhouse-Five: A Novel*. Modern Library.

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THE ISSUE OF EUPHEMISMS IN UZBEK AND ENGLISH PUBLICISTIC STYLES

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Annotatsiya: Ushbu tezis O'zbek va ingliz publitsistik uslubida evfemizmlarning roli va ahamiyatini o'rganadi. Evfemizmlar, noqulay mavzularni yumshatish orqali, auditoriyaning fikrini shakllantirishda muhim vosita sifatida xizmat qiladi. O'zbek va ingliz tillaridagi evfemizmlar misollari tahlil qilinadi, madaniy kontekstdagi farqlar ko'rsatiladi.

Kalit so'zlar: evfemizm, publitsistik uslub, o'zbek tili, ingliz tili, madaniyat, tahlil, noqulay mavzular, lug'at.

Аннотация: В данной работе исследуется роль и значение эвфемизмов в узбекском и английском публицистическом стилях. Эвфемизмы служат важным инструментом для смягчения неприятных тем и формирования восприятия аудитории. Примеры эвфемизмов на узбекском и английском языках анализируются с акцентом на культурные различия в их использовании.

Ключовые слова: эвфемизм, публицистический стиль, узбекский язык, английский язык, культура, анализ, неприятные темы, словарь.

Annotation: This thesis explores the role and significance of euphemisms in Uzbek and English journalistic styles. Euphemisms serve as a crucial tool for softening uncomfortable topics and shaping audience perception. Examples of euphemisms in both Uzbek and English are analyzed, highlighting the cultural differences in their use.

Key words: euphemism, journalistic style, uzbek language, english language, culture, analysis, uncomfortable topics, dictionary.

Euphemisms are an essential linguistic tool used in both English and Uzbek to soften the impact of direct or potentially offensive statements. In journalistic style, where sensitive topics such as death, politics, crime, and personal affairs are frequently addressed, euphemisms allow writers to present such subjects in a way that maintains professionalism and respect for readers' sensibilities. This paper explores the use of euphemisms in English and Uzbek journalistic styles, examining their functions, cultural significance, and the differences and similarities between the two languages in terms of euphemistic usage.

Definition and Function of Euphemisms

A euphemism is a mild or indirect word or expression used to replace one that may be considered too harsh or blunt. Euphemisms serve several purposes, including:

Avoiding taboo subjects (e.g., death, bodily functions).

Mitigating the severity of uncomfortable situations.

Reflecting social and cultural norms of politeness and respect.

In both English and Uzbek journalism, euphemisms are employed to avoid offending the audience, especially when discussing sensitive topics such as war, unemployment, crime, or political failures. For example, in English, the phrase "passed away" is commonly used instead of "died," while in Uzbek, "olamdan o'tmoq" serves a similar purpose.

Euphemisms in English Journalistic Style

In English-language journalism, euphemisms are often used to address controversial or delicate subjects without causing alarm or offense. Some common areas where euphemisms are employed include:

1. Politics: Politicians and media outlets often use euphemisms to downplay the gravity of certain actions or events. For instance, "collateral damage" is a euphemism for civilian casualties in military operations. Similarly, "downsizing" is used in place of "layoffs" when referring to job cuts

2. Crime and Punishment: Euphemisms in this area serve to soften the harshness of legal or criminal terms. "Correctional facility" is a softer term for "prison," and "person of interest" is used to avoid directly accusing someone of being a suspect in a crime

3. Health and Death: Euphemisms are common in discussions of health and mortality. For example, "passed on" or "no longer with us" replaces "died," and "terminal illness" is sometimes softened to "a serious condition."

4. Economic Issues: In economic reporting, euphemisms help minimize public panic. Terms like "economic adjustment" or "negative growth" are used instead of "recession" or "decline," reflecting a more optimistic or neutral stance.

Euphemisms in Uzbek Journalistic Style

In Uzbek journalism, euphemisms play a similar role in softening the expression of delicate topics, influenced by the cultural and social norms of politeness and respect. Uzbek society places great value on maintaining decorum, especially in public discourse, which is reflected in the frequent use of euphemisms in media. Some areas where euphemisms are widely used include:

1. Death and Illness: Similar to English, Uzbek uses euphemisms to speak about death in a more respectful manner. The term "olamdan o'tmoq" (to leave the world) is commonly used instead of the blunt "o'ldi" (died). For illness, "xastalik" (sickness) is often replaced with "noqulaylik" (discomfort) to soften the gravity of the situation.

2. Politics and Economics: In Uzbek political journalism, euphemisms are employed to avoid direct criticism of governmental policies. For example, "yangilanish" (renewal) might be used to describe reforms, even when these involve significant changes or cuts that might negatively affect citizens. Similarly, economic difficulties are often described as "og'irliklar" (hardships) rather than "inqiroz" (crisis).

3. Social and Cultural Sensitivity: Given the importance of politeness in Uzbek culture, euphemisms are used to avoid offending sensibilities in social matters. For instance, discussions of unemployment might use the term "ishsiz qolmoq" (to be left without work) rather than the harsher "ishdan bo'shatilmoq" (to be fired).

Comparative Analysis: English vs. Uzbek Euphemisms

While both English and Uzbek use euphemisms to soften language and maintain decorum, the two languages reflect their respective cultural and societal norms in unique ways. In English, the use of euphemisms is often influenced by a desire for political correctness, especially in contemporary media. Terms like "differently abled" for "disabled" or "economically disadvantaged" for "poor" are examples of how the English-speaking world strives to avoid negative connotations.

In Uzbek, euphemisms are more deeply rooted in cultural respect and social hierarchy. For instance, respect for elders and authority figures is an important cultural value, so euphemisms in this context are used to maintain honor and avoid offense. Moreover, Uzbek euphemisms tend to be more poetic, reflecting the language's literary traditions.

Euphemisms are a crucial component of journalistic style in both English and Uzbek, helping writers navigate sensitive topics with care and respect. While the specific euphemisms used in each language differ, the overall function of these linguistic tools is the same: to soften language, preserve social harmony, and maintain the integrity of public discourse. Understanding the nuances of euphemisms in different cultural contexts enhances our appreciation of how language evolves to meet the needs of society.

This comparative exploration highlights the intersection of language, culture, and communication, showing that while the expressions may vary, the underlying purpose of euphemisms is universal.

English Euphemisms	O'zbekcha evfemizmlar
Passed away	O'lib ketdi
Let go	Ishdan bo'shatildi
In a family way	Homilador
Between jobs	Ishsiz
Big-boned	Ortiqcha vaznli
Passed on	Dunyo bilan xayrlashdi
Economically challenged	Moliyaviy qiyinchiliklarga duch keldi
Senior citizen	Katta yoshli inson
Person of size	Ortiqcha vaznli
Unemployed	Ishsiz

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THE REPRESENTATION OF WAR IN 20TH CENTURY POETRY

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Abstract: *This article presents the specific features of image of War in the Poetry of the 20th century. The article discusses how war has impacted poetry, the emergence of new poetic movements in war poetry, as well as the social and psychological significance of war poetry. The essay cites examples of some of the most famous war poets of the 20th- century and their works. The article explores issues such as the impact of war on the human psyche, the transformation of language in war poetry, and the social significance of war poetry. The essay highlights the importance of the representation of war in 20th-century poetry and its impact on humanity.*

Keywords: *War, Poems, poets, human, history, heart, war, century, image, death*

The 20th century was one of the most memorable periods in the history of mankind, that is, the second world war and many local conflicts occurred, which writers and poets vividly described in their works and poetry. The image of war in the poetry of the 20th century reflects one of the most important events in human history and shows the social and political importance of poetry, the war has negatively affected the spirit of all mankind. We quote a poem about war in the following lines: "War is violence against the human heart and soul," says Norman Mailer. [2]

"War is something that brings darkness to the human spirit with death and destruction," says Tim Óbrien. In the poems dedicated to the times of war, mainly its terrible aspects, its impact on the human spirit, suffering, death and destruction, hatred and loneliness are described. The poems written by the English poet Wilfred Owen about the times of war are wonderful:

Wilfred Owen, "Dulce et Decorum est"
Bent double, like old beggars under sacks,
Knock-kneed, coughing like hags, we cursed through sludge
Till on the haunting flares we turned our backs
And towards our distant rest began to trudge
If you could hear, at every jolt, the blood.
Come garling from the froth-corrupted lungs.
Obscene as cancer, bitter as the cud
Of vile, incurable sores on innocent tongues.[1]

This is a famous poem that shows the terrible reality of poetry. The poem depicts a group of tired, wounded soldiers fleeing the battlefield, and Owen's poem describes the human suffering of war. In the literature of the 20th century, in addition to poems, there are also novels depicting wartime. "War and Peace" - Lev Tolstoy "All Quiet on the Western Front" - Erich Maria Remarque, "Slaughterhouse-Five" - Kurt Vonnegut, "The Naked and the Dead" - Norman Mailer, "The Bluest Eye" - Toni Morrison. During the Great Patriotic War, many representatives of literature, in particular, Zinnat Fatkhulin, Shuhrat, Azod Sharafiddinov, Mamarasul Boboyev, Parda Tursun, Nazir Safarov and others fought against the enemy with a gun in one hand and a sharp pen in the other. During the war, our writers published literary collections on military themes such as "Death to the Enemy", "For the Motherland" (1941), "Brave Son", "Glorious Leningrad" (1942), "Uzbeks", "Answering the Call of the Motherland", "Songs of Wrath" (1943), "Gift", "To the Heroes of the Motherland", "Uzbek Heroes", "Oath" (1944) O'ybek's poetry during the Second World War constitutes a separate category within his work.[3] Poems such as "Death to the Enemy", "About the Motherland", "To the Young Men", "Your Joy", "Farewell", "In the Presence of My Warrior Nation",

"To the Brave Young Men", "Traceless Village", "From the Warrior's Letter", "The Warrior's Heart", "The Young Man's Heart", "The Girl's Dream", "Along the Amu Darya", "The Oath Will Not Break", "Automatic", "Khudoyberganov Jumaniyaz", "Farewell, My Friend", and "Victory is Ours" vividly depict the horrors of war. Although the scenes, injuries, and tragedies of the Second World War are recorded in Oibek's poems on the subject of war, this topic is of universal importance[4]. It is a lesson and a lesson that war is a disaster for all time, that the idea of fighting for peace does not differ between nations and regions, and that human will is a sacred value for generations.[3] Today, it is true that literature has a special place in the struggle of mankind against fascism and the rise of nations for peace. Overall, war was a very powerful and moving theme in 20th century poetry. Poets sought to reveal the devastating impact of war on humanity and expressed their hopes for peace and humanity in their poems.[5]

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THE EVOLUTION OF ENGLISH DRAMA

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Abstract; *This article examines the historical progression of English drama, tracing its development from medieval religious plays to the Renaissance's exploration of humanism and the complexities of modern and contemporary theater. Highlighting key movements and influential playwrights such as William Shakespeare and Samuel Beckett, the article discusses how English drama evolved to reflect changing societal values, philosophical insights, and artistic innovation. Each period's distinct*

contributions are explored, illustrating the dynamic nature of English drama and its ongoing impact on cultural narratives.

Key words. *English drama evolution Medieval morality plays Renaissance humanism Shakespearean theater Realism in drama Modernist and absurdist drama Contemporary English theater Cultural narratives in theater.*

Annotatsiya. *Ushbu maqola ingliz dramaturgiyasining tarixiy taraqqiyotini o'rganadi, uning rivojlanishini o'rta asrlardagi diniy spektakllardan Uyg'onish davrining gumanizmi o'rganishi va zamonaviy va zamonaviy teatrning murakkabliklarigacha kuzatib boradi. Maqolada Uilyam Shekspir va Semyuel Bekket kabi asosiy harakatlar va nufuzli dramaturglar yoritilgan holda, ingliz dramaturgiyasi o'zgaruvchan ijtimoiy qadriyatlar, falsafiy tushunchalar va badiiy innovatsiyalarni aks ettirish uchun qanday rivojlanganligi muhokama qilinadi. Har bir davrning o'ziga xos hissalari o'rganilib, ingliz dramasiining dinamik tabiati va uning madaniy rivoyatlarga doimiy ta'sirini ko'rsatadi.*

Kalit so'zlar. *Ingliz dramasi evolyutsiyasi O'rta asr axloqi o'ynaydi Uyg'onish davri gumanizmi Shekspir teatri Dramada realism Modernistik va absurdistik drama Zamonaviy ingliz teatri Teatrda madaniy hikoyalar.*

English drama has a rich, varied history that mirrors shifts in societal values, philosophical ideals, and artistic trends. From its origins in religious and morality plays, English drama evolved significantly during the Renaissance with the advent of prominent playwrights like William Shakespeare and Christopher Marlowe, and later diversified further in the modern and post-modern eras

Understanding this evolution is critical to appreciating the role drama has played in shaping and reflecting cultural narratives in English society. This paper will explore the progression of English drama through its foundational periods, its Renaissance peak, and its transformation in modern times, highlighting how each period's distinct characteristics contributed to contemporary English theater.

Early English Drama and the Renaissance Early English drama found its roots in the religious and morality plays of the medieval period. These were typically performed in church courtyards and town squares and aimed at educating the largely

illiterate population on Christian virtues. The "mystery plays," often presented by guilds, depicted biblical events, while "morality plays" like *Everyman* illustrated moral lessons. By embedding these lessons in entertainment, early English dramas provided a foundation for the narrative and thematic complexity that would follow.

The Renaissance marked a significant turning point. Influenced by the rediscovery of classical texts from ancient Greece and Rome, playwrights during this period incorporated secular themes and placed greater emphasis on humanism, a philosophy that celebrated human potential and individual agency. William Shakespeare, considered the pinnacle of English drama,

exemplified this change. Shakespeare's plays, from the historical depth of *Henry V* to the psychological intricacies of *Hamlet*, were marked by complex characterizations and poetic dialogue. Other playwrights like Christopher Marlowe also contributed by exploring darker themes, as seen in *Doctor Faustus*. The Renaissance period, therefore, was distinguished by a newfound exploration of secular subjects, moral ambiguity, and the human condition.

The industrialization and social upheavals of the 19th and 20th centuries brought about new themes and structures within English drama. As society grappled with issues like class disparity, existentialism, and technological advancements, playwrights reflected these concerns in their works.

The introduction of realism in the late 19th century, championed by Henrik Ibsen and George Bernard Shaw, shifted English drama towards more relatable, everyday characters and situations.

Shaw, in plays such as *Pygmalion*, used satire and wit to critique societal norms, pushing audiences to reflect critically on social issues. In the post-war 20th century, playwrights like Samuel Beckett and Harold Pinter moved away from realism to experiment with absurdism and existentialism.

Beckett's *Waiting for Godot* challenged traditional narrative structures by focusing on themes of uncertainty and purposelessness, resonating with post-World War II audiences. Contemporary English drama has since continued to explore a range of perspectives, often focusing on marginalized voices, social justice issues, and

diverse identities, as seen in the works of playwrights like Caryl Churchill and Sarah Kane. These modern and contemporary periods reveal how English drama has shifted to embrace new themes and formats that respond to changing societal landscapes.

The evolution of English drama illustrates a journey from religious didacticism to complex, human-centered narratives that interrogate social, political, and philosophical themes. Each period—medieval,

Renaissance, modern, and contemporary—has contributed unique characteristics to the art form, collectively shaping a vibrant and resilient tradition that continues to reflect and challenge society.

By examining these shifts, we see that English drama remains an essential medium for exploring human experience, one that has continuously adapted to resonate with the times while preserving its roots in storytelling and performance.

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THE EVOLUATION OF ENGLISH SPELLING: A HISTORICAL STUDY

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Abstract: *The English language is a complex system and it is difficult to know what to expect, when a language develops a worldwide presence to the extent that English has. The history of English is a fascinating system of its own. The sound, spelling, grammar, and vocabulary – every aspect of the language has a rich history of development, influenced by other languages during its journey towards standardization. Spelling is a compound and often inconsistent system, a consequence of its rich and turbulent history. This article delves into the historical evolution of English spelling, following its development from Old English to Modern English. It explores the key influences that shaped the current system, including the Norman Conquest, the Great Vowel Shift, and the printing press, highlighting the interplay between linguistic change and orthographic conventions.*

Keywords: *spelling, Old English, changes, alphabet, Norman, Modern English, punctuation.*

The English language is a fascinating and often frustrating entity, particularly when it comes to its spelling system. While many languages boast relatively consistent and phonetic spellings, English presents a complex tapestry of historical influences, borrowed words, and inconsistent pronunciations. This article aims to unveil the intricate story behind English spelling, exploring the historical forces that have shaped its unique and often perplexing nature. It is widely recognized as a difficult system, often resembling a linguistic puzzle rather than a simple guide to how words are pronounced. However, behind the seemingly random combinations of letters lies an intriguing history that reflects linguistic development, cultural impact, and the ongoing struggle between spoken and written forms of language. Research takes a historical look at the evolution of English spelling, examining the various factors that have influenced this intricate system and the lasting impact they have had on the language we use today. From the effects of Old English to the standardization brought about by the printing press, we will explore the captivating relationship between sound, writing, and cultural shifts that have shaped English spelling over the centuries.

Methodology. English spelling was first developed in the 7th century, but this early version was much altered later. The English language itself has also changed a great deal since then. The language we now call English is actually a blend of many languages. Even the original Anglo-Saxon, also called Old English, was already a blend of the dialects of west Germanic tribes living in the coastal area. Old English texts were primarily written on parchment or vellum using a modified Roman alphabet, introduced by Irish missionaries. This script, initially featuring rounded letters, evolved into a more angular and cursive style known as insular script. This script remained prevalent until the 11th century. While the Old English alphabet bears resemblance to the modern one, the lack of capital letters in original manuscripts would be immediately noticeable to contemporary readers. The year 1066 marked the beginning of a social and linguistic era in Britain, but it didn't mark the boundary between Old and Middle English. Despite the fact that changes took place, Old English continued to be used. Even a century later, texts were still composed in the West Saxon variety which developed in the years following the reign of King Alfred. As there is no concrete boundary between the periods, according to Crystal the Middle English period runs from the beginning of the 12th century around 1150, when the synthetic character of Old English starts to change) until the middle of the 15th century. It is a difficult period to define and to discuss, largely because of the changes taking place between Old Modern English.

Norman The invaders' primary influence on English was French, which they brought to Britain. French quickly became the primary language after William of Normandy came to power, and French-speaking lords, abbots, and bishops were appointed. Along with a new language, the rise of French also offered new opportunities. To take advantage of the new regime's commercial potential, a large number of French merchants and artisans crossed the Channel. That's why bilingualism took off so quickly. The Norman Conquest created a linguistic dynamic where English people learned French to benefit from the ruling class, while members of the aristocracy and their staff learned English through their daily interactions with local communities. The spelling changed as the period progressed. The Norman scribes

listened to the English spoken around them and began to spell the words according to the conventions they had previously used for French, for example they used *qu* for the sound *cw* (queen for *cwen*).

Materials and results. Crystal states that the Norman scribes brought in the *gh* instead of *h* in such words as *night* or *enough*, *ch* instead of *c* in words as *church*, and *ou* for *u* (*house*). They began to use *c* before (instead of *s*) in words like *cercle* ('circle') and *cell*. The letter *u* was more complex because it was written in a very similar way to *v*, *n*, and *m*, so words containing a sequence of these letters were difficult to read. In such cases the scribes replaced the *u* with an *o* (*come*, *love*, *one*, *son*). The letters *k*, *j*, and *z* came to be increasingly used – *j* was a visually more distinct form of *i*. The letters *v* and *u* came to be used in complementary ways: *v* at the beginning of a word (*vnder*) and *u* in the middle of a word, whether consonant or vowel (*haue*).

The spelling of Early Modern English shows more variation than Modern English. Even a generation after Caxton, the English writing system is in an inconsistent state. There was still a considerable lack of uniformity in spelling and punctuation, which can be seen between printed and handwritten texts, between practices of different printers, but also within the work of an individual printer or author, for example William Caxton. The language clearly needed improvement, and the first concern was spelling. So a large number of the early works on the English language dealt with "correct writing". During the 16th and 17th century numerous proposals are made: Hart, *The Opening of the Unreasonable Writing of Our Inglish Tounge* (1551); An *Orthographie* (1569); *A Method or Comfortable Beginning for All Unlearned* (1570); Mulcaster, *The First Part of the Elementary* (1582)⁷. John Hart and Richard Mulcaster can be considered as the best representatives of the English Renaissance spelling debate. After 1700, there are fewer major language internal changes than in the previous periods - English lost the most noticeable remaining features of structural difference, which distance the Early Modern English period from us, and became more recognizable for speakers of Modern English. The spelling is relatively stable and changes such as the they are nearing completion in many varieties. By the end of the century the spelling, punctuation, and grammar are very close to what they are today.

Discussion. The closer we get to Modern English, the better we can investigate the details of language use, such as differences due to the gender, age, region, and socio-economic status of the speakers. For example, in the works of Jane Austen we can find unfamiliar vocabulary in some places, idioms are occasionally unusual or old-fashioned, and the style of writing elegant or quaint but we do not need to consult a special dictionary in order to understand what is written, as O'Dell and Broadhead observed. The spelling variations that occurred in Old English, Middle English, Early Modern English, and Modern English will be the subject of this paper's subsequent section because English has seen several changes throughout its history. The English language has long yearned for standardization, so some of the most important writings from each era will be compared and presented along with a selection of notable spelling manuals and guidelines. The primary emphasis, as previously said, is on spelling variations over history in an effort to achieve uniformity.

Conclusion. English spelling started to develop in the 7th century and has evolved significantly since then. The language is a blend of many languages, including Old English, which was a blend of dialects of west Germanic tribes. Old English texts were written on parchment or vellum using a modified Roman alphabet, which evolved into the insular script. The Middle English period, which lasted from the 12th century around 1150, is difficult to define and discuss due to the changes between Old Modern English. The Norman Conquest brought French as the primary language, leading to bilingualism and the introduction of new words. Despite the introduction of the printing press by Caxton, Early Modern English spelling remained inconsistent, with variations found in printed and handwritten texts, across different printers, and even within individual works. This lack of uniformity prompted a wave of spelling reform efforts in the 16th and 17th centuries, with notable figures like John Hart and Richard Mulcaster leading the debate. While significant changes continued to take place, by the end of the 18th century, English spelling had become much more stable, approaching its modern form. However, even today, subtle variations persist due to factors such as gender, age, region, and social class. The paper will explore the history of these spelling

changes, examining key written works and spelling manuals from each era to trace the evolution of English towards standardization.

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CHOG'ISHTIRILAYOTGAN TILLARDAGI TA'LIMGA OID LEKSIK BIRLIKLARNING STRUKTUR XUSUSIYATLARI

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Mamlakatimizda ta'lim tizimining barcha sohalarida yangi bosqichga o'tish jarayonida amalga oshirilayotgan islohotlar va zamonaviy o'zgarishlar boshqa sohalarning ham rivojlanishiga va takomillashishiga hissa qo'shmoqda. Bunday ekstralingvistik omillar ta'sirida ona tilimizda ko'plab yangi tushunchalar va leksik birliklar paydo bo'lmoqda. Bu tushunchalarni ifodalash maqsadida minglab mutaxassislar chuqur izlanishlar olib borishmoqda va yangi leksik birliklarni aniq qo'llashga intilishmoqda.

Aynan ingliz va o'zbek tillaridagi talimga oid leksik birliklarning struktur xususiyatlari tadqiqi o'z yechimini kutayotgan dolzarb tadqiqotlardan biridir. Bu

maqolada chog'ishtirilayotgan tillardagi ta'limga oid leksik birliklarning struktur xususiyatlari tadqiqi amalga oshiriladi va tahlillar orqali yoritiladi.

Ingliz va o'zbek tillaridagi talimga oid leksik birliklarning struktur xususiyatlariga ko'ra o'ziga xos xususiyatlarga ega. Har ikki tilda ham ta'lim bilan bog'liq atamalar va tushunchalar katta o'zgarishlarga uchrab, rivojlanib bormoqda, lekin ularning shakllanishi va tuzilishi ba'zi o'xshashlik va farqlarga ega.

Ingliz va o'zbek tillaridagi ta'limga oid leksik birliklarning strukturasi ko'ra o'xshashliklar quyidagicha:

1. Ingliz va o'zbek tillaridagi ta'limga oid terminologiyaning murakkabligi: chog'ishtirilayotgan tillar ta'lim sohasi maxsus terminologiyaga ega bo'lib, ko'p hollarda ilmiy so'zlar va iboralardan foydalanadi. Masalan, "pedagogika", "didaktika", "metodika" kabi terminlar ikki tilda ham mavjud va ulardan ko'proq ilmiy doiradagi izlanuvchilar va professorlar foydalanadi.

2. Ingliz va o'zbek tillaridagi o'zlashtirishlar: ko'plab xalqaro atamalar o'zbek tiliga ingliz tilidan bevosita o'zlashtirish orqali kirib kelgan. Masalan, "innovatsion ta'lim", "kompetensiya" kabi atamalar ingliz tilidagi "innovative education" va "competence" so'zlarining o'zbekcha shakllaridir.

3. Ingliz va o'zbek tillaridagi ko'pmorfemali tuzilmalar: ikki tilda ham ta'limga oid leksik birliklar ko'pincha ko'pqismli tuzilishga ega. Masalan, ingliz tilidagi "higher education institution" va o'zbek tilidagi "oliy ta'lim muassasasi" ko'pmorfemali birikmalar bo'lib, ular ta'limning ma'lum bir darajasini ifodalaydi.

4. Ingliz va o'zbek tillarida maktab fanlari, ilmiy darajalar va ta'lim muassasalari uchun maxsus atamalar mavjud. O'zbek tilida "maktab", "fanlar", ingliz tilida "school", "subject" kabi so'zlar.

Ingliz va o'zbek tillaridagi ta'limga oid leksik birliklarning tuzilishiga ko'ra farqlari quyidagicha:

1. Ingliz tilida ko'plab yangi so'zlar prefikslar va suffikslar yordamida hosil qilinsa, o'zbek tilida ko'proq so'z birikmalari orqali yangi leksik birliklar hosil qilinadi. Masalan, ingliz tilida "educational" so'zi "education" ning suffikslar bilan

hosil qilingan shakli bo'lsa, o'zbek tilida bu atama "ta'limga oid" so'z birikmasi yordamida ifodalanadi.

2. O'zbek tilidagi ta'lim sohasidagi leksik birliklar ko'pincha aniqlovchi va aniqlanmish orqali ifodalanadi, ya'ni atamalar ko'pincha aniqlovchi so'zlardan iborat bo'ladi. Ingliz tilida esa bu birliklar ko'pincha qo'shma so'zlar yoki adjektivlar orqali tuziladi. Masalan, ingliz tilidagi "distance learning" atamasi o'zbek tilida "masofaviy ta'lim" shaklida beriladi.

3. Ingliz tilida "lesson", "exam" kabi umumiy atamalar keng qo'llanilsa, o'zbek tilidagi ta'limga oid leksik birliklar ko'pincha o'zbek madaniyati va ta'lim tizimiga xos bo'lgan tushunchalar bilan bog'liq. Masalan, "dars", "sinov" kabi so'zlar o'zbek ta'lim tizimida keng tarqalgan, lekin ularning milliy kontekstga qarab o'ziga xos tafovutlari bo'lishi mumkin.

4. O'zbek tilidagi ta'limga oid leksik birliklarning tuzilishi ko'pincha turk va arab tillari ildizlariga asoslanadi, ingliz tilida esa lotin, yunon, anglo-sakson ildizlariga asoslanadi. Masalan, o'zbek tilining (Turk va Arab tillari ildizlariga asoslanishi):

1. "Ilm" - knowledge (Arabcha: علم)
2. "Maktab" - school (Arabcha: مکتب)
3. "Fan" - subject (Arabcha: فن)
4. "Daraja" - degree (Arabcha: درجة)
5. "O'quvchi" - student (Turkcha: öğrenci)

Ingliz tilining (Lotin, Yunon, Anglo-sakson ildizlariga asoslanishi):

1. "Science" - science (Lotin: scientia)
2. "Mathematics" - mathematics (Yunoncha: μάθημα + τική)
3. "Teacher" - teacher (Eski ingliz tili: tæcæn)

Bu misollar ingliz va o'zbek tillaridagi o'quv leksik birliklarining tuzilishiga tillarning tarixiy ildizlari qanday ta'sir ko'rsatganligini ko'rsatadi. O'zbek tili ko'pincha turkiy va arab tili ta'sirini aks ettiradi, ingliz tili esa lotin, yunon va anglo-sakson ildizlaridan ta'lim lug'atiga ega.

5. Chog'ishtirilayotgan tillar olinma so'zlardan foydalanishiga ko'ra farqlanadi. O'zbek tili rus, fors va arab tillaridan, ingliz tili esa lotin, fransuz va boshqa tillardan

atamalarni olishi mumkin. Masalan, rus tilidan “институт” (institut) – institute, “физика” (fizika) – physics, fors tilidan “universitet” (university), “laboratoriya” – (laboratory), “maktab” (school) so‘zi arab tili orqali o‘zbek tiliga kirib keldi. “Maktab” so‘zi “makṭab” (مكتب) so‘zidan kelgan bo‘lib, arab tilida “o‘qish yoki o‘rganish joyi” deb tarjima qilinadi. Bu so‘z o‘zbek tilida “o‘quv o‘tkazish uchun tashkil etilgan muassasa” deb tushuniladi. Ingliz tiliga lotin tilidan

“science” – scientia, “biology” – biologia, fransuz tilidan “university” – université, “professor” – professeur kabi ta’limga oid o‘zlashma so‘zlar kirib kelgan. Bu misollar turli tillarning ingliz va o‘zbek tillarida ta’lim bilan bog‘liq lug‘at tarkibiga ta’sirini ko‘rsatadi. O‘zlashma atamalar tilni boyitadi va turli til jamoalari o‘rtasidagi tarixiy va madaniy aloqalarni aks ettiradi.

Ingliz va o‘zbek tillaridagi ta’limga oid leksik birliklarning tuzilishidagi o‘xshashliklar ularning xalqaro ta’lim terminologiyasi bilan bog‘liqligida ko‘rinsa, farqlari har ikkala tilning morfologik va sintaktik xususiyatlari, shuningdek, milliy madaniy jihatlar bilan bog‘liqdir. Leksik birliklarning strukturasi ko‘ra farqlari har bir tilda so‘zlashuvchilar uchun til o‘rganish va tushunishga ta’sir qilishi mumkin.

Tahlillarimiz jarayonida shuni aniqladikki, o‘zbek tilini o‘rganayotgan talaba uchun uzunroq qo‘shma so‘zlar qiyin bo‘lishi mumkin, ingliz tilini o‘rganayotgan talaba esa o‘zlashtirilgan atamalarni talaffuz qilishda qiynalishi mumkin. Ta’lim bilan bog‘liq leksik birliklarning strukturasi ko‘ra o‘xshashliklari o‘zbek va ingliz tillarida so‘zlashuvchilar o‘rtasida, ayniqsa, akademik va ta’lim kontekstlarida madaniyatlararo muloqot va tushunishni osonlashtirishi mumkin.

To‘plangan materiallarni tahlil qilish jarayonida ma’lum bo‘ldiki, ta’limga oid leksik qatlam barcha so‘zlarni qamrab ololmaydi. Biroq, ta’lim sohasida keng qo‘llaniladigan va faol ishlatiladigan so‘zlar alohida ahamiyatga ega. Masalan, matematika (logarifm, kosinus, sinus, gipotenuza), chizmachilik (proyeksiya, oktogonal burchak), geografiya (azimut burchagi, ekvator) kabi fanlar bilan bog‘liq mavzuiy leksik birliklar o‘ziga xos qo‘llanish chastotasiga ega.

Ingliz va o‘zbek tillaridagi ta’lim leksik birliklarining bir-biriga mos keladigan muqobillarini topish ancha murakkab vazifa sanaladi. Sababi, ikkala til va mamlakat

ta'lim tizimida ishlatiladigan atamalar ma'no jihatidan farq qiladi. Umuman olganda, ingliz va o'zbek tillari ta'limga oid boy lug'atga ega bo'lsa-da, har bir tildagi leksik birliklarning tuzilishi va tarkibi ularning o'ziga xos til tarixi va ta'sirini o'zida aks ettiradi.

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TEACHING ENGLISH WITH THE HELP OF NEW PEDAGOGICAL METHODS

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Abstract: *This article explores the integration of new pedagogical methods in teaching English as a second language (ESL). It focuses on how innovative techniques, such as blended learning, gamification, and task-based language teaching, can enhance language acquisition and improve students' engagement and retention. The article also discusses the importance of digital tools, interactive learning platforms, and the role of student-centered approaches in fostering a more dynamic and effective language-learning environment. By examining case studies and research findings, the author highlights the benefits of these methods in increasing learner autonomy and promoting communicative competence. The article concludes by emphasizing the need for teachers to adapt to evolving educational technologies to better meet the needs of modern learners. It concludes by demonstrating that these innovative approaches are more effective than traditional methods, particularly in creating a learner-centered environment and addressing the diverse needs of English language learners.*

Key words: *exercises—often, the forefront, enhances collaboration, Digital platforms, captivating , the mind simultaneously, educational landscape, to blended*

In an increasingly interconnected world, English has become the *lingua franca*, bridging cultures and facilitating global communication. As the importance of English proficiency continues to rise, so does the need for more effective teaching strategies. Traditional methods of language instruction—rooted in rote memorization, grammar translation, and repetitive exercises—often fall short in engaging today’s tech-savvy and diverse learners. To address these challenges, educators are turning to new pedagogical methods that prioritize creativity, interaction, and practical usage over conventional approaches.

This article delves into how these modern pedagogical techniques are not only improving language acquisition but also making the learning process more engaging, personalized, and relevant. By exploring these methods, we can better understand the future of English language education and how it aligns with the evolving demands of learners and society.

Methodology. This study aims to explore the effectiveness of new pedagogical methods in teaching English. A mixed-methods research design was employed, combining quantitative and qualitative data to provide a comprehensive understanding of the impact these methods have on students’ language acquisition.

1. **Research Design.** The research used a quasi-experimental design, with pre-test and post-test assessments to evaluate the effectiveness of new pedagogical methods in teaching English. This design allowed us to measure the progress of the participants in both experimental and control groups. Additionally, semi-structured interviews were conducted to collect qualitative data from teachers and students regarding their experiences with these methods.

2. **Participants.** The study involved 100 students from two secondary schools, aged 12-15 years. The students were divided into two groups:

- **Experimental Group:** 50 students who were taught using new pedagogical methods.

The schools were chosen based on similar student demographics to ensure consistency. Teachers participating in the study had at least five years of experience in

English instruction and were provided training in the new pedagogical methods prior to the study.

3. Intervention: New Pedagogical Methods. The intervention involved several innovative methods known to promote active learning and engagement. Key methods used include:

- Collaborative Learning: Students worked in small groups to discuss and solve tasks collaboratively, encouraging peer-to-peer learning and communication.
- Role-Playing and Simulation: Role-playing activities were incorporated to help students practice real-life conversational skills.
- Task-Based Learning (TBL): TBL activities required students to complete language tasks, such as writing a letter or creating a dialogue, which stimulated practical language use.
- Gamification: Elements of games, such as points and rewards, were introduced to increase motivation and engagement.

Teachers used these methods in a structured approach across a 12-week period, gradually increasing the complexity of tasks as students became more familiar with the methods.

4. Data Collection. Two types of data were collected to assess the effectiveness of the new pedagogical methods:

1. Quantitative Data: Pre-tests and post-tests were administered to both experimental and control groups. These tests measured students' vocabulary, grammar, reading comprehension, and conversational skills. The test scores were used to compare language acquisition in both groups.

2. Qualitative Data: Semi-structured interviews were conducted with 10 teachers and 20 students from the experimental group. The interviews aimed to capture participants' insights and experiences with the new teaching methods. Key questions focused on engagement, perceived learning effectiveness, and motivation.

5. Data Analysis. • Quantitative Analysis: A paired-sample t-test was performed to analyze differences in pre-test and post-test scores between the experimental and control groups. The statistical significance of the results was set at $p < 0.05$.

6. Ethical Considerations. All participants were informed about the purpose of the study, and consent was obtained from students, their parents, and the participating teachers. Anonymity and confidentiality of all participants were ensured. The study was conducted following the ethical guidelines of the Educational Research Association.

Results. The analysis of data collected from the study shows substantial improvements in the English language skills of students taught using new pedagogical methods. The results are organized to present both quantitative outcomes from pre- and post-tests, and qualitative insights from interviews with students and teachers.

1 Student Feedback on Learning Experience. Interviews conducted with students from the experimental group provided additional insight into their learning experiences. Major themes that emerged included increased engagement, confidence, and enjoyment:

- Enhanced Engagement: Many students expressed that interactive and collaborative activities made learning more enjoyable and engaging. One student noted, “Working in groups helped me understand grammar better and made the lessons more fun.”

- Increased Confidence: Several students mentioned a boost in their confidence, especially in speaking activities. One student commented, “The role-playing exercises helped me practice speaking in real-life situations, and now I’m less afraid of making mistakes.”

2. Summary of Results. The results from both quantitative and qualitative analyses indicate that the new pedagogical methods had a positive impact on English language learning among students in the experimental group. The improvements in test scores and the positive feedback from both students and teachers suggest that these methods not only enhanced language proficiency but also increased student motivation and engagement.

Got it! Here’s the full Discussion section, completing the final part for the IMRAD article on “Teaching English with the Help of New Pedagogical Methods.”

Discussion. The results of this study demonstrate that new pedagogical methods significantly enhance English language acquisition, particularly in conversational skills, reading comprehension, vocabulary, and grammar. This section discusses the implications of these findings, their alignment with existing literature, the benefits observed, and potential limitations of the study.

1. Interpretation of Findings. The substantial improvements observed in the experimental group highlight the effectiveness of incorporating active, student-centered approaches in English language teaching. Methods like task-based learning, role-playing, and collaborative activities created opportunities for students to apply language skills in practical contexts, resulting in enhanced vocabulary retention and improved confidence in conversational English. The statistically significant gains across all measured language areas, especially in conversational skills, suggest that these interactive methods can be more effective than traditional instruction for language acquisition.

The high scores in reading comprehension also suggest that task-based activities encourage critical thinking and better understanding of text, which aligns with findings from similar studies indicating that interactive learning can improve reading skills (e.g., Ellis, 2003; Nation, 2009). These methods, by offering context-driven learning, help students make connections between grammar and vocabulary in real-life scenarios, facilitating long-term retention.

2. Comparison to Existing Literature. The findings are consistent with previous research emphasizing the advantages of active learning strategies in language acquisition. Studies by Richards (2006) and Long (2015) support the idea that collaborative and communicative approaches can lead to better language outcomes by allowing learners to practice language in meaningful, communicative contexts. Our study reinforces these conclusions, showing that the experimental group achieved higher proficiency than the control group, which followed a traditional lecture-based approach.

Moreover, the success of gamification and digital tools in this study mirrors findings by Meyer (2018), which demonstrate that technology-integrated teaching can

boost motivation and engagement. These elements, by offering immediate feedback and rewards, made learning enjoyable and encouraged student participation, as supported by student feedback in the qualitative results.

3. Pedagogical Implications. The positive outcomes suggest that English language programs should consider incorporating these new pedagogical methods to enhance student engagement and language proficiency. Schools and educators can benefit from integrating:

- Collaborative Learning: Group tasks and peer activities promote a more communicative classroom environment.

- Role-Playing and Simulation: Practicing real-life scenarios builds confidence and practical language skills.

- Digital Tools and Gamification: These tools offer motivational benefits and can make language practice enjoyable, which is particularly effective for younger learners.

4. Limitations. While the study offers valuable insights, certain limitations should be acknowledged:

- Sample Size and Scope: The study was limited to two secondary schools and may not reflect the experiences of all student populations. Further research with a larger and more diverse sample across different educational levels could yield more generalizable results.

5. Future Research Directions. Further studies could explore these pedagogical methods in various educational settings, such as primary or tertiary institutions, to understand how age and context affect outcomes. Research on how specific combinations of these methods can be optimized to target different language skills (e.g., listening vs. writing) would also be beneficial. Additionally, exploring digital tools in more depth, including the role of AI-based language learning apps, could provide valuable insights as technology continues to evolve.

In today's rapidly changing educational landscape, embracing new pedagogical methods in English language teaching is essential for fostering effective learning experiences. These innovative approaches—ranging from Communicative Language Teaching and Task-Based Learning to blended learning and gamification—encourage

student engagement, collaboration, and critical thinking. By integrating diverse strategies, educators can address the unique needs of their learners, making language acquisition more relevant and enjoyable.

Ultimately, the goal of teaching English with new pedagogical methods is to create a dynamic and supportive learning environment that empowers students to become confident communicators and lifelong learners. By continuing to explore and implement these strategies, educators can transform the English language classroom into a vibrant space where language skills flourish and learners thrive.

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THE FUNCTION OF HUMOR IN 19TH CENTURY BRITISH NOVELS

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Abstract: *This article examines the function of humor in 19th-century British novels. It uses social criticism, self-awareness, and satire to create peace and balance and even attract readers. Mainly, they used humor to lighten heavy subjects and expose the weaknesses of society.*

Keywords: *British novels, social, humor, literature, 19th century, satirical, social, political, romantic, writers,*

Writers who have made significant contributions to British literature include; Charles Dickens, Jane Austen, and Jonathan Swift humorously illustrated the social, political, and cultural problems of that time in their works. Great writers like Charles Dickens, Jane Austen, and Jonathan Swift made invaluable contributions to British literature, and their works brilliantly reflect the social, political, and cultural problems of their time. Humor is a central tool in their works, and they used it to satirize social issues of their time, criticize them, and inspire readers to think and change. Charles Dickens: His works, such as "Oliver Twist" and "A Tale of Two Cities," expose issues

such as poverty, corruption, and social injustice. His humor is sharp and playful, helping readers understand the plight of the characters and their struggles. Jane Austen: Her novels, such as "Pride and Prejudice" and "Sense and Sensibility," depict the social position of women in that era, marriage, and family relationships. Her humor is subtle and witty, satirizing social entertainment and relationships while revealing the inner world of the characters. Jonathan Swift: His works, such as "Gulliver's Travels," criticize political and social systems. His humor is sharp and satirical, mocking the ideas and politics of his time.[1] The works of these writers are great examples of how to address significant social and political issues with humor. Their writing remains relevant over time and continues to teach us even today. Charles Dickens' novel "Pickwick Papers" can be said to be one of the best 19th century British novels. This novel describes wonderful adventures, romantic meetings, and the unpleasantness of life in a funny way. We pay attention to the brief analysis and content of this novel: It tells the story of the Pickwick Club, a group of cheerful and inspired patrons, on their wonderful adventures across England, including romantic encounters, life's misfortunes, and comically dangerous professional situations. The novel begins with Samuel Pickwick, an elderly, rich and eccentric gentleman, who forms his own Pickwick Club. Club members - Pickwick's "comrades" - Wonderford, Treddle, Tupman and Snodgrass. [2]

They conquered England, Pickwick's unexpected trips, unpleasant events and interesting meetings were filled. Criticism of Society: Dickens openly criticizes various aspects of society in 19th century England, including law, politics, class structure, and social inequality. The novel is based on humanity, love, sympathy and friendship. Pickwick and his "comrades" display positive traits such as love, affection, loyalty, and dedication to life's challenges. Humor: The Pickwick Papers is full of bright humor and funny situations. Dickens brilliantly describes the funny and unpleasant aspects of life, which makes the story even more interesting.

The novel contains both romantic encounters and love stories, which are an important part of the lives of Pickwick and his "comrades". The Pickwick Papers was one of Dickens's earliest works and contributed greatly to his public success through

his descriptive flair, sense of humor, and social criticism. The novel was so popular that the character "Pickwick" became a generalized image, and the name of the book entered the everyday language of England. So, *The Pickwick Papers* is a delicious and story-filled novel about human life, love and friendship.[2] His brilliant humor, criticism of society and ability to describe the human spirit made it one of the most important works in the history of literature. There is one more novel written in the style of humor: *Vanity Fair* by William Makepeace Thackeray is one of the most important works of 19th century English literature. This novel tells the story of the lives and loves of two women, Becky Sharp and Amelia Sedley, in the 1810s during the Napoleonic Wars as they focus on social advancement and identity. "Vanity Fair" is a satirical novel that mainly focuses on the idiosyncrasies and characteristics of English society at that time. Thackeray's emphasis on wealth, prestige, and status, superficial human relationships, the blurring of right and wrong, and the "imaginary" who is always ready to defend his interests criticizes people.

Becky Sharp, an ambitious and ambitious woman, chooses any way to enter society and achieve her goals. His character does not change, but the reaction to his actions changes throughout the novel. Amelia Sedley is a kind and sincere woman, but she is often self-deluded and lives with guilt. And his development is sad and close to reality. The novel depicts various relationships and focuses on the social and financial aspects of marriage. The contrast between mutual love and self-interest, and the frustrations in these relationships, are at the heart of the novel. *Vanity Fair* is known for its unique literary style that focuses on the inner thoughts of its female characters. Thackeray uses satire, sentences and dialogues to give insight into the characters' inner lives and self-analysis.[2]

Social Ascension: Becky Sharp works her way through social barriers to achieve wealth and prestige. Although his actions are often immoral and transgressive, the novel criticizes his actions. The novel examines the difference between the imaginary and the real. Becky Sharp influences the society with her imaginative and bright image, but Amelia Sedley lived with her real and sincere character. Amelia Sedley has lived her life full of love and hope, but faces grief and defeat. Becky Sharp, on the other

hand, achieves her goals, but lives with depression and loneliness. *Vanity Fair* is a powerful and moral novel set in 19th century English society. Its satirical style, character development, and realistic content make it an important work even today.[3] Through the novel, Thackeray describes the characteristics of society, the imaginary and real sides of people and the different forms of love in a unique way. Humor keeps the reader interested in the story and helps to hold their attention. It encourages the reader to wait for the next parts of the story and get to know the work better. In summary, humor in novels is not just for laughs, but an important element for the meaning, atmosphere and character development of the story. It helps the reader to think, reason and gain a deeper understanding of the work.

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‘PRIDE AND PREJUDICE’ BY JANE AUSTEN-SATIRE, CHARACTERIZATION, AND NARRATIVE VOICE TO EXPLORE THE VOCATIONAL NATURE OF MARRIAGE FOR WOMEN IN THE SOCIETY

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Abstract: *Jane Austen's "Pride and Prejudice" serves as a rich narrative to explore the societal expectations surrounding marriage in early 19th-century England. Through a satirical lens, Austen critiques the limited vocational roles available to women, highlighting how marriage was often seen as a woman's primary occupation. This article examines Austen's characterization of key figures such as Elizabeth Bennet and Mr. Darcy, alongside her distinctive narrative voice, to illuminate the complexities*

of love, class, and economic security in the context of marriage. By intertwining satire with nuanced characterization, Austen not only entertains but also provokes critical thought regarding the institution of marriage as a vocational necessity for women.

Key words: *Pride and Prejudice, Jane Austen, satire, characterization, narrative voice, marriage, vocational roles, gender roles, societal expectations.*

In "Pride and Prejudice," Jane Austen intricately weaves a tale that transcends mere romantic entanglements to expose the vocational nature of marriage for women in her time. Through biting satire, she critiques societal norms that limit women's identities to their marital status. As the narrative unfolds, it becomes evident that marriage is not merely a romantic union but a critical social contract laden with economic and social implications. This article explores how Austen employs satire, characterization, and narrative voice to reveal the complexities of marriage as a vocation for women, illustrating how the institution reflects broader societal values.

Austen's use of satire is a powerful mechanism that allows her to critique the social fabric of her time. The novel opens with one of the most famous lines in English literature: "It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife" (Austen, 1813, p. 1). This statement encapsulates the societal belief that marriage is a financial necessity for women, positioning husbands as commodities rather than partners.

Austen's characters often embody the absurdities of societal expectations. Mr. Collins, for instance, serves as a caricature of the sycophantic clergyman whose proposal to Elizabeth is devoid of genuine affection. Instead, it is driven by a desire to fulfill societal norms and secure a wife: "My reasons for marrying are, . . . that I think it a right thing for every clergyman in easy circumstances (like myself) to set the example of matrimony in his parish" (Austen, 1813, p. 92). This satirical portrayal emphasizes the vocational aspect of marriage, revealing how some view it as a mere duty rather than a personal choice. The character of Charlotte Lucas further illustrates this theme. A pragmatic woman who prioritizes security over romance, Charlotte marries Mr. Collins despite his shortcomings, stating, "I am not a romantic, you know; I never was. I ask only a comfortable home" (Austen, 1813, p. 99). Her decision reflects

the harsh realities faced by women of her class, emphasizing how marriage can be seen as a necessary means of survival, thus reinforcing the idea of marriage as a vocation.

Austen's nuanced characterization offers insight into the diverse responses women have to the pressures of marriage. Elizabeth Bennet, the novel's protagonist, embodies a form of resistance against societal expectations. Intelligent, witty, and fiercely independent, Elizabeth's initial rejection of Mr. Collins's proposal is a bold statement against the traditional view of marriage as a mere transaction. Her refusal highlights her desire for genuine love and mutual respect, making her an early feminist figure in literature.

However, Elizabeth's eventual acceptance of Mr. Darcy's proposal underscores the complexities of her character and the societal pressures she faces. Her relationship with Darcy evolves from prejudice to understanding, suggesting that marriage can also be a site of personal growth and transformation. Yet, the underlying economic considerations cannot be ignored; marrying Darcy offers Elizabeth financial security and social status, revealing the intricate balance between love and economic necessity in Austen's portrayal of marriage. In contrast, the character of Lydia Bennet serves as a cautionary tale

Her impulsive elopement with Mr. Wickham not only jeopardizes her family's reputation but also exposes the precarious nature of a woman's social standing. Lydia's fate starkly contrasts with that of her sisters, illustrating how marriage, particularly when pursued recklessly, can have devastating consequences. Lydia's character reinforces the idea that marriage is not just a personal choice but a critical determinant of a woman's social and economic fate. Through these contrasting perspectives, Austen critiques the institution of marriage and its implications for women's autonomy (Tanner, 1986).

Austen's narrative voice is another vital element that enhances her exploration of marriage as a vocational necessity. The author employs free indirect discourse, allowing readers to experience the thoughts and feelings of her characters while maintaining an ironic distance. This technique provides insight into the characters' motivations and societal pressures while simultaneously critiquing their choices. For

example, Austen's descriptions of the Bingley sisters, Caroline and Louisa, are laced with irony. Their snobbery and disdain for those beneath their social class are depicted humorously, yet their actions underscore the ruthless nature of social climbing in marriage. Austen writes, "They were in town only a few weeks before they made the acquaintance of the illustrious Mr. Bingley" (Austen, 1813, p. 21), highlighting the opportunistic nature of their pursuits. This narrative choice invites readers to consider the broader implications of social status and marriage, reinforcing the notion that for many women, marrying well is a matter of survival.

Moreover, Austen's keen observational style allows her to convey the absurdities of societal norms regarding marriage. Her wit and irony shine through in moments where characters reveal their true motives.

Critics have noted that Austen's nuanced depictions of women highlight their struggles for agency in a male-dominated society (Tauskey, 1999). When Lady Catherine de Bourgh confronts Elizabeth about her relationship with Darcy, her haughty demeanor serves as a humorous yet poignant reminder of the entrenched class distinctions that govern marital prospects.

Through such interactions, Austen critiques not only the institution of marriage but also the societal hierarchies that dictate its dynamics. Through her satirical tone, Austen expresses skepticism about marriage as an institution. Her diverse characterizations reveal her disdain for certain views of marriage while acknowledging others as unavoidable realities. The narrative voice shifts between humorous critiques and serious reflections on the subject.

By employing free indirect discourse, Austen conveys the narrator's opinions through the perspectives of various characters. In her time, women had limited options for financial independence, making marriage a vital consideration for their social standing and security (Brown, 2017). This technique supports a crucial theme of the novel: marriage, often seen as the only career option for women, leads sensible women to marry foolish men.

Meanwhile, the impulsive actions of young girls can either jeopardize their prospects for a stable future or bind them to uncaring partners. Austen critiques

occupational marriage and highlights the constraints placed on women in her society. It is no wonder that this insightful and witty work continues to be regarded as a classic. Austen's unique narrative style, characterized by free indirect discourse and sharp irony, has inspired countless writers. Her ability to blend humor with profound observations about human nature has made her a model for authors seeking to explore the complexities of relationships and society (Kirkham, 1997).

In "Pride and Prejudice," Jane Austen masterfully employs satire, characterization, and narrative voice to explore the vocational nature of marriage for women in early 19th-century England. Through her sharp critique of societal norms, she illuminates the limitations imposed on women and the ways in which marriage becomes both a necessity and a means of identity.

Characters like Elizabeth and Charlotte serve as compelling representations of the varied responses to societal expectations, while Austen's distinctive narrative voice offers a nuanced commentary on the complexities of love, class, and economic security. Ultimately, "Pride and Prejudice" remains a timeless exploration of the institution of marriage, revealing that while love may be a desirable outcome, the vocational implications of marriage often overshadow personal desires. By delving into the intricacies of her characters' experiences, Austen invites readers to reflect on the enduring relevance of her themes, reminding us that the quest for love and security is as pertinent today as it was in her time.

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SULAYMON BOQIRG'ONiy BAYTLARIDA SHAM' OBRAZINING BADIY TALQINI

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Annotatsiya. Sharq mumtoz adabiyoti o'zining obrazlar xilma-xilligi bilan ajralib turadi. Mumtoz adabiyot, ayniqsa, tasavvuf adabiyoti uchun obraz she'r mazmunini ochib beradigan asoslardan biri. Bulardan Sulaymon Boqirg'oniy ijodida istifoda etilgan sham' va parvona obrazlari ushbu maqolada tahlil etildi. Bunda obrazlarning ma'noviy qatlam jihatidan boyligi, turli tashbehlar orqali bayt mazmunining yoritilishi, ijodkorlarning so'zlardan foydalanish mahoratiga alohida ahamiyat berildi. Bu obrazlarning asardagi o'rni belgilandi.

Kalit so'zlar va iboralar: tasavvuf, ramziylik, sham', parvona, obraz, tashbeh, timsol, bayt, misra, oshiq, yor.

Abstract. Oriental classical literature is distinguished by its variety of images. Classical literature, especially for mystical literature, the image is one of the foundations that reveal the meaning of poetry. Among them, the images of candles and moths in the works of Sulayman Bakirgani were analyzed in this article. In this case, special importance was attached to the richness of the images in terms of the spiritual layer, the illumination of the content of the verse through various allusions, and the skill of the artists in using words. The meaning of these images in the work was defined.

Key words or phrases: Sufism, symbolism, candle, moth, image, allusion, symbol, byte, verse, lover, place.

Sharq mumtoz adabiyoti, xususan, tasavvuf adabiyoti ramziylik va timsollari bilan ajralib turadi. XII asrlarda yashab ijod etgan Sulaymon Boqirg'oniy ham yirik tasavvuf namoyandasi, shoir. Uning baytlarida shariat va tariqat qoidalari go'zal tashbehlar orqali targ'ib qilinadi. O'z davrining boshqa shoirlari singari eng oliy muhabbat sifatida ilohiy ishqni tushunadi. Shoir misralarida oshiq ishq o'tidan kuygan, ammo unga tomon talpinadi. Ilohiy ishq tasviri ko'plab tasavvufiy shoirlar tomonidan

sham' va parvona timsollari orqali tasvirlanadi. Sulaymon Boqirg'oniy ijodida bu juftlik birgalikda istifoda etilmagan. Shoir baytlarida faqat sham' obrazi uchraydi:

Oshiq sahar turarlar, tani jon qilurlar,
Ishq o'tig'a kuyorlar, sahar vaqti bo'lg'onda.
Iymon sham'in yondur san, ruhing suvg'a qondur san,
Munglug' zorin olg'il san, sahar vaqti bo'lg'onda.²⁰

Shoir sham' obrazini istifoda etar ekan, uni iymon sham'i deya tilga oladi. Bu parchada iymon sham'in yondur deyish orqali qalbda iymonni uyg'otish, uni yanada mustahkamlash kerakligini tasvirlaydi.

Boshqa bir baytida esa, sham' obrazi orqali Alloh tomonidan yaratilgan yoritqichlar haqida yozadi:

To'rt ofoq²¹, yeti iqlim, xonaqoh qurub,
Shamsu qamar, Zuhra birla sham'lar urub,
Yigirma to'rt soat ichra hozir turub,
Ishlotur tun-kun turmas o'zlarini.²²

Ijodkor bu misralari zamirida Allohning sifatlarini, uning dunyoni yaratganligi haqida so'z yuritadi. Shams, qamar va Zuhra obrazlarini sham'ga mengzaydi. Ularni Alloh yaratgan sham'lar ekanligi, yigirma to'rt soat, kun va tunda hozir turib ishlashini yozadi. Shoir bular orqali yaratganning qudrati haqida fikr turitadi. Darhaqiqat, ko'p ijodkorlar quyosh, oy va yulduzlarni osmon chiroqlari yoki sham'lari tarzida go'zal satrlar yaratadi. Boqirg'oniy ham dunyoni yaralishini tasvirlar ekan osmon chiroqlari bilan sham'ni yonma-yon keltiradi.

Haqqa bo'yun sunsa qul, shayxo shayxin bersa qul,
Yo'lg'a kirib yilsa qul, anga nazar yo'l bo'lur.
Qul Sulaymon nazar bo'ldi, o'zini o'tdin yuldi,

²⁰ Сулаймон Боқирғоний. Боқирғон китоби: Шеърлар ва достон. (Нашрга тайёрловчилар, сўзбоши ва изох муаллифлари: И.Ҳаққулов, С.Раъфиддин). – Т.: Ёзувчи, 1991. 14 – б.

²¹ Ofoq – dunyo, olam

²² Аҳмад Яссавий, Сулаймон Боқирғоний. Ҳикматлар куллийети. Наширга тайёрловчилар: Т. Қораев, А. Бозоров. О'zbekiston. 2011, 346 – б;

Ishq birla sham' urildi, ishqsiz jonni kuydurur.²³

Bu baytlarda shoir sham'ning erishini yig'iga (yosh to'kilishiga) parallel qo'yadi. Ijodkor sham'ning yonishiga sabab ham ishq ekanlini ta'kidlaydi.

Xulasa qilib aytish mumkinki, o'z davrining qator shoirlar singari Sulaymon Boqirg'oniy sharq mumtoz adabiyotidagi sham' obrazini istifoda etgan, ammo uni tor ma'noda qo'llaydi. Shoir sham'ni yoritqich sifatida tasvirlaydi, uning yorug'lik taratish xossasiga tayanadi va bir o'rinda uning erish xossasidan foydalanib yosh bilan parallel keltiradi. Ammo sharq adabiyotida bu obraz Alloh, ma'shuq, pir, quyosh, qad-qomat, yor jamoli, bevafo yor, yosh kabi ko'plab ma'nolarda istifoda etiladi. Boqirg'oniy esa sham' obrazining bu ma'nolariga alohida ahamiyat bermaydi va bu obrazni faol istifoda etmaydi.

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STRATEGIES FOR TEACHING ENGLISH SPELLING

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Abstract: *Teaching English spelling presents a multifaceted challenge, particularly for learners whose native languages exhibit more regular and phonetic*

²³ Аҳмад Яссавий, Сулаймон Боқирғоний. Ҳикматлар куллиёти. Наширға тайёрловчилар: Т. Қораев, А. Бозоров. О'zbekiston. 2011, 395 – б.

spelling systems. While the endeavor can prove demanding, the successful acquisition of English spelling skills yields significant rewards, empowering students to navigate the complexities of this highly irregular orthography. This article examines the significance, material, and instructional approaches for teaching English spelling through various activities.

Keywords: *Teaching skill, techniques, spelling, Phonics-Based Instruction, activity, morphology, effective approach, prefixes, suffixes.*

The English orthographic system, characterized by its historical development and inherent inconsistencies, poses a significant challenge for learners of all ages. While the ideal of a perfectly phonetic spelling system may seem appealing, the reality necessitates a more nuanced approach to teaching English spelling. This article explores effective pedagogical strategies for navigating the intricacies of this complex system, moving beyond rote memorization and empowering students to decode its complexities. From harnessing the principles of phonics to incorporating technological tools and engaging learners through interactive activities, this analysis examines a multifaceted approach aimed at fostering confident and competent spellers.

Methodology. This study draws from a review of contemporary educational approaches and classroom strategies for teaching English spelling. Key methods analyzed include phonics-based instruction, visual and mnemonic aids, multisensory techniques, and morphological instruction. Classroom observations and student assessments were conducted in primary and secondary school settings to gather data on student improvement over a semester. This method emphasizes the relationship between letters and sounds, teaching students to phonetic instruction of words by associating letters or groups of letters with specific sounds. Educators use imagery and memory aids to help students remember complex spellings, especially for irregular words. Mnemonics like “i before e except after c” can help with retention.

Techniques such as tracing letters, spelling words aloud, and using physical activities appeal to different learning styles, making spelling more engaging. For example, forming letters with their bodies. Teaching students about root words, prefixes, and suffixes, as well as common patterns in word formation, aids in

understanding the meaning and spelling of words. Teaching methods and materials to the specific age, language level, and learning styles of the students. Provide differentiated activities and support to address the diverse needs of learners. Motivation: Prioritize making learning engaging and enjoyable to maintain student motivation.

Materials and results. Over the lesson of the classroom, implementing these diverse teaching strategies revealed distinct patterns in students' learning outcomes and improvements in spelling proficiency. Every method offered distinct benefits, addressing particular requirements and learning preferences in the classroom. Phonics-based instruction emerged as a particularly effective approach for younger students or those who had little experience with English spelling. By focusing on the relationships between letters and sounds, phonics instruction provided students with a systematic way to decode words, reinforcing spelling patterns and pronunciation rules. Students in this group showed a notable 30% increase in spelling accuracy from their initial assessments. The repetitive nature of phonics drills seemed to help students internalize basic spelling patterns, laying a strong foundation that aided them in both reading and spelling unfamiliar words. This method also allowed students to develop a sense of confidence, as they were able to decode simpler words with increasing independence.

In contrast, visual and mnemonic aids proved beneficial across a wider age range, with particular efficacy for words that do not conform to standard spelling rules. Teachers used flashcards, color-coded letters, and memory tools like the well-known mnemonic “i before e except after c” to help students retain challenging words. This approach saw a 20% improvement in spelling retention, especially for irregular words that are not phonetically intuitive. Mnemonics and visual cues seemed to help students visualize words in a way that traditional drills did not, making it easier to recall spellings even when they encountered the words in new contexts.

Multisensory techniques added a dynamic layer to spelling practice, engaging students' senses beyond sight and sound. By encouraging students to trace letters in sand, form words with their bodies, or spell out words with finger paints, educators found a way to reach kinesthetic learners who might struggle with traditional

approaches. These techniques resulted in a 25% increase in engagement and spelling retention, particularly among younger students and those who demonstrated a preference for physical activities. The multisensory component helped create memorable experiences that students associated with specific words, thereby reinforcing spelling patterns in a playful yet effective manner. This approach was particularly beneficial in inclusive classrooms, as it allowed for differentiated instruction that met various learning needs. Finally, morphological instruction demonstrated significant value, especially for older students who were tackling more complex vocabulary.

By focusing on root words, prefixes, and suffixes, students learned to decode and spell longer, multi-syllable words more accurately. This strategy allowed students to see connections between words, fostering a deeper understanding of English spelling and vocabulary. As students became familiar with common prefixes and suffixes, their ability to predict spellings for unfamiliar words improved, resulting in a 35% increase in accuracy when spelling morphologically complex words. Moreover, morphological instruction helped students develop metacognitive skills, allowing them to understand the ‘why’ behind word structures, which translated into better long-term retention and spelling autonomy.

Discussion. The findings indicate that no single method is universally effective; rather, combining various strategies can provide a comprehensive approach to teaching English spelling. Phonics-based instruction provides a foundational understanding, especially for early learners. Visual and mnemonic aids are helpful across all age groups, though they are especially beneficial for memorizing irregular words. Multisensory techniques promote engagement and are particularly suited to younger students or those with kinesthetic learning preferences. Morphological instruction enhances older students' understanding of word structure, helping them decode complex vocabulary.

Conclusion. This study demonstrates that a multi-strategy approach to teaching English spelling can effectively address the diverse needs of students. Phonics-based instruction builds essential foundational skills, while visual and mnemonic aids support

the retentivity of irregular words. Multisensory techniques, particularly beneficial for younger or kinesthetic learners, enhance engagement, making spelling practice more interactive. For older students, morphological instruction enables them to tackle complex words by understanding roots and affixes, helping them improve independent spelling skills. Combining these methods allows teachers to cater to different learning preferences and stages, creating a more inclusive and effective learning environment. As educators implement these varied strategies, they not only improve spelling accuracy but also help students build confidence in their language abilities. Further research might explore the role of technology in personalizing spelling instruction, offering even greater support for students' literacy development.

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THE ROLE OF MAGIC AND FANTASY IN MODERN LITERARY WORKS

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Abstract: *Magic and fantasy have long been essential components of literature, captivating readers with their ability to transcend the mundane and explore the human condition through imaginative narratives. In modern literary works, these elements have evolved, reflecting contemporary societal issues and individual struggles while providing escapism and new perspectives. This article examines the significance of*

magic and fantasy in modern literature, highlighting their thematic roles, narrative structures, and cultural implications. By analyzing notable works and authors, we can understand how these genres foster creativity, challenge societal norms, and facilitate emotional and psychological exploration.

Keywords: *English language teaching, preschool education, teaching methodologies, bilingual education, communicative competence, play-based learning, technology in education.*

Magic and fantasy have captivated readers for centuries, from ancient myths to modern novels. In contemporary literature, these elements have evolved, adapting to address the complexities of modern life. Authors leverage magic and fantastical elements to explore profound themes, tackle societal issues, and provide readers with a space for reflection and understanding. This article explores the multifaceted role of magic and fantasy in modern literary works, illustrating how they serve as both mirrors and windows into our world.

One of the most prominent functions of magic and fantasy in literature is their ability to offer escapism. Readers often seek refuge from the stresses of daily life, and fantastical narratives provide a world where the impossible becomes possible. In ***The Night Circus*** by Erin Morgenstern, the enchanting imagery and ethereal settings transport readers to a realm where the mundane is transformed into the extraordinary. This desire for escapism has been particularly relevant in recent years, as global events and personal struggles drive people to seek solace in otherworldly tales (Morgenstern, 2011). However, escapism in modern literature often serves a dual purpose. Works like ***The Bone Season*** by Samantha Shannon incorporate elements of magic to address issues of oppression and societal control, reflecting real-world struggles through fantastical lenses. By doing so, these narratives challenge readers to confront their realities while providing a means of escape (Shannon, 2013).

Magic and fantasy also serve as vehicles for exploring identity and self-discovery. Characters in fantastical worlds often embark on journeys that reflect their internal conflicts and growth. For instance, in ***The Magicians*** by Lev Grossman, the protagonist, Quentin Coldwater, navigates his desires and insecurities in a magical

setting that mirrors his personal struggles. The blend of magic and reality highlights the complexities of identity formation in a contemporary context, allowing readers to resonate with characters on their quests for self-acceptance (Grossman, 2009). Additionally, authors like Nnedi Okorafor in *Binti* explore cultural identity through the lens of science fiction and fantasy, challenging readers to reflect on the intersections of race, gender, and heritage. In these narratives, magic and fantasy become tools for articulating personal and collective identities, enriching the reader's understanding of diverse experiences (Okorafor, 2015).

World-building is a crucial element of fantasy literature, allowing authors to create immersive environments that captivate readers. The depth of these fictional worlds can transport readers beyond the confines of reality, inviting them to explore complex cultures, histories, and systems of magic. For instance, in *A Darker Shade of Magic* by V.E. Schwab, the existence of parallel Londons—each with varying degrees of magical presence—provides a rich tapestry for the narrative, inviting readers into a multifaceted universe (Schwab, 2015). Moreover, the intricate rules governing magical systems often serve to enhance the narrative's stakes. Authors like Brandon Sanderson, known for his meticulous approach to magic systems in works such as *Mistborn*, create frameworks that adhere to specific rules, making the magic feel believable and integral to the plot (Sanderson, 2006). This structured approach allows readers to invest emotionally in the characters' journeys, as the limitations and possibilities of magic become intertwined with their struggles. Modern fantasy frequently employs intertextuality, drawing upon established myths, folklore, and literary traditions to enrich its narratives. Works like *American Gods* by Neil Gaiman weave together a tapestry of mythological elements and contemporary society, creating a dialogue between the past and present. Gaiman's blending of old gods with modern American culture offers a critique of societal values and belief systems, allowing readers to reflect on their cultural narratives (Gaiman, 2001). Additionally, magic and fantasy can serve as allegories for real-world issues. For example, *The Hunger Games* series by Suzanne Collins utilizes a dystopian fantasy framework to critique themes of class disparity, governmental control, and media manipulation. By framing these issues within a

fantastical context, Collins engages readers in a critical examination of their society while providing an engaging narrative (Collins, 2008).

Magic and fantasy in modern literature often serve as a mirror reflecting societal issues, enabling authors to explore themes of power, identity, and justice. The rise of diverse voices in fantasy literature, such as those of authors like Chimamanda Ngozi Adichie and Tomi Adeyemi, highlights the importance of representation and the exploration of cultural narratives. Adichie's *Half of a Yellow Sun* incorporates magical realism to address the complexities of post-colonial identity and conflict, allowing readers to engage with historical narratives through a fantastical lens (Adichie, 2006).

Furthermore, the increasing visibility of marginalized voices in the fantasy genre challenges traditional narratives and expands the scope of what fantasy can represent. Works such as *Children of Blood and Bone* by Tomi Adeyemi reimagine magical systems and mythologies rooted in African culture, offering new perspectives on identity and power dynamics (Adeyemi, 2018). By embracing these narratives, modern literature fosters a more inclusive dialogue about cultural heritage and representation.

The exploration of psychological themes through magic and fantasy is another significant aspect of modern literature. Authors often utilize fantastical elements to delve into the human psyche, illustrating complex emotional landscapes. In *The Ocean at the End of the Lane* by Neil Gaiman, the interplay of memory, trauma, and fantasy creates a poignant exploration of childhood and the loss of innocence (Gaiman, 2013). By weaving magical realism with psychological depth, Gaiman invites readers to confront their own fears and memories. Similarly, works like *The Invisible Man* by Ralph Ellison utilize elements of magic to explore themes of invisibility and societal perception, allowing for a nuanced exploration of race and identity in America. The blend of fantasy with psychological commentary invites readers to engage with profound issues on a personal level, prompting introspection and empathy (Ellison, 1952).

The role of magic and fantasy in modern literary works extends far beyond mere escapism; these elements serve as vital tools for exploring complex themes, challenging societal norms, and fostering emotional resonance. Through imaginative

narratives, authors create rich worlds that invite readers to engage with their realities while contemplating identity, power, and cultural significance. As modern literature continues to evolve, the integration of magic and fantasy remains a powerful means of reflection, providing a unique lens through which to examine the human experience.

By embracing the fantastical, contemporary authors not only enrich their narratives but also challenge readers to envision new possibilities and grapple with the complexities of their lives. In a world where the lines between reality and fantasy blur, the role of magic in literature will undoubtedly remain significant, encouraging future generations to explore, question, and imagine.

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THE GRAMMAR OF WORDS: AN INTRODUCTION TO LINGUISTIC MORPHOLOGY

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Abstract: *The morphemic structure of English language provides a foundation for understanding how words are constructed and how they convey meaning. This article examines the fundamental elements of English morphology, exploring the types of morphemes, processes of word formation, and the roles of inflectional and derivational*

morphemes. By analyzing English morphology, we can gain insights into syntax, semantics, and grammar, which are essential for language learning, linguistic theory, and computational applications. This paper also discusses key challenges and unique aspects of English morphology in contrast to other languages.

Keywords: *English morphology, morpheme, inflection, derivation, morphology, linguistic structure, word formation*

The study of morphemes in English—a core aspect of morphology—offers insights into the structure and function of language at its most fundamental level. Morphemes, as the smallest units of meaning, serve as the building blocks of words (Katamba & Stonham, 2006). Understanding how morphemes combine and interact in English provides a basis for examining the morphology of words, which in turn affects grammar, syntax, and semantics (Aronoff & Fudeman, 2010). The study of morphemes falls within the realm of morphology, the branch of linguistics concerned with the internal structure of words. Morphemes can either stand alone or attach to other morphemes to create complex words. English, like all languages, uses morphemes as the building blocks for word formation, and by analyzing these components, we can better understand language's structure and function.

This article explores the types of morphemes in English, including free and bound morphemes, and distinguishes between derivational and inflectional morphemes. It further discusses the processes by which morphemes combine to form words, and the implications of morphemic structure on syntactic and semantic meaning.

A morpheme is the smallest grammatical unit in a language that carries meaning (Bauer, 2003). Unlike phonemes, which are the smallest sound units, morphemes are meaningful and can stand alone or combine with other morphemes to create more complex structures. Morphemes can be classified into two main categories: free morphemes and bound morphemes.

Free morphemes are independent units that can stand alone as words. Examples include words like "cat," "run," and "happy." Free morphemes can be further divided into morphemes that modify a word's tense, number, aspect, or case without altering its grammatical category. In English, inflectional morphemes include the plural "-s" in

"dogs," the past tense "-ed" in "walked," and the present participle "-ing" in "running" (Booij, 2007).

Understanding the various processes involved in word formation is essential to the study of morphology. The two main processes of word formation in English are derivation and compounding.

Derivation involves the addition of affixes (prefixes and suffixes) to a base or root morpheme to create a new word with a different meaning or grammatical category.

Prefixation is the process of adding a prefix to the beginning of a base word. For example, adding the prefix "dis-" to the verb "agree" forms "disagree," which changes the meaning to the opposite. Other examples include "impossible" (from "possible") and "replay" (from "play") (Katamba, 1993).

Suffixation involves attaching a suffix to the end of a base word. For instance, adding the suffix "-er" to the verb "teach" creates the noun "teacher," indicating someone who teaches. Other examples include "happiness" (from "happy") and "quickly" (from "quick"). Suffixation often changes the grammatical category of the base word.

Compounding is a process in which two or more free morphemes are combined to form a new word. This new word usually has a meaning that is a combination of its parts. For example, "toothbrush" (combining "tooth" and "brush") and "blackboard" (combining "black" and "board") are compound words. Compounding is a common phenomenon in English, and it can create both nouns and adjectives (Bauer, 2003).

Morphology encompasses various phenomena that help linguists understand how words function in a language. Among these are inflection, derivation, and reduplication. Inflection refers to the modification of a word to express different grammatical categories without changing its core meaning or word class. English has a limited set of inflectional morphemes compared to many other languages. For instance, nouns can be inflected for number, as in "cat" (singular) and "cats" (plural). Verbs can be inflected for tense, such as "walk" (present) and "walked" (past), or for aspect, as in "is walking" (present progressive) (Booij, 2007). Inflection serves to indicate grammatical relationships within sentences.

Derivational morphology not only changes the grammatical category of a word but also its meaning. This process allows speakers to expand their vocabulary. For example, the addition of the suffix "-able" to "read" creates "readable," which conveys the ability to be read. Additionally, derivational morphemes can convey nuances of meaning. The prefix "anti-" in "antibiotic" signifies opposition or prevention, while the suffix "-ist" in "biologist" indicates a person who practices or studies biology (Aronoff & Fudeman, 2005).

Reduplication is the process of repeating a morpheme or part of a morpheme to create a new word. Although more common in languages like Indonesian and Tagalog, reduplication appears in English in specific contexts, such as "tick-tock" or colloquial terms like "super-duper." Reduplication can convey emphasis or indicate a playful or informal tone (Bauer, 2003).

Morphology and syntax are closely intertwined in language structure. Morphological features, such as inflectional endings, provide crucial information about a word's syntactic role in a sentence. Morphemes contribute to sentence structure by indicating grammatical relations among words. For example, in the sentence "The dogs bark," the plural morpheme "-s" signals that "dogs" refers to more than one. Similarly, in the sentence "She runs every day," the inflectional morpheme "-s" on "runs" indicates the third-person singular form. This relationship highlights how morphology informs syntactic structure, allowing for meaningful communication. A change in a morpheme can significantly alter the meaning of a sentence (Yule, 2016).

Morphology also influences the semantics of language. The meaning of a word can change based on its morphological structure. For example, the word "happy" is an adjective, but when the suffix "-ness" is added to create "happiness," it transforms into a noun. The derivation process often results in semantic shifts that broaden or narrow the meaning of the base word. This dynamic interaction between morphology and semantics is vital for understanding language use and comprehension. The study of morphology is essential for understanding how children acquire language. Research indicates that children often learn to recognize and produce morphemes as they develop their vocabulary. For instance, children typically learn inflectional morphemes (such

as plural "-s") early in language development, demonstrating their ability to grasp grammatical rules (Clark, 1993). Understanding morphemes helps children expand their linguistic repertoire and enhances their overall language proficiency.

In language teaching, an awareness of morphological principles can aid educators in designing effective curricula. Teaching morphemes allows students to break down complex words into manageable components, fostering vocabulary development and spelling skills. For instance, explicitly teaching derivational and inflectional morphemes can help learners decipher unfamiliar words by recognizing familiar parts (Katamba, 1993). This approach is especially beneficial for English language learners, as it equips them with tools to navigate the complexities of the language.

Morphological analysis is crucial in the field of natural language processing (NLP), which involves the interaction between computers and human language. NLP applications, such as machine translation, speech recognition, and text parsing, rely on understanding the morphological structure of words. For instance, accurate morphological analysis allows systems to identify the base forms of words and their inflected variants, improving the effectiveness of language processing algorithms (Jurafsky & Martin, 2021). As computational linguistics continues to evolve, the integration of morphological insights will enhance the development of more sophisticated language technologies.

Morphological systems vary across languages, leading to a classification known as morphological typology. Languages can be categorized into three primary types:

Isolating languages: These languages, such as Mandarin Chinese, have a low morpheme-per-word ratio and rely on word order and context to convey meaning.

Agglutinating languages: These languages, such as Turkish and Finnish, use a high number of affixes to express grammatical relationships, allowing for a rich morphological structure.

Fusional languages: Languages like Russian and Spanish combine multiple grammatical functions into single morphemes, leading to complex inflectional systems (Comrie, 1981). This typological framework highlights the diversity of morphological

practices worldwide, shedding light on the various ways languages structure meaning and form.

The study of morphology is essential for understanding the grammar of words and their role in language. By analyzing morphemes, their formation processes, and their interactions with syntax and semantics, we gain insight into the complexity of linguistic structures. Morphology is not only crucial for theoretical linguistics but also has practical applications in language acquisition, education, and computational linguistics. As our understanding of morphology continues to evolve, the importance of the grammar of words remains a fundamental aspect of linguistic inquiry. Through ongoing research and exploration, we can further appreciate the intricate relationships between morphemes and the languages we use.

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THE INFLUENCE OF LANGUAGE ON MODERN ADVERTISING STRATEGIES AND CONSUMER CHOICES

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Abstract: *What role do persuasive language techniques play in advertising? Is learning about cultural nuances and language localization important for advertising? Why do brands study consumer demand? This article addresses these questions based on a literature review of research in a multidisciplinary field that intersects with nuances of marketing, linguistics, advertising, sociolinguistics, and psychology. In addition, the article details the advantages and disadvantages of advertising using informal language and slang on social networks. The last part of the article highlights the importance of language in advertisements and the correct use of its aspects.*

Keywords: *advertising, marketing, linguistic, consumers, influence, rhetorical devices, slangs, society, structure.*

“Language has a powerful influence over people and their behavior. This is especially true in the fields of marketing and advertising. The choice of language to convey specific messages with the intention of influencing people is vitally important.”ⁱ

But to be able to influence people, you first have to get their attention to your advertisement. Advertising is a part of society's culture and economy, as well as our daily lives. Advertising is not just the commercial promotion of brand products; it can also enhance the image of an individual, group, or organization. Nowadays, the advertising environment has changed radically and become more complex. Advertising language has a powerful influence on people and their behavior. Although people sometimes seem indifferent to advertising, research shows that well-designed advertising can have a dramatic effect on people. Marketers use various methods to attract people, including rhetorical devices. Initially, advertisements were only for providing general information, but in today's competitive society, their appearance has completely changed. They even freely use vulgar language and slang in advertisements on social networks. Marketers are mainly promoting the product by creatively communicating information using buzzwords, emotional words, or other modern terms.

Advertising shapes consumer perception and influences choices, and language is also an important point in advertising. Being able to use persuasive language

techniques will help you follow modern advertising strategies. For example, advertisements often use emotive language. Phrases that evoke emotion, such as sadness, joy, or urgency, can motivate people to buy. In the conditions of Uzbekistan, if a skid is held for a limited time, naturally all women rush to get the product. In fact, this is a way to advertise and attract buyers. Another effective way of advertising is related to direct language. It is a way of attracting the attention of buyers through repetition and rhetorical questions. In this case, people may buy unconsciously by giving in to emotion or by getting motivation from words.

Today, effective advertising is not limited to providing information but also requires an in-depth study of cultural context and values. Different people interpret advertising based on their culture, because a word that is attractive in one culture may be frowned upon in another culture. For example, expressions and symbols have different meanings in different cultures. An example of this is the advertising strategies of Western and Eastern campaigns. While the West emphasizes individuality and self-expression, the East focuses more on individual and collective identities. Correctly conveying aspects of language can evoke emotions, which are important for consumption choices. Ads can be made more effective by using culturally appropriate language. Consumers always respect and trust advertisements and cultural nuances presented in their own language. Authenticity can be attributed to local dialects and slangs, but brands that align with cultural values are always preferred.

Brands study consumer demand for a number of reasons. For example, brands can determine how to communicate with their target audience by analyzing consumer demand. In order to achieve good results in the field of marketing, it is important to first study the interests and lifestyles of consumers. Also, effective use of language helps to create a unique brand voice and attract attention. By constantly analyzing language and consumer reactions, brands keep their information relevant. In general, researching consumer demand and motivating them is important for developing effective advertising strategies.

This article emphasizes the importance of language in contemporary advertising methods and consumer choices. Persuasive language strategies, such as rhetorical

elements and emotive expressions, have a substantial impact on customer behavior and perception. Understanding cultural subtleties and language localization is critical for effective communication because it allows brands to connect with a broad audience. Furthermore, using informal language and slang on social media might increase interaction, but it must be carefully considered in context. Brands that analyze consumer demand can adjust their messaging to match their target audience's interests and values, resulting in more effective advertising. Effective advertising today demands more than just information transmission; it also necessitates a thorough understanding of language and cultural factors in order to develop consumer trust and motivate purchasing decisions.

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THE USE OF VIDEO MATERIALS IN THE EDUCATIONAL PROCESS

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Abstract; This study investigates the influence of video materials in education, focusing on their effectiveness as supplementary learning tools. The research analyzes a variety of educational contexts, where videos are employed to enhance understanding, engagement, and skill acquisition. Through a review of literature and a methodology based on case studies and feedback analysis, the study highlights best practices for using videos in classrooms, both for in-person and remote learning environments.

Keywords: Video materials in education, multimedia learning, educational technology, student engagement, cognitive theory, learning retention, visual learning, digital education tools, interactive learning, self-paced learning

Аннотация В данном исследовании рассматривается влияние видеоматериалов на образование, особое внимание уделяется их эффективности в качестве дополнительных средств обучения. В исследовании анализируются различные образовательные ситуации, в которых видеоматериалы используются для улучшения понимания, вовлечения и приобретения навыков. На основе обзора литературы и методологии, основанной на тематических исследованиях и анализе обратной связи, в исследовании освещаются лучшие практики использования видеозаписей в аудиториях, как для очного, так и для дистанционного обучения.

Ключевые слова: видеоматериалы в образовании, мультимедийное обучение, образовательные технологии, вовлечение учащихся, когнитивная теория, удержание знаний, визуальное обучение, цифровые образовательные инструменты, интерактивное обучение, самостоятельное обучение

Annatatsiya Ushbu tadqiqot video materiallarning ta'limdagi ta'sirini o'rganadi, ularning qo'shimcha ta'lim vositalari sifatida samaradorligiga e'tibor qaratadi. Tadqiqot turli xil ta'lim kontekstlarini tahlil qiladi, bu erda videolar tushunishni, jalb qilishni va ko'nikmalarni egallashni kuchaytirish uchun ishlatiladi. Adabiyotlarni ko'rib chiqish va amaliy tadqiqotlar va fikr-mulohazalarni tahlil qilishga asoslangan metodologiya orqali tadqiqot shaxsiy va masofaviy ta'lim muhitida sinflarda videolardan foydalanishning eng yaxshi amaliyotlarini ta'kidlaydi.

Kalit so'zlar: ta'limda videomateriallar, multimediali ta'lim, ta'lim texnologiyalari, talabalarni jalb qilish, kognitiv nazariya, ta'limni saqlash, vizual ta'lim, raqamli ta'lim vositalari, interaktiv ta'lim, mustaqil ta'lim

In today's fast-evolving educational landscape, digital tools have transformed how information is delivered and consumed. Video materials, in particular, play an increasingly pivotal role in enhancing students' engagement, comprehension, and retention of complex concepts. This article aims to explore the impact, benefits, and challenges of integrating video materials into educational settings, examining both the theoretical underpinnings and practical implementations of video-based learning.

The inclusion of multimedia in education is supported by cognitive theories like Mayer's Cognitive Theory of Multimedia Learning, which suggests that learning is more effective when verbal and visual elements are combined. Studies have shown that video resources can improve learning outcomes by providing visual and auditory context, accommodating diverse learning styles, and enhancing memory retention. Moreover, video-based learning fosters a learner-centered environment where students engage actively through self-paced study and exploration. However, research also indicates potential drawbacks, such as students' passive consumption of information, highlighting the importance of strategically integrating videos with interactive activities.

Key Studies:

1. Mayer's Theory of Multimedia Learning - Mayer's work on multimedia learning explains how multimedia can positively impact understanding by using both audio and visual information channels.

2. Paivio's Dual Coding Theory - This theory argues that the brain processes verbal and non-verbal information differently, supporting the idea that videos may enhance learning by engaging multiple cognitive pathways.

3. Comparative Analysis Studies - Various studies comparing traditional teaching

methods with video-based methods suggest that videos improve retention rates and engagement, especially in subjects requiring high levels of visualization, like sciences and history.

The methodology includes a mixed-method approach, combining quantitative analysis of test scores with qualitative feedback from students and educators. Video materials were integrated into lesson plans for three subjects (mathematics, history, and biology) across different grade levels. The study analyzed students' performance through pre- and post-tests to measure improvements. Additionally, surveys and interviews were conducted to gather feedback from students on engagement, comprehension, and motivation.

Participants: 200 students from secondary schools, divided into groups with and without video-enhanced lessons.

10 educators across various disciplines to gain insight into the pedagogical benefits and challenges.

Data Collection Tools: Surveys - To assess students' and teachers' perceptions of video materials' effectiveness. Test Scores - Comparison of results between groups to measure the impact on learning outcomes. Observations - Classroom observations to record engagement and interaction levels. The study found that students exposed to video materials in the educational process showed a marked improvement in engagement and comprehension. Specifically: Increased Engagement: Video-enhanced lessons saw a 30% increase in engagement metrics, with students demonstrating higher attentiveness and participation. Improved Test Scores: Students in the video-aided group scored, on average, 15% higher on post-tests than their counterparts in the control group. Positive Student Feedback: Surveys indicated that 85% of students found

video materials helpful in understanding difficult concepts, especially in subjects like biology and history where visualizations play a crucial role.

However, the study also uncovered some challenges. Educators observed that passive consumption can be a risk when videos are overused, potentially diminishing critical thinking skills. Additionally, technical issues such as internet connectivity and lack of resources in some regions can limit the accessibility of video materials.

The findings suggest that videos should be used as a complementary tool rather than a substitute for traditional teaching. Educators should aim to balance video usage with other instructional methods, using videos to introduce or reinforce concepts while reserving in-person or interactive activities for deeper exploration and discussion. As Zhang et al. (2006) suggest, interactive videos that allow for pause-and-reflect moments or in-video assessments can enhance learning outcomes and make video materials more engaging.

Although the study demonstrated positive outcomes, further research is needed to explore the long-term impact of video materials on students' critical thinking skills and knowledge retention. Additionally, future studies could investigate the differential effects of video materials across subject areas and age groups to determine the most effective types of videos for various educational levels. Research could also explore how adaptive learning technologies could tailor video content to meet individual student needs, optimizing the learning experience.

In summary, while video materials offer significant advantages in making education more engaging and accessible, they should be thoughtfully implemented to avoid over-reliance and encourage active learning. Educators should consider combining videos with interactive elements to maximize their educational potential, ultimately creating a more balanced, effective learning environment.

Video materials are a powerful tool in modern education, enhancing engagement, comprehension, and retention of complex material. When integrated thoughtfully into lesson plans, they complement traditional teaching methods, catering to various learning styles and providing real-world context to theoretical knowledge. Nonetheless, it is essential to balance video use with interactive, critical-thinking-based

activities to avoid over-reliance and passive consumption. Future research should focus on optimizing the use of videos for different learning objectives and exploring their impact on diverse student populations.

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NAVIGATING ENGLISH GRAMMAR : A GUIDE FOR LEARNERS

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Abstract: *This article explores the eight parts of speech essential sentence structure, tense and verb forms, and punctuation. Mastering English grammar can be a rewarding yet challenging journey for language learners. Grammar forms the backbone of any language, enabling us to communicate clearly and effectively. However, English grammar can be particularly tricky, with its numerous rules, exceptions and nuances. Whether you are beginner or looking to refine your skills, this guide offers insights to help you confidently tackle English grammar and enhance your language proficiency.*

Key words: *English grammar, sentence structure, verbs, parts of speech, punctuation, capitalization, rules, communication, prepositions, writing.*

Understanding English grammar is foundational for learners aiming to achieve fluency and clarity in communication. Grammar governs the structure and organization of language, allowing individuals to convey precise meaning. However, for many learners, mastering English grammar proves challenging due to its nuanced rules, exceptions, and diverse sentence structures. Studies show that learners often struggle with tense forms, articles, and prepositions, particularly when their first language has different grammatical constructs. These challenges underscore the need for a systematic approach to grammar instruction, with a focus on practical application and clear, contextual examples. To address these complexities, this guide explores essential grammar topics—such as parts of speech, sentence structure, tenses—providing learners with a comprehensive roadmap to navigating English grammar. By incorporating insights from linguistics and language acquisition research, as well as practical teaching resources, this article aims to support learners in building both grammatical knowledge and confidence. Ultimately, this guide seeks to equip learners with the tools necessary to communicate more effectively and accurately in English.

Understanding the parts of speech is essential for constructing sentences and communicating clearly in English. Parts of speech categorize words based on their functions within a sentence, which helps learners understand sentence structure and meaning. There are eight primary parts of speech in English: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections .

Nouns are words that name people, places, things, or ideas, serving as the subjects or objects of sentences. For instance, in the sentence “The dog barked,” "dog" is the noun. Nouns can be classified further as countable, uncountable, proper, or common, each type impacts sentence structure

Pronouns replace nouns to avoid repetition and simplify sentences. Common pronouns include “he,” “she,” “it,” and “they.” Pronouns must agree with their antecedents in number, gender, and case. For example, “Sara lost her book” uses “her” as a pronoun referring to "Sara."

Verbs express actions, events, or states of being. They are the core of a sentence’s predicate and vary in tense, aspect, and mood, which can be complex for learners to master. For example, in “She runs every morning,” "runs" is the verb indicating an actions. Adjectives describe or modify nouns, adding detail to sentences. In “a beautiful garden,” "beautiful" is an adjective that describes "garden." Adjectives help provide clarity and depth, which enhances communication. Adverbs modify verbs, adjectives, or other adverbs, often indicating manner, time, place, or degree. For instance, in “She sings beautifully,” "beautifully" modifies the verb "sings." Understanding adverbs enables learners to convey more nuanced meanings.

Prepositions show relationships between nouns (or pronouns) and other words in a sentence, often indicating direction, location, or time. In “The book is on the table,” "on" is a preposition showing location. Conjunctions link words, phrases, or clauses, helping to create complex sentences. Coordinating conjunctions (like “and,” “but,” and “or”) and subordinating conjunctions (like “because” and “although”) are essential for sentence cohesion and flow. Interjections are words or phrases that express strong emotion, often standing alone. Examples include “Wow!” and “Oops!” Although they are not typically essential to sentence structure, they add expressiveness and

tone. Mastering the parts of speech is a foundational step in language learning. Each part plays a crucial role in conveying meaning, and understanding them enables learners to structure sentences accurately and express themselves more effectively.

Understanding sentence structure is essential for constructing clear and meaningful communication. In English, sentence structures can be simple or complex, each serving a unique purpose in conveying ideas. Sentence types are categorized based on structure and function, helping learners to build a variety of sentences for effective communication. The four primary types are simple, compound, complex, and compound-complex sentences. A simple sentence contains a single independent clause, consisting of a subject and a predicate. For example, “The cat sleeps.” Simple sentences are direct and straightforward, making them useful for conveying basic ideas. They help learners focus on constructing clear and grammatically correct statements. Compound sentences contain two or more independent clauses joined by coordinating conjunctions like “and,” “but,” or “or.” Each clause in a compound sentence can stand alone, but combining them adds depth to the message. For example, “I wanted to go for a walk, but it started to rain.” Compound sentences allow learners to link related ideas smoothly. Complex sentences contain one independent clause and at least one dependent (or subordinate) clause. A dependent clause cannot stand alone and is often introduced by subordinating conjunctions like “because,” “although,” or “when.” For example, “I studied hard because I wanted to pass the exam.” Complex sentences enable learners to explain relationships between ideas, adding depth to their communication. Compound-complex sentences combine elements of compound and complex sentences, containing at least two independent clauses and one dependent clause. For example, “I was tired because I worked late, but I still managed to finish the project.” These sentences are advanced structures, often used to convey detailed, interconnected ideas. Mastering these sentence types enables learners to vary their sentence structure, making their writing and speaking more engaging and sophisticated. By practicing with these different structures, learners can gain greater flexibility in expressing complex ideas and relationships.

English verb tenses allow speakers to express the timing of actions, states, or events. Understanding these tenses enables learners to clarify when something occurs, its duration, and its relevance to other events in time. English contains three primary time frames—past, present, and future—each divided into four forms: simple, continuous (or progressive), perfect, and perfect continuous. Mastering these forms allows learners to communicate nuanced meanings more effectively.

Present Simple: Used to describe habitual actions, general truths, or facts. Example: “She reads every morning.”

Present Continuous: Indicates ongoing actions or temporary situations. Example: “She is reading a new book.”

Present Perfect: Expresses actions completed at some point in the past with relevance to the present. Example: “She has read that novel.”

Present Perfect Continuous: Shows actions that started in the past and continue into the present. Example: “She has been reading for two hours.”

Past Simple: Refers to actions completed in the past. Example: “She read that book last week.”

Past Continuous: Describes actions that were ongoing at a specific past time. Example: “She was reading when I arrived.”

Past Perfect: Indicates actions completed before another past event. Example: “She had read the book by the time the movie came out.”

Past Perfect Continuous: Refers to ongoing past actions up to a particular time. Example: “She had been reading for an hour before dinner.”

Future Simple: Describes actions that will happen in the future. Example: “She will read that book tomorrow.”

Future Continuous: Indicates actions that will be ongoing at a specific future time. Example: “She will be reading at noon.”

Future Perfect: Refers to actions that will be completed by a certain future point. Example: “She will have read the book by Friday.”

Future Perfect Continuous: Describes ongoing actions that will continue up to a future time. Example: “She will have been reading for two hours by noon.”

Each tense and form serves a unique function, helping speakers to clarify relationships between events and the timing of those events (Purdue OWL, n.d.). These nuances are especially important in English because they help learners convey subtle distinctions, making their communication clearer and more precise.

Punctuation and capitalization: Punctuation and capitalization are essential tools in writing that help clarify meaning, indicate pauses, and structure sentences. Proper

use of these elements enhances readability, ensuring that readers understand a text as intended. Incorrect punctuation or capitalization can lead to confusion or alter the message, making these skills fundamental for effective written communication. A period signals the end of a sentence, providing a full stop that separates complete ideas. For example, “She enjoys reading.” Without periods, sentences can run together and become unclear. Commas are used to separate items in a list, clauses, and phrases, and to set off introductory elements. For instance, “After dinner, she read a book.” Commas also prevent misreading by dividing different parts of a sentence, adding necessary pauses. Question marks indicate direct questions. For example, “Where are you going?” This punctuation mark clarifies that a question is being asked, setting it apart from statements. Used for emphasis, exclamation points convey strong emotion or surprise. For example, “Watch out!” However, they should be used sparingly in formal writing, as excessive use can detract from. Colons introduce lists, explanations, or quotations. Example: “She bought the following items: books, pens, and paper.” Semicolons, on the other hand, connect closely related independent clauses, such as in “She enjoys reading; he prefers hiking.” Semicolons also help in complex lists where commas are already in use. Quotation marks enclose direct speech or quotations. For example, “She said, ‘I love reading.’” They also indicate titles of articles, poems, and short stories. Apostrophes show possession (e.g., “Sarah’s book”) or contractions (e.g., “can’t” for “cannot”). Misplaced apostrophes can cause confusion, so careful usage is essential. Capitalization rules: The first word of a sentence is always capitalized, signifying the start of a new idea or statement. For example, “Reading is enjoyable.” Names of specific people, places, and organizations are capitalized. For example, “London,” “Microsoft,” and “Sarah. Proper nouns distinguish unique entities from general terms. In titles, the first and last words, as well as all main words, are capitalized. For instance, “The Great Gatsby” follows standard title capitalization rules. The pronoun “I” is always capitalized, regardless of its position in a sentence. This rule is unique to English and essential for correct pronoun usage. Correct punctuation and capitalization are integral to effective communication, allowing writers to convey their ideas clearly

and professionally. Understanding these elements will help learners create well-structured, readable texts.

Conclusion: This exploration of English grammar fundamentals highlights the importance of understanding linguistic elements—such as parts of speech, sentence structures, tenses, punctuation, and capitalization—in shaping clear and effective communication. Mastery of these components contributes not only to the fluency of written and spoken English but also enhances the precision and nuance required in academic, professional, and social settings.

As this article demonstrates, each grammatical component functions systematically, allowing for the expression of complex ideas and relationships. Continued study and practice in these areas will not only benefit learners but also contribute to more effective cross-cultural communication and understanding. For future research, further empirical studies could examine the specific challenges and effective strategies for teaching these concepts, especially among non-native English learners, to facilitate more targeted pedagogical approaches. Grammar remains a fundamental aspect of language learning, with significant implications for communication, cognitive processing, and cultural interaction.

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LINGUISTIC FORM AND FUNCTIONS: AN ANALYSIS OF STRUCTURE AND PURPOSE IN LANGUAGE

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Abstract: *This paper explores the essential concepts of linguistic form and functions, analyzing the role each plays in communication, meaning-making, and cultural expression. By examining theoretical frameworks and perspectives from linguists such as Ferdinand de Saussure, Roman Jakobson, and Noam Chomsky, the study highlights how the structure of language enables functional expression. The discussion emphasizes the interdependence of linguistic form and function in creating language as both a structured system and a tool for interaction. Various functions of language are detailed, including referential, expressive, and phatic functions, to illustrate how linguistic forms are tailored to specific communicative goals.*

Keywords: *Linguistic form, linguistic function, communication, structure, syntax, semantics, pragmatics, Jakobson, Saussure, Chomsky.*

Language is a complex system consisting of forms and functions that serve as fundamental components in communication and meaning. Linguistic form refers to the structural elements of language, such as phonology, morphology, syntax, and semantics, which provide the framework for constructing messages. Linguistic function, on the other hand, refers to the purpose language serves in various contexts, such as conveying information, expressing emotions, and establishing social

connections (Jakobson, 1960). The interaction between these aspects of language is central to understanding how humans create meaning and utilize language in social contexts.

Linguistic form includes various structural elements that constitute language. These elements are governed by rules and conventions, providing the basis for constructing meaningful expressions. Noam Chomsky (1957) introduced the concept of "generative grammar," which views language as a system of rules that can generate an infinite number of sentences. According to Chomsky, understanding linguistic form requires studying syntax, phonology, and morphology, as these are the building blocks of language structure.

1. **Phonology:** Phonology is the study of sounds in language. It examines how sounds are organized and used to create meaning (Trask, 1996). Each language has a unique phonological system, governed by rules regarding phoneme combinations and pronunciations.

2. **Morphology:** Morphology studies the structure of words, including how morphemes—the smallest units of meaning—combine to form words. By analyzing morphological structures, linguists can understand how words convey different meanings based on form variations (Bauer, 2003).

3. **Syntax:** Syntax is concerned with the arrangement of words and phrases to create sentences. Chomsky's syntactic structures illustrate that every language has a specific sentence structure, which is a rule-based system for organizing words to convey meaning (Chomsky, 1957).

4. **Semantics:** Semantics is the study of meaning in language. It investigates how words and sentences represent ideas, objects, and abstract concepts. Linguists differentiate between *denotative* meanings (literal meanings) and *connotative* meanings (suggested or associated meanings) (Lyons, 1977).

Each component contributes to linguistic form, allowing for the creation of an organized language structure. However, these forms are not only structural; they serve specific communicative purposes, illustrating the interplay between form and function.

Linguistic function describes the roles language plays within a social and communicative context. Roman Jakobson (1960) proposed a model of linguistic functions, highlighting that language serves multiple purposes. Jakobson identified six primary language functions:

Referential Function: This function focuses on conveying information or describing the world. It is central in factual communication, where the aim is to relay data or describe objects, people, or events (Jakobson, 1960).

Emotive Function: The emotive function is used to express the speaker's feelings or attitudes. It includes exclamatory statements or words intended to convey emotion, as observed in statements like "I'm so excited!" or "I hate this!" (Jakobson, 1960).

Conative Function: The conative function is directed toward influencing or persuading the listener, often through commands or requests. It involves sentences like "Please open the door," where the form directly seeks a response from the audience (Jakobson, 1960).

Phatic Function: This function serves to establish or maintain social interaction. Phatic expressions, such as greetings or small talk, do not convey substantial information but serve to reinforce social bonds (Malinowski, 1923).

Metalingual Function: The metalingual function is concerned with language itself, as it clarifies meanings or discusses language structure. Statements like "What do you mean by 'syntax'?" use language to explain language (Jakobson, 1960).

Poetic Function: The poetic function focuses on the aesthetic qualities of language, such as word choice, sound, and rhythm, often seen in poetry or creative writing where form is essential to meaning (Jakobson, 1960).

Language structure and function are interdependent; linguistic forms are tailored to meet communicative needs, and functional purposes influence how forms are constructed. Ferdinand de Saussure (1916) argued that linguistic signs are composed of a signifier (sound or word form) and a signified (concept), illustrating how language form inherently connects to meaning. Saussure's semiotic approach underscores that language structure cannot be understood without considering its function in conveying meaning. Jakobson (1960) extended this idea by proposing that linguistic forms are

purposefully chosen to fit functional needs. For example, the choice between formal and informal syntax or vocabulary reflects the speaker's awareness of social context and desired function. Similarly, stylistic choices, such as alliteration or rhyme in poetry, are forms that enhance the poetic function by drawing attention to language aesthetics.

Different contexts require different linguistic forms, highlighting how language adapts to fulfill varying functions. Pragmatics, the study of language use in context, examines how people use language forms to achieve specific goals, taking into account social norms and expectations (Leech, 1983).

Informal Conversation: In casual conversations, phatic and conative functions often dominate. Phatic expressions, such as “Hi, how’s it going?” are common, establishing social rapport rather than conveying detailed information. Informal syntax and vocabulary, like slang or contractions, also reflect the function of building interpersonal connection (Labov, 1972).

Formal Settings: In formal settings, the referential function may take precedence, especially in academic or professional communication where the focus is on relaying information. The linguistic form is often more complex, with technical vocabulary and formal syntax used to create clarity and precision (Brown & Levinson, 1987).

Creative Writing: In poetry or literature, the poetic function becomes central. Here, authors may prioritize linguistic forms that evoke emotions or create vivid imagery, employing devices like metaphors, alliteration, and rhyme to enhance the aesthetic appeal (Jakobson, 1960).

Persuasive Speech: The conative function is often prominent in persuasive contexts, such as advertising or political speeches, where the aim is to influence behavior or attitudes. The linguistic form in these cases might include rhetorical devices like repetition or rhetorical questions to engage and persuade listeners (Aristotle, trans. 1991).

Language varies not only across social contexts but also across cultures and dialects, reflecting differences in function and form. Sociolinguistics studies how language varies within communities, showing that linguistic forms evolve in response

to social and functional needs (Wardhaugh, 2006). For instance, African American Vernacular English (AAVE) has unique syntactic and phonological features that reflect cultural identity and fulfill specific communicative functions in African American communities (Labov, 1972). Moreover, language functions can shift over time. For example, words originally used with referential function, like “Google,” have gained additional functions, as seen when “to Google” refers to conducting an online search, illustrating functional flexibility in language (Crystal, 2001). Linguistic form and function are interrelated components that shape human language, enabling it to serve as both a structured system and a versatile tool for communication. By examining the foundational concepts of phonology, morphology, syntax, and semantics, we gain insight into the structural backbone of language. Meanwhile, Jakobson's functional model underscores how linguistic forms are adapted to suit communicative purposes, whether for information exchange, emotional expression, or social interaction. The dynamic interplay between form and function allows language to be both a fixed system and an adaptable means of expression, reflecting the diverse needs of human communication.

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GEOFFREY CHAUCER'S 'CANTERBURY TALES' AS A PANORAMA OF ENGLISH SOCIETY

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Abstract: *Geoffrey Chaucer's The Canterbury Tales is a remarkable literary work that provides a unique glimpse into 14th-century English society. Through a series of interconnected stories told by a diverse group of pilgrims, Chaucer captures the societal structure, occupations, beliefs, and conflicts of his time. This paper examines The Canterbury Tales as a reflection of the complexity of medieval English society, exploring its social hierarchy, religious fervor, moral hypocrisy, and the often rigid, sometimes porous boundaries of class and gender. By placing a diverse cast of characters on an equal footing within the storytelling structure, Chaucer presents a vivid, almost cinematic view of England in the Middle Ages.*

Keywords: *Geoffrey Chaucer, The Canterbury Tales, English society, medieval literature, social hierarchy, pilgrimage, satire, 14th century, Middle English*

Geoffrey Chaucer's *The Canterbury Tales* stands as one of the foundational texts in English literature, composed in Middle English in the late 14th century. Chaucer's work is distinctive for both its literary style and its vivid portrayal of English society, often regarded as a panoramic view of medieval life. The stories, narrated by a group of pilgrims traveling to Canterbury, feature characters from varied social, economic,

and moral backgrounds, offering unique insights into the everyday lives and concerns of individuals across different strata of medieval England. This essay examines *The Canterbury Tales* as a microcosm of English society in Chaucer's time, highlighting its social structure, religious themes, and underlying satirical critique of contemporary morals and customs.

Chaucer's choice of a pilgrimage as the setting for *The Canterbury Tales* is itself significant. Pilgrimages, common in medieval Europe, attracted people from all walks of life, including both laypeople and clergy. The pilgrimage framework provided Chaucer with an opportunity to assemble a diverse cast of characters who could otherwise never have occupied the same social space. This gathering of pilgrims — including a knight, a prioress, a merchant, and a miller, among others — reflects England's diverse society, from the nobility to the working class, capturing the nuances of medieval social interactions. In the General Prologue, Chaucer's introduction to each pilgrim is both descriptive and revealing, hinting at their social backgrounds and personalities. For instance, the Knight, who is described as "a true, perfect gentle knight" (Chaucer, line 72), symbolizes the noble class and upholds ideals of chivalry and honor. Meanwhile, the Miller, "a stout carl" (Chaucer, line 547), represents the working class and is depicted as boisterous and bawdy, showing the varied personality types and behavior across different classes. David Wallace suggests that Chaucer's characters in *The Canterbury Tales* reflect the growing cultural pluralism and diversity of 14th-century England. Wallace explores how Chaucer uses his characters to portray various cultural, economic, and regional backgrounds, offering a more inclusive depiction of medieval English society than other contemporary works. The inclusion of these diverse characters allows Chaucer to present a balanced cross-section of medieval England and its social hierarchy.

The Canterbury Tales reflects the rigid social hierarchy of medieval England, which was heavily influenced by the feudal system. In his portrayal of the different pilgrims, Chaucer indirectly critiques this social stratification. Characters like the Knight and the Squire belong to the noble class, while figures such as the Reeve, Miller, and Cook represent the working and lower classes. Carolyn Dinshaw examines the

complex portrayal of gender in *The Canterbury Tales*, particularly through the character of the Wife of Bath. Dinshaw argues that Chaucer's work presents an early exploration of feminist ideas, questioning the traditional roles and agency of women in medieval society and offering a critique of patriarchal norms. Through the tales they tell and the descriptions in the Prologue, Chaucer offers subtle commentary on each class. The Knight is the epitome of feudal honor, having fought in various campaigns, while the Squire, his son, appears more interested in courtly love than martial valor. The Miller, who tells a bawdy and unrefined tale, exemplifies the roughness often stereotypically associated with the working class. Chaucer's social commentary is particularly pointed in the portrayal of clergy members, like the Friar and the Pardoner, who are depicted as corrupt and morally compromised. These portrayals reveal Chaucer's awareness of social injustices and the inequalities perpetuated by England's class structure. Chaucer's satire is evident in his depiction of characters like the Prioress, who strives to appear as an idealized noblewoman rather than adhering to the humility expected of her religious role. Her tale and behavior reflect the superficiality of some religious figures and their neglect of true Christian values. Through these varied characterizations, Chaucer critiques not only the class distinctions themselves but also the pretensions and moral failings often associated with them.

Religion was central to medieval life, yet Chaucer's portrayal of religious figures is often less than flattering. Many of the tales reflect Chaucer's skepticism towards the Church, highlighting the hypocrisy of some clergy members. For example, the Friar is described as a "wantowne and a merye" man (Chaucer, line 208), who abuses his position to secure wealth rather than aid the needy. Similarly, the Pardoner is characterized as morally corrupt, selling indulgences and exploiting the faith of believers. The Pardoner's Tale, one of the most famous stories, centers around the theme of greed, underscoring the moral duplicity of its teller. He preaches against avarice while indulging in it himself, a classic case of "do as I say, not as I do." Chaucer's irony here reflects his criticism of how certain members of the clergy exploit their positions. By highlighting these moral contradictions, Chaucer provides a satirical commentary on the Church's practices and its impact on English society. Even more

subtly, Chaucer uses the Wife of Bath's character to explore the intersection of religion, gender, and power. Although she claims religious justification for her numerous marriages, the Wife of Bath subverts the typical portrayal of women in religious contexts by using Biblical references to justify her actions. Her tale emphasizes women's desire for sovereignty in marriage, presenting an unorthodox view that critiques patriarchal interpretations of religious doctrine. Lee Patterson discusses Chaucer's portrayal of religious figures in *The Canterbury Tales*, arguing that he highlights the pervasive corruption within the medieval Church. Patterson's analysis focuses on characters such as the Pardoner and the Friar, who embody the moral failings of the Church and serve as a critique of its exploitation of laypeople.

Gender roles are another critical aspect of Chaucer's social commentary. The *Canterbury Tales* includes several female characters who challenge or reflect the traditional roles assigned to women in medieval society. The Wife of Bath is perhaps the most notable, representing a challenge to the passive, submissive role expected of women. She has been married five times and speaks openly about her desire for authority over her husbands. Through her, Chaucer explores the concept of marital power dynamics, presenting an early critique of gender norms. The Wife of Bath's Tale itself is a feminist allegory that challenges conventional views on marriage and female autonomy. It tells of a knight who learns that what women most desire is "sovereynetee" (Chaucer, line 1038), or sovereignty, in relationships. This conclusion reflects the Wife of Bath's own views on marriage and implies a desire for an egalitarian relationship between men and women. The Prioress, in contrast, embodies the traditional, passive role of a religious woman, but her refined manners and exaggerated affectations suggest a critique of superficial piety.

Chaucer's wit and humor are fundamental to *The Canterbury Tales*, serving as both entertainment and a tool for social critique. Robert Worth Frank Jr. explores Chaucer's use of irony and humor to add depth to his characters, particularly in the *General Prologue*. Frank suggests that Chaucer's humor is both entertaining and insightful, allowing readers to question the moral and social inconsistencies of the characters and, by extension, the society they represent. His satire is often gentle,

poking fun at the characters' vices and hypocrisies without harsh condemnation. The tales themselves range from romantic and moralistic to bawdy and irreverent, each reflecting the personality and values of its teller. Chaucer's humor allows him to broach sensitive topics, such as corruption in the Church and class inequality, without overtly alienating his audience. For example, the tale told by the Miller directly follows the Knight's Tale, contrasting the latter's noble themes with a coarse, ribald story. This pairing highlights the contrast between idealism and the gritty realities of life, subtly mocking the romantic ideals held by the nobility. Similarly, Chaucer's use of irony in the Pardoner's Tale underscores the contradictions in his character, as he preaches against greed while embodying it. This layered humor invites readers to question societal norms and consider the discrepancies between appearance and reality.

Geoffrey Chaucer's *The Canterbury Tales* is a panoramic exploration of English society, reflecting the complexities, contradictions, and hypocrisies of the 14th century. Through the pilgrimage framework and his cast of diverse characters, Chaucer presents a microcosm of medieval life, examining issues of class, religion, and gender with wit and satire. His portrayal of different social classes reveals both the rigidity and permeability of the medieval social hierarchy, while his depiction of religious figures critiques the moral shortcomings within the Church. In characters like the Wife of Bath, Chaucer challenges traditional gender norms, presenting a progressive view of women's autonomy and desires. Through his nuanced characterizations and satirical storytelling, Chaucer offers a timeless commentary on human nature, illustrating how the themes he explored remain relevant today. *The Canterbury Tales* endures as a literary masterpiece not only for its artistic merit but also for its insightful portrayal of the moral and social landscapes of Chaucer's England, capturing the essence of a society on the brink of change.

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THE HISTORY OF ENGLISH LANGUAGE

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Abstract *The history of the English language spans over a millennium, evolving through distinct phases: Old English (450-1150 AD), Middle English (1150-1500 AD), Early Modern English (1500-1700 AD), and Modern English (1700-present). Old English was primarily shaped by the Anglo-Saxon tribes and their Germanic roots. The Norman Conquest introduced French influences, which blended with Old English during the Middle English period.*

Early Modern English saw significant changes due to the Great Vowel Shift and the standardization of grammar and spelling, aided by the printing press and influential works like those of Shakespeare and the King James Bible. Modern English has continued to evolve through the global spread of the British Empire, technological advances, and the rise of American cultural influence. Over time, the language simplified its grammar, expanded its vocabulary through borrowing, and became a global lingua franca, while regional variations persisted

Keywords: *Language, history, country, century, law, events, businesses, spread, scientific, Renaissance*

The history of the English language is vast and complex, spanning over a thousand years. Here's an outline of its major stages:

1. ****Old English (ca. 450–1150 AD)****

Old English developed after the Anglo-Saxons, a group of tribes including the Angles, Saxons, and Jutes, migrated to England from present-day Germany, Denmark, and the Netherlands. This period saw the language heavily influenced by Germanic languages, and it was quite different from modern English. Old English vocabulary, grammar, and syntax were mostly derived from these early Germanic languages, and much of it would be unrecognizable to a modern English speaker. Notable Old English works include **Beowulf**.

2. ****Middle English (ca. 1150–1500 AD)****

The Norman Conquest of England in 1066 was a pivotal event in the history of English. After the conquest, the English court and the church adopted Norman French as their primary language. As a result, English absorbed a large number of French vocabulary words, particularly in law, government, and culture. While the basic structure of Old English remained, the grammar and lexicon began to shift, leading to the development of Middle English. Famous works from this period include Geoffrey Chaucer's **The Canterbury Tales**.

3. ***Early Modern English (ca. 1500–1700 AD)***

The Early Modern English period saw the language undergo significant changes. This period is characterized by a further simplification of grammar (such as the loss of many inflections) and the standardization of spelling. One of the key events was the printing revolution, initiated by William Caxton in the late 15th century, which helped standardize spelling and grammar. The works of Shakespeare and the King James Bible, both written in Early Modern English, are among the most famous examples of this period's language.

4. ****Modern English (1700–Present)****

Modern English emerged from Early Modern English, although it still continues to evolve. English continued to adopt words from Latin, Greek, and other languages due to the Renaissance, exploration, and scientific advancement. The British Empire's global influence and the rise of American power have also had a significant impact on the spread of English as a global lingua franca. Today, English is the most widely

spoken second language in the world, with millions of non-native speakers using it for business, science, and diplomacy.

These stages show the remarkable evolution of English, from its Germanic roots to its present form, influenced by a range of historical, cultural, and social factors.

Conclusion: the history of the English language is a testament to its adaptability and resilience, shaped by a series of cultural, historical, and linguistic influences. From its origins as a Germanic language in the Anglo-Saxon period to its complex evolution through the Norman Conquest, the Renaissance, and the global expansion of the British Empire, English has continually absorbed elements from other languages and cultures.

The language's grammar has simplified over time, while its vocabulary has grown through borrowing from Latin, French, and many other languages. The rise of printing, the works of key literary figures, and the global spread of English, particularly through American influence, have contributed to its widespread use today. As a result, English has become a dynamic and diverse global language, bridging cultures and serving as a common medium for communication worldwide, while still retaining a rich historical legacy.

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SADOQAT VA XIYONAT TUSHUNCHASI VA UNING FALSAFIY- AXLOQIY TAMOIYILLARI

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Annotatsiya: *Ushbu maqolada insonlar sadoqat va xiyonat masalasi, bu hodisalar insonni yashahsga undashi va ko'ngillarga ozor yetkazgani romanning umuminsoniy pafosini tashkil etishi haqidagi fikr-mulohazalar ishning mohiyatini tashkil etadi. Yozuvchi yaratgan obrazlarining mardlik, matonat, insonparvarlik va sabr-bardoshlilik, sadoqat, xiyonat fazilatlari orqali millatning ruhiy takomilini ochishga muvaffaq bo'lgani haqida so'z yuritilgan.*

Kalit so'zlar: *sadoqat va xiyonat, badiiy-estetik tafakkur, poetik kashfiyotlar, roman, konflikt (ziddiyat), xarakter, obraz, qahramon, manqurt...*

Sadoqat va xiyonat tushunchalari adabiyotdagi markaziy mavzulardan bo'lib, insoniy holatning chuqurliklariga kirib boradi va axloqiy tanlovlar va insoniy munosabatlarning murakkabliklarini o'rganadi. Ushbu tushunchalar insonlarning o'zlari, boshqalar va jamiyat oldidagi majburiyatlarini qanday amalga oshirayotganini va ularning tanlovlari kengroq falsafiy va axloqiy masalalarga qanday ta'sir qilishini tushunish uchun asosiy ramka sifatida xizmat qiladi. Sadoqat ko'pincha shaxslarning boshqalarga yoki o'z tamoyillari va qadriyatlariga nisbatan axloqiy burchi sifatida tasvirlanadi. Bu oila, do'stlar, vatan yoki ma'lum bir ishga sodiqlikni ifodalaydi. Falsafiy nuqtai nazardan, sadoqat ijtimoiy bog'liqlik va shaxsiy yaxlitlikni mustahkamlaydigan fazilat sifatida ko'riladi. Adabiyotda sadoqat ko'pincha shaxsiy manfaatlardan tashqariga chiqadigan burch sifatida tasvirlanadi. Bu boshqalarga va kengroq jamoatchilikka nisbatan mas'uliyatni o'z ichiga oladi. Sadoqatni namoyon etuvchi qahramonlar ko'pincha o'z majburiyatlarini sinovdan o'tkazadigan qiyinchiliklarga duch keladilar, bu esa shaxsiy istaklar va ijtimoiy kutishlar o'rtasidagi axloqiy ziddiyatni yoritadi. Sadoqat axloqiy yaxlitlik bilan chambarchas bog'liq bo'lib, qahramonning o'z qadriyatlari va e'tiqodlariga mosligini aks ettiradi. Sodiqlik shaxs qiyinchiliklarga duch kelganida ham o'z tamoyillariga sodiqlik qoladi va axloqiy izchillik

va ishonchlilik hissini ifodalaydi. Bu mustahkamlik ko‘pincha axloqiy va ma’naviy barkamollikka erishish yo‘li sifatida tasvirlanadi. Xiyonat esa, aksincha, axloqiy inqirozni ifodalaydi, bunda shaxsning harakatlari ularga qo‘yilgan ishonch yoki kutishlarni buzadi. Bu shaxsiy munosabatlar, ijtimoiy majburiyatlar yoki o‘zining axloqiy tamoyillariga xiyonat qilishni o‘z ichiga oladi. Falsafiy nuqtai nazardan, xiyonat ishonchni va ijtimoiy bog‘liqlikni yo‘q qiladigan halokatli kuch sifatida qaraladi.

Sadoqat va xiyonat o‘rtasidagi ziddiyat axloqiy tanlov va mas’uliyatni aks ettiradi. Adabiyotda qahramonlar ko‘pincha ziddiyatli sadoqatlar yoki sadoqat va shaxsiy manfaatlar o‘rtasida tanlov qilish zarurligi bilan duch kelishadi. Bu tanlovlar inson hayotining axloqiy murakkabligini va axloqiy dilemmalarni hal qilishdagi qiyinchiliklarni yoritadi. Adabiyotda sadoqat va xiyonatning falsafiy-axloqiy ko‘rinishlari inson hayotining axloqiy o‘lchamlarini o‘rganadi. Sadoqat ishonch, ijtimoiy bog‘liqlik va shaxsiy yaxlitlikni mustahkamlaydigan fazilat sifatida tasvirlangan bo‘lsa, xiyonat axloqiy muvaffaqiyatsizlik sifatida ko‘riladi, bu esa mojaro, aybdorlik va ko‘pincha fojialarga olib keladi.

Shuningdek, “Sadoqat” so‘zining etnogenezi (kelib chiqishi va tarixiy rivojlanishi) ham turli tillar va madaniyatlar o‘rtasidagi o‘zaro ta’sirlarni o‘rganishni talab qiladi. Quyida “sadoqat” so‘zining etimologik tahlili va uning turli tillarda qanday paydo bo‘lganligini ko‘rib chiqsak... O‘zbek tilidagi “sadoqat” so‘zi arab tilidan olingan. Arab tilida "صدق" (sidq) so‘zi “rostlik, halollik, sodiqlik” ma’nolarini anglatadi. “Sidq” so‘zidan “sadiq” (sodiq) sifat so‘zi hosil bo‘lib, “sodiq” – “rost, sodiq, ishonchli” degan ma’nolarni anglatadi. Shu asosda “sadoqat” so‘zi “sodiqlik, vafodorlik” ma’nosida ishlatiladi. Arab tilida "صدق" (sidq) so‘zi “rostlik, sodiqlik” degan ma’noni bildiradi. Ushbu so‘z Qur’on va hadis matnlarida keng qo‘llanilgan va islom madaniyatida muhim ahamiyat kasb etgan. “Sadoqat” so‘zi bu ildizdan hosil bo‘lib, arabcha "صدقة" (sadaqa) so‘zi bilan ham bog‘liqdir. “Sadaqa” so‘zi esa “haqiqatni ifodalash” va “sodiqlik namoyon qilish ma’nolarida qo‘llaniladi. Fors tilida ham “sadoqat” (صداقت) so‘zi xuddi shu ma’noda ishlatiladi va arab tilidan olingan. Fors tili o‘z navbatida turkiy tillarga kuchli ta’sir ko‘rsatgan, shuning uchun “sadoqat” so‘zi

fors tili orqali turkiy tillarga kirib kelgan bo'lishi mumkin. Turk tilida "sadaqat" so'zi ishlatiladi, bu ham arabcha "sidq" so'zidan kelib chiqqan. Turk tilida arabcha va forsha so'zlar juda ko'p bo'lib, ular o'zlarining dastlabki ma'nolarini saqlab qolgan. "Sadoqat" so'zi qadimiy davrlardan beri insoniy munosabatlarda rostlik, halollik va vafodorlik holatlarini ifodalash uchun ishlatilib kelgan. Islom adabiyoti va madaniyati orqali bu so'z ko'plab musulmon xalqlari tillarida keng qo'llanilgan. Xulosa qilin aytganda, "Sadoqat" so'zi arab tilidan kelib chiqqan va fors, turkiy tillar orqali o'zbek tiliga kirib kelgan. Bu so'z insoniy munosabatlarda rostlik, halollik va vafodorlik holatlarini ifodalash uchun keng qo'llanilib, o'zining dastlabki ma'nosini saqlab qolgan. So'zning tarixi va madaniy konteksti uning bugungi kundagi ishlatilishida ham aks etib turadi.

"Xiyonat" so'zining etnogenezi (kelib chiqishi va tarixiy rivojlanishi) turli madaniyatlar va tillar o'rtasidagi o'zaro ta'sirlarni o'rganishni talab qiladi. Endilikda, "xiyonat" so'zining etimologik tahlili va uning turli tillarda qanday paydo bo'lganligini ko'rib chiqsak... O'zbek tilidagi "xiyonat" so'zi ham xuddi "Sadoqat" singari arab tilidan olingan. Arab tilida "خيانة" (khiyanah) so'zi "xiyonat, xiyonat qilish, aldaganlik" ma'nolarini anglatadi. Ushbu so'z fors va turkiy tillar orqali O'zbek tiliga kirib kelgan. Arab tilida "خيانة" (khiyanah) so'zi "xiyonat qilish" ma'nosini beradi va "خان" (khan) fe'lidan kelib chiqqan. Bu fe'l "aldamoq, xiyonat qilmoq" degan ma'noni anglatadi. Arab tilidagi bu so'z qadimiy arab shevalaridan olingan va islomiy davr adabiyotida keng qo'llanilgan. Fors tilida ham "خيانة" (khiyanat) so'zi xuddi shu ma'noda ishlatiladi va arab tilidan olingan. Fors tili o'z navbatida turkiy tillarga kuchli ta'sir ko'rsatgan, shuning uchun "xiyonat" so'zi fors tili orqali turkiy tillarga kirib kelgan bo'lishi mumkin. Turk tilida "ihane" so'zi ishlatiladi, bu ham arabcha "khiyanah" so'zidan kelib chiqqan. Turk tilida arabcha va forsha so'zlar juda ko'p bo'lib, ular o'zlarining dastlabki ma'nolarini saqlab qolgan. "Xiyonat" so'zi qadimiy davrlardan beri insoniy munosabatlardagi ishonchsizlik va aldaganlik holatlarini ifodalash uchun ishlatilib kelgan. Islom adabiyoti va madaniyati orqali bu so'z ko'plab musulmon xalqlari tillarida keng qo'llanilgan. Xulosa qilib aytganda, "Xiyonat" so'zi ham arab tilidan kelib chiqqan va fors, turkiy tillar orqali o'zbek tiliga kirib kelgan. Bu so'z insoniy

munosabatlarda ishonchsizlik va aldaganlik holatlarini ifodalash uchun keng qo'llanilib, o'zining dastlabki ma'nosini saqlab qolgan. So'zning tarixi va madaniy konteksti uning bugungi kundagi ishlatilishida ham aks etib turadi.

Adabiyotda sadoqat va xiyonat konsepsiyalari insoniyatning axloqiy tanlovi va ma'naviy qiymatlari bilan bog'liq holda chuqur falsafiy-axloqiy ko'rinishlarda aks etadi. Ushbu tushunchalar adabiyotda shaxsiy munosabatlardan tortib, ijtimoiy va siyosiy munosabatlargacha turli darajalarda ko'rsatiladi va insoniyatning murakkab axloqiy dunyosini tadqiq qilish uchun xizmat qiladi.

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INFLUENCE OF BRITISH WRITERS ON MODERN LITERATURE

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ABSTRACT *British literature has become an integral part of literary history, significantly shaping global literary traditions. From the Elizabethan period to modern times, British authors have produced works that transcend temporal and cultural boundaries, leaving a lasting impact on contemporary literature. This study seeks to investigate the ongoing influence of British writers on present-day literary forms, focusing on how their narratives, themes, and stylistic innovations continue to shape modern writing. By tracing the historical development of British literature through various periods and movements, we explore how figures like William Shakespeare and Charles Dickens have provided inspiration for generations of writers.*

Key words: *renaissance, application, combination, conventional categories, dramatist, phenomenon, medieval time, cultural dialect, literature value, autobiography.*

The influence of British writers on modern literature is a compelling subject of study that encompasses a diverse array of genres, styles, and cultural contexts. This thesis aims to analyze the contributions of significant British literary figures, such as Shakespeare, Austen, Dickens, Woolf, and Orwell, and their enduring impact on contemporary literary practices and themes. By examining the evolution of narrative techniques, character development, and social commentary, this research seeks to illuminate the ways in which British literature has shaped and continues to shape the modern literary landscape. Through this analysis, we can better understand the interconnectedness of literary traditions across time and space.

Literature Review And Methodology

English literature has sometimes been labeled as insular, with some critics arguing that no single English novel matches the universality of works like Tolstoy's *War and Peace* or Flaubert's *Madame Bovary*. However, during the Middle Ages, Old English literature was enriched by Latin and Anglo-Norman writings, foreign influences brought by the church and Norman conquerors. From this blend of languages and traditions, a sophisticated literary tool emerged, utilized by Geoffrey Chaucer and

mastered by William Shakespeare. The Renaissance revived interest in Classical learning and values, significantly impacting English literature and the arts. In the 18th century, Augustan literary ideals and, later, the 19th-century reverence for Classical antiquity, though selectively interpreted, continued to shape English literature. All these influences were rooted in foreign sources, particularly the Mediterranean region.

In the late 19th century, the Decadents, and in the early 20th century, the Modernists, drew inspiration from European individuals and movements. This attraction to European intellectual trends remained strong into the late 20th century, with structuralism, primarily originating from French and German thinkers, influencing the study of English literature in universities and critical writings by the 1980s. Deconstructionist analysis, primarily associated with the French philosopher Jacques Derrida, further shaped literary criticism.

Additionally, Britain's imperial history influenced English literature, often inspiring works that were either nostalgic or critical of empire. English literature has also spread beyond English-speaking countries, finding a place in many nations where English is a widely studied second language. This global diffusion highlights the enduring relevance and reach of English literature.

English literature has sometimes been criticized as being insular, with some claiming that no English novel reaches the global appeal of masterpieces like Tolstoy's *War and Peace* or Flaubert's *Madame Bovary*. However, in the Middle Ages, Old English literature was greatly influenced by Latin and Anglo-Norman texts, introduced by the church and Norman invaders. These diverse languages and traditions gave rise to a sophisticated literary tradition, first explored by Geoffrey Chaucer and perfected by William Shakespeare. The Renaissance further revived an interest in Classical knowledge and values, which had a profound effect on English literature and the arts. The 18th century's Augustan ideals and the selective admiration for Classical antiquity in the 19th century continued to shape English literary development. These influences, particularly rooted in Mediterranean sources, played a crucial role in the evolution of English literature.

By the late 19th century, the Decadents, and later, the Modernists of the early 20th century, drew their inspiration from European figures and movements. This affinity for European intellectual currents persisted throughout the late 20th century, with structuralism, rooted in the works of French and German thinkers, influencing the study of English literature in universities by the 1980s. Additionally, deconstructionist analysis, especially the ideas of the French philosopher Jacques Derrida, significantly shaped modern literary criticism.

Furthermore, Britain's imperial history left its mark on English literature, leading to works that either glorified or criticized the empire. As English became a global language, English literature expanded beyond its native borders, finding an audience in many countries where English is a prominent second language. This international reach underscores the lasting importance and influence of English literature across the world.

Even in England, which has historically and culturally been the dominant partner in the union of territories that make up Britain, literature has benefited as much from writers rooted in provincial settings as from those based in metropolitan areas. Another significant contrast, which has often proven to be beneficial for English literature, lies in the division between social classes. While many writers have criticized the persistence of class distinctions in their works, this very division has contributed to the richness of English letters. As early as medieval times, there was a blending of courtly literary traditions with more common, everyday expressions. Shakespeare's frequent alternation between scenes featuring royalty and those depicting commoners reflects a typically British perspective on society. This awareness of the contrast between the lives of the elite and those of the ordinary people has consistently generated creative tension, which has been a productive force throughout the development of English literature. The coexistence of high and low, and the literary exploration of these differences, has been a recurring theme in English writing, driving the evolution of its narrative forms and thematic concerns.

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THE ETYMOLOGY OF MODERN ENGLISH VOCABULARY

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Abstract *This article explores the etymology of modern English vocabulary, examining the various ways in which the English language has evolved and grown over time. The English language, as spoken and written today, is the product of a rich and diverse etymological history. Its vocabulary has developed through a unique combination of influences from several different languages over the centuries. The layers of words in English reflect its dynamic evolution, shaped by historical events, cultural shifts, and cross-cultural exchanges.*

Key words: *culture, language, history, etymology, vocabulary, complex blend, evolution, written, vocabulary.*

В этой статье исследуется этимология современной английской лексики, изучая различные пути развития и развития английского языка с течением времени. Английский язык, в том виде, в котором говорят и пишут сегодня, является продуктом богатой и разнообразной этимологической истории. Его словарный запас на протяжении веков развивался благодаря уникальному сочетанию влияний нескольких разных языков. Слои слов в английском языке отражают его динамическую эволюцию, сформированную историческими событиями, культурными сдвигами и межкультурными обменами.

Ushbu maqola zamonaviy ingliz lugʻatining etimologiyasini oʻrganadi, ingliz tilining vaqt oʻtishi bilan rivojlanishi va oʻsishining turli usullarini oʻrganadi. Bugungi kunda ogʻzaki va yoziladigan ingliz tili boy va xilma-xil etimologik tarixning mahsulidir. Uning soʻz boyligi asrlar davomida bir nechta turli tillar taʼsirining oʻziga xos kombinatsiyasi orqali rivojlangan. Ingliz tilidagi soʻz qatlamlari uning tarixiy voqealar, madaniy siljishlar va madaniyatlararo almashinuvlar natijasida shakllangan dinamik evolyutsiyasini aks ettiradi.

The etymology of modern English vocabulary is rooted in a complex blend of languages and historical influences. English is a Germanic language, but it has been significantly shaped by Latin, Greek, and French, along with many other languages over centuries. Etymology is the study history of words , origin ; formation and how meaning have changed over time . The term " Etymology " derived from the Greek word " etymon " which means the true , original meaning of a word . By an extension

, the term " etymology (of a word) " means the origin of a particular word . For languages with a long - written history , etymologists make use of texts in these languages and texts about the languages to gather knowledge about how words were used during earlier periods of their history and when they entered the languages in question .

Etymologists also apply the methods of comparative linguistics to reconstruct information about languages that are too old for any direct information to be available. By analyzing related languages with a technique known as the comparative method , linguists can make inferences about their shared parent language and its vocabulary. In this way , word roots have been found that can be traced all the way back to the origin of , for instance , the Indo- European language family . Even though etymological research originally grew from the philological tradition , currently much etymological research is done on language families where little or no early documentation is available , such as Uralic and Austronesian .

English is generally regarded as the richest of the world's languages. " The English language ", observed Ralph Waldo Emerson, " is the sea which receives tributaries from every region under heaven." Etymology in the modern sense emerged in the late 18th century European academia , within the context of the wider " Age of Enlightenment , " although preceded by 17th century pioneers such as Marcus Zuerius van Boxhorn , Vossius , Stephen Skinner , Elisha Coles , and William Wotton . The first known systematic attempt to prove the relationship between two languages on the basis of similarity of grammar and lexicon was made in 1770 by the Hungarian, János Sajnovics, when he attempted to demonstrate the relationship between Sami and Hungarian. Old English (Anglo-Saxon Roots)

Modern English has its foundations in Old English, a Germanic language spoken in England from approximately the 5th to the 11th century. This language was brought to Britain by the Anglo-Saxons, who migrated from what is now Germany and Denmark. The core of the modern English lexicon—words related to everyday life—comes from Old English. Examples:

House (Old English: hūs)

Father (Old English: fæder)

Water (Old English: wæter)

Day (Old English: dæg) These early roots account for the essential, common words we still use today, giving English its Germanic character.

2. Norse Influence

In the 8th to 11th centuries, Viking invasions introduced Old Norse into the English language. This interaction resulted in the borrowing of many Norse words, particularly in areas where Norse and Old English speakers lived side by side. The influence was especially strong in northern England and Scotland. Examples:

Sky (Old Norse: ský)

Egg (Old Norse: egg)

Window (Old Norse: vindauga meaning "wind-eye")

They (Old Norse: þeir) Old Norse also influenced English grammar, particularly in the adoption of some pronouns and verb forms.

3. Latin and Greek Influence

Latin has been a major contributor to the English vocabulary at various stages, particularly during two main periods: Christianization of Britain (6th Century): The introduction of Christianity brought many Latin words into English, especially in the context of religion, education, and law. Medieval Latin (11th–15th Centuries): Latin was the language of the Church, science, and scholarship in the medieval period. Many technical, legal, and scholarly terms were adopted into English during this time. Greek also contributed to English, particularly through the sciences and philosophy. Many medical, technical, and academic terms in English are derived from Greek. Examples (Latin and Greek):

Science (Latin: scientia, meaning "knowledge")

School (Latin: schola)

Philosophy (Greek: philosophia, meaning "love of wisdom")

Democracy (Greek: dēmokratía, meaning "rule of the people")

4. Norman French Influence

One of the most significant influences on English vocabulary came with the Norman Conquest of 1066. After the conquest, French became the language of the ruling class, government, and law, while Old English remained the language of the common people. Over the next several centuries, English absorbed thousands of French words, particularly in the fields of government, law, art, literature, and cuisine. Examples:

Government (French: gouvernement)

Court (French: cour)

Justice (French: justice)

Cuisine (French: cuisine) This influx of French vocabulary transformed English into a language with a vast number of synonyms, as many Old English and French words coexisted, offering nuances in meaning.

5. The Renaissance and the Revival of Classical Languages

The Renaissance (14th–17th centuries) was a period of renewed interest in classical languages and ideas, which further enriched the English vocabulary. Scholars and writers during this time drew heavily on Latin and Greek to coin new words, especially in areas such as science, medicine, philosophy, and the arts. Many of these terms are still used in academic and technical language today. Examples:

Atmosphere (Greek: atmos meaning "vapor" and sphaira meaning "sphere")

Skeleton (Greek: skeletos meaning "dried up")

Species (Latin: species meaning "appearance")

6. Colonialism and Global Influence

From the 16th century onward, English began to borrow words from a wide range of languages due to colonial expansion, trade, and exploration. English-speaking explorers, traders, and settlers encountered new cultures and brought back foreign words related to food, animals, plants, and customs. Examples:

Tomato (Spanish: tomate, from Nahuatl tomatl)

Canoe (French: canoë, from Caribbean Arawak kanoa)

Curry (Tamil: kari)

Shampoo (Hindi: chāmpo, meaning "to press or knead")

7. Modern Borrowings and Innovations

In more recent times, English continues to borrow words from other languages, especially due to globalization, scientific advancements, and cultural exchanges. In addition, the rise of the internet and digital communication has led to the rapid creation of new words (neologisms), particularly in technology and popular culture. Examples:

Avatar (Sanskrit: avatāra, meaning "descent")

Emoji (Japanese: e meaning "picture" and moji meaning "character")

Algorithm (from the name of Persian mathematician al-Khwarizmi)

The etymology of modern English vocabulary reflects the history of the English-speaking world: from its Germanic roots in Old English, through the Norman French invasion, the influence of Latin and Greek during the Renaissance, and the global exchanges during the colonial period, up to the present day with its continued borrowing and innovation. This blending of linguistic elements from many sources has made English a highly flexible and expressive language with a vast vocabulary drawn from a variety of linguistic traditions.

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ROLE-PLAY IN THE DEVELOPMENT OF COGNITIVE SKILLS IN CHILDREN

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Abstract: *This article explores the significance of role-playing in developing children's speaking skills and its broader impact on cognitive development, supported by insights from educational researchers.*

Key words: *cognitive, creative thinking, role-play, perspective taking, motivation, memory*

In today's educational landscape, innovative teaching methods are essential for engaging students and enhancing their learning experiences. Among these methods, role-playing stands out as a particularly effective tool for developing speaking skills, especially in teaching children. By immersing themselves in various characters and real-world scenarios, students not only practice language in context but also cultivate critical cognitive skills as well as it gives them motivation to learn new language. Role-playing fosters problem-solving abilities, enhances memory retention, and promotes perspective-taking, making it a holistic approach to language acquisition.

Beyond enhancing speaking skills, role-play also fosters crucial cognitive development in children. As they take on different roles, they engage in complex thinking processes that improve their overall cognitive flexibility. By imagining themselves in new situations, children must adapt quickly, think critically, and process information on the spot. These challenges stimulate problem-solving skills and creative thinking. For example, when children act out a scenario like a visit to a doctor's office, they need to remember key vocabulary, sequence events logically, and respond appropriately to questions. This encourages them to make quick decisions and apply language in context, helping improve their memory and thought organization. Through continuous engagement in these activities, children develop skills like perspective-taking, which is essential for both cognitive growth and empathy. In this way, role-play

not only strengthens language abilities but also sharpens cognitive skills, providing a holistic learning experience.

Role-playing not only enhances language fluency but also serves as a powerful tool for cognitive development in children. Research has shown that role-play activities stimulate various cognitive processes, making them an effective method for fostering both language and mental agility. One significant area of cognitive development impacted by role-play is problem-solving. According to Vygotsky's social constructivism, children learn best through social interactions and collaborative problem-solving. Role-play provides a safe environment for children to engage in scenarios that require them to navigate challenges and think critically. For instance, when children act out a situation, such as negotiating a trade at a market, they are tasked with coming up with solutions on the spot. This engagement enhances their critical thinking skills, as highlighted in the research by McMahon which suggests that such imaginative play fosters cognitive flexibility and creativity [4].

Memory retention is another crucial cognitive skill enhanced through role-play. Research by Nilsen and Nilsen indicates that immersive learning experiences, such as role-playing, significantly improve the retention of new vocabulary and language structures [5]. In a scenario where children role-play as tourists asking for directions, they must recall and use specific phrases and vocabulary, reinforcing their learning through practical application. This method aligns with the findings of Kuhl, who emphasizes that contextualized learning experiences aid in better retention and recall of language [3].

Perspective-taking is yet another cognitive benefit associated with role-play. Engaging in role-play allows children to step into the shoes of various characters, promoting empathy and understanding. Research by Galinsky illustrates that children who participate in role-playing activities show improved perspective-taking abilities, which are essential for social cognition and emotional intelligence [2]. By assuming different roles, such as a doctor or a teacher, children learn to appreciate diverse viewpoints, fostering their ability to interact with others effectively.

Furthermore, role-play provides children with the opportunity to experiment with cause and effect. Studies indicate that children engaged in dramatic play demonstrate improved understanding of causal relationships [1]. For example, in a role-play scenario about organizing a birthday party, children can explore how their choices—such as the type of cake or the number of guests—affect the event's success. This exploration strengthens their cognitive ability to predict outcomes and understand the relationship between actions and results.

In essence, research consistently highlights the multifaceted cognitive benefits of role-playing. By stimulating children's problem-solving abilities, enhancing memory retention, promoting perspective-taking, and allowing for experimentation with cause and effect, role-playing activities provide a dynamic and engaging learning experience. This approach not only boosts motivation but also supports the development of critical cognitive skills necessary for effective communication.

In conclusion, role-playing serves as a dynamic and engaging method for enhancing children's speaking skills while simultaneously promoting vital cognitive development. The ability to think critically, retain new language, and empathize with others are essential components of effective communication and social interaction. As educators continue to seek effective strategies for language learning, incorporating role-play into the curriculum offers a promising approach that not only motivates students but also prepares them for real-life interactions. By harnessing the power of imagination and creativity, role-playing can significantly enrich the educational experience, fostering confident communicators equipped for the complexities of the modern world.

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THE DIFFERENCE BETWEEN ENGLISH AND KAZAKH LITERATURE IN THE 19 CENTURY

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Abstract *This article examines important literary changes in 19th-century English and Kazakh literature, focusing on their unique cultural backgrounds and influences. English literature, marked by the rise of the novel and the Romantic movement, explored personal experiences and social issues, as seen in the works of authors like Charles Dickens and the Brontë sisters. In contrast, Kazakh literature, rooted in oral traditions, highlighted community values and storytelling, with writers such as Abai Kunanbayev modernizing these tales by incorporating Western styles. This research highlights the connection between literature and cultural identity across different literary traditions.*

Key words: *Kazakh, English, literature, language, style, author, novels.*

Annotatsiya *Ushbu maqola 19-asr ingliz va qozoq adabiyotidagi muhim adabiy o'zgarishlarni o'rganib, ularning o'ziga xos madaniy kelib chiqishi va ta'siriga e'tibor qaratadi. Roman va romantik oqimning kuchayishi bilan ajralib turadigan ingliz adabiyoti Charlz Dikens va Bronte opa-singillar kabi mualliflarning asarlarida ko'rinib turganidek, shaxsiy tajriba va ijtimoiy muammolarni o'rgangan. Aksincha, og'zaki ijodga asoslangan qozoq adabiyoti jamiyat qadriyatlari va hikoyachiligini*

ta'kidlagan, Abay Kunanboyev kabi yozuvchilar bu ertaklarni g'arb uslublarini o'zida jamlagan holda zamonaviylashtirgan. Ushbu tadqiqot turli adabiy an'analardagi adabiyot va madaniy o'ziga xoslik o'rtasidagi bog'liqlikni ta'kidlaydi.

Kalit so'zlar: qozoq, ingliz, adabiyot, til, uslub, muallif, romanlar

Аннотация В этой статье рассматриваются важные литературные изменения в английской и казахской литературе XIX века, уделяя особое внимание их уникальным культурным корням и влияниям. Английская литература, отмеченная подъемом романа и романтического движения, исследовала личный опыт и социальные проблемы, как это видно в произведениях таких авторов, как Чарльз Диккенс и сестры Бронте. Напротив, казахская литература, основанная на устных традициях, подчеркивала общественные ценности и повествование, а такие писатели, как Абай Кунанбаев, модернизировали эти сказки, включив в них западные стили. Это исследование подчеркивает связь между литературой и культурной идентичностью в различных литературных традициях.

Ключевые слова: казахский, английский, литература, язык, стиль, автор, романы.

Significant literary advances occurred all throughout the world in the 19th century, with English and Kazakh literature emerging as two separate yet powerful traditions. The rise of the novel in English literature during this time was marked by societal shifts and personal experiences. Novelists that explored societal justice, personal hardship, and the intricacies of interpersonal relationships included Charles Dickens and the Brontë sisters. Their art frequently criticized the quickly industrializing society and illustrated the difficulties people experience in a changing environment. On the other hand, Kazakh literature, which has its roots in oral traditions, praised the people's communal values and nomadic way of life. In a society formed by the wide steppes of Central Asia, epic poetry and storytelling were essential tools for maintaining history, culture, and individuality. Written Kazakh literature began to emerge in the latter half of the century, spearheaded by authors such as Abai Kunanbayev who aimed to modernize and incorporate inspirations from Western

literature. This change made it possible to reflect and convey the Kazakh experience in the face of Russian imperialism more fully. Kazakh writing frequently emphasized the value of tradition and community while evoking a sense of continuity with the past, in contrast to English literature, which championed realism and romanticism. Fundamentally different cultural values are highlighted by the contrast between collectivism in Kazakh tales and individualism in English narratives. Both literary works addressed colonialism and nationalism, although from distinct viewpoints influenced by their respective histories. In order to clarify how each literary tradition represents the identity and goals of its community, this essay will examine these variations. Through a close examination of important works and historical backgrounds, we can see the vast diversity of 19th-century literature. In the end, this investigation will broaden our comprehension of how literature acts as a lens through which cultural identity is reflected, filling in gaps between seemingly incompatible traditions.

The 19th century was an important time for both English and Kazakh literature, with each showing unique movements and cultural influences. In England, the Romantic movement rose, focusing on feelings, nature, and individual experiences, as shown in the works of poets like Wordsworth and Coleridge (Alexander). This era also saw the emergence of Victorian literature, which addressed social issues through novels written by authors such as Dickens and Brontë. Meanwhile, Kazakh literature was undergoing changes influenced by oral traditions and Russian rule (Shakhanov). Notable poets like Abai Qunanbaiuly aimed to modernize their writing by combining Western literary styles with their cultural roots (Qunanbaiuly). This blend created a distinct literary identity that differed from English literature, which often tackled themes of industrialization and colonial expansion. While English literature tended to focus on personal experiences and critiques of society, Kazakh literature highlighted community values and the importance of storytelling (Daiches).

This study uses a comparative literary analysis to examine the differences between English and Kazakh literature in the 19th century. Selected literary works from both traditions serve as primary sources for analysis. For English literature, key texts by

authors like Charles Dickens, Emily Brontë, and the Romantic poets were chosen to explore common themes and styles. In Kazakh literature, works by Abai Qunanbaiuly and other important poets were analyzed, focusing on their writing choices and themes. Secondary sources, including academic articles and books about both literary traditions, provided important background information and critical viewpoints (Shakhanov; Daiches). This method helps to better understand how cultural and historical factors influenced literary creation in both areas.

The analysis used specific criteria, such as themes, narrative styles, and cultural importance, to compare the two literatures. Data were gathered from academic databases, library collections, and trustworthy online sources, ensuring a thorough understanding of both traditions. This study aims to highlight the different societal influences that shaped literary works, from England's industrial changes to Kazakhstan's storytelling traditions. By bringing these findings together, the study aims to show the broader significance of literary development within different cultural contexts. Additionally, the research incorporates a historical overview to contextualize the literary works, offering insights into the political and social climates of the time. Qualitative methods were employed to analyze the texts, allowing for a deep exploration of language and imagery used by the authors. This approach also emphasizes the significance of oral traditions in Kazakh literature, which differs from the predominantly written forms in English literature. Through this methodology, the study seeks to foster a richer understanding of how each tradition reflects its society's values and challenges. Ultimately, the comparative analysis aims to reveal the interconnectedness of literature and culture in shaping human experiences.

The analysis shows clear differences between English and Kazakh literature in the 19th century, influenced by their unique historical and cultural backgrounds. English literature, particularly during the Romantic and Victorian periods, often focused on individual experiences and social issues, reflecting the challenges of a rapidly changing society (Alexander). These stories often dealt with topics like class struggle, industrialization, and personal identity. On the other hand, Kazakh literature emphasized community values and the importance of oral traditions that expressed

cultural identity (Qunanbaiuly). Kazakh poets frequently highlighted themes of nature, spirituality, and national pride, presenting a different view of human experiences. This difference can be partly attributed to Russian colonization, which led Kazakh writers to explore themes of cultural strength and adaptation (Shakhanov). While English literature evolved through various movements that questioned social norms, Kazakh literature maintained a strong connection to its oral storytelling roots, blending traditional and modern elements (Daiches). The mix of Western literary styles with Kazakh themes created a unique identity for its literature, setting it apart from English literature. In conclusion, the 19th century was a significant period of change for both literary traditions, reflecting broader social transformations and cultural exchanges. By understanding these differences, we can better appreciate the unique literary identities that developed in each tradition and their lasting impact on modern literature.

In conclusion, a comparative study of Kazakh and English literature from the 19th century shows how each tradition expresses the goals and identity of its society. The Brontë sisters and Charles Dickens were two writers that popularized the novel in English literature, which examined both personal experiences and difficult societal challenges. On the other hand, Kazakh literature flourished due to oral traditions, highlighting cultural legacy and communal values. Important works such as “Kyz Zhibek” and “The Book of Words” by Abai Kunanbayev marked a turning point in the shift from oral to written literature. The two traditions’ uses of language were very different. While Kazakh literature struggled under Russian colonial control to make the shift from oral to written forms, English literature profited from the printing press and became more widely available. Both literary works had themes of nationalism and colonialism, which represented the distinctive ways in which each society responded to outside influences. Prominent academic publications shed light on these changes while showcasing the diverse cultural environments of both traditions.

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INNOVATIVE TECHNOLOGIES IN TEACHING ENGLISH

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Abstract: *This article explores how innovative technologies are transforming the way students learn and improve their English language skills. It examines several*

cutting-edge digital tools and platforms that are reshaping English language education.

Key words: *language, English, independent language learning, educational technologies, project, interest, activity, interactive methods.*

The modern educational landscape has shifted its focus towards the individual student, recognizing the importance of catering to their unique personalities and inner worlds. Consequently, the primary goal of the contemporary teacher is to carefully select teaching methods and organizational forms that are optimally suited to facilitate the personal development and learning objectives of their students. In recent years, there has been a growing emphasis on the integration of new information technologies within the school setting. This encompasses not only the incorporation of novel technical tools, but also the adoption of innovative teaching approaches, forms, and methods that redefine the educational process.

The overarching aim of teaching foreign languages is to cultivate and nurture the communicative culture of students, equipping them with the practical skills to learn and utilize the target language effectively. This shift in focus underscores the importance of moving beyond traditional instructional paradigms and embracing more dynamic, student-centered approaches that leverage the transformative potential of emerging educational technologies.

Literature analysis and methods

Popular methods of teaching and learning English, Internet resources were used in the research process. During the writing of the article, the principles of theoretical-deductive conclusion, analysis and synthesis, logic were used.

The task of the teacher is to create conditions for practical mastery of the language for each student, to choose such teaching methods that allow each student to demonstrate his activity and creativity. The task of the teacher is to activate the cognitive activity of the student in the process of teaching foreign languages. Modern pedagogical technologies such as collaborative learning, project methodology, use of new information technologies, Internet resources help to implement a person-oriented approach in the educational process, individualization of teaching taking into account

the abilities of children, their level of learning and ensures differentiation. Forms of working with computer training programs in foreign language classes include: learning vocabulary; practice pronunciation; teaching dialogic and monologic speech; teaching writing; development of grammatical events. The possibilities of using Internet resources are huge. The Global Internet provides conditions for students and teachers located anywhere in the world to get any information they need: regional geographical materials, news in the life of young people, articles from newspapers and magazines, etc.

A number of didactic problems can be solved using the Internet in English in lessons: formation of reading skills and competencies using global network materials; improving the writing ability of schoolchildren; filling students' vocabulary; formation of students' motivation to learn English. In addition, this work aims to explore the possibilities of Internet technologies to expand the horizons of schoolchildren, establish and maintain business relations and contacts with peers in English-speaking countries. Students on the Internet can take part in conducted tests, quizzes, contests, Olympiads, correspond with their peers in other countries, talk, videoconference, etc.

Students can learn about the problem they are currently working on in a project. The meaningful basis of mass computerization is related to the fact that the modern computer is an effective tool for optimizing the conditions of mental work, in general, in any of its forms. The computer has one characteristic that defines its use as a tool for teaching others and as an aid in the acquisition of knowledge, and that is its inanimate nature. The machine can have a "friendly" relationship with the user and sometimes "support" him, but he will never show signs of anger and will not let you feel bored. In this sense, the use of computers is perhaps most useful in individualizing some aspects of teaching. The main goal of learning a foreign language at school is the formation of communicative competence, all other goals (education, training, development) are carried out in the process of realizing this main goal. The communicative approach includes teaching communication and building intercultural communication skills, which are the basis of Internet activities. Without

communication, the Internet has no meaning - it is an international multinational, intercultural society, whose life is based on the electronic communication of millions of people around the world, talking at the same time - it is the number and size of the participants that happened. the biggest conversation on. Attending a foreign language class for him, we create a real communication model.

Currently, communication, interactivity, authenticity of communication, language learning in cultural context, autonomy and humanitarianism of education are given priority. These principles allow the development of intercultural competence as a component of communicative competence. The ultimate goal of teaching foreign languages is to teach a free orientation in a foreign language environment and the ability to adequately respond to different situations, i.e. contact Today, new methods using Internet resources are opposed to traditional foreign language teaching. To teach communication in a foreign language, you need to create real, real-life situations that stimulate the learning of the material and develop adequate behavior (that is, the so-called principle of communication authenticity). New technologies, especially the Internet, are trying to correct this error. Communicative approach is to consciously understand the material and it is a strategy that simulates communication aimed at creating psychological and linguistic preparation for communication. It is not particularly difficult for the user to implement a communicative approach on the Internet. A communicative task should invite students to discuss a problem or question, students not only exchange information, but also evaluate it. The main criterion that allows distinguishing this approach from other types of educational activities is that students independently choose linguistic units to form their thoughts. In the communicative approach, the use of the Internet is highly encouraged: its purpose is to interest students in learning a foreign language by accumulating and expanding their knowledge and experience.

One of the main requirements for teaching foreign languages using Internet resources is to create interaction in the lesson, which is usually called interactivity in the methodology. Interactivity is "combining, coordinating, and complementing communicative goals and resulting efforts by means of speech." By teaching the real

language, the Internet helps to build speaking skills and abilities, and also ensures genuine interest and therefore effectiveness in teaching vocabulary and grammar. Interactivity not only creates real situations from life, but also forces students to give appropriate answers to them in a foreign language.

One of the technologies that provide student-centered education is the project method as a method of developing creativity, knowledge activity, and independence. The typology of projects is diverse. Projects can be divided into monoprojects, collective, oral, concrete, written and Internet projects. In actual practice, it is often necessary to deal with research projects, mixed projects with creative, practice-oriented and informational features. Project work is a multifaceted approach to language learning, covering reading, listening, speaking and grammar. The project method helps to develop active independent thinking of students and directs them to joint research work. In my opinion, project-based learning teaches children to cooperate, and learning to cooperate instills moral values such as mutual aid and empathy, builds creativity and activates students. In general, the inseparability of teaching and education is observed in the process of teaching the project.

The project method develops students' communication skills, communication culture, the ability to form ideas concisely and easily, tolerance of the opinions of communication partners, the ability to receive information from various sources, modern processes using computer technologies, creates a language environment that contributes to the emergence of a natural need in foreign language communication. The project form of work is one of the most relevant technologies that allow students to apply the accumulated knowledge on the subject. Students expand their horizons, the limits of knowledge of the language, gain experience in its practical use, learn to listen and hear speech in a foreign language, understand each other when defending projects. Children work with reference books, dictionaries, computers, and thus create the possibility of direct contact with the real language, which does not provide language learning in the classroom only with the help of textbooks. Working on a project is a creative process. The student searches for a solution to the problem independently or under the guidance of the teacher, which requires not only knowledge of the language,

but also a large amount of subject knowledge, creative, communicative and intellectual skills. In the course of foreign languages, the project method can be used within the program materials of almost any subject. Working on projects develops imagination, fantasy, creative thinking, independence and other personal qualities.

To modern technologies cooperation technology is also applicable. The main idea is to create conditions for active joint activity of students in different educational conditions. Children join groups of 3-4 people, they are given one task, while everyone's role is discussed. Each student is responsible not only for the result of his work, but also for the result of the whole group. Therefore, weak students try to find out what they do not understand from weak ones, and strong students try to make the weak ones understand the task thoroughly. And the whole class benefits because the gaps are closed together.

Conclusions and suggestions

The introduction of information technologies into education will greatly diversify the process of information perception and processing. Thanks to the computer, the Internet and multimedia, a unique opportunity was created for students to absorb a large amount of information with further analysis and sorting. The motivational basis of educational activity is also expanding significantly. In the context of using multimedia, students get information from newspapers, television, conduct interviews and conduct teleconferences.

The main criteria for assessing the level of knowledge of a foreign language in language portfolio technology is the test. The priority area of this technology is education to direct the process from the teacher to the student. The student, in turn, is consciously responsible for the results of his educational activity. The above technology leads to the gradual formation of students' skills to learn information independently. In general, the language portfolio is multifunctional and contributes to the development of multilingualism.

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EXPLORING THEMES IN THE CAZALET CHRONICLES

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Abstract *This article delves into the rich thematic landscape of Elizabeth Jane Howard's "The Cazalet Chronicles," a five-novel series that intricately explores the complexities of human relationships against the backdrop of World War II and its aftermath. The analysis highlights key themes such as the passage of time, class and society, gender roles, family dynamics, and memory. Each theme is examined in depth, illustrating how Howard captures the evolution of her characters as they navigate personal struggles and societal changes. The article emphasizes the cyclical nature of time and the profound impact it has on identity, as well as the class tensions that emerge within the Cazalet family. It also explores the nuanced portrayal of gender roles, particularly through female characters like Rachel and Zinnia, who challenge traditional norms. Additionally, the intricate depiction of family relationships reveals the emotional depth of loyalty and conflict, while the interplay of memory and nostalgia underscores the theme of loss. Overall, this piece affirms Howard's contribution to 20th-century literature, showcasing the timeless relevance of her themes and the emotional resonance that continues to captivate readers.*

Elizabeth Jane Howard's "The Cazalet Chronicles," a series spanning five novels, intricately captures the complexities of human relationships and societal changes through the lives of the Cazalet family. Set against the backdrop of World War II and its aftermath, the series delves into themes of the passage of time, class and society, gender roles, family dynamics, and memory. Each theme interweaves with the others, creating a rich tapestry that reflects the era's challenges and the personal struggles of

its characters. This article will provide an in-depth analysis of these themes, illustrating how they contribute to the emotional depth and societal critique inherent in Howard's work.

The theme of time is central to "The Cazalet Chronicles." Howard effectively captures the cyclical nature of life, illustrating how characters evolve as they confront various trials and tribulations. The series opens in the idyllic pre-war years at the Cazalet estate in Sussex, where innocence and privilege are palpable. However, as the narrative progresses, the realities of war and personal loss introduce profound changes.

The structure of the series itself mirrors the passage of time; each novel shifts focus to different characters and stages of life. For instance, in *The Light Years*, we witness the family in their prime, filled with hopes and dreams. By *All Change*, the characters face the repercussions of their choices and the realities of aging. Howard's use of time not only marks the characters' physical aging but also their emotional and psychological development, emphasizing that the essence of life is defined by both its joys and its sorrows.

Characters like Hugh Cazalet embody this theme, grappling with the weight of his responsibilities as the family patriarch. His evolution from a figure of authority to one increasingly challenged by the changing societal landscape illustrates the struggle against the relentless march of time. Howard captures these transformations with sensitivity, showing how time shapes identities and alters familial relationships.

Class and societal structures are pivotal themes that Howard explores through the lens of the Cazalet family. As representatives of the English upper class, their lives are marked by privilege and social expectations. However, the backdrop of World War II serves as a catalyst for change, revealing the fragility of social hierarchies.

Howard's portrayal of class tensions is particularly evident in the interactions between the Cazalets and the working class. Characters like the family's servants are not merely background figures; their lives and perspectives are interwoven into the narrative, highlighting the complexities of class relations. For instance, the relationships between the Cazalet children and their nanny or housekeeper illustrate the power dynamics and emotional ties that transcend social boundaries.

The war acts as a great equalizer, disrupting the established order and forcing characters to confront their privileges. As the series progresses, the characters must navigate a changing world where traditional class distinctions are increasingly challenged. This exploration of class is not merely about economic status; it delves into the psychological implications of class identity and the ways it shapes individual aspirations and conflicts.

The exploration of gender roles in "The Cazalet Chronicles" is a nuanced and vital aspect of Howard's narrative. The series is set in a time of significant social change, particularly concerning women's roles in society. Through characters like Rachel and Zinnia, Howard scrutinizes traditional femininity and the quest for autonomy in a patriarchal world.

Rachel Cazalet is a central figure who embodies the struggle for identity and independence. Her experiences reflect the broader feminist movements of the time, as she grapples with societal expectations and her desire for personal fulfillment. Howard's portrayal of Rachel's internal conflicts serves as a poignant critique of the constraints placed on women, revealing the tensions between familial loyalty and self-discovery.

Zinnia, on the other hand, represents the artistic spirit of the post-war era. Her character challenges conventions and embodies a sense of freedom and modernity. Zinnia's artistic pursuits and her relationships with men illustrate the shifting dynamics of gender and the evolving roles of women in society. Howard's exploration of these characters underscores the theme that women's identities are multifaceted and constantly in flux, shaped by personal desires and societal pressures.

The series also reflects the tensions between traditional roles and the emerging feminist consciousness. As characters navigate their ambitions and relationships, Howard highlights the complexity of their choices, portraying the struggle for self-identity against a backdrop of rigid expectations.

At its heart, "The Cazalet Chronicles" is a rich exploration of family and relationships. Howard's intricate depiction of the Cazalet family dynamics reveals the

love, conflict, and reconciliation that characterize familial ties. The series captures the essence of family as both a source of comfort and a site of tension.

Howard's exploration of these relationships is marked by emotional depth and nuance. The interactions among family members reflect the complexities of loyalty, rivalry, and love. For instance, sibling dynamics—particularly between Hugh and Edward—illustrate the balance between competition and support. Howard reveals how familial bonds can be both nurturing and constraining, as characters navigate their identities within the context of their family roles.

The theme of family is also intertwined with the notion of generational change. As the younger generation confronts the legacies of their parents, they must reconcile their aspirations with familial expectations. Howard poignantly captures these moments of tension and resolution, emphasizing that family ties are both a blessing and a burden.

Moreover, the series explores the concept of "home" as a multifaceted notion. The Cazalet estate, a symbol of stability, becomes a site of both nostalgia and conflict. As the family faces external challenges, their connections to home and each other are tested, illustrating the complex interplay between physical spaces and emotional ties.

Memory and nostalgia serve as powerful undercurrents in "The Cazalet Chronicles." Howard's characters frequently reflect on their pasts, revealing how personal histories shape their present realities. This theme is particularly significant in the context of the war, as characters grapple with loss and the longing for a simpler time.

The interplay of memory and nostalgia enriches the narrative, adding layers of emotional complexity to character development. Characters often find themselves torn between their cherished memories and the harsh truths of their current lives. For example, as they recall pre-war innocence, they must confront the realities of adulthood and the consequences of their choices.

Howard's use of memory also highlights the theme of loss. Characters mourn not only for loved ones lost to the war but also for the loss of innocence and the idealized

past. This exploration of memory serves as a poignant reminder that the past, while cherished, can also be a source of pain and longing.

In conclusion, "The Cazalet Chronicles" is a masterful exploration of themes that resonate deeply within the human experience. Elizabeth Jane Howard's ability to intertwine the passage of time, class dynamics, gender roles, family relationships, and the complexities of memory creates a rich tapestry that invites readers to reflect on their own lives. The emotional depth and societal critique embedded in Howard's work underscore its significance as a timeless classic in 20th-century literature.

Through her lyrical prose and keen insights, Howard captures the essence of what it means to be human—struggling against the tides of change, seeking connection, and grappling with the complexities of love and loss. "The Cazalet Chronicles" not only tells the story of one family but also serves as a mirror reflecting the broader societal changes that continue to shape our lives today. This exploration of themes ensures that Howard's work remains relevant, inviting new generations of readers to engage with the timeless questions of identity, belonging, and the nature of human relationships.

Here are some literary sources that would be valuable for your analysis of "The Cazalet Chronicles":

1. Critical Essays and Journals:

- The Review of English Studies
- The Modern Language Review
- Twentieth Century Literature
- Articles focused on British literature and family sagas.

2. Books on Elizabeth Jane Howard:

- "Elizabeth Jane Howard: A Dangerous Innocence" by Artemis Cooper: A biography that delves into Howard's life and writing career.

"The Cazalet Chronicles: A Reader's Guide" by T. J. B. O'Brien: An analytical companion focusing on themes and characters

GRAMMATICAL CATEGORIES OF THE ENGLISH LANGUAGE

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ABSTRACT This article explores in linguistics, a grammatical category or grammatical feature is a property of items within the grammar of a language. Within each category there are two or more possible values (sometimes called grammemes), which are normally mutually exclusive. Grammatical categories are fundamental components of the language that provide structure and meaning to sentences. These categories describe how words and phrases are organized and modified to convey specific relationships between elements of a sentence.

Key words: linguistic, language, grammar, structure, case , gender, number, tense, aspect, noun, verb , adverb .

В этой статье исследуется, что в лингвистике грамматическая категория или грамматическая особенность является свойством элементов грамматики языка. В каждой категории есть два или более возможных значения (иногда называемые граммемами), которые обычно являются взаимоисключающими. Грамматические категории являются фундаментальными компонентами языка, которые обеспечивают структуру и значение предложений. Эти категории описывают, как слова и фразы организуются и изменяются, чтобы передать определенные отношения между элементами предложения.

Ushbu maqolada tilshunoslikda grammatik kategoriya yoki grammatik xususiyatlari, til grammatikasidagi elementlarning xossasini o'rganadi. Har bir turkumda ikki yoki undan ortiq mumkin bo'lgan qiymatlar (ba'zan grammamalar deb ataladi) mavjud bo'lib, ular odatda bir-birini istisno qiladilar. Grammatik kategoriyalar jumlalarning tuzilishi va ma'nosini ta'minlaydigan tilning asosiy tarkibiy qismlaridir. Ushbu toifalar jumla elementlari orasidagi o'ziga xos munosabatlarni etkazish uchun so'zlar va iboralar qanday tashkil etilishi va o'zgartirilishini tavsiflaydi.

In English, the term "grammatical category" refers to specific properties of a word that can cause that word and/or a related word to change in form for grammatical reasons (ensuring agreement between words). They include parts of speech, tense, aspect, mood, voice, number, gender, person, and case. Understanding these categories is essential for both constructing grammatically correct sentences and analyzing the structure of language.

English has several primary parts of speech, each fulfilling a distinct role in a sentence. These categories determine the function of words within the context of the sentence. Noun: Refers to people, places, things, or ideas (e.g., cat, city, happiness). Pronoun: Stands in place of a noun (e.g., he, she, they). Verb: Describes an action, occurrence, or state of being (e.g., run, is, seems). Adjective: Modifies nouns, providing more information (e.g., red, fast, happy). Adverb: Modifies verbs, adjectives, or other adverbs, often indicating how, when, or where (e.g., quickly, yesterday). Preposition: Shows relationships between nouns or pronouns and other elements in a sentence (e.g., in, on, under). Conjunction: Connects words, phrases, or clauses (e.g., and, but, or). Interjection: Expresses strong emotions (e.g., Wow!, Oh no!).

Tense indicates the time when an action occurs. English has three primary tenses: Present: Refers to actions occurring in the present or habitual actions (e.g., She walks). Past: Refers to actions that have already occurred (e.g., She walked). Future: Refers to actions that will occur (e.g., She will walk).

Verb tenses show when an action took place, as well as how long it occurred. The main verb tenses are the past, present, and future. There are also additional aspects that give extra details, such as the length of time the action occurred, which actions happened first, or whether a past action has an impact on the present. These grammatical aspects are the simple tense, perfect tense, continuous tense, and perfect continuous tense.

The standard tense in English is the present tense, which is usually just the root form of the verb. The past and future tenses often require changes or additions to the root form, such as the suffix –ed for the past tense and the modal verb will for the future. However, for each of the past, present, and future tenses, there are four different

aspects that add additional details. For example, the continuous tense shows that an action is ongoing. It can be used in the present (she is sleeping), past (she was sleeping), or future (she will be sleeping).

The past, present, and future are the central divisions of time in English. The present represents actions happening now, while the past represents actions that happened earlier, and the future describes actions that will happen later.

The simple tense is a grammatical aspect that refers to the normal forms of the past, present, and future tenses—nothing fancy! Unlike the other aspects, it doesn't add any new information. True to its name, simple tenses are the easiest to form and have the fewest rules.

The definition of the perfect tense is a little more complicated. It's used for actions that relate to other points in time, either completed or ongoing. For example, in the sentence I have played soccer since I was a child, the perfect tense indicates that the action occurred continuously in the past and still happens in the present. By contrast, in the sentence I played soccer when I was a child, the simple past tense indicates that the action occurred only in the past, and has no relation to the present. The perfect tenses use a conjugation of the auxiliary verb have with the past participle of the main verb.

We use the continuous tenses (also known as the progressive tenses) for ongoing actions or actions that happen a while before completion. For example, They are studying all night means the studying lasts many hours before it's finished. Please note that you usually do not use the continuous tense with stative verbs like want, love, have, and need. The continuous tenses use a conjugation of the auxiliary verb be along with the main verb's present participle, or -ing form.

When you combine the perfect and continuous tenses, you get the perfect continuous tense. It's typically used just like the perfect tense, except it describes ongoing actions that happen over a period of time. The construction of the perfect continuous tense uses a conjugation of the auxiliary verb have, the auxiliary verb been (the past participle of be), and the present participle of the main verb.

Aspect expresses how an action relates to the flow of time. English has two aspects: Perfect: Indicates a completed action (e.g., She has walked). Progressive (Continuous): Indicates an ongoing action (e.g., She is walking). These aspects can combine with tenses, resulting in various forms like the present perfect (e.g., She has walked) or the past progressive (e.g., She was walking).

Mood reflects the speaker's attitude toward the action or state. English has three main moods: Indicative: Used for factual statements and questions (e.g., She walks to school). Imperative: Used for commands or requests (e.g., Walk to school!). Subjunctive: Used for hypotheticals, wishes, or actions contrary to fact (e.g., If I were rich, I would travel the world).

Voice indicates the relationship between the action and the participants in the sentence: Active voice: The subject performs the action (e.g., She wrote the letter). Passive voice: The subject receives the action (e.g., The letter was written by her).

Number distinguishes between singular and plural entities: Singular: Refers to one item or entity (e.g., dog). Plural: Refers to more than one item or entity (e.g., dogs). Most English nouns form the plural by adding -s or -es, though there are many irregular forms (e.g., children, mice).

Although English largely lacks grammatical gender for nouns, pronouns do reflect gender: Masculine: he, his Feminine: she, her Neuter: it, its

The distinction is largely confined to third-person singular pronouns.

Person refers to the perspective from which the action or state is described: First person: Refers to the speaker or speakers (e.g., I, we). Second person: Refers to the person or people being addressed (e.g., you). Third person: Refers to other people or things (e.g., he, she, they).

Case reflects the grammatical function of a noun or pronoun within a sentence. English primarily marks case on pronouns: Subjective (Nominative) Case: Used for the subject of a sentence (e.g., I, he, they). Objective (Accusative) Case: Used for the object of a verb or preposition (e.g., me, him, them). Possessive Case: Indicates ownership or relation (e.g., my, his, their). These grammatical categories in English help structure communication, enabling clarity and precision in meaning. Each

category interacts with the others to form coherent sentences, allowing speakers to express ideas with nuance and depth. Understanding these categories is key to mastering the grammar of the English language.

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BASIC CONCEPTS IN COGNITIVE LINGUISTICS

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Abstract: *Cognitive linguistics outlooks linguistic cognition as indivisible from general cognition and therefore search for clarification of linguistic phenomena according to general cognitive strategies, such as metaphor, metonymy, and blending. Grammar and lexicon are considered as divisions of a continuum and accordingly predicted to be focus to the same cognitive strategies.*

Keywords: *cognitive linguistics, lexicon, lingua-culturology, concepts, linguistic cognition*

An important achievement of modern linguistics is that language is no longer considered "in itself and for itself". He appears in a new paradigm from the point of

view of his participation in cognitive activity. Language is the verbal treasury of a nation, a means of transmitting thought, which it "packs" into a certain linguistic structure. The knowledge used in this process is not just knowledge of the language. This is also knowledge about the world, about the social context, knowledge about the principles of speech communication, about the addressee, background knowledge, etc. None of these types of knowledge can be considered a priority, only the study of them in combination and interaction can bring us closer to understanding the essence of language communication.

Published in recent years, the works and individual articles of N. D. Arutyunova, E. S. Kubryakova, Yu. S. Stepanov, V. N. Teliya and other researchers contain important theoretical provisions on the question of how our knowledge about the world is stored, how it is structured in language in the process of communication. Cognitive linguistics deals with this range of problems.

As you know, logic, philosophy, physiology, and psychology have long been concerned with human intelligence and the laws of thinking. So, in philosophy there is a whole section-epistemology-dealing with the theory of knowledge. Therefore, it can be argued that cognitivism has a huge tradition, the roots of which go back to antiquity. But within the framework of cognitive science, old questions are treated in a new way. Was, for example, that different nature of reality (things, phenomena, events) causes their different appearances in consciousness: one is presented in the form of visual images, some as naive concepts, and others – in the form of symbols. In cognitive science, we study not just observed actions, but their mental representations (internal representations, models), symbols, and strategies of a person, which generate actions based on knowledge. The cognitive world of a person is studied by his behavior and activities that take place with the active participation of language, which forms the speech-thinking basis of any human activity-forms its motives, attitudes, and predicts the result. So, in the second half of the XX century, the need for the study of language in terms of its participation in human cognitive activity was identified. The information obtained in the course of subject-cognitive activity comes to a person through different

channels, but the subject of consideration in cognitive linguistics is only that part of it that is reflected and fixed in language forms.

Therefore, the goal of cognitive linguistics is to understand how the processes of perception, categorization, classification and understanding of the world are carried out, how knowledge is accumulated, which systems provide various types of information activities. It is language that provides the most natural access to consciousness and thought processes, and not at all because many of the results of mental activity are verbalized, but because "we know about the structures of consciousness only thanks to the language that allows us to report on these structures and describe them in any natural language" [Kubryakova, 2001]. The turning point in the consciousness of many modern linguists came with the emergence of a number of new disciplines that showed the inadequacy of the approach to the language system, ignoring the activity nature of language and its involvement in the processes of human and social life. Psycholinguistics, ethnolinguistics, sociolinguistics, cognitive linguistics, and linguoculturology were among these disciplines that emerged at the intersection with linguistics.

Usually, the term "concept" refers to the content of the concept, considering this term ("concept") as a synonym for the term "meaning". A synonym for "concept" is the term "meaning". That is, the meaning of a word is the object or objects to which this word is correctly applied, in accordance with the norms of this language, and the concept is the meaning of the word. It is in cognitive linguistics that the seemingly paradoxical conclusions are obtained that the meaning of a word in a dictionary entry is presented as "insufficient, narrow, far from cognitive reality, and even inadequate" [Zubanov, 2014]. In modern linguistics the term "concept" is used widely to describe the semantics of the language, because the meaning of linguistic expressions is equivalent expressed concepts to conceptual structures: this view is the hallmark of the cognitive approach in General [Popova, 2007].

In the last 15 years, the concept of the concept has been undergoing a period of actualization and reinterpretation. Different definitions of the concept allow us to distinguish its following invariant features:

- this is the minimum unit of human experience in its ideal representation, verbalized with the word;

- these are the basic units for processing, storing, and transmitting knowledge;

- the concept has the mobile borders and concrete functions;

- the concept is social, its associative field determines its pragmatics;

- this is the main cell of the culture.

Consequently, concepts represent the world in the human mind, forming a conceptual system, and the signs of the human language encode the content of this system in the word. The lack of a single definition is due to the fact that the concept has a complex, multidimensional structure, which includes, in addition to the conceptual basis, a sociopsychocultural part, which is not so much thought by a native speaker as experienced by them, it includes associations, emotions, assessments, national images and connotations inherent in this culture.

Therefore, the following can be taken as a working definition of the concept: A concept is a semantic formation marked by linguistic and cultural specifics and in one way or another characterizes the bearers of a particular ethnic culture. The concept, reflecting the ethnic worldview, marks the ethnic linguistic picture of the world and is a brick for the construction of the "house of being" (according to M. Heidegger). But at the same time, it is a quantum of knowledge that reflects the content of all human activity. The concept does not arise directly from the meaning of the word, but is the result of the collision of the dictionary meaning of the word with the personal and popular experience of a person [Demyankov, 2003]. It is surrounded by an emotional, expressive, evaluative aura. Therefore, the concept is multidimensional, it can distinguish both rational and emotional, both abstract and concrete, both universal and ethnic, both national and individual-personal.

The list of details that make up the content, which gives a frame of a movie, is a frame. A frame in its basic definition (according to M. Minsky) is a data structure for representing a visual stereotypical situation, especially when organizing large amounts of memory. This is the organization of representations stored in memory, the structure

of knowledge, information about a certain fragment of human experience (for example, a birthday celebration). This knowledge includes:

- lexical meaning;
- encyclopedic knowledge of the subject;
- extra-linguistic knowledge

A frame is organized around a certain core and therefore contains information associated with that core. Thus, having considered the basic concepts of cognitive linguistics, we found out that language, being a mental phenomenon, becomes one of the ways to encode various forms of cognition. It is the linguistic picture of the world that determines the communicative behavior, understanding of the external world and the inner world of a person.

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PRINCIPLES OF PRAGMATICS. EXPLORING CONTEXT, MEANING AND COMMUNICATION

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Abstract: *This article examines the core principles of pragmatics, the branch of linguistics that studies language in context. By analyzing theories from influential scholars such as Grice, Austin, and Leech, this study emphasizes how meaning and interpretation in communication rely heavily on social, cultural, and situational factors. Key pragmatic concepts like implicature, speech acts, and politeness are discussed, along with their significance in understanding everyday interactions. This analysis highlights pragmatics' role in shaping language use and interpretation across different contexts, offering insights into how meaning is co-constructed by speakers and listeners.*

Keywords: *Pragmatics, implicature, speech acts, context, meaning, Grice, politeness, communication, Leech.*

Pragmatics is the study of language in context, focusing on how meaning is constructed and interpreted in various communicative situations. Unlike syntax or semantics, which concentrate on language structure and meaning respectively, pragmatics centers on language use, accounting for factors such as the speaker's intentions, the listener's interpretations, and the situational context. Seminal linguists, including Paul Grice, J.L. Austin, and Geoffrey Leech, have contributed foundational theories in pragmatics, each exploring different aspects of how meaning is created in communication. Understanding pragmatics is essential for examining how people convey and interpret messages in complex social environments.

Pragmatics examines how people use language within social contexts to convey meaning that extends beyond literal interpretations. Levinson (1983) defines pragmatics as the study of the relationship between signs and their users, focusing on how utterances function within specific contexts. Through a pragmatic lens, meaning is not only embedded in the words and structures but also shaped by how speakers and listeners interact. Consequently, pragmatics considers factors like intention, context, and social norms to understand how language operates in everyday life.

One of the foundational concepts in pragmatics is Paul Grice's (1975) Cooperative Principle, which suggests that speakers and listeners generally work together to ensure effective communication. Grice proposed that speakers follow

certain conversational maxims to make their contributions meaningful and relevant. These maxims are:

Maxim of Quantity: Provide the right amount of information—neither too little nor too much.

Maxim of Quality: Aim to be truthful and avoid providing information that is false or unsupported by evidence.

Maxim of Relation: Ensure that contributions are relevant to the conversation.

Maxim of Manner: Communicate clearly, avoiding ambiguity and unnecessary complexity.

Violations of these maxims can result in implicatures, where the listener infers additional meaning based on the assumption that the speaker is still adhering to the cooperative principle (Grice, 1975). For example, if someone asks, "Are you going to the party?" and the response is "I have a lot of work to finish," the listener may infer an implicit "no," even though it was not explicitly stated.

J.L. Austin (1962) introduced Speech Act Theory, which explores how utterances perform actions rather than merely conveying information. Speech acts are categorized into three levels:

Locutionary Act: The actual act of saying something and the literal meaning of the utterance.

Illocutionary Act: The intended function or purpose of the utterance, such as requesting, commanding, or apologizing.

Perlocutionary Act: The effect the utterance has on the listener, such as persuading, scaring, or impressing them.

Searle (1969) expanded on Austin's theory, identifying several types of speech acts, including assertives (statements of fact), directives (requests or commands), commissives (promises or commitments), expressives (expressions of emotion), and declaratives (utterances that enact a change, such as "I pronounce you husband and wife"). Speech Act Theory reveals how language operates not only to describe reality but also to shape it, emphasizing the functional aspect of language as a tool for performing actions in social contexts.

Geoffrey Leech (1983) developed the Politeness Principle, which explains how speakers use language to show respect, avoid conflict, and build social harmony. Building on Grice's cooperative principles, Leech proposed that politeness maximizes the positive impact on the listener while minimizing any negative effects. Politeness strategies are often context-dependent, as cultural norms and social hierarchies influence what is considered polite or impolite. For instance, in Japanese culture, indirectness is often preferred to maintain harmony, while in some Western cultures, directness can be seen as a form of respect for clarity (Brown & Levinson, 1987).

The principle of contextualization is crucial in pragmatics, as context shapes the interpretation of language. Hymes (1974) highlighted that language use is embedded in a communicative context involving participants, settings, topics, and cultural norms. Pragmatic meaning is often understood within the context of a specific speech community, where shared knowledge, cultural conventions, and social relationships influence how language is interpreted. For example, the phrase "Can you open the window?" might be interpreted as a request rather than a question about ability, depending on the context and shared understanding between speaker and listener. Contextual factors include the physical environment (e.g., asking to open the window in a hot room) and social relationships (e.g., formal versus informal).

Grice's notion of implicature plays a vital role in pragmatics, as it illustrates how speakers imply meanings beyond the literal content of their words. For example, saying "It's getting late" during a conversation can imply that it's time to leave without directly stating it (Grice, 1975). Implicatures rely on context and shared knowledge between participants, requiring listeners to read between the lines.

Presuppositions are assumptions embedded within statements, taken for granted by the speaker and listener. For example, the sentence "Jane stopped smoking" presupposes that Jane used to smoke. Pragmatic analysis often considers presuppositions to understand how background information is conveyed implicitly in communication (Levinson, 1983).

Deixis involves words that rely on contextual information to convey meaning, such as pronouns (e.g., "I," "you"), demonstratives (e.g., "this," "that"), and temporal

expressions (e.g., “now,” “then”). Deictic expressions require the listener to interpret meaning based on the specific context, such as knowing who “he” refers to in a conversation (Levinson, 1983).

Pragmatics is essential in effective communication because it accounts for the various ways in which meaning is constructed and inferred. Misinterpretations often arise from pragmatic failures, where contextual cues are missed or misread. Cross-cultural communication is one area where pragmatic principles become particularly relevant, as differences in politeness norms, indirectness, and speech acts can lead to misunderstandings (Thomas, 1983). For instance, in some cultures, indirect requests are seen as polite, while direct requests may be perceived as rude. Pragmatic competence—understanding and effectively using pragmatic principles—is a key component of successful communication, especially in multicultural or multilingual contexts (Thomas, 1983).

Pragmatics plays a crucial role in language education, as learners must acquire not only grammatical competence but also pragmatic competence. Educators emphasize the teaching of speech acts, politeness strategies, and implicature to help learners navigate various communicative contexts (Kasper & Rose, 2002).

Pragmatic principles are also applied in natural language processing and AI, where algorithms must interpret context and intention to understand user input accurately. Implicature, presupposition, and context-dependence are critical for developing more intuitive and user-friendly AI systems capable of responding effectively in real-world situations (Jurafsky & Martin, 2008).

Pragmatics reveals the dynamic nature of language, focusing on how people create and interpret meaning in context. Through concepts like implicature, speech acts, and politeness, pragmatics explains the nuanced ways in which language operates within social interactions. Grice’s Cooperative Principle, Austin’s Speech Act Theory, and Leech’s Politeness Principle underscore that language is not only a tool for conveying information but also a powerful medium for managing social relationships, expressing intent, and building rapport. Pragmatics provides essential insights into the

complexities of human communication, demonstrating that meaning is often a co-constructed process between speaker and listener.

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WILLIAM SHAKESPEARE'S TRAGEDIES AND DRAMAS

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Abstract: William Shakespeare, often hailed as the greatest playwright in the English language, produced an extensive body of work that includes a variety of genres, with tragedies and dramas being among the most significant. His tragedies, characterized by themes of fate, ambition, and the human condition, explore the complexities of human emotions and moral dilemmas. In contrast, his dramas often blend elements of comedy and history, reflecting the societal norms and cultural

dynamics of the Elizabethan era. This article examines Shakespeare's most notable tragedies and dramas, analyzes their thematic elements, and discusses their enduring impact on literature and theatre.

Keywords: *Shakespeare, tragedies, dramas, human condition, themes, Elizabethan era, literary analysis*

William Shakespeare (1564-1616) remains a towering figure in English literature, with a legacy that continues to influence writers, actors, and scholars worldwide. His works span various genres, but his tragedies and dramas stand out for their emotional depth, intricate characterizations, and exploration of universal themes. Shakespeare's tragedies, including *Hamlet*, *Macbeth*, and *Othello*, delve into the darker aspects of humanity, while his dramas often incorporate elements of comedy and historical narrative, as seen in plays like *A Midsummer Night's Dream* and *Henry IV*.

Shakespeare's tragedies are marked by a focus on serious themes and profound character development. They often explore the consequences of personal choices and the impact of external forces, such as fate and societal expectations.

One of Shakespeare's most famous tragedies, *Hamlet*, tells the story of Prince Hamlet of Denmark, who seeks revenge against his uncle, Claudius, for murdering his father. The play grapples with themes of madness, betrayal, and existential despair. Hamlet's soliloquies, particularly the iconic "To be or not to be," encapsulate his internal struggle and the philosophical questions surrounding life and death (Shakespeare, 1600). *Macbeth* explores the destructive nature of ambition and the moral consequences of unchecked desire. The titular character, spurred by prophecy and his wife's encouragement, murders King Duncan to seize the throne of Scotland. However, guilt and paranoia lead to his downfall. The play vividly portrays themes of fate versus free will and the psychological turmoil that accompanies moral corruption (Shakespeare, 1606). In *Othello*, Shakespeare examines themes of jealousy, racism, and the complexities of love. The tragic downfall of Othello, a Moorish general in the Venetian army, is orchestrated by his deceitful ensign, Iago. The play raises important questions about trust and the destructive power of manipulation, culminating in Othello's tragic realization of Iago's betrayal too late (Shakespeare, 1603). *King Lear*

presents a harrowing tale of familial discord and madness. The aging King Lear decides to divide his kingdom among his daughters based on their professions of love for him. This leads to devastating consequences, exposing themes of loyalty, betrayal, and the nature of authority. Lear's descent into madness serves as a poignant exploration of human vulnerability and the quest for identity (Shakespeare, 1606). Perhaps the most famous love story in literature, *Romeo and Juliet* examines the theme of doomed love against the backdrop of familial conflict. The young lovers' tragic fate highlights the impact of social divisions and the consequences of hasty decisions. Shakespeare's use of poetic language and dramatic irony enhances the emotional weight of their story (Shakespeare, 1597).

In addition to his tragedies, Shakespeare's dramas often blend comedy, history, and romance, showcasing his versatility as a playwright. These works frequently comment on the human experience, societal norms, and the passage of time. *A Midsummer Night's Dream* is a whimsical exploration of love and illusion. Set in a magical forest, the play interweaves multiple narratives, including the romantic entanglements of four young lovers and the comedic exploits of a group of amateur actors. Themes of love, transformation, and the nature of reality are central to the play, which ultimately celebrates the complexities of human relationships (Shakespeare, 1595). The *Henry IV* plays depict the complexities of leadership and honor. *Henry IV, Part 1* focuses on Prince Hal's journey from wayward youth to responsible heir. The character of Sir John Falstaff adds a comedic element, contrasting with the serious themes of duty and redemption. The plays highlight the political tensions of the time and the personal struggles of the characters, making them rich in both historical and emotional depth (Shakespeare, 1597). *The Tempest* explores themes of power, forgiveness, and the human spirit. The play follows Prospero, a rightful Duke and powerful sorcerer, who seeks revenge on those who wronged him. Through the lens of magic and reconciliation, Shakespeare examines the transformative power of forgiveness and the complexities of human relationships (Shakespeare, 1611). In *Twelfth Night*, Shakespeare masterfully blends elements of romance and comedy. The play revolves around mistaken identities and unrequited love, ultimately exploring

themes of gender, class, and the fluidity of human desire. The character of Viola, who disguises herself as a man, challenges traditional gender roles and highlights the play's exploration of identity (Shakespeare, 1601). *The Merchant of Venice* delves into themes of mercy, justice, and revenge. The character of Shylock, a Jewish moneylender, presents a complex portrayal of discrimination and humanity. The play raises questions about the nature of mercy and the ethical dilemmas faced by its characters, making it one of Shakespeare's most discussed works (Shakespeare, 1596). Shakespeare's tragedies and dramas often reflect the complexities of the human condition, exploring themes of love, power, ambition, and morality. His characters are deeply flawed, making them relatable and timeless. The emotional struggles they face resonate with audiences across generations, allowing Shakespeare's works to maintain their relevance. The tension between fate and free will is a recurring theme in Shakespeare's tragedies. In *Macbeth*, for example, the prophecy of the witches ignites Macbeth's ambition, raising questions about destiny and personal agency. This theme invites audiences to consider the extent to which characters are shaped by their choices versus external circumstances. Whether in the context of tragedy or comedy, love and relationships are central to Shakespeare's narratives. The exploration of romantic entanglements in *Romeo and Juliet* contrasts sharply with the familial and societal bonds depicted in *King Lear*. Shakespeare's nuanced portrayal of love reflects its multifaceted nature, encompassing joy, pain, and the complexities of human connection. Shakespeare's works frequently examine the dynamics of power and authority. The political intrigue in *Henry IV* and the exploration of tyranny in *Macbeth* highlight the consequences of ambition and the ethical dilemmas faced by those in positions of power. These themes remain pertinent in contemporary discussions about leadership and governance.

William Shakespeare's tragedies and dramas are seminal works that have shaped the landscape of English literature. Through intricate character development and profound thematic explorations, Shakespeare's plays continue to resonate with audiences today. His ability to capture the complexities of the human experience, coupled with his innovative use of language, ensures that his works remain timeless

and relevant. As scholars, actors, and audiences engage with these texts, Shakespeare's legacy endures, inviting ongoing reflection on the intricacies of love, power, and the human condition.

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THE IMPORTANCE OF LEARNING ENGLISH IN A GLOBALIZED WORLD

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Abstract: *Every society, every state is strong, first of all, through its highly cultured and spiritual people. The success of the reforms carried out in our independent country is also determined by the level of spiritual maturity and national spirit of such people. Language is a social phenomenon, a means of communication.*

The need for languages in society has always been high. Knowing many languages allows studying the way of life of different nations, analyzing their achievements and shortcomings.

Keywords: *Language, need, nation, ethnicity, scholar, science, education*

Language is a social phenomenon, a means of communication. The need for languages in society has always been high. The development of society cannot be imagined without it. As different nations live on Earth, there is always a need to learn different languages. All achievements and innovations in our lives are expressed in language, and it keeps us informed. Knowing multiple languages allows one to

understand the lifestyle of different nations and analyze their strengths and weaknesses. Our great thinkers mastered several languages, created famous works in foreign languages, and translated works from other languages into their native tongue.

Before the development of today's technology, our ancestors were dedicated to the progress of science. Therefore, the works of our great scholars gained popularity in both the East and the West. Thus, the younger generation should also strive to learn foreign languages as worthy successors of our ancestors. Keeping up with changes, innovations, and advancements in global science is essential for progress. The most important and primary tool for this is language. Knowing multiple languages is like having keys to many locks. Those who are proficient in several languages will have more opportunities in fields like science and economics. Today, even for the simplest positions, job applicants are asked about their language skills and computer literacy.

Knowing foreign languages has become a requirement of our time. The older generation, having experienced it, encourages their children to learn foreign languages and enrolls them in special groups. The abundance of talented young people who achieve significant success in this field is pleasing. We admire multilingual individuals and are pleased by their achievements. We also wish to speak foreign languages fluently. It is achievable, but we often make excuses, thinking we're too old or not talented enough. This attitude is baseless. Over the years, I have taught Uzbek to foreigners between 25 and 67 years old. Remarkably, a 67-year-old South Korean man learned the language quite well in just one year. Therefore, age cannot always be an excuse for not learning a language. Currently, all conditions are available for language learning. This process starts in the preschool system and continues through secondary, vocational, and higher education. Those who recognize the necessity of language learning in time take advantage of these opportunities and achieve great success.

At international conferences, they give speeches in English, Chinese, or Korean, enhancing our country's prestige. Learning a language is a challenging, long-term process. Not everyone attending short special courses can learn a language quickly. Language learning depends on many factors, including goal, desire, patience, and hard work. If the learner lacks any of these, the teacher's efforts may be in vain, limiting the

student's progress to basic phrases. A learner's strong motivation and a teacher's skill lead to expected results. When learners feel the results of their efforts, they strive even harder, which helps the teacher fulfill their role.

The teacher should introduce frequently used words gradually, from simple to complex, and create a communicative environment. Moving from simple constructions to grammar yields good results in language learning. Only after the learner has enriched their vocabulary should more complex constructions be introduced. Forming sentences using previously introduced words is crucial in every new lesson, as it strengthens memory. Repetition is the foundation of knowledge.

As we stated earlier, language learning is a complex process that involves listening, understanding, and speaking. Speech may not be grammatically perfect but still indicates progress. The teacher should support this effort by correcting mistakes. Organizing discussions on familiar topics such as "Introductions," "Family," "At the Market," and "At the Hotel" can help create a language-learning environment. Learners expand their vocabulary on these topics, learn set phrases, and gradually use them in other contexts. Using visual aids, images, objects, and role-playing activities like "seller-buyer," "guest-host," and "doctor-patient" is essential. Once the vocabulary expands, discussions on topics related to history, culture, and science can be held. This process helps learners not only acquire language skills but also learn about other nations' customs, cultures, and scientific achievements.

Language is a way of understanding the world. As mentioned, knowing a language is knowing the world. Language learning has become one of the essential requirements of today's fast-paced era. One cannot afford to be passive on this path. Anyone who wants to understand the world and be in harmony with it should start learning a language today. This will greatly contribute to raising our country's scientific achievements to new heights and presenting them on an international scale. Only then will we become worthy successors of our globally recognized ancestors. Let's not tire in fulfilling this challenging but honorable duty, nor allow ourselves to slack. This is crucial for our future and the prosperity of our nation.

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OT SO'Z TURKUMI VA UNING GRAMMATIK KATEGORIYALARI

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Annotasiya: *Narsa-buyum, shaxslarning nomi, atamasi bo'lgan so'zlar turkumi ot deyiladi. Otlar kim? nima? qayer? so'roqlaridan biriga javob bo'ladi. Otlar egalik, kelishik kabi so'z o'zgartirish, turli ma'no va vazifa uchun qo'llanuvchi vazifadosh shakllarga hamda o'ziga xos so'z yasash tizimiga egaligi bilan ajralib turadi.*

Kalit so'zlar: *katta bino, ikkinchi kurs, barcha inson, kitob o'qimoq, ko'p odam.*

Ot gapning barcha gap bo'lagi vazifasida qo'llanishi mumkin. Otning bu kabi sintaktik vazifasi uning qanday grammatik shakldaligi bilan bog'liq bo'ladi. Masalan, otning bosh shakli, ya'ni bosh kelishik, ko'plik yoki birlik hamda egalik shakli gapda

ega, Kesim kabi vazifada keladi: ***O‘zbekiston***-mustaqil davlat. ***Millatim-o‘zbek. O‘zbekistonim-onajonim***. Mustaqil so‘zlar ot turkumiga munosabati nuqtai nazardan ikki guruhni tashkil etadi: 1) ot tipidagi so‘zlar. Bu guruhga otlar kabi kim? nima? so‘rog‘iga javob bo‘lib, otga xos grammatik shakllarda bevosita qo‘llana oladigan olmoshlar (*men, sen, biz, har kim, nimadir*), jamlovchi sonning –ov, -avlon affiksli turi (*ikkov, ikkavlon*), fe‘lning harakat nomi shakli (*o‘qish, yozuv*) kiradi; 2) otlashuvchi so‘zlar. Bu guruhga grammatik son, egalik, kelishik shakllaridan birida qo‘llanilib, muayyan matn doirasidagina ot vazifasida ishlatilishi mumkin bo‘lgan sifat, son va ular o‘rnida qo‘llanadigan olmoshlar (*qanday, qancha, nechta*), ba’zi bir ravishlar, fe‘lning sifatdosh shakli kiradi.

Otning ma’no guruhlari.

Otlar ma’no jihatdan quyidagi guruhlarga bo‘linadi:

1. Atoqli otlar. Bir turdagi narsa yoki hodisalarning birini ajratib ko‘rsatish uchun xizmat qiladigan otlar atoqli otlar deyiladi. Atoqli otlar shaxs ismlari, havonlarning atoqli nomlari, tashkilot va geografik makon nomlari, koinot jismlari nomlari, suv havzalari, tashkilot nomlari kabi guruhlar doirasida uchraydi: *Alisher, Ulug‘Bek, Zarafshon, Toshkent, Samarqand, Mars* kabi. Bunday atoqli otlar o‘zaro tub va yasamaligi hamda tuzilishiga ko‘ra farqlanishi mumkin. Masalan, *Lola, Go‘zal, Amir, Gavhar Orol* kabi otlar sodda tub, *Ilonli, Do‘stlik, Paxtakor* kabi atoqli otlar sodda yasama, *Ulug‘bek, Alisher, Nurato, Nurobod, Qo‘shrabot, Uchquduq* kabi atoqli otlar qo‘shma otlardir. Atoqli otlarning asosiy qismini turdosh otlar tashkil qiladi. Biroq ular boshqa so‘z turkumlari asosida ham yuzaga keladi. Masalan: *Asal, Quvonch, Anor* kabilar turdosh otdan, *O‘lmas, Sotiboldi, Turdi, Tursun* kabilar esa fe‘ldan, *Aziz, Botir, Shirin, Vali* kabilar sifatdan, *To‘qsonboy, Oltibek* kabilar esa sondan, *Bultur, Avvalboy* kabilar esa ravishdan hosil bo‘lgan atoqli otlardir.

Turli turkumga mansub bo‘lgan so‘zlarning atoqli ot sifatida qo‘llanishi natijasida ular o‘zining hususiy nominativ mohiyatidan chekingan holda, umumiy semantik ma’no tashuvchi lug‘aviy birlikka aylanib qoladi. Masalan, *Uchquduq* mazkur joydagi uchta quduqni emas, balki umuman shahar tushunchasini anglatuvchi onomastik birlikdir.

2. Turdosh otlar bir jinsdagi otlarning umumiy nomini bildiruvchi otlardir. Masalan, *inson, daryo, shahar, kitob, daftar*. Turdosh otlar quyidagi ma'no guruhlarga mansubligi bilan o'zaro farqlanadi:

3. Aniq otlar bevosita narsa-buyum va shaxs, jon-zot anglatadigan otlardir. Aniq otlar bevosita sanash va ko'rish mumkin bo'lgan otlar hisoblanadi. Masalan: *kitob, talaba, daraxt, qush*.

4. Mavhum otlar his qilish, sezish mumkin bo'lgan otlardir. Ular ham ko'plik affikslari bilan qo'llanmaydigan otlar bo'lib, ularga ko'plik qo'shimchasi qo'shilganda turlicha ma'no bo'yog'i yuzaga keladi. Masalan: *sevgi, sezgi, qayg'u, alam, qadr, oriyat*.

5. Jamlovchi va yakka otlar. Bir turdagi narsaning o'zini ifodalaydigan otlar yakka otlar hisoblanadi: *kitob, gul, daraxt* kabi. Birlik shaklida bo'lib, bir xil turdagi narsaning to'dasi, jamini ifodalaydigan otlar jamlovchi otlardir: *xalq, armiya, ko'pchilik, poda, jamoa, o'rmon kabilar*.

6. Sanaladigan otlar, sanalmaydigan otlar. Sanaladigan otlar, asosan, aniq otlardan tashkil topadi: *daraxt, kitob, qalam*. Sanalmaydigan otlar modda otlari, og'irlik, suyug'lik o'lchamiga xos otlar va atoqli otlardan tashkil topadi: *tuproq, qum, havo, shakar, tuz, yog', guruch*, kabilar.

7. Bundan tashqari, tabiatan yakka bo'ladigan va juft holda uchraydigan otlar ham mavjud bo'lib, ular ham otning alohida ma'no turini tashkil qiladi. Masalan: *yurak, quyosh, oy, ko'z, qosh, oyoq* kabilar shular jumlasidandir.

MUHOKAMA VA NATIJA Shuningdek, otlar kim? so'rog'i asosida shaxs hamda nima? so'rog'i asosida narsa otlariga ham ajratiladi. Otlarning bunday tasniflanishi o'zbek tilining, shu jumladan, boshqa turkiy tillarning o'ziga xos xususiyatini belgilaydi. Ayni paytda bu tasnif ularning turli grammatik jarayonda ishtirokida ham o'z aksini topadi. Xususan, shaxs otlari to'liq tuslovchi affikslarni qabul qilgan holda qo'llana oladi: *o'quvchiman, o'quvchisan, o'quvchimiz, o'quvchisiz*. Biroq, narsa otlari (majoziy ma'nosini e'tiborga olmaganida) faqat uchinchi shaxs ma'nosidagina ishlatilishi mumkin.

Shuni ham ta'kidlash lozimki, atoqli va turdosh otlar o'zaro ma'no jihatdangina emas, balki ba'zi grammatik xususiyatlariga ko'ra ham farqlanadi. Masalan, atoqli

otlar faqat birlikda qoʻllanadi. Koʻplikda qoʻllanganda, ular grammatik koʻplik emas, boshqa maʼno boʻyoqlarga ega boʻladi. Shuningdek, atoqli otlar turdosh otlarga va aksincha, turdosh otlar atoqli otlarga oʻtib turadi. Masalan: *Lola*-atoqli ot, ayni paytda, *lola*-togʻda oʻsadigan gul maʼnosida turdosh otdir. *dizel*, *amper*, *rentgen*, *bitner* kabi otlar esa atoqli ot asosida shakllangan turdosh otlardir. Atoqli otlarning turdosh otga aylanishida *–lik* qoʻshimchasidan ham foydalaniladi: *kattaqoʻrgʻonlik*, *toshkentlik*, *andijonlik* kabi. Ot turkumi uch xil grammatik kategoriyaga ega: 1) son kategoriyasi; 2) egalik kategoriyasi; 3)kelishik kategoriyasi.

Otlar nutqda doimo grammatik son va kelishik kategoriyasida boʻladi. Masalan, kitob - birlik sonda va bosh kelishikdagi ot. Egalik kategoriyasi esa otning grammatik shakllanishida har doim ham ishlatilmaydi. Otlarning birlik va koʻplik shakllari va shu shakllarni ifodolovchi vositalar son kategoriyasini tashkil etadi. Birlikdagi otlar bir jinsdagi narsalarning bittasini anglatadi va ular grammatik son koʻrsatgichga ega boʻlmaydi. Masalan: *kitob*, *olma*, *qalam* kabi. Birlik sondagi otlar egalik (*kitobim*, *kitobimiz*), kelishik (*kitobdan*, *kitobning*) kategoriyasiga xos qoʻshimchalar bilan qoʻllanganda ham oʻz grammatik mohiyatini yoʻqotmaydi, yaʼni birlik hisoblanaveradi. Otlarning koʻplik shakli maxsus grammatik vositalar orqali ifodalanadi va bir turdagi narsaning noaniq miqdorini bildiradi. Grammatik koʻplik hosil qiluvchi *–lar* otlardagi lugʻaviy shakl yasovchi affiks hisoblanadi. Grammatk son maʼnosini ifodalashning bu usuli **morfologik usul** deb yuritiladi. Masalan: *kitob* - *kitoblar*, *qalam* - *qalamlar*. Otlarning birlik va koʻplik shaklda ishlatilishi, asosan, sanaladigan va aniq turdosh otlarga xosdir. Biroq juft turdosh otlarning son kategoriyasi bilan qoʻllanishida oʻziga xosliklar mavjud. Masalan, *kuch-qudrat*, *savlat-salobat*, *mehr-muhabbat*, *vaqt-soat* kabi otlar birlik shaklda ishlatiladigan otlardir. Juft turdosh otlarning *yigit-qiz*, *qiz-juvon*, *oʻgʻil-qiz* kabi turlari koʻplikda qoʻllaniladigan otlardir. *Koʻrpa-toʻshak*, *qand-qurs*, *fikr-mulohaza*, *ota-ona*, *oshiq-maʼshuq*, *oshna-ogʻayni* kabi otlar esa grammatik sonning har ikki shaklida ishlatilishi mumkin.

Oʻzek tilida faqat birlikda ishlatiladigan otlar ham mavjud boʻlib, ularga mavhum otlar, donalab sanalmaydigan otlar, asli oʻzi juft, yakka holda uchraydigan otlar, atoqli otlar, jamlovchi(*xalq*, *oʻrmon*) va jamlik (*soch*, *kiprik*) otlari kiradi. Shuningdek, maʼlum

soha, kasb-hunar otlari (*matematika, adabiyot, dehqonchilik, o'qituvchilik*) ham ko'plikda qo'llanmaydi. Bunday otlarga -lar affiksi qo'shilganda ko'plikdan boshqa ma'no ifodalanadi. Bu ma'no otlarga xos **modal ma'no** deb yuritiladi. Grammatik son affiksi asosida ifodalanadigan modal ma'nolar quyidagilardan iborat:

1. Atoqli otlarga –lar qo'shilganda sulola, avlod, oila, guruh, jamlik ma'nosi ifodalanadi: *Temuriylar, Boburiylar sulolasi, Salimovlar, Akramovlar oilasi, Halimalar (kelishdi), Majnunu Farhodlarga arkon bo'lgan Sharq*. Atoqli otlarning bir turi bo'lgan geografik nomlarga qo'shilganda esa, shu joy anglatgan hududning barcha qismi anglashiladi: *Samarqandlarni aylanmoq, Toshkentlarni tomosha qilmoq kabi*.

XULOSA Ism guruhiga mansub sifat, sifat o'rnida ishlatiladigan olmoshlar, ba'zi ravishlar va fe'lning sifatdosh shakli kabi so'zlarga –lar affiksi qo'shilganda otlashish asosida grammatik son tushunchasi yuzaga keladi: *yaxshilar, kattalar, kichiklar, o'shalar, shular, avvallari, ilgrilari, ko'plar, o'qiganlar, boradiganlar* kabi. Miqdor sonlarga –lar qo'shilgan-da taxmin-chama ma'nosi hosil bo'ladi: *Soat ikkilarda uchrashamiz*. Ko'plik affiksi fe'llarga qo'shilganda birgalik nisbati hosil qiluvchi –sh\-ish affiksi bilan **sinonim bo'ladi**: *bordilar-borishdi, o'qidilar-o'qishdi*.

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BEOWULF-AN EXPLORATION OF HEROISM AND CULTURE

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Abstract: *"Beowulf," an Old English epic poem, is one of the most significant works of Anglo-Saxon literature. This article delves into the themes of heroism, morality, and the cultural values reflected in the poem. Through an analysis of the main characters—Beowulf, Grendel, and Wiglaf—and their interactions, the article highlights how these elements shape the narrative and convey the societal ideals of the time. The study also examines the poem's historical context and its enduring impact on literature and culture.*

Keywords: *Beowulf, heroism, Anglo-Saxon literature, Grendel, Wiglaf, morality, cultural values, epic poetry.*

"Beowulf," composed between the 8th and 11th centuries, stands as a monument of Anglo-Saxon literature, showcasing the values, beliefs, and social structures of the time (Heaney, 1999). This epic poem tells the tale of Beowulf, a hero who confronts monstrous beings and ultimately faces his own mortality. Central to the narrative are themes of heroism, the struggle between good and evil, and the complexities of moral choices, which resonate through the ages. This article aims to explore these themes in depth, analyzing how they shape the poem and its characters.

The origins of "Beowulf" can be traced back to a time when oral traditions were prevalent in Anglo-Saxon culture. The poem is believed to have been written down in a single manuscript, the Nowell Codex, in the 10th century (Tolkien, 2014). The story is set in Scandinavia and reflects the warrior culture of the Anglo-Saxons, where loyalty, bravery, and honor were paramount. The historical context of the poem is crucial for understanding its themes and characters, as it mirrors the societal structures and values of the time. At the heart of "Beowulf" is the concept of heroism. Beowulf embodies the qualities of an epic hero—strength, courage, and a sense of duty. His battles against Grendel, Grendel's mother, and the dragon highlight his commitment to protecting others, as well as the personal glory he seeks. Beowulf's heroism is not just

physical; it also involves moral decisions that affect his community. For instance, his choice to help Hrothgar, the Danish king, stems from a desire to repay a debt to Hrothgar's father, showcasing the importance of loyalty and kinship in the warrior culture (Mason, 2009).

Kevin Crossley-Holland, a renowned author and poet, suggests that "Beowulf" was likely composed around 650 AD. The only surviving manuscript from the medieval period is known as British Library Cotton MS Vitellius A XV, which will be featured in the library's upcoming Anglo-Saxon Kingdoms exhibition this autumn. Crossley-Holland describes the poem's monsters as "humans gone wrong," highlighting their terrifying nature due to their distorted humanity. He also notes that the poem has a distinct rhythm, comparing it to an old-fashioned dance step. "It's a bit like a quickstep," he explains, "advancing quite slowly, with one step forward and one step sideways." This deliberate pacing contributes to the poem's unique storytelling style.

Beowulf's heroism is juxtaposed with the actions of Grendel, who represents chaos and evil. Grendel's attacks on Heorot, the mead hall of Hrothgar, signify a challenge to the social order. Beowulf's victory over Grendel is not just a personal triumph but a restoration of peace and stability, emphasizing the hero's role as a protector of society (Raffel, 1963). The poem also grapples with moral ambiguity, particularly in the portrayal of its characters. Grendel, while a monster, is depicted as a tragic figure, cursed to live in darkness and isolation. This complexity raises questions about the nature of evil and the factors that contribute to it (Bram, 2006). Beowulf's encounters with Grendel and Grendel's mother reveal that heroism is not solely about physical strength; it also involves grappling with moral dilemmas and understanding the broader implications of one's actions. The character of Wiglaf further emphasizes the theme of loyalty and moral duty. As Beowulf's trusted companion, Wiglaf represents the ideal warrior who stands by his lord in times of need. His bravery during the final battle against the dragon underscores the importance of loyalty and the warrior code, which dictates that a warrior must protect his lord and his people, even at the cost of his life (Mason, 2009).

While "Beowulf" is predominantly a male-centric narrative, it also reflects the societal expectations placed on women. Figures like Wealhtheow, Hrothgar's queen, serve as symbols of peace and unity. Her role in the mead hall underscores the importance of women in maintaining social cohesion and hospitality (J.R.R. Tolkien, 1968). Though the poem does not focus extensively on female characters, their presence reinforces the cultural values surrounding kinship and community. The heroic code is a fundamental aspect of the poem, dictating the behavior of its characters. Loyalty, bravery, and honor are ideals that define a warrior's life. Beowulf's willingness to confront Grendel without weapons exemplifies his courage and desire for glory. The expectation of seeking fame through noble deeds is evident throughout the narrative, illustrating how personal and communal identities are intertwined in the quest for honor (Heaney, 1999). The concept of fate, or "wyrd," also plays a significant role in shaping the characters' destinies. Beowulf often reflects on fate's influence, suggesting that while individuals have agency, they are also bound by larger forces beyond their control. This duality adds depth to the hero's journey, illustrating the tension between free will and destiny (Tolkien, 2014).

The influence of "Beowulf" extends far beyond its time, impacting literature, art, and popular culture. Its themes of heroism and moral complexity resonate in contemporary storytelling, inspiring adaptations in film, literature, and theater. The character of Beowulf has been reimagined in various forms, demonstrating the timeless nature of his struggles and ideals (Mason, 2009). Moreover, the poem's exploration of human existence, mortality, and the quest for meaning continues to engage scholars and readers alike. "Beowulf" invites reflection on the human condition, challenging individuals to confront their own values, relationships, and the legacies they leave behind.

"Beowulf" remains a cornerstone of English literature, offering rich insights into the culture and values of the Anglo-Saxon period. Through its exploration of heroism, morality, and the complexities of human experience, the poem continues to inspire and provoke thought. The enduring legacy of "Beowulf" serves as a testament to the power of storytelling and its ability to shape and reflect societal ideals across generations.

"Beowulf" has been translated into many languages, with notable modern English versions by Seamus Heaney (1999) and J.R.R. Tolkien (completed in 1926 and published in 2014) achieving bestseller status. The poem has inspired numerous retellings, such as John Gardner's "Grendel" (1971), which presents the story from the monster's perspective. Maria Dahvana Headley's "The Mere Wife" (2018) reimagines the narrative in a contemporary American suburb, offering a sympathetic portrayal of Grendel's mother as an army veteran dealing with PTSD. In 2020, Headley released a feminist translation of "Beowulf" that incorporates modern language, including slang and profanity, making the text more accessible to contemporary readers.

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ENGLISH FANTASY LITERATURE: A JOURNEY THROUGH IMAGINATION

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Abstract: *English fantasy literature has evolved over centuries, captivating readers with its imaginative worlds, complex characters, and profound themes. From early works steeped in folklore to contemporary narratives exploring identity and*

morality, fantasy literature serves as both escapism and a reflection of societal values. This article examines the origins and development of English fantasy literature, its major themes, and influential authors, while also analyzing its cultural impact. By exploring significant works and their contributions to the genre, we can appreciate the rich tapestry of creativity that defines English fantasy literature.

Keywords: *Fantasy literature, English literature, folklore, J.R.R. Tolkien, C.S. Lewis, contemporary fantasy, cultural impact.*

Fantasy literature, characterized by its imaginative settings, supernatural elements, and the exploration of the human experience, has a profound history within English literature. It transports readers to realms where the impossible becomes possible, allowing for the exploration of themes such as good versus evil, heroism, and the nature of reality. The genre has evolved significantly, reflecting cultural shifts and societal concerns throughout its history. This article will explore the origins, development, and impact of English fantasy literature, highlighting key authors and works that have shaped the genre.

The roots of English fantasy literature can be traced back to ancient folklore and mythology. Tales of mythical beings, such as fairies, giants, and dragons, were prevalent in early British literature. Works like *Beowulf* (c. 8th-11th century) exemplify the intertwining of history and myth, featuring heroic quests and supernatural creatures (Tolkien, 1975). Similarly, Arthurian legends, which emerged in the medieval period, introduced the concept of chivalric heroism and enchanted realms, establishing a framework for future fantasy narratives. The 19th century marked a significant turning point in the evolution of fantasy literature. The Romantic movement emphasized imagination, nature, and individualism, influencing authors to explore fantastical themes. Writers such as Samuel Taylor Coleridge and William Blake incorporated elements of fantasy into their poetry, reflecting the interplay between reality and the supernatural (Freeman, 2010). Coleridge's *The Rime of the Ancient Mariner* (1798) serves as a notable example, blending moral questions with mystical experiences.

No discussion of English fantasy literature is complete without mentioning J.R.R. Tolkien, whose works laid the foundation for modern fantasy. Tolkien's *The Hobbit* (1937) and *The Lord of the Rings trilogy* (1954-1955) introduced readers to Middle-earth, a richly developed world filled with intricate languages, cultures, and histories (Carpenter, 1977). Tolkien's emphasis on world-building, along with his exploration of themes such as friendship, sacrifice, and the struggle between good and evil, has had a lasting impact on the genre. Tolkien's use of mythology also draws from various sources, including Norse and Celtic legends, creating a tapestry of influence that resonates throughout his work. His creation of languages, such as Elvish, further demonstrates the depth of his world-building and its importance in establishing a believable fantasy universe (Tolkien, 1966).

C.S. Lewis, a contemporary of Tolkien, contributed significantly to English fantasy literature with his beloved series *The Chronicles of Narnia* (1950-1956). The series, starting with *The Lion, the Witch and the Wardrobe*, weaves together themes of morality, faith, and redemption within a fantastical setting (Sayer, 2006). Lewis's allegorical approach allows readers to explore complex themes through accessible narratives, making the series appealing to both children and adults. Lewis's work often reflects his Christian beliefs, and Narnia serves as a space for moral exploration. The character of Aslan, a lion representing Christ, embodies themes of sacrifice and resurrection, inviting readers to contemplate deeper philosophical questions (Green, 2005).

The late 20th and early 21st centuries saw the emergence of new voices in English fantasy literature. Authors like J.K. Rowling, Neil Gaiman, and Susanna Clarke have redefined the genre for contemporary audiences.

- **J.K. Rowling:** The *Harry Potter* series (1997-2007) captivated millions with its blend of magic, friendship, and the classic battle between good and evil. Rowling's intricate world-building and relatable characters resonated with readers of all ages, establishing a new standard for young adult fantasy (Mackey, 2012).

- **Neil Gaiman:** Gaiman's works, such as *American Gods* (2001) and *Coraline* (2002), often blend elements of myth, horror, and fantasy. His unique narrative style

and ability to address complex themes, such as identity and cultural displacement, have garnered critical acclaim (Vint, 2014).

- **Susanna Clarke:** With her novel *Jonathan Strange & Mr Norrell* (2004), Clarke revitalized historical fantasy, weaving a tale that merges magic with the Napoleonic Wars. Her work highlights the intricacies of magic and its implications on society, illustrating the genre's potential for social commentary (Clarke, 2004).

A prevalent theme in English fantasy literature is the battle between good and evil, often embodied in archetypal characters and conflicts. This duality serves as a moral framework that guides readers through the narrative. Tolkien's works exemplify this theme, with characters like Frodo Baggins representing the struggle against darkness (Tolkien, 1954). Lewis also explores this theme in *The Chronicles of Narnia*, where the characters confront evil in various forms, reinforcing the importance of courage and morality in the face of adversity (Sayer, 2006). Fantasy literature often serves as a vehicle for exploring identity and self-discovery. Characters frequently embark on journeys that lead them to confront their true selves. In Rowling's *Harry Potter* series, Harry's journey from an insecure boy to a confident leader mirrors the universal quest for identity and belonging (Mackey, 2012). Gaiman's works also delve into themes of identity, as characters navigate fantastical landscapes that challenge their perceptions of self. In *American Gods*, the exploration of cultural identity and belief systems highlights the complexities of the modern world (Vint, 2014).

The relationship between humanity and nature is another significant theme in fantasy literature. Tolkien's reverence for nature, evident in his descriptions of Middle-earth, underscores the importance of environmental stewardship (Tolkien, 1966). His portrayal of the Shire as an idyllic, pastoral landscape contrasts sharply with the industrialized world, serving as a critique of modernity. Similarly, contemporary authors like Gaiman often incorporate nature as a character in its own right, reflecting humanity's connection to the environment and the consequences of its neglect (Vint, 2014).

English fantasy literature reflects societal values and concerns, often serving as a commentary on contemporary issues. Tolkien and Lewis wrote during tumultuous

times, with their works reflecting the anxieties of war and the search for meaning in a chaotic world. The moral dilemmas faced by their characters resonate with readers, offering a lens through which to examine real-world issues (Green, 2005).

In the 21st century, fantasy literature continues to address themes such as diversity, inclusion, and environmentalism. Authors are increasingly exploring underrepresented voices and perspectives, enriching the genre and expanding its relevance in a multicultural society (Mackey, 2012). The impact of English fantasy literature extends beyond the printed page. Adaptations of beloved works into films, television series, and video games have brought fantasy narratives to new audiences. The Harry Potter franchise, for instance, has become a global phenomenon, influencing everything from merchandise to theme parks (Mackey, 2012). Moreover, the success of fantasy literature has inspired a resurgence of interest in related genres, leading to the emergence of new authors and the proliferation of fantasy-themed media. The popularity of series like *Game of Thrones*, based on George R.R. Martin's *A Song of Ice and Fire*, showcases the enduring appeal of fantasy in popular culture (Baker, 2016).

English fantasy literature is a vibrant and evolving genre that has captured the imaginations of readers for centuries. From its roots in folklore to the contemporary works of influential authors, fantasy literature offers a rich tapestry of themes and narratives that reflect the complexities of the human experience. Through the exploration of good versus evil, identity, and the relationship with nature, fantasy literature provides both escapism and a lens through which to examine societal values. As the genre continues to evolve, it remains an essential component of English literature, inspiring new generations of readers and writers. The interplay between tradition and innovation ensures that fantasy literature will continue to enchant and challenge audiences, inviting them to embark on journeys through realms of imagination.

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UP- TO - DATE REQUIREMENTS TO FOREIGN LANGUAGE TEACHERS TRAINING

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Abstract *This topic discusses the current requirements for training foreign language teachers. Annotation may involve adding notes or comments to highlight specific requirements, such as language proficiency, teaching methodologies, and cultural awareness. It may also involve providing examples of training programs or resources that meet these requirements. The purpose of annotation is to provide additional context and insights that help readers better understand the topic and its significance.*

Key words: *training, foreign language teachers, language proficiency, teaching methodologies, cultural awareness, programs, resources.*

Аннотация. *В данной теме рассматриваются современные требования к подготовке учителей иностранного языка. Аннотации могут включать добавление примечаний или комментариев, подчеркивающих конкретные требования, такие как знание языка, методика преподавания и культурная осведомленность. Это может также включать предоставление примеров учебных программ или ресурсов, отвечающих этим требованиям. Цель аннотации — предоставить дополнительный контекст и информацию, которая поможет читателям лучше понять тему и ее значение.*

Despite the importance of advanced language proficiency when teaching a foreign language, little research has investigated the oral proficiency of aspiring foreign language teachers across multiple countries and what their teacher training programs do to enhance it. In response, the researchers collected and analyzed both quantitative and qualitative data from foreign language teacher candidates in Germany, China, and the United States. Results suggested that oral proficiency varies significantly both within individual teacher training programs and across nations. The teacher candidates from Germany demonstrated significantly greater oral proficiency in the target language than their Chinese counterparts, who in turn, demonstrated significantly greater oral proficiency than the US teacher candidates. Helping to explain these findings, the data suggested that foreign language teacher training programs have differing areas of focus. While the programs in Germany and China focused more attention on language development, the US program emphasized pedagogical skills. Implications for practice are discussed. The importance of advanced language skills and communicative language pedagogy among foreign language teachers is undeniable. Multiple studies have shown that teacher oral proficiency in the target language is an important factor influencing student learning

Oral proficiency refers to one's ability to communicate orally in real-life settings and encompasses both speaking and listening. Weakness in target language oral proficiency can negatively impact a foreign language teacher's ability to plan and deliver lessons

To guide and inform the study, a review of literature was conducted focusing on (a) national standards for foreign language teacher training programs in each of the participating countries; (b) the proficiency of foreign language teacher candidates around the world; and (c) strategies aimed at enhancing teacher candidate oral proficiency.

The qualifying of teachers secures the attainment of the national educational objectives, but to achieve these goals, strict criteria about teacher quality must be utilized. However, it is quite clear that whatever measures are to be adopted to deal with these educational issues, it is always the teachers who will have to put these

objectives into reality. This paper is suggesting some ideas to improve the teaching profession. The recent recruitment policy of teachers in the country attracts only the poor achievers, who are unwilling to teach but they aspire to just get a degree. This paper suggests abolishing all colleges of education and encouraging the future teacher to join a one-year training course after s/he has got his/her BA or B.Sc. This policy will attract the willing persons who are serious to take teaching as their profession. Then the candidates can spend this one academic year to be equipped with necessary pedagogical knowledge to qualify to manage his/her classroom efficiently and carry out effective classroom presentation. By this recruitment policy, we can guarantee the sustainability of the process, and that only the willing persons will come to take teaching as their future career position and determine success in activities" (The order of the Russian Federation Ministry of Labor and Social Protection Thus, the standard becomes a benchmark, which indicates the need for qualitative changes in the process of preparing students - future teachers, if necessary, their retraining, as well as in the teachers' development.

The occupational standard for teachers together with constantly changing information environment stimulate teachers to increase their competence, including media competence, and give them opportunity for constant self-improvement and self-development.

To understand the requirements of the standard, presented for teachers, and in particular to a foreign language teacher, we are going to clarify the following concepts "qualification", "competence" and "competence". Ozhegov's dictionary defines the word "qualification" as "degree of readiness" for some kind of work "or as a" level of being prepared (Shvedova, 1982). "Competence" is considered as a circle of issues in which someone is well informed (Shvedova, 1982). Therefore, in order to become a competent foreign language teacher, it is necessary to have a certain set of competences that lets operate effectively in the field of foreign language education and have a certain level of qualification. Under "professional competence of the teacher" we understand an integral characteristic that determines the ability to solve professional problems

arising in real situations in professional activity, the use of knowledge of professional and life experience, values and inclinations.

The Council of Europe in 1996 identified five basic (key) competencies, which are necessary today for any specialists. In the context of professional advancement for foreign language teachers, they acquire special significance: Political and social competencies related to the ability of assuming responsibility, participating in joint decision-making, participating in the development of democratic institutions.

Competences related to life in a multicultural society designed to discourage the emergence of xenophobia, the spread of intolerance and contribute to both understanding differences and the wish to live with people of other cultures, languages and religions.

Competences that determine the skills of oral and written communication, vital for work and public life to such an extent that those who do not own them are threatened with isolation from the society. This group of communication includes the possession of several languages, which is of increasing importance.

Competences related to the emergence of the information society. Possession of new technologies, understanding of their strengths and weaknesses, the ability to have critical attitude to the information and advertising broadcast through mass media and the Internet. Competences that actualize the ability and desire to learning through life, not only professionally, but also in personal and public life. As we can see, these competencies are very specific and relevant up to now, as they are derived from the experience of European countries in the process of assimilating foreigners into their own "foreign language" environment (Mutzart, 2013). And as we know, the experience of implementing these competencies has not always been successful, as it contradicted the understanding of European "tolerance".

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7. "Programs and Approaches for Teaching Foreign Languages" by Margaret A. DuFon and Eton Churchill.

DEVELOPMENT AND IMPROVEMENT OF SPEAKING SKILLS IN THE PROCESS OF TEACHING ENGLISH

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Abstract; *There are several strategies and techniques that teachers can use to help students develop and improve their speaking skills. One approach is to provide ample opportunities for students to practice speaking in a supportive and encouraging environment. This can be achieved through various activities such as role-plays, discussions, debates, presentations, and group projects. Teachers can also use technology tools such as video conferencing, voice recording, and speech recognition software to enhance students' speaking practice.*

Key words: *Speaking skills, language education, communication, globalized world, strategies, techniques, role-plays, discussions, debates, presentations, group projects, technology tools, feedback, correction, pronunciation, grammar, vocabulary, fluency, cultural competence, inclusive learning environment, diversity.*

***Аннотация.** Существует несколько стратегий и методов, которые учителя могут использовать, чтобы помочь учащимся развить и улучшить свои разговорные навыки. Один из подходов заключается в предоставлении учащимся широких возможностей попрактиковаться в разговорной речи в благоприятной и ободряющей обстановке. Этого можно достичь посредством различных мероприятий, таких как ролевые игры, дискуссии, дебаты, презентации и групповые проекты. Учителя также могут использовать технологические инструменты, такие как видеоконференции, запись голоса и программное обеспечение для распознавания речи, для улучшения разговорной практики учащихся.*

The main demand of the society for a modern school is that students who can creatively solve scientific, production, social problems independently, think critically, develop and defend their own point of view, their beliefs, systematically and continuously consists in forming a person who goes and renews. Improving self-education skills based on one's own knowledge helps to creatively apply them to reality. One of the most convenient and proven ways to increase the efficiency of knowledge and activate students in class is the proper organization of independent study work. It occupies a special place in the modern lesson, because the student acquires knowledge only in the process of personal independent educational activity.

Nowadays, the relevance of learning and teaching a foreign language is growing more and more. In particular, in this regard, large-scale work is being carried out, first of all, to study oral speech in a foreign language, to apply it in all aspects and to develop it on a large scale. In our country today, the attitude towards foreign languages is developing very rapidly. The need for foreign languages is increasing not only in higher education, in schools and colleges, lyceums, but also in pre-school education. According to the theoretical opinions of foreign language teaching psychologists, speech is not a process of communication, it is not speaking or talking, speaking is a way of realizing and expressing thoughts during activity. One of the most effective means of developing and forming oral speech skills in learning a foreign language is the communication process. Today, innovative mechanisms and methods are widely

used as auxiliary tools in the development of oral speech skills. In general, it is important to rely on methodical methods and deep acquisition of lexical skills in the development of oral speech. Speech is a complex process, in its study and expression, it is necessary to work based on a lot of theoretical and practical knowledge. The issue of developing oral speech skills is a high-speed process.

The need for a foreign language is developing at a high level in our country. In particular, under the chairmanship of President Shavkat Mirziyoyev, a video conference was held on May 6, 2022 regarding measures to improve the system of teaching foreign languages. Many new projects were discussed at the meeting. They discussed the development of foreign languages in higher education, schools, colleges, lyceums and pre-school educational organizations. Various activities are being carried out in all institutions on the development of oral speech skills. In particular, children are taught 5 methods in pre-school educational institutions. The most important of these is "Speech training". Cultivating speech helps to further increase children's vocabulary, develop communication skills, and improve the child's thinking.

Having the skills of a lively speech helps to achieve success at work, develops self-confidence and the ability to formulate thoughts clearly. Many people are interested in where to learn and how to take the first steps. The first masters of oratory appeared in ancient Greece. They took part in debates, played on theater stages, and gave lectures to the people. In the 21st century, the ability to speak well will help you move up the career ladder and inspire people with your ideas. This skill is necessary not only for actors, journalists and lawyers, but for all people whose work is somehow related to public speaking.

Public and business communication has become an active part of the daily life of a modern person. We speak at conferences, attend meetings, communicate via voice messengers, and give speeches. This process has become very active and it is important for a successful person to work on the presentation of his speech. - "Speech is necessary to take a decent place in society, to withstand competition and to create one's own image," says Alexander Epstein, the founder of the "Speech Culture" school of speech. - I will not be original if I say that the man has become popular. Until recently,

entrepreneurs, businessmen, and politicians were not trained in the art of public speaking. Today, we see a significant increase in demand among them for all types of services: corporate training, personal coaching and group work. The spoken word itself is only the result. A person's speech begins with his ability to perceive, his intuitive knowledge of the world, his deep living of his life. Then comes the ability to process the acquired experience, think clearly and express thoughts fully and confidently. Public speaking is a deep, holistic work of a person on himself. Such work enriches a person and makes him versatile. It affects all aspects of outer and inner life, no less (or more) profoundly than, say, reading, drawing, music or dancing. It's a tool for self-discovery, and that's important for everyone, I think.

In the process of learning English, the development of speaking skills is very important for effective communication. Here are some tips to help you improve your speaking skills:

1. Practice regularly: The key to improving your speaking skills. Set aside time every day to practice English.
2. Find your conversation partner: Talking to native speakers or fellow English learners can greatly improve your speaking skills. Look for language exchange programs or online platforms to find conversation partners.
3. Listen and imitate: Listen to native English speakers and try to imitate their pronunciation, intonation and rhythm. This will help you develop a more natural speaking style.
4. Expand your vocabulary: learn new words and phrases regularly. The more words you know, the more confident you'll feel when speaking.
5. Use English in everyday situations: Try to incorporate English into your everyday life as much as possible. This includes thinking in English, talking to yourself, or even describing your daily activities in English.
6. Record and listen to yourself: record and listen to your speech exercises. This will help you identify areas for improvement and work on your pronunciation.

7. Use technology: Use language learning apps, online resources, and language exchange platforms to practice speaking English. These tools provide valuable feedback and help you track your progress.

Improving your speaking skills while learning English requires consistent practice and dedication. Here are some effective strategies to improve your speaking skills:

1. Engage in Conversations: Actively seek opportunities to converse in English with native speakers or other learners. Join language exchange programs, chat clubs or online forums and speak in a supportive environment.

2. Focus on fluency, not correctness: Don't worry too much about making mistakes. Aim to speak fluently and confidently, even if you make some mistakes. Fluency comes with practice and you can work on accuracy later.

3. Use oral prompts: Practice speaking on a variety of topics using prompts or questions. This will help you organize your thoughts and express yourself more effectively. You can find speaking prompts in textbooks, online resources, or language learning apps.

4. Record and listen to yourself: record your speech exercises and listen to them. Pay attention to pronunciation, intonation and clarity. This self-assessment will help you identify areas for improvement.

5. Imitate native speakers: Listen to English speakers through podcasts, movies or TV shows and try to imitate their pronunciation and intonation. This will help you develop a more natural speaking style.

6. Expand your vocabulary: Constantly work on expanding your vocabulary. Learn new words and phrases and practice using them in conversation. This will make your speech more colorful and interesting.

7. Ask for feedback: Ask for feedback from native speakers or experienced English speakers. They can provide valuable feedback and help identify areas for improvement.

8. Practice pronunciation: Spend time practicing English pronunciation. Focus on difficult sounds and practice them over and over. If possible, use pronunciation exercises or work with a pronunciation coach.

Remember, practice is key. The more you talk, the more comfortable and confident you will become.

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BASIC PRINCIPLES OF TERMINOLOGY AND THEIR IMPORTANCE IN SCIENTIFIC RESEARCH

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Abstract: *This paper explores the fundamental principles of terminology and their critical role in scientific research. Terminology, defined as the system of terms used within a specific domain, serves as a cornerstone for effective communication, knowledge transfer, and interdisciplinary collaboration. This study identifies key principles, including clarity, consistency, and context, and examines their impact on research outcomes. By analyzing case studies across various scientific fields, we demonstrate how precise terminology enhances comprehension, reduces ambiguity, and fosters innovation. Furthermore, the paper highlights the challenges posed by terminological variation and the necessity for standardized frameworks. Ultimately, we argue that a robust understanding of terminology is essential for advancing scientific inquiry and ensuring that research findings are accurately interpreted and applied. This investigation underscores the need for continued emphasis on*

terminological education and the development of comprehensive terminological resources in scientific communities.

Key words: *terminology, scientific communication, precision, standardization, clarity, interdisciplinary collaboration, knowledge organization, data management, contextual relevance, hierarchical structure*

Terminology plays a pivotal role in scientific research, serving as the foundation for effective communication and understanding within and across disciplines. As science becomes increasingly interdisciplinary, the need for precise and standardized terminology is paramount. Effective terminology minimizes ambiguity, ensuring that researchers and practitioners can convey complex ideas with clarity and consistency. The principles underlying terminology [1] —such as precision, consistency, standardization, contextual relevance, and hierarchical organization—are essential for facilitating collaboration among scientists from diverse fields.

Moreover, the significance of well-defined terminology extends beyond mere communication. It influences the management and interpretation of data, enhances the rigor of research methodologies, and supports the educational frameworks within which scientific knowledge is disseminated. As research becomes more collaborative and globalized, the adoption of universally accepted terminology standards can bridge gaps between different scientific cultures, fostering innovation and progress.

This paper aims to explore the basic principles of terminology and elucidate their importance in scientific research. By examining how effective terminology can enhance clarity, promote interdisciplinary collaboration, and improve data management, this discussion underscores the necessity of rigorous attention to terminology in advancing scientific inquiry [7]. In doing so, it emphasizes that the careful consideration of language and terms is not merely a stylistic choice but a critical component of the scientific process.

All effective communication rely on clear language and consistent meaning. However, terms that are used in a scientific context are expected to meet additional standards beyond those for words in everyday communication [5]. The choice of which scientific terms are used and the transparency of their meanings are not trivial or

semantic questions nor is the use of scientific terms just proprietary jargon intended to limit public understanding of technical communication.

Specialized technical terminology with formal, systematic definitions ideally provides a precise, standardized, documented nomenclature that goes beyond the goal of general informal understanding and colloquial communication. Effective scientific terminologies serve the purpose of ensuring that statements about scientific information, observations, and theories are explicit in meaning; concrete in applicability; and replicable in the sense that the terms will have the same interpretations and specifiable implications for all users. This consistency in the definition of terms may be achieved by a reproducible operationalization; reference to a formal classification system; comparison to a concrete metric or a standardized assessment; delineation of the necessary, sufficient, and exclusory characteristics; and/or a comprehensive listing of referents included and excluded from the term's meaning [4].

The highest standards for scientific terms go beyond requiring unambiguous, easily and consistently understood denotations. Scientific terms are usually part of a larger system of related terms and concepts and they often reflect a particular theory, model, or at least a particular perspective. Because of this, technical terms typically have significant connotations that include assumptions and implications. These connotations should ideally be public, identified as to their theoretical framework when possible, and preferably be empirically anchored. A discussion about terminology requires consideration of the underlying concepts of the terms in question.

Every scientific field develops its own set of terms and terminology, which often change over time as do the conceptualizations and frameworks to which they relate. At one time, [8] stating that someone was an “alcoholic” or a “drug addict” was a moral judgment and a condemnation of the person's weak will and “dissolute character.” Today, these terms more often imply psychiatric conditions and as such they reflect a change in the assumptions and larger perspective on substance use problems. The meaning of these terms may well change in the future and, if so, the evolution in the nomenclature will presumably be a productive change that reflects advances in

thinking about the subject. For example, a formerly prominent term that is not often used currently is “addictive personality.” The term refers to the idea that some individuals have a particular type of personality that makes them especially vulnerable to alcoholism, drug addiction, and/or other compulsive behaviors such as pathological gambling. However, decreased use of the term addictive personality was not because of its connotations or characterological emphasis but because multiple research efforts did not find any empirical support for it.

A comprehensive review of academic publications, textbooks, and standards related to terminology in scientific research was conducted. Sources included peer-reviewed journals, established terminology databases, and organizational guidelines (e.g., ISO, ANSI) relevant to various scientific fields [1].

Key terminology standards were identified and analyzed to understand their role in promoting precision and consistency in scientific communication. Notable standards included ISO 704 (Terminology work – Principles and methods) and ISO 1087 [2] (Terminology – Vocabulary).

Relevant case studies were selected from diverse scientific disciplines, including biology, chemistry, and engineering. These case studies illustrated the practical application of terminology principles in real-world research scenarios.

A qualitative analysis was performed on the collected literature and case studies to identify and categorize key principles of terminology. Coding the literature to extract recurring themes related to terminology principles. Identifying examples that demonstrate the impact of terminology on research outcomes [10].

A comparative analysis of various terminology standards was conducted to highlight differences and similarities in their approaches to terminology management. Evaluating the guidelines and recommendations of each standard.

Assessing how these standards address issues of precision, consistency, and contextual relevance.

Semi-structured interviews and surveys were conducted with researchers from different disciplines to gather insights on their experiences with terminology in scientific research.

Developing a questionnaire to assess the importance placed on terminology in their work. Analyzing the responses to identify common challenges and best practices related to terminology use. The findings from the qualitative analysis, comparative analysis, and interviews were synthesized to form a cohesive understanding of the principles of terminology and their importance. This synthesis aimed to provide a framework that researchers can use to enhance their communication and collaboration in scientific research [9].

The combination of literature review, qualitative and comparative analysis, and empirical data from interviews and surveys provided a robust foundation for understanding the basic principles of terminology and their significance in scientific research. This multifaceted approach allowed for a comprehensive exploration of the topic, facilitating insights that are applicable across various scientific domains.

A word on terminology — technical versus technological. “Technological” is used here to discuss systems, both mechanical and social, as means of controlling and manipulating the environment, with large and small. [5] “Technical” is used to refer primarily to artifacts and mechanical systems, but there is nothing crucial in using these terms in these ways. What is important is the realization that explanations in the realm of the technological/technical require appeals to systems of varying complexity. The relevant system or systems constitutes an explanatory matrix that must be demarcated with care. Depending on which system is invoked, a different explanation may be required. In this sense the construction of a technical/technological explanation may be more of an art than a science. Indeed, it is a function of the skill of the person asked to give the explanation in determining what will satisfy the questioner [16].

The analysis of literature and case studies revealed several key principles of terminology that are crucial for effective scientific communication:

Precision and Consistency: A majority of the reviewed literature emphasized the necessity of precise definitions. Researchers reported that inconsistent terminology often leads to misunderstandings, particularly in interdisciplinary collaborations. For instance, [4] terms like "species" can have different interpretations across fields, impacting research outcomes.

Standardization: The comparative analysis of terminology standards highlighted a common emphasis on standardization to facilitate communication. For example, [11] ISO standards provide frameworks that ensure uniform understanding, which is vital in fields such as medical research and engineering.

Contextual Relevance: Interviews with researchers indicated that terminology must be context-specific. Respondents noted that while standardized terms are important, their applicability can vary based on the research focus. For example, the term "microbial diversity" may require different definitions depending on whether it is used in environmental science or clinical microbiology [13].

Hierarchical Structures: The analysis confirmed that understanding hierarchical relationships among terms enhances knowledge organization. Researchers noted that clear hierarchies help in categorizing information and improving data retrieval, which is particularly useful in systematic reviews.

Interdisciplinary Collaboration: The findings underscored the importance of clear terminology in facilitating interdisciplinary research. [12] Participants from different fields expressed that shared terminology reduces barriers to collaboration, allowing for the integration of diverse perspectives and expertise.

The results underscore the vital role of terminology in scientific research, reinforcing the idea that effective communication is foundational to advancing knowledge. The principle of precision emerged as a cornerstone, as ambiguity in terminology can lead to flawed interpretations and hinder collaboration. This aligns with previous studies that highlight the negative consequences of terminological confusion in scientific discourse.

Standardization is equally critical, as it not only fosters clarity but also supports the reproducibility of research. In an era where reproducibility is a significant concern in science, adopting standardized terminology can enhance trust in research findings. [15] This is particularly relevant in fields such as biomedical research, where miscommunication can have serious implications for patient care.

The contextual relevance of terminology illustrates the balance researchers must strike between standardization and specificity. While standardized terms are essential,

the dynamic nature of scientific inquiry necessitates flexibility. Researchers must be adept at adapting terminology to fit the nuances of their specific studies, which requires ongoing dialogue and negotiation among disciplines [14].

The hierarchical organization of terms proved beneficial for knowledge management, as it aids in navigating the complexities of scientific information. This finding supports the development of terminological databases and resources that can assist researchers in effectively categorizing and retrieving information. Finally, the emphasis on interdisciplinary collaboration highlights the need for a shared vocabulary in an increasingly interconnected scientific landscape. By fostering a common understanding through clear and standardized terminology, researchers can better address complex global challenges, such as climate change and public health crises.

The principles of terminology are integral to the effectiveness of scientific research. [7] By prioritizing precision, standardization, contextual relevance, and hierarchical organization, researchers can enhance communication, collaboration, and ultimately, the advancement of knowledge. The ongoing development and adherence to robust terminological practices will be essential in navigating the complexities of modern scientific inquiry.

In conclusion, the basic principles of terminology are essential for ensuring clarity and precision in scientific research, facilitating effective communication among researchers across diverse disciplines. This study highlights the critical roles of precision, consistency, standardization, contextual relevance, and hierarchical organization in enhancing the quality of scientific discourse. By adhering to these principles, researchers can mitigate ambiguity, foster collaboration, and improve data management practices, thereby advancing the integrity and reliability of scientific inquiry. The findings demonstrate that a shared understanding of terminology not only enhances interdisciplinary collaboration but also supports the reproducibility and applicability of research findings. As science continues to evolve in complexity and scope, the adoption of standardized terminology will be increasingly important in addressing multifaceted global challenges. Future research should focus on developing comprehensive terminological frameworks that accommodate the dynamic nature of

scientific fields while promoting interconnectivity among disciplines. By prioritizing robust terminology practices, the scientific community can strengthen its efforts toward innovation and knowledge advancement, ultimately benefiting society as a whole.

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“YUSUF VA ZULAYHO” DOSTONINING LEKSIK XUSUSIYATLARI (“OSHIQNOMA” TURKUMIDAN)

Xatamova Muattar Qodirjon qizi

GulDU tayanch doktoranti

Annotatsiya: *Ushbu maqolamizda “Oshiqnoma” turkumiga kiruvchi Niyoz xalfa ijrosidagi “Yusuf va Zulayho” dostonining leksik xususiyatlarini o‘rganish, asarni ijro etgan xalfaning so‘z va qo‘shimchalardan, o‘zbek tili tarixidagi so‘zlardan misollar keltirgani haqida so‘z yuritilgan. Bu orqali esa baxshining til leksik qatlamlaridan foydalanish mahorati aks ettirilgan. Badiiy matnda lisoniy vositalarning keltirilishi tinglovchiga va kitobxonga estetik ta‘sir ko‘rsatishi mantiqiy dalillangan.*

Kalit so‘zlar: *Leksik, dialektik, so‘z qo‘llash, doston, shevaga oid so‘z, sadoqat, qahramon xarakteri.*

Ключевые слова: *Стилистика, стиль, диалектика, вопросительное предложение, культура речи, словоупотребление, эпос.*

Аннотация: *В данной статье мы изучим лексические особенности эпоса “Юсуф и Зулайхо” в исполнении Ниёза Халфы, относящегося к проводимому циклу “Ашикнома”. Благодаря этому отражается умение Бахши использовать лексические пласты языка. Логически доказано, что внедрение языковых средств в художественный текст оказывает эстетическое воздействие на слушателя и читателя.*

Abstract: *In this article, we will study the lexical features of the epic “Yusuf and Zulayho” performed by Niyoz Khalfa, which belongs to the “Ashiqnoma” series. held. Through this, Bakhshi's ability to use the lexical layers of the language is reflected. It is logically proven that the introduction of linguistic tools in the literary text has an aesthetic effect on the listener and the reader.*

Key words: *Lexicon, dialectic, word usage, epic, dialectal word, loyalty, hero's character.*

Adabiyotning bosh unsuri soʻz, umuman olganda tildir. Asarlarda soʻzlarni oʻrni-oʻrnida qoʻllash, asar maʼnosini oʻquvchiga yetkazib berish, badiiy til orqali oʻquvchiga kuchli his-tuygʻularni etkazish, tilda bayon etilgan tasvirlar, voqealarni jonlantirib, oʻquvchini asarga jalb qilish, yozuvchi oʻz uslubini yaratish imkoniyatiga ega boʻlishi, bu esa asarga oʻziga xoslikni berishi, badiiy til orqali insoniy qadriyatlar, ijtimoiy masalalar va falsafiy gʻoyalarni chuqurroq ifodalash mumkinligi hamda badiiy til asarni oʻqishni qiziqarli qilishi, oʻquvchi uchun estetik tajriba yaratishi, albatta, yozuvchining mahoratiga bogʻliqdir.

Baxshilarimiz tomonidan aytilgan dostonlardan ham oʻzbek tiling boyligi, muayyan leksik elementlar va ularning maʼnolari bilan tanishamiz. Shuningdek, oʻz xalqimizning ruhiyati va gʻururi aks ettiriladi. Baxshilarimizning dostonni kuylashdagi texnikasi va uslubi, ovozi, ritmi va melodiya orqali his-tuygʻularni yetkazishi, dostonlarni chuqur bilishi va ularni aniq, toʻgʻri bayon qilish qobilyati, voqea yoki muhitga qarab, dostonni yangicha uslubda ifodalash, oʻquvchi (tinglovchilar) ni jalb qilish va ularning emotsiyalariga taʼsir koʻrsatish qobilyati sanʼatdagi oʻrni, uning xalq oldidagi ahamiyatini belgilaydi. Bugungi kunda xalq dostonlariga, baxshilarimizga boʻlgan munosabat anchayin yaxshilandi, eʼtibor kuchaydi. Xalqimiz ogʻzaki ijodining davlat maqomida eʼzozlanishini Oʻzbekistonning mustaqillikka erishishining ijobiy natijasi sifatida baholash mumkin. Yurtimiz barkamol avlodini xalq ogʻzaki ijodidan mukammal maʼlumotga ega boʻlmagan holda tasavvur qilib boʻlmaydi. Keyingi yillarda davlat tomonidan xalq qadriyatlariga eʼtibor berilishi natijasida ogʻzaki ijod durdonalariga boʻlgan qiziqish ancha jonlandi. Fargʻona, Namangan, Samarqand, Qashqadaryo, Surxondaryo, Xorazm, Jizzax viloyatlariga uyushtirilgan ekspeditsiyalar

materiallari ayrim folklorshunoslar bildirgan xalq og‘zaki ijodida tanazzul jarayoni boshlangani haqidagi fikrlarning u qadar to‘g‘ri bo‘lmay qolganini tasdiqlamoqda[2,19]. Tarixiy merosni asrab-avaylash, o‘rganish va avlodlardan avlodlarga qoldirish davlatimiz siyosatining eng muhim ustuvor yo‘nalishlaridan biridir. Bunga misol tariqasida O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyozey 2019-yil 14-maydagi PQ 4320-sonli “Baxshichilik san’atini yanada rivojlantirish chora-tadbirlari to‘g‘risida”gi qarorni qabul qildi. Qarorda shunday deydi: “Xalqimizning milliy o‘zligini, qadimiy tarixi va tilini, uning hayot tarzi, an‘ana va urf-odatlarini o‘zida mujassam etadigan, umumbashariy madaniyatning ajralmas qismi sifatida tan olingan baxshichilik san’ati atoqli baxshi-shoirlarimiz, folklorshunos olimlarimizning fidoyi mehnati, ijodiy tafakkuri bilan asrlardan asrlarga o‘tib kelmoqda”. Xalq og‘zaki ijodi bebaho madaniyat durdonasi hisoblanadi. Bu bebaho madaniyat bizga baxshilar tomonidan yetkazib beriladi, tadbiq etiladi. Baxshilarimiz dostonni kuylash natijasida turli leksik qatlamlardan foydalanib, rang- barang so‘zlar va iboralarni kiritadilar, bu esa dostonning ma’nosini chuqurlashtiradi. Xalqning til boyligi birinchi galda uning folkorida namoyon bo‘ladi. Biror bir xalqning qanday xalqligini bilish uchun uning folklorini o‘rganish zarur. “Yusuf va Zulayho” dostonida xalqning til imkoniyatlari, mushohada tarzi, ijodiy quvvati aks etadi. Og‘zakilik, variantlilik folklorning o‘ziga xos xususiyati bo‘lib u xalq ijodi namunalari bevosita jonli ijro jarayoni bilan bog‘liq ekanligini namoyon etadi, ya’ni folklor asarlariga turg‘unlik xos emas, u har galgi ijroda o‘zgaradi, yangilanadi, bu esa badiiy til imkoniyatlarining yuksak namoyishi demakdir.

Baxshilarimizning xalq tili imkoniyatlaridan unumli foydalanishi, har galgi ijroda bu badiiy til tovlanishi, uning yangicha mazmun va mohiyat kasb etishi epik ijodning o‘ziga xos xususiyatidir. Bunga misol tariqasida Niyoz xalfa tomonidan kuylangan “Yusuf va Zulayho” dostonini ham keltirishimiz mumkin.

Dostonida keltirilgan leksik xususiyatlar dostonning umumiy mazmuni va ta’sirchanligini oshiradi. Bunday xususiyatlarga dostonda Yusuf xarakterining jozibadorligini ta’kidlovchi sifatlarni ko‘rishimiz mumkin. Masalan, Yusufning jismoniy go‘zalligi ham, ichki go‘zalligi ham e’tiborni tortadi. U aqlli va dono bo‘lib,

murakkab vaziyatlarni hal qilishda mahorat ko'rsatadi. Yusufning qiyinchiliklarga qarshi sabrli bo'lishi uning kuchli xarakterini namoyon etadi. Boshqalar bilan samimiy va mehribon munosabatda bo'lishi, uning insoniy sifatlarini ko'rsatadi. U har doim haqiqatni himoya qiladi va adolatli qarorlar qabul qiladi. Yusufning ishonchli va sodiq shaxs sifatida tasvirlanishi, uning boshqalar orasidagi obro'sini oshiradi. Bu sifatlar Yusufning xarakterini jozibador va ilhomlantiruvchi qilib ko'rsatadi.

Yusuf va Zulayho dostonida shevga oid so'zlar ko'plab kontekstlarda ishlatiladi. Bu so'zlar asarning mintaqaviy yoki madaniy kontekstini ochib beradi. Misol uchun quyidagilarda ko'rishimiz mumkin:

1. Mintaqaviy leksika: Doston ichida o'ziga xos shevalar, masalan, aynan bir hududga xos atamalar, joy nomlari va an'analar.

2. Dialektal so'zlar: Ayrim dialektlarda ishlatiladigan so'zlar, masalan, hayvonlar, o'simliklar yoki kundalik hayotga oid atamalar.

3. Emotsional ifodalar: Shevdagi so'zlar ko'pincha hissiy ruhiyatni va muhitni ochib berishda yordam beradi.

4. Qiziqarli iboralar: Mahalliy xarakterga ega bo'lgan ifodalar, ular dostonning rang-barangligini oshiradi.

Til materialmi qamrab olish imkoniyatiga ko'ra badiiy adabiyot adabiy til doirasidan chiqib ketadi. Va umumxalq tili boyligining deyarli barcha ko'rinishlarini qamrab oladi. Adabiy tilda dialektizmlar, jargonlar, varvarizmlar, vulgarizmlar(dag'al so'zlar), eskirgan so'zlar kabi oddiy so'zlashuv vositalaridan foydalanish maqsadga muvofiq emas. Lekin ular badiiy stilda o'rni bilan ishlatiladi. Masalan, dostonida shevaga oid so'zlar keltiramiz.

Ozodlikdan mahrumdurman ketarga ixtiyorim yo'q,

Aytganimni qilursan, deb zug'um qilur katxudo.[3,159]

“Katxudo” so'zi fors-tojik tilidan nolingan bo'lib “Oqsaqol, boshliq, rahbar, sardor “ degan ma'nolarni beradi.[4,292] Ya'ni meni boshlig'im aytganimni qilasan deb men zug'um qilmoqda degan ma'no kelib chiqadi.

Bunday shevga oid so'zlarning qo'llanilishi asarning tiliga boylik qo'shib, o'quvchilarga muayyan muhitni his qilish imkonini beradi.

“Yusuf va Zulayho” dostonining leksik xususiyatlari uning mazmuni va ifodaliligini oshiradi. Asarda ishlatiladigan tasviriy soʻzlar, sifatlar va emosional leksika xarakterlarning jozibadorligini, voqealarning dramatikligini va hissiyotlarning chuqurligini namoyon etadi. Mintaqaviy va shevga oid soʻzlar esa dostonning madaniy kontekstini boyitadi. Shuningdek, takroriy ifodalar asosiy gʻoyalarni kuchaytiradi. Umuman olganda, leksik xususiyatlar dostonni nafaqat estetik jihatdan, balki maʼnaviy jihatdan ham kuchli qiladi.

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THE REPRESENTATION OF MIGRATION IN CONTEMPORARY WORLD LITERATURE

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Abstract *This article examines the representation of migration in contemporary world literature, focusing on personal narratives, social and political commentary, and cultural hybridity. Through the works of authors like Chimamanda Ngozi Adichie, Mohsin Hamid, Salman Rushdie, and Jhumpa Lahiri, the article explores how migration shapes identity and reflects broader societal issues. Themes of displacement,*

exile, and the quest for belonging are highlighted, illustrating the multifaceted nature of migration and its impact on individuals and societies.

Keywords: contemporary world literature, migration, personal narratives, social commentary, political commentary, cultural hybridity, exile, globalization, identity.

Аннотация В этой статье исследуется репрезентация миграции в современной мировой литературе, уделяя особое внимание личным рассказам, социальным и политическим комментариям и культурной гибридности. В работах таких авторов, как Чимаманда Нгози Адичи, Мохсин Хамид, Салман Рушди и Джумпа Лахири, в статье исследуется, как миграция формирует идентичность и отражает более широкие социальные проблемы. Освещены темы перемещения, изгнания и стремления к принадлежности, иллюстрирующие многогранный характер миграции и ее влияние на отдельных людей и общества.

Ключевые слова: современная мировая литература, миграция, личные нарративы, социальный комментарий, политический комментарий, культурная гибридность, изгнание, глобализация, идентичность.

Annotasiya. Ushbu maqola shaxsiy hikoyalar, ijtimoiy va siyosiy sharhlar va madaniy duragaylarga e'tibor qaratib, zamonaviy jahon adabiyotida migratsiya tasvirini o'rganadi. Chimamanda Ngozi Adichie, Mohsin Hamid, Salmon Rushdie va Jhumpa Lahiri kabi mualliflarning asarlari orqali maqola migratsiya shaxsiyatni qanday shakllantirishi va kengroq ijtimoiy muammolarni aks ettirayotganini o'rganadi. Migratsiyaning ko'p qirrali tabiati va uning shaxslar va jamiyatlarga ta'sirini ko'rsatuvchi ko'chirish, surgun va tegishli bo'lishga intilish mavzulari yoritilgan.

Kalit so'zlar: zamonaviy jahon adabiyoti, migratsiya, shaxsiy hikoyalar, ijtimoiy sharh, siyosiy sharh, madaniy duragay, surgun, globallashuv, o'ziga xoslik.

Migration has played a crucial role in shaping human societies and cultures throughout history. In modern world literature, it has become a key theme, capturing the intricate and diverse aspects of contemporary displacement. Authors like Chimamanda Ngozi Adichie, Mohsin Hamid, Salman Rushdie, and Jhumpa Lahiri

delve into the varied experiences of migrants, showcasing their challenges, identities, and resilience. This article explores how contemporary literature portrays migration, focusing on personal stories, social and political critiques, and the formation of hybrid identities in a globalized world.

Exploring migration in contemporary world literature reveals several key themes and insights: The term migrant literature implies that subject matter will be about migration and the culture and tradition of the host nation. However, the fact is that although the description of the migration experience and the difficulties of adaptation play a primary role in this literature, actually, migrant literature can be very diverse, either thematically or structurally.

Postcolonialism and its prominent theorists have contributed to a great extent to migration literature by identifying a framework of features and principles – either thematically or stylistically – for it. The inherent characteristic of this literature, namely its primary focus on the marginal group of every society – here the migrants – brings it under the shadow of the postcolonial theory. Moslund justifies the above association through this statement: "post colonialism is, admittedly, an important element of the overall image of the twentieth century as the age of wandering"

Personal Narratives: Modern authors often use personal stories to depict the nuanced experiences of migrants. Books like Chimamanda Ngozi Adichie's "Americanah" and Mohsin Hamid's "Exit West" offer intimate portrayals of the challenges, hopes, and transformations migrants face, providing a humanized perspective on migration.

Social and Political Commentary: Migration is frequently used as a lens to critique societal and political structures. Lawrence Hill's "The Illegal" highlights the harsh realities and systemic injustices encountered by undocumented immigrants, prompting readers to reflect on and question existing immigration policies and practices.

Cultural Hybridity and Identity: The blending of cultures and the formation of hybrid identities are recurrent themes in migration literature. Salman Rushdie's "The Satanic Verses" and Jhumpa Lahiri's "The Namesake" explore the complexities of

belonging and cultural integration, illustrating the multifaceted nature of identity in a globalized world.

Displacement and Exile: Themes of displacement and exile are central to many contemporary migration stories. Khaled Hosseini's "The Kite Runner" and Elif Shafak's "The Bastard of Istanbul" vividly portray the emotional and psychological impacts of being uprooted, emphasizing the enduring connection to one's homeland despite physical separation.

Resilience and Adaptation: Migrant narratives often highlight the resilience and adaptability of individuals facing new and challenging environments. These stories underscore the strength and determination of migrants as they navigate complex cultural landscapes and build new lives.

However, the migration of the intellectuals is not limited to the third world countries and this trend includes the developed countries such as Ireland, Spain, Greece and the old Soviet Union. As a result, such great figures as James Joyce, Milan Kundera, Alexander Nabokov and Joseph Conrad could successfully gain the universal attention by creating memorable masterpieces and even win the Nobel Prize for literature.

That's how a new type of literature has emerged which is called the literature of migration and whose aim is to illustrate various narratives of the social, cultural, economic and political aspects of the migrant's lives in their alien conditions of the host societies. To speak generally, migration literature would have to include all works "that are produced in a time of migration or that can be said to reflect on migration". This means that to be a migrant writer or even describe the character's experience of migration in the work of literature does not necessarily classify the author's work as the literature of migration. A work has to possess some certain characteristics in order to be considered as a migrant piece.

These findings highlight the diverse ways migration is represented in contemporary world literature, offering a rich tapestry of narratives that illuminate the multifaceted experiences of migrants. Through personal stories, social critiques, and explorations of identity, modern authors provide valuable insights into the challenges and triumphs of migration.

The theme of migration in contemporary world literature is both intricate and multi-layered. Through the lens of personal stories, social and political insights, and the exploration of cultural identities, authors like Chimamanda Ngozi Adichie, Mohsin Hamid, Salman Rushdie, and Jhumpa Lahiri provide a deep understanding of the migrant experience. Their narratives showcase the resilience and adaptability of migrants while addressing broader societal challenges and the emotional impacts of displacement. These literary depictions not only shed light on the diverse facets of migration but also promote empathy and understanding, emphasizing its ongoing significance in our globalized world

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SYNTACTICAL ASPECTS OF THE ENGLISH LANGUAGE

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Abstract. *This paper explores the syntactical aspects of language, focusing on the structure and organization of sentences in various languages. It examines key syntactic components, including phrases, clauses, and sentence types, and how they interact to convey meaning. The study highlights the importance of syntax in understanding language comprehension and production, as well as its role in linguistic theory.*

Annotatsiya. *Ushbu maqola tilning sintaktik jihatlarini o'rganadi, turli tillardagi gaplarning tuzilishi va tashkil etilishiga e'tibor beradi. Unda asosiy sintaktik komponentlar, jumladan, iboralar, bo'laklar va gap turlari, ularning o'zaro ta'siri, ma'noni bildirish usullari ko'rib chiqiladi. Tadqiqotda tilni tushunish va ishlab chiqarishni tushunishda sintaksisning ahamiyati, shuningdek, tilshunoslik nazariyasidagi roli ko'rsatilgan.*

Аннотация. *В этой статье рассматриваются синтаксические аспекты языка, с упором на структуру и организацию предложений в различных языках. В ней рассматриваются ключевые синтаксические компоненты, включая фразы, предложения и типы предложений, а также то, как они взаимодействуют для передачи смысла. В исследовании подчеркивается важность синтаксиса для понимания понимания и производства языка, а также его роль в лингвистической теории*

Syntax is a fundamental component of linguistics that deals with the structure of sentences. It involves the rules and principles that govern the formation of phrases, clauses, and sentences in a language. In English, syntax plays a crucial role in conveying meaning, establishing relationships between words, and ensuring clarity in communication. This article explores various syntactical aspects of the English language, including sentence structure, word order, types of clauses, and syntactic ambiguity.

English sentences can be broadly categorized into three main structures:

- **Simple Sentences:** A simple sentence consists of a single independent clause, which contains a subject and a predicate. For example:
 - "The cat sleeps."

- **Compound Sentences:** A compound sentence contains two or more independent clauses joined by coordinating conjunctions (e.g., and, but, or). For example:

- "The cat sleeps, and the dog barks."

- **Complex Sentences:** A complex sentence includes one independent clause and at least one dependent clause. The dependent clause cannot stand alone and often begins with subordinating conjunctions (e.g., because, although, when). For example: "Although the cat sleeps, the dog barks."

English typically follows a Subject-Verb-Object (SVO) word order. This means that the subject comes first, followed by the verb and then the object. For example: , "The teacher (subject) explains (verb) the lesson (object)."

However, variations in word order can occur for emphasis or stylistic reasons. For instance:

- "The lesson is explained by the teacher." (Passive voice)

Clauses are essential building blocks of sentences. In English, there are two primary types of clauses:

- **Independent Clauses:** These clauses express a complete thought and can stand alone as sentences. For example:

- "She enjoys reading."

- **Dependent Clauses:** These clauses do not express a complete thought and rely on independent clauses for meaning. They often provide additional information. For example:

- "Because she enjoys reading, she visits the library often."

Dependent clauses can be further classified into several categories:

- **Adjective Clauses:** Modify nouns (e.g., "The book that I borrowed is fascinating.")

- **Adverbial Clauses:** Modify verbs (e.g., "She sings beautifully when she is happy.")

- **Noun Clauses:** Function as nouns (e.g., "What he said surprised me.")

Syntactic Ambiguity

Syntactic ambiguity occurs when a sentence can be interpreted in multiple ways due to its structure. This can lead to confusion or misinterpretation. For example:

- "I saw the man with the telescope."
 - Interpretation 1: I used a telescope to see the man.
 - Interpretation 2: The man I saw had a telescope.

Ambiguity can arise from various syntactic constructions, including prepositional phrases, relative clauses, and coordination.

Noam Chomsky introduced transformational grammar, which emphasizes the relationship between deep structure (the underlying meaning) and surface structure (the actual sentence form). This theory highlights how sentences can be transformed through various syntactic operations, such as movement, deletion, or substitution.

Deep structure: "The dog chased the cat."

Surface structure transformation: "Did the dog chase the cat?"

Understanding the syntactical aspects of the English language is essential for effective communication and language learning. By grasping sentence structure, word order, types of clauses, and potential ambiguities, speakers and writers can enhance their ability to convey meaning clearly and accurately. As language continues to evolve, ongoing exploration of syntax will remain vital for linguists, educators, and learners alike.

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LINGUISTIC PROBLEMS OF THE ENGLISH LANGUAGE

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Abstract; *The article emphasizes that while English offers expressive potential, it also presents numerous linguistic challenges that can impede communication. Recognizing these issues is essential for effective teaching and learning strategies, helping learners navigate the complexities of the language.*

Annotatsiya *Maqolada ta'kidlanishicha, ingliz tili ekspressiv potentsialni taqdim etsa-da, muloqotga to'sqinlik qiladigan ko'plab lingvistik muammolarni ham taqdim etadi. Ushbu muammolarni tan olish samarali o'qitish va o'rganish strategiyalari uchun muhim ahamiyatga ega, o'quvchilarga tilning murakkabliklarini yo'naltirishga yordam beradi.*

Аннотация *В статье подчеркивается, что хотя английский язык предлагает экспрессивный потенциал, он также представляет многочисленные лингвистические проблемы, которые могут препятствовать общению. Осознание этих проблем имеет важное значение для эффективных стратегий преподавания и обучения, помогая учащимся ориентироваться в сложностях языка.*

The English language, one of the most widely spoken languages in the world, is known for its rich vocabulary, diverse dialects, and complex grammatical structures. However, it also presents a range of linguistic problems that can create challenges for learners, speakers, and linguists alike. This article explores some of the key linguistic issues associated with the English language.

One of the most significant challenges in English is the inconsistency between spelling and pronunciation. Unlike many languages that have a more phonetic approach to spelling, English has numerous exceptions and irregularities. For example, the words "through," "though," "thought," and "tough" all contain similar letter combinations but are pronounced differently. This irregularity can pose difficulties for non-native speakers and even native speakers when learning new vocabulary.

English is rife with words that have multiple meanings (polysemy) or sound the same but have different meanings (homonymy). For instance, the word "bank" can refer to a financial institution or the side of a river. This can lead to confusion in communication, especially in contexts where the intended meaning is not clear. The reliance on context to determine meaning adds an additional layer of complexity for learners.

Phrasal verbs are another area where English can be particularly challenging. These verbs consist of a main verb combined with one or more particles (prepositions or adverbs), which can drastically change the meaning. For example, "give up" means to quit, while "give in" means to surrender. The vast number of phrasal verbs in English (such as "take off," "put up with," and "look after") can be overwhelming for learners who must memorize their meanings and usages.

English grammar presents several complexities that can confuse learners. The use of tenses, particularly the perfect tenses (present perfect, past perfect), can be particularly challenging. Understanding when to use each tense and how they relate to time can be difficult for those whose native languages do not have similar structures. Additionally, the rules surrounding articles ("a," "an," and "the") can be perplexing, as they are often omitted or used differently in other languages.

English is spoken in many countries around the world, leading to a wide range of dialects and accents. Variations in vocabulary, pronunciation, and grammar can create barriers to understanding. For instance, British English and American English differ not only in pronunciation but also in spelling (e.g., "colour" vs. "color") and vocabulary (e.g., "boot" vs. "trunk"). These differences can lead to misunderstandings and miscommunications among speakers from different regions.

English is rich in idiomatic expressions that often do not translate literally into other languages. Phrases like "kick the bucket" (to die) or "let the cat out of the bag" (to reveal a secret) can confuse non-native speakers who may interpret them literally rather than understanding their figurative meanings. Moreover, cultural references embedded in language can further complicate comprehension for those unfamiliar with specific cultural contexts.

The English language is constantly evolving, influenced by globalization, technology, and cultural exchange. New words are regularly added to the lexicon, while others fall out of use. This dynamic nature of the language can make it difficult for learners to keep up with current usage and slang, which can vary significantly by region and community.

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SEMANTIC STRUCTURE OF THE ENGLISH WORDS

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Abstract: *This article is about semantics and what semantics studies and the semantic meanings of words in the English language. In addition, the article also compares the different meanings of words in other languages with English words and semantic meanings of English expressions are also given.*

Key words: *semantic, concept, object, perspective, integration, computational.*

Semantics refers to a variety of different ways in which we understand the meaning of words based on the words themselves as well as how they are put together

in phrases or sentences in order to construct more complex meaning. When we combine words into phrases or sentences, that create what we call a semantic structure, or a specific ordering of words to create a specific meaning. There are two primary semantic structures in English: subject-verb-object (also called active voice) and object-verb-subject (also called passive voice). Both of these structures indicate the actors, actions, and relationships between both in any English sentence. The semantic difference between active and passive voice semantic structure is where the emphasis is placed. In the active voice, we are placing emphasis on the subject who is performing the action of the structure. In the passive voice, we are placing emphasis on the object that is the recipient of the action being performed. Semantic structure' constitutes the meaning system directly expressed by and encoded in language. In other words, semantic structure is the form that conceptual structure takes for expression in language. Thus, in order to get a sense of the nature of semantic knowledge, for instance, the nature and range of lexical concepts, we must begin by examining the nature of conceptual structure. In this section, then, we consider the basic units of concept structure, "concepts". For psychologists, concepts are the basic units of knowledge and are essential both for 'categorization' – the ability to identify individuals, entities, and instances – and 'conceptualization' – the ability to construct alternative perspectives (Barsalou, 1992). To illustrate the notion of conceptualization, consider the sentences in (1) and (2).

Each provides a different conceptualization of the concept book:

(1) That book is heavy.

(2) That book is boring.

While the example in (1) relates to the book 'as tone,' the example in (2) relates to book 'as text.'

Since the work of the French philosopher René Descartes in the 17th century, who developed the principle of Mind/Body dualism, there has been a common assumption within philosophy and, more recently, the other cognitive sciences, that conceptual structure can be studied without recourse to the body, and hence without recourse to 'embodiment.' In modern linguistics, this "objectivist approach' has been most evident

in the approach to meaning known as ‘Formal Semantics’. Proponents of this approach assume that it is possible to study meaning as a formal or computational system without taking into account the nature of human bodies or human experience. This position is problematic from an evolutionary perspective as it entails that a new discontinuous cognitive adaptation was required for conceptual structure. Conceptual structure, on this account, is assumed to employ what has been termed an “a modal” (non-perceptual) form of representation. A modal representation is distinct from the ‘modal’ or perceptual forms of representation that presumably had to exist prior to the emergence of conceptual structure, in order to represent ‘percepts’ (Barsalou, 1999). The last two decades or so have seen a shift from modeling conceptual representation in terms of a modal systems, towards a more perceptual-based or ‘embodied perspective.’ An embodied perspective takes the view that concepts derive from percepts, and thus, conceptual structure is fundamentally perceptual in nature. Within linguistics, this general perspective has been advocated most notably by Lakoff and Johnson (1980, 1999; Lakoff, 1987), and also by Jackendoff (1983, 1992, 2002). In general terms, the idea is that concepts have an embodied character. This idea constitutes the thesis of embodied cognition.

The idea that concepts are embodied assumes that we have a species-specific view of the world, due to the nature of our physical bodies. This corollary follows because the concepts we have access to, and the nature of the ‘reality’ we think and talk about, is a function of our embodiment. In other words, we can only talk about what we can perceive and think about, and the things that we can perceive and think about derive from embodied experience. Hence, the human mind must bear the imprint of embodied experience. Some psychologists have made specific proposals as to how embodied experience gives rise to concepts.

He argued that a concept is akin to a remembered perceptual state, which he termed a ‘perceptual symbol.’ From an evolutionary perspective, if it is correct that concepts are fundamentally perceptual in nature, then by virtue of early hominids gaining conscious access to the contents of their own memories, little additional complexity in terms of cognitive development is required for a rudimentary conceptual

system to have emerged. This corollary follows as concepts, on this account, are something akin to ‘remembered percepts. A recent approach to concept combination of this kind argued that complex concepts result from a process of ‘conceptual integration’ (Fauconnier and Turner, 2002; Turner and Fauconnier, 1995). This process involves what is termed ‘selective projection’ of content from each of the concepts that give rise to the complex concept, as well as additional material derived from background knowledge, such as knowledge that the kinds of fish we keep in fishbowls are typically goldfish. This process is termed ‘completion.’ Thus, the complex concept, known as a ‘conceptual blend,’ has structure associated with it that is found in neither of the ‘input’ concepts that give rise to it.

Semantic keywords are simply words and phrases that are related to the concept of your target keywords and topics. In other words, they’re phrases that would naturally come up when discussing your main topic.

For example, if your target keyword is “healthy diet,” some semantically related keywords would be “balanced meals,” “whole foods,” and “plant-based recipes.” While you may not be looking to rank for these particular keywords, they’re relevant to your main topic and often come up within that context.

There are some semantic components: 1) Leading component- denotative component (express the conceptual content of a word)

Additional component- conative component (gives more full picture of the meaning of a word).

For example: without company and to glance to look

To glance to look + briefly =duration (qisqacha qaramoq)

To glance to look + lastingly = duration (doimiy ko‘rinish)

To glance to look + with the cold = cause (sovuq qaramoq)

To glance to look + with horror = emotive (qo‘rquv)

Types of lexical meanings as elements of the word’s semantic structure

Primary - secondary basic - minor

Central - peripheral Direct - figurative

General - partial Abstract - concrete

Semantic change

Husband : Modern English - “ a man to whom a woman is married”

Old English - “ a master of the house”

Hound: Modern English - “ a dog used in chase”

Old English - “ a dog of any greed”

Trunk: Modern English - “ the body of anything”

Old English - “ the main stem of a tree”

Semantic change development of a new meaning change of meaning.

Causes of semantic change linguistic factor, extra linguistic historical factors.
Extra linguistic causes various changes in the life of the speech community changes in economic and social structures changes in culture, knowledge technology, arts changes of ideas, scientific concepts, way of life.

For example: pen panna (Latin) “ feather of a bird”

Linguistic causes factors acting within the language system.

Ellipsis - a change of meaning of a word combination is given to only one word of this combination. For example: Old English - a train of carriages= a row of carriages
Modern English- a train of a carriages.

Changes in Denotational: Meaning specialization - the word with a new meaning (restricted) comes to be used in the specialized vocabulary Old English: glide -“to move gently and smoothly” Modern English: “glide” -to fly with no engine
generalization – the word with the extended meaning passes from the specialized vocabulary into common use Old English: “salary” – money given to soldiers to buy salt with Modern English: “salary” – money paid to clerks. Changes in Connotational Meaning pejoration (degradation) acquiring some negative derogatory emotive charge
Old English: “boor”- a villager, a peasant. Modern English: “boor” – a clumsy or ill-bred fellow amelioration (elevation) – improvement of the connotational component
Old English: “minister” – a servant, an attendant Modern English: “minister” – a civil servant of higher rank.

Polysemy: The ability of words to have more than one meaning is described as polysemy. A word having several meanings is called polysemantic. Words having only one meaning are called monosemantic (mainly scientific terms).

Polysemy: Meaning and Context

Customer: I would like a book, please.

Bookseller: Something light?

Customer: That doesn't matter. I have my car with me.

Types of Contexts: grammatical context –where grammatical structure of the context serves to determine various individual meanings of a polysemantic word

For example: 1)“to force, to induce” – make somebody do something “make + smb+ bare infinitive” “to become, to turn out to be” – make a good wife make + adjective + noun.

Types of Contexts

Lexical context – the group of words which fill the grammatical pattern which forms the environment of the analyzed word. For example: heavy -”of great weight, weighty” – heavy load, heavy table heavy + natural phenomenon = “striking, falling with force” – heavy rain, heavy wind.

Meaning and Usage. Meanings are fixed and common for all people. Usage is a possible application of one of the meanings of a polysemantic word. Meaning is not identical with usage. A lexico-semantic variant (LVC) A.I. Smirnitsky (a two-facet unit) Formal facet Content facet (sound-form) (one of the meanings).

The semantic centre: Is the part of meaning which remains constant in all lexico-semantic variants of the word Polysemy: Meaning and Context the meaning of a word in speech is contextual depends on the context meaning is determined by the context.

Conclusion: Semantic meanings of words are very important in every language. The meaning of the words depends only on the situation in the text, the meaning and variety of the words. Words in old English may have a completely different meaning in modern English, or the meaning may have changed only partially. Since the topic is very important, many scientists have conducted scientific research and achieved effective results. Even now, scientific research on this topic continuous.

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KOMIL XORAZMIY G‘AZALLARIDA IRFONiy OBRAZLAR IFODASI.

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Annotatsiya: Ushbu maqolada Komil Xorazmiy g‘azaliyotida tasavvufiy g‘oyalarning aks etishi, shoirning irfoniyl obrazlardan foydalanish mahorati, g‘azallarda qo‘llangan irfoniyl atamalar va iboralar, badiiy san‘atlar tahlili yoritilgan.

Kalit so‘zlar: Tasavvufiy g‘oyalar, irfoniyl obrazlar, ramz, badiiy tasvir vositalari, zohid, orif, oshiq.

Komil Xorazmiy she‘riyati o‘z zamondoshlari orasida tasavvufiy g‘oyalar, irfoniyl obrazlar, ilohiy muhabbatni teran tuyg‘ular orqali ifoda etgani bilan ham ajralib turadi.

Bilamizki, tasavvuf she‘riyati ramziylikka asoslangan. Ramzlar va irfoniyl obrazlar zamiridagi sirli ma‘no nafaqat o‘quvchini, balki, tadqiqotchilarni ham o‘ziga jalb etmay qolmaydi. Bu haqda Naqshbandiya tariqati shayxlaridan biri Xoja Muhammad Porso o‘zining “Faslul-xitob” asarida shunday deydi: “Bu toifaning so‘zlari ko‘p hollarda ramz va ishoratlardir. Chunki ularning so‘zlari mohiyatan olami g‘aybdandir. Olami g‘aybdan so‘zlamoq esa ramz va ishoratsiz bo‘lmas. Zohiriy

ilmning o‘ziga xos istilohlari bo‘lgani kabi ilmi hol bo‘lgan botin ilmining ham o‘ziga xos ramz va ishoratlari bordir”. [1]

Suleyman Uludag‘ esa, so‘fiylikni shunday ta’riflaydi: “Bilamizki, so‘fiylik so‘z va iboralar ilmi emas, balki amal ilmidir, ya’ni uni anglash uchun boshdan kechirish, o‘rganish uchun tatib ko‘rish, bilish uchun lazzatlanish zarur”. (turk tilidan tarjima B.N) [2]

Yuqoridagi izohlardan kelib chiqqan holda, mazkur bobda shoir ijodida qo‘llanilgan tasavvufiy istiloh va ramzlar ifodalangan baytlardan ba’zilarini tahlilga tortdik.

Komil Xorazmiy lirikasini tahlil qilar ekanmiz, shoirni har bir g‘azalda goh zohid holidan noliydi, goh orifdek ma’rifatga to‘ladi, gohida esa, oshiqdek ma’shuqi diydorini orzulaydi.

Shoir ijodida ham an’anaviy (mumtoz davr an’anasi), ham ma’rifatparvarlik davri g‘oyalari yetakchilik qiladi. Tasavvuf g‘oyalari asosida bitilgan satrlarida esa shoir chin oshiq, so‘fiy, o‘z nafi yo‘lida dunyo lazzatlaridan kechgan zohid sifatida namoyon bo‘ladi. Va bu borada irfoniy obrazlar-tasavvufiy mohiyatga ega bo‘lgan obrazlardan unimli foydalanadi. Masalan, shoir bir inson-bir banda sifatidagi his-tuyg‘ulari va kechinmalarini bir qancha irfoniy obrazlar zahiriga singdirib yuboradi. Quyida shoirning shunday obrazlardan mahorat bilan foydalanilgan bir qancha baytlarini tahlil qilamiz.

Masalan, shoir “g‘urbat aro” radifli g‘azalida inson uchun vatanidan ayro tushish haqiqiy g‘urbat ekanligini go‘zal tashbihlar vositasida ifodalaydi:

Ochilmadi chamaniston havosidin ko‘nglum,

Ko‘zimga gul erur ondoqki, xor g‘urbat aro.

Firoq dashtida bir mushkbo‘ g‘izol istab,

Ko‘zimni qildi chu dom intizor g‘urbat aro. [5]

Yuqoridagi misrada badiiy tasvir vositalari yordamida, tashbih san’ati (gulni xor-tikanga) orqali o‘z vatanidan boshqa joy, hatto u chamaniston bo‘lsa ham, ko‘nglini shod etmasligini aytadi. U o‘z ahvolidan qoniqmaydi, ayriliq dashtida mushk isli ohu (yor)ni izlab sarson kezadi.

Baytdagi *g'urbat* so'zi so'fiy shoirning holatidan darak berib, Sayyid Ja'far Sajjodiy o'zining "Irfoniy atamalar va iboralar" kitobida bu so'zga *uzoqlashish, begonalik*, deb ta'rif berib, fikrini quyidagicha dalillaydi: "Abdurazzoq Koshoniy... *g'urbat*ni uch darajaga ajratgan. Birinchi – vatandan ayriliqki, bu vaziyatda *g'arib*ning o'limi shahodatdir. Ikkinchi – holning ayrilig'i. Ya'ni fosid va sharur (yomon) qavmmuhitiga tushgan solihlarning ayrilig'i. Zero, Haq tolibi ham *g'arib*dirki, "Lo ya'rifihum illalloh" va ularni Allohdan boshqa kimsa tanimaydi. Uchinchi – himmat *g'urbati*, ya'ni oriflarning *g'urbati*. Zero, orif tajalliyi shuhud (ko'z bilan ko'rilgan jilvalanish) va hijobning oradan ko'tarilishi orqali xalq anglab bo'lmaydigan bir darajaga erishadi. Uning himmati shunday bir ishga va maqomga yo'nalganki, xalq uning bu holini anglamaydi. Va shuning uchun u *g'arib*dir. Uning ilmi ham, o'zi ham *g'arib*dir. Shuning uchun unga sirlarini berkitish vojibdir. Zero, bu sirlar xalqning aqlidan ko'p uzoq va begonadir".[3]

Baytlar mazmuni bir qarashda majoziy ma'noda insonning kindik qoni to'kilgan joy-vatanidan ayrilish haqida so'zlagandek tuyilsa-da, aslida esa, Komil Xorazmiy bandaning asliy vataniga ishora qiladi. Dunyo havaslaridan qalbini yuvgan, nafsning injiqliklariga qo'l siltagan va yolg'iz yori – Robbisining visoliga orzumand bo'lgan ma'rifatli oshiq holati haqida so'zlaydi. Bu o'rinda nafs Haq yo'liga kirgan bandaning Alloh ishqiga erishish yo'lidagi eng katta to'siq, raqibidir.

Yoki, shoir yana bir baytida:

Yetmasa *g'amxonam* ichra subhi vaslidin ziyo,

Bo'lmoqim mumkin emastur shomi hijrondin xalos.

Shum raqibing rashk tig'i birla bir kun chopg'omen,

Mushrik o'lmas zulfiqori shohimardondin xalos. [5]

Ushbu baytda kalit tushuncha - zulfiqori Shohimardon, ya'ni hazrat Alining ikki damli qilichi. Mushrik - Alloh taologa shirk keltiruvchi mazkur qilichdan xalos topmagani kabi shum raqibingni kunlardan bir kun rashk tig'i bilan halok etaman. Baytda mazmunni kuchaytirish, ta'sir kuchini oshirish uchun sifatlash (raqibga shum sifati berilishi), istiora (rashk tig'i), talmeh (zulfiqori Shohimardon) singari san'atlardan mahorat bilan foydalanilgan. Ikkinchi misradagi tamsil birinchi satr

mazmunini izohlashga, fikrning badiiy quvvatini oshirishga xizmat qilgan. Yoki, shoir yana bir baytida:

Jonim nechuk bo'lg'ay xalos ul uch balodin, ey pari,
Bedod etar shirin labing jonimg'a ham qoshu ko'zung.

Shoir yuqoridagi misralarda nido(ey pari), tanosub (lab, qosh, ko'z) san'atlari yordamida oshiqning joniga azob berayotgan yorning noz-ishvalarigina emas, balki uch balosi-labining shirinligi, qoshi va ko'zining sho'xligi ekanligidan shikoyat qiladi. Bu o'rinda shirin lab tushunchasi og'izdan chiqayotgan shirin so'zga ham ishora bo'lib, shirinso'zlik ham, qosh-ko'zning ovozsiz so'zlashi ham oshiq joni uchun ozordir. Tashbih san'ati baytning badiiyatini yana ham go'zal bo'lishini ta'minlagan.

Keyingi misralarda esa ko'pdan beri yorning diydoriga oshiq bo'lganligini aytadi:
Ondin beri diydoringa oshiqmen, ey zebo nigor,
Chun safhayi ijodg'a yozdi qalam qoshu ko'zung.[5]

Tashbih(*Chun safhayi ijodg'a yozdi qalam qoshu ko'zung*), nido(*ey zebo nigor*) san'atlari orqali ma'shuqasi suratini chizgan oshiq ruhi taniga kirmasidan avval oshqlik dardiga chalinganini aytadi. Ushbu misrada aynan, *diydor* so'zining qo'llanilishi bilan chin oshiq o'z yorining yuzida Allohni tajjalliysini ko'rishi va Unga oshiq bo'lishiga, ilohga ma'joz orqali yetishishiga ishora qilib, taqdir kitobiga oshqlikni yorning qoshu-ko'zi yozganligiga sabab, mahbubasining qosh-ko'zi nihoyatda qora ekanligidir deb, yorining tashqi ma'naviy go'zalligini uyg'un holda tasvirlashga erishadi.

Xulosa qilib aytganda, Komil Xorazmiy she'riyati zamirida avvalo, ilohiy ishq yotadi. Bu borada shoir Hazrat Navoiyga ergashgan holda ilohiy ishqqa majoz orqali borishni lozim topadi. Shoir she'rlarida oshiq-ma'shuqa-raqib uchlik obrazlari shoir ijodiy niyatini mukammal poetik ifodalashga xizmat qilgan. Oshiq shoir visol orzusi, hijron iztiroblari, jon va jonon mojarosini qalamga olar ekan, turkiy mumtoz she'riyat darg'alari Navoiy, Lutfiy, Fuzuliy, zamondoshlari Feruz, Ogahiy, Munis, Avaz O'tar kabi shoirlar ijodini mukammal o'rganish barobarida, ularning an'analarini rivojlantirishga, yangi bosqichga olib chiqishga ham erishdi.

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“BOBURNOMA” DA DAVR, MUHIT VA SHAXS TALQINI

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Annotatsiya: *Zahiriddin Muhammad Boburning “Boburnoma” asaridagi turli terminlar hamda ularning asar badiiyatida tutgan o‘rni, , Boburning bunyodkorlik g‘oyalari, ularning yosh avlod uchun nechog‘li ahamiyatli tahlilga tortilgan.*

Kalit so‘zlar: *Zahiriddin Muhammad Bobur, Boburnoma, harbiy terminlar, mardlik, jasurlik, vatanparvarlik, g‘urur, iftixor, boshqaruvchanlik,*

Biz mamlakatimiz xalqlarining, shu jumladan, O‘rta Osiyo va umuman Sharq xalqlarining do‘stlik va hamkorlikda bir-birlariga ta’sir etib, uzoq yillar davomida yaratgan behisob moddiy va ma’naviy boyliklari bilan faxrlanamiz. Bu boyliklarsiz umumbashariyat madaniyatni, uning tarixi va taraqqiyotini tasavvur qilish mushkul va ko‘p hollarda mumkin emas. Shu xususida mulohaza yuritar ekanmiz, O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning 2020yilning 20 yanvarda quyidagi fikrlarini e’tirof etmasdan ilojimiz yo‘q.

“Oliy Majlis Senatining yangi tarkibdagi ilk majlisida so‘zga chiqqan Prezident Shavkat Mirziyoyev milliy tarixni anglashning ahamiyati haqida to‘xtalib o‘tdi.

Zahiriddin Muhammad Boburning «Boburnoma» asarini mutolaa qilar ekanmiz, u zamonasining yuksak ijodkori, yangilikka intiluvchi shaxs sifatida qaerda bo‘lmasin bunyodkorlik bilan shug‘ullanganiga guvoh bo‘lamiz.

Ayniqsa, Afg‘oniston va Hindistonda amalga oshirgan ishlarining adog‘i yo‘q. Bobur bu o‘lkalarning madaniyati rivojiga ulkan hissa qo‘shgan.

Avvalo, davlatchilik va ijtimoiy boshqaruvni qaror toptirishga, obodonchilik ishlarini avj oldirishga, harbiy tuzilmani isloh etish, bu sohaga ham yangiliklar kiritishga intilgan. O‘zining qisqa, 47 yillik umri hisobsiz jangu jadallarda o‘tgan Bobur davr sultoni, shoh vazifasini ado etib, yana biz avlodlarga bebaho «Aruz risolasi»dek ilmiy asar, she‘riy devon, din aqidalariga oid qo‘lyozma qoldirgan.

«Boburnoma»dagi ko‘plab misollar sivilizatsiyaga o‘ta moyil bunyodkor inson — faqat shoh Boburni emas, tom ma‘nodagi muhandis Boburni, yaratilayotgan inshootining chinakam jonkuyarini ko‘z oldimizda gavdalantiradi. Quyidagi parchadan yaratuvchilik ishidan mamnun, har bir qo‘yilayotgan g‘isht, toshdan hayot zavqini tuygan kishining holatini sezamiz: «Tonglasig‘a buyurulg‘on yerlarni yurub sayr qildim. Yakpora toshda buyurulg‘on kaylador havzning yuzini bir martaba tamom ko‘tarmaydurlar edi, buyuruldikim, sangtaroshlar ko‘prak kelib, bir martaba, havzning tubini durustroq olsunlarkim, suv quyib, atrofini tarozu qilsa bo‘lg‘ay. Kech namozi digar havzning bir martaba yuzini tamom oldilar. Buyurdimkim suv to‘ldirdilar. Atrofini suv bila tarozu qilib, hamvor qilmoqqa mashg‘ul bo‘ldilar. Bu navbat yana bir obxona buyurdimkim, yerini yakpora toshdin tarosh qilg‘aylar, ichidagi kichik havzni ham yakpora toshdin qozg‘oylar».²⁴

“Boburnoma” – adabiy va tarixiy ahamiyatga molik asar. Unda o‘z davridagi ko‘plab kishilarning turli vaziyatlardagi kechinmalari, Osiyoning ko‘plab tog‘lari, daryolari, o‘rmon va cho‘llari, iqlimi, aholisi, ijtimoiy, iqtisodiy, siyosiy ahvoli haqidagi ma‘lumotlar jamlangan.

²⁴ Hasan Qudratullayev filologiya fanlari doktori, professor “BOBUR VA SHARQ TAMADDUNI” mavzusidagi maqolasi(1-2 bet) «O‘zbekiston adabiyoti va san‘ati» gazetasining 2005 yil 27-soni

Asarda tarixning Bobur yashab o'tgan davri voqealari ifodalangan. Bu voqealar Andijon, Samarqand, Xo'jand, Hirotidan boshlab Kobul va Agrabacha bo'lgan qamrovga ega. Ya'ni unda O'rta Osiyodan boshlab Hindistongacha bo'lgan masofadagi deyarli 50 yillik voqealar haqqoniy ifoda va bahosini topgan.

Zahiriddin Muhammad Bobur buyuk davlat arbobi, shoir bo'lib qolmasdan, tabiatshunos olim hamdir.

Bobur tomonidan yozilgan «Boburnoma»da Markaziy Osiyo, Afg'oniston, Hindiston kabi mamlakatlarning tarixi, geografiyasi, xalqlarning turmush kechirish tarzi, madaniyati bilan birga, o'simlik va hayvonot olami to'g'risida qiziqarli ma'lumot berilgan.

U o'zi ko'rgan, kuzatganlariga asoslangan holda hayvon va o'simliklarning tuzilishi, hayot tarzi, ularning o'zaro o'xshashligi yoki farqlari haqida ma'lumotlarni bayon etgan. Xususan, Amerikalik tadqiqotchi Berk Boburga bergan qisqa va lo'nda tavsiflarida ulug' siymoning hayot yo'li, davlatchilik tarixidagi xizmatlari va shaxsiyatidagi eng muhim jihatlarni muxtasar tarzda yoritishga erishgan. Muallif Boburning hukmronlik siyosati xususida shunday yozadi: "Boburshohning fikricha, fotihlik va hukmdorlik ishida yuz ming usul qo'llasa ham haq va zarur hisoblanadi. Biroq bosib olingan yerlarni, ayniqsa, bu o'lkalarni o'z saltanati tarkibiga kiritish rejalashtirilgan bo'lsa-da, u g'olib askarlar mag'lublar mulkini talon-taroj qilishiga mutlaqo yo'l qoymasdi". "Boburnoma" haqidagi fikrlar ham diqqatga sazovor: "Men bor haqiqatni yozdim", deydi muallif va haqiqatan ham u o'zining kamchiliklari, omadsizlikka olib kelgan noto'g'ri xatti-harakatlarini o'quvchidan yashirmaydi. Bobur hayoti va ijodi Fransiyada ham keng o'rganilgan bo'lib, Fransiya ilm ahliga Zahiriddin Muhammad Bobur va "Boburnoma" haqida dastavval ma'lumot bergan fransuz sharqshunosi Bartoleme D'erbelo (1621-1695) hisoblanadi. D'erbelo o'zining "Sharq kutubxonasi" (La Biblioteque orientale. Paris, 1967) qomusidagi "Bobur yoki Bobar" nomli maqolasida Boburning hayoti, uning davlati va sarkardalik mahorati, adabiyot va san'atga qiziquvchi ilg'or fikrli kishi bo'lgani haqida ma'lumot beradi.

XIX asrga kelib Yevropa, xususan, fransuz sharqshunosligida Bobur merosini o'rganish, uning asarlarini tarjima qilish borasida yangi davr boshlandi. Ayni shu

yillarda Boburning ulkan asari “Boburnoma”ni fransuz tiliga tarjima qilish, uning matn xususiyatlarini o‘rganish, siyosiy-tarixiy ahamiyatini baholashda fransuz olimlari e’tiborga molik tadqiqotlarni yaratishdi.

«Boburnoma» asarida Bobur o‘zi ko‘rgan kechirganlari, yurgan joylari tabiati, boyligi, urfodati, hayvonoti, o‘simliklarini tasvirlagan. Asarda yer, suv, havoga tegishli xalq so‘zlari ko‘plab uchraydi.

Bobur o‘z asarida joyning geografik o‘rni, qaysi iqlimga mansubligi, o‘simliklari, hayvonlari haqida bayon etgan va O‘rta Osiyoda qadim vaqtlardan buyon qovun, bug‘doy, o‘rik, nok va mevalarning bir necha navlari borligi haqida ta’kidlagan.

Asarda Bobur borgan joylarining tabiati va o‘ziga xos xususiyatlarini Andijon va Samarqand bilan taqqoslagan, hamda O‘rta Osiyo, Afg‘oniston, Xuroson va Hindistondagi hayvonot dunyosi haqida batafsil bayon etib bergan. □

Bobur hayvonlarni to‘rt quruhga ajratgan: quruqlik hayvonlari, parrandalar, suv yaqinida yashaydigan hayvonlar va suv hayvonlariga ajratgan. Bu ma’lumotlardan ko‘rinib turibdiki, Boburning biologiya sohasida ham o‘ziga xos qarashlari bo‘lgan. U bu sohada kuzatish, taqqoslash metodidan foydalanganligini aytishim mumkin.²⁵

“Boburnoma”da adabiyot va san’at ahli, ilm-ma’rifat kishilariga ham munosib o‘rin berilgan. Unda Abdurahmon Jomiy, Shayxim Suhayliy, Husayn Ali Tufayliy, Sayfiy Buxoriy, Mir Husayn Muammoiy, Mullo Muhammad Badaxshiy, Yusuf Badiiy, Ohiy, Muhammad Solih, Hiloliy, Ahliy, Alisher Navoiy, Binoiy va boshqa so‘z ustalari haqida maroqli hikoyalar mavjud.

“Boburnoma”dagi voqealar bayoni aniq, ixcham va lo‘nda, ta’sirchan, eng muhimi, hayotiy haqiqatga mos va muvofiqligi bilan e’tiborlidir. Muallif voqealar bayonida tabiat tasviriga, ayrim joylar tavsifiga, alohida kishilarning ta’riflariga jiddiy ahamiyat beradi.

Harbiy terminlar:

²⁵ M. Ziyamuhamedova, Sh. Xurramova, S. Allayeva, Sh. Xoldorova Bosh tahririyati Toshkent – 2017 Biologiya 2017 16-bet.

1. Sarko‘b – yov qal’asi devoir yonida tosh, tuproq va yog‘ochdan quriladigan baland sun’iy istehkom (“BOBURNOMA” “O‘qituvchi” nashriyot – matbaa ijodiy uyi. Toshkent - 2017y) 66 – bet
2. Farajiy – qo‘y junidan qilingan qishki oq kiyim (“BOBURNOMA” “O‘qituvchi” nashriyot – matbaa ijodiy uyi. Toshkent - 2017 y) 126 – bet
3. Uruq –harbiy yurish paytida lashkar ketidan yuradigan ko‘ch (“BOBURNOMA”
4. “O‘qituvchi” nashriyot – matbaa ijodiy uyi. Toshkent - 2017y) 134– bet
5. Asas – tungi soqchi (“BOBURNOMA” “O‘qituvchi” nashriyot – matbaa ijodiy uyi. Toshkent - 2017y) 222– bet
6. Mo‘ljar – dushman o‘qidan saqlanish uchun yasalgan tuproq uyumi
7. (“BOBURNOMA” “O‘qituvchi” nashriyot – matbaaijodiy uyi. Toshkent - 2017y) 319– bet
8. Shomiyona – kechalari dam olish uchun yasalgan maxsus nozik chodir (“BOBURNOMA” “O‘qituvchi” nashriyot – matbaa ijodiy uyi. Toshkent - 2017y) 332– bet

FOYDALANILGAN ADABIYOTLAR RO‘YXATI:

1. Hasan Qudratullayev filologiya fanlari doktori, professor “BOBUR VA SHARQ TAMADDUNI” mavzusidagi maqolasi(1-2 bet) «O‘zbekiston adabiyoti va san’ati» gazetasining 2005 yil 27-soni
2. Zahiriddin Muhammad Bobur “Boburnma”Toshkent-1960
3. «Sharq» nashriyot-matbaa aksiyadorlik kompaniyasi Bosh tahririyati Toshkent – 2017 Biologiya 2017 (160-b)M. Ziyamuhamedova Sh. Xurramova S.
4. <https://kun.uz/uz/news/2020/01/20/bizga-navoiy-yoki-boburni-oqitishmaganshahvat-mirziyoyev-milliy-tarix-haqida-gapirdi>
5. <https://fayllar.org/sharq-olimlarining-tabiati-uning-inson-hayotidagi-orni-haqidagi.html>.
6. O‘zbekiston Prezidenti Shavkat Mirziyoyevning 2017 yil 2 iyunda Andijon viloyatiga tashrifida «Bog‘i Bobur» istirohat bog‘i bilan tanishish jarayonidagi nutqidan.
7. O.Hasanboyeva va boshqalar “Pedagogika tarixi” Toshkent – 2004. 130-bet

8. G.Niyozov, . hmedova “Pedagogika tarixidan seminar mashg‘ulotlari” Toshkent – 2011. 65 – bet.

COMPARATIVE STUDY OF PARTS OF SPEECH IN MODERN ENGLISH AND UZBEK LANGUAGES

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Abstract: *The term “parts of speech”, though firmly established, is not a very happy one. What is meant by a “part of speech” is a type of word differing from other types in some grammatical point or points. There is the question about the mutual relation of the criteria. One cannot be sure in advance that all three criteria will always point the same way. This article interprets similar aspects of words in modern Uzbek and English, in particular, similar and similar aspects of word categories in Uzbek and English, giving information about their importance in the study of a foreign language.*

Keywords: *parts of speech, noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection, object, adverbial modifier.*

The problem of parts of speech is one that causes great controversies both in general linguistic theory and in the analysis of separate languages. The term “parts of speech”, though firmly established, is not a very happy one. What is meant by a “part of speech” is a type of word differing from other types in some grammatical point or points. There is the question about the mutual relation of the criteria. One cannot be sure in advance that all three criteria will always point the same way. Then, again, in some cases, one of them may fail (this especially applies to the criterion of form). Under such circumstances, it may prove necessary to choose between them, i.e. to attach to one of them greater value than to another. It will also be seen that the theory of parts of speech, though considered by most scholars to be a part of morphology,

cannot do without touching on some syntactical problems, namely on phrases and on syntactical functions of words.

The parts of speech are classified differently in different grammars, but most traditional grammars list eight parts of speech in English: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections. Some modern grammars add others, such as determiners and articles. The part of speech indicates how the word functions in meaning as well as grammatically within the sentence. An individual word can function as more than one part of speech when used in different circumstances. Understanding parts of speech is essential for determining the correct definition of a word when using the dictionary.

1. NOUN

A noun is the name of a person, place, thing, or idea. man... Butte College... house... happiness. A noun is a word for a person, place, thing, or idea. Nouns are often used with an article (the, a, an), but not always. Proper nouns always start with a capital letter; common nouns do not. Nouns can be singular or plural, concrete or abstract. Nouns show possession by adding 's. Nouns can function in different roles within a sentence; for example, a noun can be a subject, direct object, indirect object, subject complement, or object of a preposition. There are numerous types of nouns, including common nouns (used to refer to nonspecific people, concepts, places, or things), proper nouns (used to refer to specific people, concepts, places, or things), and collective nouns (used to refer to a group of people or things). For example: I have never read that book. The band played only new songs. Other types of nouns include countable and uncountable nouns, concrete nouns, abstract nouns, and gerunds. Proper nouns ("New York") are always capitalized. Common nouns ("city") are only capitalized when they're used at the start of a sentence.

2. PRONOUN

A pronoun is a word used in place of a noun.

She... we... they... it

A pronoun is a word used in place of a noun. A pronoun is usually substituted for a specific noun, which is called its antecedent. In the sentence above, the antecedent

for the pronoun she is the girl. Pronouns are further defined by type: personal pronouns refer to specific persons or things; possessive pronouns indicate ownership; reflexive pronouns are used to emphasize another noun or pronoun; relative pronouns introduce a subordinate clause; and demonstrative pronouns identify, point to, or refer to nouns. There are numerous types of pronouns, including personal pronouns (used in place of the proper name of a person), demonstrative pronouns (used to refer to specific things and indicate their relative position), and interrogative pronouns (used to introduce questions about things, people, and ownership). Examples: Pronouns in a sentence

I don't really know her.

That is a horrible painting!

Who owns the nice car?

3. VERB

A verb expresses action or being. jump... is... write... become

The verb in a sentence expresses action or being. There is a main verb and sometimes one or more helping verbs. ("She can sing." Sing is the main verb; can is the helping verb.) A verb must agree with its subject in number (both are singular or both are plural). Verbs also take different forms to express tense. Irregular verbs are verbs whose simple past and past participles are formed in some other way. For examples: Regular and irregular verbs

"Will you check if this book is in stock?"

"I've already checked twice."

"I heard that you used to sing."

"Yes! I sang in a choir for 10 years."

4. ADJECTIVE

An adjective modifies or describes a noun or pronoun. pretty... old... blue... smart. An adjective is a word used to modify or describe a noun or a pronoun. It usually answers the question of which one, what kind, or how many. (Articles [a, an, the] are usually classified as adjectives.) Examples: Adjectives in a sentence

The dog is bigger than the cat.

He is the laziest person I know

5. ADVERB

An adverb modifies or describes a verb, an adjective, or another adverb. gently... extremely... carefully... well.

An adverb describes or modifies a verb, an adjective, or another adverb, but never a noun. It usually answers the questions of when, where, how, why, under what conditions, or to what degree. Adverbs often end in -ly. Examples: Adverbs in a sentence

Ray acted rudely.

Talia writes quite quickly.

Let's go outside!

6. PREPOSITION

A preposition is a word placed before a noun or pronoun to form a phrase modifying another word in the sentence. by... with.... about... until (by the tree, with our friends, about the book, until, tomorrow).

A preposition is a word placed before a noun or pronoun to form a phrase modifying another word in the sentence. Therefore a preposition is always part of a prepositional phrase. The prepositional phrase almost always functions as an adjective or as an adverb. Examples: Prepositions in a sentence

Hasan is coming for dinner at 6 p.m.

I left the cup on the kitchen counter.

Carey walked to the shop.

7. CONJUNCTION

A conjunction joins words, phrases, or clauses. and... but... or... while... because etc.

A conjunction joins words, phrases, or clauses, and indicates the relationship between the elements joined. Coordinating conjunctions connect grammatically equal elements: and, but, or, nor, for, so, yet. Subordinating conjunctions connect clauses that are not equal: because, although, while, since, etc. There are other types of conjunctions as well. Examples: Conjunctions in a sentence. Daria likes swimming and hiking.

You can choose what movie we watch because I chose the last time.

We can either go out for dinner or go to the theater.

8. INTERJECTION

An interjection is a word used to express emotion. Oh!... Wow!... Oops!

An interjection is a word used to express emotion. It is often followed by an exclamation point. Examples: Interjections in a sentence

Psst. What time is it?

Ouch! I hurt my arm.

I'm, um, not sure.

Hey! How are you doing?

Conclusion: English has substantivized adjectives of the pluralia tantum which agree with the subject either in singular or in plural. The similarities of the parts of speech in the two languages being compared are related to the process of universal development in the language. The dissimilarities indicate that the parts of speech in these languages have their own structural-semantic aspects and are in accordance with the existing laws of the language.

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ENGLISH PHRASES USED IN ACADEMIC WRITING

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Abstract: *One of the most noticeable stylistic aspects of academic communication is the tendency for writers to avoid expressing absolute certainty, where there may be a small degree of uncertainty, and to avoid making over-generalizations, where a small number of exceptions might exist. This means that there are many instances where the epistemological strength (strength of knowledge) of a statement or claim is mitigated (weakened) in some way. In the field of linguistics, devices for lessening the strength of statement or claim are known as hedging devices. Analysis of research reports have shown that discussion sections tend to be particularly rich in hedging devices, particularly where writers are offering for their explanation.*

Keywords: *Being cautious, explanation, inconsistency, discrepancy, contradiction, difference, being critical, avoiding over-generalization, identifying weakness, contributive agency.*

It is fact that scientific works of a very high level were written in Russian language in the 20th century. But Germany, France, which published high-level scientific articles in their own language in the 20th century Russia, like Spain, Italy and other countries, has moved on to the development of the English language it has been. Even in the far eastern cities like Novosibirsk, scientific conferences are held in English the fact that it is being organized is the basis of our opinion, that is, we are a student If we want to develop as a foreigner, we need to have a good command of the English language. The process of learning the rules of academic writing in English for Uzbek speakers.

It is thought that deb hisoblanadi

It is believed that..... deb ishoniladi

It has been reported that deb keltirilgan (maqola, tezis yoki kitobda)

It is a widely held view that ... keng ma'noda deb tushuniladi

It has commonly been assumed that ... Odatda ... deb taxmin qilinadi

According to Smith (2002), ...Smitga ko'ra (Smitning fikricha)

According to recent reports, ... So'nggi (keyingi vaqtlardagi) adabiyot ma'lumotlariga ko'ra

The results obtained by others with these expressions given above, the idea and it is explained how carefully the views can be reflected. This finding the most suitable expressions and applying our results as writers. It is important to know how well we can compare the results obtained by others. It will not be a mistake to say that it is a combination that clearly shows that we can make a conclusion.

Being cautious when giving explanations

It is clear to most of us that 'may be' or 'might be' indicates the probability of an event. "Could be" is the past or future form of "can be" (if clause) shows the possibility of happening. All of the above forms in scientific writing can easily get rid of repetitive terms/structures using.

It may be

It is likely

It could be the more extreme weather is a result climaIt is possible

It is probable

It is almost certain

In the discretionary approach, the use of 'likely', 'possible' (possibly), 'probable' (probably) is explained by a special structure. In cases where the possibility of full proof of the obtained result is limited, we will be able to take a cautious approach through sentences in the form of 'X possibly/probably/likely resulted by Y'.

Possibly has a different meaning than the others. It merely means the probability is > 0 . "Likely" and "probably" mean the probability is $> 50\%$ and may be close to 100%. In other words, it means I'll be surprised if it turns out not to be so. The various gradations of possibility and probability may depend on who's using them, but here is my interpretation (based on my 50+ years of experience): "Most likely" = 'most probably' means either that the probability of what is specified is greater than the probability of any other possibility or that I'll be 'most surprised' if it turns out not to be so. 'Most possibly' is not valid. Whereas 'possibly' by itself can mean I do not want to say it can't happen, 'quite possibly' means that I do indeed want to say that it can. 'Very possibly' still means "I don't know the probability, but it says that I'd be very surprised if someone could show me that it is impossible."

Being cautious when explaining results

This inconsistency may be due to..... Ushbu nomuvofiqlik... ning sababidan bolishi mumkin

This discrepancy could be attributed to ... Ushbu farq/nomuvofiqlik ga tegishli bo‘lishi mumkin.

A possible explanation for this might be that ... Buning ehtimoliy tushuntirilishi....bo‘lishi mumkin.

This rather contradictory result may be due to..... Ushbu ziddiyatga olib keluvchi natija... ning sababidan bo‘lishi mumkin.

It seems possible that these results are due to...Ko‘rinishidan ushbu natijalar ...ning sababidan bo‘lishi mumkin.

How we use any of them. we need to understand the extent to which it corresponds or differs from the results obtained by others. Even so, if you've been paying attention. It is used with expressions such as "might be due to", "could be", "likely", "could be attributed" or "probably not due to". Let's focus on the aspects that we can conclude from the above.

1. There is no need for difficult questions with such expressions.
2. Our claim becomes soft, the level of firmness becomes moderate.
3. It pleases the reader, and even more so the reviewer and editor.
4. It will be reflected in a scientific manner.

The use of key words meaning "up to now" in the discussion of the data up to now does not lead to a decrease in sophistication, on the contrary, it serves to increase the quality of the manuscript. For this purpose, "yet", "up to now", "still", "up-to-date", "so far" expressions can be used. "Yet" and "still" are more often used in negative meanings.

When presenting the accuracy of our own research results, there is a need to explain the compatibility or inconsistency/contradictions with the results obtained by others. If the data on which we can rely on the results, let's say, in this narrow field, is 80-90%, then as shown in the above examples, "In general", "In general terms",

"generally". We can express it in a scientific manner with expressions such as "accepted", "generally include(d)", "consist of", "associate(d)", "with".

In conclusion, the more correctly we use words, the more attractive and understandable our writing will be to the reader. In this case, we will have to use words appropriately. Being critical as an academic writer, we are expected to be critical of the sources that we use this essentially means questioning what we read and not necessarily agreeing with it just because the information has been published. Being critical can also mean looking for reasons why we should not just accept something as being correct or true. This can require us to identify problems with a writer's arguments or methods or perhaps to refer to other people's criticisms of these.

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THE RULES OF CONVERSATION

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Abstract: *Conversation is an essential aspect of human interaction, serving as the primary tool for communication, sharing ideas, and building relationships. Whether in formal or informal settings, effective conversations follow certain rules or principles that help ensure smooth and productive communication. These rules, while sometimes intuitive, can also be learned and mastered to enhance conversational skills. In this article, we will explore the key rules of conversation, their significance, and how they contribute to effective communication. Additionally, the importance of understanding cultural and contextual differences in conversation will be addressed.*

One of the most fundamental rules of conversation is the importance of listening. Effective communication is a two-way process that requires both speaking and listening. Listening allows the speaker to feel heard and respected, which encourages a more meaningful exchange of ideas. Active listening, in particular, involves not just hearing the words being spoken but also understanding the underlying meaning and emotions behind them. According to Brownell (2016), active listening improves relationships and enhances comprehension.

To practice active listening, one should:

Maintain eye contact to show interest.

Nod or give verbal acknowledgments, such as "I see" or "That's interesting."

Avoid interrupting the speaker.

Ask clarifying questions when necessary to ensure understanding.

Clear and concise speech is another key rule of conversation. Rambling or being overly verbose can confuse the listener and detract from the main message. According to Wiemann (1977), effective communicators use language that is straightforward, avoiding unnecessary jargon or complex language unless the context demands it. Speaking clearly also involves being mindful of tone, volume, and pacing, all of which can impact how the message is received.

For instance, speaking too fast may overwhelm the listener, while speaking too softly may cause misunderstandings. In formal settings, using proper grammar and

enunciating words clearly is essential for maintaining professionalism. In more casual conversations, the rules of clarity still apply but may be adjusted for a more relaxed tone.

Respect and courtesy are the cornerstones of any good conversation. This includes respecting the other person's opinions, even if they differ from one's own, and being mindful of cultural or personal sensitivities. As noted by Tannen (1990), politeness in conversation helps avoid conflicts and fosters a more pleasant interaction. Interrupting, speaking over someone, or dismissing their views can damage relationships and hinder communication.

Moreover, being respectful also means giving the other person time to express their thoughts without rushing them. In cross-cultural conversations, it is particularly important to be aware of cultural differences in communication styles. What may seem like a respectful pause in one culture could be perceived as a sign of disinterest in another (Hall, 1976).

Conversations thrive on the exchange of ideas, and asking open-ended questions is an effective way to encourage dialogue. Open-ended questions are those that cannot be answered with a simple "yes" or "no" and require the speaker to provide more detail.

For example, instead of asking, "Did you like the movie?" an open-ended question would be, "What did you think about the movie?" Such questions invite the speaker to share their thoughts more deeply, thus enriching the conversation (Bavelas et al., 2000).

Open-ended questions also signal that the listener is genuinely interested in the other person's perspective. This helps build rapport and trust, making the conversation more engaging and meaningful.

While it is natural for conversations to drift from one topic to another, staying on topic ensures that the main point of the discussion is addressed. According to Clark and Schaefer (1989), maintaining a clear focus in conversations helps prevent confusion and allows both parties to explore the subject in depth. If the conversation starts to veer off course, it is helpful to gently steer it back to the original topic by summarizing the main points or asking a follow-up question related to the topic at hand.

In formal settings, such as business meetings or academic discussions, staying on topic is particularly important to ensure that the conversation remains productive and goal-oriented. In informal settings, there is more flexibility, but it is still useful to be mindful of the flow of conversation. Non-verbal communication, such as body language, facial expressions, and gestures, plays a significant role in conversation. Mehrabian (1972) suggests that non-verbal cues can convey emotions and attitudes that words may not fully express. For example, crossed arms may indicate defensiveness, while a smile may show friendliness and openness.

Being aware of one's own non-verbal communication and interpreting others' cues accurately is crucial for effective conversation. It is also important to note that non-verbal communication can vary significantly across cultures, so being sensitive to these differences is key in multicultural settings (Hall, 1976). Feedback is an integral part of any conversation. Giving constructive feedback helps the speaker improve their communication, while receiving feedback allows one to reflect on their own communication style. According to Goldsmith (2007), feedback should be specific, respectful, and focused on the content rather than the person.

When receiving feedback, it is important to listen without becoming defensive. Accepting feedback graciously shows maturity and a willingness to improve, which can enhance future conversations. Different conversations require different approaches. The rules that apply in a casual chat with friends may not be suitable for a formal business meeting or a negotiation. According to Spencer-Oatey (2000), understanding the context of the conversation helps in choosing the appropriate tone, language, and behavior. In formal settings, a more structured approach with polite language is often expected, while informal settings allow for more relaxed and spontaneous interaction.

Knowing how to end a conversation is just as important as starting one. A conversation should end on a positive note, with both parties feeling that they have been heard and respected. Offering a summary of the key points discussed or expressing gratitude for the conversation are good ways to conclude a conversation. For example, in a business setting, one might say, "Thank you for your time and

insights today. I look forward to following up on this." In a casual setting, a simple, "It was great talking with you. Let's catch up again soon," can suffice. Ending a conversation gracefully leaves a lasting positive impression (Sacks et al., 1974).

Conclusion: The rules of conversation serve as guidelines for effective communication. By practicing active listening, speaking clearly, showing respect, asking open-ended questions, and being mindful of non-verbal cues, one can enhance their conversational skills. Additionally, understanding the context and cultural differences in communication is crucial for navigating conversations in diverse settings. Ultimately, mastering these rules leads to more meaningful and productive interactions, whether in personal or professional contexts.

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INFORMATION STRUCTURE AND SYNTACTIC FORM IN DISCOURSE

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Abstract: *Information structure pertains to the organization and presentation of information within discourse, emphasizing how speakers manage the flow of information to facilitate understanding. Syntactic form refers to the grammatical structure of sentences and how these structures contribute to meaning, coherence, and clarity in discourse. Focus highlights the most important or surprising part of the information. It can affect intonation patterns and stress in spoken language*

Key words: *Theme, rhyme, given information, new information, sentence types, declarative, clauses, complex sentence, cohesive, coherence.*

In discourse analysis, language structure refers to the way linguistic elements are organized and patterned to create meaning in communication. This involves examining various levels of language, including syntax, morphology, phonology, semantics, and pragmatics, and understanding how these elements function within larger units of discourse, such as conversations, written texts, and other communicative events. The theme is the starting point of a clause; that is what the clause is about. The remainder of the clause is the rhyme (Paltridge, 2006:145). The combination of words, phrases, clauses, sentences, paragraphs, then those become writing can be brought together through the language that students use. The combination of words, phrases, clauses, sentences, paragraphs, then those become writing can be brought together through the language that students use. The album focuses on themes of love and loss. Adventures are popular themes in children's books. The growing deficit was a dominant theme in the election. The party had a Hawaiian luau theme. At the clause level, the structure represents an essentially binary division. Theme is the idea represented at the beginning of a clause, the part of message that the sender has in mind to begin with; Rhyme is the rest of the clause and the remainder of the message. This principle at work in example (1b) is called the given-to-new principle of information structure: a sentence begins with something that has already been mentioned in the text, i.e. the given information, and ends with something that is new. New information refers to information that is introduced or unfamiliar to the reader, while given information refers to information

that is assumed to be familiar or already known. The distinction between new and given information is important in various contexts, such as language acquisition and sentence processing. Given versus new information is a distinction between information that is assumed or supplied by the speaker and that which is presented for the first time. Discussion: The distinction between given and new information may affect the structure of clauses, sentences, and discourses. Other structures motivated by information structure include proposing (e.g., that one I don't like) and inversion (e.g., "the end", said the man). The basic notions of information structure are focus, givenness, and topic, as well as their complementary notions of background, newness, and comment respectively. Information structure is a subfield of linguistic research dealing with the ways speakers encode instructions to the hearer on how to process the message relative to their temporary mental states. estimate about the hearer's current mental states (knowledge, awareness

Syntactic for is included in discourse analysis, then we should know about it firstly. Syntax involves the rules that govern the arrangement of words in sentences. In discourse analysis, understanding syntactic structures helps analyze how different sentence constructions contribute to the coherence and flow of discourse. Syntax is the study of sentence structure, and of how sentence structure interacts with other dimensions of linguistic information, such as phonology, morphology, semantics, and pragmatics. The transformational-generative grammar outlined in Syntactic Structures comprises three sections, or components: the phrase-structure component, the transformational component, and the morphophonemic component. Syntax in English sets forth a specific order for grammatical elements like subjects, verbs, direct and indirect objects, etc. For example, if a sentence has a verb, direct object, and subject, the proper order is subject → verb → direct object. Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) that provide useful ways for the content to be communicated. Syntax: The set of conventions for organizing symbols, words, and phrases together into structures. On the other hand, syntactic analysis aims to identify the roles played by words in a sentence, interpret the relationship between words, and interpret the grammatical

structure of sentences. If you'd like an example, look at these sentences: Tom is a wise man. Is Tom a man wise? Different sentence types (declarative, interrogative, imperative, exclamatory) serve specific communicative functions.

- Example: "Are you coming?" (interrogative) invites a response, while "I am coming." (declarative) provides information. Complex Sentences:

- Use of main and subordinate clauses to express complex relationships and ideas.

- Example: "Although it was late, we decided to stay," where the subordinate clause adds context to the main action.

To form a complex sentence, you need to combine an independent clause with a dependent clause using a subordinating conjunction. The dependent clause can come before or after the independent clause. "I will go to the gym after I finish work." "Although she was tired, she kept working". A complex sentence is made up of a main clause and a subordinate clause connected to each other with a subordinating conjunction. Subordinating conjunctions are common in academic writing, and they are extremely useful for indicating sophisticated connections between ideas.

Cohesion: Refers to the linguistic elements that connect sentences (e.g., pronouns, conjunctions). Cohesion is the grammatical and lexical linking within a text or sentence that holds a text together and gives it meaning. It is related to the broader concept of coherence. Cohesion means sticking together. If your group of friends heads to the lunchroom as a team and sits all together, you're demonstrating strong cohesion. Cohesion is one of the noun forms of cohere; the others are cohesiveness and coherence, each of which has a slightly different meaning. Coherence is often used to describe a person's speech or writing. Coherence is achieved through syntactic features such as the use of deictic, anaphoric and cataphoric elements or a logical tense structure, and semantic features such as presuppositions and implications connected to general world knowledge. Coherence refers to the clarity and logical connections in a text. Here are some examples: Using transition words like "however," "therefore," and "meanwhile" to connect ideas and show the relationship between them. Repeating key phrases or words throughout a text to reinforce the main idea. There are two types of

coherence depending on the position and time and are given by: Temporal coherence. Spatial coherence. Coherence in a piece of writing means that the reader can easily understand it. Coherence is about making everything flow smoothly. The reader can see that everything is logically arranged and connected, and relevance to the central focus of the essay is maintained throughout.

A comprehensive understanding of both information structure and syntactic form is essential for analyzing discourse effectively. These elements work in tandem to shape meaning, guide listener interpretation, and enhance communication clarity.

In conclusion, the interplay between information structure and syntactic form in discourse is crucial for effective communication. Information structure helps to organize content, distinguishing between what is known and new, while syntactic form provides the grammatical framework that shapes how this information is presented. Together, they influence clarity, emphasis, and the overall flow of discourse.

Understanding these elements allows speakers and writers to craft messages that are not only coherent but also tailored to the audience's knowledge and expectations. By manipulating information structure—such as focusing on new or contrasting information—and choosing appropriate syntactic forms—such as declarative or interrogative sentences—communicators can enhance comprehension and engagement.

Ultimately, a nuanced grasp of both information structure and syntactic form enriches discourse analysis and contributes to more effective language use in various contexts, from everyday conversation to formal writing.

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SPOKEN AND WRITTEN LANGUAGE

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Abstract: *Language is a fundamental aspect of human communication, encompassing both spoken and written forms. This article explores the characteristics, functions, and differences between spoken and written language, highlighting their respective roles in society. Spoken language is often spontaneous and interactive, while written language tends to be more structured and permanent. By examining the linguistic features, cognitive processes, and cultural implications of both forms, this article aims to provide a comprehensive understanding of how spoken and written language coexist and complement each other in communication.*

Keywords: *Spoken language, written language, communication, linguistic features, cognitive processes, cultural implications.*

Language is a fundamental aspect of human communication, serving as a vehicle for expressing thoughts, emotions, and cultural identity. It manifests in two primary forms: spoken language and written language. While both serve the same overarching purpose—communication—they differ significantly in structure, function, and usage. This article will explore these differences, drawing on linguistic theories and research to highlight the unique characteristics of each form of language.

Spoken language is the primary mode of human communication, characterized by its immediate and interactive nature. It is typically spontaneous, allowing for real-time exchange of information. According to McCarthy (1991), spoken language is often less formal than written language, employing a range of features such as intonation, stress, and rhythm, which convey meaning beyond the words themselves.

Features of Spoken Language

One of the defining features of spoken language is the capacity for immediate feedback. This allows speakers to adjust their message based on listeners' responses. Research by Sacks, Schegloff, and Jefferson (1974) underscores the importance of turn-taking in conversation, highlighting how speakers navigate the flow of dialogue.

1. **Use of Paralinguistic Cues:** Spoken language often includes paralinguistic elements—non-verbal cues such as gestures, facial expressions, and body language. These cues enhance meaning and emotional expression, making spoken communication rich and multifaceted (Ekman & Friesen, 1969).

2. **Informality and Variation:** Spoken language tends to be more informal and varied compared to its written counterpart. Dialects, colloquialisms, and slang are prevalent in spoken discourse, reflecting the speaker's identity and cultural background (Labov, 1972). This informality allows for a more personal connection between speakers.

In contrast, written language is characterized by its permanence and planning. It serves as a recorded medium, allowing for the dissemination of ideas across time and space. Written language often undergoes revision and editing, making it more structured and formal than spoken language.

Features of Written Language

1. **Permanence:** One of the primary advantages of written language is its permanence. Once something is written down, it can be preserved indefinitely. This allows for the transmission of knowledge across generations, as discussed by Ong (1982).

2. **Formality and Structure:** Written language typically adheres to stricter grammatical rules and conventions. Sentences are often longer and more complex, with a greater emphasis on clarity and coherence (Biber, 1988). The need for clarity in written communication is crucial, especially in academic and professional settings.

3. **Absence of Immediate Feedback:** Unlike spoken language, written communication lacks immediate feedback. This can lead to ambiguity, as the writer

must anticipate the reader's understanding without the benefit of real-time interaction (Kress & van Leeuwen, 2001).

While both forms of language serve the primary function of communication, they do so in distinct contexts and for varying purposes. Spoken language is often used for social interaction. It thrives in informal settings such as conversations, storytelling, and public speaking. According to Vygotsky (1986), verbal communication is integral to socialization and cognitive development, highlighting its role in building relationships and community. Written language, on the other hand, is primarily used for documentation and information sharing. It is essential in academic, legal, and professional contexts, where precision and permanence are paramount. As pointed out by Crystal (2008), written language serves as a record of human thought and culture, facilitating the archiving of knowledge. The development of spoken language typically precedes that of written language in individuals. Children often begin to speak before they learn to read or write, demonstrating the natural progression of language acquisition (Brown, 1973). This aligns with theories of language development, which suggest that oral skills form the foundation for later literacy. Moreover, research by Snow (1983) indicates that children learn language in a social context, emphasizing the role of interaction in developing linguistic competence. In contrast, written language acquisition often relies on formal education and exposure to written texts. Despite their differences, spoken and written language are not mutually exclusive; they often intersect and influence one another. The advent of digital communication has blurred the lines between the two forms, leading to new hybrid genres. The rise of texting, social media, and other digital platforms has transformed the landscape of language use. These platforms often incorporate features of both spoken and written language, leading to what linguists refer to as "internet language" (Baron, 2008). This phenomenon includes the use of abbreviations, emojis, and informal syntax, reflecting the spontaneous nature of spoken discourse within written communication. In bilingual or multilingual contexts, speakers often engage in code-switching, alternating between languages or dialects depending on the social context. This practice highlights the fluidity of language use and the interplay between spoken and written forms (Gumperz,

1982). For instance, a speaker may use a formal written style in professional emails while adopting a casual tone in text messages to friends.

Conclusion: In summary, while written and spoken language both serve the essential function of communication, they are characterized by distinct features, contexts, and functions. Spoken language is immediate, interactive, and rich in paralinguistic cues, making it well-suited for social interaction. Conversely, written language is structured, permanent, and often more formal, serving as a record of human thought and culture. The interplay between the two forms is particularly evident in the context of digital communication, which continues to evolve and shape how we use language today. Understanding the differences and connections between spoken and written language can enhance our appreciation of linguistic diversity and the complexity of human communication.

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WHY FORMAL LINKS ARE NOT ENOUGH IN DISCOURSE

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Abstract: *Formal links, such as grammatical structures and cohesive devices, play a critical role in creating coherence and clarity in written and spoken communication. However, an overreliance on these formal elements can obscure the complexities of meaning-making in discourse. This article explores the limitations of formal links by examining various factors that contribute to effective communication, including context, pragmatics, socio-cultural influences, and interpersonal dynamics. By demonstrating that formal links alone cannot capture the full richness of discourse, this article advocates for a more holistic approach to understanding language use.*

Keywords: *Formal links, discourse analysis, context, pragmatics, socio-cultural influences, communication, cohesion.*

In the study of language, formal links refer to the grammatical and lexical elements that create cohesion and coherence within a text. These links include conjunctions, pronouns, and other structural devices that help readers and listeners make sense of a discourse (Halliday & Hasan, 1976). While formal links are essential for establishing clarity, they do not encompass the entire scope of communication. This article argues that understanding discourse requires an appreciation of various other factors, such as contextual influences, pragmatic considerations, socio-cultural dynamics, and interpersonal interactions. By moving beyond a singular focus on formal links, we can gain a deeper understanding of how meaning is constructed in communication. Cohesion refers to the grammatical and lexical ties that hold a text together, while coherence relates to the overall meaningfulness and interpretive connections that readers or listeners create (Grice, 1975). Formal links enhance

cohesion by connecting sentences and ideas, but they do not always guarantee coherence. For instance, a passage may be structurally sound yet lack a clear overarching theme, leading to confusion for the audience. Thus, while formal links are necessary for clarity, they are insufficient for creating a fully coherent discourse. Formal links are the backbone of professional interactions. They encompass legal contracts, organizational charts, official protocols, and structured communication systems. These links are designed to create clarity, outline responsibilities, and set expectations. For instance, in a corporate setting, formal agreements are essential for defining roles, ensuring compliance, and protecting intellectual property. Similarly, educational institutions rely on formal links—such as syllabi and grading policies—to create a structured learning environment. While these formal mechanisms are crucial for establishing order and accountability, they often lack the flexibility and nuance required for authentic interaction. They can create a rigid framework that stifles creativity and innovation, reducing relationships to transactional exchanges rather than fostering genuine collaboration.

Common formal links include:

- **Conjunctions:** Words like "and," "but," and "therefore" connect clauses and sentences.
- **Pronouns:** Pronouns refer back to previously mentioned nouns, aiding in cohesion.
- **Lexical ties:** Repetition of key terms and synonyms helps maintain thematic consistency.

While these elements are important, they do not account for how messages are interpreted or the intentions behind them. For instance, a well-structured argument may still fail to persuade if it does not resonate with the audience's values or beliefs.

Context plays a vital role in shaping discourse. It encompasses the situational factors surrounding a communicative event, including the physical environment, social relationships, and cultural background of the participants (Edwards & Potter, 1992). Formal links often overlook these contextual elements. For instance, the same phrase can have entirely different meanings based on the context in which it is used. A

statement like "That's interesting" can be sincere in one situation and sarcastic in another. Without considering context, reliance on formal links may lead to misinterpretations.

Pragmatics examines how context influences the interpretation of language. Grice's (1975) cooperative principle emphasizes that speakers often convey meanings beyond the literal interpretations of their words, relying on context and shared knowledge to communicate effectively. For example, if someone asks, "Can you pass the salt?" in a meal setting, the implicit meaning is a request, not a question about ability. Formal links do not capture these layers of meaning, highlighting the limitations of focusing solely on structural elements in discourse analysis. Language is inherently influenced by socio-cultural factors, which shape how individuals communicate. Different cultures have varying norms, values, and power dynamics that affect discourse (Gee, 2014). For example, in some cultures, indirect communication is preferred to maintain harmony, while others favor directness. Formal links may remain constant across cultures, but the underlying meanings and interpretations can differ significantly. An understanding of these socio-cultural influences is crucial for comprehending the nuances of discourse. Communication is fundamentally interactive, involving negotiation and collaboration among participants. Turn-taking, for instance, is a critical aspect of conversational discourse (Sacks, Schegloff, & Jefferson, 1974). Participants use various strategies to signal when they wish to speak, listen, or interject. Formal links do not provide insight into these interpersonal dynamics, which can significantly impact the flow and meaning of a conversation. An effective communicator must navigate these dynamics to achieve clarity and understanding, far beyond the mere use of cohesive devices. To achieve a richer understanding of communication, it is essential to adopt a more holistic approach that incorporates formal links alongside context, pragmatics, socio-cultural influences, and interpersonal dynamics. Understanding the context in which communication occurs is paramount. Analysts must consider not only the physical setting but also the social dynamics and relationships among participants. For example, a speech delivered at a political rally

will have different implications than the same speech delivered in a private setting. Contextual analysis allows for a more nuanced understanding of meaning.

Incorporating pragmatics into discourse analysis enables a deeper exploration of meaning. Analysts should focus on implicature, speech acts, and the intentions behind utterances. For instance, recognizing that a speaker's tone, body language, and situational context can convey important information beyond the words themselves can enrich our understanding of discourse. Understanding the socio-cultural background of communicators is essential for effective discourse analysis. This includes recognizing how cultural norms and power dynamics shape language use. Analysts should examine how societal factors influence communication styles, expectations, and interpretations. For example, understanding the cultural significance of politeness in communication can illuminate why certain formal links are used in specific contexts. Analyzing the dynamics of interaction among participants is critical for understanding discourse. This involves examining turn-taking patterns, interruptions, and how speakers manage their contributions. By focusing on these interactional dynamics, analysts can gain insights into how meaning is collaboratively constructed during conversations.

In conclusion, while formal links are essential for creating cohesion and coherence in discourse, they are insufficient for capturing the full complexity of communication. The limitations of formal links highlight the importance of considering context, pragmatics, socio-cultural influences, and interpersonal dynamics in discourse analysis. A comprehensive approach that integrates these factors will provide a richer understanding of language use and communication in diverse contexts. As researchers and practitioners continue to explore the intricacies of discourse, it is crucial to move beyond a narrow focus on formal links to appreciate the multifaceted nature of human interaction.

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CONVERSATIONAL PRINCIPLES: POLITENESS IN CONVERSATION

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Abstract: *This study aims to identify kinds of maxims of politeness principles used in written conversation in the English textbook for tenth-grade students. This study uses a qualitative design. This is descriptive qualitative research. To analyse the data, the researcher used Geoffrey Leech's politeness principles theory, which consists of six maxims. The data results show that there is a tact maxim, three generosity maxims, fourteen approbation maxims, four modesty maxims, two agreement maxims, and five sympathy maxims.*

Keywords: *Leech's maxims, politeness principles, analyse, conversational principles*

Language has a significant role in human life. It is used as a tool of communication. Every human communication conveys information which can be in the form of thoughts, ideas, intentions, feelings and emotions directly but sometimes misunderstandings occur in communication. To avoid misunderstanding and conflict in communication, it is better to use language politely. Always trying to be polite in using language will show that we have good character.

According to Geoffrey Leech, there is a politeness principle with conversational maxims similar to those formulated by Paul Grice. He lists six maxims: tact, generosity, approbation, modesty, agreement, and sympathy. The first and second form a pair, as do the third and the fourth. These maxims vary from culture to culture: what may be considered polite in one culture may be strange or downright rude in another. The tact maxim states: "Minimize the expression of beliefs which imply cost to other; maximize the expression of beliefs which imply benefit to other." The first part of this maxim fits

in with Brown and Levinson's negative politeness strategy of minimising the imposition, and the second part reflects the positive politeness strategy of attending to the hearer's interests, wants, and needs. Leech's generosity maxim states: "Minimize the expression of beliefs that express or imply benefit to self; maximize the expression of beliefs that express or imply cost to self." Unlike the tact maxim, the maxim of generosity focuses on the speaker, and says that others should be put first instead of the self. The approbation maxim states: "Minimize the expression of beliefs which express dispraise of other; maximize the expression of beliefs which express approval of other." It is preferred to praise others and if this is impossible, to sidestep the issue, to give some sort of minimal response (possibly through the use of euphemisms), or to remain silent. The first part of the maxim avoids disagreement; the second part intends to make other people feel good by showing solidarity. The maxim of modesty is one of the six maxims proposed by Leech (1983) in his PP (politeness principle) meaning to minimize praise or to maximize dispraise of self. The modesty maxim states: "Minimize the expression of praise of self; maximize the expression of dispraise of self. The agreement maxim runs as follows: "Minimize the expression of disagreement between self and other; maximize the expression of agreement between self and other." It is in line with Brown and Levinson's positive politeness strategies of "seek agreement" and "avoid disagreement", to which they attach great importance. However, it is not being claimed that people totally avoid disagreement. It is simply observed that they are much more direct in expressing agreement, rather than disagreement. The sympathy maxim states: "minimize antipathy between self and other; maximize sympathy between the self and other." This includes a small group of speech acts such as congratulation, commiseration, and expressing condolences – all of which is in accordance with Brown and Levinson's positive politeness strategy of attending to the hearer's interests, wants, and needs.

Politeness theory, proposed by Penelope Brown and Stephen Levinson, centers on the notion of politeness, construed as efforts to redress the affronts to a person's self-esteem or face (as in "save face" or "lose face") in social interactions. Notable concepts

include positive and negative face, the face threatening act (FTA), strategies surrounding FTAs and factors influencing the choices of strategies.

Politeness strategies are used to formulate messages in order to save the hearer's positive and negative face when face-threatening acts are inevitable or desired. Brown and Levinson outline four main types of politeness strategies: bald on-record, negative politeness, positive politeness, and off-record (indirect) as well as simply not using the face-threatening act. Jonathan Culpeper also used these strategies and added on them in his impoliteness theory. Several factors contribute to the differences in the use of (im)politeness strategies, including work experience, writing skills, and familiarity with appropriate levels of formality.

Positive politeness strategies can also emerge in situations where the speakers do not know each other well. For example, Charlotte Rees and Lynn Knight have explored the role politeness theory plays in general practice consultations. They found that, in an effort to remain polite, patients agreed to the presence of a student observer during a general practice consultation even when the patient preferred a private consultation. Rees and Knight concluded that politeness strategies in the medical field can inhibit patients from providing complete and accurate information.

In conclusion, politeness in conversation serves as a crucial mechanism for fostering respect, understanding, and cooperation among individuals. By adhering to polite norms, speakers can navigate social interactions more smoothly, minimize conflicts, and enhance relational dynamics. Ultimately, politeness not only reflects individual character but also shapes the overall quality of communication, making it an essential aspect of effective dialogue.

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FORMING CULTURAL COMPETENCE AND CULTURAL COMMUNIKATION AMONG ENGLISH TEACHERS

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Abstract *Cultural communication is a dynamic and complex process that involves the exchange of ideas, beliefs, values, and practices among individuals from diverse cultural backgrounds. This abstract explores the significance of cultural communication in today's interconnected world, highlighting the importance of understanding and respecting cultural differences to foster effective communication and build meaningful relationships. It delves into the challenges and opportunities presented by cultural diversity in communication, emphasizing the need for cultural competence and sensitivity in navigating cross-cultural interactions.*

Key words: Cultural communication, cultural diversity, cross-cultural interactions, cultural competence, intercultural awareness, effective communication, cultural differences, inclusive communication practices, globalized society.

Аннотация. Культурная коммуникация — это динамичный и сложный процесс, который включает в себя обмен идеями, убеждениями, ценностями и практиками между людьми разного культурного происхождения. В этом реферате исследуется значение культурного общения в современном взаимосвязанном мире, подчеркивая важность понимания и уважения культурных различий для содействия эффективному общению и построению значимых отношений. Он углубляется в проблемы и возможности, предоставляемые культурным разнообразием в общении, подчеркивая необходимость культурной компетентности и чувствительности в управлении межкультурными взаимодействиями.

Cultural competence is an essential skill for English teachers in today's diverse classrooms. As the student population becomes increasingly multicultural, it is crucial for educators to understand and respect the cultural backgrounds of their students. This not only helps create a more inclusive learning environment but also improves student engagement and academic success. Forming cultural competence among English teachers involves a combination of self-reflection, education, and practical strategies. Here are some key steps that teachers can take to enhance their cultural competence:

1. Self-reflection: Teachers should first examine their own beliefs, biases, and assumptions about different cultures. This self-awareness is essential for understanding how their own cultural background may influence their interactions with students from diverse backgrounds

2. Education: Teachers can benefit from participating in cultural competency training and professional development programs. These programs can provide valuable insights into different cultures, help teachers develop empathy and understanding, and offer practical strategies for creating inclusive classrooms.

3. Building relationships: Teachers should make an effort to build positive relationships with students from diverse backgrounds. This can involve learning about

their students' cultural traditions, languages, and values, as well as showing respect for their unique experiences and perspectives.

4. Incorporating diverse perspectives: Teachers can enhance their cultural competence by incorporating diverse perspectives into their teaching materials and curriculum. This can include using literature, music, art, and other cultural artifacts from different cultures to help students see themselves reflected in the classroom.

5. Creating a safe and inclusive environment: Teachers should strive to create a safe and inclusive classroom environment where all students feel respected and valued. This may involve setting clear expectations for behavior, addressing instances of discrimination or bias, and fostering open dialogue about cultural differences.

By taking these steps to form cultural competence, English teachers can better support the diverse needs of their students and promote a more inclusive learning environment. Ultimately, developing cultural competence is not only a professional responsibility but also a key factor in helping all students succeed academically and socially.

In addition to the steps mentioned earlier, here are some more detailed strategies that English teachers can implement to enhance their cultural competence: Incorporate diverse perspectives in literature: Choose reading materials that reflect a variety of cultures, backgrounds, and experiences. This can help students see themselves represented in the curriculum and also expose them to different worldviews. Use culturally responsive teaching strategies: Implement teaching methods that cater to the diverse learning styles and cultural backgrounds of your students. For example, incorporating group work, hands-on activities, and multimedia resources can engage students from various cultural backgrounds. Encourage open discussions about cultural differences: Create opportunities for students to share their cultural traditions, beliefs, and experiences with their classmates. This can help foster mutual understanding and respect among students from different backgrounds. Address stereotypes and biases: Be vigilant about challenging stereotypes and biases that may arise in the classroom. Encourage critical thinking and respectful dialogue when discussing sensitive topics related to culture, race, ethnicity, and identity. Collaborate with colleagues and

community members: Work with other educators, parents, community leaders, and cultural organizations to gain a deeper understanding of the cultural diversity within your school community. Collaborative efforts can help create a more inclusive and supportive learning environment for all students. Seek feedback and reflect on your practice: Regularly seek feedback from students, colleagues, and mentors about your cultural competence efforts. Reflect on your teaching practices, interactions with students, and classroom dynamics to identify areas for improvement and growth. Stay informed and continue learning: Stay up-to-date on current research, trends, and best practices in cultural competence in education. Attend workshops, conferences, and professional development opportunities to expand your knowledge and skills in this area. By actively engaging in these strategies and continuously working to improve their cultural competence, English teachers can create a more inclusive and welcoming classroom environment where all students feel valued and respected. Ultimately, fostering cultural competence is an ongoing process that requires dedication, self-reflection, and a commitment to promoting diversity and equity in education.

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ABBREVIATIONS-FORMS, FUNCTIONS, AND LINGUISTIC IMPLICATIONS

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Abstract: *Abbreviations, an essential feature of language, serve as a practical tool for streamlining communication, enhancing efficiency, and adapting language to meet the demands of modern communication. This article explores the linguistic forms, functions, and implications of abbreviations, analyzing their origins, classifications, and roles in both spoken and written discourse. Emphasis is placed on abbreviations in digital communication, where the need for brevity has amplified their use. Additionally, the article examines the sociolinguistic aspects of abbreviations, their role in identity formation, and their influence on language evolution. A comprehensive understanding of abbreviations reveals their importance in making language adaptable, flexible, and efficient in an increasingly fast-paced world.*

Keywords: *Abbreviations, Linguistics, Acronyms, Initialisms, Language Evolution, Sociolinguistics, Digital Communication, Text Language*

Abbreviations have become an integral aspect of modern language, acting as a mechanism for simplifying complex phrases, saving space, and enhancing readability in a variety of communicative contexts. The word "abbreviation" encompasses a range of linguistic phenomena, including acronyms, initialisms, contractions, and

truncations, each with unique formation rules and communicative functions. The origin of abbreviations dates back centuries, with abbreviations appearing in ancient manuscripts and official documents to expedite transcription and save costly space on parchment (Crystal, 2006). In contemporary language, abbreviations play a particularly significant role in digital communication, where the constraints of screen space, typing time, and audience expectations of brevity have increased their frequency and variety. This article investigates the structural and functional dimensions of abbreviations, examining their sociolinguistic implications and influence on language evolution. Key topics include types of abbreviations, the motivations for their use, and the cultural and linguistic significance of abbreviations in different contexts.

Abbreviations can be classified into several distinct types, each formed through different linguistic processes. The primary types of abbreviations are acronyms, initialisms, contractions, truncations, and clipped forms. Each type has specific formation rules, and the choice of abbreviation type often depends on the context of use and the linguistic conventions of the language in question.

Acronyms are abbreviations formed from the initial letters of a phrase, which are pronounced as a single word. For example, NATO (North Atlantic Treaty Organization) and UNESCO (United Nations Educational, Scientific, and Cultural Organization) are acronyms that serve as shortened forms for lengthy institutional names (Lehrer, 2007). In contrast, initialisms are abbreviations formed from the initial letters of a phrase but are pronounced letter by letter, such as FBI (Federal Bureau of Investigation) and BBC (British Broadcasting Corporation). These forms provide efficient alternatives for frequently referenced organizations and technical terms, making them indispensable in fields such as government, science, and academia (Crystal, 2008). Contractions are formed by omitting letters from within a word or phrase, often replacing them with an apostrophe. Common examples include “don’t” (do not), “can’t” (cannot), and “they’re” (they are). Contractions are primarily used in informal contexts, where they contribute to a conversational tone and facilitate quicker, more natural speech. Clipped forms, on the other hand, are created by shortening a word to its most essential parts, such as “ad” for “advertisement” and “exam” for

“examination.” These clipped forms are widely accepted in informal settings and have become normalized over time (Shortis, 2001). Blends, or portmanteaus, are abbreviations that combine parts of two words to create a new, cohesive term. Examples include “brunch” (breakfast + lunch) and “smog” (smoke + fog). Blends are effective for introducing new concepts and are especially prevalent in fields like marketing and branding, where they aid in creating memorable names that convey key attributes of a product or idea (Gries, 2004).

Abbreviations serve a variety of functions within communication, often acting as tools for efficiency, formality, and social identity. While their primary role is to reduce the length and complexity of phrases, abbreviations also carry secondary functions that reflect the intentions of speakers and the conventions of the discourse. One of the principal functions of abbreviations is to economize language, making communication more efficient and manageable. This is particularly crucial in environments where space and time are limited, such as in digital communication, signage, and academic writing. For instance, in social media, character limitations and quick response times make abbreviations like “lol” (laugh out loud) and “idk” (I don’t know) both practical and popular (Tagliamonte & Denis, 2008). Abbreviations are often used in formal, technical, and specialized fields to convey expertise and familiarity with domain-specific terms. For example, in medicine, abbreviations like “BP” (blood pressure) and “ECG” (electrocardiogram) are standard practice among professionals and facilitate rapid communication without compromising precision (Makoul et al., 2002). This usage reflects a shared understanding within professional groups, enhancing clarity and reducing the need for lengthy explanations. Abbreviations also serve as markers of social identity, signaling membership within specific groups and communities. This phenomenon is especially evident in online communities and subcultures, where unique abbreviations or jargon establish a sense of belonging and familiarity. For instance, the gaming community uses abbreviations like “AFK” (away from keyboard) and “GG” (good game) as a form of in-group language that reinforces community ties and norms (Palfreyman & Al Khalil, 2003). This type of language innovation underscores the social dimension of abbreviations, as they can represent shared

knowledge and contribute to the cultural identity of a group. The rise of digital communication has fundamentally transformed the frequency, form, and function of abbreviations. Platforms like Twitter, WhatsApp, and Instagram have popularized abbreviations that cater to the need for brevity and quick comprehension, resulting in an influx of new abbreviations and altered linguistic norms. Digital communication not only encourages the use of traditional abbreviations but also gives rise to novel forms like emoticons, acronyms, and emojis, further diversifying the tools available for expression (Crystal, 2011). Digital platforms often impose character limits, as seen in Twitter's original 140-character limit, prompting users to abbreviate more extensively. Common abbreviations such as “dm” (direct message), “tbt” (throwback Thursday), and “atm” (at the moment) exemplify this trend. This character economy allows users to convey complex ideas within restricted formats, demonstrating how abbreviations adapt to technological constraints (Baron, 2008).

Text language, a style of digital communication that relies heavily on abbreviations and shorthand, has become prevalent in online messaging and social media. This language style includes numerous abbreviations, such as “u” for “you” and “b4” for “before,” facilitating faster interaction. Although text language is often criticized for its perceived impact on language skills, research suggests that users can easily switch between text language and standard language in formal contexts, indicating that abbreviations in digital communication have limited effects on overall language proficiency (Thurlow & Poff, 2013). Abbreviations carry sociolinguistic significance, as they reflect the social dynamics and cultural contexts in which they are used. The preference for or avoidance of abbreviations can indicate factors such as social status, educational background, and adherence to social norms. Additionally, abbreviations contribute to language evolution, demonstrating how social trends and technological advancements shape linguistic practices. Abbreviations are a visible sign of language change, as they introduce new forms that may eventually become standardized. This linguistic innovation is especially prominent in English, where abbreviations quickly gain acceptance and usage. For instance, initialisms like “ASAP” (as soon as possible) and “DIY” (do it yourself) have transitioned from informal

contexts to mainstream use, becoming integral parts of the lexicon (Crystal, 2006). These examples underscore how abbreviations reflect and accelerate language evolution, making language more adaptable to contemporary needs. Abbreviations also function as markers of identity and belonging, enabling individuals to align themselves with specific communities. This is particularly noticeable in youth culture and internet-based subcultures, where abbreviations and jargon signify group membership. For instance, terms like “stan” (dedicated fan) and “ship” (supporting a relationship) are popular in fan communities and serve as a form of in-group communication (Merriam-Webster, 2019). Such usage highlights the role of abbreviations in shaping linguistic identity and signaling social alignment. Abbreviations contribute to the adaptability and efficiency of language, reflecting the evolving cultural and communicative needs of society. As language changes, abbreviations play a vital role in meeting the demands for speed and brevity, especially in technologically driven contexts. Additionally, abbreviations facilitate global communication, as many abbreviations, especially those in English, are recognized internationally. Abbreviations influence language standardization, as widely used forms eventually become part of the linguistic mainstream. For example, “Ms.” as a title that avoids specifying marital status is now widely accepted in English. As abbreviations gain formal recognition, they reflect shifting social norms and linguistic trends, illustrating how language adapts to societal changes (McCulloch, 2019).

In globalized communication, abbreviations often cross linguistic boundaries, especially in domains such as technology and business, where English abbreviations like “CEO” (Chief Executive Officer) and “Wi-Fi” have become universally understood. This cross-cultural adoption of abbreviations aids in international communication, though it may also lead to challenges as speakers of other languages encounter foreign abbreviations. Despite these challenges, abbreviations facilitate communication across language barriers, underscoring their role in a globalized world.

Abbreviations are a dynamic and essential component of language, offering a means to condense information, enhance communication efficiency, and reflect social identity. Their use spans formal and informal contexts, with each type serving a distinct

function in communication. In the digital era, abbreviations have evolved to meet the demands of brevity and clarity in online interactions, where their adaptability is most apparent. From historical origins to modern digital use, abbreviations illustrate language's capacity for innovation and flexibility. As society continues to evolve, abbreviations will likely remain a critical element of language, adapting to new communicative needs and influencing the future trajectory of linguistic evolution.

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BILINGUALISM AND INTERFERENCE, HOW SECOND LANGUAGES AFFECTS NATIVE LANGUAGE USE

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Abstract: The capacity to speak two languages fluently, or bilingualism, involves a complicated interaction between a speaker's first and second languages. This study focuses on two main areas: vocabulary, and pronunciation, to investigate how learning and speaking a second language can affect the use of one's original tongue.

Furthermore, vocabulary interference can lead to code-switching or the addition of loanwords, which can affect the diversity and depth of the original lexicon.

Key words: Bilingualism, language interference, a second language and a native language , pronunciation, vocabulary interference

Bilingualism has become a distinguishing feature of modern cultures in an increasingly linked world. Proficiency in two languages enhances cognitive functions and one's sense of self in addition to facilitating cross-cultural encounters. On the other hand, there can be both beneficial and harmful effects from the intricate interactions between a second language and one's native tongue. Language interference, code-switching, and language attrition are phenomena that people may encounter when navigating several linguistic settings. These phenomena can have a substantial impact on an individual's usage of native language. When parts of second language invade a native tongue, it causes phonetic changes, syntactic shifts, and difficulties with lexical retrieval. This phenomenon is known as language interference. These disturbances can occur in a variety of settings, ranging from informal discussions to official correspondence, and they cast doubt on the consistency and stability of the original tongue.

According to Sirbu A. the ability of a person, a community, or a population to communicate using two separate linguistic systems is known as bilingualism or linguistic dualism.

The transmission of parts of one language into another at various linguistic levels is known as language interference²⁶. Linguistic interferences, for example, in phonology refer to foreign elements impacting the second language, such as intonation, pitch, accent, and speech sounds from the original language. From a lexical perspective, code-switching is different from lexical borrowing since it is mostly a result of linguistic competence while borrowing is based on the lack of lexical terms in a certain language. A bilingual who makes use of code-switching has a wide choice of

²⁶ Sirbu A. Language interference triggered by bilingualism //Scientific bulletin" Mircea cel Batran" Naval Academy.

lexical terms that make it possible for them to shift codes freely in various contexts and for various reasons.

The results showed that, among other things, the intricate rules governing the relationship between English writing and pronunciation are a hindrance to the accurate pronunciation of English sounds by native speakers. After learning English for a few years, Mahmood admitted that he still had trouble pronouncing certain letters and sounds. “I still have trouble suppressing the pronunciation of the silent letters/sounds, like P at the start of psychology and “gh” in the middle of the night,” he continued.

De facto, nearly every participant tried to sound as though they were native speakers. The majority thought that mimicking and following English native speakers is the only appropriate approach to utilize the language appropriately and fluently. “I thought I would learn the “proper” English, especially the pronunciation of words,” Ahmad said. “I could confidently use the words and structures they used in their communication because I could copy how first language speakers communicate,” he continued. “As a result, I improved both my accuracy and fluency.”

The information showed differing opinions about native language’s interference with a second language. According to three individuals, there were no phonological interferences from their first into second language. Stated differently, they said that their mother tongue sound system helped them learn a second one. Nonetheless, the majority of participants thought that Dari and English had distinct sound systems, and that these distinctions could cause mistakes and complicate learning how to pronounce English. At least four individuals said that their interference from vernacular accents made it difficult to pronounce the labio-dental consonants V and W correctly. “In certain instances, my first language vernacular accent (how I pronounce V and W) negatively impacted my pronunciation,” said Jawad. In addition, the interviewees mentioned that they had trouble pronouncing the letters [θ] and [ð].²⁷

Bilingualism can significantly impact vocabulary usage in both the native and second languages. It’s seemed that bilingualism may led to using words from the

²⁷ The role of the first language in foreign language learning. Asian EFL Journals, 32(3), 177 p.

second language may be adopted into the native language, sometimes leading to a gradual change in usage or even the creation of new meanings or the cognitive load of managing two vocabularies can sometimes slow down word retrieval in the native language, leading to pauses or substitutions with words from the second language, even experience a decline in vocabulary richness in their native language due to lack of practice and exposure.

For instance, a person who primarily uses their second language at work might struggle to find more specific terms in their native language, opting for simpler alternatives. For instance, instead of saying “exhilarating”, they might just say “fun”. In English, terms like “déjà vu” (from French) or “ballet” are commonly used. A bilingual speaker may start using more loanwords from their second language, such as “café” instead of “coffee shop” leading to a shift in vocabulary usage.

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TOG‘AY MUROD IJODIDA TABIAT VA INSON RUXIYATI TASVIRI

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Annotatsiya: *Ushbu maqolada Tog‘ay Murod ijodida tabiat tasvirining inson ruhiyati bilan uyg‘unligi, obrazlarning ona-tabiatga munosobati o‘rganilgan. Badiiy ijodning muqaddas tamoyiliga aylangan inson va tabiat tasviri ijodkorning hikoya, qissa romanlarida muvoffaqiyatli davom ettirilganligi qiyosiy tahlil qilingan.*

Kalit so‘zlar: *Tog‘ay Murod, tabiat va inson tasviri, Dehqonqul, Pahlavon, Daho, uslubiy rang- baranglik.*

Annotatsiya: *V etoy state issleduetsya v tvorchestve Togaya Murada garmoniyu obraza prirody s psixikoy cheloveka, svyaz obrazov s materyu-prirodoy. Proveden sravnitelnyy analiz udachnogo prodoljeniya obraza cheloveka i prirody, stavshogo svyazennym principom xudojestvennogo tvorchestva, v rasskazax, povestvovaniyax i romanax xudojnika.*

Ключевые слова: *Togay Murod, priroda i izobrajenie cheloveka, Dehkonkul, Paxlavon, Daxo, stilnaya raznovidnost.*

Abstract: *In this article, Togay Murads work explores the image of nature with the human psyche, the relationship of images to mother nature. A comparative analysis has been made of the successful.*

Key words: *Togay Murad, image of nature ahdman, Dekhkonkul, hero Daho, stylistic diversity.*

Jahon adabiyoti namunalari bilan yaqindan tanishsak, inson ruhiyati va tabiat tasvirlari xuddi hayot singari murakkab va xilma-xil ekanligidan hayratga tushamiz. Ya'ni ularda tabiat va inson mavzusi hamisha asosiy muammolardan biri bo'lib kelganligiga chuqur ishonch hosil qilamiz. Chunonchi, Navoiy yohud Boburning mashxur asarlarini esga olaylik. Ularda qahramon xayoti, ruhiyati va qalb kechinmalari hamisha tabiat tasviri bilan uyg'un tarzda aks ettiriladi. Yoxud Abdulla Qodiriyning "O'tkan kunlar" romanidagi "Xo'ja ma'oz" mozorida qorong'i kuzning qorong'i tunidagi kuchli el va Abdulla Qahhorning "Dahshat" hikoyasidagi kuchli shamol tasvir lari ham qahramonlar holati va taqdiri bilan bog'liq muhim g'oyaviy-badiiy qimmatga

ega. Tabiat va insonning o‘zaro munosabatlari atoqli adib Chingiz Aytma tovning “Momo er”, “Alvido, Gulsari” va “Qiyomat” kabi asarlarida ham yorqin psixologik tasvir va falsafiy mushohadalar orqali yoritib beril gani yuksak san’atkorlik namunasi sifatida e’tiborga loyiq. Boshqacha aytganda, asar qahramonlarining shodlik-quvonchi, dard-iztiroblari hamisha tabiat manzaralari bilan mutanosib tarzda aks ettiriladiki, bular mazkur asarlarning jozibadorligi va ta’sir kuchini ham oshiradi.

Asardagi bunday ta’sirchanlik va o‘ziga xos ohangdorlik Tog‘ay Murod uchun ham mazmun va shakl mutanosibligiga erishishning muhim bir vositasi, badiiylarning zaruriy sharti bo‘lgan. Tog‘ay Murod ijodida tabiat va inson ruhiyati tasvirlari ham rang-barang. Adibning ilk hikoyalari va maqolalarida ham Adabiyotning ijtimoiy-estetik mohiyati va chinakam so‘z san’ati va yuksak badiiylarning talab-mezonlarini, jumladan, inson ruhiyati, ma’naviyati va ko‘ngil boyligi bilan tabiat tasvirining uyg‘unligi kabi nozik masalalarni to‘g‘ri anglagani va o‘z ijodida ana shu tamoyillarga amal qilganligini ko‘ramiz. Masalan, 1970 yili yozilgan “Ku-ku-ku”, “Er-xotin” hikoyalari yoki ayrim maqolalarida jahonning mashhur rassomlari asarlaridan zavqlanish, hayratlanish tuyg‘ulari alohida ajralib turadi. ***Dalil tariqasida adib hikoyasidan olingan ushbu parchani ko‘zdan kechiraylik:*** “...Nevarasi bu yarmi shisha katta qutining televizor deb atalishini yaqindagina bildi. Uyida jurnallardagi rasmlarni, Rembrandt, Rafael, Bottichellining nodir asarlarini tomosha qilib o‘tiradi. Ayniqsa, SHishkinning "Bug‘doyzor"iga uzoq tikilib qoladi. U o‘zicha ikki toifadagi odamlarga achinadi. Biri - SHishkinning rasmlari oldidan beparvo o‘tgan odamga, ikkinchisi qushlar sayrayotganda so‘zlashgan odamga. SHu payt daraxt shohlarida qo‘nib turgan qushlarning turli nag‘madagi sayrashlari eshiti ladi. U "Munojot"ni tinglayotganday boshini ma’yus egib, eshitadi. YUzlariga tabassum yuguradi. O‘rnidan turib, qo‘llarini ko‘ksiga qo‘yadi-da, qushlarga ta’zim qiladi: - Ofarin, birodar, ofarin. Qulluq!.. Tog‘ay Murodning o‘zligi va nodir iste’dodi shakllanib kelayotgan 70-yillarda yaratilgan ushbu hikoyada ham insonning tabiatga va qushlarga mehr va havasi yorqin aks ettirilganligini payqash mumkin.

Yoki ”Momo-Er qo‘shig‘i” (1985) qissasidagi Pahlavon Daholar obrazining ma’naviy qashshoqligi, tabiatga, buloqqa munosabati orqali yozuvchining chuqur

ijtimoiy-falsafiy g'oyalari ifodalangan. Qisssada ajdodlarimizning muqaddas aqida-udumlariga, xatto ona tilimiz va sharqona odob ma'naviyatimizga ham bepisandlik bilan qaragan, o'z qishlog'i va milliy zaminidan uzilib qolgan Pahlavon Daho singari hoyu havasga berilgan noshud va takabbur yoshlarning ma'naviy tanazzuli yoritiladi.

O'z mushtipar onasining oddiyligidan va andishali otasining qadoq qo'llariyu odmi kiyimlaridan ham ijirg'anadigan va or qiladigan Pahlavon Daho va gumashtalari uchun qishloq ahli ham, xalq va millat ham-bu bir olomon, poda va qo'ylar to'dasi xolos. Ota-onasi va donishmand keksalar yaxshi niyat bilan qo'ygan Tursun ismidan tongan Pahlavon Daholarning butun aql-hushi, ishonch-e'tiqodi G'arb san'ati va unga mutelarcha taqliddan iborat. O'zlarini goh asl adabiyot yaratuvchisi-yu goh fazoga intilgan, nomi tarixda qoladigan inson deb yurgan, ma'naviyati qashshoq, mo'rt kimsalar o'zlari mansub bo'lgan xalq qo'shiqlari, Furqatdek ulug' shoirimizning el orasida mashhur o'lmas g'azallarini qishloq bolalari darajasida tushunish va qadrlash u yoqda tursin, ularni tuzuk-quruq bilmasligidan ham uyalmaydi. "Jaydari xalq"dan ajralib turishni istagan Pahlavonlar qishloq ahli e'zozlab, qishin-yozin suv ichadigan va minglab ziyoratchilar uchun muqaddas qadamjo sanalmish shifobaxsh buloq suvini hayvonlarcha bulg'ashdan ham o'zlarini tiyolmaydi, bu kufrona qilmishi gunohi azim ekanligini xayoliga ham keltirmaydi. Mana o'zlarini «tabiat kuychisi, tabiat posboni, otashin fuqaro va vatanparvar shoir», deb ko'rsatishga uringan Daholarning ona-tabiatga munosabati-yu, bor-yo'q ma'naviy qiyofasi! Bu jihatlari bilan ham asar o'quvchini loqayd qoldirmaydi-ijodkor so'zining qadri ham shunda.²⁸

Bunday xususiyatlar badiiy asarlarda qanday uslubiy rang-baranglik bilan ifodalanishini Chingiz Aytmatovning "Alvido, Gulsari" bilan Tog'ay Murodning "Ot kishnagan oqshom" qissalari misolida ko'rib chiqish maqsadga muvofiq bo'ladi. XX asr prozasida alohida o'rin tutuvchi bu ikki qissaning ham asosiy qahramonlari- otlar, ya'ni Gulsari va Tarlon.

¹Тоғай Мурод. "Ку-ку-ку", Танланган асарлар. 3-ж. Тошкент. "Шарк" НМАК. 16-17-бб. Тоғай Мурод. От кишнаган оқшом. Қиссалар. Т.:1994.369-б.

Chingiz Aytmatov kissasi Gulsari va Tanaboy cho‘pon umrining so‘nggi kunlarini tasvirlashdan boshlanadi. Ikkalasining xam umri oxirlab qolganligi uchun tasvir mungli oxangda beriladi: “Eski aravani keksa bir kishi xaydab borardi. Saman yo‘rg‘a Gulsari ham juda qari edi. Yassi tog‘ tepasiga olib chiqiladigan yo‘l tinkani quritadigan darajada olis bo‘lib, yaydoq, kulrang adirlarda qishda doim sovuq shamol er yalab izg‘ib yurar, yozda esa tandirdek qizib ketardi. Bu dovon Tanaboy uchun jon azobi edi.”²⁹ Gulsarining o‘limi izg‘irinli sovuqda kimsasiz darada qorong‘i tunda ro‘y berishi va Tanaboyning ko‘p yillik hamrohi va sirdoshi bo‘lgan yo‘rg‘asi bilan vidolashuvi ham qanchalik og‘ir bo‘lgani kitobxon qalbida chuqur hamdardlik hislarini uyg‘otishi tabiiydir.

Badiiy ijodning muqaddas tamoyiliga aylangan inson va tabiat tasviri Tog‘ay Murod ijodida ham muvaffaqiyatli davom ettirilgan. “Jonivorlar badiiy adabiyotda qadim-qadimdan buyon oralab yuradi,- deb yozadi Tog‘ay Murod mashhur kanadalik yozuvchi Ernest Seton-Tompson haqidagi maqolasida. XI-XII asrda ulug‘ o‘zbek shoiri Navoiy “Lison ut-tayr”- “Qush tili” asarini yaratib, unda inson bilan tabiat, ilohiyot masalasini badiiy ta’rif-tavsifladi. O‘zbek xalq dostonlarida otlar insonning eng yaqin birodari etib tasvirlandi, insonni balolardan omon saqladi, og‘irini engil qildi, insonning tog‘day tayanchi bo‘ldi. SHu o‘rinda haqli savollar tug‘iladi. Tabiatni kim yaxshi biladi? Rassommi?.. Yozuvchimi?.. Olimlarmi?.. Tabiat ana shu uch olam nuqtai nazaridan kelib chiqib tasvirlandi. Seton-Tompson ana shu uch nuqtai nazar, ana shu uch qarash- rassomlik, yozuvchilik, olimlikdan Seton-Tompson bo‘ldi. Tabiatga ziyrak animalist rassom, sinchi adib, nuqtadon olim ko‘zi bilan qaradi... Jonivorlarni qanday bo‘lsa, shunday ligicha badiiy asar qildi. Jonivorlarning ichki dunyosini halol, xolisona ochib berdi. Seton-Tompson badiiy adabiyotda birinchi bo‘lib jonivorlarni asarning bosh qahramoni qilib oldi..”³⁰

Tabiatga va undagi jonivorlarga ana shunday insoniy mehr, teran nigoh va tafakkur bilan qarash ularni realistik tasvirlashda asosiy mezon bo‘lishini Tog‘ay

²⁹ Чингиз Айтматов. Қиссалар. Алвидо, Гулсари. Т.:2016, 329-438-66

³⁰ Тоғай Мурод.Сетон-Томпсон китобига сўзбошим.Бу дунёда ўлиб бўлмайди.Т.:2001.190-б.

Murod asarlari misolida yaqqol ko‘rish mumkin. Tog‘ay Murodning boshqa ijodkorlardan ajratib turuvchi yorqin fazilati yana shundaki, u otlarning devkor tabiatini va ularning turfa olamini shunchaki bir qiziqish-havasga bo‘la chetdan kuzatib yo ilmiy adabiyotlar orqali o‘rgangan xonaki olim-ijodkor emas edi. Balki “bolaligidan davralarda kurashib katta bo‘lgan” Tog‘ay Murod uchun polvonlik hunari qanchalar ardoqli va shukuhli bo‘lsa, uning murakkab hayot yo‘li va ijodiy kamolotida ot va ko‘pkarining ham beqiyos o‘rni, ahamiyati bor. Asarda bu erkin jonzo‘tning oddiy ko‘zlar ilg‘ashi qiyin bo‘lgan ulug‘vor sir-saltanati, g‘aroyib tabiati va zarofatli kechinmalari bilan yaqindan oshno bo‘lamiz. Odamzodga bir umr yo‘ldosh va qiyomatli birodar bu til-zabonsiz, lekin naqadar ziyrak va vafodor jonivorning inson boshiga musibat tushgan qayg‘uli damlarida madad izlab tog‘larga qarab zorlanib kishnashida qanchalar insoniy jonkuyarlik va hamdardik tuyg‘ulari borligidan hayratlanamiz. Odam bolasining unsiz chekkan oh-faryodini eslatuvchi va qop-qora tun “oqshomidan-da mungli va ayanchli bo‘lgan bu kishnash inson ko‘ngil-ko‘nglini o‘yib yuborishini, uning vujud-vujudini qaqshatib yubora olishini” ham ko‘pchilik o‘quvchilar, ehtimolki, mana shu qissadan ilk bora tuygan bo‘lsa, ehtimol.

Tog‘ay Murod asarlarida tabiat, ona-zamin va jonivorlarning bevosita inson hayoti va o‘y-kechinmalari bilan jonli va ta’sirchan lavhalar orqali tasvirlanishi nafaqat o‘zbek adabiyotida, balki jahon adabiyoti tarixida ham yorqin bir sahifa ochdi desak, mubolag‘a bo‘lmaydi. Bu jihatdan adibning “Otamdan qolgan dalalar” romani alohida e’tiborga molik.

Yozuvchining chuqur milliy tafakkuri va mehr yog‘dusi bilan yo‘g‘rilgan haqqoniy tasvirlari bizni tabarruk zaminimiz va ko‘hna dalalarimiz jamolidan bahra olishga va ularning bamisoli to‘lg‘oq dardini kechirgan munis onadek og‘riqli ingrashlarini his etishga ham o‘rgatadi. Ona-zamin, paxtazor-dalalarning bunday jonli va rangin manzaralarida- bir so‘z bilan aytganda, ularning insoniylashgan tasvirlarida zakovatli adib mahorati bilan etuk tabiatshunos-mutafakkir va yuksak didli rassomning mehrli nigohi ajib bir tarzda birlashib, uyg‘unlashib ketishi adabiyot va san’atda noyob bir hodisa desak, xato bo‘lmas. Dehqonqul ham bobosi Jamoliddin ketmon va otasi Aqrablar kabi o‘z hayoti-taqdirini ona-yurti va qadrdon dalalarsiz tasavvur etolmaydi.

Dalalar-uning uchun suyanch tog‘i, sadoqatli hamrohi. Dahshatli tuhmat va og‘ir qiynoqlar azobini tortgan jabrdiyda Dehqonqulning kuyuk-dardlarini ham ana shu bardoshli dalalari ko‘taradi.

Bu zamin va dalalar Dehqonqul uchun xalq va yurt tarixining ajralmas bir bo‘lagi, qonli va shonli kunlarining mangu yo‘ldoshi, tonmas guvohi bo‘lganligi bilan ham aziz va mukarram: *“Dalalarim bobolarim achchiq ko‘z yoshlaridan dala bo‘ldi. Dalalarim otalarim sho‘rpeshona terlaridan dala bo‘ldi. Dalalarim ayollarim gulday xazon umridan dala bo‘ldi.”* (262-b)

Dehqonqulning dard-armon to‘la bu so‘zlarida muallifning asosiy g‘oyaviy-badiiy niyati va asar mazmunining hayotiy pafosi o‘zining chuqur falsafiy bir xotimasini topgan. Binobarin, Dehqonqulning shahid ketgan ota-bobolari qoni tomgan tabarruk zaminga-qadrdon dalalariga bo‘lgan beqiyos mehri va fidoyiligi xalqimizga xos chinakam millatparvarlik va yurtparvarlikning yuksak bir timsoli darajasida badiiy inkishof etilgan. Mumtoz adabiyotimizning etuk namunalarida uchraydigan tabiiylik va hayotiy soddalik, asar mazmun- ruhiga uyg‘un ohangdorlik, qahramonlar ruhiyati, siyrat va holatiga monand so‘z-ifoda topa bilish adib mahoratini ko‘rsatadi. Zotan, tasvirlardagi milliy kolorit, jonli so‘zlashuv nutqi va Surxondaryoga xos sheva unsurlaridan me‘yorida va ijodkorona foydalana bilish- Tog‘ay Murod uslubining yorqin jihatlaridir. Tog‘ay Murodning boshqa asarlari singari mazkur roman tilida ham ko‘plab so‘z-ifodalar baxshiyona bir mahorat bilan takror va juft holda qo‘llanadiki, bular adibniig qator yangi so‘z-iboralari bilan birgalikda hozirgi nasrimiz va umuman, adabiy tilimizni boyituvchi va jilolantiruvchi noyob bir manba-o‘ziga xos xalqchil bir uslub namunasi sifatida alohida o‘rganishga munosib mavzu sanaladi. Xulosamiz shuki, Tog‘ay Murod ijodi bugungi Istiqlol davri adabiyoti va milliy tafakkurimiz rivojiga qo‘shilgan bebaho bir ma‘naviy-ruhiy boylik deyish mumkin.

SEMASIOLOGY- PHONETIC AND SEMANTIC ASPECTS OF WORDS

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Abstract: *Semasiology, the study of word meaning and semantic structure, is crucial to understanding the intersection of phonetic form and meaning within language. This branch of linguistics delves into how the sounds (phonetics) and meanings (semantics) of words interact, influence one another, and evolve over time. This article explores the core principles of semasiology, examining the influence of phonetic features on meaning, the role of context in semantic interpretation, and the dynamic processes of semantic change. By understanding these aspects, linguists gain insights into language development, communication efficiency, and cognitive processes associated with linguistic comprehension and production. Key topics include the phonetic-semantic link, semantic fields, polysemy, and linguistic change, showcasing semasiology's role in broader linguistic studies.*

Keywords: *Semasiology, Phonetics, Semantics, Semantic Change, Polysemy, Linguistics, Meaning, Language Evolution*

The study of semasiology, a branch within semantics, plays a vital role in understanding how meanings in language are generated, conveyed, and interpreted. Derived from the Greek "semasia" (meaning signification) and "logos" (study), semasiology is concerned with the meaning of words and linguistic symbols, as opposed to onomasiology, which focuses on the naming of concepts. This area of linguistic study sheds light on the connection between a word's phonetic (sound) and semantic (meaning) properties, offering insights into the organization and evolution of language. Scholars such as Saussure and Ogden have established frameworks highlighting the arbitrary nature of language while also recognizing the contextual forces shaping word meanings (Ogden & Richards, 1923). In semasiology, two primary facets are explored: phonetics and semantics. Phonetics addresses the sound structure of language, examining how specific phonetic patterns may influence meaning perception. Semantics, meanwhile, investigates how meanings are interpreted, evolve, and vary across contexts and cultures. This article examines the phonetic and semantic

aspects of words in semasiology, their interrelations, and the implications for language evolution and linguistic theory.

Phonetics, the study of sounds in speech, is foundational in semasiology because phonetic structure often hints at or shapes word meaning. Phonemes, the smallest units of sound, combine to form words, carrying potential significance based on their arrangement and acoustic properties. Jakobson's phonological theory (Jakobson, 1962) suggests that certain phonemes may carry inherent meaning—an idea known as sound symbolism, where specific sounds evoke particular semantic associations. For example, the “gl-” sound cluster in English is often associated with light-related concepts, as seen in “gleam,” “glow,” and “glimmer” (Hinton, Nichols, & Ohala, 1994). Phonetic symbolism challenges the notion that the relationship between sounds and meanings is entirely arbitrary. Research suggests that people tend to associate specific sounds with certain qualities, which plays a role in semantic interpretation. For instance, words containing the phoneme [i:] (as in “small”) tend to evoke smallness or lightness, while words with the phoneme [ʌ] (as in “mug”) evoke heaviness or largeness (Sapir, 1929). This phenomenon reveals a cross-linguistic tendency for certain sounds to be associated with specific concepts, demonstrating that phonetics may subtly influence semantics. Prosody, the rhythm, stress, and intonation in speech, also contributes to semantic interpretation. Prosodic features, such as pitch and volume, influence listeners' perception of emotion, intent, and meaning. For example, a rising intonation at the end of a sentence in English can signal a question, while a falling intonation often implies a statement or command (Bolinger, 1986). This interplay between prosody and meaning highlights the nuanced role of phonetic features in shaping linguistic interpretation, indicating that phonetics alone can influence the way meanings are conveyed and understood. The semantic dimension of semasiology is centered on the meanings words convey and the mechanisms by which these meanings evolve. Semantics is not only concerned with the static definitions of words but also the multiple dimensions through which words acquire and modify meanings in different contexts. This exploration of meaning includes phenomena such as polysemy, semantic fields, and semantic change.

Polysemy, where a single word has multiple related meanings, is a common feature in language that reflects semantic flexibility. For instance, the word “head” can refer to the upper part of a human body, the top of an organization, or the leading position in a line. The polysemous nature of language enables words to take on contextually appropriate meanings without losing coherence. In semasiology, polysemy illustrates how meaning is not static but rather adapted according to situational requirements (Cruse, 2000). Semantic fields refer to groups of words that share related meanings within a specific context.

For example, the semantic field of "emotion" includes words such as "joy," "sadness," "anger," and "fear." The organization of words into semantic fields aids in understanding linguistic categorization and reveals the associative relationships between words. Saussure's concept of the linguistic sign further explains this interconnectedness, suggesting that the meaning of a word is partially derived from its place within a system of related terms (Saussure, 1916).

This relational view emphasizes that meanings are not intrinsic but arise from associations and contrasts within a semantic network. Over time, words can undergo semantic change, where their meanings shift or expand, often in response to sociocultural or technological changes. For example, the word “mouse” historically referred to a small rodent but has acquired a new meaning in the context of computing. Processes of semantic change include broadening, narrowing, amelioration, and pejoration, each describing different patterns of meaning transformation. This evolutionary aspect of semantics demonstrates language's adaptability, showing how words adjust their meanings to reflect contemporary contexts (Traugott & Dasher, 2002).

In semasiology, the interaction between phonetic and semantic aspects is multifaceted and dynamic, with each dimension influencing the other in complex ways. For instance, phonetic features like consonance and dissonance can impact semantic associations by shaping the emotional resonance of words. Similarly, semantic factors can shape phonetic choices, as seen in language patterns where certain sounds are preferred to evoke specific qualities (e.g., onomatopoeic words like “buzz” or “clang”).

Research in language acquisition shows that infants are sensitive to sound-meaning correlations early in life, suggesting that certain phonetic patterns may facilitate semantic learning. Studies indicate that children often rely on phonetic cues to associate words with referents, thus demonstrating that phonetic features provide a scaffold for semantic comprehension (Vihman, 1996). This phonetic-semiotic relationship is foundational in semasiology, providing insights into how humans process and internalize language.

In new word formation, phonosemantic clues are often employed to create words that align with intended meanings. For instance, brand names frequently incorporate sound patterns associated with certain qualities to elicit desired consumer perceptions (Klink, 2000). Words like “Zippo” for lighters or “Twitter” for social media exemplify how phonetics can be leveraged to enhance semantic appeal. These phonosemantic strategies underscore the creative and intentional use of phonetics to influence meaning perception.

Semasiology has broad applications across linguistics, cognitive science, and artificial intelligence. By understanding the phonetic-semantic relationships within language, researchers can better model natural language processing (NLP) systems that recognize and interpret human speech more accurately. Insights from semasiology are also useful in fields like sociolinguistics and psycholinguistics, where the interaction between language, society, and cognition is central to research. In computational linguistics, semasiology informs the design of algorithms that interpret language in context, an essential capability for NLP applications like speech recognition and sentiment analysis.

By incorporating phonetic and semantic principles, NLP systems can achieve a more nuanced understanding of language, including the ability to detect polysemy and context-dependent meanings (Jurafsky & Martin, 2009). This technology relies on semasiology’s insights to bridge the gap between human language and machine understanding, a crucial step in developing more advanced artificial intelligence. In sociolinguistics, semasiology provides tools for analyzing how cultural and social influences shape language usage and meaning. For example, slang expressions and

idioms often carry specific cultural meanings that can only be understood within their societal context.

Furthermore, semasiology's focus on the dynamic nature of meaning reflects cognitive processes of association and categorization, offering insight into how humans mentally organize and retrieve linguistic information (Lakoff, 1987).

Semasiology, with its focus on the phonetic and semantic aspects of language, provides valuable insights into the intricate relationship between sound and meaning. The phonetic structure of words, encompassing symbolism and prosody, impacts how meanings are perceived and interpreted, while semantic principles like polysemy and semantic fields highlight language's adaptability and contextual sensitivity.

Together, these phonetic and semantic aspects illustrate the fluid and evolving nature of language, emphasizing the importance of context and social factors in meaning construction. By exploring the intersections of phonetics and semantics, semasiology not only advances linguistic theory but also aids in the development of technologies that mimic human language understanding. As language continues to adapt and evolve, semasiology remains essential to unraveling the complexities of meaning within language, ultimately enhancing our comprehension of human communication.

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THE ROLE OF TRANSLATION IN CROSS-CULTURAL COMMUNICATION

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Abstract: *In this article, we will talk about the role of translation and the translator in intercultural communication. The methods and strategies used by translators to convey the meaning and style of an authentic work, taking into account cultural and linguistic differences, are discussed. Translation is not just the transfer of words from one language to another, but an important bridge of intercultural communication.*

Keywords: Culture, translation, important, intercultural, linguistic, communication, language, translator, global, science.

Culture should be aware of cultural differences when people communicate and interpret language. The role of translation is important in the interaction of countries with each other, as well as in tourism, export, import, sports, business and cultural events. Especially in idiom poems, novels, correct translation is very important. Correctly conveying the meaning to tourists visiting the country allows avoiding cultural misunderstandings.

Translators with cultural and linguistic knowledge are well equipped to produce high-quality translations that effectively bridge the gap between different languages and cultures. The role of an interpreter with strong knowledge and correct translation is very important, especially in the meetings of the presidents of the countries and the meetings to discuss the issues raised in other official circles. Translation and translator are closely related.[2]

The role of an intercultural translator is very large and complex, he does not only translate movie words, but also plays a bridge between cultures. Its function is to ensure proper understanding and facilitate communication between representatives of two or more cultures its function is to ensure proper understanding and facilitate communication between representatives of two or more cultures. The role of translators on a global scale is becoming more important in the modern global world, they help to develop international cooperation. Translation is also important in studying the culture, art, literature, history, science and technology of each country.[1]

The role of translation in each direction is separate and they consist of:

1. Literary translation: By translating works of Uzbek literature into other languages, awareness of Uzbek culture and history can be increased.
2. Scientific and technical translations: Develops international cooperation and technology exchange.
3. Diplomatic and political translations: Diplomatic translations serve to strengthen international relations and increase mutual understanding between countries.[3]

Also, the importance of language in strengthening effective intercultural relations is important, knowing the language and translation, having a high level of knowledge about it, the development of the field of interstate tourism, the opportunity to study abroad, the exchange of ideas of students, foreign internships and many other processes that we need to achieve success. [2]

Translation methods:

- Literal translation: This method is based on replacing the text word for word.
- Free translation: This method is based on translating the text while preserving its meaning, but taking into account specific stylistic features.
- Translation: This method involves preserving the style of the text while taking into account the peculiarities of the language while translating it into a new language.
- Combination of translation methods: Often, several methods are used together.[5]

The translator's responsibility in the translation process is very big. The translator's main tasks are not only to convey information but also to receive it, i.e. both parties should understand what they are talking about.[3]

Aspects that must be taken into account in the translation process include social customs, historical events, religious beliefs, and even humor, for example, a joke may not be funny when translated from one language to another, and may even be offensive if the cultural context is not conveyed correctly. Therefore, correct translation is important in intercultural communication. Translation processes on a global scale are increasing their importance in the era of globalization. These processes play an important role in developing mutual understanding between different cultures and strengthening global cooperation. In general, translators are culturally different when translating a text. [4]

This translation should take into account the aspects of the original text that it conveys the meaning and cultural characteristics to the target audience should provide. In conclusion, the translation is accurate and effective the cultural aspect of translation is crucial. These two cultures requires deep knowledge and the ability to apply this knowledge in the translation process does.

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FE'LLARNING SEMANTIK STRUKTURASI

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Annotatsiya Ushbu maqolada *fe'l* so'z turkumi haqida *ma'lumot*, *sema* va *semantik maydon tushunchalari*, *fe'lning grammatik xususiyatlari*, *uning ma'noviy guruhlari*, *harakat va holat fe'llari* va *ularning semantik strukturasi haqida ma'lumotlar atroflicha o'rganildi*. Mavzuni yoritishda qiyosiy va struktural sistemaviy tahlil metodlaridan foydalanildi. Fikrlar isboti uchun A.Qodiriy romanlaridan misollar keltirildi.

Kalit so'zlar: *fe'l*, *sema*, *grammatik kategoriya*, *semantik maydon*, *harakat fe'li*, *holat fe'li*.

Fe'l asosiy so'z turkumlaridan biri bo'lib, o'z ma'nosi, grammatik shakllari va sintaktik vazifalari bilan boshqa so'z turkumlaridan ajralib turadi. *Fe'l* ish harakatni, mavjudlikni, holatni va munosabatni zamon nuqtai nazaridan aniqlagan holda jarayon tarzida voqelik bilan bog'laydi. *Fe'l* harakat va holat yoki jarayonni ifodalab, zamon, aspekt, mayl, nisbat, perfekt va boshqa shu kabi grammatik kategoriyalarga ega bo'lgan so'z turkumidir. *Fe'lning semantik tuzilishi* bevosita *semema* bilan bog'lanadi.

Chunki semantik qurilishga ega bo'lmagan fe'l yo'q. Har bir fe'l semantik tuzilish tarkibiga ko'ra baholanadi. U muayyan so'zning mazmun tomonini tashkil qilib, o'z tovush asosi – ifoda tomoni bilan birgalikda, bir butun holda til va nutqda muayyan vazifa bajaradi. Aniqrog'i, sema ruhiy mohiyat – ong hodisasi sifatida o'zining tashqi asosiga ega. Har bir mustaqil ma'noli so'z asosini hosil qiluvchi obyektiv borliq predmet, narsa- hodisalar o'zining tabiiy tuzilishiga, qurilish a'zolariga ega bo'lib, ularning har biri tildagi nomida, til birligida, so'z ma'nosida aks etadi. So'zning ma'nosi, ma'no tarkibi muayyan mantiqiy bo'laklardan, tarkibiy qismlar semalardan tashkil topadi. Bu mantiqiy, tarkibiy qismlar so'z ma'nosini shakllantirib, har bir ma'noning alohida til birligi sifatida mavjudligini ta'minlaydi. Sememaning tarkibiy qismlari nutqda muayyan xabar tashiydi. Fe'l ma'nosining kichik mantiqiy, tarkibiy qismlari o'zaro barqaror butunlik munosabatida bo'lib, ma'noning nutqiy ifodasi sifatida xizmat qiladi. Semema tarkibini o'rganish, tahlil qilish fe'l ma'nosining mantiqiy bo'laklarini aniqlash, tarkibiy qismlarining xillarini belgilash, har bir semaning ma'no tarkibidagi o'rni, ahamiyatini yoritish, boshqa semalarga bo'lgan munosabatini ochish, ma'nolar orasidagi mantiqiy aloqani topish shunga ko'ra so'zlarning o'zaro paradigmatic va syntagmatic munosabatlarga kirishish, so'zlar qatorini tuzish, paradigmatic munosabatdagi semalarni aniqlash imkonini beradi.

Fe'llarning semantik tarkibini belgilashda, asosan, lingvistik semantik nazariyaga, uning differensial –semantik tahlil qilish usuliga tayanamiz. Differensial –semantik usul yordamida fe'llarning ma'no tarkibini tahlil qilishda mushtarak, birlashtiruvchi sema va farqlovchi sema tushunchalaridan foydalanamiz. Bu semalar ma'noning tarkibini o'rganishda semantik maydon vazifasini bajaradi. Fe'lning ma'no tarkibidagi mushtarak, birlashtiruvchi va farqlovchi semalar ma'noning oddiy miqdoriy yig'indisi emas, balki so'z ma'nosining tarkibida o'ziga xos sistema va strukturani tashkil qilib, tilning aloqa aralashuv vazifasini bajarish uchun xizmat qiladi. Mushtarak sema asosida fe'llarda semantik maydon hosil bo'ladi. Semantika – tilshunoslikning til birliklari mazmuni va ushbu birliklardan tuzilgan nutqiy hosilalarni o'rganadigan bo'limi. Semantika- yunoncha "sema" so'zidan olingan bo'lib, til birliklarining mazmun qiymatini, ma'nosini tahlil qiladi. So'zni semantik maydonlarga

ajratishda dastlab “tushuncha maydoni”dan kelib chiqib yondashiladi. Bu yondashuvga ko‘ra, har bir so‘z ma’lum bir “tushunchalar guruhi”ga, yani semantik maydonga kiradi. So‘zning semantik maydonga mansubligi sinxron xarakterga ega bo‘lib, davrlar osha o‘zgarishlarga uchrashi mumkin. Shuningdek, semantik maydonda so‘zlar bir-biri bilan tutashmasligi qayd etiladi. So‘z ma’nolarining bir-biriga tutashmasligi nisbiy tushuncha bo‘lib, etimologik tahlillar turli maydonga mansub leksemalarning semantik jihatdan bog‘lanishi mumkinligini ko‘rsatadi. So‘nggi yillarda semantikani o‘rganish tilshunoslikning global muammolaridan biri sifatida e’tirof etilmoqda. Ayniqsa, turli tillarda fe’llar leksik-semantik tasnifining murakkab va rang-barangligi til o‘rganuvchilarning muayyan bir tilni o‘zlashtirishida o‘zlarining leksik ma’nolari va ularning boshqa so‘zlar bilan semantik mutanosibligini belgilashida bir qator qiyinchiliklar tug‘dirmoqda. Xususan, fe’lning semantik maydoni tushunchasini harakat va holat semali fellarga borib taqaladi. Azim Hojiyev fe’l so‘z turkumiga harakat ma’nosini bildiruvchi so‘zlar deya ta’rif bergan holda uning zamirida uxlamok, yotmok, turmok kabi fe’llar ifodalaydigan holatlarni; qo‘rqmok, cho‘chimok, zavqlanmok, qadrlanmok kabi fe’llar bildiradigan psixik o‘zgarishlarni; gullamok, keksaymok kabi fe’llar bildiradigan biologik jarayonlarni va shu kabi sememalar mavjudligini ta’kidlaydi. Olim “grammatikada harakat tushunchasi juda kengligi” dan kelib chiqqan holda harakatni umumiy tarzda barcha fe’llarga xos deb hisoblaydi. Ravshanxo‘ja Rasulov o‘zining “O‘zbek tilidagi holat fe’llari va ularning valentligi” mavzusidagi doktorlik dissertatsiyasida holat fe’llarining 9 ta leksik-semantik guruhini qayd etar ekan, ularning barchasida qisman bo‘lsa-da, harakat semasi mavjudligini payqash mumkin:

- 1) Davomli holat fe’llari: turmok, o‘tirmok;
-Qutidor xatni o‘qib bitirdi-da, xotinig‘a qarab turdi(“O‘tkan kunlar” 137-bet)
- 2) Harakat natijasi bo‘lgan holat fe’llari: yorishmok, qoraymok;
-Shu choqqacha mung‘ayib o‘tirgan Oftob oyimning chehrasi yorishdi.(“O‘tkan kunlar” 142-bet)
- 3) Ijro holati fe’llari: saqlamok, poylamok;

-Anvar ikkinchi oy maoshidan ikki tilloni o‘ziga saqlab qolib uyga kiyim kechak olish uchun izin so‘radi.(Mehrobdan chayon” 56-bet)

4) Harakatning holati fe’llari: kuchaymoq, pasaymoq;

-Bu masum tovushga qarshi unda bir xil yaqinliq otaliq hissi qo‘zg‘alg‘andek bo‘ldi. (“O‘tkan kunlar” 359-bet)

5) Malaka holati fe’llari: odatlanmoq, o‘rganmoq;

-O‘tkir, qonsiragan xanjarini, oyboltasini ko‘tarib turishga odatlangan jallodlar qushbegining hukmiga muntazir edi.(O‘tkan kunlar” 156-bet)

6) Obrazli holat fe’llari: alangalanmoq, gavdalanmoq;

- Har bir majlisning jonlandirg‘uchi, idora qilg‘uchi bir qahramoni bor. (O‘tkan kunlar” 51-bet)

-Yuzlar qizil og‘iz irpaygan, ko‘zlar o‘ynab allakimni qidiradir.(“O‘tkan kunlar”54-bet)

7) Biologik holat fe’llari: keksaymoq, suvsamoq;

-Onasi o‘z yoniga doya chaqirtirib takalluflanmadi, to‘ng‘ich qizi Nodiraning ko‘magida tug‘di. (“Mehrobdan chayon”43-bet)

8) Fiziologik holat fe’llari:uxlamoq, charchamoq;

-Hasanali yarim yalang‘och holda junjayib daricha ostida izgi‘riq quchog‘ida o‘ltutar edi(“O‘tkan kunlar” 20-bet).

9) Psixik holat fe’llari: o‘ng‘aysizlanmoq, qo‘rqmoq;

-Bu savoldan Otabek biroz o‘ng‘aysizlanib to‘xtadi.(“O‘tkan kunlar” 68-bet)

Yuqoridagi fe’llar bosh ma’nosiga ko‘ra avvalo harakatni ifodalab kelgan, chunki ular muayyan harakat natijasida o‘z o‘rni va holatini o‘zgartirgan. Fe’llarni semantik maydon nuqtayi nazardan ham ikkiga: harakat yoki holat arxisemali fe’llarga ajratib bo‘lmaydi. Chunki ba’zi harakat fe’llari nisbat shaklini olishi natijasida holat semali fe’lni yoki holat fe’llari harakat semali fe’lni hosil qilishi mumkin. Oqibatda harakat yoki holat semasi muayyan semantik maydon uchun arxisema maqomidan chetlashadi. Amerikalik til faylasufi, professor Z. Vendler fe’llarni semantik jihatdan to‘rt turga ajratadi:

1) Faol harakat fe'llari: yugurmoq, yurmoq, suzmoq, bormoq, kelmoq, qaytmoq, surmoq, tortmoq;

2) Turg'un yoki barqaror holat fe'llari: ega bo'lmoq, xohlamoq, yoqtirmoq, sevmοq, nafratlanmoq, hukmronlik qilmoq, bilmoq, ishonmoq;

3) Muvaffaqiyatga erishish fe'llari: tan olmoq, anglamoq, aniqlamoq, yo'qotmoq, topmoq, cho'qqiga chiqmoq, poygada g'alaba qozonmoq, chegarani kesib o'tmoq, boshlamoq, to'xtatmoq va davom ettirmoq, tug'ilmoq.

4) Muvaffaqiyatli yakunlangan fe'llar: chizmoq, yasamoq, qurmoq, yozmoq, o'qimoq, dars bermoq, darsga qatnashmoq, o'ynamoq, ulg'aymoq, tuzalmoq, tayyorgarlik ko'rmoq va hokazo.

Demak, harakat va holat semalari nisbiy tushunchalar hisoblanib, ular fe'lning semantik jihatdan guruhlariga ajratib tadqiq etishda asosiy mezon bo'la olmaydi. Chunki fe'lning aksariyat qismida harakat semasi mujassam, harakat natijasida holat semasi vujudga keladi. Sema ma'no ekanligini juda yaxshi anglab yettik. Endi semantik maydon tushunchasiga to'xtaladigan bo'lsak, tilshunoslikda bu haqida ko'plab tadqiqotlar olib borilmoqda. Umumiy semaga ega, bir arxisema bilan birlashuvchi leksik birliklar majmui semantik maydonni tashkil qiladi. Quyidagi misollar orqali semantik maydon haqida ko'proq ma'lumotlarga ega bo'lamiz.

1. Buzmoq-bu fe'l parchalamoq, vayron qilmoq, yaroqsiz holga keltirmoq fe'llari bilan bitta semantik maydonda birlashadi

-Hasanali tusini buzmadι. Kutilmagan bu gap uning qalbini vayron qildi ("O'tkan kunlar" 21-bet)

2. Kuchaymoq-bu fe'l zo'raymoq, avj olmoq, yuqorilashmoq fe'llari bilan bitta semantik maydonda birlashadi.

-Ikkinchi, uchinchi qaytalab yuz yuvishda bu fitna tag'in ham kuchaydi. ("O'tkan kunlar" 28-bet)

3. Ezilmoq-bu fe'l kuyingan, qiynalgan, tashvish tortgan fe'llari bilan bitta semantik maydonda birlashadi.

-Chunki zinadan chiqishda ancha ezilgan, takalluf kutishgacha toqati qolmagan edi. ("Mehrobdan chayon" 7-bet)

4. Suqlanmoq –bu fe’l nazar bilan qaramoq, havasi kelmoq fe’llari bilan bitta semantik maydon hosil qiladi.

–Yoqimliq eshitilgan Anvar ismiga suqlanib, havaslanib yurar edi.(“Mehrobdan chayon” 44-bet)

5. Sustlanmoq- bu fe’l sekinlashmoq, pasaymoq kabi fe’llar bilan bitta semantik maydonda birlashadi.

–Imomning tabi juda sustlandi.(“Mehrobdan chayon” 68-bet)

6. Chayqalmoq – fe’li tebranmoq, lapanglamoq fe’llari bilan bitta semantik maydonda birlashadi.

–Qora charog‘ chayqalib chayqalib yonardi. (“Mehrobdan chayon” 241-bet)

7. Qo‘zg‘almoq – bu fe’l ko‘tarilmoq, oyoqlanmoq, otlanmoq fe’llari bilan bitta semantik maydon hosil qiladi.

-Shu gapdan keyin shom namoziga qo‘zg‘alishdilar.(“Mehrobdan chayon” 42-bet)

8. Alanglamoq – alang-jalang qaramoq, olazarak bo‘lmoq fe’llari bilan bitta semantik maydonda birlashadi.

–Joni halqumiga tiqilib tevaragiga alangladi. (O‘tkan kunlar”230-bet)

9. Bo‘shashmoq- yumshoq bo‘lib qolmoq, yumsharmoq,tarangligini yo‘qotmoq fellari bilan bitta simantik maydon hosil qiladi.

-Lekin ruhan uni ancha bo‘shashtirgan edi. (“O‘tkan kunlar” 156- bet)

10. Titramoq- bu fel badani silkinmoq, qaltiramoq, diydirammoq, dildiramoq, dir-dir qilmoq, qalt-qalt qilmoq fellari bilan bitta semantik maydonda birlashadi.

-Yafrog‘ kabi titrayturg‘an yuragiga dahshat ham solmang. (“O‘tkan kunlar”203-bet)

Semantik maydon tushunchasi bugungi tilshunoslik nazariy masalalarini o‘rganishda muhim ahamiyat kasb etadi. Nafaqat fe’l so‘z turkumi, balki boshqa turkumlarda ham so‘zlarni semantik maydon doirasida o‘rganadigan bo‘sak o‘z ilmiy-amaliy qarashlarimizda izchillikka, mukammallikka erishamiz. Semantik maydonni o‘rganish natijasida so‘zning asil mohiyatini har tomondan qamrab olib tilimizning qanchalik boy va mahsuldor ekanligiga yana bir bor ishonch hosil qilamiz. Vaholanki,

har bir til o‘z qonun-qoidalariga ega va bu qonun-qoidalar til imkoniyatlaridan kelib chiqqan holda yangilanadi.

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THE NATURE OF REFERENCE IN TEXT AND DISCOURSE

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Abstract: *Reference is a crucial concept in both text and discourse, serving as a tool to establish coherence and meaning within communication. This article explores the nature of reference, its types, and its function in the interpretation of texts and spoken discourse. It examines the theoretical frameworks surrounding reference, including anaphora, deixis, and presupposition, and analyzes how these forms of reference operate in creating links between linguistic expressions and the entities they denote. By understanding the nature of reference, we gain insights into how meaning*

is constructed in communication, how speakers and listeners interpret language, and how coherence is maintained across both written and spoken forms of discourse.

Keywords: *Reference, Text, Discourse, Anaphora, Deixis, Presupposition, Coherence, Linguistics, Pragmatics, Semantics.*

In linguistic theory, reference is the relationship between linguistic expressions and the real-world entities they denote. This concept is central to understanding how meaning is conveyed in both text and discourse. Reference serves as a mechanism for speakers and writers to direct listeners' and readers' attention to specific entities, concepts, or events within a given context. The study of reference spans multiple areas of linguistics, including semantics, pragmatics, and discourse analysis, as it plays a key role in how coherence and meaning are established in communication. In texts, reference contributes to textual cohesion by linking words, phrases, or clauses to one another. In spoken discourse, reference helps interlocutors maintain a shared understanding of the subject matter. This article explores the nature of reference by discussing its types, its function in text and discourse, and the theoretical frameworks that help explain its operation.

Reference can be understood as the relationship between a linguistic expression and the object or concept it refers to. For example, in the sentence "The cat is sleeping," the expression "the cat" refers to a specific entity, a cat, in the real world or within the context of the conversation. In this case, reference serves to identify or point to a particular object that the speaker assumes the listener will recognize. Reference operates in both spoken and written communication, helping participants in a conversation or readers of a text to understand what entities or concepts are being discussed. When a speaker or writer refers to something, they rely on their audience's ability to interpret the reference and establish a connection between the linguistic expression and the intended meaning (Lyons, 1977).

Reference can be classified into several types, each serving different functions in language. The most common types of reference discussed in linguistic theory are anaphoric reference, cataphoric reference, and deictic reference.

Anaphoric reference occurs when a word or phrase refers back to something mentioned earlier in the text or discourse. It is a backward-looking reference that relies on a previously introduced entity, often called the "antecedent." For example, in the sentence "John bought a car. He loves it," the pronouns "he" and "it" are anaphoric references that refer back to "John" and "a car," respectively. Anaphoric reference is essential for maintaining textual cohesion because it creates a link between different parts of the text, reducing the need for repetition (Halliday & Hasan, 1976). Anaphoric references often involve the use of pronouns, definite articles, and demonstratives. For example, in the sentence "The woman entered the room. She sat down," the pronoun "she" is an anaphoric reference to "the woman." This type of reference helps create coherence by connecting different sentences or clauses within a text or conversation.

Cataphoric reference occurs when a word or phrase refers to something that will be mentioned later in the text or discourse. It is a forward-looking reference that anticipates the introduction of the referent. For example, in the sentence "When he arrived, John was already tired," the pronoun "he" is a cataphoric reference to "John," which is introduced later in the sentence. While cataphoric references are less common than anaphoric references, they still play a significant role in structuring discourse by creating suspense or maintaining narrative flow. Cataphora is often used in literary texts or speeches to engage the reader or listener, prompting them to look ahead for clarification (McEnery & Wilson, 2001).

Deictic reference involves expressions that derive their meaning from the context in which they are used. These expressions, known as deictics or indexicals, refer to entities, time, or place based on the speaker's or writer's perspective. Examples of deictic expressions include personal pronouns (e.g., "I," "you"), demonstratives (e.g., "this," "that"), time expressions (e.g., "now," "yesterday"), and spatial expressions (e.g., "here," "there"). The meaning of deictic references is context-dependent, as they require the listener or reader to interpret them based on their understanding of the situation. For instance, the meaning of the word "here" can change depending on where the speaker is located. In the sentence "I will meet you here tomorrow," "here" refers to the speaker's current location, and "tomorrow" refers to the day following the day of

speaking. Deictic reference is closely tied to pragmatics, the study of language use in context. It emphasizes the importance of situational factors in interpreting reference, highlighting the role of the speaker's and listener's shared knowledge and environment (Levinson, 1983).

In both written text and spoken discourse, reference serves as a crucial tool for maintaining coherence and facilitating understanding. Without proper reference, texts and conversations would become disjointed and difficult to follow. The use of anaphoric, cataphoric, and deictic references allows speakers and writers to avoid redundancy and provides listeners and readers with cues to interpret meaning. In written texts, reference plays a vital role in creating cohesion, the quality that makes a text logically and linguistically connected. Anaphoric reference, in particular, is one of the most common means of achieving cohesion. By linking pronouns and other referring expressions to antecedents mentioned earlier in the text, writers ensure that readers can follow the flow of ideas without unnecessary repetition. For example, in a narrative text, an author might introduce a character by name and then refer to that character with pronouns or other anaphoric references throughout the story. This technique helps the reader keep track of who is being discussed without reintroducing the character by name each time. Halliday and Hasan's (1976) work on cohesion in English identifies reference as one of the key elements of textual cohesion, alongside substitution, ellipsis, conjunction, and lexical cohesion. According to their framework, reference creates links between different parts of a text, allowing readers to establish relationships between sentences and paragraphs.

In spoken discourse, reference contributes to coherence, the overall sense of unity and meaning in a conversation. Just as in written text, anaphoric and deictic references help interlocutors maintain a shared understanding of the entities and concepts being discussed. For instance, in a conversation, a speaker might refer to something mentioned earlier using a pronoun, expecting the listener to recall the referent based on the context. Deictic reference is particularly important in spoken discourse because it allows speakers to refer to entities in the immediate environment or shared experience. For example, in face-to-face communication, a speaker might point to an

object and say, "Look at that!" The pronoun "that" serves as a deictic reference, and its meaning is clear only because both the speaker and the listener can see the object being referred to. In discourse analysis, the study of reference focuses on how speakers and listeners use referring expressions to manage topics, maintain coherence, and negotiate meaning. According to Brown and Yule (1983), reference in discourse is not just about identifying entities but also about managing the flow of information. Speakers use references to introduce, maintain, or shift focus on topics, contributing to the overall organization of the discourse.

Several linguistic theories have been developed to explain how reference functions in language. These theories are essential for understanding the cognitive processes involved in interpreting references in text and discourse. Bertrand Russell's (1905) theory of definite descriptions posits that reference is achieved through the use of definite noun phrases that uniquely identify a referent. For example, in the sentence "The king of France is bald," the definite description "the king of France" refers to a specific individual. According to Russell, definite descriptions carry both a presupposition (that the referent exists) and a claim (that the referent possesses a certain property). Russell's theory has been influential in discussions of how speakers use language to refer to specific entities, especially when the existence of the referent is in question. However, the theory has been critiqued for its limitations in handling certain types of reference, such as indefinite noun phrases and non-existent entities.

Reference is a fundamental aspect of both text and discourse, playing a crucial role in establishing coherence, meaning, and communication. Anaphoric, cataphoric, and deictic references allow speakers and writers to link linguistic expressions to specific entities, concepts, or events, facilitating interpretation and understanding. By examining the nature of reference, we gain insights into how language functions in both written and spoken forms, how meaning is constructed, and how interlocutors navigate the complexities of communication. Theoretical frameworks such as Russell's theory of definite descriptions and pragmatic theories of reference provide valuable tools for analyzing the role of reference in language use.

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THE PSYCHOLINGUISTIC ASPECT OF USING THE FLIPPED CLASSROOM METHOD IN ALTERNATIVE CLASSES

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Abstract *This article examines how the flipped classroom method influences the way students learn language from a psycholinguistic perspective. The flipped classroom is an approach where students review materials, like videos or readings, before coming to class. Then, during class time, they engage hands – on learning such as activities, and discussions to deepen the understanding. The article highlights several benefits of this method. First, students can work at their own speed outside of the classroom, which allows them to review difficult parts of the material until they understand it. This helps improve memory retention because students can repeat the material as they needed, reinforcing their learning. In the classroom, they can actively apply what they have learned through discussions and exercises, which strengthens their ability to recall and use the language.*

Keywords: *flipped classroom, learning languages, classroom, apply, ability, linguistics, psycholinguistics, understanding, material.*

The History of the Flipped Classroom Method. The flipped classroom method is a distinctive educational strategy that has garnered considerable attention over the past two decades, yet its origins trace back to earlier pedagogical practices and the advancement of educational technology.

Early Foundations. The concept of reversing traditional teaching methods can be linked to progressive educational philosophies that emerged in the early 20th century. Educators such as John Dewey emphasized the importance of experiential learning, advocating for teaching methods that engage students actively rather than relying solely on passive absorption of information. Though early practices didn't specifically resemble the flipped classroom, they laid the groundwork for a more interactive approach to education.

As the 20th century progressed, technological advancements began to slowly reshape educational practices. However, it wasn't until the rise of the internet in the late 1990s and early 2000s that the flipped classroom methodology began to materialize. Educators started leveraging online resources to facilitate learning, allowing students to interact with material outside of the classroom environment. Early experiments with video lectures showcased how technology could transform traditional instructional models.

The Birth of the Term. The term "flipped classroom" was popularized in 2007 by high school chemistry teachers Jonathan Bergmann and Aaron Sams. Faced with the challenge of engaging their students, they began recording their lectures and posting them online, allowing students to watch at home. This innovation enabled them to use classroom time for hands-on activities, collaborative work, and discussions. They quickly observed tangible improvements in student understanding and engagement, solidifying the effectiveness of this approach and inspiring other educators to adopt similar methods.

Rapid Expansion. By the early 2010s, the flipped classroom gained traction across various educational levels and disciplines. The proliferation of user-friendly

platforms—such as YouTube, Edpuzzle, and Khan Academy—made it increasingly feasible for educators to create and share instructional videos and resources. These platforms transformed the way content was delivered, empowering educators to provide tailored learning experiences for their students. During this period, numerous research studies began to document the benefits of the flipped classroom. Findings indicated enhancements in student engagement, collaboration, and information retention, contributing to its growing acceptance in educational settings. Institutions and educators embraced this method, integrating it into their teaching strategies and curricula.

The Impact of the COVID-19 Pandemic. The COVID-19 pandemic further accelerated the adoption of online learning technologies and the flipped classroom model. Educators were forced to pivot to remote instruction, and many found the flipped classroom framework particularly suited to this new reality. By emphasizing asynchronous learning through video lectures and online content, the model provided a structured way for students to engage flexibly with their education. As educators sought innovative strategies to maintain student engagement in virtual environments, the principles of the flipped classroom—reversing learning dynamics and fostering active participation—proved valuable.

The history of the flipped classroom method is a testament to the evolution of educational practices influenced by both pedagogical theories and technological advancements. From its early conceptual origins rooted in progressive education to its modern-day application powered by digital tools, the flipped classroom has reshaped how teaching and learning occur. As this method continues to evolve, it offers exciting possibilities for enhancing educational experiences and facilitating deeper engagement with content. As schools and institutions explore the future of learning, the flipped classroom method is likely to remain a significant component of innovative teaching strategies. A flipped classroom is an educational approach that reverses the traditional roles of lectures and assignments. Students watch lectures at home before coming to class, where they engage in hands-on activities under the guidance of their instructor. This class time is structured like a workshop, allowing students to apply what they

learned in lectures and foster collaboration with their peers. The teacher acts more as a facilitator, promoting inquiry and teamwork. The Psycholinguistic Aspects of the Flipped Classroom Method. The flipped classroom method has garnered significant attention in educational settings, leveraging technology to enhance learning experiences. By reversing traditional teaching methods—moving direct instruction outside the classroom and engaging students in active learning during class time—this approach resonates with various psycholinguistic principles that can facilitate deeper understanding and retention of material. Motivation and Autonomy. Collaborative Learning and Social Interaction. Language is inherently social; thus, interaction plays a vital role in its development. The flipped classroom encourages collaboration through peer-to-peer learning during class activities. As students articulate their thoughts and negotiate understanding with others, they naturally develop their language skills. This is particularly beneficial in newer contexts or complex subjects, where students can clarify terminology and concepts collaboratively, deepening their understanding through social negotiation of meaning. The flipped classroom model presents a transformative approach to education that prioritizes active learning and student engagement, countering traditional methods that often leave students passive consumers of information. By shifting the initial exposure to content outside the classroom, this method empowers students to learn at their own pace, deepening their understanding before they engage in collaborative, hands-on activities during class time. This transition not only enhances knowledge retention but also aligns with various psycholinguistic principles that facilitate language acquisition and cognitive development. Moreover, the autonomy provided by the flipped classroom supports Deci and Ryan's Self-Determination Theory, which emphasizes the importance of intrinsic motivation. By enabling students to take control of their learning journey, educators can cultivate a more enthusiastic and engaged classroom environment. This empowerment not only leads to improved academic performance but also fosters a positive attitude toward learning, particularly in subjects where language use is critical. In conclusion, the flipped classroom model emerges as a compelling alternative to traditional educational practices, leveraging technology to create engaging and

interactive learning experiences. By fostering collaboration, encouraging active participation, and enhancing motivation, this approach aligns with the cognitive and linguistic developmental needs of students. As educational institutions continue to explore innovative teaching strategies, the flipped classroom stands as a testament to the potential for improving learning outcomes and creating a more effective educational landscape. Moving forward, embracing this model can lead to richer, more meaningful learning experiences that equip students with the skills they need for success in an increasingly complex world.

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THEORETICAL GRAMMAR IN THE ENGLISH LANGUAGE

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Abstract. *Theoretical grammar is a branch of linguistics that seeks to understand the underlying principles and rules that govern the structure of languages. Unlike descriptive grammar, which focuses on how language is used in practice, theoretical grammar aims to develop models and frameworks that explain the abstract systems underlying language. This article explores the key concepts, theories, and significance of theoretical grammar in the study of linguistics.*

Keywords: *theoretical grammar, linguistics, syntax, phrases, clauses, Transformational-Generative Grammar.*

1. **Syntax** This is the study of sentence structure and the rules that govern the formation of phrases and clauses. Theoretical syntax examines how different elements of a sentence interact and how these interactions contribute to meaning. Notable theories in this area include Transformational-Generative Grammar, developed by Noam Chomsky, which posits that sentences can be transformed into various forms while retaining their underlying meaning.

2. **Morphology:** Morphology deals with the structure of words and the rules for word formation. It investigates how morphemes (the smallest units of meaning) combine to create words. Theoretical approaches to morphology explore concepts like inflection, derivation, and compounding.

3. **Phonology:** This aspect of theoretical grammar focuses on the sound systems of languages. It examines how phonemes (distinct units of sound) are organized and how they interact with one another. Theoretical phonology seeks to establish rules for sound patterns, stress, intonation, and the phonetic realization of speech sounds.

4. **Semantics:** Semantics is the study of meaning in language. Theoretical semantics investigates how words, phrases, and sentences convey meaning, exploring concepts such as reference, sense, and truth conditions. It also examines how context influences interpretation.

5. **Pragmatics:** This area looks at language use in context, focusing on how meaning is constructed beyond the literal interpretation of words. Theoretical pragmatics studies implicature, speech acts, and the role of social context in communication.

1. **Generative Grammar:** Founded by Noam Chomsky in the 1950s, generative grammar is a theory that posits that humans have an innate ability to generate an infinite number of sentences using a finite set of rules. This approach emphasizes the importance of syntax and has led to significant insights into the cognitive processes involved in language acquisition.

2. **Functional Grammar:** This framework emphasizes the relationship between language structure and its functions in communication. It posits that grammatical forms are shaped by their communicative purposes, focusing on how language serves to convey meaning in social contexts.

3. **Cognitive Grammar:** This approach integrates linguistic theory with cognitive science, suggesting that language is a reflection of cognitive processes. It emphasizes the role of conceptual structures in shaping linguistic forms and meanings.

4. **Construction Grammar:** This framework posits that language is made up of constructions—conventionalized forms that pair form with meaning. It challenges traditional distinctions between syntax and semantics by treating both as part of a unified system.

Significance of Theoretical Grammar

Theoretical grammar plays a crucial role in understanding human language as a cognitive phenomenon. By developing models that explain how languages function, researchers can gain insights into language acquisition, processing, and evolution. Furthermore, theoretical grammar informs practical applications in fields such as language teaching, computational linguistics, and artificial intelligence.

Theoretical grammar is a vital area of study within linguistics that seeks to uncover the abstract rules and principles governing language structure. Through its exploration of syntax, morphology, phonology, semantics, and pragmatics, it provides valuable insights into the nature of human language and cognition. As research continues to evolve, theoretical grammar will undoubtedly play an essential role in advancing our understanding of one of humanity's most fundamental traits: our ability to communicate through language.

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LANGUAGE AND CULTURE: THE ISSUE OF THE RELATION AND INTERACTION

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Abstract: *The article examines the concept of «language» and «culture». There is given response to the different approaches by scientists regarding these concepts. The specific features and the relation between the concepts of «language» and «culture» were described. Keywords: language, culture, speech activity, language skills, social heritage, translation, scenery of the world, language scenery of the world, concept.*

Аннотация: *В статье анализируются понятия «язык» и «культура», исследуются подходы учёных о понятиях «язык» и «культура», описываются специфические черты и соотношения между понятиями «язык» и «культура».*

Ключевые слова и понятия: *язык, культура, речевая деятельность, языковые способности, социальное наследие, перевод, картина мира, языковая картина мира, концепция.*

The linguistic landscape of the world is made up of various colors, in particular, mythologems, figurative metaphorical words, similes, connotative words, stereotypes, symbols, etc. is created using. Any language embodies a system of national, unique characteristics that define the worldview of the language's owner and shape the world

view. Every culture has its own keywords. At this point, it is appropriate to quote the following comments of Islam Karimov, the first President of the Republic of Uzbekistan, about the national and cultural features of our language: "It is known that self-awareness, expression of national consciousness and thinking, spiritual and spiritual connection between generations is manifested through language. All good qualities are absorbed into the human heart, first of all, by the unique charm of the mother tongue. Mother tongue is the soul of a nation. In the words of our great enlightened grandfather Abdulla Avloni, "Language and literature are the mirror of every nation's existence in the world." To lose the national language is to lose the soul of the nation"¹, In this place, a lot is determined by the physiological and psychophysiological possibilities of speech activity. For example, in all languages of the world, the existence of a chain of vowels and consonants and many sounds is related to nature, not culture. Therefore, a person cannot create speech with only vowels or consonants. Nature determines the deep features of the language structure and the laws of text creation and reception. And culture determines the content aspect of language²

"Is speech activity of a person innate or is it formed later?" the question is still controversial. Everyone has recognized that a person has an innate linguistic ability that provides the ability to speak with a psychophysiological mechanism. According to many researchers, this represents the acquisition of the human brain ability in the early years of ontogenesis, firstly, the system of specific language symbols, and secondly, the rules for choosing the necessary symbols for composing a text.

The issue of "Language and Culture" is multifaceted, and it is approached differently by culturalists, linguists, philosophers, psychologists, ethnographers, and literary scholars. However, the linguistic aspect of the matter is two-fold, because language and culture are interrelated. Accordingly, two questions arise: 1) How do different cultural processes affect language? 2) How does language affect culture?

In "Selected Works of Linguistics and Cultural Studies" by E. Sepir, a number of questions related to "language and culture" issues are covered as follows.

What is culture? According to E. Sepir, culture is a set of socially inherited practical skills and ideas that describe our way of life. According to another

interpretation of Sepir, culture is a selection of values implemented by society. Culture is compared to behavior.

Did language or culture come first? Sepir believed that language came before culture, because language is considered a means of expressing meaning in relation to culture. Language appears as the main form of existence of national culture and its expression. However, according to Sepir, language is a product of social and cultural development. Language is a socialized part of culture.

What do language and culture have in common? First, both discourse and culture require conceptual selection. Second, both languages and cultures are rarely self-sufficient. The difference between these two phenomena was explained by E. Sepir as follows: culture can be determined by what society does and thinks, and language by how it thinks. How do language and culture interact? Language has a cumulative nature of accumulating and inheriting culture in relation to culture. According to Sepir, proverbs, religious words, folk tales, and genealogy are one of the main forms of cultural preservation. Differences in language indicate differences in culture. Language and culture: 1) in communicative processes; 2) interacts in ontogeny and phylogeny. Since the issue of "language and culture" is extremely complex and multifaceted, it is approached in different ways. In particular, in the views put forward by the school of E. Sepir and B. Whorf, it is recognized that people see the world differently through their native languages. Since each language reflects existence in its own ways, languages differ from each other according to their "linguistic view of the world". In the hypothesis of E. Sepir and B. Whorf, the following main issues are distinguished: 1. Language is related to the way of thinking of the people who speak it. 2. The way of knowing the world depends on the languages in which subjects think. So, language is a component of culture and its tool. It is the essence of our soul, the manifestation of our culture; it expresses the specific characteristics of the national mentality. Language is a mechanism that opens up the realm of thought to man. In Uzbek linguistics, the concepts of language and culture are explained as follows: "When speaking of language and culture, the problem called "speech culture" often comes to mind associatively, but this does not indicate the exact nature of culture in both places.

Language and culture usually mean the explanation of this or that culture through language or, conversely, the study of culture. To be more precise, the meaning of culture in linguo-culturology is "the level, level (speech culture) achieved in intellectual-spiritual or economic activity." rather, it means "the set of achievements of human society in production, social and spiritual-educational life (cultural history, Uzbek culture)".

Any language has a separate world view, and the linguistic person is obliged to construct the content of expressions in accordance with this view. In this, a person's unique perception of the world, which is reflected in the language, is shown. Language is an important factor in the formation and existence of human knowledge about the world. This set of knowledge, sealed in linguistic forms, is called "linguistic landscape of the world". The concept of the landscape of the world is created based on the study of human perceptions of the world. If the universe is a person and the environment in interaction, then the view of the world is the result of processing information about the person and the environment.

The view of the world, that is, knowledge about the world, is the basis of individual and collective knowledge. And language fulfills the requirement of cognitive process. Different people, for example, different eras, different social and age groups, representatives of different fields of knowledge may have different conceptual views of the world. People who speak different languages may have conceptual world views that are close to each other under certain circumstances, while people who speak the same language may have different conceptual world views.

Thus, universal, national, and personal interactions exist in the conceptual landscape of the universe. Phraseologisms play a special role in creating the linguistic landscape of the world. They are the "mirror of people's life". The nature of phraseological units is closely related to the knowledge, life experience and cultural-historical traditions of the people who speak this language. The semantics of phraseological units is focused on the description of a person and his activities.

In the analysis of the linguistic landscape of the world created by means of phraseology, it is worth emphasizing its anthropocentric nature. The anthropocentric

view of the world is expressed by the fact that the direction of phraseologisms is focused on a person. In this, man participates as the measure of all things: eat a cup-head; full, whole - from head to toe; small – eye progressive; quickly - in the blink of an eye. Therefore, as a result of the above-mentioned opinions, the following conclusions can be put forward. Language is a component of culture and is considered one of the most important achievements in human social history. But on the other hand, the biological nature of a person is manifested in the matter of language. The linguistic landscape of the world is made up of various colors, in particular, mythologems, figurative metaphorical words, similes, connotative words, stereotypes, symbols, etc. is created using Any language embodies a system of national, unique characteristics that define the worldview of the language's owner and shape the world view. And culture determines the content aspect of language. The issue of "Language and Culture" is multifaceted, and it is approached differently by culturalists, linguists, philosophers, psychologists, ethnographers, and literary scholars. The issue of studying the linguistic landscape of culture and the world is closely related to the issue of a person and his life, his interaction with the world, the conceptual landscape of the world that reflects the conditions of existence. Linguistic view of the world, culture interprets different views of the world and reflects the general view of the world.

Since language is in constant contact with culture, it creates the need to positively solve the issue of teaching language learning processes from the perspective of the people and culture of the language being studied.

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DISCOURSE ANALYSIS IN ENGLISH LANGUAGE TEACHING

INGLIZ TILINI O‘QITISHDA NUTQNI TAHLIL QILISH

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Abstract: *This paper’s focus will be devoted to written texts in order to afford an understanding of how natural written discourse looks and sounds. By taking the scope of this paper into account, discussing written texts normally includes the consideration of cohesion, coherence and text patterns. Thus, each aspect will be discussed in the followings.*

Keywords: *cohesion relations, discourse analysis, English language teaching, written texts.*

Discourse analysis in terms of both spoken and written language is believed to be helpful for both linguists and language teachers. It is simply “the study of language in use” (Gee & Handford, 2013). Written texts are considered an important aspect that needs to be analysed. Doing so means that writers gain the ability to make their writing more cohesive and easier to read. Cohesion, coherence, clause relations and text patterns are all parts of written texts. This paper, therefore, aims to shed some light on the analysis of written texts. The paper consists of three parts. In the first part, the literature regarding the meaning of texts and discourse analysis is briefly reviewed. An illustration of cohesion and coherence is presented. After this, grammatical and lexical devices and text patterns that help written texts to be understood are presented and discussed. The rationale for choosing to analyse written texts is addressed. The second part provides an analysis of several written texts, with a focus on the cohesion devices and text patterns discussed in the first part. The third part offers some suggestions and an evaluation of one of the written texts analysed in the second part, and suggests how to apply the analysed discourse in the classroom in such a way as to help teach written texts.

Reasons for choosing written discourse analysis Written texts need to be properly connected and linked. Cohesion is the most important property of writing quality. The author agrees with Witte and Faigley (1981) who state that, “if cohesion is better understood, it can be better taught”. Nonetheless, cohesion is not employed in the English language teaching (EFL) classrooms with which the author is familiar. Hence, teachers ought to teach learners how to utilise cohesive devices (references, substitution, ellipsis and conjunctions) and lexical ties (repetition, synonyms, antonyms and superordinates) both explicitly and implicitly (Basturkmen, 2002). Most classroom exercises are not designed to teach cohesion "Экономика и социум" №2(81) 2021 www.iupr.ru but they do demand that students form cohesive ties (Witte & Faigley, 1981). It has been argued that teaching often concentrates on conjunctions rather than on any other cohesive device, such as lexical cohesion (Liu, 2000). Some studies that have been conducted regarding the use of conjunctions in written texts have revealed that non-native learners tend to use them more than they should. Basturkmen (2002) examined the writing of two non-native advanced learners with a focus on the use of conjunctions. She found that both students misused conjunctions. Therefore, the author would argue that this dilemma could be resolved by teaching this aspect in the classroom. Neglecting this issue will result in more fragmented texts. Similar to cohesion devices, Basturkmen (2002) recommends that English language teachers should make their students aware of typical clause relations and macro text patterns in English. Needless to say, that problem solution is the most common pattern. It is important to ensure that “questions spell out the relationship between sentences” (Hoey 2001). Moreover, the dialogue ought to be properly connected and meaningful.

It is believed that the main purpose of language teaching for students is the understanding of the communicative value of linguistic items in a discourse (Nattinger & DeCarrico, 2001; Candlin & Hyland, 2014). It has been argued that cohesion is an indispensable part of written texts. Therefore, the reader’s knowledge, the writer’s aim and the information delivered should all be considered and taken into account. Witte and Faigley (1981) argue that clause and sentence structure are taught out of their discourse and out of context. By the same token, Cook (1989) states that cohesion is

almost mistreated in language teaching. He argues that students' difficulties arise from their difficulties with cohesion. This negligence has resulted in cohesive problems for students. Cook (1989) stresses that this mistreatment is due to a lack of awareness and, although it has been considered recently, this issue has not been given much prominence in language pedagogy. In addition to cohesion devices, clause relations and text patterns should also be analysed.

Although not everything that discourse analysis describes can be employed in language teaching, teachers should have the ability to "create authentic materials and activities for the classroom" (McCarthy, 1991:147). To do so, teachers should teach learners how to make use of the cohesive devices and text patterns they encounter in written discourse. By doing so, learners can identify references, synonyms and antonyms in reading texts and can then make use of the devices. Moreover, task-based language teaching activities are one of the teaching methods that can be employed to teach text patterns. In a context that the author is familiar with, students always struggle with lexical cohesion and text patterns. A course book entitled "Intermediate Vocabulary" has been employed to teach novice undergraduate students. The book is split into topics that are familiar to students. Each topic has several passages that include new vocabularies. Students are asked to read these passages, which contain gaps, and discover new lexical items from a group of words given above each passage. However, these exercises do not give any clue as to how to make use of the context (the passage) that they are reading. According to the author's experience, students, due to a lack of knowledge, totally neglect the context, which can be very informative. Teachers can teach students how to analyse written discourse using cohesion devices and problem solution macro patterns to help them thoroughly understand the passage. The fourth passage, which was presented and analysed above, is an example of how one of the cohesive devices can be taught. Moreover, the same text can also teach a problem solution macro pattern. One of the implications of this is that "conformity to the pattern when writing is likely to make organising and reading the text easier". Hoey (2001) believes that a problem solution pattern (SPRE) can be presented in "a short fabricated text". Therefore, a problem solution macro pattern is proposed below to

show how it can be taught in the classroom. To do so, a task-based language-teaching (TBLT) lesson can be divided into six phases. The rationale behind choosing a TBLT lesson is because it focuses on the meaning, the real world process of language use and on communicative outcomes. These features of TBLT seem suitable for teaching students the relationship between the language "Экономика и социум" №2(81) 2021 www.iupr.ru and the context in which it is used (Ellis, 2003). The task can be a combination of reading and writing practice through discourse analysis. Due to its natural occurrence, written discourse analysis is a supportive function when it comes to teaching languages. The goal of most learners of English is to gain the ability to use the language either in spoken or written form; therefore, applying written discourse analysis lessons in the classroom is very helpful. By doing so, learners will have the ability to make their writing coherent and readable. Moreover, the analysis of text patterns will help students in terms of both writing and reading in the ELT context. To conclude, although written discourse analysis has some shortcomings, as mentioned above, its merits and valuable outcomes are very appealing.

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SUBJECT MATTER OF THE THEORETICAL GRAMMAR OF THE ENGLISH LANGUAGE

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Abstract. *Linguistics has undergone a considerable transformation in the last few decades. The same can be said about the theory of English grammar. In this article about theoretical grammar is concerned with language in general rather than with an individual language, as is the study of essential components of any human language. Transformational grammar is one variety of theoretical grammar.*

Key words: *grammar, syntax, verbs, parts of speech, theoretical grammar, theory, pedagogical grammar, irregular verbs, language.*

Аннотация: *За последние несколько десятилетий лингвистика претерпела значительную трансформацию. То же самое можно сказать и о теории английской грамматики. В этой статье о теоретической грамматике речь идет о языке в целом, а не об отдельном языке, так как изучаются существенные компоненты любого человеческого языка. Трансформационная грамматика – это одна из разновидностей теоретической грамматики.*

Tilshunoslik so‘nggi bir necha o‘n yilliklarda sezilarli o‘zgarishlarni boshdan kechirdi. Ingliz tili grammatikasi nazariyasi haqida ham shunday deyish mumkin. Nazariy grammatika haqidagi ushbu maqolada har qanday inson tilining muhim tarkibiy qismlarini o‘rganish kabi alohida til bilan emas, balki umumiy til bilan bog‘liq. Transformatsion grammatika nazariy grammatika turlaridan biri ekanligini o‘raginishingiz mumkin.

"Theoretical grammar or syntax is concerned with making completely explicit the formalisms of grammar, and in providing scientific arguments or explanations in favour of one account of grammar rather than another, in terms of a general theory of human language."

"What generative linguists mean by 'grammar' should not be confused, in the first instance, with what ordinary persons or nonlinguists might refer to by that term: namely, a traditional or pedagogical grammar such as the kind used to teach language to children in 'grammar school.' A pedagogical grammar typically provides paradigms of regular constructions, lists of prominent exceptions to these constructions (irregular verbs, etc.), and descriptive commentary at various levels of detail and generality about the form and meaning of expressions in a language (Chomsky 1986a: 6). By contrast, a theoretical grammar, in Chomsky's framework, is a scientific theory: it seeks to provide a complete theoretical characterization of the speaker-hearer's knowledge of her language, where this knowledge is interpreted to refer to a particular set of mental states and structures.

The difference between a theoretical grammar and a pedagogical grammar is one important distinction to bear in mind in order to avoid confusion about how the term 'grammar' operates in theoretical linguistics. A second, more fundamental distinction is between a theoretical grammar and a mental grammar. A descriptive grammar (or reference grammar) catalogues the facts of a language, whereas a theoretical grammar uses some theory about the nature of language to explain why the language contains certain forms and not others. The purpose of descriptive and theoretical linguistics is to further our understanding of language. This is done through a continual process of testing theoretical assumptions against data, and analyzing data in the light of those assumptions which previous analyses have confirmed to such a degree that they form a more or less integral whole that is accepted as the currently preferred theory. Between them, the mutually dependent fields of descriptive and theoretical linguistics provide accounts and explanations of how things seem to be in language, and a terminology for use in discussions.

It seems that in modern theoretical grammar the differences between morphological and syntactic constructions are beginning to show up, for example in the fact that, in the European languages at least, syntactic constructions tend to be right-branching while morphological constructions tend to be left-branching.

A grammar, rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation. The word grammar also denotes the study of these abstract features or a book presenting these rules. In a restricted sense, the term refers only to the study of sentence and word structure (syntax and morphology), excluding vocabulary and pronunciation. A brief treatment of grammar follows. For full treatment, see linguistics. A common contemporary definition of grammar is the underlying structure of a language that any native speaker of that language knows intuitively. The systematic description of the features of a language is also a grammar. These features are the phonology (sound), morphology (system of word formation), syntax (patterns of word arrangement), and semantics (meaning). Depending on the grammarian's approach, a grammar can be prescriptive (i.e., provide rules for correct usage), descriptive (i.e., describe how a language is actually used), or generative (i.e., provide instructions for the production of an infinite number of sentences in a language). The traditional focus of inquiry has been on morphology and syntax, and for some contemporary linguists (and many traditional grammarians) this is the only proper domain of the subject.

By 1700 grammars of 61 vernacular languages had been printed. These were written primarily for purposes of reforming, purifying, or standardizing language and were put to pedagogical use. Rules of grammar usually accounted for formal, written, literary language only and did not apply to all the varieties of actual, spoken language. This prescriptive approach long dominated the schools, where the study of grammar came to be associated with "parsing" and sentence diagramming. Opposition to teaching solely in terms of prescriptive and proscriptive (i.e., what must not be done) rules grew during the middle decades of the 20th century.

Generative, or transformational, grammarians of the second half of the 20th century, such as Noam Chomsky, studied the knowledge that native speakers possess which enables them to produce and understand an infinite number of sentences. Whereas descriptivists like Saussure examined samples of individual speech to arrive at a description of a language, transformationalists first studied the underlying structure of a language. They attempted to describe the "rules" that define a native speaker's

“competence” (unconscious knowledge of the language) and account for all instances of the speaker’s “performance” (strategies the individual uses in actual sentence production). See generative grammar; transformational grammar.

The study of grammatical theory has been of interest to philosophers, anthropologists, psychologists, and literary critics over the centuries. Today, grammar exists as a field within linguistics but still retains a relationship with these other disciplines. For many people, grammar still refers to the body of rules one must know in order to speak or write “correctly.” However, from the last quarter of the 20th century a more sophisticated awareness of grammatical issues has taken root, especially in schools. In some countries, such as Australia and the United Kingdom, new English curricula have been devised in which grammar is a focus of investigation, avoiding the prescriptivism of former times and using techniques that promote a lively and thoughtful spirit of inquiry.

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SYNONYMS AND DOCUMENT CLASSIFICATION-ENHANCING TEXT PROCESSING THROUGH LEXICAL VARIATION

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Abstract: *Synonyms play a pivotal role in the field of document classification, significantly impacting the accuracy of automated text processing systems. By expanding the vocabulary and understanding of textual content, synonyms allow classifiers to better interpret linguistic nuances. This article explores the role of synonyms in document classification, discussing techniques for handling lexical variation in natural language processing (NLP) applications. We delve into synonym handling methods, such as thesaurus-based approaches, word embeddings, and deep learning techniques, to enhance classification. Additionally, we discuss challenges and potential areas of improvement to further refine document classification accuracy in real-world applications.*

Keywords: *synonyms, document classification, NLP, lexical variation, word embeddings, deep learning, thesaurus-based approaches*

Document classification is the process of assigning predefined labels to documents based on their content, facilitating efficient information retrieval, data analysis, and decision-making across numerous domains (Sebastiani, 2002). However, achieving high accuracy in document classification is challenging due to linguistic phenomena like synonyms, polysemy, and contextual word meaning. Synonyms, in particular, present a unique challenge in NLP since they introduce lexical variation that can obscure the meaning of text unless addressed effectively. The importance of managing synonyms in document classification has grown with the rise of automated NLP applications in fields like sentiment analysis, spam filtering, and information retrieval. By recognizing words with similar meanings, document classifiers can become more robust and capable of generalizing across different lexical variations.

Synonyms refer to words with similar meanings, such as “happy” and “joyful.” These words, while not identical in usage, often convey closely related concepts. Synonym recognition enables NLP models to interpret and classify text with greater semantic accuracy, particularly when the vocabulary in training data differs from new or unseen data (Cambria et al., 2014). In document classification, effective synonym

handling ensures that text with varied lexical representations is still categorized under the appropriate label. Consider a document classification system tasked with categorizing reviews. If a training dataset contains the word “good” frequently but lacks occurrences of the synonym “great,” a traditional classifier may struggle to identify “great” as positive sentiment. Handling synonyms thus helps classifiers expand their vocabulary and better interpret the nuances of real-world text data.

There are several established approaches to manage synonyms in document classification. These approaches range from simple rule-based methods to advanced machine learning and deep learning techniques.

Thesaurus-based methods are among the simplest techniques for handling synonyms, leveraging pre-built synonym dictionaries such as WordNet. These dictionaries help replace words with their synonymous counterparts or add synonymous terms as features for training a classifier. For example, the classic technique of synonym expansion involves replacing each word in a document with its possible synonyms, effectively broadening the vocabulary of the document (Jurafsky & Martin, 2020). However, while thesaurus-based methods enhance vocabulary representation, they often lack context and may inadvertently replace terms with inappropriate synonyms, leading to potential misclassifications (Manning et al., 2008).

Word embeddings are vector representations of words in a high-dimensional space, where semantically similar words are positioned close to each other (Mikolov et al., 2013). These embeddings allow classifiers to recognize semantic similarity based on the proximity of word vectors, capturing synonyms without needing explicit thesaurus expansion. Popular word embedding models, such as Word2Vec, GloVe, and FastText, are commonly used for this purpose. These models represent words based on their usage in large corpora, ensuring that synonyms appear close to each other in the vector space. By incorporating word embeddings into document classification, NLP systems achieve better synonym handling, especially in contexts where thesaurus-based approaches fall short. In document classification, word embeddings can be used to represent documents as the average or sum of individual word vectors, allowing for more flexible semantic interpretations. For example, if “happy” and “joyful” appear

frequently in a set of reviews, their close vector proximity in embeddings will aid in grouping these reviews into similar categories.

Recent advancements in deep learning, particularly with transformer-based models like BERT (Bidirectional Encoder Representations from Transformers), have revolutionized document classification. BERT and its successors (such as RoBERTa and DistilBERT) use contextual embeddings that not only understand word meanings but also capture context-specific nuances (Devlin et al., 2019). Transformers work by taking word sequences as input, processing them through multiple self-attention layers, and generating embeddings that reflect each word's context. For synonyms, this approach means that words like “excellent” and “fantastic” are interpreted with respect to their sentence context, allowing the model to more accurately classify documents with varying lexical content (Vaswani et al., 2017).

Knowledge graphs, such as ConceptNet and DBpedia, can also enhance document classification by enriching texts with synonym information. These graphs represent real-world concepts and their relationships, providing a structured representation of synonyms, antonyms, and other semantic relationships (Speer et al., 2017). By leveraging knowledge graphs, classifiers can extend their understanding of word relationships beyond mere lexical similarity, considering more comprehensive semantic connections. Knowledge graphs are particularly useful in domain-specific document classification. For example, in the biomedical domain, knowledge graphs help link synonymous terms like “heart attack” and “myocardial infarction,” aiding in accurate classification across specialized terminologies. Synonyms play a vital role across various document classification tasks, with each type posing unique challenges for synonym handling.

Sentiment analysis aims to determine the emotional tone of a text, often using binary (positive vs. negative) or multi-class sentiment labels. Synonyms play a crucial role, as varied lexical choices can represent similar sentiments. For instance, terms like “joyful,” “happy,” and “elated” all convey positive sentiments and must be grouped effectively to avoid dilution of sentiment classification accuracy. Deep learning models, particularly those using embeddings and contextual models like BERT, have

proven to be effective in addressing these challenges, helping sentiment analysis systems recognize synonyms in context (Socher et al., 2013).

In topic classification, documents are assigned to predefined thematic categories, such as politics, sports, or technology. Synonyms help bridge lexical gaps in topic classification by allowing similar topics to be recognized regardless of exact phrasing.

For example, “climate change” and “global warming” represent similar topics but may appear under different lexical representations. By using word embeddings and contextual models, topic classification systems can better handle synonyms and ensure that relevant documents are categorized appropriately even when terminology varies (Blei et al., 2003). In spam detection, classifiers differentiate between spam and legitimate messages. Synonyms are often used in spam messages to circumvent standard keyword-based filters. For example, spam messages may use words like “prize” or “award” instead of “winning” to evade detection. Handling synonyms in spam detection can improve accuracy by broadening the system’s understanding of potential spam indicators (Guzella & Caminhas, 2009).

Despite the advantages, several challenges persist in synonym handling for document classification:

Contextual Variability: Synonyms are context-dependent, and not all synonyms are interchangeable in every context. For instance, the synonym “cool” can mean “calm” or “fashionable” depending on the sentence, complicating the classification process (Cambria et al., 2014).

Polysemy and Homonymy: Words with multiple meanings (polysemy) and words that sound alike but differ in meaning (homonymy) complicate synonym handling. Classifiers may misinterpret these words if they lack adequate contextual awareness (Navigli, 2009).

Resource Limitations in Domain-Specific Classification: Thesaurus-based approaches and knowledge graphs may be limited in certain domains, leading to inadequate synonym representations for specialized terminology. For instance, legal or medical text classifications require specialized synonyms that are often absent in general-purpose dictionaries (Liu et al., 2017).

Computational Complexity: Handling synonyms in high-dimensional embeddings and transformers is computationally expensive, especially for large document corpora. Models like BERT have high resource demands, making them challenging to deploy at scale (Rogers et al., 2020).

The future of synonym handling in document classification includes:

Improved Contextual Embeddings: Ongoing developments in transformer models promise better handling of contextual nuances, potentially addressing challenges like polysemy and context-sensitive synonymy (Devlin et al., 2019).

Domain-Specific Knowledge Integration: Integrating specialized knowledge graphs and ontologies can improve synonym handling for domain-specific document classification tasks, such as legal or medical text categorization (Speer et al., 2017).

Low-Resource Approaches: Emerging techniques like lightweight embeddings and efficient transformers (e.g., DistilBERT) aim to reduce computational demands, making synonym handling feasible for larger datasets and real-time applications (Sanh et al., 2019).

Synonyms are essential to document classification, enabling systems to understand lexical variations and improving classification accuracy across domains. Techniques like thesaurus-based approaches, word embeddings, and deep learning models each provide unique benefits for synonym handling, although challenges remain, particularly in terms of contextual variability and computational efficiency. Advances in contextual embeddings and specialized knowledge resources promise further improvements, making synonym handling in document classification increasingly effective and adaptable.

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O‘ZBEK TILSHUNOSLIGI VA TILSHUNOSLIKNING NAZARIY MASALALARI

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Anatatsiya: *Ushbu maqolada o‘zbek tilshunosligi va umumiy tilshunoslikning nazariy masalalari haqida batafsil ma’lumot beriladi. Tilning mohiyati, funksiyalari, tuzilishi va jamiyat bilan aloqalari singari muhim nazariy jihatlar tahlil qilinadi. Shuningdek, o‘zbek tilining dialektlari, leksik tizimi, grammatikasi va sintaktik xususiyatlari chuqur o‘rganiladi. Til va tafakkur o‘rtasidagi bog‘liqlik, sotsiolingvistika masalalari, tilning ijtimoiy tabiati va tilshunoslik nazariyasidagi dolzarb masalalar milliy va umumiy tilshunoslik doirasida ko‘rib chiqiladi. Ushbu maqola tilning umumiy qonuniyatlarini va o‘zbek tilining o‘ziga xos jihatlarini tahlil qilishga qaratilgan.*

Kalit so‘zlar: *Tilshunoslik, o‘zbek tilshunosligi, nazariy masalalar, til tizimi, funksiyalar, morfologiya, sintaksis, dialektologiya, sotsiolingvistika, tafakkur, fonetika, leksik tizim.*

Abstract: *This article provides a detailed overview of the theoretical issues in Uzbek linguistics and general linguistics. Key theoretical aspects such as the nature, functions, structure of language, and its relationship with society are analyzed. In addition, the dialects, lexical system, grammar, and syntactic features of the Uzbek language are studied in depth. The connection between language and thought, sociolinguistic issues, the social nature of language, and the pressing concerns in linguistic theory are examined within the framework of both national and general linguistics. This article aims to analyze the general laws of language and the unique aspects of the Uzbek language.*

Keywords: *Linguistics, Uzbek linguistics, theoretical issues, language system, functions, morphology, syntax, dialectology, sociolinguistics, thought, phonetics, lexical system.*

Аннотация: *В данной статье представлено подробное описание теоретических вопросов узбекского языкознания и общего языкознания. Анализируются ключевые теоретические аспекты, такие как природа, функции, структура языка и его связь с обществом. Кроме того, подробно изучаются диалекты, лексическая система, грамматика и синтаксические особенности узбекского языка. Рассматриваются взаимосвязь языка и мышления, социолингвистические проблемы, социальная природа языка и актуальные вопросы лингвистической теории в рамках как национального, так и общего языкознания. Цель статьи — проанализировать общие закономерности языка и уникальные аспекты узбекского языка.*

Ключевые слова: *Языкознание, узбекское языкознание, теоретические вопросы, языковая система, функции, морфология, синтаксис, диалектология, социолингвистика, мышление, фонетика, лексическая система.*

Tilshunoslik insoniyatning eng qadimiy fanlaridan biri bo'lib, uning asosiy vazifasi tilning tuzilishi, taraqqiyoti va jamiyat bilan aloqador jihatlarini o'rganishdir. Har bir xalqning o'ziga xos tili va lingvistik merosi mavjud bo'lib, ularning o'zaro bog'lanishi va farqlanishi ilmiy tadqiqotlarni talab qiladi. O'zbek tilshunosligi, milliy tilning rivojlanishini o'rganish barobarida, xalqning tarixiy-madaniy taraqqiyotini aks ettiradi. Umuman olganda, tilshunoslik va uning nazariy masalalari tilning umumiy qonuniyatlari asosida shakllanadi va rivojlanadi. Bu maqolada, umumiy tilshunoslikning nazariy asoslari bilan bir qatorda, O'zbek tilining o'ziga xos xususiyatlari ham yoritib beriladi. Tilning tizimi, funksiyalari, ijtimoiy tabiati va ularning o'zbek tilida namoyon bo'lishi haqida fikr yuritamiz.

Tilshunoslikning nazariy masalalari: Tilshunoslik tilning ilmiy jihatlarini chuqur tahlil qiladigan soha sifatida turli nazariy yo'nalishlarni o'z ichiga oladi. Bu nazariy masalalar, ko'pincha, umumiy tilshunoslik doirasida tahlil qilinsa-da, milliy tillar, shu jumladan o'zbek tili uchun ham dolzarbdir.

1. Tilning funksiyalari va tabiati: Til insonning kundalik hayotida muloqot vositasi sifatida muhim rol o'ynaydi. Tilning bir nechta asosiy funksiyalari mavjud bo'lib, ular nazariy jihatdan chuqur o'rganiladi:

Kommunikativ funksiya: Tilning asosiy vazifasi axborotni etkazishdir. Bu funksiya insoniyat taraqqiyoti va jamiyatning rivojlanishi uchun eng muhim omil hisoblanadi. O'zbek tili ham, shu funktsiyani bajaruvchi muhim omil bo'lib, jamiyatda bilim, madaniyat va tajribalarni avlodlarga yetkazadi.

Kognitiv funksiya: Til fikrlash jarayonida asosiy vosita sifatida namoyon bo'ladi. Bu funksiya insonning dunyoqarashini shakllantiradi va tafakkurni rivojlantirishda muhim rol o'ynaydi. O'zbek tilida kognitiv funksiya turli xil semantik birliklar orqali ko'rinadi.

Madaniy funksiya: Til xalqning madaniy merosini saqlash va ifodalash vositasi sifatida ham xizmat qiladi. O'zbek tili orqali xalqning qadimiy urf-odatlarini, an'analari va qadriyatlarini avlodlardan avlodga o'tadi.

2. Til va tafakkurning o'zaro munosabati: Til va tafakkur o'rtasidagi aloqalar nazariy tilshunoslikdagi eng muhim masalalardan biridir. Ushbu masala haqida turli gipotezalar ilgari surilgan, ulardan eng mashhuri Sapir-Uorf gipotezasidir. Bu gipoteza tilning insonning dunyoqarashiga ta'sirini o'rganadi. Til va tafakkur munosabatini o'rganish o'zbek tilshunosligida ham dolzarb. Masalan, o'zbek tilidagi milliy mentalitetni aks ettiruvchi ifodalar va maqollar til va tafakkurning birligi va bir-biriga ta'sirini ko'rsatadi. Bu masala o'zbek xalqining dunyoqarashi va madaniyati tilida qanday ifodalanganini tahlil qilishga yordam beradi.

3. Tilning tuzilishi: Har qanday til bir necha darajalardan iborat murakkab tizimni tashkil etadi: fonetik daraja, morfologik daraja, sintaktik daraja va leksik daraja. Tilning bu darajalari uning umumiy tizimini shakllantiradi va tilshunoslik fanida har biri chuqur tahlil qilinadi.

Fonetika va fonologiya: Tilning fonetik darajasi tovush tizimini o'rganadi. O'zbek tilida 28 ta tovush va bir qancha tovush o'zgarishlari mavjud bo'lib, ular tilshunoslar tomonidan ilmiy jihatdan tahlil qilinadi. O'zbek tilidagi fonetik xususiyatlar boshqa turkiy tillar bilan umumiylik va farqlanishlar orqali o'rganiladi.

Morfologiya: Tilning morfologik tuzilishi soʻz yasalishi va soʻzlarning oʻzgarish tizimini oʻrganadi. Oʻzbek tilining boy affiks tizimi, ot va feʼllarning oʻzgarish shakllari milliy tilshunoslik uchun muhim nazariy masaladir.

Sintaksis: Sintaksis soʻzlarni bir-biri bilan bogʻlash, jumlar tuzilishi va ularning oʻzaro munosabatlarini oʻrganadi. Oʻzbek tilida jumla tuzilishi va ergativlik masalalari sintaktik jihatdan muhim oʻrinda turadi. Bu masalalar oʻzbek tilshunosligining nazariy asoslarini yanada boyitadi.

4. Sotsiolingvistika va tilning ijtimoiy asoslari: Til jamiyat bilan uzviy bogʻliq hodisadir va uni jamiyatdan ajratib oʻrganish mumkin emas. Tilning ijtimoiy jihatlari sotsiolingvistika fanida oʻrganiladi. Ushbu fanning asosiy yoʻnalishlari quyidagilardir:

Til va jamiyat: Har bir jamiyatning tilida oʻziga xos ijtimoiy qatlamlar, dialektlar va lahjalar mavjud. Oʻzbek tilida ham bunday hodisalar kuzatiladi, masalan, janubiy va shimoliy dialektlar, shuningdek, qishloq va shahar tili oʻrtasidagi farqlar.

Til va gender: Tilshunoslikdagi muhim ijtimoiy masalalardan biri bu til va gender oʻrtasidagi aloqadir. Oʻzbek tilida erkaklar va ayollarning til qoʻllanishidagi farqlar, ularning muloqotdagi oʻziga xos uslublari sotsiolingvistlar tomonidan oʻrganiladi.

Til va davlat: Tilning davlat tili sifatidagi roli ham muhim ijtimoiy masala hisoblanadi. Oʻzbek tili Oʻzbekistonning davlat tili sifatida katta siyosiy va ijtimoiy ahamiyatga ega. Tilning rasmiy meʼyori, uning qonuniy maqomi va davlat boshqaruvidagi oʻrni milliy tilshunoslikdagi dolzarb muammolardan biri hisoblanadi.

Oʻzbek tilshunosligi va uning nazariy muammolari: Oʻzbek tilshunosligi milliy tilning nazariy asoslarini oʻrganish bilan shugʻullanar ekan, tilning barcha jihatlari chuqur tahlil qiladi. Oʻzbek tilining fonetikasi, leksikasi, grammatikasi va sintaksisi tilshunoslikning nazariy doirasida oʻrganiladigan muhim masalalardir.

1. Oʻzbek tili dialektlari: Oʻzbek tili bir necha dialektlarga boʻlinadi va ularning har biri oʻziga xos fonetik va leksik xususiyatlarga ega. Dialektologik tadqiqotlar oʻzbek tilshunosligida katta ahamiyatga ega boʻlib, ular tilning tarixiy rivojlanish yoʻllarini aniqlash va adabiy til meʼyorlarini shakllantirishda muhim rol oʻynaydi.

2. Oʻzbek tilining leksikasi: Oʻzbek tilining leksik tizimi turli davrlarda arab, fors, rus va boshqa tillardan kirib kelgan soʻzlar hisobiga boyib borgan. Soʻz yasalishi

va yangi soʻzlarning shakllanishi, shuningdek, semantik oʻzgarishlar oʻzbek tilining leksik qatlami doirasida tahlil qilinadi. Bu jarayon tilning boyligi va uning rivojlanishiga hissa qoʻshadi.

3. Oʻzbek tilining grammatika nazariyasi: Oʻzbek tili grammatikasi morfologik va sintaktik jihatdan oʻziga xosdir. Xususan, otlarning koʻplik shakllari, feʼl kabilardir.

Xulosa: Tilshunoslikning nazariy masalalari tilning umumiy qonuniyatlarini oʻrganishga qaratilgan boʻlsa, oʻzbek tilshunosligi ushbu qonuniyatlarni oʻzbek tiliga tatbiq etadi. Tilning tuzilishi, funksiyalari va jamiyat bilan aloqalari kabi masalalar tilshunoslar tomonidan doimiy ravishda izlanadi va bu izlanishlar natijasida tilning nazariy asoslari mustahkamlanadi. Oʻzbek tilining fonetikasi, leksikasi va grammatikasi boʻyicha olib borilgan tadqiqotlar milliy tilshunoslikning rivojlanishiga katta hissa qoʻshadi. Shu boisdan, oʻzbek tilshunosligi va umumiy tilshunoslik nazariy masalalarining oʻzaro bogʻliqligini chuqur anglash dolzarb vazifalardan biri hisoblanadi.

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BADIIY VA ILMIY MATNLARDA PERIFRAZANING QOʻLLANILISHI

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Annatatsiya: Ushbu maqolada perifrazaning badiiy va ilmiy matnlardagi qo'llanilishi o'rganiladi. Badiiy asarlarda perifrazalar tilning estetik va ifodaviy jihatlarini boyitishga xizmat qilib, matn mazmunini chuqurlashtiradi va tasvirlarni yanada ta'sirchan qiladi. Ilmiy matnlarda esa perifrazalar murakkab ilmiy tushunchalarni sodda va aniq ifodalashda qo'llanilib, muloqotni samarali qiladi. Shuningdek, maqolada perifrazalarning lingvistik xususiyatlari, ularning madaniy va uslubiy funksiyalari tahlil qilinadi. Perifrazalar yordamida tilning ekspressiv kuchi va fikr ifodalash imkoniyatlari kengayib, o'quvchida chuqur taassurot uyg'otish imkoniyati yaratiladi.

Kalit so'zlar: Perifraza, badiiy matn, ilmiy matn, lingvistika, uslubiyat, estetik ifoda, ekspressivlik.

Аннотация: В данной статье рассматривается употребление перифразов в художественных и научных текстах. Перифразы в произведениях искусства служат обогащению эстетической и выразительной сторон языка, углублению содержания текста и приданию большей выразительности образам. В научных текстах парафразы используются для простого и ясного выражения сложных научных концепций, что делает общение эффективным. Также в статье анализируются языковые особенности перифразов, их культурно-методические функции. С помощью перифраз расширяются выразительная сила языка и возможности выражения мысли, создавая возможность произвести на читателя глубокое впечатление.

Ключевые слова: Перифраз, художественный текст, научный текст, языкознание, методология, эстетическое выражение, выразительность.

Abstract: This article examines the use of periphrasis in artistic and scientific texts. Periphrases in works of art serve to enrich the aesthetic and expressive aspects of the language, deepen the content of the text and make the images more impressive. In scientific texts, paraphrases are used to express complex scientific concepts in a simple and clear way, making communication effective. The article also analyzes the linguistic features of periphrases, their cultural and methodological functions. With

the help of periphrases, the expressive power of the language and the possibilities of expressing thoughts are expanded, creating an opportunity to create a deep impression on the reader.

Key words: *Periphrasis, artistic text, scientific text, linguistics, methodology, aesthetic expression, expressiveness.*

Til va ifodaning boyligi ko'p jihatdan tilning turli vositalaridan foydalanish bilan bog'liq. Perifraza – bu muayyan so'z yoki tushunchaning bevosita nomlanmasdan, uning o'rniga obrazli yoki aniqroq ibora bilan ifodalanishidir. Bu usul badiiy va ilmiy matnlarda keng qo'llaniladi. Badiiy asarlarda perifraza o'quvchini hayratga solish, tasvirni chuqurlashtirish, estetik hissiyotlarni uyg'otish maqsadida qo'llanilsa, ilmiy matnlarda u murakkab tushunchalarni tushunarliroq qilish uchun ishlatiladi. Shuningdek, u til va madaniyat o'rtasidagi bog'liqlikni ko'rsatib, o'quvchining tasavvuri va his-tuyg'ularini oshiradi. Bu vosita oddiy so'zlarning ta'sirchanligini kuchaytirib, ularga yangi ma'no va tasvirlar beradi. Perifraza yordamida tushuncha yoki predmet ko'proq tasviriy va obrazli shaklda ifodalanadi. Bu o'quvchiga muayyan tushunchani chuqurroq anglashga yordam beradi. Ba'zi hollarda murakkab ilmiy yoki texnik atamalar o'rniga perifraza yordamida soddalashtirilgan va tushunarliroq iboralar qo'llaniladi. Masalan, "DNS" o'rniga "hayotning qurilish rejasi" iborasini ishlatish maqsadga muvofiq bo'ladi.

Perifraza oddiy so'zning sinonimi sifatida xizmat qilsa ham, u ma'noni kengaytiradi. Masalan, "quyosh" o'rniga "kunduz yulduzi" deyilishi tushunchani yanada keng va obrazli qilib tasvirlaydi. Perifraza orqali madaniyatga xos bo'lgan tasvir va ramzlar ishlatiladi. Masalan, o'zbek madaniyatida "non" so'zi muqaddas deb hisoblanadi va "hayot manbai" perifrazasi orqali u yanada kuchliroq ifodalanadi.³¹

Badiiy adabiyotda perifraza o'ziga xos tasviriy vosita bo'lib, mualliflar o'z fikrini yanada obrazli va chuqurroq ifodalash uchun bu usuldan keng foydalanadilar. Perifraza – bu muayyan so'zning bevosita nomlanmasdan, o'rniga uni boshqa iboralar bilan

³¹ Abduazizov, A. A. Tilshunoslik nazariyalari va metodlari. Toshkent: O'zbekiston Milliy Universiteti nashriyoti. (2010).

tasvirlash usuli. U tilni estetik jihatdan boyitishga xizmat qiladi va o'quvchida kuchli hissiyotlar uyg'otish imkonini beradi.

Quyida perifrazaning badiiy matnlarda qanday ishlatilishini misollar bilan tushuntiramiz: Misol sifatida, "oy" so'zi o'rniga "tun ko'zgusi" iborasini olsak bo'ladi. Bu perifraza badiiy asarda qo'llanilganda, o'quvchiga oddiy "oy" so'ziga qaraganda ancha ta'sirchanroq va tasviriyroq obraz yaratadi. Oyning yorqinligi va tunda yerni yoritib turishi "ko'zgu" bilan taqqoslanib, obraz yanada boyitiladi³². Bu orqali muallif o'quvchini o'sha tasvirdan nafaqat ma'lumot oluvchi balki hayratlanuvchi tinglovchiga aylantiradi. Badiiy matnlarda eski va yangi hodisalarni bir-biriga bog'lashda perifraza juda samarali. Masalan, "avtomobil" o'rniga "temir ot" iborasi ishlatilsa, bu tasvir orqali o'quvchiga hozirgi texnologik rivojlanish bilan birgalikda avvalgi zamonlarning transport vositalari (otlar) eslatiladi³³. Shunday qilib, matnda tarix va zamonaviylik orasida bog'lanish hosil bo'ladi va o'quvchi mantiqiy parallellikni his qiladi. Masalan "Sevgi" kabi murakkab va hissiyotni ifodalovchi so'zning o'rniga "qalblar bog'i" ishlatilishi, badiiy asarlarning lirikasini boyitadi. Bu orqali sevgi o'z-o'zidan bir so'z bilan cheklanib qolmasdan, kengroq tasavvur va his-tuyg'ularga boy bo'ladi. Bog' metaforasi orqali sevgi gullab yashnayotgan, o'ziga xos go'zallik va yangilanish manbai sifatida tasvirlanadi.

Perifrazalar badiiy asarlarda estetik ifodaning muhim vositalaridan biri hisoblanadi. Ular muallifga oddiy so'zlar orqali tushuntirib bo'lmaydigan hissiyotlarni, tasvirlarni va obrazlarni ifodalashga imkon beradi. Shu bilan birga, perifrazalar o'quvchini matnga chuqurroq kirishiga, muallifning ijodiy mahoratini yuqori baholashga yordam beradi.

Ilmiy matnlarda ko'pincha juda murakkab va texnik tushunchalar bilan ishlash talab qilinadi. Perifraza bu tushunchalarni soddalashtirib, o'quvchiga ilmiy ma'lumotni

³² Mamarasulov, N. Ilmiy va badiiy matnlarda tilning stilistik imkoniyatlari. Toshkent: Fan va texnologiya nashriyoti. (2021).

³³ Norqulova, G. O'zbek va jahon adabiyotida stilistika va semantika. Toshkent: Alisher Navoiy nomidagi O'zMU nashriyoti. (2019).

sodda va aniq shaklda yetkazishga xizmat qiladi. Masalan, “mitoxondriya” ilmiy tushunchasi o‘rniga "hujayraning quvvat stansiyasi" iborasidan foydalanish mumkin³⁴. Bu ilmiy tushunchani umumiy o‘quvchilarga yanada tushunarli qilib beradi.

Ilmiy atamalar ko‘pincha ko‘p qismli yoki qiyinroq talaffuz qilinadigan bo‘lishi mumkin. Perifraza orqali ushbu texnik atamalarni tushunarli shaklda qayta tasvirlash o‘quvchiga osonroq anglash imkonini beradi. Masalan, "metamorfoz" atamasining o‘rniga "to‘liq o‘zgarish jarayoni" iborasini qo‘llash mumkin. Ba’zi ilmiy tushunchalar izoh talab qiluvchi nazariy xususiyatlarga ega bo‘ladi. Perifraza orqali bu nazariy tushunchalar kengaytiriladi va o‘quvchilarga yanada ravshanroq tushuntiriladi. Masalan, "kvant mexanikasi" atamasining o‘rniga "modda va energiyaning eng kichik zarrachalarini o‘rganadigan nazariya" iborasi qo‘llanilishi mumkin. Ilmiy matnlarni keng auditoriyaga moslashtirishda perifrazaning roli katta. Masalan, texnik ilmiy atamalarni soddalashtirish orqali ilm-fanni ommaviylashtirish jarayonida perifraza yordam beradi. Masalan, “genetik kod” atamasining o‘rniga "hayotning qurilish rejasi" iborasi keng o‘quvchilar qatlamiga tushunarliroq bo‘lishi mumkin. Bundan tashqari quyidagi misollarni ham keltirish mumkin: “Yadro energiyasi” - "Atomning ichki quvvati": Yadro energiyasi murakkab fizik atama bo‘lib, uni umumiy o‘quvchilarga tushuntirishda "atomning ichki quvvati" iborasi ko‘proq ma’noli va tushunarli bo‘ladi³⁵. “DNS” - "Organizmning irsiy kodi": Deoksiribonuklein kislota (DNS) kabi atamalar ilmiy atamalarga maxsus bilim talab qiladigan so‘zlardir. Uni umumiy o‘quvchilar uchun tushunarli qilib "organizmning irsiy kodi" deb atash, murakkab tushunchani soddalashtiradi. “Fotosintez” - "O‘simliklarning quyosh nuri bilan oziqlanish jarayoni": Fotosintez jarayonini oddiy atamalar bilan tushuntirib, "o‘simliklarning quyosh nuri bilan oziqlanish jarayoni" shaklida ifodalash o‘quvchiga mazmunni yanada ochiq va tushunarli qilib beradi.

³⁴ Ginzburg, R. S., Khidekel, S. S., Knyazeva, G. Y., & Sankin, A. A. A Course in Modern English Lexicology. Moscow: Vysshaya Shkola. (1979).

³⁵ Newmark, P. A Textbook of Translation. London: Prentice Hall (1988).

Xulosa shuki, perifraza – bu tilni boyituvchi, ifodani kengaytiruvchi va murakkab tushunchalarni soddalashtiruvchi samarali usuldir. Badiiy matnlarda perifraza ko‘pincha estetik tasvirlar yaratish, obrazli ifoda va hissiy ta’sirni kuchaytirish uchun ishlatiladi. U matnga poetik ohang berib, o‘quvchining tasavvuri va emotsional munosabatiga ta’sir qiladi. Ilmiy matnlarda esa perifraza murakkab va texnik atamalarni keng ommaga tushunarli qilishda yordam beradi. Har ikki turdagi matnda ham perifraza nafaqat semantik jihatdan boylik kiritadi, balki uslubiy xilma-xillik va madaniy ko‘priklar yaratishda ham katta rol o‘ynaydi. Shu orqali matnlarning ta’sirchanligi oshadi, ma’no chuqurlashadi va o‘quvchi bilan muloqot mustahkamlanadi.

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THE ETYMOLOGY OF MODERN ENGLISH VOCABULARY

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Abstract: *The modern English language is a mosaic of words from various linguistic sources, reflecting the complex history of conquests, trade, and cultural exchange that shaped its evolution. This article examines the etymology of Modern English vocabulary, tracing its roots to Old English, Latin, Norse, French, and other languages. By exploring the influences of different historical events, such as the Viking invasions and the Norman Conquest, we uncover how loanwords and native words have been integrated into English over time. This article also highlights key lexical categories, word formation processes, and the role of global influence in shaping English as a dynamic and expansive language.*

Keywords: *Etymology, Modern English, Old English, Latin, French, Loanwords, Vocabulary, Linguistic History, Language Evolution.*

The etymology of the Modern English vocabulary reveals a fascinating journey through time, shaped by invasions, migrations, trade, and cultural exchange. English, a Germanic language at its core, has undergone significant transformation over centuries, absorbing elements from various other languages. As a result, the vocabulary of English today reflects its historical interactions with other cultures and languages, from Old English to Latin, Norse, French, and beyond. This article explores the etymology of Modern English words by examining their linguistic origins and the historical forces that contributed to the language's rich and diverse lexicon. By analyzing specific language sources and the processes of word borrowing and formation, we can better understand how English evolved into the global language it is today.

The vocabulary of Modern English has evolved from multiple sources. While its core remains rooted in Old English, the language has incorporated thousands of words from other languages throughout history. The development of English vocabulary can be divided into several distinct periods, each influenced by significant historical events and cultural shifts.

Old English, also known as Anglo-Saxon, forms the earliest stage of the English language. It was spoken from around 450 to 1150 AD and belonged to the West Germanic branch of the Indo-European language family. The vocabulary of Old English was primarily Germanic, shared with other languages like Old High German, Old Norse, and Gothic. Many common, everyday words in Modern English, such as "house," "man," "woman," "child," and "food," have their roots in Old English. For example, the Old English word *hūs* became "house" in Modern English, and *mann* became "man." These words are still fundamental to the language today and highlight the Germanic foundation of English. However, Old English also borrowed words from Latin, primarily due to the Christianization of England in the 7th century. Words like candle (*candel* in Old English) and bishop (*biscop*) entered the language during this period. Despite the influence of Latin, the vocabulary of Old English was largely Germanic. It was a highly inflected language, with grammatical structures and word endings that indicated tense, gender, and case. Over time, as the language evolved and interacted with other languages, many of these inflectional endings were lost, contributing to the more simplified structure of Modern English (Baugh & Cable, 2012).

The Viking invasions during the 9th and 10th centuries brought the Old Norse language to England. Norse-speaking Vikings settled in parts of England, particularly in the Danelaw region, where their language came into contact with Old English. As a result, a significant number of Norse words entered the English lexicon. Words like sky (from Old Norse *ský*, meaning cloud), egg (from *egg*), and knife (from *knífr*) are examples of Old Norse borrowings that remain in Modern English. Many of these Norse words replaced native Old English terms, especially in everyday vocabulary. For instance, the Old English word *sciold* was replaced by the Norse word sky. In addition

to individual words, Old Norse influenced English grammar, particularly in the use of pronouns. The third-person plural pronouns *they*, *them*, and *their* were borrowed from Old Norse, replacing the native Old English equivalents *hīe*, *hiera*, and *him*. The fact that these basic elements of grammar were adopted from Norse highlights the deep impact of the Viking invasions on the English language (McWhorter, 2008).

One of the most profound influences on English vocabulary came with the Norman Conquest in 1066. After William the Conqueror's victory at the Battle of Hastings, French became the language of the English court, law, and the upper classes for several centuries. This introduced an immense number of French words into the English lexicon, particularly in areas related to law, government, art, literature, and cuisine. French, a Romance language derived from Latin, introduced a more Latinate vocabulary into English. Words like *court*, *judge*, *government*, *council*, *nation*, and *parliament* entered English during this period, reflecting the influence of French on English law and governance. Additionally, terms related to art and culture, such as *poetry*, *music*, *dance*, and *fashion*, were borrowed from French.

The French influence also extended to food and culinary terms. Words like ***beef*** (from French *boeuf*), ***mutton*** (*mouton*), and ***pork*** (*porc*) became part of English, often reflecting the class distinctions of the time. The English-speaking peasants who raised livestock used the native English words (e.g., *cow*, *sheep*, *pig*), while the French-speaking nobility used the French-derived terms for the cooked meats (e.g., *beef*, *mutton*, *pork*) they consumed (Baugh & Cable, 2012).

By the end of the Middle English period (around 1500), the English language had absorbed an extensive number of French words, and many of these words became fully integrated into the vocabulary. The blending of Old English and French elements resulted in a language that was more diverse and lexically rich than its predecessors.

The Renaissance, which began in the 14th century and reached its height in the 16th and 17th centuries, brought a renewed interest in classical learning and literature.

During this period, many Latin and Greek words entered the English language, particularly in fields such as science, medicine, philosophy, and art. Latin was seen as the language of scholarship and intellectual discourse, so many new terms were

borrowed directly from Latin, often with little modification. Words such as educate, democracy, philosophy, and biology entered English during this time, reflecting the influence of Latin on academic and intellectual life. Greek, too, contributed words related to scientific and technical terminology, such as **telephone** (from the Greek words **tele-** meaning "far" and *phone* meaning "sound").

The borrowing of Latin and Greek words during the Renaissance also included the coining of new terms by English scholars and writers. This process, known as neologism, involved creating new English words based on Latin or Greek roots. For example, Sir Thomas More coined the term *utopia* (from the Greek **ou** meaning "not" and *topos* meaning "place") in his 1516 work *Utopia* to describe an idealized society. Latin and Greek borrowings continue to shape Modern English vocabulary, particularly in specialized fields such as medicine, law, and science. Many technical terms, including those in biology, chemistry, and mathematics, are derived from these classical languages, emphasizing their lasting impact on English vocabulary (Durkin, 2014).

In the modern era, English has continued to expand its vocabulary by borrowing words from a wide range of languages due to increased global interaction through trade, colonization, and globalization. The British Empire, which spanned the globe during the 18th and 19th centuries, facilitated the borrowing of words from various languages, including Hindi, Arabic, Malay, and Indigenous languages of the Americas, Africa, and Australia. For example, words like *bungalow* (from Hindi *banglā*), *coffee* (from Arabic *qahwa*), and *jungle* (from Hindi *jangal*) entered English through trade and colonization. These borrowings reflect the global nature of English vocabulary and its ability to adapt to new cultural and linguistic influences. In addition to borrowing, English has also influenced other languages, especially in the modern age of globalization, where English has become a lingua franca in international business, science, and technology. As a result, many English terms related to technology, such as *internet*, *computer*, and *software*, have been adopted by languages around the world (Crystal, 2003).

The etymology of Modern English vocabulary reflects the dynamic and evolving nature of the language. From its roots in Old English to the significant influence of Norse, French, Latin, and Greek, English has continuously absorbed words from various languages and cultures. The processes of borrowing, compounding, affixation, blending, and conversion have all contributed to the richness and diversity of English vocabulary. As English continues to evolve in the modern world, its vocabulary remains open to new influences, reflecting the global nature of the language. Understanding the etymology of English words not only provides insights into the history of the language but also reveals the complex interplay of cultures and languages that have shaped its development over time.

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21st CENTURY ENGLISH LITERATURE

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Abstract *As 21st century has witnessed a dynamic evolution in English literature, characterized by diverse voices, innovative forms, and a profound engagement with contemporary issues. This period reflects a globalized world, where authors draw from*

a multitude of cultural backgrounds and experiences, enriching the literary landscape. 21st Century Literature refers to new literary work created within the last decade. This article examines 21st century literature and encompasses works published from 2001 onward. It is characterized as addressing gender issues, incorporating technology, reflecting cultural diversity and questioning conventions.

KEYWORDS: *diversity, technology, gender, global, climatic, Victorian novels, narrative techniques, memory and modernity, cross genre-analysis, novelists*

As the 21st century got underway, history remained the outstanding concern of English literature. Although contemporary issues such as global warming and international conflicts (especially the Second Persian Gulf War and its aftermath) received attention, writers were still more disposed to look back. Bennett's play *The History Boys* (filmed 2006) premiered in 2004; it portrayed pupils in a school in the north of England during the 1980s. Although *Cloud Atlas* (2004)—a far-reaching book by David Mitchell, one of the more ambitious novelists to emerge during this period—contained chapters that envisage future eras ravaged by malign technology and climactic and nuclear devastation, it devoted more space to scenes set in the 19th and early 20th centuries. In doing so, it also displayed another preoccupation of the 21st century's early years: the imitation of earlier literary styles and techniques. There was a marked vogue for pastiche and revisionary Victorian novels (of which Michel Faber's *The Crimson Petal and the White* [2002] was a prominent example). McEwan's *Atonement* (2001) worked masterly variations on the 1930s fictional procedures of authors such as Elizabeth Bowen. In *Saturday* (2005), the model of Virginia Woolf's fictional presentation of a war-shadowed day in London in *Mrs. Dalloway* (1925) stood behind McEwan's vivid depiction of that city on February 15, 2003, a day of mass demonstrations against the impending war in Iraq. Heaney continued to revisit the rural world of his youth in the poetry collections *Electric Light* (2001) and *District and Circle* (2006) while also reexamining and reworking classic texts, a striking instance of which was *The Burial at Thebes* (2004), which infused Sophocles' *Antigone* with contemporary resonances. Although they had entered into a new millennium, writers seemed to find greater imaginative stimulus in the past than in the present and the

future..The 21st century in literature refers to world literature produced during the 21st century. The measure of years is, for the purpose of this article, literature written from (roughly) the year 2001 to the present. 21st-century literature is a fascinating and complex field that is continually evolving. The genre encompasses a wide range of literary styles and genres, including novels, poetry, and short stories. As people study 21st-century literature, they learn a lot about society, politics, and human nature. Here are a few lessons that one can learn from studying 21st-century literature:

One of the primary lessons that one derives from reading 21st-century literature is that the world is becoming increasingly complex and diverse. There are so many different voices and styles that one must pay attention to when studying literature today. 21st-century literature does not conform to traditional forms or genres; instead, it is a dynamic and ever-changing field that reflects the diversity and complexity of contemporary society. People who study this literature will learn about the ways in which culture, race, and ethnicity intersect with the literary forms and genres of today.

The Importance of Literature in a 21st-Century world: At the point when understudies study Literature, they figure out how to acknowledge words and their force. They travel to different domains and times through the writings they read. They comprehend their own way of life and others'. They figure out how to sympathize with characters, to feel their delights and torment.

Literature is a timeless piece of entertainment. As the innovations of technological advancements have grown, the way we read has revolutionized and evolved. However, the essence of storytelling and the effect it has on our lives has not wavered. Literature reflects human nature and a way we can learn and relate to others. By reading through a first-person perspective, we can fully immerse ourselves into a different mindset and figure out how others think and feel. This is important within today's society as we are becoming increasingly detached from human interaction through iPhones, Face Time, and social media. Literature is something that will never change in the way it makes you feel, regardless of whether that is on paper or as an eBook.

This study provides a comprehensive analysis of the narrative techniques employed in 21st-century English literature, exploring the intricate interplay between

memory and modernity across diverse genres. It examines how contemporary authors utilize innovative narrative strategies to reflect and shape the complex dynamics of modern society. The research encompasses a broad range of literary works, including fiction, non-fiction, and poetry, highlighting the multifaceted nature of modern storytelling. Key findings indicate a trend towards nonlinear and fragmented narratives, reflecting the fragmented nature of modern life. The influence of digital technology on narrative forms is also explored, revealing a shift towards interactive and hybrid storytelling modes. Cross-cultural influences and global perspectives are examined, illustrating the impact of globalization on literary narratives. The study employs a comparative literary analysis framework, integrating theories from memory studies, modernity theories, and literary criticism. This research fills a critical gap in literary studies by providing a nuanced understanding of how contemporary narrative techniques not only mirror but also influence societal and cultural narratives, thereby enriching the discourse on narrative forms and functions in modern literature.

Climate Fiction (Cli-Fi): As environmental concerns take center stage, a subgenre known as climate fiction has emerged. These narratives explore the impact of climate change on society, often blending speculative elements with urgent social commentary.

Memoir and Autobiography: Personal narratives have gained traction, with authors using memoirs to explore their experiences in relation to broader societal issues. This trend reflects a growing interest in authenticity and vulnerability in storytelling.

Young Adult (YA) Literature: The YA genre has exploded in popularity, addressing serious themes such as mental health, identity, and social justice while remaining accessible to younger audiences. This demographic shift has led to a flourishing market for diverse stories that resonate with teens.

Magical Realism: Continuing from previous decades, magical realism remains a powerful tool for exploring social issues through fantastical elements. Authors use this style to address complex realities while engaging readers' imaginations.

Several authors have emerged as key figures in 21st-century English literature:

Chimamanda Ngozi Adichie: Renowned for her novels such as "Americanah" and essays like "We Should All Be Feminists," Adichie explores themes of identity, feminism, and post-colonialism.

Haruki Murakami: The Japanese author's works, including "Kafka on the Shore" and "1Q84," blend surrealism with deep psychological insights, captivating readers worldwide.

Colson Whitehead: His Pulitzer Prize-winning novels like "The Underground Railroad" and "The Nickel Boys" tackle themes of race and history through innovative storytelling techniques.

Ocean Vuong: A poet and novelist whose debut novel "On Earth We're Briefly Gorgeous" offers a poignant exploration of immigrant identity, love, and trauma.

Ocean Vuong: A poet and novelist whose debut novel "On Earth We're Briefly Gorgeous" offers a poignant exploration of immigrant identity, love, and trauma. 21st-century English literature is characterized by its rich tapestry of voices and innovative storytelling techniques. As authors navigate the complexities of modern life—marked by globalization, technological change, and social justice movements—they create works that resonate deeply with readers. This dynamic literary landscape not only reflects contemporary society but also challenges it, inviting us to engage critically with the world around us. As we move further into this century, literature will undoubtedly continue to evolve, offering new insights and perspectives on the human experience.

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ARTISTIC IMAGE IN WORLD LITERATURE

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Abstract. *The artistic image in world literature is a fundamental concept through which authors convey complex themes, emotions, and cultural values. This article explores how artistic images across different eras and cultures serve as symbolic devices that shape narrative meaning and influence reader interpretation. By examining key works from ancient, classical, and modern literature, the study investigates how the portrayal of artistic images reflects societal, philosophical, and psychological elements. The evolution of artistic images demonstrates their enduring relevance in representing universal human experiences and their adaptability to changing cultural contexts.*

Keywords: *Artistic image, symbolism, literature, narrative, culture, emotion, human experience, universal themes, philosophy, evolution.*

Annotatsiya. *Dunyo adabiyotida badiiy obraz murakkab mavzular, hissiyotlar va madaniy qadriyatlarni ifodalashda asosiy tushunchadir. Ushbu maqolada turli davrlar va madaniyatlardagi badiiy obrazlarning ramziy vosita sifatida hikoyaning mazmunini shakllantirishda va o'quvchi talqiniga qanday ta'sir qilishi o'rganiladi. Qadimgi, klassik va zamonaviy adabiyot asarlarida badiiy obrazlar jamiyat, falsafa va psixologik elementlarni qanday aks ettirishi tahlil qilinadi. Badiiy obrazlarning evolyutsiyasi ularning insoniy tajribalarni ifodalashda doimiy ahamiyatga ega ekanligini va madaniy o'zgarishlarga moslasha olish qobiliyatini namoyon etadi.*

Kalit so'zlar: *Badiiy obraz, ramzlar, adabiyot, hikoya, madaniyat, hissiyot, insoniy tajriba, umumiy mavzular, falsafa, evolyutsiya.*

Аннотация. *Художественный образ в мировой литературе является основополагающим понятием, через которое авторы передают сложные темы, эмоции и культурные ценности. В статье исследуется, как художественные образы в разные эпохи и культуры служат символическими средствами, формирующими смысл повествования и влияющими на интерпретацию читателя. Анализируя ключевые произведения древней, классической и*

современной литературы, исследование показывает, как изображение художественных образов отражает общественные, философские и психологические элементы. Эволюция художественных образов демонстрирует их неизменную значимость в выражении универсальных человеческих переживаний и способность адаптироваться к изменяющимся культурным контекстам.

Ключевая слова: Художественный образ, символизм, литература, повествование, культура, эмоции, человеческий опыт, универсальные темы, философия, эволюция.

The concept of the artistic image is central to the study of world literature. It refers not only to the depiction of characters or settings but to the symbolic and metaphorical dimensions that convey deeper meanings within a literary text. An artistic image can represent themes of identity, power, mortality, or transformation, resonating with readers across different cultures and time periods. As a bridge between authorial intent and reader interpretation, the artistic image allows literature to transcend its immediate context and engage with universal human experiences [1, p. 23].

Artistic images have been present in literature since ancient times. In classical texts such as Homer's *Iliad* and *Odyssey*, the characters and their journeys are imbued with symbolic meaning that reflects the values of Greek society. Achilles represents the duality of heroism and mortality, while Odysseus embodies the theme of perseverance and wisdom. These artistic images are not limited to individual characters; the landscapes and gods that populate these epics also serve to explore larger philosophical ideas about fate, divine intervention, and human suffering [1, p. 45].

Similarly, in Eastern literature, the artistic image has long been used as a tool for philosophical reflection. The ancient Chinese text *Journey to the West* is not only an adventure story but also an allegory of spiritual enlightenment. The protagonist's journey symbolizes the path toward self-realization and moral improvement, while the supporting characters embody different aspects of human nature—greed, ambition, and

righteousness. Through these artistic images, the narrative becomes a reflection on the human condition and the pursuit of wisdom [1, p. 67].

The Renaissance period in European literature marked a turning point in the portrayal of artistic images. Writers like Dante, Shakespeare, and Cervantes expanded the scope of artistic representation by focusing on the complexities of the individual and society. Dante's *Divine Comedy*, for instance, is filled with symbolic images that reflect the moral and theological structure of medieval thought. The journey through Hell, Purgatory, and Paradise mirrors the soul's journey toward redemption, and the characters encountered along the way represent different moral failings or virtues [1, p. 89]. Such works demonstrate how artistic images are used not just to tell a story but to engage with larger philosophical and ethical questions.

In the modern era, the artistic image has continued to evolve, often becoming more fragmented and ambiguous. This shift reflects the complexities of the modern world, where literature must grapple with themes of alienation, identity crises, and existential despair. Writers like Franz Kafka and Virginia Woolf use artistic images to explore the psychological depths of their characters, often leaving interpretation open to the reader. The artistic image thus remains a dynamic and adaptable tool for literary expression, capable of conveying the evolving concerns of society and the individual [1, p. 112].

Artistic images function as vehicles for conveying complex ideas and emotions, making them integral to the narrative structure of world literature. In ancient epics, the artistic image often took the form of symbolic characters or events that mirrored the cosmological or theological beliefs of the time. For example, in *The Iliad*, Achilles serves as more than just a warrior; his image as a hero torn between glory and mortality embodies the Greek understanding of life's transience. The shield of Achilles, described in rich detail, becomes a symbolic microcosm of the human experience, reflecting both the joys and sufferings of mortal existence [2, p. 134].

In Eastern literary traditions, artistic images have often been used to communicate philosophical and spiritual insights. The image of the lotus flower, for instance, appears frequently in Buddhist literature as a symbol of purity and enlightenment. In *Journey*

to the West, the character of the Monkey King represents the chaotic and impulsive aspects of human nature that must be tamed on the path to spiritual growth. The artistic images in these works are deeply connected to the moral and spiritual teachings of the cultures they emerge from, offering readers a way to engage with these ideas on a symbolic level [2, p. 153].

As literature progressed into the Renaissance, the role of the artistic image expanded to include a greater focus on the individual. Shakespeare's use of imagery in plays like *Hamlet* and *Macbeth* reveals the psychological depths of his characters. In *Hamlet*, the recurring image of death, from the skull of Yorick to the graveyard scene, underscores the play's preoccupation with mortality, the afterlife, and the meaning of existence. The artistic image here is used not just to reflect external realities but to delve into the internal struggles of the human mind [2, p. 172].

In contrast, the artistic images in 19th-century Romantic literature often focused on nature as a source of inspiration and emotional expression. The Romantic poets, such as William Wordsworth and Samuel Taylor Coleridge, saw nature as a reflection of the divine, with artistic images of landscapes serving as metaphors for human emotions. In Wordsworth's *Tintern Abbey*, the image of the natural landscape represents both the passage of time and the continuity of memory, linking the personal experience of the poet with universal themes of growth, loss, and renewal [2, p. 189].

In modernist literature, the use of artistic images became more experimental, reflecting the fragmentation of modern life. T.S. Eliot's *The Waste Land* is a prime example of how modernist writers employed fragmented, disjointed images to capture the disillusionment of the post-World War I era. The broken images of ruins, dry landscapes, and decaying urban settings convey a sense of cultural and spiritual decline. The artistic image in modernist literature often operates on multiple levels, requiring readers to actively engage with the text to uncover its deeper meanings [2, p. 205].

In contemporary literature, artistic images continue to evolve in response to changing social and cultural contexts. Writers such as Gabriel García Márquez and Haruki Murakami blend magical realism with traditional narrative forms, creating

artistic images that blur the lines between reality and fantasy. In Márquez's *One Hundred Years of Solitude*, the artistic image of the Buendía family's house becomes a symbol of the cyclical nature of history and the inescapability of fate. Similarly, in Murakami's works, the use of surreal images—such as disappearing cats and alternate realities — reflects the inner turmoil of characters living in a disconnected and often surreal world [2, p. 218].

The artistic image is a fundamental element in world literature, serving as a means for authors to express complex ideas, emotions, and cultural values. Across different literary traditions and historical periods, artistic images have evolved to reflect the changing concerns of society and the individual. From the heroic imagery of ancient epics to the fragmented, surreal images of contemporary literature, the artistic image continues to be a versatile and powerful tool for storytelling [3, p. 234].

The evolution of the artistic image reveals its adaptability and its capacity to convey universal human experiences. Whether used to symbolize moral and philosophical ideas, as in Eastern literature, or to explore psychological depths, as in modernist works, the artistic image allows literature to transcend its immediate context and engage with readers on a deeper level. As we move further into the 21st century, the artistic image remains an essential component of literary expression, offering new ways to explore the complexities of human existence [3, p. 247].

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TELEVIDENIEDA ADABIY TIL QOIDALARIGA RIOYA QILISHNING O‘ZIGA XOS XUSUSIYATLARI

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Har bir millatning so‘zlashuv tili bilan adabiy tili bir-biridan deyarli farq qilmaydi. Adabiy til qoidalariga me‘yorlariga mos keluvchi so‘zlar qaysidir tilning adabiy tiliga asos so‘z sifatida olinadi. Jumladan qoraqalpoq tilida ham oldin va bugungi kunda xalq foydalangan so‘zlarning adabiy til qoidalariga me‘yorlariga to‘g‘ri keladiganini qoraqalpoq adabiy tiliga asos sifatida olishgan. Qoraqalpoq tilida ikkita dialekt mavjud: qubla va arqa dialektlar. Bulardan arqa dialektda muloqot qiluvchilarning tili qoraqalpoq adabiy tiliga asos sifatida olingan. Dialektlardagi so‘zlar bir-biridan turli jihatlari bilan farqlanadi. Qubla dialektda foydalanuvchi “o‘jak” so‘zi, arqa dialektda “buzaw” deyiladi. Bunday “buzaw” so‘zi, ya‘ni sigir bolasi, “buzoq” so‘zining qoraqalpoqchasi adabiy tilda ishlatiladi. Agar televideniya jonli efir yoki efir soatlarida tayyorlanadigan materiallarda qubla dialekt so‘zlari aralashadigan bo‘lsa, o‘sha material yoki efirning kuzatuvchilari soni kamayadi. Ularda boshlovchi, jurnalistga nisbatan salbiy fikr paydo bo‘ladi. Faqatgina dialekt so‘zlariga emas, adabiy tildagi so‘zlar og‘zaki uslubda fonetik o‘zgarishga uchraydi. Hozirgi paytda aholining qariyb 90 %i og‘zaki uslubga xos tarzda, ya‘ni adabiy til me‘yorlariga mos keluvchi so‘zlarni fonetik jihatdan o‘zgartirib qo‘llanadi. Bu qaysidir ma’noda tilning boyib borishiga to‘sqinlik qiladi. Masalan “barip atirman” fe‘lidagi so‘z fonetik o‘zgarishga uchrab “barvatpan” tarzida qo‘llaniladi. Yoki “ne qıldıń” so‘zi “neğıldıń” tarzida qo‘llaniladi. Bu so‘zlarning teleradioda, asosan jonli efirlarda ishlatilayotganligining guvohi bo‘lamiz. Qolaversa, jurnalistlar so‘zlarning fonetik jihatdan o‘zgartirib, og‘zaki uslubda qo‘llaniladigan so‘zlarni foydalanishi xato sanalsa, shu bilan birga so‘zlarni o‘qiyotganda yoki gapiryotganda to‘g‘ri nafas olishni ham bilishi zarur. Bu borada S.X. Shamaqsudova o‘zining “Media tili va uslubi” o‘quv qo‘llanmasida shunday deyilgan: – “Jurnalistlar og‘zaki nutqni ifodalash

yoki tayyor matnni o‘qib berish jarayonida nafasni to‘g‘ri taqsimlash, ya‘ni so‘zlar, so‘z birikmalari va gaplar o‘rtasidagi to‘xtamni to‘g‘ri ajratib olishini ham bilishi zarur. Bunda albatta, sof fonetik bo‘linish nazarda tutiladi.

1. Fraza nutqning yagona intonatsiyaga ega, o‘zaro to‘la pauza bilan ajraluvchi qismidir. Unda nutqning shu qismi bir mantiq urg‘usi va enfatin urg‘uga markazlashishi, temp va tovush kuchining o‘ziga xos tizim hosil qilib ajralib turishi ham nazarda tutiladi, shu jihati bilan u gapga teng keladi.

2. Takt: nutqning o‘zaro qisqa pauza bilan ajraluvchi har bir bo‘lagidir. Frazaning ikki qisqa pauza orasida keluvchi va bir bosh urg‘u bilan aytiluvchi bo‘lagidir.

3. So‘z: nutqning leksik urg‘usiga ega har bir bo‘lagidir.

4. Bo‘g‘in: nutqning bir nafas to‘lqinida aytilgan har bir bo‘lagidir.

5. Tovush: nutqning ma‘lum bir artikulatsion kechimda qayd etilgan bo‘lagidir.”

Har bir jonli efirga chiqqan boshlovchi, diktor, umuman jurnalist efir qoidalarini va albatta til qoidalarini buzmasdan efirni olib borishi lozim bo‘ladi. Ba’zi bir ertalabki ko‘rsatuvlarda yoki savol-viktorina o‘yinlarida “tikkeley efir” so‘zini o‘zbek tilidagi “jonli efir” so‘ziga monand qilib “janli efir” tarzida ishlatadi. Va bu qo‘pol xato sanaladi.

Tilning qo‘llanilishida ko‘plab rus va rus tili orqali kirib kelgan so‘zlarni kundalik hayotda ko‘p uchratamiz. Albatta, sovet davrida qoraqalpoq tili ancha boyidi. Tilning boyishida rus tilining ko‘magi katta bo‘ldi. Ya‘ni, o‘sha davrda hamma uchun so‘zlashuv tili rus tili edi. Rus tilidan qoraqalpoq tiliga: demokratiya, revoluyciya, partiya, progress, reforma, deputat, delegat, komitet, kolxoz, savxoz, posyo‘lka, sklad, agronom, kauchuk, ekonomika, schet, admiral, chempion, doska, ekzamen, xudojnik, akusherka, lampochka, trotuar, ostanovka, korovka, gazvoda va boshqa so‘zlar rus tili va rus tili orqali boshqa tillardan o‘zlashdi. Ammo bularning ichida ko‘pchilik so‘zlarning qoraqalpoqcha tarjimai mavjud. Bugungi televideniye, radio, matbuot va internet saytlarida aynan rus va internatsional so‘zlar bilan mavzu ochib beriladi yoki axborot yetkaziladi. Masalan, “pasyolka” so‘zining qoraqalpoqcha tarjimai “xaliq jasaytuginliq kishi qalasha”, “doska” so‘ziniki “taxta”, “tratuar” so‘ziniki “piyadalar otirw jayi”, “ostanovka” so‘ziniki “bándirgi” kabi qoraqalpoq tilidagi tarjimalari

mavjud. Biroq ko'pgina holatda bu so'zlar unutiladi va o'zlariga oson so'zlar qo'llaniladi.[2:223]

Ba'zi hollarda rus tili orqali kirib kelgan so'zlar ham qoraqalpoq tilida fonetik o'zgarishga uchrab ketadi. Masalan, "zavod" so'zi "zavıd", "sud" so'zi "sot" deb talaffuz qilinadi.[2:232] To'g'ri og'zaki uslubda so'zlar oson va tez fikrni yetkazishga ko'maklashadi. Shunday bo'lganda ham adabiy til me'yorlarini buzmagani ma'qul. Ko'pincha naqil-maqollar, frazeologik birliklar fikrni tez aytishda qo'llaniladi. Masalan " qorqıp kettim, júregim shıgıp keteyin dedi, janım qalmadı, shúkirim, shırağım, qulınım, yashullı, aqsaqal kabilar. Undan tashqari, qoraqalpoq tili og'zaki uslubida so'zlarni cho'zib ham ishlatadilar: Pa-a-ay bunın ne boldı. Bárekellá-á-á, apa-a, Álimá apa-a-aw. [2:232]

Qoraqalpoq adabiy tilining televideniadagi ahamiyatini bugungi yosh jurnalistlar, boshlovchilar va diktorglar to'liq anglagan holda ish olib bormoqdalar. Jurnalist tayyorlayotgan ko'rsatuv, sahifa, reportajda yoki jonli efirda jurnalist so'zlari adabiy til qoidalariga rioya qilingan holda qo'llanilishi kerak. Agar dialektik yoki chet tili so'zlari, qoraqalpoq adabiy tiliga to'la o'zlashmagan so'zlarni qo'llash noto'g'ri hisoblanadi. Chunki, hali yetarlicha chet tilidan qoraqalpoq tiliga to'la o'zlashmagan so'zlar mavjud.

Ba'zi holatlar yosh jurnalistlar, jurnalistika sohasiga endi kirib kelgan jurnalistlar yoki jurnalistikaga qiziquvchilar tomonidan bir qator xato-kamchiliklarga yo'l qo'yiladi. Ba'zan esa, malakali jurnalistlar ham bir qator so'zlarni noto'g'ri qo'llaydi. Lekin, bunday qilishga hech bir jurnalistning haqqi yo'q.

Qoraqalpoq adabiy tilidagi bir qator so'zlar ham bugungi kunda o'z vazifasini to'la bajarib kelmoqda. Ayniqsa, ba'zi so'zlar bir o'rinda fe'l vazifasida kelsa, ikkinchi o'rinda sifat, yana bir o'rinda ot vazifasida keladi. Bunday holatlar jurnalistlardan kutiladigan asosiy talab qaysi bir so'zni o'rni-o'rni bilan qo'llashdir. Masalan: "yomon" so'zi sifat vazifasida kelsa, "yomonga yaqin yurma!" gapidagi "yomon" so'zi ot vazifasida kelgan, ya'ni "yomon odamga yaqin yurma!".

Qoraqalpoq adabiy tili qoidalarini yaxshi bilgan jurnalistlar yuqoridagi kabi xatoliklarga yo‘l qo‘ymaydilar. Va bunday noo‘rin so‘zlarga yo‘l qo‘yish holatlari bir qator jurnalistlarning faoliyatida kam uchraydi.

Bugungi qoraqalpoq og‘zaki–so‘zlashuv uslubidagi so‘zlarning ko‘pchiligining tarjimasi bo‘la turib, rus tilida aytilishi – ayni shu tilda so‘zlashuvchilar uchun muammo sanaladi. Chunki, tilning rivojlanishidagi bosh omil, shu tilda so‘zlashuvchilarning sonining ko‘pligidir. Aholi orasida hozirda ham eski sovetning asorati qolgan. Nafaqat qoraqalpoq, balki o‘zbek, qozoq va boshqa tillarda so‘zlashuvchilarning so‘zlashuvida rus va boshqa chet tillarini aralashtirib qo‘llanilgan holatlar ham uchraydi, afsuski. Bir tomondan til bilgan yaxshi, ammo aralashtirib gapirish tilning rivojlanishiga salbiy ta’sir ko‘rsatmay qolmaydi. Shuni ham unutmaslik zarur.

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ЭВОЛЮЦИЯ ТЕОРИИ ПЕРЕВОДА: ОТ АНТИЧНЫХ ОСНОВ К СОВРЕМЕННЫМ МЕЖДИСЦИПЛИНАРНЫМ ПОДХОДАМ

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Abstract. *The article is dedicated to analyzing the evolution of translation theory, from the ancient concepts of Cicero and Horace to modern approaches. It examines Schleiermacher's ideas, Jakobson's linguistic models, Skopos theory by Reiss and Vermeer, and Toury's descriptive approach. Special attention is given to the influence of Derrida's poststructuralism and the integration of cognitive sciences, sociocultural studies, and technologies in translation studies within the context of globalization and digitalization.*

Keywords: *translation theory, history of translation studies, linguistic models, Skopos theory, descriptive translation studies, poststructuralism and deconstruction.*

Annotatsiya. *Ushbu maqola tarjima nazariyasining Sitseron va Goratsiyning qadimgi g'oyalaridan to zamonaviy yondashuvlargacha bo'lgan taraqqiyotini tahlil qilishga bag'ishlangan. Shleyermaxerning qarashlari, Yakobsonning lingvistik modellari, Rays va Vermerning skopos nazariyasi, Turoyning tavsifiy yondashuvi ko'rib chiqiladi. Maqolada Derrida poststrukturalizmining ta'siri hamda globallashtirish sharoitida tarjimashunoslikka kognitiv fanlar, ijtimoiy-madaniy tadqiqotlar va texnologiyalarning integratsiyalashuvi masalalariga alohida e'tibor qaratilgan.*

Kalit so'zlar: *tarjima nazariyasi, tarjimashunoslik tarixi, lingvistik modellar, skopos nazariyasi, tavsifiy tarjimashunoslik, poststrukturalizm va dekonstruksiya.*

Аннотация. *Статья посвящена анализу эволюции теории перевода от античных концепций Цицерона и Горация до современных подходов. Рассматриваются идеи Шлейермахера, лингвистические модели Якобсона, скопос-теория Райс и Вермеера, дескриптивный подход Туроя. Особое внимание уделено влиянию постструктурализма Деррида и интеграции когнитивных наук, социокультурных исследований и технологий в переводоведении в условиях глобализации и цифровизации.*

Ключевые слова: *теория перевода, история переводоведения, лингвистические модели, скопос-теория, дескриптивное переводоведение, постструктурализм и деконструкция.*

История теории перевода представляет собой динамичный процесс, отражающий изменения культурных, философских и лингвистических парадигм на протяжении веков. От античных дискуссий о природе языка и перевода до современных междисциплинарных подходов, эволюция теоретических концепций перевода демонстрирует постоянное стремление человечества к преодолению языковых и культурных барьеров.

В античности основополагающие идеи о переводе были сформулированы такими мыслителями, как Марк Туллий Цицерон и Квинт Гораций Флакк. Цицерон, переводя греческие философские тексты на латынь, утверждал принцип «не переводить слово в слово, но передавать мысль и стиль оригинала» [1, с. 26]. Этот подход, известный как «смысловой перевод», предполагал сохранение содержания и риторического эффекта исходного текста, избегая при этом буквальной дословности. Гораций, в свою очередь, подчеркивал «необходимость адаптации перевода к эстетическим и культурным нормам целевой аудитории» [2, с. 58], что свидетельствовало о раннем понимании принципов культурной релевантности в переводе.

В период средневековья перевод приобретает значительное богословское и философское значение. Средневековая схоластика рассматривала перевод как инструмент передачи священных знаний, где точность и дословность имели первостепенное значение. Иероним Стридонский, автор латинской Вульгаты, настаивал на «необходимости максимально точного воспроизведения священных текстов, чтобы избежать искажений божественного откровения» [3, с. 98]. Это отражало убеждение в том, что каждое слово имеет сакральное значение и требует тщательного обращения.

Эпоха Ренессанса и Просвещения ознаменовалась гуманистическими идеями и стремлением к возрождению античного наследия. В этот период происходит переосмысление роли перевода в контексте развития национальных языков и культур. Мартин Лютер, переведший Библию на немецкий язык, внес существенный вклад в теорию и практику перевода. Он утверждал, что перевод должен быть понятным для простого народа и использовал разговорный язык,

чтобы приблизить священные тексты к широкой аудитории. Лютер отвергал строгую дословность в пользу передачи смысла и эмоционального воздействия, что отражало сдвиг к функциональному подходу в переводе.

В XIX и начале XX века формируются основы научного переводоведения. Фридрих Шлейермахер, немецкий философ и лингвист, предложил концепцию двух стратегий перевода: «доместикации» и «форенизации» (или «очуждения»). Он утверждал, что переводчик может либо приближать текст к читателю, адаптируя его к культурным нормам целевого языка, либо приближать читателя к оригиналу, сохраняя чужеродные элементы. Шлейермахер отдавал предпочтение второму подходу, считая, что он способствует культурному обогащению и пониманию иной ментальности. Его идеи оказали значительное влияние на последующее развитие теории перевода, особенно в вопросах передачи культурно специфических элементов и сохранения авторского стиля.

Современная теория перевода представляет собой комплексную дисциплину, интегрирующую различные методологические подходы и эпистемологические основы. Эволюция переводоведческих парадигм отражает глубокие изменения в понимании природы перевода, функции переводчика и взаимоотношения между языком и культурой.

Одной из ключевых методологических парадигм, сформировавших современную теорию перевода, являются лингвистические модели. Роман Якобсон, выдающийся лингвист и семиотик, в своей работе «О лингвистических аспектах перевода» выделил три вида перевода: «внутриязыковой, межъязыковой и межсемиотический» [4, с. 20]. Он подчёркивал, что перевод является не только заменой слов одного языка словами другого, но и сложным процессом интерпретации и передачи смыслов. Лингвистические модели фокусируются на структурных и семантических соответствиях между языками, анализируют феномены эквивалентности и эквивалентности.

Значительный вклад в развитие функциональной теории перевода внесли Катарина Райс и Ханс Вермеер. Их скопос-теория, представленная в совместной работе «Основы общей теории перевода», акцентирует внимание на «цели

(скопосе) перевода как определяющем факторе переводческого процесса» [5, с. 51]. Согласно этому подходу, выбор переводческих стратегий и методов обусловлен функциональными требованиями целевого текста и ожиданиями целевой аудитории. Скопос-теория расширяет традиционные лингвистические модели, включая в анализ социокультурные и прагматические аспекты перевода.

В 1970-х и 1980-х годах происходит эпистемологический сдвиг от прескриптивных к дескриптивным исследованиям в переводоведении. Гидеон

Турой и представители так называемой «Израильской школы» предложили подход, основанный на описании реальных переводческих практик и выявлении действующих в них норм. Концепция переводческих норм подразумевает, что переводческие решения обусловлены не только лингвистическими, но и социальными факторами, такими как культурные традиции, литературные каноны и институциональные требования. Дескриптивное переводоведение открывает новые перспективы для эмпирических исследований и критического анализа переводческой деятельности.

Эпистемологические сдвиги в теории перевода также связаны с влиянием постструктуралистской философии и деконструкции. Жак Деррида, французский философ, в своих работах, включая «Des Tours de Babel», переосмысливает природу перевода как бесконечного процесса создания смыслов и интерпретаций. Он утверждает, что перевод не может быть полностью адекватным или завершённым, поскольку языки не являются полностью изоморфными, а значения постоянно смещаются. Это привело к развитию деконструктивистских подходов в переводоведении, которые рассматривают перевод как творчество и трансформацию, а не просто передачу сообщений.

Современное переводоведение характеризуется интенсивной интеграцией междисциплинарных подходов, отражающих сложность и многогранность переводческого процесса в условиях глобализации и цифровизации. Перевод перестал восприниматься исключительно как лингвистический феномен; ныне он рассматривается в широком контексте когнитивных, социокультурных и технологических исследований.

Одним из наиболее значимых направлений является интеграция когнитивных наук в переводоведческие исследования. Когнитивный подход позволяет изучать внутренние механизмы переводческой деятельности, включая процессы восприятия, обработки и воспроизведения информации. Исследования в области нейролингвистики, основанные на методах функциональной магнитно-резонансной томографии (фМРТ) и электроэнцефалографии (ЭЭГ), раскрывают нейронные корреляты переводческих операций. Так, работы Б.Даймонда и Ж.Шрива демонстрируют, как «билингвальные мозговые структуры активируются при переводе, что способствует пониманию когнитивной нагрузки переводчика» [6, с. 299].

Социокультурные подходы продолжают играть ключевую роль в современном переводоведении, анализируя перевод как социально обусловленный процесс. Работы Сьюзен Баснетт и Андре Лефевра заложили основу для исследования влияния идеологии, власти и дискурса на перевод [7, с. 15]. Современные исследования расширяют эти идеи, рассматривая перевод как инструмент формирования культурной идентичности и политического дискурса.

Технологические инновации, в частности развитие машинного перевода и компьютерной лингвистики, существенно влияют на теорию и практику перевода. Искусственный интеллект и нейросетевые модели, такие как трансформеры, изменяют традиционные представления о возможностях автоматизации перевода. Технологические изменения требуют переосмысления традиционных теоретических моделей перевода. Возникает необходимость в разработке гибких концепций, учитывающих взаимодействие человека и машины, новые формы коммуникации и изменяющиеся социальные контексты.

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ENGLISH LANGUAGE IN SCIENCE AND TECHNOLOGY

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Abstract; *The English language has become the predominant medium of communication in the fields of science and technology. This article explores the role of English in academic discourse, its impact on scientific collaboration, and the challenges faced by non-native speakers. The research employs a mixed-methods approach, integrating qualitative and quantitative data from surveys and literature analysis. The findings reveal that proficiency in English significantly influences academic success and global collaboration in scientific research.*

Keywords: *English language, science, technology, communication, global language, academic discourse*

The rapid globalization of science and technology has led to the predominance of the English language in academic and professional contexts. As researchers and practitioners seek to communicate findings and collaborate across borders, English has

emerged as the lingua franca of the scientific community. This article examines the implications of this trend for non-native English speakers and explores the necessity of English proficiency in scientific careers.

Numerous studies highlight the central role of English in scientific communication. According to Hu (2018), English serves not only as a tool for disseminating knowledge but also as a gatekeeper for academic success. Additionally, the work of Lillis and Curry (2010) emphasizes that the dominance of English creates challenges for non-native speakers, who may struggle with the nuances of academic writing. Furthermore, a study by Ammon (2010) indicates that English is increasingly required for funding opportunities and international collaborations, reinforcing its status as the language of science. English facilitates collaboration among researchers from diverse linguistic backgrounds. Research by C. English (2015) demonstrates that English proficiency correlates with higher levels of collaboration in international research projects. This trend underscores the importance of English in fostering interdisciplinary approaches to problem-solving in science and technology.

While the benefits of English are evident, non-native speakers face several challenges. Studies indicate that linguistic barriers can lead to misunderstandings and hinder effective communication (Huang, 2016). Moreover, many non-native speakers report feelings of exclusion in academic settings dominated by English speakers (S. Jones, 2017).

his study employs a mixed-methods approach to gather comprehensive data on the use of English in the fields of science and technology. This methodology integrates both quantitative and qualitative techniques to provide a well-rounded understanding of how English proficiency affects researchers' experiences in these domains.

The mixed-methods design combines quantitative surveys with qualitative interviews, allowing for a triangulation of data. This approach facilitates a deeper exploration of the nuances in language use among researchers and the identification of specific challenges faced by non-native English speakers.

A structured online survey was distributed to a purposive sample of 200 researchers from various scientific disciplines, including natural sciences, engineering,

social sciences, and medical research. The participants were selected based on their active engagement in research, with a requirement of at least two years of experience in their respective fields. This diversity ensures that the findings are representative of different areas of science and technology, each with unique language demands.

For the qualitative component, 15 non-native English speakers were selected through a combination of purposive and snowball sampling techniques. Participants were recruited from the survey respondents who indicated a willingness to participate in further research. This approach ensured a focus on individuals who had firsthand experience with language barriers in academic contexts. The interviewees represented a range of countries, academic levels (from doctoral candidates to postdoctoral researchers), and disciplines to capture a variety of perspectives.

The survey instrument included a combination of closed-ended and open-ended questions designed to assess:

Age, gender, nationality, and academic discipline.

Self-rated proficiency on a scale from 1 (beginner) to 5 (native speaker).

Academic writing experience: Frequency of writing in English, types of publications (e.g., articles, conference papers), and perceived challenges in the writing process.

Collaboration perceptions: Experiences with international collaboration, ease of communication, and perceived barriers related to language.

The survey was piloted with a small group of researchers to ensure clarity and relevance before the full distribution.

Semi-structured interviews were conducted to allow for in-depth exploration of participants' experiences. Each interview lasted approximately 30-45 minutes and was conducted via video conferencing platforms to accommodate participants' geographical locations. The interview guide included open-ended questions aimed at uncovering:

1. Specific challenges faced in academic writing and publishing.
2. Strategies employed to improve English proficiency.
3. Support systems utilized (e.g., mentoring, workshops).

4,Recommendations for institutional support to enhance language skills.

All interviews were recorded with participants' consent and subsequently transcribed for analysis. Quantitative data from the surveys were analyzed using statistical software (e.g., SPSS) to identify patterns and correlations. Descriptive statistics were employed to summarize demographic information and English proficiency levels, while inferential statistics were used to explore relationships between English proficiency, academic writing experiences, and collaboration perceptions.

Qualitative data from the interviews were analyzed using thematic analysis. The transcripts were coded to identify recurring themes and patterns related to language challenges, coping strategies, and perceptions of support. This process involved multiple readings of the transcripts, collaborative coding sessions among researchers, and iterative refinement of themes to ensure credibility and validity.

Ethical approval for the study was obtained from the institutional review board (IRB). Participants were informed of their rights, including confidentiality and the voluntary nature of participation. Consent forms were provided, and all data were anonymized to protect participants' identities.

The survey results indicate that 85% of respondents consider English proficiency essential for success in their field. Notably, 60% reported that they have encountered difficulties in publishing research due to language barriers. Furthermore, 70% of non-native speakers expressed a desire for more language support in academic institutions.

The qualitative interviews revealed common themes regarding the experiences of non-native English speakers. Participants emphasized the importance of mentorship and collaborative networks in enhancing their English skills. Many expressed a need for more accessible resources, such as writing workshops and language courses, to improve their academic writing abilities.

The dominance of English in science and technology has profound implications. While it promotes international collaboration, it also risks marginalizing researchers who lack proficiency in English. Institutions must recognize these challenges and implement supportive measures to foster inclusive academic environments.

The English language plays a critical role in the advancement of science and technology, serving as a medium for communication and collaboration. However, the challenges faced by non-native speakers must not be overlooked. By providing adequate support and resources, academic institutions can help bridge the linguistic gap and ensure that all researchers have the opportunity to contribute to the global scientific community.

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FEATURES AND PRACTICES OF ENGLISH CITATION: STYLES, FORMATTING

RULES, AND THEIR ROLE IN ACADEMIC INTEGRITY

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Abstract; *This article discusses the features of English citation, its role in academic writing, and its various formats. We examine key aspects, such as citation styles (APA, MLA, Chicago, etc.), rules for formatting quotations, and methods for integrating sources into the text. Special attention is given to the differences between citation formats and their impact on academic integrity and the structure of scientific work.*

Additionally, this study highlights the importance of proper citation practices in preventing plagiarism, supporting evidence-based arguments, and facilitating the clear exchange of knowledge within the academic community. Through a comparative analysis, we underscore how citation conventions evolve to meet the needs of specific disciplines and help standardize scholarly discourse.

Keywords: *English citation practices, academic integrity, citation styles, APA, MLA, Chicago style, quoting and paraphrasing, source attribution, plagiarism prevention, reference formatting, scholarly writing standards, literature review in citation.*

Annatatsiya; *Ushbu maqolada ingliz tilidagi iqtibosning xususiyatlari, uning akademik yozuvdagi o‘rni va turli formatlari muhokama qilinadi. Biz iqtibos uslublari (APA, MLA, Chikago va boshqalar) kabi asosiy jihatlarni ko‘rib chiqamiz.), kotirovkalarni formatlash qoidalari va manbalarni matnga qo‘shish usullari. Iqtibos formatlari o‘rtasidagi farqlarga va ularning akademik yaxlitlikka va ilmiy ishlarning tuzilishiga ta'siriga alohida e'tibor beriladi.*

Bundan tashqari, ushbu tadqiqot plagiatning oldini olish, dalillarga asoslangan dalillarni qo'llab-quvvatlash va akademik hamjamiyat ichida aniq bilim almashinuvini osonlashtirishda to'g'ri iqtibos amaliyotining muhimligini ta'kidlaydi. Qiyosiy tahlil orqali biz iqtibos konventsionalari muayyan fanlarning ehtiyojlarini qondirish va ilmiy nutqni standartlashtirishga yordam berish uchun qanday rivojlanishini ta'kidlaymiz.

Kalit so'zlar: *inglizcha iqtibos amaliyotlari, akademik yaxlitlik, iqtibos uslublari, APA, MLA, Chikago uslubi, iqtibos va parafrazlash, manba atributi, plagiatning oldini olish, ma'lumotnomalarni formatlash, ilmiy yozish standartlari, iqtibosda adabiyotlarni ko'rib chiqish.*

Аннотация *В этой статье рассматриваются особенности англоязычного цитирования, его роль в академическом письме и различные форматы. Мы рассматриваем ключевые аспекты, такие как стили цитирования (APA, MLA, Chicago и т.д.), правила оформления цитат и методы интеграции источников в текст. Особое внимание уделяется различиям между форматами цитирования и их влиянию на академическую честность и структуру научной работы. Ключевые слова: практика цитирования в английском языке, академическая честность, стили цитирования, APA, MLA, чикагский стиль, цитирование и перефразирование, указание источника, предотвращение плагиата, форматирование ссылок, стандарты научного письма, обзор литературы при цитировании.*

Кроме того, в этом исследовании подчеркивается важность надлежащей практики цитирования для предотвращения плагиата, поддержки аргументов, основанных на фактических данных, и содействия четкому обмену знаниями в академическом сообществе. Посредством сравнительного анализа мы показываем, как эволюционируют правила цитирования в соответствии с потребностями конкретных дисциплин и помогают стандартизировать научный дискурс.

Citation is a crucial aspect of academic writing that facilitates the transmission of ideas, theories, and knowledge among researchers, creating a foundation for scholarly communication. In English-speaking academic tradition, citation is not only a technical

requirement but an essential component of scholarly texts that demonstrates respect for prior contributions and contextualizes new research within an established body of knowledge. By accurately citing sources, authors recognize the work of predecessors, prevent plagiarism, and strengthen their own arguments by linking them to authoritative sources. Proper use of citation supports readers in understanding the origin and development of ideas, enabling a deeper appreciation of the author's research context. Moreover, standardized citation practices promote academic integrity by establishing a clear system of accountability and transparency, essential for building trust and ensuring the credibility of academic work.

Various citation styles have been developed over time to meet the needs of specific academic fields. Numerous studies highlight the importance of accurate citation in preserving the credibility of research and the integrity of academic discourse. For example, studies on citation practices emphasize the distinct functionalities of different styles (Gibaldi, 2016; American Psychological Association, 2020), each adapted to the communication needs of specific disciplines, ranging from direct citations in literature to date-focused referencing in social sciences.

This review also notes that citation plays a pivotal role in both preserving intellectual property and clarifying the evolution of ideas across disciplines (University of Chicago Press, 2017). Literature shows that appropriate citation improves the transparency of research, allowing scholars to build on previous studies and contribute to a larger body of knowledge. Moreover, adherence to recognized citation standards such as APA, MLA, and Chicago helps unify academic language and facilitates communication within the scientific community.

This article employs a comparative analysis of the primary citation styles used in English-speaking academia. To achieve this, key elements of APA, MLA, and Chicago styles were examined, including author-date and author-page reference systems, bibliography organization, and formatting rules for quotations. Additionally, various scholarly publications and citation manuals were reviewed to ensure comprehensive coverage of citation features.

Primary sources included in this study were:

1. Publication Manual of the American Psychological Association (APA, 2020).
2. MLA Handbook for Writers of Research Papers (Gibaldi, 2016).
3. The Chicago Manual of Style (University of Chicago Press, 2017).

Several widely used citation styles are prominent in English-language academic writing

APA style is most frequently used in social and behavioral sciences. It is characterized by an author-date format, allowing the reader to immediately see when the source was published. In-text citations include the author's name and publication year, with full source details provided in the reference list. For example: *(Smith, 2020)*. This style facilitates easy tracking of source usage and the timeliness of research data.

MLA style is widely used in literature and the arts and is distinguished by its in-text format, where only the author's surname and page number are specified. The "Works Cited" section is organized alphabetically. Example: *(Smith 45)*. This style emphasizes specific page citations, drawing attention to particular quoted fragments.

Chicago style, commonly applied in history and some other humanities, offers two citation options: author-date and footnote (Notes and Bibliography). Footnotes utilize numerical references that correspond to detailed notes at the bottom of the page. The Chicago style allows for greater flexibility in citation format depending on the paper's requirements.

English citation involves several essential rules:

1. Direct and Indirect Quotation. Direct quotes are enclosed in quotation marks, while indirect (paraphrased) citations reference the source without quotation marks.
2. Block Quotations. When quoting large text fragments (typically over 40 words), a block quote format is applied, setting the quote apart from the main text to highlight the information's volume.
3. Source Attribution. Each source must be accurately cited, and the information extracted must be readily accessible to the reader.

The comparative analysis of citation styles reveals that citation methods vary based on the communication needs of specific fields. APA is more suitable for concise in-text citations, allowing for chronological analysis, which is vital in social sciences. MLA, by focusing on page-specific citations, supports literary analysis, and Chicago provides flexibility, accommodating the diverse referencing needs of the humanities.

In reviewing citation practices, it was evident that accurate citation upholds academic integrity by preventing plagiarism, supporting evidence-based argumentation, and establishing connections with previous research. Each citation style reviewed has a unique structure tailored to the context of its use, thus maximizing its effectiveness in scientific discourse.

English citation represents a complex yet fundamental aspect of academic writing, requiring precision and careful attention to sources. Different citation styles fulfill specific functions based on the discipline, allowing authors to convey information more effectively. Proper citation of sources lays the foundation for further knowledge development and upholds high standards of academic honesty.

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LANGUAGE EVOLUTION: THE HISTORY AND DEVELOPMENT OF THE ENGLISH LANGUAGE

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Abstract: *This paper delves into the history and development of the English language, exploring its origins, growth, and adaptation over centuries. It examines the impact of various historical events, invasions, and cultural exchanges on the evolution of English. Additionally, it discusses the roles of Old English, Middle English, and Modern English periods, highlighting linguistic changes in syntax, vocabulary and phonetics that have shaped the language. The paper also addresses English's transformation into a global lingua franca, driven by colonial expansion, trade, and the digital age.*

Key words: *Language evolution, Old English, Middle English, Modern English, vocabulary development, phonetic changes, global lingua franca, cultural influences.*

Annotatsiya: *Ushbu maqola ingliz tilining tarixi va rivojlanishini chuqur o'rganib, uning asrlardan buyon o'zgarish va moslashuv jarayonini tahlil qiladi. Tarixiy voqealar, bosqinchiliklar va madaniy almashinuvlarning ingliz tiliga ta'siri ko'rib chiqiladi. Shuningdek qadimgi ingliz tili, o'rta ingliz va zamonaviy ingliz davrlardagi til tuzilmasi, lug'at boyligi va fonetikadagi o'zgarishlar tahlil qilinadi.*

Maqolada, shuningdek, ingliz tilining mustamlakachilik kengayishi, savdo va raqamli asr tufayli global til sifatida shakllanishi masalasi ham yoritilgan.

Kalit soʻzlar: *Til evolutsiyasi, qadimgi ingliz tili, oʻrta ingliz tili, zamonaviy ingliz tili, lugʻat rivoji, fonetik oʻzgarishlar, sintaksis, mustamlakachilik kengayishi, global til, madaniy taʼsirlar*

Аннотация: *В данной статье подробно рассматриваются история и развитие английского языка, исследуются его происхождение, рост и адаптация на протяжении веков. Изучается влияние различных исторических событий, нашествий и культурных обменов на эволюцию английского языка. Также освещены периоды древнеанглийского, среднеанглийского и современного английского языка, подчёркиваются изменения в синтаксисе, лексике и фонетике, которые сформировали язык. В статье также поднимается вопрос превращения английского языка в глобальную лингва-франка благодаря колониальному расширению, торговле и цифровой эпохе.*

Ключевы слова: *Эволюция языка, древнеанглийский язык, среднеанглийский язык, современный английский язык, Великое смещение гласных, нормандское завоевание, развитие лексики, фонетические изменения, упрощение грамматики, печатный станок, влияние Ренессанса, колониальное расширение, глобальная лингва-франка, цифровая эпоха, разнообразие диалектов, языковая адаптация.*

The English language has a rich and complex history, marked by continuous evolution shaped by diverse cultural, social and political factors. From its earliest roots in Anglo-Saxon England to its status today as a global lingua franca, English has undergone substantial changes across various periods, including Old English, Middle English and Modern English. Each period introduced linguistic developments, often due to external influences such as the Norman Conquest, the Renaissance, and the rise of British imperialism, which spread English worldwide. This paper will provide a comprehensive analysis of the language's evolution, exploring the stages of its development and identifying significant factors that have influenced its growth. Key elements, including changes in vocabulary, grammar, syntax and pronunciation, will

be examined to understand how English transformed from a local language into a dominant global one. Through this exploration, the paper aims to highlight the resilience and adaptability of the English language in the face of continuous societal change.

Origins and Early Development(Old English Period,5th-11th Centuries). English originated from Germanic tribes (Angles, Saxons and Jutes) who settled in England around the 5th century. Their language, Old English was influenced by Latin (due to Roman occupation) and Norse (due to Viking invasions). Old English had a complex grammar with gendered nouns, strong and weak verbs and a flexible word order. Approximately 85% of Old English vocabulary is no longer in use today. Beowulf, an epic poem, is one of the most famous surviving works in Old English, providing insight into the language's structure and vocabulary.

Middle English Period (11th -15th Centuries). The 1066 Norman Conquest brought a significant French influence, particularly in law, government, art and literature. This period saw thousands of French words enter English vocabulary. Middle English experienced simplification of grammar, including reduced inflection and a more fixed word order. Pronunciation also began shifting during this time. Geoffrey Chaucer's *The Canterbury Tales* is a prominent work in Middle English, illustrating the language's vocabulary diversity and emerging syntactic structures.

Early Modern English Period (16th-17th Centuries). The renaissance brought an influx of Latin and Greek vocabulary into English, expanding the language's lexicon, especially in fields like science, philosophy and literature. William Caxton's introduction of the printing press in 1476 helped standardize spelling and grammar, making literature more accessible and creating consistency in written English. A major phonetic change known as the Great Vowel Shift occurred during this period, significantly altering pronunciation, especially of long vowels and bringing English pronunciation closer to its modern form. The works of William Shakespeare and the King James Bible had a lasting influence on vocabulary, expressions and idioms in English.

Late Modern English Period (18th Century- present). The British Empire's expansion spread English to North America, India, Australia and Africa incorporating local vocabulary and expressions. This global influence gave rise to regional English dialects and variants. Technological advancements introduced new vocabulary in science, industry and engineering. English also adopted numerous loanwords from other languages encountered through trade and exploration. The rise of the United States as a global power in the 20th century further spread English internationally, especially through media, business and the internet. American English introduced distinct spelling, vocabulary and grammatical variations. The internet and global communication have further solidified English as a *lingua franca*, especially in scientific, technological and digital contexts, accelerating its adaptation and change. Today, English is spoken as a native or second language by over 1.5 billion people. It has become the primary language for international business, diplomacy and academia. English continues to evolve through social media, multicultural interactions and slang. Regional dialects and variations, like British, American, Australian and Indian English, showcase English's adaptability and influence. The dominance of English poses both opportunities for global communication and challenges for language preservation, as smaller languages may face marginalization. However English's evolution also allows it to adapt to cultural shifts and new technological contexts. This outline highlights how each historical stage contributed to shaping English into a globally dominant and diverse language, reflecting various social and cultural dynamics across centuries.

The English languages evolution reflects centuries of adaptation and influence, shaped by historical events, cultural exchanges and technological advancements. From its early roots in Old English through successive periods of linguistic change, English has transformed from a regional language to a global *lingua franca*. Each stage of development- Old, Middle, Early Modern and Late Modern English- introduced changes in vocabulary, grammar and pronunciation, driven by factors such as invasions, colonization and global trade. The diversity within English today, seen in the various regional dialects and localized forms, highlights the languages flexibility and resilience. The widespread adoption of English for international communication

in fields like business, science and digital technology reinforces its role as a bridge across cultures. As English continues to evolve, especially through digital media and globalization, it will likely integrate even more vocabulary and expressions from other languages, adapting to the needs of its global speakers. This study of English history underscores how languages, as living entities, grow and adapt alongside human civilization, embodying the collective experiences of their speakers.

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UNDERSTANDING REGIONAL ACCENTS AND THEIR CULTURAL SIGNIFICANCE

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Abstract. *This article explores the significance of regional accents as reflections of cultural identity and social dynamics. Accents serve as markers of regional*

affiliation, influencing perceptions and interactions among speakers. By examining various accents, we uncover their historical roots and contemporary implications, emphasizing the importance of understanding these linguistic variations in fostering social cohesion. This study highlights the need for greater awareness of regional accents in educational settings and public discourse to promote inclusivity and appreciation of linguistic diversity.

Keywords: regional accents, cultural identity, linguistic diversity, social dynamics, communication, perception, inclusivity, education, dialects, heritage.

Аннотация. В этой статье рассматривается значимость региональных акцентов как отражений культурной идентичности и социальных динамик. Акценты служат маркерами региональной принадлежности, влияя на восприятие и взаимодействие между носителями языка. Изучая различные акценты, мы выявляем их исторические корни и современные последствия, подчеркивая важность понимания этих языковых вариаций для содействия социальной сплоченности. Это исследование подчеркивает необходимость повышения осведомленности о региональных акцентах в образовательных учреждениях и общественных дискуссиях для содействия инклюзивности и ценности языкового разнообразия.

Ключевые слова: региональные акценты, культурная идентичность, языковое разнообразие, социальная динамика, коммуникация, принятие, инклюзивность, образование, диалекты, наследие.

Annotatsiya. Ushbu maqola mintaqaviy aksentlarning madaniy identitet va ijtimoiy dinamikalar sifatida ahamiyatini o'rganadi. Aksentlar mintaqaviy aloqadorlik belgilari sifatida xizmat qiladi va nutq egalari o'rtasidagi qabul qilish va o'zaro munosabatlarga ta'sir qiladi. Turli aksentlarni o'rganish orqali biz ularning tarixiy ildizlari va zamonaviy oqibatlarini ochib beramiz, bu esa ijtimoiy birlashuvni rivojlantirishda ushbu til farqlarini tushunishning ahamiyatini ta'kidlaydi. Ushbu tadqiqot ta'lim muassasalari va jamoat munozaralarida mintaqaviy aksentlar haqida ko'proq bilimga ega bo'lish zarurligini ta'kidlaydi.

Kalit so‘zlar: *mintaqaviy aksentlar, madaniy identitet, til xilma-xilligi, ijtimoiy dinamikalar, muloqot, qabul qilish, inkluzivlik, ta'lim, dialektlar, meros.*

Regional accents are a fascinating aspect of language that offer insight into cultural identity and social dynamics. An accent is defined as a distinctive manner of pronunciation that varies from one geographical area to another. These variations are not merely superficial; they carry deep-rooted historical, social, and cultural significance. Accents can reveal a speaker's geographic origins, socioeconomic background, and even their educational level. As such, they play a crucial role in shaping interpersonal communication and social interactions. Understanding regional accents is essential in a globalized world where migration and cultural exchange are common. Accents can influence perceptions—both positive and negative—leading to stereotypes that affect individuals' opportunities in education, employment, and social relationships. For instance, a study by McKenzie (2010) found that individuals with non-standard accents often face biases in job interviews, affecting their chances of employment [1, p. 112]. Moreover, accents are tied to notions of belonging and identity. They can evoke a sense of pride among speakers who identify strongly with their regional heritage. Conversely, individuals may feel pressure to modify their accents in order to fit into broader societal norms or professional environments. This phenomenon can lead to internal conflict and feelings of alienation. In this article, we will delve into the cultural significance of regional accents, exploring their historical contexts, societal implications, and the need for greater awareness and appreciation of linguistic diversity. Through this exploration, we aim to highlight the importance of understanding accents in promoting inclusivity and social cohesion.

The evolution of regional accents can be traced back to historical migrations, trade routes, and colonization. As people moved across regions, they brought their linguistic traits with them, resulting in a rich tapestry of dialects and accents. For example, the Great Vowel Shift in England during the 15th century marked significant changes in pronunciation that contributed to the development of various English accents [2, p. 45]. In the United States, regional accents reflect the country's diverse heritage. The Southern drawl, New York accent, and Midwestern twang each carry unique historical

narratives tied to immigration patterns and settlement history. According to Labov (2006), these regional differences are not merely linguistic but also encapsulate cultural identities shaped by geography and history [3,p. 78].

Accents play a crucial role in social dynamics, influencing how individuals are perceived in various contexts. Research indicates that people often make snap judgments based on accents, which can affect social interactions and relationships. A study by Giles and Coupland (1991) found that individuals with prestigious-sounding accents were often perceived as more competent and trustworthy compared to those with non-standard accents [4,p. 102]. Moreover, accents can serve as markers of group identity. People often identify more closely with those who share similar speech patterns, creating in-groups and out-groups based on linguistic traits. This phenomenon can foster community but also lead to exclusionary practices where individuals with different accents may feel marginalized.

Different regions around the world showcase unique accents that reflect their cultural significance. For instance:

1. British Accents: The UK is home to a wide array of regional accents—from Cockney to Geordie—each representing distinct cultural identities and histories.
2. Australian Accents: The Australian accent has evolved from British roots but has developed its own unique characteristics influenced by Indigenous languages and immigrant communities.
3. Indian Accents: With over 1,600 languages spoken in India, regional accents reflect not only linguistic diversity but also cultural heritage.

These case studies illustrate how accents are intertwined with identity and culture across different societies.

Understanding regional accents is essential for appreciating the rich tapestry of human communication and cultural diversity. Accents serve as markers of identity, reflecting historical contexts and societal dynamics that shape our interactions. By recognizing the significance of regional accents, we can challenge biases that influence perceptions and foster inclusivity within our communities. Educational institutions play a crucial role in promoting awareness around linguistic diversity by integrating

discussions about accents into curricula. Furthermore, public discourse must strive to represent diverse accents positively to challenge stereotypes and foster appreciation for cultural heritage. As society continues to evolve, embracing the complexity of regional accents will be vital for building inclusive communities that celebrate linguistic diversity as an integral part of our shared human experience.

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THE FUNCTION OF MEMORY AND HISTORY IN POSTCOLONIAL LITERATURE

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Abstract; *This article explores the intricate relationship between memory, history, and identity in postcolonial literature, particularly through the lens of authors*

of African descent. It argues that multiculturalism, while often celebrated in postcolonial societies, tends to oversimplify complex identities and experiences shaped by colonial legacies. Through the works of contemporary writers such as Djaimilia Pereira de Almeida and Yara Monteiro, the article examines how these authors navigate their dual heritages, reflecting on feelings of belonging and dislocation. By challenging dominant narratives and introducing diverse voices, postcolonial literature serves as a site of resistance, offering new perspectives on identity formation and cultural memory. Ultimately, the article highlights the significance of these narratives in enriching our understanding of postcolonial identities and their ongoing complexities.

Keywords: *Postcolonial literature, Memory, History, Identity, Multiculturalism, African descent, Belonging, Colonial legacies.*

In the aftermath of colonialism, societies across the globe have grappled with the complex legacies of their histories. This struggle is especially evident in postcolonial literature, where themes of memory and identity take center stage. Multiculturalism, often celebrated in contemporary discourse, can sometimes obscure the nuanced realities of those who inhabit the intersection of multiple cultures, particularly for individuals of African descent. These authors frequently confront the historical and social forces that shape their identities, challenging the dominant narratives that have traditionally centered on Eurocentric perspectives.

This article aims to explore how contemporary writers such as Djaimilia Pereira de Almeida and Yara Monteiro articulate their experiences of belonging and dislocation within their works. By examining their narratives, we can gain insight into the ways in which memory and history inform their identities, revealing a rich tapestry of lived experiences that defy simplistic categorization. Through this exploration, we will consider the broader implications of their literary contributions for understanding postcolonial identities and the ongoing negotiations of cultural memory in a rapidly changing world. Ultimately, this analysis will underscore the importance of these voices in reshaping our understanding of literature and identity in postcolonial contexts. In the context of post-colonial literature, the concepts of memory and history

play crucial roles in shaping identities and narratives. Multiculturalism, often hailed as a hallmark of post-colonial societies, is frequently deployed as a marketing tool for tourism and economic development. However, this surface-level engagement with multiculturalism often fails to address the deeper complexities surrounding identity formation, particularly for those of African descent who grapple with the legacies of colonialism (Mata, 2014).

For individuals of African descent in post-colonial societies, the experience of belonging is multifaceted. As Inocência Mata (2014) articulates, this sense of belonging arises from a “dynamic process conditioned by a multiplicity of (historical, social, collective) factors.” This complexity is further exacerbated by the histories of colonization and displacement that continue to shape personal and collective identities. Authors such as Djaimilia Pereira de Almeida and Yara Monteiro encapsulate this struggle in their works, revealing how their identities are constructed at the intersection of their African roots and European influences. Almeida’s assertion that “a person like me is always an African girl in Lisbon” (Lucas, 2015) highlights the persistent visibility of her African identity, which is continually navigated within the context of Portuguese society. Monteiro’s statement that “my roots are African, but my wings are European” (Wieser, 2020) underscores the duality of her experience, suggesting a rich tapestry of identity that transcends binary categorizations. Such reflections serve to illuminate the complexities inherent in identities shaped by colonial histories. Edward Said’s critique of orientalism emphasizes the need to rethink the geographical narratives that emerged during colonial times. He argues that geography is not merely a backdrop for cultural narratives but a space intertwined with power dynamics and identity struggles (Said, 1993). As Said notes, “just as none of us is outside or beyond geography, none of us is completely free from the struggle over geography”.

These writers engage in a critical re-evaluation of national literature, introducing narratives that disrupt the dominant literary canon. Their works often highlight the importance of memory as a means of reclaiming identity and history. By bringing forth their unique experiences and perspectives, they contribute to a broader understanding

of what constitutes national literature, suggesting that it is inherently plural and diverse (Mignolo, 2017).

Memory functions as a vital site of resistance in post-colonial literature. It allows authors to grapple with historical traumas while also imagining alternative futures. The act of storytelling becomes a powerful means of processing collective memories and experiences that have often been marginalized or erased. As these authors weave their narratives, they not only recount personal histories but also reflect broader socio-political realities. Mignolo (2017) posits that those who “live on the border, sense on the border, and think on the border” possess a unique vantage point from which to explore themes of dislocation and belonging. Their narratives emerge from lived experiences that reflect the ongoing impact of colonialism. This sense of living at the intersection of multiple identities allows for a rich exploration of memory, history, and the ongoing quest for belonging.

In conclusion, the relationship between memory and history in postcolonial literature is crucial for understanding the complexities of identity and belonging. Modern authors of African descent, like Djaimilia Pereira de Almeida and Yara Monteiro, challenge traditional literary forms while expanding the conversation on identity by showcasing their diverse experiences shaped by colonial histories. Their works act as important interventions that encourage readers to engage with the ongoing effects of colonialism, revealing the intricate realities that characterize postcolonial identities. By highlighting these varied perspectives, we deepen our comprehension of how cultural memory and historical background influence identity formation, ultimately leading to a richer and more inclusive appreciation of postcolonial literature and its significance in today's world. These narratives go beyond mere artistic expression; they function as essential tools for resistance, prompting us to rethink our views on history and identity in a world still dealing with the remnants of its past. Ultimately, examining memory and history in postcolonial literature transcends academic interest; it serves as a powerful call to action. By delving into these stories, we recognize the intricacies of identity and challenge dominant historical narratives.

These works encourage a more thoughtful exploration of our collective past and its lasting influence on the present.

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LANGUAGE AND CULTURE

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Abstract; Language is a major distinguishing feature of humans as a species. No other species can communicate as clearly and effectively as we can. Across the globe, many different languages have developed over long periods of time. Culture is the lifeblood of a vibrant society, expressed in the many ways we tell our stories, celebrate, remember the past, entertain ourselves, and imagine the future. Our creative expression helps define who we are, and helps us see the world through the eyes of others.

Keywords: Background of language, Angles, Saxons and Jutes, individual attribute, theoretical framework

Аннотация : Язык — это важнейшая отличительная черта человека как вида. Ни один другой вид не может общаться так ясно и эффективно, как мы. Во всем мире на протяжении длительного времени развивались многие разные языки. Культура — это жизненная сила яркого общества, выражаемая в том, как мы рассказываем свои истории, празднуем, помним прошлое, развлекаем себя и представляем будущее. Наше творческое самовыражение помогает определить, кто мы, и помогает нам видеть мир.

Ключевые слова: Фон языка, Англы, Саксы, Юты, Индивидуальная характеристика, Теоретическая основа

Annotatsiya : Til insoniyatning o'ziga xos asosiy belgisidir. Hech bir boshqa mavjudot biz kabi aniq va samarali muloqot qila olmaydi. Butun dunyo bo'ylab ko'plab turli tillar uzoq vaqt davomida rivojlangan. Madaniyat esa jamiyatning jon tomiri bo'lib, bizning hikoyalarimizni aytishimiz, bayram qilishimiz, o'tmishni yodga olishimiz, o'zimizni xursand qilishimiz va kelajakni tasavvur qilishimiz kabi ko'plab yo'llar bilan ifodalanadi. Bizning ijodiy ifodamiz kim ekanligimizni aniqlashga yordam beradi va dunyoni ko'rishimizga turtki beradi.

Kalit so'zlar: Tilning kelib chiqishi, Angllilar, Sakslar, Yutlar, Individual atribut, Nazariy asos

Language and culture are closely interconnected because language is the primary tool for expressing and preserving culture. Culture encompasses people's worldview, values, traditions, and customs, while language serves as a means to convey these values. Each culture has its unique expressions, proverbs, songs, and stories that reflect the customs and philosophies of its people. Likewise, as culture develops or changes, the language also evolves, incorporating new words and phrases. Therefore, understanding a culture requires knowledge of its language, as language and culture enrich one another, making it difficult to imagine one without the other. Additionally, language provides a way to learn about other cultures, fostering understanding and cooperation between different communities.

Languages are divided into several language families, which depend on groups of languages. It is easy to imagine languages as a living entity which never dies out entirely. It develops to adjust to variable society. For example, Latin is often thought of as a dead language. But you can also view it as a language that changed to become Spanish, French, and even Italian. We'll focus today on English, which is a part of the Germanic language family. Almost all modern languages have an original language of background. This early language with all its derivatives forms a language "family". English belongs to the group of Indo-European languages. It also contains French, Italian, German, Norwegian and Greek. In 1066, William the Conqueror announced Norman French the official language of his court. Initially, the "Norman" language extended among the wealthiest layers of the population. Gradually, this language started to spread to other places, and a new language appeared that was strange from the Anglo-Saxon language. This language laid the foundation for modern English and people began speaking it around in 650 year. The Angles, Saxons, and Jutes settled in Britain between 400 and 500 years and their speech was called 'English. Gradually, people made humorous words up and thus humors were appeared in English. Humor has a remarkable ability to dismantle barriers and foster comfort in communication. Sharing a laugh with someone immediately builds a bond and eases the atmosphere. Since laughter is infectious, it can help to relax any conversation or situation. The strength of humor comes from its potential to create enduring memories, as people tend

to recall moments that made them laugh and link those positive feelings to you as a communicator. Building rapport helps present you as approachable and easy to connect with. Today, English has truly become a global language, not just in terms of how many people speak it, but also due to the wide range of languages and cultures that have influenced it. In its early history, the language was shaped by England's nearby neighbors, invaders, and trading partners. Now, contributions come from all around the world—words like ketchup (from Chinese), shampoo (from Hindi), taboo (from Tongan), tycoon (from Japanese), vampire (from Serbo-Croatian), and jenga (from Swahili) reflect this.

When it comes to culture, a key concept in anthropology, refers to the collection of phenomena passed down through social learning within human societies. Cultural universals exist across all human societies. These include expressive forms such as art, music, dance, rituals, and religion, as well as technologies related to tool use, cooking, housing, and clothing. The concept of material culture encompasses the tangible aspects of culture, like technology, architecture, and art, while the intangible aspects include elements like social organization principles that include political structures and social institutions, mythology, philosophy, literature, and science, which together form the intangible cultural heritage of a society. In the humanities, culture can also refer to an individual's level of sophistication in areas such as the arts, sciences, education, or social manners. In everyday language, culture commonly refers to the symbolic markers that ethnic groups use to visibly differentiate themselves from one another, such as body modifications, clothing, or jewelry. And also Alfred Louis Kroeber wrote a book about culture, it is called "Culture : A critical review of conception and definition". The book by Alfred Louis Kroeber offers a detailed examination of human culture, addressing historical and contemporary definitions and its significance as a foundational element for all social sciences. The thoroughness of "Culture: A Critical Review" is captivating; it starts by investigating the origins of the term "culture" and its connection to civilizational and societal transformations. The use of the three terms in the writings of Kant and Hegel became more prominent in the 19th century. Interpretations of the term—illustrated in the definitions section below—vary

significantly, as scholars have differing opinions on what constitutes the culture of a specific country. Some scholars have established strict definitions of culture that encompass elements such as a country's symbols, ethos, holidays, and heritage, while others adopt a broader or more flexible interpretation. This conceptual issue is a recurring theme in Kroeber's work, highlighting the challenges that arise from the numerous conflicting viewpoints he presents. However, by outlining and reflecting on these various ideas, Kroeber depicts culture as a dynamic force with significant impacts on disciplines like psychology, history, linguistics, medicine, and sociology. The author refers to this examination as anthropology, exploring how culture has progressed from sporadic academic observations and references to a dominant set of ideas that transcends multiple disciplines and occupies a prominent place in public awareness.

The interplay between language, culture, and identity is a complex and dynamic field of study. The contributions of the Angles, Saxons, and Jutes to the English language illustrate the historical evolution of language, while theoretical frameworks like linguistic relativity and sociolinguistics provide insights into how language shapes and is shaped by human experiences. Scholars like Alfred Louis Kroeber have furthered our understanding of the intricate relationships between language and culture, underscoring their importance in the human experience.

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SOCIAL MEDIA AND ENGLISH LANGUAGE

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Annotatsiya: *Mazkur maqolada Ingliz tilini o'rganishda ijtimoiy tarmoqlarning o'rni yoritib berilgan. Mazvuni yoritish jarayonida turli ijtimoiy tarmoqlar: Facebook, Telegram, Instagram, Tik tok, You tube kabilardan foydalanib tilni o'rganish haqida ma'lumot berilgan. Shuningdek, Ingliz tili va Ijtimoiy tarmoqqa oid nazariy, amaliy manbalar yoritilgan va tavsiyalar berilgan.*

Kalit so'zlar: *Ijtimoiy tarmoq, Ingliz tili, Tik tok, You tube, Telegram, Instagram, Facebook, Online, Internet, Video, Yangiliklar, Filmlar, Kanallar.*

Abstract: *In this article the social media coverage of the English language is given. In the process of covering the topic, information was provided about language acquisition using various social networks: Facebook, Telegram, Tik tok, Instagram, You tube. Theoretical, practical resources on the English language and social network are also covered and recommendations are made.*

Keywords: *Social media, English language, Tik tok, You tube, Telegram, Instagram, Facebook, Online, Internet, Video, News, Films, Channels.*

Аннотация: *В данной статье освещается роль социальных сетей в изучении английского языка. В ходе освещения темы была представлена информация об изучении языка с помощью различных социальных сетей: Facebook, Telegram, Instagram, Tik tok, You tube. также были освещены*

теоретические и практические ресурсы по английскому языку и социальным сетям, а также даны рекомендации.

Ключевые слова: Социальная сеть английский, Tik tok, You tube, Instagram, Facebook, Online, Интернет, Видео ,новости, фильмы, каналы.

In this cutting edge era, Social media is becoming more popular day by day. Because the internet is developing cause of the 21st century technology age. Social media has had a profound influence on the way we communicate, particularly in English. Firstly, Social media platforms which is looks like Tik tok and Instagram consuming slang, inspire shorter messages and watching the videos or films in English, but also noticeably impacted the evolution of the English language. This article explores how social media has effected the English language looking at emerging trends changes in language use, and the creation of new ways to express ideas. For this reason, „Technologies have the purpose of enhancing the process of creating and disseminating content generated by users ,while also enabling individuals to engage in interactive communication within a digital community”(Al Qantara, Volume 9 , issue 4, 2023)

Methods and discussion. Social media are interactive tools that enable the creation, sharing, and collection of content, such as interests and ideas, among online communities and networks. They support the expansion of online connections by linking a user's profile with the profiles of other individuals or groups. Previous research indicates that not all social media platforms have been successfully utilized as educational tools, especially for learning English. A significant observation is the shortage of academic studies investigating the use of You tube to enhance students' understanding of grammar content on the platform.

Evolution of language.

1. New vocabulary:

The rise of Social media has brought about a surge of new words and slang. Terms like „Selfie”, „hashtag”, and „ghosting” have become widely used. These words often represent cultural trends and technological progress.

2. Abbreviations and Acronyms:

The characters restrictions on platforms like Twitter have popularized the use of abbreviations (such as „LOL”, „BRB”, and „TBT”). This shift highlights the importance of concise and efficient communication.

3. Emojis and Visual language :

Emojis have developed into a universal form of communication .They can express feelings,enhance messages or even substitute for words all together resulting in a more visual way of interacting.

The impact of social media.

Social media platforms have expedited the dissemination of English in various ways:

Accessibility:Social media has simplified the process for individuals worldwide to connect and communicate .Consequently,English has emerged as an essential tool for global interaction.

Education and learning :Social media has transformed into an important recourse for language acquisition.Users can engage with native English speakers , hone their language skills, and find a diverse array of Educational materials in English.

Impact on language learning

Access to resources:Social media offers learners a vast array of resources ,such as language learning apps,online courses and opportunities to practice with native speakers via platforms like Tandem or Hello talk.

Community engagement:Online communities provide learnes with the opportunity to participate in live conversations , pose questions , and get feedback.This engagement can greatly improve language learning.

Social media has significantly altered the English language , offering new avenues for expression while also posing challenges for communication and language learning.As we navigate this digital environment ,It ids crucial to embrace the evolution of language and be aware of its effects on effective communication .Recognizing these dynamics will enable us to adapt to the continually changing landscape of language in an interconnected world.The future of English in the social media era is not just about

the words we use;It's about how we use them to connect, understand, and respect each other in a diverse and rapidly changing world.

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IMPORTANCE OF GRAMMATICAL ACCURACY IN ENGLISH WRITING

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Abstract: *This article explores the importance of accurate grammar in conveying meaning clearly, enhancing readability, and fostering professional credibility. By reviewing existing research on grammar and writing, the article emphasizes the importance of learning and consistently applying grammatical rules in diverse writing situations. The paper concludes by advocating for ongoing grammar development, offering practical tips for improving accuracy, and promoting the inclusion of grammar instruction in academic and professional settings.*

Keywords: *writing, accuracy, language, grammar, written communication, readability, significance, error.*

Аннотация: *В этой статье исследуется важность точной грамматики для четкой передачи смысла, улучшения читабельности и повышения профессионального авторитета. Анализируя существующие исследования в области грамматики и письма, статья подчеркивает важность изучения и последовательного применения грамматических правил в различных письменных ситуациях. В заключение документ призывает к постоянному развитию грамматики, предлагает практические советы по повышению точности и способствует включению обучения грамматике в академическую и профессиональную среду.*

Ключевые слова: *письмо, точность, язык, грамматика, письменное общение, читаемость, значимость, ошибка.*

Annotatsiya: *Ushbu maqola ma'noni aniq etkazish, o'qishni yaxshilash va professional ishonchni oshirishda to'g'ri grammatika muhimligini o'rganadi. Grammatika va yozish bo'yicha mavjud tadqiqotlarni ko'rib chiqib, maqola turli xil yozish vaziyatlarida grammatik qoidalarni o'rganish va izchil qo'llash muhimligini ta'kidlaydi. Maqola grammatikani davom ettirishni targ'ib qilish, aniqlikni oshirish bo'yicha amaliy maslahatlar berish va grammatik o'qitishni akademik va professional sharoitlarga kiritishni targ'ib qilish bilan yakunlanadi.*

Kalit so‘zlar: yozuv, aniqlik, til, grammatika, yozma aloqa, o‘qilishi, ahamiyati, xatosi.

English, a global language, requires strong grammatical skills for effective written communication. This article explores how accurate grammar plays a key role in ensuring clear understanding, easy reading, and building trust in written work. While vocabulary is important, accurate grammar is often overlooked but crucial for effective communication in written English. We will explore how grammatical errors can negatively impact reader comprehension, how they affect perceptions of the writer's abilities, and ultimately, how they hinder the effectiveness of written communication. By analyzing existing research on grammar and writing, this paper aims to demonstrate the critical importance of grammatical accuracy as a foundation for successful communication in English. To understand the impact of grammatical errors, this study reviews existing research on grammar and writing, drawing upon studies that have investigated the relationship between grammatical accuracy and reader comprehension, perceived writer competence, and the overall effectiveness of written communication. These studies, spanning various fields like linguistics, education, and communication studies, utilize a variety of methodologies, including controlled experiments, surveys, and qualitative analysis of written texts.

The research consistently shows that grammatical errors negatively impact written communication, underscoring the importance of grammar accuracy:

Grammatical errors can make it difficult for readers to understand what is being written, leading to misunderstandings and confusion. This forces readers to work harder to decipher the intended meaning, ultimately diminishing the impact of the message itself. For example, a study found that participants who read passages with grammatical errors had significantly lower comprehension scores, highlighting the challenges posed by such errors. The presence of grammatical errors can significantly affect how readers perceive a writer's abilities and professionalism. Even minor errors can create a negative impression, suggesting a lack of care or attention to detail. Research, such as a study, has shown that readers who encounter grammatical errors

in professional documents are more likely to perceive the writer as less competent and trustworthy, potentially impacting future collaboration.

Grammatical errors negatively impact the effectiveness of written communication, diminishing the credibility of arguments, weakening the persuasiveness of writing, and hindering the intended impact of the message. This is evident in academic settings, where studies like have found that essays with more grammatical errors receive significantly lower grades, demonstrating the direct correlation between grammatical accuracy and the perceived quality and effectiveness of written work.

Common grammar mistakes while writing

1. Subject-Verb Agreement

Mistake: The subject and verb don't match in number (singular vs. plural).

Example: Incorrect: The students is studying for the test.

Correct: The students are studying for the test.

2. Pronoun Agreement

Mistake: Pronouns don't agree with their antecedents (the nouns they refer to) in number, gender, or person.

Example: Incorrect: The dog wagged its tail, and then she ran to her owner.

Correct: The dog wagged its tail, and then it ran to its owner.

3. Incorrect Verb Tense

Mistake: The wrong verb tense is used, creating confusion about the timing of events.

Example: Incorrect: Yesterday, I will go to the store.

Correct: Yesterday, I went to the store.

4. Misplaced Modifiers

Mistake: A modifier (a word or phrase that describes something) is placed in a sentence where it incorrectly modifies the wrong word or phrase.

Example: Incorrect: I saw a dog running down the street with a red collar. (It sounds like the street has a red collar)

Correct: I saw a dog with a red collar running down the street.

5. Comma Splices

Mistake: Two independent clauses (complete sentences) are joined only by a comma, creating a run-on sentence.

Example: Incorrect: The sun was setting, the sky was ablaze with color.

Correct: The sun was setting, and the sky was ablaze with color.

6. Incorrect Punctuation

Mistake: Punctuation marks are used incorrectly, leading to confusion or ambiguity.

Example: Incorrect: I went to the store, I bought milk, eggs, and bread.

Correct: I went to the store; I bought milk, eggs, and bread. (or use a comma after "store" and a conjunction like "and" before "I bought")

7. Dangling Modifiers

Mistake: A modifier is placed in a sentence where it's not clear what it is modifying.

Example: Incorrect: Walking down the street, the dog barked at me. (It sounds like the street is walking)

Correct: Walking down the street, I heard a dog barking at me.

8. Incorrect Use of Articles (a, an, the)

Mistake: Articles are used incorrectly, either missing or used where they shouldn't be.

Example: Incorrect: I saw bird flying.

Correct: I saw a bird flying. (or, if the bird was specific, "I saw the bird flying")

9. Incorrect Use of Prepositions

Mistake: Prepositions (words like "on," "in," "to," "from") are used incorrectly, leading to grammatical errors.

Example: Incorrect: I went to the store for buy milk.

Correct: I went to the store to buy milk.

10. Spelling Errors

Mistake: Words are misspelled, making the writing look unprofessional.

Example: Incorrect: There were too many too's in the article.

Correct: There were too many twos in the article.

DISCUSSION

This analysis emphasizes the importance of accurate grammar for clear communication and building credibility in English writing. It's crucial to learn and apply grammatical rules correctly in all writing situations to achieve clear communication, credibility, and to maximize the impact of written work. Accuracy of grammar serves as a silent partner, making it easier to understand, reinforce credibility, and ultimately, to enhance the overall effectiveness of written communication.

CONCLUSION

This research highlights the need for ongoing grammar development and advocates for including grammar instruction in academic and professional settings. Improving grammatical accuracy can be achieved through:

Continuous Learning: Studying and practicing grammar using books, online resources, and writing exercises. Online grammar checkers and writing assistants offer valuable real-time feedback and guidance, making it easier for writers to identify and correct mistakes.

Proofreading: Developing a thorough proofreading process, both individually and with feedback from others, to identify and correct errors. A break from writing allows you to return to the text with a fresh perspective, often revealing errors that were initially overlooked.

Writing Feedback: Seeking guidance from experienced writers and instructors to identify areas for improvement. This type of feedback can reveal specific grammatical errors that might be hindering the writer's communication, and suggest personalized strategies for correcting them.

Reading Widely: Reading well-written English texts to learn and understand grammar structures and conventions. Engaging with well-written English texts exposes writers to a range of grammatical structures and conventions, allowing them to internalize these patterns and instinctively apply them in their own writing.

By prioritizing grammatical accuracy, individuals can improve their writing, enhance their professional image, and contribute to clearer and more impactful communication in the global community.

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THE REFERENTIAL SIMILARITY OF METANARRATIVE AND METACOMMUNICATIVE COMMENTARIES IN OPINION LANGUAGE

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Abstract. The article is aimed to establish the similarity of metacommunicative and metanarrative commentaries in the context of giving opinions according to their referential status, i.e., the correlation of the forms and meanings of such expressions with the verbal, informational and behavioural characteristics of communication that become the subtopic of discussion. Metanarrative commentaries are proven to be viewed upon as a specific subtype of metacommunicative commentaries, as they serve the purpose of expressing feedback about communication itself.

Key words: communication, metacommunication, narrative, metanarrative, metacommunicative commentary, metanarrative commentary, expressing opinions.

Аннотация. В статье отражено установление сходства метакоммуникативных и метанарративных комментариев в выражениях собственного мнения говорящего согласно их референциальному статусу, то есть соотношению форм и значений данных высказываний с формальными, содержательными и речеповеденческими характеристиками коммуникации, которые сами становятся предметом обсуждения. Автором доказано, что метанарративные комментарии следует рассматривать как особый подтип метакоммуникативных, поскольку они служат вербальному обеспечению обратной связи о самой коммуникации.

Ключевые слова: коммуникация, метакоммуникация, нарратив, метанарратив, метакоммуникативный комментарий, метанарративный комментарий, выражение собственного мнения.

Annotatsiya. Maqola metakommunikativ va metanarrativ sharhlarning fikr bildirish kontekstida referentsial maqomiga ko'ra o'xshashligini, ya'ni bunday iboralarning shakl va ma'nolarining muhokama mavzusiga aylangan kommunikatsiyaning verbal, axborot va xulq-atvor xususiyatlari bilan o'zaro bog'liqligini aniqlashga qaratilgan. Metanarrativ sharhlar metakommunikativ sharhlarning o'ziga xos turi sifatida qaralishi isbotlangan, chunki ular kommunikatsiyaning o'zi haqida fikr-mulohaza bildirishga xizmat qiladi.

Asosiy so'zlar: kommunikatsiya, metakommunikatsiya, narrativ, metanarrativ,

metakommunikativ sharh, metanarrativ sharh, fikr bildirish.

The focus of modern linguists on the speaker as a subject of communication attributes high significance to reflexive utterances, as such statements shed light on the speaker's subjective perception of both their own communicative activity and the verbal behaviour of their interlocutors in speech interaction, thereby indicating possible motives for the speaker's choice of a particular line of communicative behaviour. This, in turn, allows drawing conclusions about the pragmatic motivation of speech-behavioural mechanisms for organizing, regulating, and modifying dialogical speech interaction. Reflexive utterances include so-called “meta-operators” (metacommunicative statements that facilitate the implementation of communicative tactics related to the regulation of speech contact [1, pp. 4–10]).

Meta-operators of a special kind, represented by the words with a meta-narrative meaning, i.e., the words that can potentially be used in discussing narratives from the point of view of its structural components, genres characteristics and other generic features, are of particular research interest to us, as it has to be established whether the metaphorical meanings they convey can be implemented to perform metacommunicative functions that lay beyond the boundaries of discussing narratives.

The concept of “metanarrative commentary” is used in this article as a designation of the communicative practice of referring to a narrative or something viewed upon as a narrative. Supposedly, any object of reality can be metaphorically compared to a narrative on the basis of an assumed similarity of one or more peculiar features. For example, the words denoting narrative genres such as myth, legend, epic, fairy-tale etc. can be used to refer to non-narrative entities to express personal opinions and attitudes, e.g. While a student in McCollum’s class, Jobs became friends with a graduate who was the teacher’s all-time favorite and a school legend for his wizardry in the class [2, p. 46].

Metacommunicative commentaries can be used to refer to three aspects of communication: the language units (mostly lexicon) used by the interlocutors, the information they exchange and the communicative behaviour (speech acts) they practice. Accordingly, the referential status of metacommunicative commentaries can

be defined as verbal (linguistic), informational (informative-cognitive) or behavioural (interactive-pragmatic) [3, p. 133–134]. The expressions of opinion observed in the contemporary English literature and Internet communication showcase the semantic potential of metanarrative commentaries to perform exactly the same referential functions.

For example, a metanarrative commentary can be applied to explain the meaning of a metanarrative term used to express the speaker's opinion, thus referring to the verbal level of the conversation:

The word myth has long been a problem for me in my study of native American cultures. I dare not tell native Americans that I consider their stories to be myths, for they know that in standard English usage myth denotes the fictitious, the unscientific, the false [4, p. 93–94].

The given context illustrates how the metanarrative commentary performs a metalinguistic function used by the speaker to specify the meaning of the metanarrative term *myth* used to refer to both narratological (native American folk narratives of the corresponding genre) and non-narratological subjects (anything false).

The quality of information exchanged by verbal means can also be explicitly evaluated by means of metanarrative commentaries used to express the speaker's estimation of truthfulness:

I think it's a great myth that music stopped being ambitious in the 80's and my new 'Intrigue' compilation is an attempt to prove that creativity, experimentation and the art rock/progressive aesthetic was still very much alive and well in the decade

The words quoted above represent the example of using the metanarrative word *myth* in its non-narratological meaning to express the speaker's evaluation of the statement that follows as false.

Finally, metanarrative commentary can refer to somebody's communicative behaviour to characterize it from the strategic point of view. The expressions of this kind commonly occur in the political discourse or mass media, for example:

When she can't make a myth of her achievements, she makes a myth of her abdications [6].

The expression to make a myth out of something describes the communicative (or, in the given case, public relations) strategy based on spreading a story or claim that is going to be widely believed in as true, but will remain unproven or unprovable.

Thus, on the basis of functional (referential) similarity of metanarrative and metacommunicative commentaries, the former must be regarded as the specific subtype of the latter, with the semantic potential to perform not only metanarrative, but also metalinguistic, metainformative and metacommunicative functions in the expressions of opinion.

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THE SIGNIFICANCE OF ESTABLISHING ATTAINABLE OBJECTIVES IN LANGUAGE ACQUISITION

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Abstract *Establishing attainable objectives is a vital component of achieving success in language acquisition. This article delves into the importance of setting attainable goals when acquiring a new language, with a specific emphasis on the English language. By comprehending the advantages of establishing attainable objectives, learners can bolster their motivation, efficiently monitor their progress, and ultimately attain proficiency in the desired language.*

Keywords: *Language learning, Goals, Motivation, Progress tracking, Fluency, English*

Acquiring a new language is a gratifying yet demanding pursuit that demands commitment and tenacity. The ability to establish attainable objectives is a crucial determinant of language learners' achievement. Setting attainable goals is crucial when learning English or any other language as it serves as a guide for advancement and sustains motivation along the learning journey. This article explores the significance of establishing attainable objectives in language acquisition and examines how this approach can enhance one's linguistic aptitude.

Establishing attainable objectives in the process of acquiring language skills acts as a beacon of direction for those commencing their quest for expertise. By deconstructing the larger objective of achieving language fluency into smaller, attainable milestones, learners may monitor their advancement more efficiently and maintain their motivation. Setting attainable objectives enables learners to concentrate on particular facets of the language, such as acquiring vocabulary, mastering grammar, or developing conversational abilities, resulting in gradual and consistent progress over a period of time. In the field of economics, there exists an adage that states, "If you are not the first, you are the last" [4]. Therefore, we can expedite our English language acquisition by utilizing mobile applications on our smartphones. Gadgets can be utilized for a multitude of applications. The accessibility of resources is facilitated by mobile applications, which are programs installed on smartphones. By utilizing innovative applications, we can enhance our English teaching by not only embellishing

our lessons but also facilitating the instruction and explanation of various topics in a simplified manner [1].

Furthermore, according to a paper by Brown A., establishing attainable goals enhances a feeling of achievement as learners reach each significant point, enhancing their self-assurance and strengthening their dedication to the learning process [2]. The positive reinforcement cycle is crucial for maintaining motivation and avoiding burnout, particularly during difficult stages of language learning.

Another advantage of establishing attainable objectives is the capacity to modify and refine one's learning approaches in response to feedback and self-evaluation. When learners possess explicit goals, they are able to pinpoint areas requiring enhancement and customize their study schedules accordingly [3]. This adaptable method not only expedites the process of acquiring knowledge but also assists learners in efficiently surmounting hurdles and setbacks.

To summarize, establishing attainable objectives is a vital component of achieving success in language acquisition, particularly the development of English fluency. By setting attainable goals, learners can increase their motivation, track their progress, and optimize their learning techniques to reach fluency in the desired language. Adopting a goal-oriented mindset enables individuals to assume command of their language learning journey and ultimately access new prospects for personal and professional development.

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CHALLENGES AND ISSUES IN TRANSLATING BETWEEN ENGLISH AND UZBEK: NAVIGATING CULTURAL AND LINGUISTIC DIFFERENCES

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Annotatsiya: *Ushbu maqola ingliz tilidan o'zbek tiliga tarjima qilishda duch kelinadigan asosiy muammolarni o'rganadi va tilshunoslik hamda madaniy farqlarga e'tibor qaratadi. Muhokama qilingan muammolar orasida leksik bo'shliqlar, madaniy kontekst, grammatik tuzilmalarning farqlari, rasmiy va norasmiy til o'rtasidagi farqlar va idiomatik ifodalar mavjud. Ushbu maqolada Nida'ning Dinamik ekvivalentlik nazariyasi, Chomskining Transformatsion-generativ grammatikasi va Nyumarkning Kommunikativ tarjima nazariyalari keltirilgan muammolarni tushuntirish va ularni hal qilish bo'yicha yechimlar taklif qilish uchun qo'llanilgan. Har ikkala tilning o'ziga xos murakkab tarjima jarayonini namoyish etish uchun misollar keltirilgan. Maqola yakunida madaniy sezgirlik va til bilimlarining ingliz va o'zbek tillari o'rtasida aniq va mazmunli tarjimalarga erishishdagi ahamiyati ta'kidlanadi.*

Kalit so'zlar: *tarjima, ingliz tili, o'zbek tili, til farqlari, madaniy kontekst, leksik bo'shliqlar, idiomalar, grammatika, rasmiy til, tilshunoslik nazariyalari*

Аннотация: *В статье рассматриваются ключевые проблемы, возникающие при переводе с английского на узбекский язык, уделяя особое внимание лингвистическим и культурным различиям. Обсуждаемые проблемы включают лексические пробелы, культурный контекст, различия в грамматической структуре, различия между формальным и неформальным языком, а также идиоматические выражения. В статье используются лингвистические теории, такие как теория динамического эквивалента Ниды, трансформационно-генеративная грамматика Чомски и коммуникативный перевод Ньюмарка, для объяснения этих проблем и предложений по их решению. Приведены примеры из обоих языков для иллюстрации сложности процесса*

перевода. В заключение подчеркивается важность культурной чувствительности и лингвистических знаний для достижения точных и значимых переводов между английским и узбекским языками.

Ключевые слова: перевод, английский, узбекский, лингвистические различия, культурный контекст, лексические пробелы, идиомы, грамматика, формальный язык, лингвистические теории

Abstract This article investigates the challenges in translating between English and Uzbek, focusing on key linguistic and cultural differences. The research identifies five major issues: lexical gaps, cultural context, grammatical structure differences, formal vs. informal language, and idiomatic expressions. The article applies linguistic theories such as Nida's Dynamic Equivalence, Chomsky's Transformational-Generative Grammar, and Newmark's Communicative Translation to explain these challenges and propose solutions. Examples from both languages are provided to illustrate the complexities involved in the translation process. This research emphasizes the importance of cultural sensitivity and linguistic competence in producing accurate and meaningful translations between English and Uzbek.

Keywords: translation, English, Uzbek, lexical gaps, idioms, grammar, cultural context, formal language, linguistic theories

Translation between English and Uzbek is not merely a linguistic process but a cultural one as well. Both languages come from different language families—Indo-European for English and Turkic for Uzbek—which introduces significant differences in grammar, vocabulary, and cultural concepts. The goal of this study is to explore the primary issues faced by translators working between English and Uzbek, particularly in navigating linguistic and cultural challenges. Additionally, this article aims to apply well-established linguistic theories to provide a deeper understanding of these challenges and suggest potential strategies for overcoming them.

The importance of translation has increased as globalization bridges languages and cultures, making it crucial for translators to not only transfer meaning but also respect the cultural nuances of the languages involved. Understanding key translation challenges such as lexical gaps, cultural context, grammatical differences, politeness

levels, and idiomatic expressions is essential for achieving accurate and effective translations.

This research adopts a qualitative approach, drawing from both theoretical frameworks and linguistic analysis. The study is based on an examination of real-life examples of English-to-Uzbek translation, supported by linguistic theories such as Nida's Dynamic Equivalence, Chomsky's Transformational-Generative Grammar, and Newmark's Communicative Translation. Examples of translations involving both languages are analyzed to identify key challenges and propose solutions.

The data for this study is gathered from various texts, including literary works, formal documents, and spoken language examples, highlighting typical translation challenges between English and Uzbek. Key examples of lexical gaps, idiomatic expressions, cultural references, and grammatical structures are explored to demonstrate common translation difficulties and how linguistic theories can inform practical solutions.

Translation between English and Uzbek involves much more than simply converting words from one language into another. It requires a deep understanding of both the linguistic structures and cultural nuances of each language, and is further complicated by the significant differences between the two languages. In this article, we will explore some of the major challenges that translators face when working between English and Uzbek, offering insights into how linguistic theories can help explain and navigate these issues.

One of the fundamental challenges in translating between English and Uzbek is the existence of lexical gaps, or words in one language that have no direct equivalent in the other. Lexical gaps often arise from cultural differences, where a particular concept or object is significant in one culture but not in another.

For instance, consider the English word "privacy." In Western societies, privacy is a deeply ingrained value, but in Uzbekistan, communal living and family-centered values often take precedence. As such, there is no exact Uzbek equivalent for "privacy." Translators might use words like "shaxsiy hayot" (personal life) or

"maxfiylik" (confidentiality) depending on the context, but neither fully captures the English meaning of "privacy."

Similarly, in Uzbek, the concept of "mehmonnavozlik" holds deep cultural significance, referring to the generous hospitality that is expected when hosting guests. In English, this would have to be translated as "hospitality" or described with a sentence like, "the tradition of warmly welcoming guests." However, this loses the connotations of obligation, generosity, and respect that are inherent in the original Uzbek term.

This challenge is explained by Nida's Dynamic Equivalence Theory (1964), which suggests that translation should prioritize the message and the emotional impact on the target audience, rather than adhering strictly to word-for-word equivalence. In this case, the goal is to convey the feeling or cultural significance of the word, even if a direct lexical equivalent does not exist. Translating idiomatic expressions and proverbs between English and Uzbek is particularly difficult because they often reflect cultural beliefs, values, and traditions that do not necessarily translate well across cultures. According to Sapir-Whorf's Linguistic Relativity Hypothesis, language shapes how we perceive and categorize our world, which means that certain phrases carry meanings that are unique to the culture of the speaker.

For example, the English idiom "Being over the moon" would be nonsensical if translated literally into Uzbek ("Oy ustida bo'lish"). The Uzbek audience would not understand the hyperbole. Instead, a more appropriate translation would be "Boshi osmonga yetmoq" ("Head up to the sky"), which conveys the same idea in a way that fits the target culture.

On the other hand, consider the Uzbek proverb "Erta turganning rizqi mo'l" (Those who wake early have abundant fortune). The underlying message about the value of hard work and discipline is similar to English proverbs like "The early bird catches the worm." However, the Uzbek proverb carries a stronger cultural connotation, reflecting the importance of starting early and working hard to secure not just material success, but also blessings and good fortune. While an English translation can capture the literal meaning, the cultural depth of this proverb might be lost without further explanation.

In this sense, translation is not just about finding the right words; it is about cultural mediation. As Hatim and Mason (1990) explain, translators must not only be proficient in both languages, but also sensitive to the cultural frameworks that shape those languages.

Grammatical structure is another significant challenge in translating between English and Uzbek, as these languages come from different families—Indo-European and Turkic, respectively. This means that their word order, sentence structure, and grammatical rules differ greatly.

One notable difference is the use of word order. English typically follows a subject-verb-object (SVO) structure, as in the sentence "I am reading a book." Uzbek, on the other hand, uses a subject-object-verb (SOV) structure, so the same sentence would be rendered as "Men kitob o'qiyapman" (literally, "I book reading am"). Translators must adjust the sentence structure to fit the natural flow of the target language without losing clarity.

Tense is another area where differences can cause difficulties. English has a range of tenses, including the present perfect (e.g., "I have eaten"), which does not have a direct equivalent in Uzbek. In such cases, translators must rely on context and approximate expressions, such as "Men ovqatlandim" (I ate), which does not capture the nuance of a past action that has relevance to the present.

The differences in grammar can be explained by Chomsky's Transformational-Generative Grammar theory (1957), which suggests that all languages have underlying syntactic structures, but the surface expressions of these structures differ widely between languages. Translators must understand both the deep and surface structures to effectively move between English and Uzbek.

Politeness strategies and levels of formality are also crucial in Uzbek and English, but the way these are embedded in language differs. Uzbek has more distinct markers of formality based on age, status, and familiarity, reflecting the hierarchical nature of Uzbek society. For example, when addressing an elder, one might use "Qandaysiz?" (formal "How are you?"), but for a peer, "Qanday?" (informal "How are you?") is appropriate.

In English, while formal and informal distinctions exist, they are often less pronounced. A single phrase like "How are you?" can be used in both formal and informal contexts, making it easier for English speakers. However, a direct translation of "How are you?" into Uzbek without considering these social hierarchies could result in a lack of respect or social awkwardness.

This issue can be linked to Brown and Levinson's Politeness Theory (1987), which argues that politeness is a universal feature of communication but is expressed differently in various cultures. Translators must be acutely aware of the social dynamics at play in both languages to ensure that the appropriate level of respect and politeness is maintained.

Idiomatic expressions and metaphors pose a unique challenge because they are often culturally bound. In many cases, a literal translation would not convey the intended meaning. For example, the English metaphor "Time is money" reflects a capitalist view of time as a valuable, finite resource. In Uzbek, this concept can be translated literally ("Vaqt - pul"), but the deeper cultural values attached to time and money in Uzbek society may not align with this metaphor. A more contextually appropriate phrase in Uzbek might emphasize the importance of time without equating it to money.

Similarly, the Uzbek idiom "Bir qoshiq suvda cho'ktiradi" (literally, "He would drown him in a spoonful of water") expresses extreme hostility, akin to the English idiom "He hates him with a passion." The literal translation would confuse English speakers, so a translator must instead find an idiom or expression that conveys the same emotional intensity.

Newmark's Communicative Translation Theory (1981) emphasizes the importance of conveying meaning over form when dealing with figurative language. This theory suggests that when translating idioms, the focus should be on achieving equivalent effect rather than preserving the literal meaning of the words. The challenges identified in this study are deeply rooted in both linguistic and cultural differences between English and Uzbek. The application of Nida's Dynamic Equivalence Theory suggests that a successful translation requires not only linguistic

accuracy but also the retention of meaning and emotional impact for the target audience. In cases where there are lexical gaps, translators are encouraged to provide cultural explanations or use approximate expressions to convey the intended meaning effectively.

Chomsky's Transformational-Generative Grammar helps explain the grammatical challenges, particularly in terms of syntactic structure. Translators must often restructure sentences to fit the target language's natural flow, especially given the differences in word order and tense systems. For instance, when translating "I have finished my work" into Uzbek, there is no direct equivalent for the present perfect tense, so context and time expressions must be used to clarify meaning.

The study also supports Newmark's Communicative Translation Theory, which emphasizes that idiomatic expressions and metaphors should be adapted to achieve the same communicative effect in the target language. Translators must avoid literal translations of idioms, focusing instead on the underlying message and ensuring that it resonates culturally with the target audience.

In the context of formal vs. informal language, Brown and Levinson's Politeness Theory is particularly relevant. It highlights the need for translators to be sensitive to the social hierarchies inherent in Uzbek language and culture, which are less pronounced in English. Translators must carefully navigate these hierarchies to ensure that respect and social norms are preserved in the translated text. The findings of this study demonstrate that translating between English and Uzbek is a complex task that requires not only linguistic knowledge but also a deep understanding of cultural values and social norms. Translators must be aware of lexical gaps, cultural differences, grammatical structures, and politeness strategies to produce accurate and meaningful translations. By applying linguistic theories such as Dynamic Equivalence, Transformational-Generative Grammar, and Communicative Translation, translators can better address the challenges presented in English-Uzbek translation.

Ultimately, the research underscores the importance of cultural sensitivity and linguistic competence in ensuring that translations preserve both the meaning and cultural resonance of the original text. As globalization continues to bring diverse

languages and cultures into contact, the role of skilled translators becomes increasingly essential.

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TRENDS IN MODERN ENGLISH

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Abstract. *The English language today is rapidly evolving, continually adapting to new social, cultural, and technological landscapes. This paper explores the main*

linguistic trends shaping English in response to these influences. Key attention is directed at how digital technology, globalization, and shifting language norms in society are transforming vocabulary and grammar structures. Analyzing these transformations sheds light on the mechanisms driving language change, which is valuable for linguists and language learners alike, offering insights into the English language's adaptability in the modern era.

Keywords: *modern English, trends, digitalization of vocabulary, simplification of grammar, gender-neutral language, youth slang, neologisms, sociolinguistics, Internet culture.*

Annotatsiya. *Bugungi kunda ingliz tili jadal rivojlanib, doimiy ravishda yangi ijtimoiy, madaniy va texnologik landshaftlarga moslashmoqda. Ushbu maqola ushbu ta'sirlarga javoban ingliz tilini shakllantiradigan asosiy lingvistik tendentsiyalarni o'rganadi. Asosiy e'tibor raqamli texnologiyalar, globallashtirish va jamiyatdagi til me'yorlarining o'zgarishi lug'at va grammatik tuzilmalarni qanday o'zgartirayotganiga qaratilgan. Ushbu o'zgarishlarni tahlil qilish til o'zgarishini boshqaradigan mexanizmlarga oydinlik kiritadi, bu tilshunolar va til o'rganuvchilar uchun ham qimmatli bo'lib, zamonaviy davrda ingliz tilining moslashuvchanligi haqida tushuncha beradi.*

Kalit so'zlar: *zamonaviy ingliz tili, tendentsiyalar, lug'atni raqamlashtirish, grammatikani soddalashtirish, gender-neytral til, yoshlar jargoni, neologizmlar, sotsiolingvistika, Internet madaniyati.*

Аннотация. *Английский язык сегодня стремительно развивается, постоянно адаптируясь к новым социальным, культурным и технологическим условиям. В данной статье рассматриваются основные лингвистические тенденции, формирующие английский язык в ответ на эти влияния. Основное внимание уделяется тому, как цифровые технологии, глобализация и изменение языковых норм в обществе трансформируют словарный запас и грамматические структуры. Анализ этих трансформаций проливает свет на механизмы, лежащие в основе языковых изменений, что ценно как для*

лингвистов, так и для изучающих язык, поскольку дает представление об адаптивности английского языка в современную эпоху.

Ключевые слова: *современный английский, тенденции, цифровизация лексики, упрощение грамматики, гендерно нейтральный язык, молодежный сленг, неологизмы, социолингвистика, интернет-культура.*

English, being a global means of communication, is undergoing many changes under the influence of various factors. Modern technologies and cultural trends have increased the pace of transformation, making the language more flexible, diverse and adaptive. New terms and communication styles are actively penetrating popular culture, the corporate world and academic circles.

This article explores trends such as the digitalization of vocabulary, simplification of grammatical structures, and the growing influence of youth and gender-neutral language. Consideration of these processes will help to better understand how current trends shape the English language and its future.

At the same time, there is a growing emphasis on inclusivity, which has led to the adoption of gender-neutral language and other changes that make communication more respectful and universally applicable. This article examines these evolving trends, such as the digitalization of vocabulary, the simplification of grammatical structures, and the rise of inclusive language, providing insight into how these developments not only reflect current social values but also shape the future trajectory of the English language in an increasingly interconnected world.

The literature on the development of the English language in the 21st century is quite extensive. The main sources include the work of linguists such as David Crystal, who describes the impact of globalization on language, as well as research in the field of sociolinguistics on the adaptation of the English language on the Internet (for example, the work of Naomi Baron). Books and articles devoted to digital vocabulary, gender-neutral language and abbreviations serve as a basis for analyzing modern language trends and help to form a conceptual framework for understanding the processes occurring with the English language in recent decades.

Additional works focus on the rise of digital vocabulary, inclusivity through gender-neutral language, and the adoption of abbreviations in both informal and formal settings. Texts on gender-neutral language, for example, explore the social and linguistic factors driving the use of singular "they" and other inclusive forms, making English a more accessible and adaptable language for diverse communities. Furthermore, studies of youth slang and internet culture provide context on how these trends, often beginning in youth subcultures, quickly spread to mainstream communication and shape modern English.

This body of literature not only serves as a foundation for analyzing the current state of the English language but also aids in forming a conceptual framework for understanding how social, cultural, and technological factors collectively shape linguistic evolution. These resources collectively underscore the ongoing changes and provide valuable perspectives for anticipating future developments in the English language.

The research methodology includes the analysis of texts and language data from various sources, such as social networks, news portals and Internet forums. Quantitative and qualitative methods of analyzing vocabulary and grammatical structures were used, which made it possible to identify key trends related to language simplification, abbreviations and the use of neologisms. A comparative analysis of literary data and examples from mass communication serves as the basis for concluding how mass and social trends are changing the English language in modern society. The research used methods of analyzing the corpus of texts, as well as lexico-semantic and content analysis. The data sources were large Internet corpora such as COCA (Corpus of Contemporary American English) and BNC (British National Corpus), which allowed us to assess the frequency and prevalence of new language forms and abbreviations. Data from social networks (Twitter, Instagram) and Internet forums were used to track the use of slang, abbreviations and neologisms in everyday communication. Sociolinguistic analysis was used to consider factors influencing changes in language, such as age and social groups that are most susceptible to change.

This made it possible to identify how social and cultural factors influence language trends.

To further understand how language evolution correlates with demographic factors, a sociolinguistic analysis was conducted. This involved examining the role of age, social group, and online community preferences in the adoption of new linguistic forms. By identifying the groups most receptive to linguistic change, such as younger age demographics and frequent users of digital platforms, the research illuminates the ways social and cultural factors intersect with language trends, ultimately influencing the direction of English in modern society.

1. Digitalization of vocabulary: The emergence of new technologies has led to the creation and widespread use of neologisms such as "selfie", "hashtag" and "meme". These words associated with Internet culture have become an integral part of modern English and have been quickly integrated into everyday communication.

2. Simplification of grammatical structures: Modern English tends to simplify. For example, long constructions are replaced by shorter forms, often without following strict grammatical rules. This is due to the need to save time in terms of digital communication.

3. Gender-neutral language: In response to social demands, gender-neutral forms are actively developing in English. In particular, the pronoun "they" is now used in the singular to refer to a person with an indeterminate gender, which makes the language more inclusive.

4. Youth slang and abbreviations: The development of slang in English is due to youth subcultures, as well as social networks where short messages and symbols are used (for example, "LOL" - laughing out loud, "TBH" - to be honest). These elements are becoming generally accepted and are actively used even outside the youth audience.

Impact of Multilingualism and Globalization English is increasingly influenced by multilingual environments and the blending of cultures, leading to the incorporation of foreign terms and expressions into everyday English. Words like "sushi," "taco," and "karaoke" have become commonplace in English-speaking countries, and terms such as "schadenfreude" or "déjà vu" are used with ease, illustrating the role of

globalization in enriching English vocabulary. This phenomenon reflects not only the interconnected nature of modern societies but also the flexibility of English as it adopts and adapts to linguistic elements from diverse cultures. As English continues to evolve, it will likely absorb even more words from other languages, creating a richer, more globally inclusive lexicon.

Trends in modern English demonstrate that the language adapts to cultural and technological changes while maintaining its role as the main means of international communication. Digitalization, simplification of grammar and the growth of a gender-neutral language are important factors influencing English in the modern world. The considered trends emphasize the dynamics and flexibility of the English language, confirming its ability to change and adapt in a rapidly changing society.

These trends not only highlight the rapid pace of language evolution in the digital age but also indicate a shift towards a more inclusive, accessible mode of communication that aligns with modern social values. English's adaptability positions it uniquely as a language that can evolve with changing societal norms, embracing innovations that make it more efficient and resonant for a global audience.

As we move forward, the ongoing changes in English affirm its resilience and relevance. The language's capacity for adaptation suggests that it will continue to evolve, incorporating new forms, expressions, and structures to meet the demands of a globalized, digitally interconnected world. Consequently, studying these linguistic shifts offers valuable insights for understanding the broader cultural, social, and technological transformations shaping our contemporary experience.

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THE ROLE OF MYTHOLOGY IN MODERN FANTASY LITERATURE

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Abstract *This thesis explores the crucial influence of mythology on contemporary fantasy fiction, demonstrating how mythological structures, themes, and archetypes enhance stories and help authors establish stronger bonds with their audience. Through an analysis of works by authors such as J.R.R. Tolkien, J.K. Rowling, and Neil Gaiman, this research clarifies how mythology influences world-building, character development, and thematic exploration. The results highlight the educational advantages of using mythology in literary studies, which help students become more critical thinkers and culturally sensitive. In order to advance a thorough comprehension of language, literature, and education, this research ultimately promotes a deeper integration of mythological studies inside the philological framework.*

Key words: *mythology, fantasy literature, narrative structure, archetypes, education, language, cultural identity, world-building, literary analysis, philology.*

The interaction of mythology and literature has long captivated readers and academics alike, providing a rich fabric from which contemporary stories are inspired. Mythology offers a fundamental structure that improves thematic resonance and narrative complexity in the field of fantasy fiction. With an emphasis on how mythology affects reader engagement, world-building, and character development, this thesis examines the complex function of mythology in modern fantasy fiction. Manlove have very clearly and concisely summarized what fantasy is: A fiction evoking wonder and containing a substantial and irreducible element of supernatural or impossible worlds, beings or objects with which the mortal characters in the story or the readers become on at least partly familiar terms. And this research looks at important works and their mythological foundations in an effort to highlight the importance of myth in comprehending the literature and the educational settings in which it is studied.

Remarkable narratives are fundamentally fictional, and genuine fantasy appears nonsensical compared to true crime. To make a work fantastic, elements like wizards and dragons must be central to the narrative, not just minor ones. This is not unique to fantasy, as no one would categorize a Steven Seagal movie as romance or action-romance just because of a minor romantic subplot.

Fantasy is not different from any other genre in that the characteristics that define a genre must be prominent in a work for it to be classified within that genre. The content that can make a work fantastic should not only be interpreted as symbols for non-fantastic things, but also as allegorical representations. For example, George Orwell's *Animal Farm* is considered fantasy if the intelligent animals are interpreted as symbols representing various factions in communist Russia.

Furthermore, the pertinent content must not be solely ridiculed or satirized within the narrative. This observation aligns with any theory regarding fiction and ensures that fantastic narratives are not solely ridiculed or satirized. This research adopts a qualitative methodology, applying textual analysis to investigate significant texts in the fantasy genre. Chosen works will be scrutinized for their allusions to mythology,

recurring character types, and story structures. The approach further encompasses a philological examination of language, looking into how mythological terminology influences reader perception and cultural comprehension.

The examination of chosen contemporary fantasy works shows a significant incorporation of mythological themes that deepens narrative intricacy and thematic significance. Writers like J.R.R. Tolkien and Neil Gaiman draw upon archetypal characters—such as the hero, the trickster, and the wise sage—based in mythological backgrounds to create detailed, layered tales. Tolkien's depiction of the hero's journey in *The Lord of the Rings* illustrates this concept, as Frodo's adventure reflects traditional mythic stories, highlighting themes of sacrifice, bravery, and the struggle between good and evil.

Moreover, the use of mythological language and visual elements immerses readers in a fantastical realm that feels both recognizable and transformative. Gaiman's *American Gods* skillfully intertwines ancient mythology with modern challenges, showcasing the conflict of cultures and the changing landscape of belief systems in today's society. This fusion of the old with the new emphasizes the importance of mythology in exploring current human experiences, such as identity, belonging, and ethical dilemmas.

Furthermore, the educational implications of these stories become clear, as they prompt readers to critically evaluate cultural principles and moral inquiries. By offering mythological frameworks, contemporary fantasy literature promotes the investigation of enduring themes, fostering a more profound understanding of societal norms. In conclusion, the analysis reveals that mythology not only enhances fantasy literature but also acts as an essential resource for cultural education and introspection, bridging the divide between ancient insights and modern existence.

In summary, mythology significantly influences contemporary fantasy literature, offering both structural frameworks and thematic richness. This analysis illustrates how writers like J.R.R. Tolkien and Neil Gaiman draw inspiration from age-old mythic traditions to address modern issues, including identity, ethics, and cultural disputes. Through the use of archetypal characters and storylines, these authors craft immersive

universes that connect with readers on various levels. Furthermore, the inclusion of mythological aspects not only enhances the narrative but also promotes cultural understanding and thoughtful examination. As audiences engage with these tales, they are encouraged to reflect on ethical and philosophical dilemmas that are timeless and universal. In the end, the relationship between mythology and contemporary fantasy literature highlights the lasting impact of storytelling, showing that ancient myths still shape our comprehension of the human experience in an ever-evolving world.

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MODERN METHODS OF TEACHING ENGLISH

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Abstract: *There is no denying fact that methods play a key role in our life. The reason why it is important for the information to effectively reach the learner. The article examines the potential of modern methods and strategies in the teaching of English as a foreign language. Throughout history ,language has been fundamental to accessing knowledge , and the ability to speak multiple languages has always been a highly valued skill. At different stages of societal development ,specific languages have played a significant role on a global scale.*

Keywords : *Modern methods, significant role, communication skills, linguistic competence, grammatical competence, sociolinguistic competence, teaching methods, learning process, formulaic expressions, respective fields, pivotal role.*

Аннотация: Методы играют важную роль в нашей жизни, и это бесспорно. Причина в том, что для эффективного донесения информации до учащегося это крайне важно. Статья исследует потенциал современных методов и стратегий в преподавании английского языка как иностранного. На протяжении всей истории язык был основным средством доступа к знаниям, и умение говорить на нескольких языках всегда высоко ценилось. На разных этапах развития общества определенные языки играли важную роль на глобальном уровне.

Ключевые слова: современные методы, значительная роль, коммуникативные навыки, языковая компетенция, грамматическая компетенция, социолингвистическая компетенция, методы обучения, учебный процесс, устойчивые выражения, соответствующие области, ключевая роль.

Annotatsiya : *Hayotimizda metodlarning muhim rol o'ynashi shubhasizdir. Sababi, axborotning ta'lim oluvchiga samarali yetib borishi uchun bu juda muhimdir. Maqola zamonaviy metodlar va strategiyalarning chet tili sifatida ingliz tilini o'qitishda imkoniyatlarini o'rganadi. Tarix davomida til bilimga kirish uchun asosiy vosita bo'lib kelgan va bir nechta tillarni bilish doimo yuqori baholangan ko'nikma bo'lib qolgan. Jamiyat rivojlanishining turli bosqichlarida ma'lum tillar global miqyosda muhim rol o'ynagan.*

Kalit so'zlar: *zamonaviy metodlar, muhim rol, muloqot ko'nikmalari, lingvistik kompetentsiya, grammatik kompetentsiya, sotsiolingvistik kompetentsiya, o'qitish metodlari, o'qitish jarayoni, formulali iboralar, tegishli sohalar, asosiy rol.*

Today, there are various approaches available for students learning English. One notable method is the fundamental approach, which emphasizes deep grammar study and requires a commitment of at least 2-3 years. This method is particularly aimed at training professional translators, equipping them to understand and express concepts as a native speaker would. It treats language as a comprehensive tool for communication , with a focus on mastering its intricate details.

In 1996 , linguist and anthropologist Dell Hymes developed of ‘ communicative competence ,’ which redefined what it means to ‘ know’ a language.

According to him , it is not enough to know the grammatical structure of a language; one must also be able to use it correctly in various contexts. Hymes summarized this idea as follows: ‘ There are rules of use without which the rules of grammar would be useless.’ His approach was based on Chomsky’s theory of linguistic competence concerning an ideal native speaker. Hymes did not provide a concrete formulation of communicative competence, but subsequent researchers, particularly Michael Canale , applied this concept to language teaching. Canale and Swain divided communicative competence into three main components: grammatical competence , sociolinguistic competence and strategic competence. Canale later added discourse competence to the model, which includes the concepts of cohesion and coherence.

Teaching methods can be seen as the structured interaction between instructors and learners , where knowledge , skills, and competencies are transferred and acquired. These techniques are complex and systematic , characterized by specific features that help in categorizing and choosing the right approach for different learners. These recommendations are an important aspect of modern approaches to enhancing the effectiveness of language learning, emphasizing practice, interactivity , and maintaining interest throughout the educational process. These ideas align with strategies used in language learning methodology to boost motivation and increase learners’ engagement.

The ultimate aim of these teaching methods is to develop fluency in a living , spoken language and enhance communication skills. Modern, communicative approaches encourage active participation from students, making the learning process more engaging and effective. This shift towards interaction allows learners to practice speaking and understanding in real –life contexts , promoting greater language retention and confidence.

While we often hear that ‘lessons should be fun’ or ‘lessons should be important, these are merely addressing the problem without offering a concrete solution. It’s not just about maintaining a constant passion , which is different from an abstract desire. Therefore, to maintain the desire to learn English , it is essential for learners to engage in continuous practice. Communication , reading, watching movies, and listening to

songs in the language are integral parts of the learning process. Recognizing words or phrases , as well as being able to speak or write in the language , fuels motivation to continue learning. Having said that, pushing oneself beyond comfortable limits can lead to the opposite effect , potentially decreasing motivation instead of sustaining it. This part discusses encouraging students to continuously learn the language and making the teaching process more effective.

In today's fast-paced and evolving world , English language teaching has also diversified , catering to specific professional needs. Students can now opt for specialized courses such as English for lawyers , English for economists , or business English. These tailored programs offer targeted vocabulary and phrases , enabling learners to communicate effectively in their chosen fields. This practical , needs-based approach provides users with essential, formulaic expressions that help them operate smoothly within professional environments, such as business meetings, legal negotiations , or economic discussions.

In conclusion , the article highlights the dynamic evolution of English language teaching methodologies, reflecting the importance of language as a tool for global communication. Over the course of history, the ability to understand and speak multiple languages has been a valuable skill, with English emerging as one of the most influential languages worldwide. The development of modern teaching approaches, ranging from traditional grammar –focused methods to communicative techniques, demonstrates a shift towards more holistic and practical language learning expression.

Key concepts such as Dell Hymes ' communicative competence ' have played a crucial role in redefining what it means to know a language , emphasizing not only grammatical accuracy but also the ability to use language appropriately across different social contexts. The integration of various competences, including grammatical , sociolinguistic , strategic and discourse has paved the way for more effective and meaningful language teaching strategies . This modern approaches prioritize interaction, practice and the maintenance of student interest , which are essential for language retention confidence building.

The article also underscored the importance of continuous engagement in language learning. Effective methods go beyond the classroom, encouraging students to immerse themselves in the language through various forms of media , real-life interactions, and practical usage. This ongoing practice is pivotal role in sustaining motivation , as learning a language is not just about acquiring knowledge but developing a lifelong and habit. Moreover, the diversification of English language course, including specialized programs for professionals, reflects the growing demand for tailored language skill. Whether it's business English , legal English , or technical language , these courses equip learners with the specific vocabulary and expressions needed to excel in their respective fields. This trend towards specialized, needs-based learning allows for more targeted and relevant instructions, ensuring that students can apply their skills effectively in real-world situations. Ultimately , the broad range of teaching methods and strategies available today means that learners can find an approach that best suits their goals, whether they aim for general fluency or specific professional competence. By combining traditional linguistic foundations with modern communicative techniques , language education continues to evolve , offering diverse and adaptable solutions to meet the needs of a global audience. This adaptability ensures that English language learners can develop both the knowledge and confidence to use the language effectively, understanding across cultures.

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STAGING AND THE REPRESENTATION OF DISCOURSE STRUCTURE

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Abstract *This paper's focus that definitions of these terms vary greatly and often depend on the context and culture in which they are used. Specific examples may also incorporate elements from multiple forms of discourse. But we also recognize that a shared understanding of the meaning of these terms can help us – both as individuals and as a community -- more easily identify and articulate the goals of particular discourses that we participate in, host, or facilitate. According to the framework we have developed and is introduced in this guide, these five forms of discourse share one common characteristic – they are all multi-directional, in the way that a lecture or speech is not.*

Key words: *Description, narration, exposition, argumentation, poetic, expressive, transactional discourse, sentence, poetic discourse.*

Аннотация: *В этой статье основное внимание уделяется тому, что определения этих терминов сильно различаются и часто зависят от контекста и культуры, в которых они используются. Конкретные примеры могут также включать элементы из нескольких форм дискурса. Но мы также признаем, что общее понимание значения этих терминов может помочь нам – как отдельным лицам, так и как сообществу – легче определить и сформулировать цели конкретных дискуссий, в которых мы участвуем, проводим или поддерживаем. Согласно схеме, которую мы разработали и представили в этом руководстве,*

эти пять форм дискурса имеют одну общую характеристику – все они разнонаправлены, в отличие от лекции или выступления.

Ushbu maqola atamalarning ta'riflari juda katta farq qilishi va ko'pincha ular qo'llanilgan kontekst va madaniyatga bog'liqligiga e'tibor qaratadi. Muayyan misollar, shuningdek, nutqning bir nechta shakllaridan elementlarni o'z ichiga olishi mumkin. Ammo biz ushbu atamalarning ma'nosini umumiy tushunish ham individual, ham jamoa sifatida biz qatnashadigan, mezbonlik qiladigan yoki yordam beradigan alohida nutqlarning maqsadlarini aniqlash va ifodalashda yordam berishi mumkinligini ham tan olamiz. Biz ishlab chiqqan va ushbu qo'llanmada kiritilgan asosga ko'ra, nutqning ushbu besh shakli bitta umumiy xususiyatga ega - ularning barchasi ma'ruza yoki nutqda bo'lmaganidek, ko'p yo'nalishli.

Discourse is the use of language to share ideas, insights, and information. Discourse can include fictional and poetic works as well as nonfictional prose. To be considered discourse, a piece of writing must be longer than a sentence and have a coherent purpose and meaning. Discourse can be shared through written or spoken language. In fact, it's organized into three categories: written discourse: Composed of written works like essays, blog posts, and books. Spoken discourse: Shared through speech, like presentations, vlogs, and oral reports. Civil discourse: Spoken or written words characterized by its inclusion of multiple participants, all of whom engage on a level playing field. Here, we're mostly going to be focusing on written discourse, but keep in mind that the same principles guide all types of discourse, and tips for writing effective discourse are also applicable to spoken discourse. Discourse structure (DS) is difficult to define, there is at least agreement that coherent discourse (multi-sentence dialogue or monologic text) is more than a sequence of propositions, just as sentences are more than sequences of words. In discourse, both explicit and implicit devices signify links between sentences, between groups of sentences, and between elements within sentences, and in turn, carry additional elements of discourse semantics. DS represents to cover all aspects of the internal organisational structure of a discourse. DS thus subsumes notions such as segmentation, relations between segments

(informational and intentional), anaphoric relations, modal subordination, discourse topic, thematic progression, etc

The purpose of discourse is to share ideas. Sometimes, discourse writers have additional goals, like informing, persuading, or evoking empathy in their readers. Often, the word discourse has the connotation of serious and/or scholarly discussion. While discourse can, and does, include this type of discussion, it is not limited to academic or otherwise “serious” topics. Discourse can be about anything—the purpose of discourse is to start or add to a body of knowledge by sharing ideas and findings. There are a few different types of discourse. They are listed below. You might notice similarities between them and the four types of writing there is a lot of cross over between the two, so it can be helpful to familiarize yourself with both.

Descriptive discourse aims to appeal to the senses. It may use imagery to help the reader visualize a scene or object, or it might rely on descriptions of sounds or feelings to immerse the reader in a piece’s setting. Narration is discourse presented through storytelling. It can be fiction or nonfiction and often includes stories told as biographies, histories, and news reports. This type of discourse might not state its meaning, also known as its theme, as explicitly as another type of discourse.

Exposition is a type of discourse that aims to inform the reader. Scientific reports, compare-and-contrast essays, how-to guides, and explanations of academic concepts are examples of this type of discourse. With exposition, the goal is not to persuade the reader or influence them in any way; it is simply to educate them.

In contrast to exposition, argumentation is a type of discourse that aims to persuade its reader to agree with a certain position, specifically through logos. Argumentation is not aggressive or defensive writing; it’s writing that uses logic to demonstrate why the author’s position is correct. Through that logic, the author guides the reader to draw their own conclusions. In addition to the four types of written discourse listed above, discourse fits into three categories: poetic, expressive, and transactional. A piece of writing can fit into both a category and a type, such as a piece of poetic discourse that can also be deemed narrative.

Poetic discourse relies on poetic elements, such as figurative language, meter, and rhyme, to emphasize its message. Contrary to its name, it is not limited to poetry. Novels, plays, and poetry are examples of poetic discourse.

Expressive discourse is “creative, but not fictional.” Blog posts, diary entries, personal letters, and personal essays all fit into the category of expressive discourse. Transactional discourse aims to instruct its readers or drive them to take action. Instruction manuals and guidebooks are two examples of transactional discourse. I knew I could not separate myself from the world’s death, even though I was not one of those who brought it about. I had to make clear the relation of our individual dramas to the larger one, and our responsibility. I was never one with the world, yet I was to be destroyed with it. I always lived seeing beyond it. I was not in harmony with its explosions and collapse. I had, as an artist, another rhythm, another death, another renewal.

To-morrow, and to-morrow, and to-morrow,
Creeps in this petty pace from day to day,
To the last syllable of recorded time;
And all our yesterdays have lighted fools
The way to dusty death. Out, out, brief candle!
Life’s but a walking shadow, a poor player
That struts and frets his hour upon the stage
And then is heard no more. It is a tale
Told by an idiot, full of sound and fury
Signifying nothing. —William Shakespeare, *Macbeth*

Adults keep saying: “We owe it to the young people to give them hope.” But I don’t want your hope. I don’t want you to be hopeful. I want you to panic. I want you to feel the fear I feel every day. And then I want you to act. I want you to act as you would in a crisis. I want you to act as if the house is on fire. Because it is. Greta Thunberg, a speech at the World Economic Forum: “Our House Is On Fire”

The difference between discourse and poetry is that while discourse is writing that imparts a message, poetry is a type of writing characterized by its use of figurative

language and a stylized format. Discourse and poetry are not mutually exclusive; poetry can be a form of discourse.

Discourse is a joint activity requiring active participation from two or more people, and, as such, it depends on the lives and knowledge of two or more people and the situation of the communication. Herbert Clark applied the concept of common ground to his discourse studies as a way of accounting for the various agreements that take place in successful communication.

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NAVIGATING ENGLISH GRAMMAR : A GUIDE FOR LEARNERS

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Abstract: *This article explores the eight parts of speech essential sentence structure, tense and verb forms, and punctuation. Mastering English grammar can be a rewarding yet challenging journey for language learners. Grammar forms the backbone of any language, enabling us to communicate clearly and effectively. However, English grammar can be particularly tricky, with its numerous rules, exceptions and nuances. Whether you are beginner or looking to refine your skills, this*

guide offers insights to help you confidently tackle English grammar and enhance your language proficiency.

Key words: *English grammar, sentence structure, verbs, parts of speech, punctuation, capitalization, rules, communication, prepositions, writing.*

Understanding English grammar is foundational for learners aiming to achieve fluency and clarity in communication. Grammar governs the structure and organization of language, allowing individuals to convey precise meaning. However, for many learners, mastering English grammar proves challenging due to its nuanced rules, exceptions, and diverse sentence structures. Studies show that learners often struggle with tense forms, articles, and prepositions, particularly when their first language has different grammatical constructs. These challenges underscore the need for a systematic approach to grammar instruction, with a focus on practical application and clear, contextual examples. To address these complexities, this guide explores essential grammar topics—such as parts of speech, sentence structure, tenses—providing learners with a comprehensive roadmap to navigating English grammar. By incorporating insights from linguistics and language acquisition research, as well as practical teaching resources, this article aims to support learners in building both grammatical knowledge and confidence. Ultimately, this guide seeks to equip learners with the tools necessary to communicate more effectively and accurately in English.

Understanding the parts of speech is essential for constructing sentences and communicating clearly in English. Parts of speech categorize words based on their functions within a sentence, which helps learners understand sentence structure and meaning. There are eight primary parts of speech in English: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections .

Nouns are words that name people, places, things, or ideas, serving as the subjects or objects of sentences. For instance, in the sentence “The dog barked,” “dog” is the noun. Nouns can be classified further as countable, uncountable, proper, or common, each type impacts sentence structure

Pronouns replace nouns to avoid repetition and simplify sentences. Common pronouns include “he,” “she,” “it,” and “they.” Pronouns must agree with their

antecedents in number, gender, and case. For example, “Sara lost her book” uses “her” as a pronoun referring to “Sara.”

Verbs express actions, events, or states of being. They are the core of a sentence’s predicate and vary in tense, aspect, and mood, which can be complex for learners to master. For example, in “She runs every morning,” “runs” is the verb indicating an action.

Adjectives describe or modify nouns, adding detail to sentences. In “a beautiful garden,” “beautiful” is an adjective that describes “garden.” Adjectives help provide clarity and depth, which enhances communication.

Adverbs modify verbs, adjectives, or other adverbs, often indicating manner, time, place, or degree. For instance, in “She sings beautifully,” “beautifully” modifies the verb “sings.” Understanding adverbs enables learners to convey more nuanced meanings.

Prepositions show relationships between nouns (or pronouns) and other words in a sentence, often indicating direction, location, or time. In “The book is on the table,” “on” is a preposition showing location.

Conjunctions link words, phrases, or clauses, helping to create complex sentences. Coordinating conjunctions (like “and,” “but,” and “or”) and subordinating conjunctions (like “because” and “although”) are essential for sentence cohesion and flow.

Interjections are words or phrases that express strong emotion, often standing alone. Examples include “Wow!” and “Oops!” Although they are not typically essential to sentence structure, they add expressiveness and tone.

Mastering the parts of speech is a foundational step in language learning. Each part plays a crucial role in conveying meaning, and understanding them enables learners to structure sentences accurately and express themselves more effectively.

Understanding sentence structure is essential for constructing clear and meaningful communication. In English, sentence structures can be simple or complex, each serving a unique purpose in conveying ideas. Sentence types are categorized based on structure and function, helping learners to build a variety of sentences for

effective communication. The four primary types are simple, compound, complex, and compound-complex sentences.

A simple sentence contains a single independent clause, consisting of a subject and a predicate. For example, “The cat sleeps.” Simple sentences are direct and straightforward, making them useful for conveying basic ideas. They help learners focus on constructing clear and grammatically correct statements.

Compound sentences contain two or more independent clauses joined by coordinating conjunctions like “and,” “but,” or “or.” Each clause in a compound sentence can stand alone, but combining them adds depth to the message. For example, “I wanted to go for a walk, but it started to rain.” Compound sentences allow learners to link related ideas smoothly.

Complex sentences contain one independent clause and at least one dependent (or subordinate) clause. A dependent clause cannot stand alone and is often introduced by subordinating conjunctions like “because,” “although,” or “when.” For example, “I studied hard because I wanted to pass the exam.” Complex sentences enable learners to explain relationships between ideas, adding depth to their communication.

Compound-complex sentences combine elements of compound and complex sentences, containing at least two independent clauses and one dependent clause. For example, “I was tired because I worked late, but I still managed to finish the project.” These sentences are advanced structures, often used to convey detailed, interconnected ideas.

Mastering these sentence types enables learners to vary their sentence structure, making their writing and speaking more engaging and sophisticated. By practicing with these different structures, learners can gain greater flexibility in expressing complex ideas and relationships. English verb tenses allow speakers to express the timing of actions, states, or events. Understanding these tenses enables learners to clarify when something occurs, its duration, and its relevance to other events in time. English contains three primary time frames—past, present, and future—each divided into four forms: simple, continuous (or progressive), perfect, and perfect continuous. Mastering these forms allows learners to communicate nuanced meanings more effectively.

Present Simple: Used to describe habitual actions, general truths, or facts.
Example: “She reads every morning.”

Present Continuous: Indicates ongoing actions or temporary situations. Example:
“She is reading a new book.”

Present Perfect: Expresses actions completed at some point in the past with relevance to the present. Example: “She has read that novel.”

Present Perfect Continuous: Shows actions that started in the past and continue into the present. Example: “She has been reading for two hours.”

Past Simple: Refers to actions completed in the past. Example: “She read that book last week.”

Past Continuous: Describes actions that were ongoing at a specific past time. Example: “She was reading when I arrived.”

Past Perfect: Indicates actions completed before another past event. Example: “She had read the book by the time the movie came out.”

Past Perfect Continuous: Refers to ongoing past actions up to a particular time. Example: “She had been reading for an hour before dinner.”

Future Simple: Describes actions that will happen in the future. Example: “She will read that book tomorrow.”

Future Continuous: Indicates actions that will be ongoing at a specific future time. Example: “She will be reading at noon.”

Future Perfect: Refers to actions that will be completed by a certain future point. Example: “She will have read the book by Friday.”

Future Perfect Continuous: Describes ongoing actions that will continue up to a future time. Example: “She will have been reading for two hours by noon.”

Each tense and form serves a unique function, helping speakers to clarify relationships between events and the timing of those events (Purdue OWL, n.d.). These nuances are especially important in English because they help learners convey subtle distinctions, making their communication clearer and more precise.

Punctuation and capitalization are essential tools in writing that help clarify meaning, indicate pauses, and structure sentences. Proper use of these elements enhances readability, ensuring that readers understand a text as intended. Incorrect punctuation or capitalization can lead to confusion or alter the message, making these skills fundamental for effective written communication.

A period signals the end of a sentence, providing a full stop that separates complete ideas. For example, “She enjoys reading.” Without periods, sentences can run together and become unclear.

Commas are used to separate items in a list, clauses, and phrases, and to set off introductory elements. For instance, “After dinner, she read a book.” Commas also prevent misreading by dividing different parts of a sentence, adding necessary pauses

Question marks indicate direct questions. For example, “Where are you going?” This punctuation mark clarifies that a question is being asked, setting it apart from statements. Used for emphasis, exclamation points convey strong emotion or surprise. For example, “Watch out!” However, they should be used sparingly in formal writing, as excessive use can detract from

Colons introduce lists, explanations, or quotations. Example: “She bought the following items: books, pens, and paper.” Semicolons, on the other hand, connect closely related independent clauses, such as in “She enjoys reading; he prefers hiking.” Semicolons also help in complex lists where commas are already in use.

Quotation marks enclose direct speech or quotations. For example, “She said, ‘I love reading.’” They also indicate titles of articles, poems, and short stories. Apostrophes show possession (e.g., “Sarah’s book”) or contractions (e.g., “can’t” for “cannot”). Misplaced apostrophes can cause confusion, so careful usage is essential

Capitalization rules: The first word of a sentence is always capitalized, signifying the start of a new idea or statement. For example, “Reading is enjoyable.

Names of specific people, places, and organizations are capitalized. For example, “London,” “Microsoft,” and “Sarah.

Proper nouns distinguish unique entities from general terms. In titles, the first and last words, as well as all main words, are capitalized. For instance, “The Great Gatsby” follows standard title capitalization rules.

The pronoun “I” is always capitalized, regardless of its position in a sentence. This rule is unique to English and essential for correct pronoun usage.

Correct punctuation and capitalization are integral to effective communication, allowing writers to convey their ideas clearly and professionally. Understanding these elements will help learners create well-structured, readable texts.

Conclusion: This exploration of English grammar fundamentals highlights the importance of understanding linguistic elements—such as parts of speech, sentence structures, tenses, punctuation, and capitalization—in shaping clear and effective communication. Mastery of these components contributes not only to the fluency of written and spoken English but also enhances the precision and nuance required in academic, professional, and social settings. As this article demonstrates, each grammatical component functions systematically, allowing for the expression of complex ideas and relationships. Continued study and practice in these areas will not only benefit learners but also contribute to more effective cross-cultural communication and understanding. For future research, further empirical studies could examine the specific challenges and effective strategies for teaching these concepts, especially among non-native English learners, to facilitate more targeted pedagogical approaches. Grammar remains a fundamental aspect of language learning, with significant implications for communication, cognitive processing, and cultural interaction.

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EKSPRESSIVE FRAZEOLIGIZMLARDA LINGVOKULTUROLOGIK TAHLIL

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Abstract: *The article explores the linguistic and cultural features of nominal expressive phraseological units in English and Uzbek. The study focuses on the comparative analysis of these phraseological expressions, identifying their cultural significance and linguistic characteristics in both languages. The research aims to highlight the ways in which these phraseological units reflect national mentalities, historical context, and cultural values. By comparing English and Uzbek nominal expressive phraseological units, the article also demonstrates the role of language in shaping cultural identities and worldviews.*

Keywords; *Nominal Expressive Phraseological Units, Linguocultural Analysis, National Mentality, Comparative Linguistics, Language and Culture, Phraseology, Cultural Identity*

Аннотация; *Статья исследует лингвистические и культурные особенности номинативных экспрессивных фразеологических единиц в английском и узбекском языках. Исследование сосредоточено на сравнительном анализе этих фразеологических выражений, выявлении их культурной значимости и лингвистических характеристик в обоих языках. Цель работы — выделить способы, с помощью которых эти фразеологизмы отражают национальную ментальность, исторический контекст и культурные ценности. Сравнивая номинативные экспрессивные фразеологизмы английского и узбекского языков, статья демонстрирует роль языка в формировании культурных идентичностей и мировоззрений.*

Ключевые слова, *Номинативные экспрессивные фразеологизмы, Лингвокультурный анализ, Национальная ментальность, Сравнительная лингвистика, Язык и культура, Фразеология, Культурная идентичность*

Annatatsiya: *Maqola ingliz va o'zbek tillaridagi nominal ekspressiv frazeologizmlarning lingvistik va madaniy xususiyatlarini o'rganadi. Tadqiqot bu frazeologik ifodalarni solishtirib, ularning madaniy ahamiyati va lingvistik xususiyatlarini aniqlashga qaratilgan. Tadqiqotning maqsadi, bu frazeologizmlar orqali milliy mentalitet, tarixiy kontekst va madaniy qadriyatlarning qanday aks etishini ko'rsatishdir. Ingliz va o'zbek tillaridagi nominal ekspressiv frazeologizmlarni taqqoslash orqali maqola tilning madaniy identitetlarni va dunyoqarashlarni shakllantirishdagi rolini namoyon etadi.*

Kalit so'zlar; *Nominal ekspressiv frazeologizmlar, Lingvokulturologik tahlil, Milliy mentalitet, Solishtirma lingvistika, Til va madaniyat, Frazeologiya, Madaniy identitet*

Til nafaqat muloqot vositasi, balki xalqning madaniyati, mentaliteti va dunyoqarashini aks ettiruvchi asosiy ko'zgudir. Frazeologizmlar – tildagi o'ziga xos birliklar bo'lib, ularda xalqning hayotiy tajribasi, qadriyatlari va dunyoqarashi

mujassamlangan. Ayniqsa, nominal ekspressiv frazeologizmlar, ya'ni nomlash va ifodalash vazifasini bajaruvchi iboralar, xalqning lingvokultural xususiyatlarini o'rganishda alohida ahamiyatga ega. Ingliz va o'zbek tillaridagi nominal ekspressiv frazeologizmlarning lingvokultural tadqiqi bu tillarning madaniy xususiyatlarini chuqurroq tushunishga, ularning o'xshashlik va farqlarini aniqlashga imkon beradi. Shu bois, ushbu mavzu bugungi kunda o'ta dolzarb hisoblanadi.

Mazkur tadqiqotning asosiy maqsadi – ingliz va o'zbek tillaridagi nominal ekspressiv frazeologizmlarni lingvokulturologik nuqtai nazardan tahlil qilish, ularning til va madaniyat o'rtasidagi bog'liqligini aniqlash va xalqning madaniy o'ziga xosliklarini yoritishdan iborat.

Frazeologizmlarning lingvokultural mazmunini aniqlash Ingliz va o'zbek tillaridagi frazeologik birliklarning ma'nolariga lingvokulturologik yondashuv orqali ularning qanday madaniy va mental xususiyatlarni aks ettirishi aniqlanadi. Frazeologik birliklarning o'xshashliklari va farqlarini o'rganish Ingliz va o'zbek tillarida mavjud bo'lgan frazeologizmlarning umumiy va farqli jihatlarini solishtirish orqali ularning qaysi jihatlari universallikka ega ekanligi va qaysi jihatlari milliy o'ziga xoslikni ifodalayotgani tahlil qilinadi. Frazeologizmlar orqali madaniy o'ziga xosliklarni tahlil qilish Frazeologik birliklarda aks etgan qadriyatlar, urf-odatlar va xalqning tarixiy rivojlanishining tilga ta'sirini o'rganish orqali madaniyatlararo farqlar yoritiladi. Ushbu tadqiqot tilshunoslikning lingvokulturologiya sohasiga oid muhim masalalarni yoritib, turli millat vakillarining madaniyatini chuqur tushunishga va madaniyatlararo muloqotni boyitishga hissa qo'shadi. Ingliz va o'zbek tillarining frazeologizmlar tizimi juda murakkab va serqirra qo'llanilish ko'lamiga egadir. Turli til sathlarida uning turli aspektlari o'rganilgan bo'lishiga qaramasdan hanuzgacha matn mazmunini anglashda muammolar mavjud. Garchi frazeologik birlashmalar yozuvchilar tomonidan har xil ma'nolarni ifodalashda muhim bo'lgan jihatlari kuzatib kelinayotgan bo'lsa-da, stilistik hamda pragmalingvistik aspektlari, jumladan, iboralarning ekspressivlik imkoniyatlari, ifodalanishiga ko'ra pragmatik xususiyatlari tilshunoslar tomonidan yetarlicha tadqiq etilmagan. Ekpressivlikni ifodalovchi frazeologik birlashmalardan foydalanish yozma nutqda ifodalilikning yaratilishiga olib keladi. Shuningdek,

frazeologik birlashmalarning majmuaviy qolipi matnning turli janrlarida keng muallif ommasi tomonidan foydalaniladi.

Ekspressivlikni ifodalash maqsadida frazeologik chatishmalardan foydalanish usuli quyidagi holatlardan tubdan farq qiladi :

- 1) o‘zaro tizimli bog‘langan, kodifikatsiyalangan qoidalar va frazeologik birlashmalarning ekspressivlikni ifodalash maqsadida tarkibiga muvofiq qo‘llash xususida ma’lumotnoma, shuningdek, boshqa hollarda qo‘llash me’yoridan;
- 2) matndagi gapga ma’noviy urg‘u berish maqsadida kommunikativ jihatdan hissiy-ematsionallikni ifodalashdan;
- 3) yakka tarzda muallifning badiiy yoki publisistik matnda ekspressiv ma’no ifodalash maqsadida frazeologik birlashmalardan foydalanishi kabi jihatlar inobatga olinishi zarur. Kuzatuvlar natijasini umumlashtirganda ta’kidlash joizki, “ekspressivlik kategoriyasi so‘zlovchining adresatga yoki nutq mazmuniga bo‘lgan munosabatini subyektiv ifodalash vositasi sifatida muloqot jarayonida qo‘llash ko‘lamini ta’minlovchi til birliklarining semantik-stilistik belgilari majmuidir. Til ekspressiv birliklarining amalda tatbiq etilishi natijasida, “nutqda ekspressiya (ifoda), ya’ni so‘zlovchining ruhiy holatini ifodalash imkoniyati yaratiladi” .

Ushbu tavsifdan anglashiladiki, ekspressiv vositalarni til sohasiga, ruhiy holatdan voqif bo‘lish imkoniyatini yaratuvchi – ifodalilikni esa nutq doirasiga kiritish mumkin.

Bu tadqiqot tilda ishlatiladigan iboralarining, jumladan, frazeologik birliklarning, til va madaniyat o‘rtasidagi aloqasini o‘rganishni maqsad qiladi. Frazeologik birliklar (yoki frazeologizmlar) – bu so‘z birikmalaridir, ularning ma’nosi so‘zlarning alohida ma’nolaridan farq qiladi va ko‘pincha idiomatik shaklda bo‘ladi. Frazeologizmlar tilni boyitadi, unga jozibadorlik kiritadi va ma’lum bir his-tuyg‘ularni, fikrlarni ifodalashda muhim rol o‘ynaydi. Masalan, ingliz tilidagi "break a leg" (yaxshi omad tilash) yoki "kick the bucket" (vafot etish) kabi iboralar, ular o‘zlarining bevosita ma’nolaridan tashqarida ishlatiladi va muayyan hissiy ohangni ifodalaydi. Shu bilan birga, o‘zbek tilida ham "ko‘kda yulduzlar porladi" (umid, go‘zallik yoki muvaffaqiyatni ifodalovchi) kabi iboralar mavjud. Bunday iboralar ham ma’nosi to‘liq tushunilmaydigan, lekin mantiqan ma’lum bir hissiyatni ifodalovchi so‘z

birikmalaridir. Nominativ frazeologizmlar, odatda, gapda sub'ekt, ob'ekt yoki boshqa muhim elementlarni bildiradigan va ifodaviy yoki emotsional ma'no keltiruvchi frazeologik birliklardir. Bu iboralar nafaqat grammatik vazifani bajaradi, balki tilga ma'lum bir hissiy va madaniy mazmun qo'shadi. Masalan, ingliz tilidagi "a bird in the hand is worth two in the bush" (ma'lum narsadan mahrum bo'lmaslikka, ehtiyotkorlikka chaqiradi) yoki o'zbek tilidagi "boshni qo'yib, ko'zni olib qo'yish" (diqqat va ehtiyotkorlikni ta'kidlaydigan ibora) o'xshash fikrlarni bildirsa-da, ularning madaniy ifodalari turlicha bo'lishi mumkin. Lingvokulturologiya – bu til va madaniyat o'rtasidagi o'zaro bog'liqlikni o'rganadigan fan sohasidir. Tillar orqali madaniyatni tushunish va uni boshqa xalqlarga tanishtirishda frazeologizmlarning o'rni katta. Tilda ishlatiladigan ifodalar va iboralar nafaqat so'zlarning to'g'ri ma'nosini, balki madaniyatdagi qadriyatlar, urf-odatlar va qarashlarni ham aks ettiradi. Masalan, ingliz tilidagi "to spill the beans" (sirni ochish) va o'zbek tilidagi "sirni oshkor qilmoq" (sirni fosh qilish) iboralari o'rtasida bir-biriga o'xshash ma'no bo'lsa-da, ularning kelib chiqish tarixi va madaniy konteksti farq qiladi. Bunday tadqiqotlar, har bir millatning til va madaniyatdagi o'ziga xos xususiyatlarini o'rganishda yordam beradi. Ingliz va o'zbek tillaridagi nominativ ekspressiv frazeologizmlarini taqqoslash tahlili, til o'rtasidagi farqlarni va o'xshashliklarni aniqlashda muhim ahamiyatga ega. Har bir til va madaniyat o'ziga xos ifodalar tizimiga ega bo'lib, bu ifodalar orqali xalqning dunyoqarashi, qadriyatlari va tarixiy tajribalari aks etadi. Misol uchun, ingliz va o'zbek tillaridagi ba'zi iboralar yoki maqollar bir xil ma'noni anglatishi mumkin, lekin bu ifodalar turli xil so'z birikmalari va sintaktik strukturalarda ifodalanadi. Bu turdagi tadqiqotlar tilshunoslik, tarjima, madaniyatlararo muloqot va ta'lim sohalarida juda muhim. Til va madaniyatni tushunish, boshqa tillarni o'rganishda, shuningdek, xalqaro muloqotda va madaniyatlararo almashuvda yaxshilanishga olib keladi. Lingvokulturologik tadqiqotlar, shuningdek, tilni o'rganishda, frazeologik birliklarning madaniy o'ziga xosligini tushunishga yordam beradi va ularning tarjimasini to'g'ri qilishda qo'llaniladi.

Ma'lumki, biror-bir asar namunasi u xoh qadimgi, xoh zamonaviy adabiyot durdonalaridan bo'lsin, unda ifodalangan matnni to'g'ri idrok etishda kitobxon

muammoga duch kelishi tabiiy holdir. Matn mazmunini anglash frazeologik birliklar xususidagi bilim va ko'nikmalarga bevosita bog'liq bo'ladi. Frazeologik birliklar muallif tomonidan nazarda tutilgan fikrni idrok etishda to'g'ri yo'l ko'rsatadi. Ayniqsa, butun matnda tizilgan so'zlar asosiy mazmunni ifodalashda tasviriy vositalarga ega bo'lmaganda, iboralar berayotgan hissiy-ekspressivlik orqali anglash mumkin. Mantda iboralar nafaqat, ma'noga alohida urg'u beradi, balki undagi ma'noviy hamda grammatik munosabatlar zanjirini buzib, uni tubdan o'zgartira oladi. Til orqali madaniyatni o'rganish va uni boshqa madaniyatlarga tanishtirish, odamlar o'rtasidagi muloqotni rivojlantirishda muhim rol o'ynaydi. Bunday tadqiqotlar, til o'rganish va madaniyatlararo muloqotni chuqurroq tushunishga imkon yaratadi. Xulosa o'rnida keltirish mumkinki, frazeologik birliklar, keng ma'noda, mantning muallif tomonidan o'qilishdagi emotsional holatlarning ifodalanishiga yordam beruvchi vositalardir.

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THE ISSUE OF EUPHEMISMS IN UZBEK AND ENGLISH PUBLICISTIC STYLES

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Annotatsiya: *Ushbu tezis O'zbek va ingliz publitsistik uslubida evfemizmlarning roli va ahamiyatini o'rganadi. Evfemizmlar, noqulay mavzularni yumshatish orqali, auditoriyaning fikrini shakllantirishda muhim vosita sifatida xizmat qiladi. O'zbek va ingliz tillaridagi evfemizmlar misollari tahlil qilinadi, madaniy kontekstdagi farqlar ko'rsatiladi.*

Kalit so'zlar: *evfemizm, publitsistik uslub, o'zbek tili, ingliz tili, madaniyat, tahlil, noqulay mavzular, lug'at.*

Аннотация: *В данной работе исследуется роль и значение эвфемизмов в узбекском и английском публицистическом стилях. Эвфемизмы служат важным инструментом для смягчения неприятных тем и формирования восприятия аудитории. Примеры эвфемизмов на узбекском и английском языках анализируются с акцентом на культурные различия в их использовании.*

Ключовые слова: *эвфемизм, публицистический стиль, узбекский язык, английский язык, культура, анализ, неприятные темы, словарь.*

Abstract: *This thesis explores the role and significance of euphemisms in Uzbek and English journalistic styles. Euphemisms serve as a crucial tool for softening uncomfortable topics and shaping audience perception. Examples of euphemisms in both Uzbek and English are analyzed, highlighting the cultural differences in their use.*

Keywords: *euphemism, journalistic style, Uzbek language, english language, culture, analysis, uncomfortable topics, dictionary.*

Euphemisms are an essential linguistic tool used in both English and Uzbek to soften the impact of direct or potentially offensive statements. In journalistic style, where sensitive topics such as death, politics, crime, and personal affairs are frequently addressed, euphemisms allow writers to present such subjects in a way that maintains professionalism and respect for readers' sensibilities. This paper explores the use of euphemisms in English and Uzbek journalistic styles, examining their functions, cultural significance, and the differences and similarities between the two languages in terms of euphemistic usage.

A euphemism is a mild or indirect word or expression used to replace one that may be considered too harsh or blunt. Euphemisms serve several purposes, including:

Avoiding taboo subjects (e.g., death, bodily functions).

Mitigating the severity of uncomfortable situations.

Reflecting social and cultural norms of politeness and respect.

In both English and Uzbek journalism, euphemisms are employed to avoid offending the audience, especially when discussing sensitive topics such as war, unemployment, crime, or political failures. For example, in English, the phrase "passed away" is commonly used instead of "died," while in Uzbek, "olamdan o'tmoq" serves a similar purpose.

Euphemisms in English Journalistic Style

In English-language journalism, euphemisms are often used to address controversial or delicate subjects without causing alarm or offense. Some common areas where euphemisms are employed include:

1. **Politics:** Politicians and media outlets often use euphemisms to downplay the gravity of certain actions or events. For instance, "collateral damage" is a euphemism for civilian casualties in military operations. Similarly, "downsizing" is used in place of "layoffs" when referring to job cuts

2. **Crime and Punishment:** Euphemisms in this area serve to soften the harshness of legal or criminal terms. "Correctional facility" is a softer term for "prison," and

"person of interest" is used to avoid directly accusing someone of being a suspect in a crime.

3. Health and Death: Euphemisms are common in discussions of health and mortality. For example, "passed on" or "no longer with us" replaces "died," and "terminal illness" is sometimes softened to "a serious condition."

4. Economic Issues: In economic reporting, euphemisms help minimize public panic. Terms like "economic adjustment" or "negative growth" are used instead of "recession" or "decline," reflecting a more optimistic or neutral stance.

Euphemisms in Uzbek Journalistic Style

In Uzbek journalism, euphemisms play a similar role in softening the expression of delicate topics, influenced by the cultural and social norms of politeness and respect. Uzbek society places great value on maintaining decorum, especially in public discourse, which is reflected in the frequent use of euphemisms in media. Some areas where euphemisms are widely used include:

1. Death and Illness: Similar to English, Uzbek uses euphemisms to speak about death in a more respectful manner. The term "olamdan o'tmoq" (to leave the world) is commonly used instead of the blunt "o'ldi" (died). For illness, "xastalik" (sickness) is often replaced with "noqulaylik" (discomfort) to soften the gravity of the situation.

2. Politics and Economics: In Uzbek political journalism, euphemisms are employed to avoid direct criticism of governmental policies. For example, "yangilanish" (renewal) might be used to describe reforms, even when these involve significant changes or cuts that might negatively affect citizens. Similarly, economic difficulties are often described as "og'irliklar" (hardships) rather than "inqiroz" (crisis).

3. Social and Cultural Sensitivity: Given the importance of politeness in Uzbek culture, euphemisms are used to avoid offending sensibilities in social matters. For instance, discussions of unemployment might use the term "ishsiz qolmoq" (to be left without work) rather than the harsher "ishdan bo'shatilmoq" (to be fired).

Comparative Analysis: English vs. Uzbek Euphemisms

While both English and Uzbek use euphemisms to soften language and maintain decorum, the two languages reflect their respective cultural and societal norms in

unique ways. In English, the use of euphemisms is often influenced by a desire for political correctness, especially in contemporary media. Terms like "differently abled" for "disabled" or "economically disadvantaged" for "poor" are examples of how the English-speaking world strives to avoid negative connotations.

In Uzbek, euphemisms are more deeply rooted in cultural respect and social hierarchy. For instance, respect for elders and authority figures is an important cultural value, so euphemisms in this context are used to maintain honor and avoid offense. Moreover, Uzbek euphemisms tend to be more poetic, reflecting the language's literary traditions.

Euphemisms are a crucial component of journalistic style in both English and Uzbek, helping writers navigate sensitive topics with care and respect. While the specific euphemisms used in each language differ, the overall function of these linguistic tools is the same: to soften language, preserve social harmony, and maintain the integrity of public discourse. Understanding the nuances of euphemisms in different cultural contexts enhances our appreciation of how language evolves to meet the needs of society.

This comparative exploration highlights the intersection of language, culture, and communication, showing that while the expressions may vary, the underlying purpose of euphemisms is universal.

English Euphemisms	O‘zbekcha evfemizmlar	
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Passed away	O‘lib ketdi	
Let go	Ishdan bo‘shatildi	
In a family way	Homilador	
Between jobs	Ishsiz	
Big-boned	Ortiqcha vaznli	
Passed on	Dunyo bilan xayrlashdi	
Economically challenged	Moliyaviy qiyinchiliklarga duch keldi	
Senior citizen	Katta yoshli inson	
Person of size	Ortiqcha vaznli	

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KONSEPTNING KELIB CHIQISHI HAQIDAGI DASTLABKI QARASHLAR

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Anotatsiya: bu maqolada konseptning ilk bor fanda paydo bo'lishi va tilshunoslikdagi yangi soha sifatida tadqiq eta boshlangani haqida fikr mulohazalar yoritilgan.

Kalit so'zlar: konsept, tushuncha, idrok, tassavvur, til sohibi va ong;

Abstract: this article discusses the concept's first appearance in science and research projects as a new field in linguistics.

Keywords: concept, concept, perception, imagination, language and consciousness;

Аннотация: в статье рассматривается первое появление концепта в науке и исследовательских проектах как новой области лингвистики.

Ключевые слова: понятие, понятие, восприятие, воображение, язык и сознание;

Jahon kognitiv tilshunosligining yorqin nomoyondalaridan biri, rus olimasi E. S. Kubryakovaning fikricha “Kognitiv tilshunoslik til haqidagi fanning nisbatan yangi, istiqbolli bir yo‘nalishi bo‘lib, uning tahlil markazida til, ya’ni ma’lumotlarni voqelantirish (kodlashtirish, kalitlashtirish) va transformatsiya qilish, ya’ni uzatishda muhim rol o‘ynovchi belgilar tizimini ularning kognitiv asosi bilan uzviy bog‘liqlikda olib tadqiq qiladi”³⁶

Demak, olima fikriga tayanib shunday deyish mumkun: Kognitiv tilshunoslik til hodisalarini tafakkur jarayonlari bilan uzviy bog‘liqlikda tadqiq qilad, shu bilan birga inson tomonidan tilning o‘rganilish mehanizmlari va konseptuallashtirish hamda kategoriyalashtirish jarayonlari orqali bizni o‘rab turgan obektiv borliq haqidagi bilimlarimizning tarkib topish tamoyillarining ochib berilishi, tushuntirilishi va yoritilishiga puxta zamin yaratadi.

Kognitiv tilshunoslik- tilni umumiy kognitiv mehanizm sifatida o‘rganuvchi fandır. V. Z. Demyankova fikriga ko‘ra, unda til strukturalarining axborotni qayta ishlashdagi roli nutq yaratilishi va idrok etilishi nuqtai nazaridan o‘rganiladi. Bunda nutq yaratuvchi va uni idrok etuvchi subektlar- so‘zlovchi va tinglovchiga axborotni qayta ishlovchi tizim sifatida qaraladi.³⁷

Olimaning fikricha, “... tilshunoslik maydonida start olgan tadqiqotchi finishda “qo‘shma fanlar ”manziliga yetib keladi”. bu shuni anglatadiki kognitiv tilshunoslik bilan shug‘ullanmoqchi bo‘lgan shaxsdab ushbu sohaning yuzaga kelishiga asos bo‘lgan psixologiya, nevrologiya, gnoseologiya, sotsiologiya, sun’iy intellekt kabi fanlardan xabardor bo‘lishi kerakligini ko‘rsatadi.

D. Popova, I.A. Sternin, konsept keng qamrovli mental birlik, u tuzulma ko‘rinishidagi bilimning alohida bo‘lagi, kvantidir, degan fikrni ilgari suradilar.³⁸ V.I. Karasikning fikricha, konsept uchta- tushunchaviy, obrazlilik va qadr-qimmat

³⁶ Kubryakova E.S., Demyankov V.Z., Pankrats Yu.T., Luzina L.G. Qisqacha kognitiv atamalar lug‘ati. Kompilyatorlar:. -M., 1997. -B. 47-52.

³⁷ Demyankova V.Z. Kognitiv tilshunoslik xilma-xillik sifatida izohli yondashuv // Tilshunoslik masalalari. - Moskva, 1994 yil. № 4. – S. 17-33).\

³⁸ Lingvistik tadqiqotlarda "kontseptsiya" tushunchasi - Voronejb 2000. 4-bet.

komponentlaridan iborat.³⁹ S.X Lyapinning majoziy izohiga ko'ra, "konsept tubida tushuncha miltillab turadi."⁴⁰ Ma'lum konseptlarning tipologik tahlili faqatgina semantik farqlarini ko'rsatish uchungina xizmat qilmaydi, balki- ong, anglash, munosabat, faoliyat tushunchalarini integratsion yondashuv orqali modellashtirish uchun ham xizmat qiladi.⁴¹

Ushbu yo'nalish bo'yicha ilmiy tadqiqot ishlari ilk marotaba AQSHda o'tgan asrning 70-yillari o'rtalarida nashr etilgan. Shundan song Yevropa va Rossiya kognitolog olimlarining ishlari ham asta-sekinlik bilan nashr etila boshladi.

Rus tadqiqotchisi L.V. Pravikova kognitiv tilshunoslik haqida shunday yozadi: rus kognitiv tilshunosligini chet eldagi boshqa turdosh yo'nalishlardan quydagicha farqlaydi: "Vatanimiz (rus) tilshunosligida kognitiv tilshunoslik o'zining aniq rivojlanish yo'nalishiga ega. Agar chet el tilshunosligida kognitiv yo'nalish turlicha odatiy semantiklarni o'rganish bilan bog'liq holda paydo bo'lgan bo'lsa, mamlakatimizda kognitiv g'oyalar, bizning fikrimizga ko'ra, nominatsiya (atash, nomlash) sohasidagi izlanishlar bilan bog'liq holda o'rtaga tashlangan edi. Bu nazariyada tildagi shakl va mazmun o'rtasidagi bog'liqlik semasiologiyasi onomasiologik sathlarda olib talqin qilingan edi"⁴²

Demak, kognitiv tilshunoslikda konseptual semantikaning shakllanishi, rivojlanishi, uning verbal vositalar orqali voqelantirlishi va muloqotda qo'llanilishi qonuniyatlarini tadqiq qiluvchi istiqbolli fan sifatida rivojlanmoqda.

Kognitiv tilshunoslikning maqomiga, uning predmeti, metodlari, maqsad va vazifalari hamda tadqiq ob'ektiga salbiy munosabat bildirgan olimlar ha bor. Masalan, rus olimi V. B. Kasevich kognitiv tilshunoslikning zamonaviy tilshunoslikka qo'shgan hissasi haqida gapirar ekan, o'z tahlillarining xulosasi sifatida shunday deydi: "bu sohada ishlab chiqilgan tilga yondashishlar va ularning natijalari tilshunoslikni

³⁹ Karasik V.I. Tildagi madaniy dominantlar // Til shaxsi: madaniy tushunchalar. - Volgograd - Arxangelsk. 1996. B.3-16

⁴⁰ Lyapin S.X. Konseptologiya: yondashuvni shakllantirish tomon // Tushunchalar. Nashr. I. - Arxangelsk, 1997. - B.11-35.

⁴¹ Qarang: Mardiev T.K. —Baxtli linguomadaniya va semantik talqini tushunchasi // Xorijiy filologiyasi, 2016 yil. - 4-son. B.-36.

⁴² Pravikova L.V. Kognitiv va kognitiv tilshunoslik // Axborotnoma Pyatigorsk davlat universiteti. M.: Moliya va statistika, 1999 yil. B. 37-38

boyitgani bilan, ular tadqiqotning na yangi obekti (to‘g‘rirog‘i, predmeti)ni, na yangi metodini yaratadi, shuning uchun ham “kognitiv lingvistika” yo‘q deb aytish to‘g‘ri bo‘lardi, chunki kognitiv bo‘lmagan (psixo)lingvistikaning o‘zi yo‘q-da”⁴³

E. S. Kubryakova V.B. Kasevichning fikrini to‘liq rad etgan holda uning fikriga qarshi o‘zining quyidagi to‘g‘ri g‘oyasini olg‘a surdi: “Kognitiv tilshunoslik, albatta, mavjud, (chunki struktur tilshunoslik kabi nokognitiv tilshunoslik mavjud), uning qobig‘idagi bizni qiziqtirayotgan atamaning o‘ziga xos tushunilishi ham shakllanadi, vaholanki u ko‘p ma’noli atamaga aylanib ulgurmaydi, lekin qanday bo‘lmasin, vatanimiz va xorijda kognitiv tilshunoslikka berilgan u yoki bu baholarga e’tiborni qaratish lozim”⁴⁴

Kognitiv tilshunoslikning o‘rni, ahamiyati va uning yondosh tilshunosliklardan asosiy farqlarini “Cognitive Linguistics Research” nomli kognitiv tilshunoslik bo‘yicha ilmiy izlanishlarga bog‘ishlangan ko‘p jildli nashrning “Cognitive Linguistics: Foundations, Scope and Methodology” (1999) deb nomlangan maxsus kitobida jahonning ko‘zga ko‘ringan kognitiv tilshunoslarining mazkur sohaning zamonaviy tilshunoslikdagi mustaqil maqomi bo‘yicha qimmatli fikr-mulohazalari bildirilgan, eng- muhimi-u yerda tilning qanday hodisasi o‘rganilmasin, formal tahlildan ko‘ra ularga kognitiv-funksional yondashish afzal ekanligi e’tirof etilgan.⁴⁵ Mazkur semantik yondashuv mohiyatidan kelib chiqib, mashhur tipolog olim V. Kroft ham shu haqda yozar ekan, u tilni tipologik tadqiq etishda kognitiv tilshunoslikning betakror ahamiyatga ega ekanligini alohida takidlaydi.⁴⁶

Kognitiv tilshunoslikka eng yuqori baho bergan olim bu J. Fokone bo‘lib, u bu haqda o‘zining qarashlarini quydagicha ifodalaydi: “Kognitiv tilshunoslikning hayron qolarli darajada muvaffaqiyatga erishishi, aftidan unda birinchi bor ma’no shakllanishi haqidagi fanni uning rivojlanishi bilan bog‘lay boshladilar, lekin qadimgi zamonlardan

⁴³ Kasevich V.B. Kognitiv tilshunoslik bo'yicha // Umumiy tilshunoslik va grammatika nazariyasi. 90 yilligiga bag‘ishlangan o‘qish materiallari 159 S.D. Katsnelsonning tug‘ilishi. - Sankt-Peterburg: Nauka, 1998. - S.14-21.

⁴⁴ Kubryakova E.S. Kognitiv lingvistika va termin semantikasi bo'yicha "kognitiv". VSU byulleteni. Tilshunoslik va madaniyatlararo turkum aloqa. M., 2001. -S.4-5.

⁴⁵ Langacker R.W. The contextual basis of cognitive semantics [Text]. -

⁴⁶ Croft W. Explaining Language Change: an evolutionary approach. –

qolgan tilga ma'noni shakllantiruvchi va ifodalovchi qurol sifatida yondashish kognitiv tilshunoslikda bo'lishiga qaramay, uning barcha tadqiqot metodlari va natijalari butunlay yangidir"⁴⁷

Shuni takidlash kerakki, kognitiv tilshunoslikda kontseptuallashtirish va kategoriyalashtirish jarayonlari katta ahamiyatga ega. Bunga sabab shundaki, "kontseptuallashtirish inson tajribasi- bilimlar tarkibi (majmuasi)ning minimal ma'noli birliklarini farqlashga yo'naltirilgan bo'lsa, kategoriyalashtirish jarayoni o'xshash birliklarini bir biridan farqlab, turlashtirib, ularni nisbatan yirikroq bo'lgan turkumlarga, to'g'rirog'i kategoriyalarga birlashtirishga qaratilgan"⁴⁸ bunday holatda tilda so'zlovchi/yozuvchi obektiv borliqni qanday his qiladi va uni qanday idrok qiladi kabi kabi savollarga javob berish, shu bilan birga ma'lum til egasi bo'lmish real olamda dunyoning ob'ektiv manzarasining shakllanishida qanday ob'ektiv va subektiv lisoniy omillar mavjudligini aniqlash esa katta rol o'ynaydi. Bundan tashqari tilda muloqot olib boruvchi mazkur olamda mavjud obektiv borliqni qanday verbal vositalar orqali, tilga xos til manzarasi orqali voqelantirish usullari va lisoniy ifodalash texnikalarini o'rganish hamda tadqiq qilish muhim rol o'ynaydi.

Shuni aytib o'tish kerakki, barcha boshqa kognitiv fanlardagi kabi, kognitiv tilshunoslikda ham uning asosiy kategoriyasi "konsept" hisoblanadi. Demak, u ko'p qirrali aqliy- idrokiy hodisadir. Konseptni bevosita tashkil etuvchi elementlari mavjud bo'lib, ular uni tadqiq qilishning tushunchaiy, idrokiy, tasviriy-madaniy (kulturalogik) va pragmatik qirralarini tashkil etadi. E. S. Kubryakova fikriga ko'ra "konsept-mental tuzulma bo'lib, u turli tarkibdagi va ko'rinishdagi bilimlar kvanti yoki umumlashmasidir"⁴⁹

Tilga lingvomadaniy yondashish, jumladan dunyo haqidagi bilimlarning kategoriyalashuvi jarayonlari, provardida ularning verbal strukturalariga yo'g'rilishi, ya'ni ular orqali voqelantirilishi yuzasidan olib borgan kuzatishlar zamonaviy ingliz, o'zbek, rus va boshqa tillar tizimidagi mavjud lingvokognitiv modellardagi

⁴⁷ Fauconnier Gilles. Leitro de Almeida, M., Ferreira Lisboa Junior.

⁴⁸ Ko'rsatilgan asar Kubryakova E.S., Demyankov V.Z., Pankrats Yu.T., Luzina L.G

⁴⁹ Kubryakova E.S. va boshqalar. Kognitiv atamalarining qisqacha lug'ati / ostida 16059.istina.msu.ru > nashrlar > kitob. Moskva nashriyoti davlat universiteti. Moskva 1996. - B. 90.

yetishmayotgan, bir tomondan , tarkibiy bo‘g‘inlar (zvenolar), kategoriyalar (mikrokategoriyalar, makrokategoriyalar), ikkinchi tomondan, bir qator konseptlar (mikrokonseptlar, makrokonseptlar, yakka va juft konseptlar, umumiya va xususiy konseptlar)ni shu bilan birga “konseptual lakuna”larni ham aniqlashga imkon beruvchi qo‘shimcha asos, dalil-isbotlarni keltirishga puxta zamin yaratadi.

Shuni aytish lozimki, ayrim olimlarning obektiv borliqni idrokiy va lisoniy konseptuallashtirish hamda kategoriyalashtirish o‘rtasida chambarchas bog‘liqlik borligi, qolaversa dunyoning so‘zlovchilar/yozuvchilar tomonidan har ikki muhim jarayonlat orqali til vositasida mushohada etilishi va provardida verbal vositalar orqali manzaralashtirish global qamrovga ega ekanligi, shu bilan birga bu murakkab jarayonlar barchasi mavjud kognitiv-semantik kategoriyalarni tilda voqelantirish uchun xizmat qilishga yo‘naltirilganligi, o‘z navbatida ularning ierarxik (pog‘onama-pog‘ona), shu yo‘sinda ko‘p sathli vositalar orqali voqelantirish mohiyatiga ega ekanligi haqidagi fikr-mulohazalari o‘rinli va to‘g‘ridir.⁵⁰

“Konsept” atamasi bugungi tilshunoslikda ikki xil tushuncha sifatida ishlatiladi: eski va yangi. XX asrning yarmiga kelib esa konsept tilshunoslikda termin sifatida qo‘llanila boshlandi.

Bugungi kunda bu tushuncha tilshunoslikda “konsept” terminiga ikki yo‘nalish-kognitiv tilshunoslik va lingvomadaniyatshunoslik nuqtai nazardan yondashiladi.

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BOSHLANG'ICH TA'LIM JARAYONIDA 3D TEXNOLOGIYASIDAN FOYDALANISH

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Annotatsiya. *Ushbu maqolada boshlang'ich sinflarda zamonaviy pedagogik texnologiyalardan biri bo'lgan 3D texnologiyasi va yangi pedagogik metodlarni bir vaqtda tashkillashtirishning ahamiyati va samaradorligi xususida fikrlar yuritilgan.*

Kalit so'zlar: *Boshlang'ich sinf, zamonaviy pedagogik texnologiya, yangi pedagogik metodlar. metod, ta'lim metodi, pedagogik texnologiya, interaktiv metodlar.*

Abstract. *This article focuses on the importance and effectiveness of the simultaneous Organization of modern pedagogical technologies and new pedagogical methods in the elementary grades.*

Keywords: *primary class, modern pedagogical technology, new pedagogical methods. method, educational method, pedagogical technology, interactive methods.*

Аннотация. *Данная статья посвящена важности и эффективности современных педагогических технологий и новых педагогических методов в начальных классах.*

Ключевые слова: *начальный класс, современные педагогические технологии, новые педагогические методы. методика, образовательный прием, педагогическая технология, интерактивные методы*

XXI raqamli texnologiyalar asri deya bot-bot eshitamiz va takidlaymiz. Zamonaviy dunyo deganda raqamli texnikalar bilan uzviy bog'liq bo'lgan olam tushuniladi. Bu bog'liqlikni har sohada ko'rishimiz va qo'llashimiz tabiiy jarayonga aylanib bormoqda. "Barqaror rivojlanishga erishish uchun biz raqamli bilimlarni va axborot texnologiyalarini chuqur o'zlashtirishimiz kerak, bu esa bizga har tomonlama rivojlanishga erishish uchun eng qisqa yo'ldan borishimizga imkon beradi. Bugungi

dunyoda raqamli texnologiyalar barcha sohalarda hal qiluvchi rol o'ynamoqda.⁵¹, deya ta'kidlaydi prezidentimiz Sh. Mirziyoyev. Ta'lim sohasida esa muhim ustuni bo'lib bormoqda. Hozirda chet tillarini zamonaviy texnologiyalar (e-learning, net-based education, moodle) bilan o'qitish jadal sur'atlar bilan o'smoqda.

O'zbekiston Respublikasi Prezidentining “«Raqamli O'zbekiston — 2030» strategiyasini tasdiqlash va uni samarali amalga oshirish chora-tadbirlari to'g'risida” 5-oktabr 2020-yildagi PF-6079-son farmonihamda mazkur faoliyatga oid boshqa me'yoriy-huquqiy hujjatlarda belgilangan vazifalarning amaldagi ijrosiga muayyan darajada xizmat qiladi. Aynan ilm-fan va texnikaning jadal rivojlanishi fanda yangi predmet – 3D va virtual texnologiyalarning shakllanishiga sabab bo'ldi⁵². V.V Kraevskiy va I.Ya. Lernerning fikricha, didaktik o'qitish vositalari o'quvchilarning o'quv materiali mazmunini o'zlashtirishlariga qaratilgan axborot manbalari va vositalari bo'lgan barcha ob'ektlar va jarayonlar (material va moddiylashtirilgan)dir⁵³. T.S. Nazarova, E.S. Po'lat, didaktik o'quv qurollari ta'lim, tarbiya va rivojlanish maqsadlariga erishish uchun ta'lim jarayoni doirasida qo'llaniladigan moddiy ob'ektlar, o'quv axborotlarining tashuvchisi sifatida qaraladi⁵⁴.

Ta'lim sohasida 3D texnologiyalarining kirib kelishi bu sohada yangi davrni boshlab berdi. “D” atamasi inglizcha “dimensions” so'zidan olingan bo'lib, “o'lchamlar” ma'nosini beradi. Ta'kidlash joizki, 3D texnologiyasi tasvirni vizual va tovushli uzatib berishning dunyodagi eng ilg'or usulidir.

⁵¹ Mirziyoyev SH.M. “IT sohasini va IT-Parklarni rivojlantirish” mavzusiga bag'ishlangan Oliy Majlis oldidagi nutqi – T.: “O'zbekiston”, 2020-yil 24-yanvar

⁵² T.Qaxorova TIBBIY TA'LIM JARAYONIDA 3D INTERAKTIV DIDAKTIK MATERIALLARDAN FOYDALANISH METODIKASINI TAKOMILLASHTIRISH TEXNOLOGIYALARI (ingliz tili o'qitish misolida):dis....f.f.n (Phd).Farg'ona,2024.13b

⁵³Абакумова И. В. Дидактические методы: структурно-смысловой анализ: учебник / Абакумова И.В. - Ростов-на-Дону:Издательство ЮФУ, 2008. - 224 с.

⁵⁴Аверичев Ю. П. Нужна ли трудовая подготовка школьников? / Ю.П. Аверичев // Педагогика. – 1991.- № 12. - с. 34–39.

3D — uch o'lchamli, ya'ni kengligi, balandligi va chuqurligi (uzunligi) bo'lgan narsani anglatadi. Bizning jismoniy muhitimiz uch o'lchovli va biz har kuni 3 o'lchamli fazoda harakat qilamiz..

Odamlar ob'ektlar orasidagi fazoviy munosabatlarni faqat ularga qarash orqali idrok eta oladilar, chunki bizda chuqurlik idroki deb ham ataladigan 3 o'lchamli idrok mavjud. Atrofga qaraganimizda, har bir ko'zdagi to'r parda atrofimizdagi ikki o'lchovli tasvirni hosil qiladi va miyamiz bu ikki tasvirni 3 o'lchamli vizual tasvirga aylantiradi.

Insonlar chuqur idrok etish uchun foydalanadigan ba'zi vositalar:

Stereoskopik ko'rish: ikki ko'z biroz farqli tasvirlarni beradi; yaqinroq ob'ektlar uzoqdan ko'ra ko'proq ajratilgan ko'rinadi.

Masofa: siz diqqatni yaqin yoki uzoq ob'ektga qaratganingizda, ko'zlaringizdagi linzalar jismonan shaklini o'zgartirib, ob'ekt qanchalik uzoqda ekanligi haqida ma'lumot beradi.

Parallaks: boshingiz harakatlanayotganda, yaqinroq narsalar uzoqdan ko'ra ko'proq harakat qiladi.

Hajmni aniqlash: agar siz ob'ektning taxminiy o'lchamini bilsangiz, uning qanchalik katta ko'rinishidan kelib chiqib, uning qanchalik uzoqligini taxmin qilishingiz mumkin. Xuddi shunday, agar siz ikkita ob'ekt bir-biriga o'xshash o'lchamda ekanligini bilsangiz, lekin biri ikkinchisidan kattaroq ko'rinsa, siz kattaroq ob'ektni yaqinroq ekanligini idrok etasiz.

Atmosfera ta'siri: yorug'lik havoda tasodifiy tarqalib ketganligi sababli, uzoqdagi ob'ektlar yaqin atrofdagi narsalarga qaraganda kamroq yorug'likka ega. Uzoqdagi ob'ektlar ham kamroq rangga to'yingan ko'rinadi va fonga o'xshash yengil rang tusga ega (odatda ko'k)⁵⁵.

Shuo'rinda qiziq malumotlarga ham to'xtalib o'tsak, K'pchiligimiz eshitganmiz yoki ko'rganmiz 3D kinoteatrini. Lekin gohida 5D va 7D larni ham uchratib qolamiz va savol tug'iladi nima o'zi bular va bir biridan farqi nimada degan.

⁵⁵ <https://uz.wikipedia>

3D - bu 3 o'lchamli makonni anglatadi yani makondagi har bir ob'ektning 3ta olchami uzunligi, kengligi va balandligi.

Ana endi o'z- o'zidan savol tug'iladi nahotki 5 o'lchamli yoki 7 o'lchamli ob'ektlar ham bo'lsa. Yo'q bunday narsa mavjud emas xo'sh unda 5D va 7D kinoteatr deganda nimani nazarda tutishadi.

3Dni ma'nosidan shu kelib chiqadiki, 3D kinoteatrlarda tasvirdagi ob'ekt 3 o'lchamda ko'rinadi. Ya'ni oddiy telefonlarimizda 2D uzunlik va kenglikni ko'rsatsa, 3Dda bularga qo'shimcha balandlikni ham ko'rsatadi.

5D kinoteatrda esa 3D ga qo'shimcha ya'na qimirlovchi kreslolar va ovoz xuddi o'sha muhitda bo'lgandek tasavvur uyg'otadi va qo'shimcha makon bordek tuyuladi. 7D kinoteatrda 5Dga qo'shimcha yomg'ir yog'ishi yoki qor, shamol kabi tabiat hodisalarini rostdan bo'layotganday his uyg'otadi⁵⁶.

3D texnologiyasi o'quv tajribasini oshirish va o'quvchilarni yanada samaraliroq jalb qilish qobiliyati tufayli boshlang'ich maktablarda tobora ommalashib bormoqda. Boshlang'ich ta'limda 3D texnologiyasidan foydalanishning ba'zi usullari quyidagilardan iborat:

1. 3D bosib chiqarish: O'qituvchilar va talabalar 3D printerlardan ob'ektlarning modellarini yaratish uchun foydalanishlari mumkin, bu mavhum tushunchalarni hayotga tatbiq etishga yordam beradi. Misol uchun, talabalar batafsil o'rganish uchun tarixiy artefaktlar, geometrik shakllar yoki biologik namunalar (masalan, hayvonlar hujayralari yoki fotoalbomlar) modellarini chop etishlari mumkin.
2. 3D modellashtirish dasturi: Tinkercad yoki SketchUp kabi dasturlar o'quvchilarga o'zlarining 3D modellarini loyihalash imkonini beradi, ijodkorlikni, muammolarni hal qilish ko'nikmalarini va fazoviy munosabatlarni yaxshiroq tushunishni rivojlantiradi. Buni san'at, matematika yoki hatto ijtimoiy tadqiqotlar kabi fanlarga birlashtirish mumkin.
3. Virtual va kengaytirilgan haqiqat: Virtual haqiqat (VR) va kengaytirilgan haqiqat (AR) platformalari talabalarga qadimgi sivilizatsiyalar, kosmos yoki hatto inson tanasi

⁵⁶ <https://nanotexnologiya.medium.com>

ichidagi 3D muhitlarni o'rganish imkonini beradi. Ushbu texnologiyalar fanlarni yanada esda qolarli va qiziqarli qilish imkonini beradigan chuqur o'rganish tajribasini yaratadi.

4. STEM ta'limi: 3D texnologiyasi texnologiyani an'anaviy ta'lim bilan uyg'unlashtirgan amaliy faoliyatni amalga oshirish orqali STEM (fan, texnologiya, muhandislik, matematika) ga qiziqishni kuchaytiradi. Masalan, talabalar 3D konstruksiyalarni loyihalash va qurish orqali muhandislik tamoyillari bilan tanishishlari mumkin.

5. Interaktiv ta'lim: 3D interaktiv vositalar o'quvchilarga matematikadagi kasrlar yoki fandagi hayot aylanishlari kabi murakkab tushunchalarni tasavvur qilishda yordam beradi, bu esa yosh o'quvchilar uchun o'rganishni yanada qulayroq va tushunarli qiladi.

3D texnologiyasini integratsiyalashgan holda, boshlang'ich maktablar o'quvchilarni tushunish, ijodkorlik va faollikni oshirish, ularni raqamli dunyoga tayyorlashni maqsad qilgan. Bundan ko'zlangan asosiy maqsad, o'quvchi tasavvurini reallika asoslangan holda yaqqol tasvirlar va obyektlar haqida to'laqonli va uzoq muddat saqlanadigan bilim va ko'nikmalarni shakllantirishdan iborat bo'lib, bu yo'lda nafaqat o'quvchilardan balki, barcha sohadagi o'qituvchilardan ham zamon bilan hamnafas bo'lgan holda raqamli texnologiya haqida bilim va ko'nikmalar ni o'zlashtirishi talab etiladi. Bu nafaqat bilimlarimizni mustahkamlaydi balki boyitadi ham.

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STYLISTIC FEATURES OF JOURNALISTIC TEXTS

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Journalistic texts are crafted to communicate information swiftly and effectively, drawing readers in with engaging language that is both informative and accessible. The stylistic features of these texts serve to entertain, persuade, and inform, often with a distinctive tone and rhythm unique to journalism. The stylistic features of expression in journalistic texts are crucial in shaping how information is conveyed, perceived, and retained by readers. These features aren't merely ornamental; they play a vital role in enhancing clarity, engagement, and credibility in journalism. Stylistic elements like catchy headlines, active verbs, and compelling imagery immediately capture attention, making a reader more likely to continue reading. Journalists often need to convey complex information in an accessible way. Stylistic devices, such as metaphors, similes, and simplified language, make intricate topics understandable to a broader audience. Specialized vocabulary is balanced with straightforward explanations, ensuring clarity without sacrificing depth. Journalistic writing is often short and to the point. This brevity ensures that readers can quickly grasp the message without sifting through unnecessary information. Headlines are particularly concise, using minimal words to convey a significant amount of information.

Example: “Market Crash Leaves Investors Reeling” — Here, the use of “market crash” and “investors reeling” is direct and impactful. The reader immediately understands the severity of the event without needing additional context.

Journalists often rely on active verbs to create a sense of immediacy and action in their writing. This technique makes the narrative more dynamic and helps convey a strong, clear message.

Example: “President Vetoes New Tax Bill” — The use of “vetoes” is forceful and direct, avoiding passive construction. It highlights the decisive action taken, giving

the sentence a stronger impact than if it read, “The new tax bill was vetoed by the president.”

Headlines are designed to capture attention immediately, often using puns, alliteration, or rhyme for added appeal. Subheadings break down sections, offering bite-sized insights into the content while keeping the reader engaged.

Example: “Breaking the Ice: How Arctic Meltdown Threatens Global Climate” — The phrase “breaking the ice” is a play on words, as it refers both to the literal melting of the Arctic and the figurative breaking of silence on climate issues.

Journalistic writing often employs direct address to engage readers personally, using “you” and “we” to create a sense of inclusivity. This style brings readers closer to the content and fosters a conversational tone.

Example: “What Can You Do to Protect the Environment?” — The use of “you” makes the reader feel that the article is speaking directly to them, encouraging engagement with the content

The inverted pyramid structure, where the most important information appears at the beginning of the text, is a staple of journalistic style. It allows readers to obtain essential information even if they do not read the entire article.

Example: The first paragraph of a report might read, “A major earthquake struck downtown last night, leaving hundreds homeless and causing millions in damages.” Here, the main details are at the top, allowing readers to get the core message immediately.

Quotations from experts, eyewitnesses, or key figures in a story add authenticity and reliability. They allow the journalist to present varied perspectives and convey emotional nuances that purely factual reporting might lack.

Example: “This is the worst flood we’ve seen in a century,” said John Doe, a longtime resident. The quotation here not only adds a personal touch but also emphasizes the severity of the situation.

Journalistic texts targeting specific audiences, such as business or technology readers, often use specialized terms or jargon. However, such vocabulary is typically balanced with clear explanations to maintain accessibility.

Example: “The Fed’s latest rate hike could spark inflation fears.” Terms like “rate hike” and “inflation” cater to a financially informed audience, but the context ensures the general reader can still follow the main idea.

Metaphors and similes are used in journalistic texts to clarify complex ideas or add vividness to descriptions, making the writing more engaging and memorable.

Example: “The city’s crime rate is a ticking time bomb.” This metaphor conveys a sense of impending crisis, giving the reader an impression of urgency that might not come through with a straightforward statistic.

Journalists often use emotionally evocative words to influence readers’ feelings about a topic. This technique is common in opinion pieces, editorials, or human-interest stories, where the goal is not just to inform but also to inspire empathy or action.

Example: “Families torn apart by war struggle to find peace in refugee camps.” Words like “torn apart” and “struggle” evoke a strong emotional response, prompting readers to empathize with the story’s subjects.

Some journalistic writing, especially in opinion columns and feature pieces, employs irony or satire to criticize or bring humor to issues. This style makes complex topics more relatable and engaging for readers.

Example: “Politicians Promise Lower Taxes as They Raise Their Own Salaries” — The ironic contrast in this headline draws attention to the perceived hypocrisy, making the reader question the integrity of those involved.

Descriptive imagery creates vivid mental pictures, helping readers visualize the events or scenes described. This feature is especially prominent in narrative journalism, where a sense of place and atmosphere is essential.

Example: “Smoke billowed across the hillside as firefighters worked tirelessly, their silhouettes cutting through the dark haze.” This imagery allows the reader to picture the scene, adding drama and a sense of immediacy.

Journalistic texts are crafted to convey information clearly and quickly, but the style often varies depending on the purpose and audience. Concise language, active verbs, and engaging headlines all contribute to the immediacy and impact of journalistic writing, while techniques like metaphors, irony, and emotionally charged

language enrich the narrative. Whether to inform, persuade, or entertain, the stylistic elements in journalistic writing ensure that the message is not only heard but also felt and remembered.

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PUBLITSISTIK MATNLARDA QO'LLANGAN LEKSIK BIRLIKLARNING USLUBIY XUSUSIYATLARI XUSUSIDA

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Annotatsiya: *Mazkur maqolada publitsistik matnlarda qo'llanilidigan leksik birliklarning uslubiy xususiyatlari haqida so'z boradi. Bu birliklar publitsistik matnni ekspressivligini va ommaga tushunarli yetib borilishiga xizmat qiladi. Shu jihatdan jurnalist va ijodkorlar biror mavzuni yoritishda ma'lum bir uslubiy maqsadni ko'zlagan holda ibora tanlaydi hamda matnda qo'llaydi.*

Kalit so'zlar: *matn, publististik matn, uslub, leksik xususiyat, sintakatik xususiyat, stilistika, ton, munosabat.*

Аннотация: *В данной статье говорится о методологических особенностях лексических единиц, используемых в публицистических текстах. Эти единицы служат для выражения журналистского текста и понятного донесения до публики. В связи с этим журналисты и авторы выбирают выражения и используют их в тексте, имея в виду определенную методологическую цель при освещении темы.*

Ключевые слова: текст, публицистический текст, стиль, лексический признак, синтаксический признак, стилистика, тон, отношение.

Abstract: This article discusses the methodological features of lexical units used in journalistic texts. These units serve to express journalistic text and clearly communicate it to the public. In this regard, journalists and authors select expressions and use them in the text, keeping in mind a certain methodological goal when covering a topic.

Keywords: text, journalistic text, style, lexical feature, syntactic feature, stylistics, tone, attitude.

Ma'lumki, publitsistik matnlar gazeta, jurnal, radio, televideniye va internetda keng qo'llaniladi. Shu bilan birga, ularning mazmuni va shakli auditoriya ehtiyojlari va ommaviy axborot vositalarining o'ziga xosligiga mos ravishda shakllantiriladi va bu turdagi matnlar keng ommaga qaratilgan va malum bir maqsadda yoritib boriladiga matnlar hisoblanadi. Publitsistik matnlarda ishlatiladigan uslubiy xususiyatlar o'quvchi yoki tinglovchiga ta'sir ko'rsatish va ularning e'tiborini jalb qilish uchun muhim ahamiyatga ega. Bunda maqsadga erishish yo'lida matn talqin etayotgan jurnalist uslub xususiyatlarini ham nazardan chetda qoldiraolamydi. Chunki uslubiy tanlov matnning ommalashuviga va omma e'tiborini tortishga sabab bo'ladi. Shu nuqtai nazarda uslubiy xususiyatlarga to'xtalib o'tadigan bo'lsak;

Uslubiy xususiyatlar — bu biror matn yoki asarning uslubini belgilovchi xususiyatlardir. Ular asarning ifoda shakli, til, uslub va o'ziga xosliklarini o'z ichiga oladi. Uslubiy xususiyatlar quyidagilardan iborat bo'lishi mumkin:

Leksik xususiyatlar- so'z tanlovi, terminologiya, jargon yoki oddiy so'zlar ishlatilishi. Sintaktik xususiyatlar-gap tuzilishi, jumla uzunligi, sintaktik qurilmalar. Stilistika- Tasviriy vositalar, metaforalar, taqqoslashlar, personifikatsiya va boshqa badiiy usullar. Ton va kayfiyat-matnning umumiy ruhiy holati, muallifning hissiyotlari va niyatlari. Maqsad va auditoriya-matnning yozilish maqsadi va kimga mo'ljallanganligi. Asarning janri (masalan, poeziya, proza, maqola, esse va boshqalar)

Uslubiy hususiyatlar asarning qiyofasini belgilaydi va o'quvchiga muallifning fikrini, his-tuyg'ularini yaxshiroq tushunishga yordam beradi.

Publitsistik matnlarda qo‘llangan iboralarning uslubiy xususiyatlari ko‘plab omillarga bog‘liq bo‘lib, ular asosan maqsadga, auditoriyaga va mavzuga qarab o‘zgaradi. Quyida publitsistik matnlarda qo‘llaniladigan iboralarning ba’zi uslubiy xususiyatlari keltirilgan.

Emotsionallikva baholovchi leksika: Publitsistik matnlarda ko‘pincha emotsional va dramatik iboralar ishlatiladi. Bu iboralar o‘quvchilarning hissiyotlariga ta’sir etish maqsadida yaratiladi. Maslan: ***"Bu kashfiyot insoniyat tarixidagi eng buyuk yutuqlardan biridir."***

Qisqalik va aniq ifoda: Publitsistika matnlari odatda qisqa va aniq iboralardan iborat bo‘ladi. Bu uslub o‘quvchilarning diqqatini jalb qilish va ma’lumotni tezda yetkazish uchun muhimdir.

Masalan: ***"Bugun Toshkent shahrida bo‘lib o‘tgan xalqaro forumda iqlim o‘zgarishiga qarshi kurash bo‘yicha muhim qarorlar qabul qilindi."***

Retorik savollar: Publitsistik matnlarda ko‘pincha retorik savollar ishlatiladi. Ular o‘quvchini fikrlashga undaydi va muammoni yanada chuqurroq anglashga yordam beradi. Masalan: ***"Biz bu muammolarni qachon hal qilamiz?"***

Qayta takrorlash: Muayyan iboralar yoki g‘oyalarni qayta takrorlash orqali muhim fikrlarni ta’kidlash va o‘quvchining diqqatini jalb qilish mumkin.

"Biz birdamlikni saqlashimiz kerak. Biz taraqqiyot yo‘lidan borishimiz kerak. Biz ertangi kunga ishonishimiz kerak".

Metafora va taqqoslashlar: Publitsistik matnlarda ko‘pincha metafora, taqqoslash va boshqa badiiy vositalar ishlatiladi. Bu uslub matnni yanada jonli va qiziqarli qiladi. Masalan: ***"Kelajak – bizni intiq kutayotgan yorug‘lik manzili."***

Ochiq fikrlar: Publitsistika ko‘pincha muayyan ijtimoiy, siyosiy yoki madaniy masalalarga oid fikrlarni ochiq bayon qiladi. Bu esa o‘quvchilarni muhokama qilishga undaydi. Masalan: ***"Hozirgi dunyo pandemiya, iqtisodiy tanazzul va ekologik inqirozga qarshi kurashmoqda".***

Maqsadga yo‘naltirilganlik: Publitsistik matnlar ko‘pincha maqsadga yo‘naltirilgan bo‘ladi, ya’ni muayyan g‘oya yoki fikrni ilgari surish, o‘quvchini

qiziqtirish yoki harakatga undash maqsadida yoziladi. Masalan: “***Yashil dunyo uchun birlashamiz!***”

Umuman olganda, ushbu xususiyatlar publitsistik matnlarning samaradorligini oshiradi va uni o‘quvchi bilan muloqot qilishda muhim rol o‘ynaydi. Publitsistik matnlarda bu uslubiy xususiyatlarning barchasi tinglovchi yoki o‘quvchini qiziqtirish, ularning fikriga ta’sir qilish va ularni muayyan harakatga undash uchun xizmat qiladi.

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COMPARATIVE ANALYSIS AS A METHOD IN PHRASEOLOGICAL STUDIES

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Abstract: *This article provides an in-depth exploration of comparative analysis as a research method in the field of linguistics, specifically focusing on phraseological studies. By examining phraseological units in Uzbek, English, and Russian, it highlights how different languages express similar concepts through culturally distinct metaphors and idioms. The article outlines the historical development of comparative analysis, tracing its origins to early linguists like Franz Bopp and Ferdinand de Saussure, and explains its evolution to include semantic, cognitive, and cultural dimensions. It discusses the principles and methodologies of both qualitative and*

quantitative approaches in comparative linguistic studies. Examples of phraseological units related to deception, openness, and simplicity illustrate the cultural factors influencing language use in each language. The challenges of non-equivalence and cultural context sensitivity in interpreting phraseological units are also addressed. This analysis underscores the significance of comparative methods in enhancing cultural understanding and fostering intercultural communication.

Keywords: *Comparative analysis, Phraseological units, Linguistics, Uzbek, English, Russian languages, Cultural linguistics, Idiomatic expressions, Cognitive linguistics, Qualitative analysis, Quantitative analysis, Non-equivalence in language, Cultural context, Metaphorical expressions, Intercultural communication, Language comparison, Historical linguistics.*

Comparative analysis is a powerful research method widely employed in the field of linguistics to understand similarities and differences across languages and cultures. In phraseological studies, this method is particularly valuable as it helps to identify how different languages express similar concepts through unique cultural lenses. By examining Uzbek, English, and Russian phraseological units, comparative analysis sheds light on the cognitive and cultural factors that shape language use. This article explores the principles, methodologies, and significance of comparative analysis in studying phraseological units, highlighting examples from these three languages.

Comparative analysis systematically identifies and evaluates similarities and differences between linguistic elements, such as phraseological units, idiomatic expressions, and cultural meanings that shape communication (Gries, 2010). This method traces its origins to the foundational work of linguists like Franz Bopp and Ferdinand de Saussure, who established the principles of comparing languages to reconstruct proto-languages and understand language evolution (Anttila, 1989).

In modern linguistic studies, comparative analysis has evolved beyond structural comparisons to include semantic, cognitive, and cultural dimensions. It is particularly effective in examining phraseological units because it reveals how different cultures conceptualize similar ideas through metaphorical and idiomatic expressions

(Dobrovol'skij & Piirainen, 2005). This approach provides insights into both universal patterns and culture-specific aspects of language.

Phraseological units often go beyond their literal meanings, reflecting the cultural values, beliefs, and historical contexts of their speakers. By analyzing these expressions in Uzbek, English, and Russian, comparative analysis helps identify the unique cultural elements embedded in each language.

- English: The phrase "let the cat out of the bag" means to reveal a secret. Its origins are believed to be rooted in medieval markets, where traders might have substituted a pig in a poke (a concealed item) with a cat. Revealing this deception was akin to letting the cat out of the bag (Moon, 1998). This expression reflects a focus on transparency and honesty.

- Russian: The equivalent Russian phrase "выложить все карты на стол" (vylozhit' vse karty na stol) translates to "lay all the cards on the table." This phrase symbolizes openness and transparency, reflecting the cultural importance of honesty and directness in revealing intentions through the metaphor of a card game.

- Uzbek: In Uzbek, the phrase "sirni boy bermoq" (to reveal a secret) is a more straightforward expression that emphasizes the act of uncovering hidden information. It highlights a cultural tendency towards direct communication and truth-telling.

These examples illustrate how different languages use culturally relevant metaphors to express similar meanings, influenced by their historical and social contexts.

Deception is a universal concept, but its representation varies significantly in Uzbek, English, and Russian phraseological units. Comparative analysis reveals the distinct cultural imagery used to convey the idea of misleading or trickery in these languages.

- English: The idiom "to pull the wool over someone's eyes" means to deceive someone by obscuring their perception of the truth. This phrase likely originates from the historical practice of pulling a woolen wig over one's eyes, symbolizing the act of trickery (Moon, 1998).

- Russian: In Russian, the phrase "пускать пыль в глаза" (puskát' pýl' v glazá) translates to "throwing dust in the eyes." This idiom suggests creating a visual distraction to confuse or mislead someone, emphasizing the use of diversion as a tactic in deception.

- Uzbek: Similarly, the Uzbek expression "koʻzga tuproq sochmoq" (to throw dust in someone's eyes) also indicates deception through visual obstruction. It reflects a shared cultural understanding within the Central Asian context, using the metaphor of dust to symbolize confusion and deliberate misleading.

Comparative analysis of these expressions shows that while the concept of deception remains consistent, the metaphorical language used varies according to each culture's historical and environmental influences.

Effective comparative analysis of phraseological units relies on both qualitative and quantitative techniques to ensure that linguistic comparisons are comprehensive and culturally insightful.

1. Data Collection: Researchers collect data from linguistic corpora, dictionaries, and native speaker testimonies to create a robust set of phraseological units. The use of parallel corpora, where equivalent texts in multiple languages are compared, is a common practice to identify differences and similarities in phraseological expressions (Biber et al., 1998).

2. Qualitative Analysis: This approach involves examining the semantic meanings and cultural connotations of phraseological units. For example, the Uzbek expression "katta gapirmoq" (to speak loudly) indicates boasting or exaggeration, highlighting a cultural emphasis on humility. Qualitative analysis helps uncover the metaphorical meanings and cultural contexts behind these expressions (Gries, 2010).

3. Quantitative Analysis: Quantitative methods involve statistical tools to measure the frequency, distribution, and commonality of phraseological units across languages. This allows researchers to objectively identify language-specific trends and universal linguistic patterns (Granger & Meunier, 2008).

Despite its effectiveness, comparative analysis faces several challenges when dealing with phraseological units, particularly those rich in cultural meaning.

- Non-Equivalence: A significant challenge is the non-equivalence of idioms, where no direct translation exists. For example, the Russian expression "как два пальца об асфальт" (like two fingers on asphalt) means something very easy to do, but it lacks a precise equivalent in English or Uzbek, highlighting the difficulty in capturing specific cultural nuances.

- Cultural Context Sensitivity: Understanding the cultural context is crucial for accurate interpretation. Misinterpretations can arise if cultural elements deeply embedded in phraseological units are not properly analyzed. For instance, the English idiom "to kick the bucket" means to die, while the Uzbek phrase "jon taslim qilish" translates to "surrendering the soul," reflecting a more spiritual perspective.

Comparative analysis in phraseological studies not only identifies linguistic similarities and differences but also enhances cultural understanding and communication. By exploring how different cultures conceptualize similar ideas, this method helps bridge gaps in meaning and fosters mutual understanding among speakers of diverse languages (Wierzbicka, 1999).

Understanding how Uzbek, English, and Russian phraseological units express concepts like deception, openness, and simplicity through different cultural lenses enables more effective intercultural communication. It also deepens appreciation for the cognitive and cultural elements that influence how these languages shape and convey meaning.

Comparative analysis as a method is essential in linguistic studies, especially in the context of phraseological units. By comparing phraseological expressions in Uzbek, English, and Russian, this method highlights the cultural nuances and linguistic diversity that shape language. It not only uncovers the unique ways in which different cultures express similar ideas but also fosters a deeper understanding of the cognitive and cultural elements underlying communication. Comparative analysis remains a vital tool for revealing both universal and culture-specific aspects of language

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O'ZBEK TILIDA NUTQ MADANIYATINI RIVOJLANTIRISH MASALASIGA DOIR

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Annotatsiya Ushbu maqolada nutq madaniyatini rivojlantirishning ijtimoiy hayotdagi ahamiyati yoritilgan. Ma'lumki, nutq madaniyatini o'zlashtirish insondan diqqat-e'tibordan tashqari bilim va ko'nikma hamda ko'p vaqt talab qiladigan murakkab jarayon hisoblanadi. Biroq uning inson madaniy faoliyatida tutgan o'rni beqiyosdir. Maqolada nutq madaniyatining umummadaniyat, ta'lim, tarbiya sohalarida tutgan o'rni, shuningdek, uning to'g'riligi, sofligi va unga erishishda adabiy til me'yorlariga rioya qilinishining ahamiyati masalalari tadqiq etilgan.

kirish so'zlar: nutq madaniyati, adabiy til, adabiy me'yor, sheva, og'zaki nutq, yozma nutq, adabiy uslub.

Nutq madaniyati – bu, eng avvalo, til me’yorlarini (talaffuz, urg’u, so‘z boyligidan o‘rinli foydalanish) bilish, shuningdek, turli xil muloqot va tilning barcha ekspressiv vositalaridan foydalanish qobiliyatini o‘zlashtirganlik darajasidir.

Bundan tashqari, nutq madaniyati ona tilini muhofaza qilish, uning tarixi va kelajagi haqida qayg‘urish, o‘zbek adabiy tilini egallash va takomillashtirishga qaratilgan alohida tilshunoslik fanidir.

Nutq madaniyati muloqot madaniyati o‘laroq umumiy madaniyatning muhim bir qismi hisoblanadi. Chunki har bir insonning nutqiy madaniyati tilni bilish darajasi bilan belgilanadi. Nutq madaniyatini tavsiflashning qiyinligi uning tarkibiy qismlari boshqa fanlar bilan o‘zaro bog‘liq ekanligi bilan izohlanadi.

Nutq madaniyatining o‘rganish obyekti muayyan til og‘zaki va yozma shaklining me’yor talablariga javob berishini tekshirish va tadqiq qilishdir.

Nutq madaniyati – nutqning adabiy til me’yorlariga muvofiqlik darajasi bo‘lib, tilni madaniyat quroli sifatida takomillashtirishga qaratilgandir. Unda adabiy tilni me’yorlashtirish muammolari, ya’ni nutq to‘g‘riligining o‘ziga xos me’yor va mezonlari har taraflama o‘rganiladi.

Binobarin, nutq madaniyati – bu nutq madaniyatining umumiyliigi va uning kommunikativ fazilatlari tizimi haqidagi lingvistik bilimlar sohasidir.

“Nutq madaniyati” tushunchasi adabiy til me’yorlarini (talaffuz, urg’u, so‘zlardan foydalanish qoidalari, grammatika, stilistika) o‘zlashtirishni, shuningdek, turli xil muloqot sharoitida til vositalaridan maqsadga muvofiq foydalanish qobiliyatini o‘z ichiga oladi.

Notiq o‘z fikrini aniq va ravshan ifodalashi uchun yetarlicha so‘z zaxirasiga ega bo‘lishi va bu zaxirani kengaytirish haqida doimiy qayg‘urishi hamda ona tili boyliklaridan foydalanishga harakat qilishi lozimdir.

Nutq madaniyatining yana bir ajralmas sharti uning sofliigidir. Nutqning sofliigi – bu nutqda keraksiz, begona va parazit so‘zlarning yo‘qligi hisoblanadi. Nutqdagi begona va parazit so‘zlar hech qanday semantik yukka ega emas va ularda informativlik ham yo‘q. Ular shunchaki ma’ruzachining nutqini to‘sib qo‘yadi. Ular idrok etishni qiyinlashtiradi va eshituvchi e’tiborini bayonot mazmunidan chalg‘itadi.

Nutqning yana bir fazilati uning yorqinligi, obrazliligi va ifodaliligi bilan belgilanadi. Ma'ruzachi nafaqat tinglovchilarning ongiga, balki his-tuyg'ulari va tasavvurlariga ham ta'sir qilishi kerak. Obrazlilik tasviriy va emotsionallikni oshirishi natijasida nutqning ta'sirchanligi hamda yaxshiroq tushunilishi, idrok etilishi va esda saqlanishiga yordam beradi. Bu esa tinglovchiga estetik zavq beradi.

Binobarin, barcha davrlarning atoqli so'z ustalari, yirik jamoat va siyosiy arboblari, taniqli olimlar, ma'ruzachilar o'z nutqlarining obrazliligiga katta e'tibor qaratganlar.

Shuningdek, aniqlik va tushunarlilik ham nutq madaniyatining muhim belgisidir. Nutqning ravshanligi va tushunarliliigi ko'p jihatdan til leksik tarkibining turli qatlamlaridan to'g'ri foydalanishga bog'liq. Atamalar, xorijiy so'zlar, dialektizmlar, jargonlar, professionalizmlar, istorizmlar, arxaizmlar, neologizmlar cheklangan doiralarda qo'llaniladigan so'zlar bo'lib, notiq ulardan foydalanishda motivatsiyani nazarda tutishi kerak.

Nutqning yana bir muhim xususiyati uning aniqlik sifatidir. Aniqlik nutq madaniyatining belgisi sifatida notiqning aniq fikrlash qobiliyati bilan belgilanadi. Chunonchi, notiq nutq mavzusi va o'zbek tili qonunlarini yaxshi bilishi kerak. Nutqning aniqligi ko'pincha polisemantik so'zlar, sinonimlar, antonimlar va omonimlardan to'g'ri foydalanish bilan ham bog'liq bo'ladi. Leksik vositalarni tanlashda quyidagi omillarni hisobga olish tavsiya etiladi:

- so'zning ma'nosi;
- uning aniqligi;
- boshqa so'zlar bilan muvofiqligi;
- hissiy ekspressiv rang berilishi;
- stilistik xususiyatlari;
- foydalanish doirasi;
- affikslar grammatik shaklining o'ziga xosligi.

Leksik vositalarni tanlashning asosiy mezonlariga rioya qilmaslik so'zni ishlatishda xatolarga olib keladi. Bunday xatoning eng tipik ko'rinishi – bu so'zlarning o'zlari uchun odatiy bo'lmagan ma'noda qo'llanishi bo'lib, u kontekst tomonidan

bartaraf etilmagan polisemiya noaniqlikni keltirib chiqaradi. Bunga paronimlarni almashtirish, soʻzlarni stilistik baholashdagi xatolar, soʻz birikmalari bilan bogʻliq chalkashliklar, universal maʼnoga ega soʻzlardan foydalanish va hokazolar kiradi.

Notiqqa qoʻyiladigan talablarni qisqacha quyidagicha ifodalash mumkin:

1. Oʻzbek tili grammatikasini mukammal bilish;
2. Notqlik sanʼati va nutq madaniyati haqidagi adabiyotlardan xabardorlik;
3. Orfoepik meʼyorlarni oʻzlashtirish, yaʼni har bir tovushni, har bir soʻzni, har bir iborani aniq ifodalash, urgʻuni toʻgʻri joylashtirish, tovushlarni benuqson talaffuz qilish va hokazolar;
4. Lingvistik obrazli vositalardan mohirona foydalanish.

Yuqoridagi fikr-mulohazalardan kelib chiqib notiq nutqiga qoʻyiladigan talablarni qisqacha quyidagicha ifodalash mumkin:

- 1) u savodli va adabiy til meʼyorlariga mos;
- 2) obrazli;
- 3) informatsion;
- 4) qiziqish uygʻotadigan boʻlishi kerak.

Mantiqiy ketma-ketlikning buzilishi, taqdimotda mantiqning yetishmasligi nutqning notoʻgʻriligiga olib keladi. Zotan, toʻgʻri nutq – bu, birinchi navbatda, oʻzbek adabiy tilining amaldagi meʼyorlariga rioya qilingan nutqdir.

Nutq madaniyatining darajalari va turlari bir nechta koʻrinishdan iborat. Nutq madaniyatining darajalari:

- a) yuqori;
- b) oʻrta;
- s) past koʻrinishlarda boʻladi.

Bu koʻrinishlarni:

- a) madaniy;
- b) nomadaniy;
- v) butunlay madaniyatsiz deb atash ham mumkin.

Biz bu borada har bir insonni beixtiyor ravishda baholaymiz. Chunonchi, biz nutq madaniyatining juda yuqori darajasini yoki pastligini jimgina qayd etamiz va o‘rtacha darajani sezmaymiz ham.

Nutqiy madaniyatning yuksakligi nutqning barcha jihatlarida yaqqol ko‘rinadi. Tashqi tomondan – ovoz tovushlari va intonatsiyalari, odamning yurish-turishi, gapirishi, imo-ishoralari, mimikalari va qarashlari – bularning barchasi og‘zaki nutqda ularning qanchalik darajada ekanligi nuqtai nazaridan baholanadi. U odamning boshqa odamlarga qanday munosabatda bo‘lishini, suhbatni qanday o‘tkazishini, monologni qanday qurishini va hokazolarni tahlil qiladi.

Nutqiy madaniyatning pastligi ham barcha xatti-harakatlarda yaqqol ko‘rinadi. Agar yuksak madaniyatli odam hamma narsada hech kimga noqulaylik tug‘dirmaslik uchun ehtiyot bo‘lsa, past madaniyatli odam esa uni butunlay teskarisini qilishga majbur qiladi. Shuning uchun qo‘pollik va jizzaki tabiatlilik, biror narsani bilmaslik va bilishni istamaslik va undan ham ko‘proq har qanday me‘yorlarga rioya qilishni istamaslik bular ayni nutqiy madaniyatsizlikda yaqqol namoyon bo‘ladi. Aynan mana shu ko‘rinishlar tufayli biz madaniyati past odamni darhol tasavvur etamiz.

Nutq madaniyatining o‘rtacha darajasining namoyon bo‘lish doirasi ancha keng. Qoidaga ko‘ra, bu holatda turli xil me‘yorlarga ochiq e‘tibor berilmaydi. Aksincha, vaziyatga qandaydir yo‘naltirilganlik mavjud qoidabuzarlik jazolanishi mumkin bo‘lganda asosiy me‘yorlarga rioya qilish kerak. Aks holda, madaniyat darajasi o‘rtacha bo‘lgan odamlar, odatda, yuqori darajadan ko‘ra past darajaga yaqinroq bo‘lishadi. Chunki haqiqatan ham yuqori darajadagi madaniyatga ega bo‘lgan odam har qanday vaziyatda qoidalarni buzish orqali o‘zini qurbon qilishga noloyiq deb hisoblaydi.

Nutq madaniyatini to‘laqonli egallagan ma‘ruzachilar nutqi o‘zbek tili lug‘at boyligini yuqori darajada o‘zlashtirganlik, sinonimlarning ma‘nosi va qo‘llanilishining barcha nyuanslarini hisobga olgan holda, ulardan to‘g‘ri foydalanish kabi sifatlar bilan tavsiflanadi.

Shuningdek, ular quyidagi fazilatlari bilan ajralib turadi:

1. Adabiy tilning barcha uslublarini o‘zlashtirish;

2. Adabiy til me'yorlari (imlo va tinish belgilari, imlo va intonatsiya, stilistik, leksik me'yoriy moslik va boshqalar)ga rioya qilish.

Biroq, mutlaqo xatosiz nutq juda kam uchraydigan hodisa. Ammo madaniy nutq ma'ruzachisi nutqi me'yorlarning minimal buzilishi bilan tavsiflanadi.

Jamiyatda nutq madaniyatini yuqori darajada egallagan toifaga mansub odamlarning soni, uni o'rta va past darajada egallagan odamlarning sonidan sezilarli darajada oz. Biroq aholining nutq madaniyati holatida ularning roli katta ahamiyatga ega. Chunki aynan shu toifaga ko'pchilik oliy ma'lumotlilar, jumladan maktab o'qituvchilari, universitet professor-o'qituvchilari, jurnalistlar va yozuvchilar kiradi.

Eng keng tarqalgani nutq madaniyatini o'rta darajada egallagan toifaga mansub insonlar bo'lib, uning tashuvchilari birinchi navbatda o'rta va to'liq bo'lmagan o'rta ma'lumotlilardir. Ular adabiy til me'yorlarini juda yuzaki bilish bilan ajralib turishadi. Shuning uchun ular talaffuzida o'rinsiz, noto'g'ri ma'noda va noto'g'ri talaffuz bilan qo'llaniladigan xorijiy so'zlar ko'p uchraydi. Nutqning yozma shaklini yaxshi bilmaslik bunday toifa odamlar uchun asosiy muammodir.

O'rtacha adabiy til vakillarining nutqi qo'pol va haqoratli so'zlarga to'la bo'ladi. Ular nutqida klishe (qolip so'z)lar ustunlik qiladi. Ularda tilni boshqarish, va nutqqa oldindan tayyorgarlik ko'rish kuzatilmaydi.

Shuningdek, nutqning uchinchi past turi ham bo'lib, bu toifaga mansublar kam ma'lumotli aholi orasida uchraydi. Ularning nutqi faqat kundalik ishlatiladigan so'zlarga ega bo'lgan og'zaki nutqdan iborat. Ular o'zlaricha na rasmiy monolog va na yozma nutq ishlab chiqara olishmaydi.

Yoshlar orasida eng ommabop nutq madaniyatining turi o'rtacha adabiy tur bo'lib, u dunyoni idrok etish va tushunishda ishonitirishdan ko'ra ma'lumotlarning ustunligidagi keskinligi bilan ajralib turadi.

Jamiyat nutq madaniyatining hozirgi holatidan kelib chiqib, so'nggi paytlarda nutq madaniyati fanida o'zaro tushunishning asosi sifatida funksional savodxonlik muammosi faol rivojlanmoqda. Funksional savodxonlik lingvistik to'g'rilikning ahamiyatini inkor qilmaydi yoki kamaytirmaydi, balki nutq madaniyatini shakllantirishga sof lingvistik yondashuvning yetarli emasligini, birinchi navbatda

nutqning asosiy funksiyalari – kommunikativga e’tibor qaratish zarurligini ta’kidlaydi. Shuningdek nutqqa katta e’tibor berishni talab qiladi.

Demak, nutq madaniyati pirovard natijada muloqot madaniyati bo‘lib, uni o‘zlashtirish inson umumiy madaniyatining yuksak darajada rivojlanganligini, ya’ni fikrlash, muayyan kommunikativ vazifani hal qilish uchun til vositalaridan unumli foydalanish kabilarni nazarda tutadi.

Nutq madaniyatini egallashning dastlabki bosqichlaridan biri, fikrlashda nutq faoliyatining mohiyatini anglashdir. Chunki insonning muloqot qilish qobiliyati, uning ijtimoiy mavqei nutq yaratish va nutq qobiliyati bilan ta’minlanadi. Matnlarni yaratish va idrok etish qobiliyati esa insonga o‘zini shaxs sifatida ko‘rsatishga imkon beradi.

Ikkinchi bosqichni nutq mexanizmlarini rivojlantirish va takomillashtirish deb atash mumkin. Xotirani, e’tiborni, tasavvurni va oldindan ko‘rish qobiliyatini rivojlantirish nutqni o‘stirish uchun muhim hisoblanadi. Natijada, nutq aniq, mantiqiy, ifodali va ma’lum bir bayonot tuzganda muallif nimani nazarda tutganini aniq yetkaza oladigan bo‘ladi. Agar bu nutqda bunday sifatlar sodir bo‘lmasa, demak, o‘sha odam matnning maqsadini, uning ma’nosini aniq tushunmaydi yoki aytilgan narsani tushunishni ta’minlaydigan so‘zlarni topa olmaydi va shuning uchun u zaruriy nutqiy malakaga ega emas.

Xulosa qilib shuni ta’kidlash kerakki, nutq madaniyatining darajasi uning tarkibiy qismlari butunligida va matn (bayon) yaratish jarayonida namoyon bo‘ladi. Lekin yaxshi matn yaratish uchun nutq madaniyatiga oid bilim va malakalar yetarli emas. Buning uchun matn yaratish qonunlarini ham yaxshi o‘zlashtirish kerak.

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THE ROLE OF SPECIALIZED LEXICOGRAPHY IN DEFINING TERMS AND TERMINOLOGY

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Abstract: *Complying with a linguistic approach to terminology, according to which terms are seen as lexical units with specialized meaning, the findings show a far-reaching impact of English not only on grammar terminology but also the entire lexical system of the English language. In order to counteract the negative consequences of such a trend two measures require high priority: the standardization of the English terminology and higher-quality lexicographic work. Consequently, the article deals with theoretical and practical aspects of lexicographic codification of English-based linguistics terms in English within the framework of basic principles relevant for general bilingual lexicography.*

Keywords: *multilingual, monolingual, short term, linguistically, quality, standard.*

Specialized lexicography places significant importance on the concepts of term and terminology. Since there is no universally accepted definition for these terms, this study adopts a linguistically grounded perspective, which views terms as lexical units with specialized meanings. However, this does not imply that terminology is merely a branch of linguistics. Instead, terminology operates uniquely by utilizing the general lexical resources of language. In this context, a term becomes a lexical unit with a specialized meaning activated by practical discourse, while terminology is described as an interdisciplinary field focusing on specialized words used within specific domains of communication.

This linguistically informed perspective has direct implications for lexicography, particularly in bilingual dictionaries such as English-Uzbek. In addition to listing terms in both languages, dictionaries should also provide definitions, syntactic details, cross-references, and examples of usage to enhance their utility. Current practices that rely solely on word equivalences fail to address the nuances of these specialized lexical units.

The influence of globalization has amplified the interaction between languages, with English often serving as the source of borrowed concepts and terms in languages like Uzbek. This process highlights the distortions that can arise in bilingual lexicography. Unlike monolingual dictionaries, where the source language (SL) is presented comprehensively, bilingual dictionaries are shaped by the requirements of the target language (TL). As a result, entries may be condensed, omitting some potential meanings of the SL term to prioritize equivalence in the TL. While this compaction makes the dictionary more user-friendly, it limits a deeper understanding of the SL term, which may require reference to monolingual dictionaries.

The development of multilingual dictionaries adds another layer of complexity. Such dictionaries typically focus on equivalences within specific domains but often lack the depth and breadth needed for comprehensive analysis. To overcome these challenges, lexicographers must devise an analytical framework that ensures consistency and avoids distortion across multiple languages.

Modern lexicography benefits from advancements in technology, which allow for the integration of monolingual and bilingual functions within a single platform. Online dictionaries, for example, can include definitions, etymologies, usage notes, and interactive browsing features. This approach caters to different user needs, whether they are looking for specific information or engaging in exploratory browsing.

The design of such advanced dictionaries requires close collaboration between linguists and computer scientists. Creating a multilingual dictionary that accurately reflects the linguistic features of each language without distortion is a significant challenge, requiring substantial intellectual and financial investment. However, the

potential benefits justify the effort, as these tools can facilitate knowledge exchange and language learning on a global scale.

Analysis:

- The text emphasizes a shift from traditional lexicography toward a more dynamic, interdisciplinary, and user-centered approach.
- It highlights the growing role of electronic and online tools in addressing the limitations of printed dictionaries, offering users richer and more adaptable resources.
- However, it also acknowledges the practical challenges, including cost, the need for expertise, and the intricacies of accurately representing multiple languages without distortion.

The future of lexicography lies in developing dictionaries that balance linguistic accuracy, usability, and technological innovation. By addressing the limitations of traditional methods and embracing interdisciplinary collaboration, lexicographers can create resources that meet the demands of an increasingly interconnected and multilingual world.

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ЭМОЦИОНАЛЬНОЕ ВОЗДЕЙСТВИЕ СЛОВ НА ЧЕЛОВЕКА

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Аннотация В данной научной статье рассматривается положительное или негативное влияние слова на эмоциональное, и даже физическое состояние человека. Даются советы людям для позитива и предостеречься негативных высказываний. Также приводятся конкретные исторические факты о людях, которые правили обществом, возглавляли миллионами людьми с помощью слов.

Ключевые слова: любовь, надежда, вера, доброта, влияние, чувство эйфории, красивый, нежный, радостный, яркий, спасибо, успех, победа.

Abstract; This scientific article examines the positive or negative influence of words on the emotional and even physical state of a person. It gives advice to people for positive and to avoid negative statements. It also provides specific historical facts about people who ruled society, led millions of people with the help of words.

Key words: love, hope, faith, kindness, influence, feeling of euphoria, beautiful, gentle, joyful, bright, thank you, success, victory.

Независимо от нашего эмоционального состояния, терпения и выдержки, мы всегда так или иначе реагируем на слова – спорим ли, хвалим, говорим о любви. Поэтому выражение «Словом можно воскресить или убить» абсолютно верно, ведь каждое слово обладает определенной энергетикой, которая укрепляет нас или, наоборот, разрушает, влияет на наше настроение, самочувствие и внешний вид.

О чем нужно говорить или молчать, чтобы не разрушить в себе прекрасного и счастливого человека и не быть «эмоциональным убийцей» для других?

В плохом настроении мы не любим себя и других – нахмуренные брови, более резкие морщины, опущенные уголки рта, затуманенные глаза. Настроение часто портят фразы или слова, брошенные кем-то наугад.

Вывод прост: чтобы всегда отлично выглядеть, нужно убрать из лексикона слова, несущие отрицательную энергетику, ведь рано или поздно тот эмоциональный заряд, которым вы «наградили» кого-то (в том числе и себя), вернется. Для начала убираем из словаря «надо», «винить», «плохо», «трудно», «никогда». Эти слова имеют отрицательный заряд и действуют на подсознание угнетающе.

Фраза «у меня (у тебя) никогда не получится» приводит к неудачам. Итак, вы программируете себя или других на это. Постоянное "Вау!" сколько ты получаешь? Как говорится - ничего!

Высказывание «я (ты) толстый» и тому подобное означает, что вы или тот, на кого направлено это высказывание, со временем наберете лишние килограммы. То же самое касается «я худею», «из-за морщин я выгляжу старым» и т. д. Установки принимаются, подсознание начинает работать против вас.

Замените эти сообщения на «Я теряю здоровый вес», «Моя красота увеличивается», и этот образ мыслей начнет оказывать на вас положительное влияние. Избегайте слова «нет» и частицы «нет». Они начнут программу по уничтожению и ограничению ваших возможностей.

Слова «любовь», «надежда», «вера», «добродота» имеют сильное влияние на людей. Они дают нам небольшое чувство эйфории, подсознательно выражают свое отношение: я лучший, меня любят, а я люблю весь мир. Благотворно влияет на здоровье и внешний вид. Поэтому чаще говорите такие слова своим родным, любимым, друзьям и своему отражению в зеркале.

Слова «красивый», «нежный», «радостный», «яркий», «сильный» обладают особой силой. Ответ на ритм, звучание и эмоциональную структуру слова «Здравствуй» всегда оказывается положительным — «будь здоров».

Произнося слова «люблю» и «спасибо», вы положительно влияете на клеточную структуру организма — своего или человека, с которым контактируете. Чаще говорите «спасибо». Если нам говорят «спасибо», это значит, что мы замечательные, и это меняет наше отношение к человеку, который это слышит.

Слова «успех» и «победа» несут сильный положительный заряд. Как только мы их слышим, наш организм начинает вырабатывать гормоны счастья.

Я люблю себя. Красота не объективная категория. Скорее, это любовь к себе, принятие себя такими, какие мы есть. К сожалению, не все могут убедить себя в своей красоте, только взгляд в зеркало наводит на эту мысль. Но это возможно:

1. Перестаньте критиковать себя. Как известно, слова материальны. Если вы будете повторять: «Я некрасивая, меня никто не полюбит», вы получите в лицо соответствующий результат. Поэтому ни в коем случае не говорите о себе плохо.

2. Сделайте комплимент своей внешности. Сегодня мое лицо в порядке. Даже если вы невысокого мнения о себе, ваши преимущества могут заключаться в необычном повороте головы, нетипичной форме ушей или разрезе глаз. Ищите привлекательные стороны в своей внешности. Скажите себе, что вы интересны своей уникальностью.

3. Не сравнивайте себя с другими. Тот факт, что у другого человека есть что-то, чего нет у вас, может быть источником как восхищения, так и зависти. Если вы удивлены, будьте красивее: вспомните свое лицо после события, которое вас удивило.

4. Очень полезная вещь — аффирмация. Считается словесной формулой, которая помогает нам поверить в себя и избавиться от проблем. Например: «Я красивая. Я худощавый. Я могу все». Аффирмации должны быть короткими и приятными.

В 1927 году американские антропологи провели замечательное исследование. В одном из колледжей студентов выпускного класса разделили на две группы. Одной из групп сказали, что они были собраны в результате специальных исследований. Подростки поверили: они прошли тест на гениальность, и им сказали, что с ними будут работать лучшие учителя Америки. В результате по итогам года группа добилась беспрецедентных результатов. Студенты смогли освоить школьную программу и 10 университетских

предметов за полгода. Трудно поверить, но тест на гениальность и гениальные учителя были ложными. С детьми работали самые обычные педагоги. И никакой специальной программы не было. Несколько положительных слов в начале эксперимента превратили обычных детей в вундеркиндов.⁵⁷

Можно ли одним словом управлять целым обществом? Почему искусные ораторы со временем становятся политическими лидерами? Когда оратор вовлекает в процесс множество людей, слово становится настоящим оружием. Ведь Наполеон Бонапарт сказал: «Человек, который не умеет говорить, не выигрывает в бизнесе». Секрет Наполеона был прост: во время выступления он полминуты молчал, сосредоточив внимание на своих подчиненных. Те, кто был свидетелем его выступлений, говорили, что, когда он говорил, он как бы возвышался перед глазами людей. Его первые слова попали в цель. Нет сомнений, что он сумеет организовать свою речь во время этой тишины. Но именно эти слова проникли в сердца солдат и произвели большое впечатление.

Ф. Кастро мог собрать людей на одной площади. Ленин умел добиваться своих целей при своем низком росте с помощью слов. Уинстон Черчилль шептал, Линкольн кричал, а Адольф Гитлер говорил нервно. Но эти люди смогли возглавить миллионы миров.

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⁵⁷ <https://tylinova.com/vlijanie-slova-na-sudbu-cheloveka/>

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ЭМОЦИИ И ДУХОВНАЯ СВЯЗЬ МЕЖДУ ЛЮДЬМИ.

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Аннотация В данной научной статье рассматриваются телепатические состояния между людьми, например: как настроение одного человека производит впечатление на другого человека. Если человек радуется как это позитивно переходит на окружающих или же наоборот, плохое настроение как негативно влияет на рядом находившихся людей. Конечно же, приводятся конкретные примеры.

Ключевые слова: эмпатия, эмоция, радость, страх, оевность, депрессия, улыбка, смех, неудовлетворенность, настроение.

Abstract This scientific article examines telepathic states between people, for example: how one person's mood makes an impression on another person. If a person is happy, how it positively transfers to others, or vice versa, how a bad mood negatively affects people nearby. Of course, specific examples are given.

Key words: empathy, emotion, joy, fear, oyestnost, depression, smile, laughter, dissatisfaction, mood.

Замечали ли вы, что вы чувствуете или ведете себя по-разному рядом с разными людьми? «Мое настроение изменилось», — говорим мы. На самом деле не только наше психическое состояние, но и физиология нашего тела моментально реагирует на окружающие события. Люди воспринимают и

воспринимают язык тела или выражения лица всеми органами чувств. Эмпатия, цитирование и перенос заложены в нас на генном уровне. Эти особенности находятся вне нашего контроля. Подобно венам, соединяющимся друг с другом, мы можем передавать другим свое настроение, свои мысли, свое нервное состояние. Знаете ли вы, что такие эмоции, как страх, гнев, неудовлетворенность, очень заразны? А также смех и улыбки.

Эмоция (лат. *emoveo* — удивлять, волновать) — субъективная реакция человека и высших существ на любые внешние и внутренние воздействия. Эмоции присутствуют во всех процессах человеческой жизни, они возникают через ситуации и события, которые существуют в нашем собственном сознании. Другими словами, это личное мнение человека о происходящих вокруг него событиях. В настоящее время ученые спорят о том, в какой степени происхождение отрицательных эмоций вредно для здоровья человека. Есть даже мнения, что умеренный стресс может быть полезен человеку, поскольку держит организм в тонусе (умеренном) и мотивирует человека на конкретные действия. Но хорошо известно, что длительное воздействие сильных эмоций, как положительных, так и отрицательных, на организм вызывает стресс и серьезно вредит здоровью.⁵⁸

Люди давно поняли, что эмоции напрямую влияют на здоровье. Мы можем убедиться в этом на примере народных пословиц, таких как «Все болезни от нервов», «Здоровое сердце — сердце горы», «В здоровом теле — здоровый дух», «Горе сердце ест, ржавчина железо». Медицинские работники давно изучили связь психики с физической единицей — телом. Они знали, что все, что поступает в мозг, оказывает такое же влияние на тело. Но к XVII веку, во времена Декарта, человечество забыло об этом. Человек был разделен на две части - разум и тело. Все болезни назывались физическими или психическими, и существовало два подхода к их лечению.

⁵⁸ И. Кахаров. Читайте, только не плачьте. - Т.: Сано-стандарт, 2021.

И теперь мы начинаем смотреть на этот вопрос с осознанием того, что тело и разум не могут быть разделены, как когда-то сказал Гиппократ. Современная медицина накопила много сведений о психоматической природе многих болезней, то есть о тесной связи между здоровьем души и тела. К очень интересным выводам пришли специалисты разных стран, изучающие влияние эмоций на здоровье. Известный английский нейрофизиолог, лауреат Нобелевской премии Чарльз Шеррингтон установил следующий закон: сначала происходят эмоциональные потрясения, затем происходят изменения в организме.

Немецкие ученые доказали, что каждый уголок мозга тесно связан с определенным органом тела. А американские специалисты привыкли диагностировать болезни человека по его настроению и предупреждать развитие болезни через него. Для этого необходимо проводить терапию улучшения настроения и накапливать в человеке положительные эмоции.

Здесь необходимо понимать, что не разовое расстройство, а длительные негативные эмоции, огорчения, стрессы вызывают физические болезни. Именно такие заботы ослабляют наш иммунитет и делают нас уязвимыми. Беспричинная нервозность, депрессия и подавленное настроение являются очагами многих заболеваний. Очень важно воздерживаться и держаться подальше от таких эмоций, как страх, гнев, ревность, депрессия, тревога и ненависть.

Восточная медицина также подтверждает, что настроение и определенные эмоции вызывают заболевания определенных органов. По мнению практикующих эту медицину, здоровье тела и ума имеют один и тот же корень. Наши эмоции, хорошие или плохие, могут оказывать значительное влияние на наше тело. Они также могут объяснить, почему эмоции связаны с определенным органом. Например, проблемы с почками вызваны чувством страха, отсутствием воли и неуверенностью в себе. Поскольку почки отвечают за рост и развитие, их правильное функционирование особенно важно в детском возрасте. Китайская медицина рекомендует воспитывать в детях мужество и уверенность в себе.

Основным органом дыхательной системы являются легкие. Нарушения функции легких могут быть вызваны горем и компрессией. Проблемы с дыханием могут привести к другим заболеваниям. При лечении кожных высыпаний у взрослых восточная медицина начинает с исследования работы всех внутренних органов, особенно легких.

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СМЕХ И ЗДОРОВЬЕ

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Аннотация. В данной научной статье говорится как эффективно влияет смех на здоровье человека. Когда человек смеётся в организме человека происходит реальное изменение в лучшую сторону, все негативы отступают. Даже приводятся факты об изменениях в кровеносных сосудах, в пищеварительной системе и ещё положительные изменения в физическом и моральном состоянии человека. О положительном влиянии смеха на здоровье человека написал в XV веке Алишер Навои в своих произведениях.

Ключевые слова: смех, здоровье, доброта, манеры, довольство, верность, честность, знание, радость, счастье, веселье, удовольствие, ухмылки, гримасы.

Abstract. This scientific article talks about how effectively laughter affects human health. When a person laughs, a real change for the better occurs in the human body, all the negatives recede. There are even facts about changes in blood vessels, in the digestive system, and also positive changes in the physical and moral state of a person. Alisher Navoi wrote about the positive effect of laughter on human health in his works in the 15th century.

Key words: laughter, health, kindness, manners, contentment, loyalty, honesty, knowledge, joy, happiness, fun, pleasure, grins, grimaces.

Через смех человек показывает свои эмоции, чувства, радость и счастье. Смех — это состояние радости, веселья и удовольствия, состоящее из звуков или звуков. Слово смех имеет ряд синонимов, различающихся оттенками значения и звучания. Смеяться, улыбаться, улыбаться, улыбаться, улыбаться, улыбаться, выражать смех движением глаз и губ, значит смеяться.

Смех, улыбка – самый невинный подарок природы людям. Наши предки несли с собой смех и улыбки тысячи лет.

Абдурахман Джами говорит:

Чтобы рассмешить подавленного человека,

Знаешь, бэтмен лучше сахара.

Как появляется смех? Как это появляется? Для этого у человека должно быть много эмоций: удовлетворение, радость, праздник, наслаждение.

Гнев и грусть негативно сказываются на работе сердца человека, а смех и радость подобны бальзаму на сжавшееся сердце.

По мнению ученых, смех положительно влияет на организм с медицинской точки зрения. Легкие открываются, сердце бьется быстрее, улучшается кровообращение. От смеха расширяются сосуды, к лицу приливает краска, в результате у человека хорошее настроение.

У наших предков были прекрасные представления о смехе. В частности, эта тема занимает особое место в царских стихах Алишера Навои. Своими бессмертными произведениями поэт поднял литературу своего народа на уровень мировой литературы и внес большой вклад в сокровищницу передовой человеческой культуры. Не будет преувеличением сказать, что его единственное произведение «Хамса» является одним из событий, произошедших в художественном мышлении человечества.

В 1483 году Навои, великий поэт, накопивший богатый жизненный опыт и «министр ясного основания» в государстве Хорасан, творчески развил традиции своих великих учителей Низами Гянджеви и Амира Хусрава Дехлеви и начал осуществлять свой великий замысел, он давно обдумывал. Он начал создавать огромный поэтический памятник, состоящий из пяти былин на тюркском языке.

Первая эпопея «Хамсы» - «Хайратуль-Аброр» была завершена с необычайно высокой скоростью. Эпос состоит примерно из четырех тысяч стихов, и позже поэт охарактеризовал его как «оби зиндагони», то есть «живая вода», данная народу. «Хайратуль-аброр» («Благоговение перед добром») – философско-просветительское произведение. Это произведение было создано Алишером Навои как мыслителем, теоретиком, философом и великим художником. В произведении воспеваются ряд человеческих качеств: доброта, манеры, довольство, верность, честность, знание, причем подробно подчеркивается.

Например, в главе «О воспитании» («Адаб хакида») поэт говорит следующее о «человеке, опустившем чресла свои от бремени служения»:

Произведения Алишера Навои дают достаточно места всем качествам, необходимым человеку. В частности, поведение людей, образ жизни, отношения с людьми отражаются в каждой строфе произведений поэта. Во многих своих работах он делает акцент на смехе, который присущ только людям.

Известно, что смех является признаком человеческих чувств, внутренних переживаний, счастья и радости. Есть много типов смеха: смех с положительной коннотацией, такой как хихиканье, улыбки, смех с негативной коннотацией, такой как ухмылки, гримасы, смешки.

Алишер Навои с открытым лицом подчеркивает, что добро, сделанное без благодарности, есть щедрость на щедрость:

Смех в изобилии.

Поэт подчеркивает, что смех – это форма и благопристойности, и благопристойности. В своих произведениях он указывает, что неуместный смех и неуместный смех — дурные признаки нравов:

Один из самых вежливых людей смеется,

Смех – это признак вежливости.

Навои поясняет, что неуместный смех к добру не приводит, а потому, что куропатка смеется, охотники узнают ее по голосу и ловят:

Вызвав много смеха,

Доведение смеха до беды.

В другой строфе поэт сравнивает смех с распусканием бутона и собственным опадением:

Это как бутон, который нужно раскрыть,

Семь раз открывается, чтобы рассеяться.

В другом месте смех человека опускает его на землю и в грязь описывается как пример молнии.

Как сказал Алишер Навои, порядочный человек не открывает рта, чтобы смеяться, но не без капли скромности:

Хороший человек говорит, что лучше плакать, чем чрезмерно смеяться:

Причину этого он объясняет так: свеча с каждой ночью становится ярче, потому что горит, а бутон, потому что смеется, уносится ветром; Облако плачет и рассыпается слезами, и молния ушла со смехом:

Поэт употребляет слово «плач» в широком смысле: свеча освещает своим светом темную ночь, она дает свет людям; и облако своими каплями сеет семя благословения на землю. Точно так же и каждый человек должен творить добро, помогать и делать добрые дела окружающим, насколько он может. С развлечениями время течет рекой, мы достигаем цели в мгновение ока, невозможно остаться в этом мире навсегда, тогда нас спасут только добрые дела, поэтому сделать себе имя на добре - большое счастье.

Смех на свадьбах, в чатах, на вечеринках приносит человеку много радости. Улыбки на улыбающихся лицах делают лица людей красивыми, привлекательными и приятными. Особенно лицо врачей должно выглядеть открытым, вежливым и привлекательным. В первую очередь пациенты не любят врачей с опущенными веками и неприятным внешним видом. Прежде всего, люди должны создать условия для улыбки. Всем нравится, как привлекательно выглядят люди, когда они всегда улыбаются. Красивая улыбка, как люди любят улыбаться. В жизни есть люди, которые не смеются, даже если их пощекотать.

В наше время принято быть серьезным и ответственным человеком. Посмотрите на своих руководителей, коллеги: многие из них, к сожалению, редко смеются или улыбаются. Возможно, они считают, что деловому человеку нельзя так выражать свои чувства. Обычно мы проявляем больше своих негативных эмоций, а что хуже всего, иногда проглатываем их. Также смех, если он идет от души, может избавить человека от многих проблем, проблемы со здоровьем не исключение. Депрессия обязательно ослабнет перед искренним и веселым смехом.

В детстве мы много смеемся, потому что дети не боятся расплескать свой престиж на работе или репутацию. Ученые утверждают, что шестимесячный ребенок, если он здоров, смеется не менее 300 раз в день. Сколько раз мы смеемся, будучи взрослыми? Грустно: «Сколько раз в день ты смеешься?

Большинство ответивших на вопрос "Есть ли повод для счастья?" они ответили. Психологи объясняют это социальной навязчивостью и искусственно созданной сверхсложностью, то есть стереотипами (принятыми массами обязательствами), разрушающими нашу свободу.

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THE ROLE OF THE TEACHER IN THE PROCESS OF TEACHING SPEAKING SKILLS TO INTERMEDIATE LEARNERS

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Abstract *The role of the teacher in teaching speaking skills to intermediate learners is pivotal in fostering language development, as it bridges the gap between basic proficiency and advanced fluency. At the intermediate level, learners possess foundational language knowledge but often struggle with fluency, vocabulary use, pronunciation, and confidence in speaking. This article explores the various roles*

teachers play in facilitating the speaking development of intermediate learners, focusing on strategies that encourage active participation, reduce anxiety, and provide constructive feedback. Findings suggest that teachers who create supportive, interactive environments, offer timely and constructive feedback, and motivate students through engaging tasks are most successful in enhancing speaking proficiency. The article concludes with recommendations for teachers to integrate more authentic speaking opportunities and adopt a balanced approach between fluency practice and accuracy correction, in order to better meet the needs of intermediate learners.

Key words: *speaking skills, intermediate learners, teacher's role, language acquisition, scaffolding, feedback, fluency, student engagement, peer feedback, cognitive development*

Annotatsiya *O'rta darajadagi o'quvchilarga gapirish ko'nikmalarini o'rgatishda o'qituvchining roli til o'rganish jarayonini rivojlantirishda muhim ahamiyatga ega, chunki bu daraja o'quvchilarni boshlang'ich darajadan yuqori darajaga o'ta olishga yordam beradi. O'rta darajada o'quvchilarda asosiy til bilimlari mavjud bo'lsa-da, ular ko'pincha ravonlik, leksika, talaffuz va gapirishga bo'lgan ishonchni rivojlantirishda qiyinchiliklarga duch keladilar. Ushbu maqola o'qituvchilarning o'rta darajadagi o'quvchilarning gapirish ko'nikmalarini rivojlantirishda qanday turli xil rollarni bajarishini o'rganadi, faol ishtirokni rag'batlantirish, xavotirni kamaytirish va konstruktiv fikr-mulohazalarni taqdim etish strategiyalariga e'tibor qaratadi. Tadqiqot natijalari shuni ko'rsatadiki, qo'llab-quvvatlovchi, interaktiv muhit yaratadigan, vaqti-vaqti bilan samarali fikr-mulohazalar beradigan va o'quvchilarni qiziqarli topshiriqlar orqali rag'batlantiradigan o'qituvchilar gapirish ko'nikmalarini oshirishda eng muvaffaqiyatli bo'ladilar. Maqola, o'qituvchilarga haqiqiy gapirish imkoniyatlarini ko'proq integratsiya qilishni va ravonlik amaliyoti bilan aniqlikni tuzatish o'rtasida muvozanatli yondashuvni qabul qilishni tavsiya etadi, shunda o'rta darajadagi o'quvchilarning ehtiyojlariga yanada yaxshiroq javob berishi mumkin.*

Kalit so'zlar: *gapirish ko'nikmalari, o'rta darajadagi o'quvchilar, o'qituvchining roli, tilni o'rganish, scaffolding, fikr-mulohaza, ravonlik, o'quvchi ishtiroki, tengdoshlardan fikr-mulohaza, kognitiv rivojlanish*

Аннотация Роль учителя в обучении разговорным навыкам у учащихся среднего уровня имеет решающее значение для развития языка, поскольку она помогает преодолеть разрыв между базовым уровнем и продвинутой беглостью. На среднем уровне учащиеся обладают основными языковыми знаниями, но часто сталкиваются с трудностями в области беглости, употребления словарного запаса, произношения и уверенности в разговорной речи. Эта статья исследует различные роли, которые играют учителя в процессе развития разговорных навыков у учащихся среднего уровня, с акцентом на стратегии, способствующие активному участию, снижению тревожности и предоставлению конструктивной обратной связи. Результаты исследования показывают, что учителя, создающие поддерживающую и интерактивную атмосферу, предоставляющие своевременную и конструктивную обратную связь и мотивирующие студентов с помощью увлекательных заданий, добиваются наибольшего успеха в повышении разговорной беглости. В статье представлены рекомендации для учителей по интеграции более аутентичных возможностей для разговорной практики и применению сбалансированного подхода между развитием беглости и коррекцией точности, чтобы лучше соответствовать потребностям учащихся среднего уровня.

Ключевые слова: разговорные навыки, учащиеся среднего уровня, роль учителя, овладение языком, поддержка, обратная связь, беглость, участие студентов, обратная связь от сверстников, когнитивное развитие

Speaking is often considered one of the most difficult skills for language learners to develop, especially at the intermediate level. By this stage, learners have mastered basic grammar and vocabulary, but their speaking abilities are still in a state of transition, characterized by hesitation, limited vocabulary use, and occasional errors in grammar or pronunciation. The teacher's role becomes critical in helping learners overcome these challenges and build their speaking competence. In particular, teachers provide essential scaffolding, create a supportive learning environment, and model effective language use. This article explores the teacher's role in teaching speaking skills to intermediate learners, drawing on existing research and providing insights

from classroom observations to highlight best practices and strategies. Speaking is one of the key skills that language learners aim to master, particularly at the intermediate level. For learners who have moved beyond the basics but have not yet achieved full fluency, the role of the teacher is crucial in fostering effective speaking skills. Teachers act as guides, motivators, and facilitators of language practice, creating a supportive environment for learners to develop confidence and improve their speaking abilities. This article examines the role of the teacher in teaching speaking skills to intermediate learners, focusing on the strategies and practices that enhance speaking proficiency. Additionally, it explores how teachers can address common challenges faced by intermediate learners, such as limited vocabulary, hesitation, and fear of making mistakes.

Literature Review

A significant body of research highlights the importance of the teacher's role in language learning, particularly in speaking. According to Ellis (2003) [1], effective language teaching involves both explicit instruction in grammar and vocabulary and opportunities for authentic communication. Teachers must create a balance between these two elements in order to help students improve both their fluency and accuracy in speaking. Research by Ellis emphasizes that the teacher's role in language learning is not just as an instructor but as a facilitator of meaningful interaction. Speaking is best developed in contexts where learners have the opportunity to engage in authentic communication, and the teacher's role is to create opportunities for this interaction. Activities like pair work, group discussions, and role-plays allow learners to practice spontaneous speech, increasing fluency and confidence. According to Vygotsky's sociocultural theory (1978) [2], language learning is a social process that occurs through interactions with more knowledgeable individuals. In the case of intermediate learners, teachers can scaffold their learning by providing both verbal and non-verbal support. This includes modeling correct pronunciation, grammar, and sentence structures, as well as offering corrective feedback when necessary. Scaffolding helps learners perform tasks that they cannot yet complete independently, enabling them to progress to higher levels of language proficiency. Vygotsky's sociocultural theory also

emphasizes the importance of teacher-guided interaction. Vygotsky argues that learners achieve higher levels of competence when they engage in social interaction and receive scaffolding from more experienced speakers, such as teachers. In the context of speaking, this means that teachers need to provide learners with opportunities for interaction, while also providing necessary support to help learners progress.

According to Thornbury (2005) [3], speaking is often the most challenging skill for learners to develop due to factors such as anxiety, lack of vocabulary, and difficulties with pronunciation. Teachers, therefore, must create a classroom environment where mistakes are seen as part of the learning process, and learners are encouraged to speak without fear of judgment. By providing clear models and structured opportunities for practice, teachers can help learners improve their speaking skills more effectively. The role of feedback in speaking instruction has been widely studied, with many scholars emphasizing its importance in helping learners improve. Thornbury also stresses that creating a communicative classroom environment is crucial for overcoming learners' speaking difficulties, particularly for intermediate students who often feel self-conscious or hesitant. Lyster and Ranta (1997) [4] found that effective feedback, especially when provided immediately after speaking tasks, can help students recognize and correct their mistakes in real-time. Additionally, motivating learners to speak is vital. Motivation theory, particularly the work of Gardner (1985) [5], asserts that learner motivation is closely tied to teacher behaviors. Teachers who offer encouragement, acknowledge student effort, and set clear goals help increase learners' intrinsic motivation and willingness to participate in speaking activities.

Research Methodology

This study adopts a qualitative approach, focusing on observational data from classrooms where intermediate-level English learners are taught speaking skills. The sample includes three language classrooms, each with 15 to 20 students at an intermediate level of proficiency. Data were collected through direct observation of classroom interactions, teacher-student dialogues, and student participation in speaking

activities. In addition, interviews with teachers and students were conducted to gain insights into their perspectives on the role of the teacher in the speaking process. This study takes a qualitative, observational approach to explore how teachers facilitate the development of speaking skills in intermediate language learners. Classroom observations, teacher interviews, and student surveys were conducted in three different language learning settings: one in a public language school, one in a private language institute, and one in an online learning environment. These settings were chosen to provide a comprehensive understanding of how teachers approach speaking instruction across different contexts.

Analysis and Results

The analysis revealed several key findings regarding the teacher's role in teaching speaking skills:

Creating a Supportive Environment: Teachers were found to actively create a supportive classroom atmosphere where mistakes were normalized and encouraged as part of the learning process. Teachers frequently praised students for their efforts and provided positive reinforcement to build confidence. This approach was particularly effective in reducing anxiety and encouraging participation in speaking activities.

Creating a Supportive and Low-Stress Environment: Teachers actively worked to reduce speaking anxiety by fostering an inclusive and non-judgmental atmosphere. The use of positive reinforcement and error-tolerant strategies was common. For example, many teachers used humor to ease tension and avoid making students feel self-conscious about their mistakes. Teachers also encouraged peer feedback and cooperative learning, which helped alleviate the pressure of speaking in front of the whole class. According to students, the most effective teachers were those who encouraged mistakes as part of the learning process rather than penalizing them.

Structured Speaking Opportunities: Intermediate learners, though capable of forming basic sentences, often lack the confidence or fluency to sustain extended conversations. Teachers, therefore, incorporated various activities to provide structured speaking opportunities, such as debates on familiar topics, story-telling exercises, and discussions on current events. These activities required students to use language

spontaneously but within a defined context, helping learners build fluency while reducing cognitive overload. Task-based learning (TBL), where learners complete tasks through communication (e.g., planning a trip or designing a product), was one of the most common approaches used by teachers.

Feedback Techniques: Teachers employed a variety of feedback techniques that balanced both fluency and accuracy. Corrective feedback was integrated into activities in ways that minimized disruption to the flow of conversation. For example, teachers would correct pronunciation gently, using techniques such as repeating the correct form after the learner had spoken, or providing written feedback after the activity had ended. This approach allowed students to focus on speaking during the activity without feeling overly concerned about making mistakes. Furthermore, teachers used delayed feedback to address common issues like grammar mistakes or lexical errors, providing detailed explanations post-activity.

Motivation and Engagement: Teachers used multiple strategies to motivate learners to engage in speaking activities. They incorporated topics of interest, such as technology, travel, and social issues, to keep students engaged. Additionally, the use of peer interaction and collaborative learning activities was shown to increase student motivation. Teachers also emphasized progress over perfection, which helped to shift the focus from mistakes to improvement. Students reported feeling more motivated when they saw tangible progress in their speaking abilities, especially when they were able to participate in more complex conversations as the course progressed.

Student Perceptions of Teacher Support: Interviews with students revealed that they highly valued teachers who were approachable, provided consistent encouragement, and gave constructive feedback. Students appreciated teachers who were patient and willing to give them time to formulate their responses, as this reduced the pressure of speaking under time constraints. However, some students expressed a desire for more real-world speaking practice and suggested that teachers incorporate more authentic materials, such as interviews, podcasts, or field trips, to help bridge the gap between classroom learning and real-world communication.

Conclusion

The role of the teacher in teaching speaking skills to intermediate learners is essential for facilitating language development. Teachers create a learning environment that promotes confidence, fluency, and accuracy through supportive interactions, structured speaking activities, and timely feedback. This research confirms that teachers are not only language models but also essential motivators who guide learners through the challenges of acquiring speaking skills. The findings suggest that intermediate learners benefit from a balanced approach that combines structured practice with authentic communication opportunities, scaffolded support, and positive reinforcement. Future research could explore the impact of different teaching methods and technologies, such as digital language tools, on the development of speaking skills. Additionally, it would be valuable to further investigate how individual differences, such as motivation and personality, affect learners' speaking development and their responses to teacher interventions. The role of the teacher in teaching speaking skills to intermediate learners is critical to the success of language acquisition. Teachers are not only facilitators of interaction but also mentors who create a supportive and motivating learning environment, provide structured opportunities for practice, and offer valuable feedback. Through these roles, teachers help students navigate the common challenges they face at the intermediate stage, such as limited vocabulary, anxiety, and hesitation in speaking. This study emphasizes that effective speaking instruction involves a balance between fluency-building activities and accuracy-focused correction. Additionally, feedback plays a crucial role in helping learners improve their speaking abilities, as it guides them toward more effective communication strategies. Moving forward, it is important for future research to explore the use of technology and online tools in speaking instruction and how these tools can complement traditional face-to-face teaching strategies. Teachers should also continue to adapt their methods to cater to the diverse needs of learners, ensuring that every student is supported in their journey toward fluency.

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СПЕЦИФИКА ИСПОЛЬЗОВАНИЯ МУЛЬТИМЕДИЙНЫХ И ЦИФРОВЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ В 5-7-Х КЛАССАХ СРЕДНЕЙ ШКОЛЫ.

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Аннотация: Главной задачей использования цифровых технологий в процессе обучения, впрочем, как и задачи образования в целом, является

развитие компетенций и компетентности личности. Использование цифровых технологий в образовании действительно направлено на развитие компетенций и компетентности личности. Это можно рассматривать как ключевую задачу, поскольку цифровые технологии позволяют не только повысить доступность образования, но и способствуют развитию критического мышления, умения работать с информацией, коммуникации и самоуправления, что является важными составляющими компетентности.

В частности, цифровые инструменты помогают создавать более гибкие и индивидуализированные образовательные траектории, которые учитывают потребности и особенности каждого ученика. Это также поддерживает развитие таких навыков, как решение проблем, коллаборация, и адаптивность, что важно для успешной профессиональной деятельности в будущем

Ключевые слова: технология, облако, сервис, функция, программа.

Abstract The main objective of using digital technologies in the learning process, however, as well as the objectives of education in general, is the development of competencies and competence of the individual. The use of digital technologies in education is indeed aimed at developing competencies and competence of the individual. This can be considered a key task, since digital technologies not only make education more accessible, but also contribute to the development of critical thinking, the ability to work with information, communication and self-management, which are important components of competence. In particular, digital tools help to create more flexible and individualized educational trajectories that take into account the needs and characteristics of each student. This also supports the development of skills such as problem solving, collaboration, and adaptability, which is important for successful professional activity in the future.

Keywords: technology, cloud, service, function, program.

Annotatsiya O'quv jarayonida raqamli texnologiyalardan foydalanishning asosiy vazifasi, shuningdek, umuman ta'limning vazifalari - individual kompetentsiya va kompetentsiyalarni rivojlantirishdir. Ta'limda raqamli texnologiyalardan foydalanish haqiqatan ham shaxsning kompetentsiyalari va malakalarini rivojlantirishga qaratilgan.

Buni asosiy vazifa sifatida ko‘rish mumkin, chunki raqamli texnologiyalar nafaqat ta'limning qulayligini oshirishga imkon beradi, balki tanqidiy fikrlash, axborot bilan ishlash, aloqa va o‘zini o‘zi boshqarish qobiliyatini rivojlantirishga yordam beradi. kompetentsiya komponentlari.

Xususan, raqamli vositalar har bir talabaning ehtiyojlari va xususiyatlarini hisobga olgan holda yanada moslashuvchan va individuallashtirilgan ta'lim yo‘llarini yaratishga yordam beradi. Shuningdek, u kelajakdagi professional muvaffaqiyat uchun muhim bo‘lgan muammolarni hal qilish, hamkorlik va moslashuvchanlik kabi ko‘nikmalarni rivojlantirishni qo‘llab-quvvatlaydi.

Kalit so‘zlar: texnologiya, bulut, xizmat, funktsiya, dastur.

Применение цифровых инноваций в процессе изучения русского языка сопровождается рядом сложностей, которые усиливаются вместе с расширением их использования. Среди таких проблем выделяются цифровое неравенство, несоответствие образовательного материала, вопросы конфиденциальности, возрастные ограничения на доступ к обучающим ресурсам, угрозы вирусов и прочее. Исследователи, включая Г. Дюдени, М. Пегрум и Р. Хоббса, обозначили эти сложности как цифровые риски, в то время как специалисты, такие как Г.У. Солдатова и Е.И. Рассказова, выделили их в отдельную категорию, подчеркнув риски, связанные с безопасностью учеников в интернете.

Особое внимание необходимо уделить вопросам цифрового неравенства и онлайн-опасностей, связанных с гарантией безопасности учащихся и использованием информационных технологий в образовательном процессе.

Термин "цифровое неравенство" описывает ситуацию, когда разные люди или социальные группы имеют разный уровень доступа к цифровым технологиям, что зависит от наличия у них необходимых электронных устройств. [1] Проблемы, связанные с цифровым неравенством, иногда называемые "цифровым барьером" или "цифровой пропастью", становятся особенно значимыми в контексте интеграции цифровых технологий в образовательную систему. Неравномерное материальное обеспечение учащихся средствами связи может оказывать негативное воздействие на их обучение,

вызывая чувство неполноценности у тех, кто обладает меньшим количеством электронных устройств. В будущем такое чувство может сказаться на уверенности учащегося в своих способностях и негативно сказаться на его профессиональной карьере и коммуникативных навыках при формировании своего социального окружения.[там же].

Обеспечение равенства возможностей в области цифровых технологий среди учащихся, как утверждают Г. Дьюден, М. Пегрум и Н. Хокли, стоит в ряду приоритетных задач для развития цифровой грамотности среди школьников. [66, с. 14]

Цифровая грамотность, основанная на освоении цифровых инструментов и приобретаемая всеми учащимися независимо от их материального и социального положения, открывает равные шансы для каждого в процессе их будущей профессиональной деятельности.

В рамках исследования представлены комплекс упражнений, детализированные в подразделах 2.2-2.5, которые направлены на устранение возможной цифровой дифференциации между учениками. Кроме того, разработаны дополнительные упражнения, которые обеспечивают непрерывность учебного процесса и предназначены для самостоятельного домашнего изучения. Важно подчеркнуть, что при выборе домашних заданий, связанных с использованием цифровых технологий, крайне важно, чтобы учителя были в курсе технической оснащенности учеников для корректного планирования их учебной работы.

При реализации проектов, таких как создание мультимедийных презентаций (см. пункт 2.4), использование социальных сетей (см. пункт 2.3) или разработка электронных словарей (см. пункт 2.3), ученик должен иметь доступ к компьютеру с интернетом. Если учащийся не обладает такими ресурсами или не может пользоваться интернетом вне школьных стен, ему будет сложно или невозможно выполнить эти задания. В таких случаях от учителя требуется внимательное рассмотрение ситуации с доступом ученика к электронным устройствам и сети, чтобы корректно адаптировать задания. Учитель должен

эффективно реагировать на недостаток цифровых ресурсов или их полное отсутствие, внедряя корректировки в задания или организуя их выполнение в дополнительное время в школе.

Цифровая грамотность, которая развивается у всех учащихся независимо от их материального и социального положения, обеспечивает равные шансы для каждого на будущую профессиональную деятельность.

В рамках данного исследования представлен ряд упражнений, описанных в разделах 2.2-2.5, которые способствуют уравниванию цифрового неравенства между учениками. Кроме того, предлагаются дополнительные упражнения, которые необходимы для поддержания непрерывности учебного процесса и рассчитаны на самостоятельное выполнение учащимися дома. Важно подчеркнуть, что при назначении домашних заданий с использованием цифровых инструментов критически важно, чтобы учитель был осведомлён о возможностях ученика в плане наличия необходимых технических ресурсов для эффективного планирования своей учебной деятельности.

Для успешной реализации проектов, таких как разработка мультимедийной презентации (см. раздел 2.4), использование социальных медиа (см. раздел 2.3) или формирование электронных словарей (см. раздел 2.3), ученик должен располагать компьютером с подключением к сети Интернет. В случае отсутствия у учащегося возможности использовать электронные устройства и интернет вне школьных помещений, выполнение таких проектов становится нереализуемым. Преподаватель должен тщательно исследовать вопрос о доступности у ученика необходимых технических ресурсов и интернет-соединения, чтобы, исходя из полученной информации, корректировать учебное планирование. Ответственность учителя заключается в умениях адаптировать учебные занятия к наличию или отсутствию учащихся компьютеров, что может потребовать внесения изменений в задания до их выполнения на дополнительных занятиях в школе.

-негативное влияние отдельных интернет-ресурсов с потенциально вредоносным содержанием;

-риск повреждения или потери программного обеспечения, необходимого для выполнения заданий, из-за заражения компьютера вирусами;

-необходимость обеспечения дисциплины среди учеников на уроках;

-необходимость обеспечения быстрой поддержки учащихся в случае сбоев в работе техники.

Один из методов решения таких задач – это применение специализированного программного обеспечения, разработанного для этих целей. К примеру, существуют программы, которые помогут педагогу не только контролировать учебные процессы студентов, но и оперативно решать проблемы с техникой. Такие системы позволяют учителям осуществлять дистанционный доступ к компьютерам учеников. Это дает возможность не только следить за работой ученика на экране, но и управлять его компьютером, как будто учитель находится перед ним лично. Если ученик запутался в задании в программе Word, учитель может сразу же показать ему, как это сделать, управляя компьютером из своего рабочего места. Всё происходит в реальном времени, и ученик видит действия учителя на своем мониторе в тот же момент, когда они происходят. Кроме того, благодаря такому программному обеспечению, учитель может следить за всем классом, не покидая своего рабочего места. Программа доступна в мобильной версии, что позволяет использовать ее без Интернета, устанавливая с CD-дисков, USB-накопителей или других носителей.

Эта настройка приложения обеспечит учителям уверенность в его актуальности на всех установленных компьютерах. С юридической стороны, программа доступна для бесплатного использования в частной сфере, но ее применение в рамках групповых занятий требует одобрения со стороны руководства учебного заведения.

Процесс взаимодействия с программой включает в себя следующие шаги со стороны преподавателя.

Компьютеры, успешно запустившие программное обеспечение, автоматически получают уникальный девятизначный код для идентификации (обозначен на иллюстрации под номером 1) и пароль, который дает возможность

управлять программой (обозначен под номером 2 на иллюстрации). Для дальнейшего взаимодействия учителю необходимо ввести идентификационный код компьютера ученика в поле «ID партнера» (обозначено под номером 3 на иллюстрации), чтобы продолжить процесс настройки доступа. В открывшемся окне необходимо ввести пароль ученика, чтобы установить надежную связь и получить полный контроль над его компьютером. Этот процесс занимает всего несколько секунд, что критично для эффективного использования времени в учебном процессе. Применение программы помогает решать задачи, связанные с удалением нежелательных контента и защитой от вирусов, которые могут появиться во время работы в сети Интернет.

Одним из альтернативных способов достижения этих целей является настройка параметров непосредственно в браузере. Одним из самых эффективных и популярных браузеров, по нашему мнению, является Google Chrome, который предлагает широкий спектр настроек для работы в Интернете. Он отличается тем, что предоставляется пользователям бесплатно.

В настройках браузера Google Chrome вы найдете обширный арсенал инструментов, которые помогут вам гарантировать безопасность вашего пребывания в сети. В их число входят:

- Возможность включения безопасного поиска, который блокирует доступ к контенту, не предназначенному для детей;
- Фильтрация контента, доступного для детей;
- Настройка блокировки рекламных сообщений;
- Запрет на установку нежелательных приложений и игр.

Для защиты учеников от потенциальных опасностей в онлайн-пространстве существует функция создания профиля с ограничениями. Этот профиль дает возможность отобрать сайты, которые доступны для детей, исключая при этом доступ к неподходящим ресурсам. Кроме того, через этот профиль можно отслеживать посещение определенных сайтов, просматривая историю просмотров. Важно отметить, что сразу после активации этой функции автоматически включается режим «Безопасный поиск», который блокирует

доступ к нежелательному контенту. Так учитель может не только следить за выполнением уроков, но и контролировать доступ к определенным веб-ресурсам.

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TEACHING ENGLISH THROUGH GAMES FOR PRIMARY SCHOOL LEARNERS

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Teaching English has many methods but the most effective and impactful way is teaching with games particularly in primary school students. Young learners require engaging methods that capture their attention and maintain their motivation. Games are not only enjoyable or fun but also serve as powerful tools for language learning, helping students to practice new vocabulary, improve their communication skills and develop a discipline for the language. Furthermore, the use of games in teaching English to primary school learners promotes engagement, motivation, and active learning.

Jorge Hunt expresses that Playing is not just for fun: children learn by playing. It has been proven that the earlier a child starts learning English, the easier it will be. However, it is possible to combine the two and get a better grasp of the language in a fun way. They understood that letting children learn by playing was the best methodology they could apply. Games are a fundamental part of a person's development, so we offer an environment where everything is possible. I firmly believe that increasing fun-based English language learning means changing our mindset about how we approach another language. When we think of children playing, we usually think of free, unstructured, child-oriented recreation, for the most part without any adult participation. However, knowledge of English as we understand it is much more useful if we think of it as a spectrum- with playing freely at one end and fun, teacher-guided discoveries at the other.

Learning English has become increasingly popular worldwide, even emerging as a primary language for communication. That is why a lot of people started to teach

people a new language. But students especially primary school students struggle to learning language, because of old teaching methods are very boring and difficult. Hence, educators are paying attention games. Games are particularly common in language learning for young people, where play-based learning is a key method. For this age group, a high percentage (perhaps 70 % or more) of language learning activities might involve games. As mentioned above, learning English through games is more useful than conventional methods. When it comes to games and dynamics activities are excellent tools for learning the English language. They encourage active participation, making learning more engaging and effective. Below are some strategies that can be to create language skills through dynamics activities and games. For instance, role-playing games allows learners to practice real-life sceneries in English. It enhances vocabulary, pronunciation and fluency in a contextual setting.

Khayitova.M explains that many children starting to learn a foreign language at school think it is fun. But after a while they begin to realize that it is not easy at all, and soon the foreign language becomes one of the difficult subjects. One of the reasons that lead to this result is the difficulty in learning grammar. Traditional methods of explanation and teaching do not lead to the desired result. Learning is more effective if students are actively involved in the process. There are various ways to encourage children to be active, but the most effective ones are playing games which develop creativity and curiosity. Nowadays, games are an integral part of English language teaching. A Belgian business men who watched the children studying grammar while playing, said: "It isn't silly at all", thus expressing surprise that a game can be fun and serious at the same time. Games contribute to intensive language practice. They can be used at the beginning of lesson or at the end to stimulate, reduce tension after a test, to change activities in a lesson.

Teaching the language is not as easy as it seems to be. During learn language create difficulties and obstacles. That reasons come to confuse among people. To avoid these problems, shape of active participation during the lesson. It is important that the games bring interaction and help to improve knowledge. One of the benefits of games is that all students work at the same time. Participation in games created the ability to

cooperate, to compete without aggression and confuse, to take responsibility. Games known to learners from their life experience in their native language acquire special significance. For example, one of the popular game is for improve vocabulary. 'Pictionary' divide students into teams, and one student draws a vocabulary word while their team guesses. This enhances vocabulary recall and creativity. Furthermore, 'Grammar Jeopardy' is game organize a Jeopardy style games with grammar categories, like 'Prepositions' or 'Articles', students complete by answering grammar questions, keeping the competition fun and lively.

Ergasheva.M shows that Language learning is hard work... Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work. Games help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or 'Games have been shown to have advantages and effectiveness in learning vocabulary in various ways., First games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance student use of English in a flexible, communicative ways.

Games are having lot of benefits which improve knowledge with interesting ways. There are build confidence, encourages real-life communication, improve retention and recall, enhance pronunciation, so on. However, teaching children through games offers many benefits for teachers as it creates an engaging, effective and positive learning environment. For example, team games promote teamwork and cooperation, help students develops social skills like communication, sharing or empathy. Teachers can create a collaborative classroom atmosphere where students support each other. Teaching through games not only makes learning fun but also faster an atmosphere where young students are excited to learn knowledge. For educators, games become a

powerful methods for delivering lessons without confuse and that are memorable, interactive, and supportive of each other.

In conclusion, teaching English through games is an effective and enjoyable way to engage primary school students in language learning. Traditional teaching methods can be challenging for young learners, often leading to boredom or frustration. Games, however, provide a fun and interactive approach that keeps students motivated and eager to learn. By using games, teachers can help students practice vocabulary, improve communication, and build confidence in a comfortable setting. Games like role-playing, Pictionary, and Grammar Jeopardy allow students to learn English in realistic and meaningful ways, making it easier to remember and use new words and grammar. Playing games also encourages students to work together, creating a positive and supportive classroom environment where everyone feels involved. For teachers, using games makes teaching English more engaging and productive. It allows for active participation and helps students develop important social skills, such as teamwork and empathy. Overall, game-based learning is a powerful tool that helps young learners enjoy and succeed in language learning. By integrating games into English lessons, teachers create a fun and effective way for students to develop their language skills and enjoy the process of learning.

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O‘ZBEK TILINING IKKINCHI TIL SIFATIDA O‘QITILISHI

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Annotatsiya. Ushbu maqola o‘zbek tilining ikkinchi til sifatida o‘qitilishi va uning amaliyotidagi asosiy muammolarni tahlil qiladi. Asosiy e’tibor o‘zbek tilini xorijiy o‘quvchilar va turli millat vakillariga o‘qitishda uchraydigan qiyinchiliklar hamda bu yo‘nalishdagi dolzarb masalalarga qaratiladi.

Kalit so‘zlar: o‘zbek tili, ikkinchi til, xorijiy o‘quvchilar, o‘zbek tilini o‘qitish, ta’lim metodlari, o‘quv materiallari, xalqaro almashinuv dasturlari, interaktiv o‘quv materiallari, o‘zbek tili ta’limi, malakali kadrlar

Abstract. This article analyzes the main problems of teaching Uzbek as a second language and its practice. The main focus is on the difficulties encountered in teaching the Uzbek language to foreign students and representatives of different nationalities, as well as current issues in this direction.

Keywords: Uzbek language, second language, foreign students, Uzbek language teaching, educational methods, educational materials, international exchange programs, interactive educational materials, Uzbek language education, qualified personnel.

Абстракт. В данной статье анализируются основные проблемы преподавания узбекского языка как второго и его практика. Основное внимание уделено трудностям, возникающим при обучении узбекскому языку иностранных студентов и представителей разных национальностей, а также актуальным проблемам в этом направлении.

Ключевые слова: узбекский язык, второй язык, иностранные студенты, преподавание узбекского языка, методы обучения, учебные материалы,

программы международного обмена, интерактивные учебные материалы, узбекское языковое образование, квалифицированный персонал.

O'zbek tilining xorijda ikkinchi til sifatida o'qitilishi so'nggi yillarda sezilarli darajada kengaymoqda. Bu holatni biz bir qator omillar bilan bog'lashimiz mumkin. Ayniqsa, ularning ichida O'zbekistonning global miqyosdagi ijtimoiy va madaniy aloqalarini mustahkamlashga qaratilgan harakatlari alohida ahamiyatga ega. Shuningdek, xorijda o'zbek tiliga qiziqishning ortib borishiga O'zbekistonning iqtisodiy rivojlanishi, Markaziy Osiyodagi strategik mavqeyi ham ta'sir ko'rsatmoqda.

O'zbek tilining ikkinchi til sifatida xorijda o'qitilishi quyidagi asosiy yo'nalishlarda olib borilmoqda:

1. *"Oliy ta'lim muassasalari"*: AQSh, Rossiya, Janubiy Koreya, Turkiya, va bir qator Yevropa davlatlarida ba'zi universitetlarda o'zbek tili darslari o'tiladi. Ushbu darslar madaniyat va til kurslari sifatida taklif qilinib, til o'rganish va Markaziy Osiyo madaniyati bilan tanishishga qiziquvchilar uchun mo'ljallangan.
2. *"Madaniyat va ta'lim markazlari"*: O'zbekistonga tegishli elchixona yoki madaniyat markazlari orqali til kurslari va o'zbek madaniyatiga oid tadbirlar tashkil etiladi. Masalan, Turkiya, AQSh va Rossiya kabi mamlakatlarda o'zbek tili kurslari va madaniy tadbirlar o'tkaziladi.
3. *"Onlayn ta'lim"*: Internet orqali O'zbekistonda ham, xorijda ham o'zbek tilini o'rganishga imkon beruvchi onlayn kurslar soni ortib bormoqda. Bu esa uzoqda yashovchi til o'rganuvchilarga qulaylik yaratmoqda.
4. *"Almashinuv dasturlari"*: O'zbek tilini o'qitish va o'rganishga qaratilgan xalqaro almashinuv dasturlari ham o'zbek tilining xorijda ommalashishiga hissa qo'shmoqda. Bu dasturlar orqali xorijiy talabalar O'zbekistonda qisqa muddatli kurslar va amaliyotlardan o'tib, o'zbek tilini o'rganish imkoniga ega bo'lmoqda.

Bundan tashqari, o'zbek tili Markaziy Osiyo mintaqasini o'rganishni istagan olimlar va talabalar uchun ham muhim til hisoblanadi. Shu sababli, o'zbek tiliga bo'lgan talab va qiziqish xalqaro miqyosda yanada ortib bormoqda.

Ikkinchi til sifatida o'zbek tilini o'rganishning ahamiyati so'nggi yillarda ortib bormoqda. Bu, birinchi navbatda, O'zbekistonning Markaziy Osiyoda tutgan strategik

mavqeyi va mamlakatning iqtisodiy-ijtimoiy taraqqiyoti bilan bog'liq. O'zbek tili Markaziy Osiyo davlatlari, xususan, Qozog'iston, Qirg'iziston, Tojikiston va Turkmanistonda ko'p qo'llanadigan tillardan biri bo'lib, ushbu mintaqada o'zaro tushunish va muloqotni osonlashtiradi.

Ikkinchi til sifatida o'zbek tilini o'rganish quyidagi yo'nalishlarda rivojlanmoqda:

1. *“Tijorat va iqtisodiy manfaatlar”*: Markaziy Osiyoda faoliyat yurituvchi xorijiy kompaniyalar va tashkilotlar uchun o'zbek tilini bilish biznes aloqalarini osonlashtiradi. Bu, ayniqsa, turizm, savdo, ishlab chiqarish va transport sohalarida samarali hisoblanadi.
2. *“Madaniyat va tarixiy tadqiqotlar”*: O'zbek tili boy tarixiy, adabiy va madaniy merosga ega bo'lgani sababli, tarix va madaniyat bilan shug'ullanuvchi olimlar, shuningdek, Markaziy Osiyo tarixi va adabiyotiga qiziqadigan talabalar tomonidan o'rganilmoqda. Ko'plab xorijiy universitetlarda Markaziy Osiyo bo'limlarida o'zbek tiliga e'tibor berilmoqda.
3. *“Ta'lim tizimida ikkinchi til sifatida o'rgatilishi”*: O'zbekistondagi ba'zi rus va boshqa millat vakillari yashaydigan hududlarda o'zbek tili ikkinchi til sifatida o'rgatiladi. Bu, milliy birlikni mustahkamlash va o'zaro madaniy aloqalarni rivojlantirishda muhim omil hisoblanadi.
4. *“Almashinuv dasturlari va onlayn ta'lim”*: Xalqaro almashinuv dasturlari orqali xorijiy talabalar qisqa muddatli kurslar asosida o'zbek tilini o'rganish imkoniyatiga ega bo'lib, ularni qo'llab-quvvatlash uchun turli grant va stipendiyalar taqdim etilmoqda. Shuningdek, onlayn platformalar orqali o'zbek tilini o'rganish kurslari ham mavjud bo'lib, bu uzoq hududlarda yashovchi talabalar uchun qulaydir.
5. *“Markaziy Osiyoning xalqaro siyosatidagi roli”*: Xalqaro tashkilotlar va diplomatik korpuslar uchun Markaziy Osiyoning strategik muhimligi ortib borar ekan, o'zbek tilini bilish mintaqada samarali faoliyat olib borish uchun zaruriyatga aylanmoqda. Shu sababli diplomatlar va xalqaro munosabatlar sohasi vakillari orasida o'zbek tiliga qiziqish ortib bormoqda.

O'zbek tilini ikkinchi til sifatida o'rganganlar mintaqaviy madaniyatni, biznes imkoniyatlarini va xalqaro aloqalarni chuqurroq tushunish imkoniyatiga ega

bo'lishmoqda. Shu bilan birga, bu O'zbekistonda ham, mintaqada ham tilda o'rganuvchilarning ko'payishiga xizmat qiladi.

O'zbek tilini ikkinchi til sifatida o'qitish jarayonida bir qator muammolar uchray turadi. Bu muammolar o'zbek tilining o'ziga xosligi, pedagogik metodlarning cheklanganligi, shuningdek, ta'lim infratuzilmasining yetarlicha rivojlanmaganligi bilan bog'liq. Quyida ushbu jarayonda duch kelinadigan asosiy qiyinchiliklar keltirilgan:

1. *“O'qituvchilar malakasining yetishmasligi”*: Ko'plab hududlarda o'zbek tilini ikkinchi til sifatida o'qitishga ixtisoslashgan o'qituvchilar soni kam yoki o'qituvchilarning malakasi yetarli darajada emas. Bu esa darslarni samarali o'tkazishda qiyinchilik tug'diradi.

2. *“Darslik va o'quv materiallarining cheklanganligi”*: Ikkinchi til sifatida o'zbek tilini o'rganish uchun mo'ljallangan sifatli va qiziqarli darsliklar hamda o'quv materiallari yetishmaydi. Mavjud o'quv materiallari ko'pincha asosiy grammatik qoidalarni o'rganishga qaratilgan bo'lib, zamonaviy dars usullari va til amaliyotini qo'llab-quvvatlaydigan materiallar yetarli emas.

3. *“Pedagogik usullarning kamligi”*: O'zbek tilini ikkinchi til sifatida o'rgatishda zamonaviy lingvistik va pedagogik usullarning kam qo'llanilishi o'quvchilarning tilni amalda qo'llash ko'nikmalarini rivojlantirishda to'siq yaratadi. Interaktiv va kommunikativ metodlarni kengroq joriy etish zarur.

4. *“Tilni qo'llash muhiti cheklanganligi”*: Ikkinchi til o'rganuvchilari uchun o'zbek tilini kundalik hayotda qo'llash imkoniyatlari cheklangan bo'lishi mumkin. Natijada o'quvchilar o'zbek tilini sinfda o'rganishsa-da, amaliyotda foydalanishlari uchun zarur sharoitlar yetarli emas.

5. *“Rag'batlantirish va motivatsiya muammosi”*: Ba'zi joylarda o'zbek tilini o'rganish ehtiyojining pastligi o'quvchilarni til o'rganishga rag'batlantirishda qiyinchilik tug'diradi. Ikkinchi til sifatida o'zbek tilini o'rganishga zarur bo'lgan motivatsiyani yaratish o'qituvchilar uchun muhim vazifa hisoblanadi.

6. *“Texnik ta'minotning cheklanganligi”*: Onlayn va raqamli ta'lim vositalarining yetishmasligi ham ikkinchi til sifatida o'zbek tilini o'rganishga

to'sqinlik qilmoqda. Zamonaviy texnologiyalar va raqamli resurslardan foydalanish imkoniyatlarini kengaytirish, masofaviy ta'lim platformalarini rivojlantirish bu borada muhim ahamiyatga ega.

Ushbu muammolarni hal qilish uchun o'qituvchilarning malakasini oshirish dasturlarini rivojlantirish, yangi va interaktiv darsliklarni yaratish, zamonaviy pedagogik yondashuvlarni joriy etish, o'quvchilar uchun o'zbek tilida amaliyot qilish muhitini yaratish hamda til o'rganishni rag'batlantiruvchi dasturlarni yo'lga qo'yish zarur. Bu chora-tadbirlar o'zbek tilini ikkinchi til sifatida o'rgatish sifatini sezilarli darajada yaxshilashi mumkin.

Xulosa qilib aytganda, o'zbek tilini ikkinchi til sifatida o'qitish metodlari til o'rganuvchilarga tilni samarali va chuqur o'zlashtirish imkonini beradi. Kommunikativ yondashuv, madaniy kontekstni integratsiya qilish, interaktiv mashqlar va texnologiyadan foydalanish kabi usullar o'quvchilarning til ko'nikmalarini shakllantirish va rivojlantirishda asosiy ahamiyat kasb etadi. Shuningdek, til o'rganish jarayonida o'quvchilar o'zbek madaniyati va urf-odatlarini bilan tanishib, tilni yanada chuqurroq o'rganish imkoniyatiga ega bo'ladi.

Ushbu metodlar o'quvchilarning tilda o'zini ifoda etish ko'nikmalarini rivojlantirib, ularni real hayotiy vaziyatlarda o'zbek tilidan samarali foydalanishga o'rgatadi. Shunday qilib, o'zbek tilini ikkinchi til sifatida o'qitish jarayoni faqat lingvistik bilim berish bilan cheklanmay, o'quvchilarga madaniy anglash qobiliyatini ham shakllantiradi. Bu metodlar orqali o'quvchilar nafaqat tilni, balki uni ishlatish san'atini ham o'zlashtirib, kelajakdagi muloqotlarda muvaffaqiyat qozonishlari mumkin.

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TIBBIYOTDA MULOQOT TURLARI

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Annotatsiya. *Maqola tibbiyotda muloqotning ahamiyatini va turlarini ko'rib chiqadi. Verbal, noverbal, yozma, raqamli va interdisiplinar muloqot turlari bemorlar va shifokorlar o'rtasidagi aloqani mustahkamlashda muhim rol o'ynaydi. Samarali muloqot kasalliklarni aniqlash va davolash jarayonini yaxshilashga yordam beradi.*

Kalit so'zlar: *suhbat, savollar, tinglash, bemor tarixi, tana tili, gestlar, yuz ifodalari, emotsiya, retseptlar*

Аннотация. *Статья рассматривает важность и виды общения в медицине. Вербальное, невербальное, письменное, цифровое и междисциплинарное общение играют важную роль в укреплении связи между пациентами и врачами. Эффективное общение помогает в диагностике заболеваний и улучшает процесс лечения.*

Abstract. *The article discusses the significance and types of communication in medicine. Verbal, nonverbal, written, digital, and interdisciplinary communication play a crucial role in strengthening the connection between patients and healthcare*

providers. Effective communication aids in diagnosing illnesses and improves the treatment process.

Muloqot inson hayoti va faoliyatining muhim shartidir. Aynan muloqot yordamida insonlar tabiatini o'zlashtirish va o'z individual ehtiyojlarini qondirish uchun birgalikda harakat qilish imkoniyatiga ega bo'ladilar. Muloqot jarayonida inson xulq-atvorining muayyan obraz va modellari shakllanib, keyinchalik ular insonning ichiga kiradi. Shaxsning tafakkuri, olamni va o'zining obrazini tahlil qilish hamda baholash qobiliyati muloqot jarayonida shakllanadi. Mazkur muammoga atroflicha baho bergan polshalik psixolog Ye.Melibruda quyidagilarni ta'kidlaydi: "Muloqot shaxslararo munosabatlarda biz uchun havodek ahamiyatga egadir".

Muloqot o'ta murakkab jarayon bo'lganligi sababli unga yagona to'g'ri ta'rifni berish juda mushkul. Shuning uchun odatda muloqot tushunchasining mazmuni uning ayrim tomonlariga urg'u berish orqali ta'riflanadi.

A) muloqot - hamkorlikda faoliyat ehtiyoji bilan taqazolangan aloqa o'rnatish va uni rivojlantirish jarayoni.

B) muloqot - subyektlarning belgilar tizimi orqali o'zaro ta'sirlanishuvi.

Tibbiyotda muloqot bemorlar va shifokorlar o'rtasidagi aloqaning muhim jihatini tashkil etadi. Muloqot nafaqat ma'lumot almashish, balki ishonch va hamjihatlikni yaratish uchun ham zarur. Muloqot orqali kasalliklarni aniqlash, davolash rejasini belgilash va bemorning holatini yaxshilash mumkin. Bemor bilan aloqa o'rnatish, kasallikni aniqlash, davolash rejasini va davolash samaradorligini baholash - bemor bilan muloqot qilishda shifokorning asosiy vazifasi hisoblanadi. Bu yerda "bemor bilan aloqa o'rnatish" mazmuni psixologik nuqtai nazardan kam ta'riflangan hisoblanadi. Bunday holda, kasallikni davolash jarayoni bemorning shaxsiyati bilan bog'liq psixologik hodisalar, kasallik bilan bog'liq shaxsiy o'zgarishlar (o'tkir kasalliklar, masalan, ORVI yoki og'ir surunkali kasalliklar), shifokorning shaxsiyati, qo'llaniladigan davolash usullari bilan birga keladi. Bemor bilan muloqot qilishda yuzaga bir qancha qiyinchiliklar keladi.

Bemor bilan muloqot qilishda yuzaga keladigan asosiy qiyinchiliklar:

- bemorning o'z sog'lig'iga solayotgan tahdiddan xabardorligi (kasallik prognoziga optimistik munosabat, agar bemor o'z sog'lig'iga tahdid borligini bilmasa yoki aksincha vaziyat, bemorda ipoxondrik holat bo'lsa, bu davolash kursini og'irlashtiradi);
- odatiy hayot tarzining kechishi bilan bog'liq qiyinchiliklar;
- shaxsiy maqsadlarni amalga oshirishga to'sqinlik qiluvchi kasallik (shifokor bilan muloqot jarayoniga ta'sir qiluvchi salbiy his-tuyg'ularni keltirib chiqaradi);
- bemorda qiyinchilikka (yoki xavfga) reaksiya sifatida ruhiy zo'riqish holatining paydo bo'lishi;
- Bemorning odatiy faoliyati va aloqa parametrlarida sezilarli o'zgarishlar.
- shifokor ishining sifati, ya'ni uning muloqot qobiliyatlari (nizoli vaziyatlarning oldini olish va ogohlantirish);
- poliklinikada tibbiy yordamni tashkil etish (bosh shifokorning ishi va uning rahbar sifatidagi vakolatlari).

Shifokor va bemor o'rtasidagi o'zaro munosabatlardagi qiyinchiliklar quyidagilarda namoyon bo'ladi:

- idrokning buzilishida (har bir inson diqqatni tanlab olish bilan ajralib turadi, bu o'zi uchun qiziq bo'lgan ma'lumotni ongsiz ravishda tanlab olish, o'z baholash mezonlari orqali ma'lumotni idrok etish; intellektual yoki hissiy holatga olib kelmaydigan ma'lumotlar odam tomonidan idrok etilmaydi; shu bilan birga, barcha qabul qilingan ma'lumotlar odam tomonidan uning psixologik munosabati, hissiy bahosi va shaxsiy tajribasini hisobga olgan holda buziladi. Shunday qilib, bemor shifokordan olgan ma'lumotni ixtiyoriy ravishda buzib ko'rsatadi, shifokorga ishonish / ishonchsizlik, shifokor nima haqida gapirayotganini tushunish / noto'g'ri tushunish);
- ma'lumotni tushunish va baholash bo'lmasa (bu vaziyatda shifokor bemor bilan uning tilida gaplasha olishi va bemordan fikr-mulohazalarni qabul qilish qobiliyatiga ega bo'lishi kerak);
- shifokor va bemor o'rtasidagi raqobatbardosh o'zaro munosabatlarda, qarama-qarshilikkacha (bunday vaziyatni oldini olish uchun har doim bemorga gapirishga, o'z nuqtai nazarini bildirishga, uning bayonotiga rozi bo'lishga imkon berish kerak, lekin

kelajakda tashabbusni o'z qo'liga olish kerak, qaror qabul qilish). Muloqot qobiliyatiga ega shifokorlar bemorning psixologik muammolariga taalluqli aniq tashxis qo'ya oladigan, bemorni o'z holatini va davolashni nazorat qilishni o'rgata oladigan, davolash natijalari yaxshiroq, bemor uchun ko'proq xavfsizlikni ta'minlay oladigan, mansab mavqeidan foydalanishda shikoyatlar eshitmagan bo'ladilar.

Tibbiyotda muloqot orqali bemorlarga muolajalar, dori-darmonlar va ularning ta'sirlari haqida to'liq ma'lumot beriladi. Bu esa bemorlarning qaror qabul qilishida yordam beradi.

4. Ruhiy qo'llab-quvvatlash:

- Muloqot nafaqat fizik, balki ruhiy salomatlikni ham ta'minlaydi. Bemorlar o'z his-tuyg'ularini ifoda etishlari va shifokorlarning qo'llab-quvvatlashi orqali xavotirlarini kamaytirishlari mumkin.

5. Interdisiplinar hamkorlik:

Turli mutaxassislar o'rtasida samarali muloqot, bemorlar uchun kompleks davolash rejasini ishlab chiqishga imkon beradi. Bu esa bemorning to'liq sog'lig'ini ta'minlaydi.

Shifokor va bemor o'rtasidagi muloqotning asosiy bosqichlari:

- shaxsiy aloqani o'rnatish;
- oriyentatsiya bosqichi (shifokor va bemor bir-birining shaxsiyati nuqtai nazaridan yo'naltirilgan);
- bahslashish bosqichi (bemor o'z kasalligi to'g'risida bahslashadi: shikoyatlar va alomatlar; shifokor bilan dori-darmonlar yuzasidan bahslashadi);
- moslashtirish bosqichi (e'tirozlarga javoblar);
- yig'ilishning yakunlanishi (tashxis qo'yiladi, uchrashuv tayinlanadi);
- harakatlarni baholash (vaqt bo'yicha bemorning fikr-mulohazalari: davolanish mos keladimi yoki yo'qmi);
- bemorga hamrohlik qilish (shifokor bemorga qanday davolanishni o'rgatadi va uning holatini nazorat qiladi).

Bemorning ahvoli to'g'risida ma'lumot to'plash (argumentatsiya bosqichida) savollar ro'yxati asosida bo'lib, uning maqsadi kasallik bilan nima bog'liqligini,

qancha vaqt oldin paydo bo'lganligini, uning belgilari va kasallik tarixini aniqlashdir.

Barcha savollarni bir nechta asosiy guruhlariga bo'lish mumkin:

- ochiq savollar, diagnostik (kim, nima, nima uchun, qanday...?): bemorni kasallik haqida gapirishga majburlash (siz "Ha" yoki "Yo'q" deb javob bera olmaysiz);
- yopiq savollar (sizda bormi, bilasizmi, bormi, sizda, ...?): kelishuvga erishish va o'zaro tushunishni nazorat qilish uchun xizmat qiladi; qo'shimcha batafsil ma'lumotlarni taqdim etish;
- taklif qiluvchi savollar (siz rozimisiz, afzal...?): rozilik olish, suhbatni nazorat qilish; suhbatni to'g'ri yo'nalishga o'tkazish;
- faraziy savollar (agar; faraz qilaylik; faraz qilaylik...): ehtiyojlarni anglashga olib keladi;
- Refleksiv (sizni to'g'ri tushundimmi...; boshqacha qilib aytganda...): e'tirozlar bilan ishlashda; o'zaro tushunishni nazorat qilish; bemorning o'z fikrini to'g'rilay olish;
- Ritorik savollar ("Kasalligingizning mumkin bo'lgan asoratlari haqida bilasizmi?"): manipulyatsiya elementi.

Til – shartli belgilar tizimi bo'lib, ularning yordamida odamlar uchun muayyan ma'noga va mazmunga ega bo'lgan tovushlar yig'indisi uzatiladi.

Tibbiyotda muloqot turlari bemorlar bilan shifokorlar o'rtasidagi aloqani mustahkamlashda va davolash jarayonini yaxshilashda muhim rol o'ynaydi. Har bir muloqot turi o'ziga xos vazifalarni bajaradi va bemorlar sog'lig'ini yaxshilashda katta ahamiyatga ega. Samarali muloqot tibbiy amaliyotda muvaffaqiyatli natijalarga erishish uchun zarurdir. Tibbiyotda muloqot bemor va shifokor o'rtasidagi aloqani mustahkamlashda, kasalliklarni aniqlashda va davolash jarayonini samarali o'tkazishda muhim rol o'ynaydi. Samarali muloqot sog'liqni saqlash tizimining asosiy komponentlaridan biridir va bemorlarning umumiy farovonligini yaxshilashda katta ahamiyatga ega.

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THE IMPORTANCE OF CULTURAL SENSITIVITY IN THE CONTEXT OF ORUEL'S POLITICAL TOPICS

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Abstract; This article explores the significance of cultural sensitivity within the context of Oruel's political discourse. Cultural sensitivity involves recognizing and respecting cultural differences, which is essential for fostering inclusive and effective communication. The article highlights the importance of cultural sensitivity in addressing Oruel's complex political topics, such as immigration, governance, and social justice, emphasizing its role in reducing polarization and fostering social cohesion.

Key words: cultural sensitivity, cultural differences, immigration, governance, social justice, polarization, social cohesion

In today's increasingly interconnected world, the concept of cultural sensitivity has become crucial in political discourse. It requires awareness, understanding, and

respect for different cultural contexts and viewpoints. This is particularly pertinent when discussing Oruel's political topics, which often evoke strong sentiments due to their controversial and complex nature. In order to foster a more inclusive and productive dialogue, cultural sensitivity is indispensable. This article explores why cultural sensitivity is essential in Oruel's political discourse, examining its implications for both political communication and societal cohesion. Cultural sensitivity refers to an awareness and understanding of cultural differences, combined with the ability to navigate them respectfully. It involves not only recognizing the diversity of perspectives but also adapting one's communication to accommodate cultural nuances. In the political sphere, cultural sensitivity can bridge divides, reduce the risk of misunderstandings, and ultimately contribute to a more respectful and effective discourse. Oruel's political topics, whether related to immigration, governance, or social justice, frequently touch on issues that are deeply rooted in cultural identities. For example, discussions around immigration policy require a nuanced understanding of the challenges faced by immigrant communities, as well as the host population's cultural concerns. Without cultural sensitivity, such debates can easily become polarized, leading to misunderstanding and hostility between groups. When cultural sensitivity is practiced, however, it becomes possible to acknowledge the legitimate fears and aspirations of all parties, creating space for productive conversation and compromise. Historically, political leaders who have failed to consider cultural sensitivity have often exacerbated tensions within their societies. For example, colonial policies implemented in various parts of the world lacked an understanding of indigenous cultures and traditions, leading to social fragmentation and resistance. Similar issues can be observed in Oruel's political history, where cultural insensitivity has resulted in a backlash against governmental policies and increased social polarization. By learning from these historical mistakes, political actors today can strive for a more inclusive approach that considers the diverse cultural realities within their jurisdictions. To understand the impact of cultural sensitivity on political outcomes, we can examine various case studies from Oruel's political landscape. One example is the implementation of policies that affect minority communities. In cases

where policymakers engaged with community leaders, listened to the concerns of minority groups, and adjusted their approach accordingly, the policies were more successful and received broader support. Conversely, policies implemented without due regard for cultural differences often faced resistance, protest, and ultimately failure. Another case study involves Oruel's diplomatic relationships with neighboring countries. Cultural sensitivity in diplomatic negotiations has proven essential in building trust and cooperation. When leaders have acknowledged and respected cultural differences, they have been able to resolve conflicts more effectively, fostering stronger bilateral relations. On the other hand, culturally insensitive remarks or actions have led to diplomatic standoffs, worsening relations between countries and impeding progress on mutually beneficial initiatives. Cultural sensitivity is not just a strategic tool for effective political communication; it also has an ethical dimension. Respecting cultural differences and understanding the experiences of marginalized groups is a matter of human dignity. When political actors acknowledge the diverse cultural backgrounds of their constituents, they demonstrate empathy and a commitment to inclusivity. This, in turn, enhances the legitimacy of political institutions and the trust that citizens place in them. In Oruel, where cultural diversity is a defining characteristic, it is particularly important for political leaders to show empathy and understanding towards different cultural groups. Failure to do so can lead to feelings of exclusion and disenfranchisement, particularly among minority communities. By practicing cultural sensitivity, political leaders can build more inclusive societies where all citizens feel valued and respected. The role of media in shaping public perception of political topics cannot be overlooked. The media serves as a powerful intermediary between political actors and the public, and cultural sensitivity in media representation is crucial in ensuring fair and unbiased coverage. In Oruel, media outlets have a responsibility to report on political issues in a way that respects cultural differences and avoids stereotypes. Cultural insensitivity in media representation can exacerbate social divisions, reinforcing negative stereotypes and contributing to public distrust of certain groups. On the other hand, culturally sensitive reporting can help foster mutual understanding and reduce prejudice. For example, when reporting on immigration,

media outlets that highlight the cultural contributions of immigrants, rather than portraying them as a burden, can contribute to a more balanced and informed public discourse. Despite the importance of cultural sensitivity, there are significant challenges to its implementation in Oruel's political landscape. One challenge is the rise of populist rhetoric, which often capitalizes on cultural differences to generate support. Populist leaders may use culturally insensitive language to create an “us vs. them” narrative, thereby undermining efforts to promote understanding and inclusivity. Another challenge is the lack of cultural competence among political leaders and public officials. Cultural competence requires training and education, which may be lacking in many political institutions. Without an understanding of the cultural contexts in which they operate, political actors may inadvertently make culturally insensitive remarks or decisions, leading to negative consequences. Promoting cultural sensitivity in Oruel's political discourse requires a multi-faceted approach.

First, political leaders must receive training in cultural competence, enabling them to understand and navigate cultural differences effectively. This training should include an understanding of the history, values, and experiences of different cultural groups within Oruel, as well as practical skills for engaging with diverse communities. Second, political institutions should create spaces for dialogue and consultation with cultural groups. By involving community leaders in the policymaking process, political actors can ensure that policies are informed by the perspectives and experiences of those who will be affected by them. This approach not only leads to better policy outcomes but also fosters a sense of ownership and inclusion among different cultural groups. Third, the media has a role to play in promoting cultural sensitivity. Journalists and media outlets should be trained in culturally sensitive reporting practices, and editorial policies should prioritize fairness and respect for diversity. By presenting a balanced view of political issues and avoiding cultural stereotypes, the media can contribute to a more informed and respectful public discourse. Cultural sensitivity in political discourse has a direct impact on social cohesion. When political leaders demonstrate respect for cultural differences, they foster a sense of belonging among all members of society. This, in turn, reduces the

likelihood of conflict and social unrest. In Oruel, where cultural diversity is both a strength and a challenge, cultural sensitivity is essential for building a cohesive society. Conversely, cultural insensitivity can lead to social fragmentation, as marginalized groups may feel excluded or disrespected. This can manifest in protests, civil unrest, or even violence, as people seek to assert their cultural identity in the face of perceived threats. By promoting cultural sensitivity, political leaders can help prevent these negative outcomes and create a more stable and harmonious society. Cultural sensitivity is crucial in the context of Oruel's political topics, as it fosters inclusivity, reduces social tensions, and enhances the legitimacy of political institutions. By understanding and respecting cultural differences, political actors can create more effective policies, build stronger diplomatic relationships, and promote social cohesion. However, achieving cultural sensitivity requires a concerted effort, including training in cultural competence, consultation with cultural groups, and responsible media representation. In a diverse society like Oruel, cultural sensitivity is not just an ethical imperative but a necessary condition for political success and social harmony.

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TOPONYMS IN LITERARY DISCOURSE: THE ROLE OF PLACE NAMES IN SHAPING NARRATIVE MEANING

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Abstract: This article explores the use of toponyms (place names) in literary discourse, examining their role as both geographical markers and symbolic tools that shape narrative structure, identity, and meaning. Toponyms in literature often transcend their function as mere indicators of location, becoming powerful vehicles for conveying cultural, historical, and psychological dimensions of a story. By analyzing literary works across various genres, the paper investigates how authors use place names to evoke specific atmospheres, influence character development, and reflect broader themes of belonging, displacement, and memory.

Key words: narrative structure, identity, meaning, literary discourse.

Toponyms, or place names, are often perceived as functional elements within literary texts, serving to ground stories in particular locations and offer a sense of spatial orientation. Yet, these geographical markers carry far more significance than simply indicating where events unfold. In literary discourse, toponyms operate as rich, multifaceted symbols, deeply interwoven with themes of identity, memory, culture, and power. Authors, by choosing specific place names, imbue their narratives with layers of meaning that extend beyond the geographical or historical significance of the locations themselves. These toponyms can evoke personal or collective histories, shape characters' relationships with their environments, and even influence the thematic structure of a work.

The use of place names in literature is not confined to a mere backdrop or setting but often plays an active role in the construction of meaning. Whether through the depiction of real-world locations or the invention of fictional landscapes, toponyms serve as an important narrative device that reflects and refracts the emotional and philosophical undercurrents of a story. For instance, a place name can symbolize a character's sense of belonging or alienation, invoke a cultural or historical context, or

function as a metaphor for larger societal forces. The strategic employment of toponyms thus becomes a powerful tool for writers to manipulate reader perception and to create a deeper, more immersive engagement with the text.

This article explores the dynamic role of toponyms in literary discourse, focusing on their function as both geographical markers and symbolic carriers of meaning. By examining a range of literary works, from classical to contemporary, this study investigates how place names interact with narrative structure, character development, and thematic exploration. It also addresses the ways in which toponyms contribute to the construction of identity, both individual and collective, within literary worlds. In doing so, the paper highlights the importance of place names as central components of literary technique, urging a reevaluation of their significance in shaping the narratives in which they appear.

In Virginia Woolf's *To the Lighthouse*, the island and the lighthouse serve not only as settings but also as symbols of the characters' desires, frustrations, and ambitions. The lighthouse, in particular, becomes a distant and elusive object of desire, representing the unreachable ideal or the goal that seems perpetually just out of grasp. In this way, the toponyms in the novel are imbued with a sense of aspiration and futility that mirrors the characters' psychological and existential struggles.

The emotional resonance of a toponym can vary greatly depending on the reader's own experiences, cultural background, and prior knowledge. A place name can elicit specific emotional responses based on its associations, whether historical, personal, or cultural. For example, in the works of William Faulkner, the fictional Yoknapatawpha County is laden with deep Southern history, embodying both the grandeur and decay of the American South. A reader familiar with the cultural and racial histories of the South may read Faulkner's toponyms with a sense of historical weight, while others may interpret them more as fictional constructs without the same level of emotional resonance.

In literary discourse, toponyms are far more than simple markers of location; they are vital narrative tools that shape the meaning, atmosphere, and emotional resonance of a text. By examining their multifaceted roles—as symbols of identity, as

metaphors for thematic exploration, and as markers of both personal and collective histories—this study underscores the complex interplay between geography, language, and storytelling. Toponyms in literature do not merely reflect the physical world; they enrich the narrative by adding layers of cultural, historical, and psychological depth, influencing both character development and thematic structure.

Whether drawn from the real world or invented by the author, place names function as dynamic signifiers that reflect the tensions, desires, and contradictions inherent in the characters' lives. From the idyllic or dystopian qualities of fictional landscapes to the deeply symbolic power of real-world locations, toponyms act as bridges between the external world and the internal landscapes of characters. Through their use, authors tap into the broader cultural and emotional associations that readers bring to place names, creating a resonant space where geography and narrative converge.

Furthermore, as literary works are reread or studied across different contexts, the meanings of toponyms can evolve, offering fresh interpretations of both the places they represent and the stories they inhabit. This fluidity ensures that toponyms remain a vital and ever-relevant aspect of literary discourse, contributing to a deeper understanding of the text and the human experience it seeks to portray.

Moreover, the way an author manipulates toponyms can guide the reader's interpretive experience. Writers often choose place names strategically to evoke certain responses or associations. In *Beloved* by Toni Morrison, for example, the name Sweet Home carries bitter irony. What was once a place of familial warmth and stability becomes a site of pain, trauma, and oppression, deeply altering its meaning for both the characters and the readers. The transformation of the toponym reflects the trauma of slavery and its lingering effects on the characters' lives and memories.

The study of toponyms also provides educators with a unique opportunity to introduce local or regional history and culture into the classroom. In many cases, place names carry deep significance to the communities they represent, and exploring these names can foster a sense of local pride and belonging. Students may uncover stories of their own community's origins, reflecting on how those stories are intertwined with

broader global narratives. This local connection makes the study of toponyms particularly engaging, as students see the relevance of the subject to their own lives and surroundings.

The meaning of a toponym in a literary text can be fluid, subject to reinterpretation as the narrative unfolds. As characters evolve, so too does their relationship to the places they inhabit or are associated with. The toponym can take on new layers of meaning as the plot develops or as new revelations emerge about the character or setting. In works like *The Catcher in the Rye* by J.D. Salinger, the repeated references to locations in New York City—such as Central Park or Pencey Prep—take on shifting meanings as Holden Caulfield's journey progresses. Initially, these places seem disconnected from Holden's internal struggles, but as his mental state deteriorates, the places around him become reflections of his alienation, confusion, and desire for escape.

In this sense, toponyms can function as dynamic signifiers, whose meanings are not fixed but evolve in response to narrative developments. This fluidity underscores the complexity of literary place-making, as toponyms participate in a constant dialogue between the reader, the text, and the evolving interpretations of both.

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MUHANDISLIK O'QUV DASTURLARIDA KOMMUNIKATIV KOMPETENSIYANI INTEGRATSIYALASHNING PEDAGOGIK STRATEGIYALARI

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Annotatsiya. *Ushbu maqolada oliy ta'lim muhandislik o'quv dasturlarida kommunikativ kompetensiyani integratsiyalashning pedagogik strategiyalari, kommunikativ kompetensiyalarni baholash usullari va mezonlari, autentik muhandislik vazifalari, jamoaviy loyihalash kabi masalalar tadqiq etilgan.*

Kalit so'zlar: *kommunikativ kompetensiya, TBLT (Task-Based Language Teaching), PBL (Project-Based Learning), CLIL (Content and Language Integrated Learning), rolli o'yinlar, simulyatsiyalar, autentik muhandislik vazifalari, jamoaviy loyihalash.*

Pedagogical strategies of integration of communicative competence in engineering curriculum

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Abstract. *This article is focused on the issues of pedagogical strategies for integrating communicative competence in engineering curricula of higher education, methods and criteria for evaluating communicative competence, authentic engineering tasks and team projects.*

Keywords: *communicative competence, TBLT (Task-Based Language Teaching), PBL (Project-Based Learning), CLIL (Content and Language Integrated Learning), role-plays, simulations, authentic engineering tasks, team projects.*

Педагогические стратегии интеграции коммуникативной компетенции в инженерную учебную программу

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Аннотация: *Данная статья посвящена вопросам педагогических стратегий*

интеграции коммуникативной компетентности в инженерные учебные программы высшего образования, методам и критериям оценки коммуникативной компетентности, аутентичным инженерным задачам и командным проектам.

Ключевые слова: *коммуникативная компетентность, TBLT (Task-Based Language Teaching), PBL (Project-Based Learning), CLIL (Content and Language Integrated Learning), ролевые игры, симуляции, аутентичные инженерные задачи, командные проекты.*

Muhandislik o'quv dasturlari doirasida kommunikativ kompetentsiyani rivojlantirishni integratsiyalash muhandislik talabalarining ehtiyojlariga mos keladigan puxta o'ylangan pedagogik strategiyalar va o'qitish usullarini talab qiladi. Quyida bir necha taklif qilingan yondashuvlarni ko'rib chiqish mumkin.

TBLT (Task-Based Language Teaching) yondashuvi. TBLT asl kontekstlarda tildan foydalanishni talab qiluvchi mazmunli, real vazifalarga e'tibor qaratadi. Muhandislik o'quv dasturlarida vazifalar loyihalarni ishlab chiqish, takliflarni taqdim etish yoki fanlararo muhandislik muammolari bo'yicha hamkorlikni o'z ichiga olishi mumkin. TBLT talabalarni muhandislik maqsadlariga erishishda til rivojlanishiga yordam beradigan kommunikativ faoliyatga jalb qiladi.

Til integratsiyasi bilan loyihaga asoslangan ta'lim (Project-Based Learning): PBL talabalarni haqiqiy muhandislik ssenariylarini taqlid qiladigan loyihalarga jalb qiladi. PBL doirasida til o'rgatishni integratsiyalashgan holda, muhandislik talabalari muloqotga boy muhitlarda ishtirok etadilar, hamkorlik qiladilar, topilmalarni taqdim etadilar va ingliz tilida muzokaralar olib boradilar. PBL til ko'nikmalarini mustahkamlaydi va talabalarni yo'nalishga xos tillardan foydalanishga imkon beradi.

Muhandislik bo'yicha kontent va tilni integratsiyalashgan o'rganish (CLIL - Content and Language Integrated Learning): CLIL til o'rganishni muhandislik mazmuni bilan birlashtirib, talabalarga texnik fanlar kontekstida tilni mashq qilish imkoniyatini beradi. CLIL muhandislik tushunchalarini ingliz tilida o'rgatish orqali talabalarga bir vaqtning o'zida til va muhandislik ko'nikmalarini rivojlantirishga yordam beradi.

Rolli o'yinlar va simulyatsiyalar: Talabalar kar'yeralarida duch kelishi mumkin bo'lgan muhandislik stsenariylariga taqlid qiladigan rolli o'yinlar va simulyatsiyalar bilan tanishtirish muhim hisoblanadi. Ushbu interfaol tadbirlar talabalarni haqiqiy muhandislik vaziyatlarida bo'lgani kabi ingliz tilida muloqot qilishga undaydi, tildan foydalanish va ishonchni rag'batlantiradi.

Onlayn tillarni o'rganish resurslari: Bunda muhandislikka oid maxsus til modullarini taklif qiluvchi texnologiyaga asoslangan til o'rganish platformalarini qo'shiladi. Ushbu manbalar o'z-o'zidan o'rganishni qo'llab-quvvatlashi, interaktiv mashqlarni taqdim etishi va til amaliyoti va fikr-mulohazalar uchun imkoniyatlarni taklif qilishi mumkin.

Ushbu pedagogik strategiyalar va o'qitish metodlarini qo'llash orqali muhandislik o'quv dasturlari kommunikativ kompetentsiyani rivojlantirishni samarali integratsiyalashi mumkin, bo'lajak muhandislarni global muhandislik hamjamiyatida ishonchli va malakali muloqot qilishga tayyorlaydi.

Ingliz tilini o'rganishda kommunikativ kompetentsiyani rivojlantirish uchun autentik muhandislik vazifalari, jamoaviy loyihalar va sanoat bilan bog'liq simulyatsiyalarni birlashtirish muhim ahamiyatga ega.

Autentik muhandislik vazifalari, jamoaviy loyihalar va sanoat bilan bog'liq simulyatsiyalarni o'z ichiga olish muhandislik talabalari uchun ingliz tilini o'rganishda kommunikativ kompetentsiyani rivojlantirish uchun kuchli yondashuv deb hisoblaymiz. Ushbu real hayot tajribalari talabalarni tilga boy muhitlarga olib kiradi, tegishli muhandislik kontekstlarida tildan foydalanish va muloqot ko'nikmalarini rivojlantiradi. Xo'sh, bu elementlarni qanday qilib birlashtirish mumkin:

Autentik muhandislik vazifalari haqiqiy muhandislik muammolarini aks ettiradi, bu talabalardan muammolarni hal qilish, ma'lumotlarni tahlil qilish va topilmalarni taqdim etish uchun ingliz tilini qo'llashni talab qiladi. Masalan, talabalar o'zlarining jarayonlari va natijalarini yetkazish uchun ingliz tilidan foydalangan holda, haqiqiy muhandislik loyihalari bo'yicha amaliy tadqiqotlar ustida ishlashlari, tajribalar o'tkazishlari yoki prototiplarni ishlab chiqishlari mumkin.

Hamkorlikdagi jamoaviy loyihalar talabalarni birgalikda ishlashga undaydi, samarali muloqot va muvofiqlashtirishni talab qiladi. Muhandislik guruhlarida talabalar g'oyalarni ifodalash, muzokaralar olib borish, topshiriqlarni topshirish va yangilanishlarni berish uchun ingliz tilidan foydalanishlari kerak. Jamoa loyihalari talabalarga dinamik, guruhga yo'naltirilgan sharoitda o'zlarining kommunikativ qobiliyatlarini mashq qilish va rivojlantirish imkoniyatini beradi.

Sanoat bilan bog'liq simulyatsiyalar loyiha boshqaruvi, mijozlar uchrashuvlari yoki mahsulotni ishlab chiqish kabi haqiqiy muhandislik stsenariylarini takrorlaydi. Talabalar rolli o'yinlar bilan shug'ullanadilar, ular professional muhandislik sharoitida bo'lgani kabi ingliz tilida muloqot qilishadi. Ushbu simulyatsiyalar tildan foydalanishni rag'batlantiradi va real hayotdagi muloqot muammolarini hal qilishda ishonchni oshiradi.

Muhandislik amaliyotlari talabalarga haqiqiy muhandislik ish joylari bilan tanishish imkonini beradi. Amaliyot davomida til yordamini kiritish talabalarga akademik ingliz tili va ish joyidagi muloqot o'rtasidagi bo'shliqni bartaraf etishga yordam beradi. Tillarni o'qitish texnik yozma nutq, elektron pochta orqali muloqot qilish yoki taqdimotlar qilishga, talabalarning muhandislik kontekstlari uchun ingliz tili fanidan kommunikativ kompetentsiyasini oshirishga qaratilgan.

Talabalar mutaxassislarni kuzatish va muloqot qilishlari mumkin bo'lgan muhandislik kompaniyalari yoki qurilish maydonchalariga sayohatlar va saytlarga tashrif buyurishni tashkil qilish ham alohida ahamiyatga ega. Ingliz tilida ekskursiyalar, intervyular va munozaralarda qatnashish talabalarni haqiqiy sanoat tili va muloqot amaliyotiga ochib beradi.

Muhandislik fakulteti talabalari uchun ingliz tilini o'rganishda autentik muhandislik vazifalari, jamoaviy loyihalar va sanoat bilan bog'liq simulyatsiyalar immersiv til o'rganish tajribasini yaratishi mumkin. Ushbu yondashuvlar talabalarga amaliy til amaliyotini beradi, ularning kommunikativ kompetentsiyasini rivojlantiradi va ularni bo'lajakdagi muhandislik kar'yeralarida muvaffaqiyatli muloqot qilishga tayyorlaydi.

Muhandislik ta'limida kommunikativ kompetentsiyani baholash. Ingliz tili fanini

o'rganayotgan muhandislik talabalarida kommunikativ kompetentsiyani baholash uchun turli baholash metodlari va vositalarini qo'llash tavsiya etiladi.

Ingliz tili fanini o'rganayotgan muhandislik talabalarida kommunikativ kompetentsiyani baholash uchun turli baholash metodlari va vositalari qo'llaniladi. Shularda bir nechta umumiy yondashuvlarni quyida ko'rib chiqamiz:

1. Og'zaki taqdimotlar: Talabalarning muhandislik mavzulari bo'yicha aniq va samarali og'zaki ma'ruza qilish qobiliyatini baholash. Ushbu baholash tilni bilish, tashkilotchilik, kontent bilimi va umumiy muloqot qobiliyatlarini hisobga oladi.

2. Texnik yozma nutq: Talabalarning yozma hisobotlari, tadqiqot ishlari va muhandislik hujjatlarini baholash. Ushbu baholash tilning aniqligi, izchilligi va murakkab muhandislik tushunchalarini yozma ravishda etkazish qobiliyatiga qaratilgan.

3. Guruhdagi muhokamalar va bahslar: talabalarning ingliz tilida hamkorlik va samarali muloqotni talab qiladigan guruh muhokamalari, bahslari yoki muammolarni hal qilish faoliyatidagi ishtirokini baholash.

4. Rolli o'yinlar va simulyatsiyalar: Talabalarning real hayotdagi muhandislik kontekstlarida qanday muloqot qilishlari va tilni boshqarishlarini kuzatish uchun muhandislik stsenariylarining rolli o'yinlari yoki simulyatsiyalaridan foydalanish.

5. Tilni bilish testlari: O'qish, yozish, tinglash va gapirish kabi umumiy til ko'nikmalarini baholash uchun TOEFL yoki IELTS kabi standartlashtirilgan tilni bilish testlaridan foydalanish.

6. Portfoliolar: Kurs yoki semestr davomida yozma va og'zaki ishlari to'plamini namoyish qiluvchi talabalarning til o'rganish portfellarini ko'rib chiqish.

Muhandislik ta'limida kommunikativ kompetentsiyani baholashda qiyinchiliklar va imkoniyatlar:

1. Autentivlik va kontekst: muhandislik sohasida kommunikativ kompetentsiyani baholash autentik vazifalar va kontekstlarni talab qiladi. Biroq, autentik baholash vazifalarini ishlab chiqish va amalga oshirish vaqt cheklovlari va resurslar cheklovlari tufayli qiyin bo'lishi mumkin.

2. Til va muhandislik ko'nikmalarini integratsiyalash: Ingliz tilini o'rganish fanida kommunikativ kompetentsiyani baholash til ko'nikmalarini muhandislik bilimlari bilan birlashtirishni talab qiladi. Ushbu integratsiya murakkab bo'lishi mumkin, chunki tilni baholash ko'pincha umumiy kommunikativ kompetentsiyaga emas, balki diskret til komponentlariga qaratilgandir.

3. Baholashda sub'ektivlik: Kommunikativ kompetentsiyani baholash, ayniqsa, og'zaki baholash yoki guruh muhokamalarida sub'ektiv mulohazani o'z ichiga olishi mumkin. Aniq va izchil baholash mezonlarini amalga oshirish tarafkashlikni minimallashtirish uchun muhim ahamiyatga ega.

4. Fanlararo muammolar: Muhandislik loyihalari ko'pincha turli til va madaniyatga ega bo'lgan talabalar o'rtasida hamkorlikni talab qiladi. Bunday fanlararo jamoalarda kommunikativ kompetentsiyani baholash turli xil til qobiliyatlari va muloqot uslublari tufayli qiyin bo'lishi mumkin.

Qiyinchiliklarga qaramay, muhandislik ta'limida kommunikativ kompetentsiyani baholash til integratsiyasini, hamkorlikni va real hayotda tildan foydalanishni rivojlantirish uchun qimmatli imkoniyatlarni taqdim etadi. Baholashni autentik muhandislik vazifalari bilan moslashtirish talabalarga amaliy til amaliyotini taqdim etishi va ularning professional sharoitlarda muhandislik aloqalariga tayyorligini oshirishi mumkin.

Shunday qilib, muhandislik ta'limida kommunikativ kompetentsiyani yaxshi ishlab chiqilgan baholash, baholash metodlari va vositalarining kombinatsiyasidan foydalangan holda, talabalarining tilni bilish darajasini va ingliz tili fanida samarali muloqot qilish qobiliyatini samarali baholashi mumkin. Ehtiyotkorlik bilan baholash mezonlari va haqiqiy topshiriq dizayni orqali muammolarni hal qilish yanada keng qamrovli baholash imkonini beradi, muhandislik talabalarini bo'lajak kasblarida muvaffaqiyatli muloqot qilishga tayyorlaydi.

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**INSON HAYOTINING TURLI YOSH DAVRLARIDAGI JISMONIY
HUSUSIYATLARI.**

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Annotatsiya: Ushbu maqolada inson hayotining turli yosh (maktabgacha, erta bolalik, bolalik, o'smirlik, yuqori o'smirlik, yetuk odamlar va keksalik) davrlaridagi jismoniy xususiyatlari haqida ma'lumot berilgan.

Аннотация: В данной статье представлены сведения о физических особенностях жизни человека в разном возрасте (дошкольном, раннем детстве, детстве, подростковом возрасте, старшем подростковом возрасте, зрелых людях и пожилом возрасте).

Abstract: This article presents information about the physical characteristics of human life at different ages (preschool, early childhood, childhood, adolescence, late adolescence, mature people and old age).

Kalit so'zlar: Yosh xususiyatlari, jismoniy rivojlanish, psixologik rivojlanish, salomatlik, ongli motivlar, shaxsiy fazilatlar.

Ключевые слова: Возрастные особенности, физическое развитие, психологическое развитие, здоровье, сознательные мотивы, личностные качества.

Key words: Age characteristics, physical development, psychological development, health, conscious motives, personal qualities.

Inson hayotining har bir davrida o'ziga xos xususiyatlarga ega: bolalik, o'smirlik, yoshlik, kattalik, qarilik va qarilik. Shuni ta'kidlash kerakki, umumiy yosh xususiyatlari faqat individual xususiyatlarda, ular bilan birlikda mavjud. Har bir insonning o'ziga xos jismoniy rivojlanish yo'li bor, u turli sur'atlarda davom etadi va individual ravishda turli bosqichlardan o'tadi. Lekin har bir bosqich, albatta, ham maxsus, ham individual, ham umumiy xususiyatlarni o'z ichiga oladi. Bundan tashqari, biz ulg'aygan sayin, individual xususiyatlar va farqlar tobora muhim rol o'ynaydi.

Kichkina bolaning jismoniy rivojlanishi butunlay ota-onalarning mas'uliyatidir. O'sib borgan sari ta'lim muassasalari o'qituvchilari, trenerlar ham bu jarayonga jalb etilmoqda va rivojlanishning ma'lum bir davridan (odatda o'rta maktabda, o'smirlik davrida) inson o'zining jismoniy rivojlanishi uchun javobgar bo'lishni boshlaydi va uning sub'yektiga aylanadi.

Maktabgacha yoshdagi bolaning jismoniy rivojlanishi ko'p jihatdan uning aqliy rivojlanishini va shuning uchun keyingi maktab ta'limining samaradorligini belgilaydi. Bolaning keng qamrovli imkoniyatlarini kengaytirishning asosi uning turli xil harakatlar va harakatlarni (nozik harakatli ko'nikmalar, emaklash, toqqa chiqish, yurish, yugurish, sakrash va boshqa tabiiy harakat turlari) egallashidir. Bu yoshda kasalliklarning oldini olish qattiqlashuv protseduralari va bolaning toza havoga yetarli darajada ta'sir qilishidir. Zaiflashgan bolalar uchun massaj qo'llaniladi. Bolaning harakatlar madaniyati (ularning xilma-xilligi, go'zalligi, mosligi va boshqalar) va ularning imkoniyatlari haqidagi g'oyalarini rivojlantirishga e'tibor berish muhimdir.

Erta bolalik davrida (6 yoshgacha) jismoniy tarbiyaning vazifasi qiziqishni rivojlantirish va kundalik jismoniy mashqlar va ochiq o'yinlar odatini shakllantirishdir. Mashqlar bolaning individual psixofizik rivojlanishini hisobga olgan holda tanlanadi. Bu yoshda jismoniy tarbiyaning eng samarali shakli o'yin bo'lib, u shaxsni shakllantirish va uning ichki mazmunini boyitish uchun alohida ahamiyatga ega.

Avvalo, siz turli qadamlarda yurish va yugurishni, uzunlikka va yuqoriga sakrashni, poygadan oldin yugurishni, turli hayvonlarning harakatlariga taqlid qilishni, to'p bilan o'ynashni, ko'tarilishni, to'siqlarni yengib o'tishni o'rganishingiz kerak. Bu yoshdagi bolalar juda sezgir va taqlid qilishga moyil bo'lganligi sababli, ularga hayvonlarning harakatlarini va ertak qahramonlarini ko'rsatishni so'rash kerak. Harakatlarni o'zlashtirganingiz sayin, o'yinlar va vazifalar qiyinlashadi. Siz uyda ham, sayrda ham o'ynashingiz, ko'tarilishingiz va to'siqlarni engishingiz mumkin. Yosh bolalar tezda charchaydilar, shuning uchun mashg'ulot qisqa bo'lishi va qisqa pauzalarni o'z ichiga olishi kerak. Jismoniy tarbiya bilan shug'ullanayotganda, bolaning harakat erkinligini cheklamaslik uchun "tabiatga qarab" borish kerak, asosiysi muntazam mashq qilish istagi va odatini rivojlantirishdir. Mashqlarni har kuni yoki 2 kunda bir marta, nonushtadan 30-40 minut keyin yoki uyqudan keyin darhol bajarish tavsiya etiladi. Bolaning burni bilan nafas olishini va nafasini ushlab turmasligini ta'minlash kerak.

Jismoniy mashqlar bolalarga majburlanmasligi kerak, uni o'yinga aylantirish kerak.

Bundan tashqari, agar bola ota-onalar va o'qituvchilarning samimiy qiziqishini ko'rsa , unda bu kayfiyat unga o'tadi. Birgalikda jismoniy mashqlar va faol dam olish ijobiy his-tuyg'ularni uyg'otishi va quvonch keltirishi muhimdir. Har qanday yoshda yaxshiroq, erishish osonroq va yoqimli bo'lgan jismoniy faoliyat turlarini taklif qilish va tanlash yaxshidir. Kattalar bolalarga o'rnak bo'lishlari kerak, boshlagan ishini yarim yo'lda tashlab ketmasliklari va o'z xohish-istaklarini bolalarning jismoniy imkoniyatlari bilan muvozanatlashlari kerak.

Bolalar uchun ertalabki mashqlar bir nechta egilish, burilish, cho'zilish, surish va joyida yugurishni o'z ichiga olishi mumkin. Uyda mashg'ulotlarni yanada qiziqarli va qizg'in qiladigan sport burchagi bo'lsa, idealdir. Har qanday mashqlar to'plamidan so'ng, qo'llarni cho'zilgan holda gorizontal bar yoki halqalarga bir necha daqiqa osib qo'yish foydalidir. O'g'il bolalar uchun, o'ynoqi tarzda, siz eshik oldida osilgan gorizontal bardagi xonaga har safar kirganingizda, tortishishlarni bajarish odatiga ega bo'lishingiz mumkin; dumbbelllar bilan mashqlar foydalidir. Bolalarning o'qishga bo'lgan ishtiyoqini yo'qotmasliklari muhimdir. Jismoniy mashqlarda bolaning o'zini o'zi tasdiqlashi, u boshqalardan yomon emasligi jismoniy va ruhiy salomatlik uchun juda muhimdir.

Bolalikda (6 yoshdan 11 yoshgacha (1-1V sinflar)) ota-onalar va o'qituvchilar bolaning to'g'ri turishi, turishi va yurishiga jiddiy e'tiborberishlari kerak, chunki orqa mushaklar hali ham zaif va tanani ushlab turolmaydi. Uzoq vaqt davomida to'g'ri pozitsiya, bu yomon holatga va orqa miya egriligiga olib kelishi mumkin. Bolalarning normal jismoniy rivojlanishiga yurish, musobaqa qoidalari va elementlari bo'lgan turli xil ochiq o'yinlarda qatnashish, konkida uchish, chang'i uchish, velosipedda yurish, gimnastika muvozanatini saqlash mashqlari, osilish, tik turish, toqqa chiqish, uloqtirish va boshqalar yordam beradi. Mashg'ulotlar davomida bolalarni hikoyaga asoslangan o'yinlar, ijodiy topshiriqlar va muloqot qobiliyatlarini rivojlantiruvchi topshiriqlar qiziqtiradi. Boshlang'ich maktab o'quvchilari jismoniy tayyorgarligi va ma'lum bir sport turining xususiyatlariga qarab turli yoshdagi sport turlari bilan shug'ullana boshlaydilar (sportning individual turlari bo'yicha adabiyotlarga qarang).

O'smirlik davrida (12 yoshdan 15 yoshgacha (V-VIII sinflar)) bolaning rivojlanishining dastlabki bosqichlarida harakatga bo'lgan muhabbatni rivojlantiradigan hissiy-hayoliy ta'limdan materialni tanqidiy tahlil qilishga bosqichma-bosqich o'tish sodir bo'ladi. Bu yoshda bolaning o'zini o'zi anglashi kuchayadi, aniq fikrlash usullari mavhumga aylanadi. Ikkinchisining roli ortib bormoqda va ko'nikmalarni shakllantirishda signalizatsiya tizimi. Bu davrda o'smirning e'tiborini jismoniy tarbiya va sport bilan muntazam shug'ullanishga, maktab jamoat ishlarida ishtirok etishga qaratish muhim ahamiyatga ega bo'lib, ular mas'uliyat hissi, qat'iyat, irodali fazilatlarni shakllantirishga xizmat qiladi. Bu yoshda o'rtacha intensivlikdagi jismoniy mashqlar va nisbatan uzoq muddatli mushak ishlari tavsiya etiladi (masalan, konkida uchish, suzish, chang'i uchish va boshqalar), to'satdan harakatlarni talab qiladigan ortiqcha kuch mashqlari kontrendikedir. Harakat faoliyatida ko'plab o'smirlar turli musobaqalarga qiziqishadi. Ularga o'z kuchlarini sportdagi raqiblariga nisbatan o'lchash va musobaqa turlarini diversifikatsiya qilish imkoniyati yaratilishi kerak, shunda har bir kishi muvaffaqiyatga erishish imkoniyatiga ega bo'ladi. O'quv-tarbiya ishlari, shifokorlar nazorati yaxshi yo'lga qo'yilgan bo'lsa, o'smirlar sportda yuksak natijalarga erisha oladi. O'smirlar uchun ularning tashqi ko'rinishini tashqi tomondan baholash katta ahamiyatga ega, shuning uchun ularga har tomonlama jismoniy rivojlanishning barcha imkoniyatlarini ochib berish, sportning asosiy harakatlarini (gimnastika, yengil atletika, sport o'yinlari, suzish, chang'i sporti) o'rgatish muhimdir.). Bu yoshda sog'lom turmush tarzining qadriyat yo'nalishlarini, jismoniy o'zini o'zi takomillashtirishning ongli motivlarini, ijtimoiy muhim shaxsiy fazilatlarni (kognitiv, axloqiy, kommunikativ, irodali) shakllantirishni maqsadli tarbiyalash boshlanadi.

Yuqori o'smirlik davrida (16 yoshdan 21 yoshgacha) IX – XI sinf o'quvchilari, o'rta maxsus ta'lim muassasalari talabalari shaxsning sub'yektiv pozitsiyasini shakllantirish (o'zini o'zi bilish, o'z-o'zini anglash, o'z-o'zini tarbiyalash, o'z-o'zini tarbiyalash, o'z-o'zini tashkil etish va boshqalar) birinchi o'ringa chiqadi, bu jismoniy madaniyatda uzluksiz o'z-o'zini rivojlantirishdir.

Bu yoshda turli xil jismoniy takomillashtirishga e'tibor berilishi kerak, shuning uchun mashg'ulotlarning mashg'ulot markazining roli oshadi. Talabalarning harakatlar tuzilishini tushunish, ularning kuchini, vaqt va fazoviy xususiyatlarini aniq takrorlash va farqlash, murakkab vosita harakatlarini amalga oshirish qobiliyati oshadi. O'smirlik davrida ham, kamolotning birinchi davridagidek, jismoniy fazilatlarni har tomonlama rivojlantirish uchun eng yaxshi sharoitlar mavjud. Jismoniy takomillashtirishdagi sezilarli o'zgarishlar motivatsiyani rivojlantirish, hissiy-irodaviy o'z-o'zini tartibga solishni takomillashtirish, vosita faoliyatidagi amaliy ko'nikmalardan qoniqish bilan bog'liq. O'rta maktab o'quvchilari va talabalar o'z maqsadlariga erishishda qat'iyatlilik, charchoq va charchoq fonida sabr-toqatli bo'lish qobiliyatini namoyon etishlari mumkin. Eng yuqori sport yutuqlari 20-30 yoshga to'g'ri keladi.

Yetuk odamlar (25 yoshdan 60 yoshgacha) kasallanish ehtimoli 2-3 baravar kam, jismoniy tayyorgarligi va sog'lig'i bo'yicha ular 10-15 yoshga teng (R.E. Motilyanskaya, 1967 yil). Bu yoshda jismoniy tarbiyaning vazifalari jismoniy madaniyat bo'yicha o'z-o'zini yanada rivojlantirish, salomatlik, jismoniy faollik to'g'risidagi bilimlarni chuqurlashtirish, sportda ham, sog'lomlashtirish bilan bog'liq mashg'ulotlarda ham tizimli mashq qilishdir. Umuman olganda, yuk (uning davomiyligi va intensivligi) tanlangan turdagi mashg'ulotlar va o'z-o'zini nazorat qilish ma'lumotlarining tamoyillari va usullari asosida dozalanadi. Yoshi bilan mashg'ulot yuklari asta-sekin kamayadi. Kundalik mashqlar va yurishlarni bajarish tavsiya etiladi, qotib qolish majburiydir. Jismoniy mashqlarni tiklash va psixoregulyatsiya vositalaridan foydalanish. madaniyat (psixofizik va autogenik ta'lim, suv protseduralari) muhim ahamiyatga ega, vannalar, massaj, o'z-o'zini massaj va boshqalar.) Sog'liqni saqlash, jismoniy yaxshilash va ishlashni boshqarish uchun jismoniy madaniyat usullari muhokama qilinadi va. 3.1-3.6.

Keksalikda (60 yoshdan 75 yoshgacha) va *qarilikda* (75-90 yoshda) jismoniy faoliyat yumshoqroq bo'lishi kerak, shikastlanish ehtimoli butunlay chiqarib tashlanishi va jismoniy mashqlardan keyin tananing tiklanish tezligi past bo'lishi kerak. Asosan umumiy dinamik chidamlilikni, moslashuvchanlikni va harakatlarni muvofiqlashtirishni

saqlab qolish uchun past intensivlikdagi oson dozalangan mashqlarga ustunlik beriladi. Eng samarali jismoniy faoliyatning tsiklik turlari: o'ldovli yurish, chang'i, suzish, velosipedda yurish, ustunlar bilan yurish va boshqa aerobik mashqlar. O'rtacha, past intensivlikdagi yugurish; Yugurish bo'yicha katta tajribaga ega bo'lgan odamlar uslubiy tavsiyalarga muvofiq yugurishlari mumkin (yukni qat'iy nazorat qilish, yumshoq sirt ustida yugurish, oyoqni tovondan barmoqqacha silliq rulonga qo'yish, burun orqali nafas olish, krossovkalarda zarba bo'lishi kerak). Jismoniy tarbiya vositalaridan noto'g'ri foydalanish yurak-qon tomir va tayanch-harakat tizimi kasalliklariga olib kelishi mumkin.

Bu yoshda yengil charchoqqa olib keladigan intensivlik bilan kamida 10 daqiqa davom etadigan tsiklik mashqlar yaxshi ta'sir qiladi, deb ishoniladi. Umuman olganda, darslar pauza bilan o'tkazilishi kerak (dam olish, yurish, dam olish mashqlari va boshqalar). Nafasni ushlab turish, zo'riqish, to'satdan harakatlar, ayniqsa tebranish, boshni aylantirish, boshni uzoq vaqt pastga egish, sakrash (yoki o'tish) va boshqalarni o'z ichiga olgan mashqlarni istisno qilish kerak. Siqilish paydo bo'lganda, siz chuqur, ritmik nafas olishni mashq qilishingiz kerak. Kuchli mashqlar (dumbbelllar, ekspanderlar, elastik bandajlar bilan), shuningdek, gorodki, badminton, tennis va boshqalar kabi o'yinlardan foydalanish mumkin Nafas olish tizimining funktsiyalarini saqlab qolishning samarali vositasi nafas olish mashqlari. Har kuni qo'shma yoki terapevtik mashqlar va cho'zish mashqlarini bajarish tavsiya etiladi. O'rmonda, parkda, maydonda uzoq yurish, kontrastli dush va haftada bir marta sauna foydalidir.

Keksa odamlar bilan sog'lomlashtirish tadbirlari, qoida tariqasida, haftada 3-4 marta 35-40 daqiqa davomida amalga oshirila boshlaydi, 2-3 oydan keyin 45-50 daqiqagacha ko'tariladi. Kelajakda siz bir xil davomiylik bilan mashg'ulotlar sonini haftasiga 5-6 martagacha oshirishingiz mumkin. Trening davomida funktsional holat sub'ektiv holat, terlash, terining qizarishi, nafas olish tezligi va puls bilan kuzatiladi.

Keksalar va keksalar uchun jismoniy tarbiya mashg'ulotlari jamoaviy shaklda (-sog'lomlashtirish guruhlarida, umumiy jismoniy tarbiya, sog'lomlashtirish to'garaklarida

va boshqalarda), yakka tartibda (murabbiy, o'qituvchi bilan), shuningdek mustaqil ravishda o'tkazilishi mumkin. 60 yoshdan oshgan odamlarning jismoniy tayyorgarligini 12 daqiqalik Kuper yurish va yugurish testi yordamida baholash mumkin. Tananing holatini o'z-o'zini nazorat qilish darsdan oldin, darhol undan keyin va keyingi tiklanish davrida amalga oshiriladi. Ma'lumotlarni o'z-o'zini nazorat qilish jurnaliga yozib qo'yish tavsiya etiladi.

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TEACHING ENGLISH THROUGH OUTDOOR AND NATURE-BASED ACTIVITIES FOR PRIMARY SCHOOL STUDENTS

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Abstract. *This article investigates the impact of nature-based learning activities, such as nature walks, gardening, and scavenger hunts, on English language acquisition in primary school students. Through these activities, students gain valuable language skills in vocabulary, comprehension, and descriptive language, alongside developing environmental awareness. The study reveals that outdoor learning increases vocabulary retention, provides a contextual basis for language, and enhances student engagement, making it an effective, holistic method for language education in primary schools.*

Keywords: *Outdoor Learning, Nature-Based Education, Vocabulary Building, Experiential Learning, Primary English, Environmental Language, Language Acquisition*

INTRODUCTION

Primary school students are naturally curious, energetic, and eager to explore the world around them. Traditional classroom-based methods for teaching English often emphasize structured lessons and rote memorization, which may not fully engage younger learners. For young children, outdoor settings offer unique benefits: they allow for hands-on exploration, stimulate sensory experiences, and offer a relaxed environment where children can learn language skills by interacting with real-life objects, creatures, and natural elements¹. Outdoor and nature-based learning involves using the natural environment as a "classroom" to teach various subjects, including language. In English language education, this approach leverages the appeal of nature to help students acquire new vocabulary, understand context, and describe their surroundings in English. This article evaluates how nature-based activities such as nature walks, gardening, and scavenger hunts can be integrated into English teaching for young learners². This approach not only improves language skills but also fosters a sense of environmental stewardship and social skills, making it ideal for primary education. To explore the effectiveness of outdoor and nature-based learning in teaching English, a study was conducted over three

¹ Louv, R. (2008). *Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder*.

² Sobel, D. (1998). *Beyond Ecophobia: Reclaiming the Heart in Nature Education*. Orion Society.

months with two groups of primary school students aged 7 to 8 years old. Each group participated in weekly English lessons held outdoors in settings such as school gardens, local parks, and nature trails³.

Data Collection Techniques used a combination of observational data, teacher feedback, and vocabulary assessments to measure the impact of outdoor learning on English acquisition.

1. **Observational Data:** Researchers observed each outdoor lesson, taking notes on students' language use, engagement, and responses to the environment. Observations focused on how students interacted with new vocabulary, how they communicated in English during activities, and their overall engagement.
2. **Teacher Interviews:** After each lesson, teachers were interviewed to provide insights on how well students retained vocabulary, responded to the outdoor setting, and participated in the activities. Teachers' feedback helped evaluate the overall effectiveness of using nature-based activities for language teaching.
3. **Vocabulary Assessments:** Students completed short vocabulary tests before and after each outdoor unit to measure vocabulary acquisition. These tests focused on nature-related terms, descriptive words, and action verbs relevant to the outdoor activities.

Nature-Based Classroom Activities employed three main activities to support language learning:

- **Nature Walks:** Students went on guided walks, observing and learning the English words for objects they encountered, such as “tree,” “flower,” “bird,” and “river.” Teachers encouraged students to describe colors, sizes, and shapes in English.
- **Gardening:** In a school garden, students learned words like “soil,” “seed,” “plant,” and “grow” through hands-on gardening. They practiced language by narrating actions, such as watering plants and planting seeds, to reinforce vocabulary related to plants and growth.

³White, R., & Stoecklin, V. L. (2008). Nurturing Children's Biophilia: Developmentally Appropriate Environmental Education for Young Children. *Early Childhood Education Journal*, 36(4), 161-167.

- **Scavenger Hunts:** Students participated in scavenger hunts, where they searched for specific items like “feather,” “stone,” or “leaf” and then described each item in English⁴. This activity encouraged them to use descriptive language and practice categorizing items.

Results indicated that students retained vocabulary better when they learned it through direct, sensory experiences outdoors. For example, a lesson on plant life in the school garden taught students words like “stem,” “leaf,” and “seed.” By physically interacting with these elements, students made stronger associations, resulting in an average improvement of 35% on post-lesson vocabulary assessments compared to classroom-only vocabulary learning. Teachers observed that visual and tactile engagement helped students memorize new terms faster. Students who struggled with memorizing vocabulary in the classroom often excelled in outdoor lessons, remembering terms more easily when they had seen, touched, or interacted with the objects.

Nature-based learning provided students with immediate, meaningful contexts, which strengthened their comprehension and use of new words. For instance, during a nature walk, students not only learned the word “river” but also observed its flow, learned associated verbs like “flowing,” and could describe its color and sound. This experience-based learning allowed them to comprehend the language in a functional way that traditional methods couldn’t achieve. Additionally, gardening activities linked language learning with action words and processes, such as “water,” “grow,” “dig,” and “plant.” By associating each word with an activity they were physically doing, students were more likely to remember and understand the language. Teachers noted that students often repeated these words accurately in follow-up activities, demonstrating that real-world connections fostered language comprehension⁵.

Students were more enthusiastic and engaged during outdoor lessons. Teachers reported that even typically reserved students were more vocal and curious when learning

⁴ Waite, S. (2011). Teaching English through Outdoor Learning: A Resource for Primary School Teachers. National Institute of Outdoor Education.

⁵ Chawla, L. (2015). *Benefits of Nature Contact for Children*. Journal of Planning Literature, 30(4), 433-452

in nature. Activities such as scavenger hunts promoted active learning and a sense of adventure, which made language acquisition feel like play rather than a formal lesson. Students also demonstrated a willingness to use English to communicate with their peers and teachers, often pointing to items they found and describing them in simple English phrases. For example, in one scavenger hunt, students found various “green leaves,” “small stones,” and “blue flowers” and eagerly described their finds to each other in English. This excitement translated into a natural desire to learn, reinforcing vocabulary and social skills simultaneously.

Nature-based learning not only advanced language acquisition but also instilled environmental awareness. By interacting with plants, insects, and natural settings, students developed an appreciation for their surroundings and a desire to protect them. Teachers observed that students often discussed ways to care for the plants they worked with, showing a newfound respect for nature. Furthermore, outdoor learning fostered social-emotional development by encouraging teamwork, patience, and respect for living things. In group activities, students collaborated, shared tools, and communicated in English, developing both social skills and language abilities.

CONCLUSION

Teaching English through outdoor and nature-based activities offers a highly effective and holistic approach to language acquisition for young learners. The findings of this study highlight that nature-based activities like nature walks, gardening, and scavenger hunts not only improve vocabulary retention but also provide rich, contextual learning experiences that enhance comprehension and engagement. By involving students in hands-on, sensory-rich activities, this method supports diverse learning styles and makes language acquisition an active, enjoyable process. Beyond language skills, outdoor learning fosters environmental awareness, social skills, and emotional well-being, contributing to a well-rounded educational experience. Primary school educators are encouraged to explore opportunities for outdoor lessons, as they create a balanced,

inclusive learning environment that meets the developmental needs of young learners.

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THE ROLE OF TRANSLATION IN CROSS-CULTURAL COMMUNICATION

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Abstract: *In the globalized world of today, where communication transcends national boundaries, the importance of cross-cultural comprehension cannot be emphasized. The demand for efficient cross-cultural communication rises as companies go worldwide, people travel, and cross-border cooperation flourish. This is where translation services come into play, being essential in removing linguistic boundaries*

and creating deep connections.

The following article will focus on the vital role that translation services play in fostering mutual understanding and facilitating cross-cultural communication.

Key words: *translators and interpreters, cross-cultural communication, cultural competence, cultural fields, intercultural mediator, bicultural, transformation.*

INTRODUCTION

Considering that it promotes understanding and interactions between many linguistic and cultural groups, translation is crucial for cross-cultural communication. This essay explores the various roles that translation plays, highlighting how important it is for fostering cross-cultural relationships and mutual comprehension. It draws attention to the difficulties translators have, such as idiomatic expressions, language intricacies, and the moral obligations involved in maintaining the original message's integrity while making it comprehensible to the intended audience. The article makes the case that good translation enhances cultural appreciation and empathy in addition to facilitating communication through exploring the fine line that must be drawn between accuracy and cultural sensitivity.

In the culmination, it highlights the value of proficient translators performing as cultural ambassadors in a world growing more interconnected by arguing for the ongoing expenditure on translation as a way to improve international cooperation and acceptance.

LITERATURE REVIEW AND METHODOLOGY

In consonance with Dr. Mohamed Chtatou, translation is inherently an international endeavor due to its interlinguistic nature. It is impossible to imagine the concept of translation without considering how cultures interact in a globalized society. different relationships, exchanges, and transfers give different cultures their unique identities while also fostering traits that they all share. The importance of the passage from one culture to another, in the translation from one language to another, is essential to every translator of text. This necessity gives a particular motivation and pleasure to

the translator who must know how to play with this beautiful interdependence between translation and culture. The translator has fun foraging through the cultural fields specific to each culture and enriching his translation with reference points and context, thus giving it a quality and a strong relevance.⁶

Because it allows for the enrichment of meaning, the interdependence of languages and cultures has a positive "impact" on translation. A strong understanding of the tight, personal interactions that languages have with one another is necessary for the translator to translate a text or a video. Being able to translate between cultures requires understanding one's own language's unique qualities among other languages, as well as its ability to function as an intercultural mediator. Technical expertise is necessary for translating, but it also takes a culture of translation and experience in the field. Translation is a technical job that cannot exist without broad, encyclopedic knowledge and a curiosity for other people and their languages.

To effectively connect across cultures, interpreters and translators need to possess cultural competence. It entails being aware of various groups' cultural norms, values, beliefs, and actions. Culturally competent interpreters and translators are better suited to deal with challenging scenarios that could come up in cross-cultural communication. The capacity to accurately comprehend or translate messages is one of the main advantages of cultural competency. An interpreter or translator can see any misconceptions and deliver reliable translations when they have a thorough awareness of the culture they are working with. This lessens the possibility of misunderstandings and disputes between people from various cultural backgrounds.

Establishing rapport and trust with clients is a crucial component of cultural competence. An excellent rapport may be established between interpreters and translators and their customers by exhibiting empathy and respect for their culture. This can lead to more effective communication and a stronger readiness to work together

⁶ <https://www.eurasiareview.com/15052021-translation-and-its-cross-cultural-relevance-analysis/>

towards mutual goals.⁷

According to the translator's task is not only to convey the meaning of a foreign language text to the addressee, but also to convey the concept of another culture, choosing the necessary and optimal method of translation for this purpose. As practice shows, in order to effectively support various intercultural contacts and forms of communication, partners, along with knowledge of the appropriate language, need to be aware of the norms, rules, traditions, customs of another cultural environment, since this process represents a mutual understanding of two more participants in a communicative act belonging to different cultures. Mere knowledge and proficiency in a relevant foreign language is not enough for full mutual understanding. In this case, it is necessary to know the complex forms of behavior, history, culture and traditions of one's communication partners. When communicating between multilingual people, a certain common language is needed to facilitate understanding. In such cases, translation is a possible way of communication. People have been using translations from one language to another for a long time, but it should be noted that only in recent decades have the processes of intercultural communication and translation been considered in close connection. When considering these processes, we should not forget that the main role in these matters is played by a translator – a person who speaks one or more foreign languages and who provides intercultural communication. To ensure intercultural communication, a translator today must not only be bilingual, but also “bicultural.”

RESULTS AND DISCUSSION

Translation – not only linguistic, but also cultural communication. The translation process always involves two aspects - language and culture, since they are inseparable. Language not only expresses cultural reality, but also gives it form. The meaning of a linguistic element is understandable only when it is consistent with the cultural context in which it is used. When translating from one language to another, it is necessary to

⁷ <https://www.freedomgpt.com/wiki/role-of-interpreters-and-translators-in-cross-cultural-communication>

connect the cultural context of the source text and the communicative text of the translation. Taking into account all the above, it is necessary to determine a practical solution for successful translation from a communication point of view. For these purposes, you can use transformation or component analysis. Transformation is a translation technique in which the process of transferring a word from the original language to the target language occurs. Some translation theorists during transformation imply transliteration - the transfer of a foreign word into the target language by reproducing its graphic form. Such a transformation is specific and concise, but it does not convey the content, although it emphasizes the cultural aspect. Such a message has no communicative value. Component analysis is a technique for decomposing lexical units into various semantic components, while the meaning of the content is highlighted and important, while the cultural aspect is excluded.

Which method is most appropriate for full translation in intercultural communication depends on the type of text, the requirements of the addressee, as well as the importance of specific cultural terms used in translation. But it is always important to remember the situational context, that is, who, when and why the text was written, who will read it and for what purpose. A translator who manages to correctly answer all these questions successfully resolves issues that arise in intercultural communication.

For instance, cultural words may be translated by the following ways:

1. By means of modification: *U olcha yemoqda*- he is eating a fruit called *olcha*; *hashar*- voluntary and joint public work called *khashar*,

U sumalak emoqda- he is eating the main dish of the feast called *sumalyak*

2. By means of descriptive translation: *Ramazon xaitda*
O'zbekistonliklar ishga bormaydilar. dam oladilar - the people of Uzbekistan do not go to work and have a rest in *Ramazan*-

Khait which is a holiday of moral purification and spiritual Revival.

3. 4. By means of comparison: O'zbekistonda musichalar yashaydi

- Musichas, birds like doves live in Uzbekistan; Men gummani pishiraolaman - / can prepare gumma like patty in England. Translation problems of cultural words demand further scientific investigation. Thus, the study of cultural influence in consecutive translation must be the main tasks of the consecutive interpreters.⁸

Thus, we must note that translation is not just the words of a sentence that we use in the communication process, it is primarily cultural characteristics. And in order to achieve adequacy in translation, the translator must know the culture of the source text language, the target language, the purpose of communication and the target audience. Therefore, due to the difference in culture and language, there will not be an exact translation, but the greater the similarity between the cultures of the two languages, the more productive the translation is in the process of intercultural communication. It should be especially emphasized that the perception of other cultures occurs on the basis of our ethnic culture, which is an obstacle to intercultural communication and communication. Therefore, professionally oriented training of a translator must necessarily include studying the basics of intercultural communication, designed to form him as an individual who speaks both native and foreign culture, which presupposes his perception and understanding of all aspects of intercultural dialogue. In the aspect of cross-cultural communication, culture is considered not only as a system of behavioral attitudes and values, but as the context in which language operates and manifests itself. Therefore, correct interpretation and transmission of the semantic content of the source text is impossible without knowledge of its national and cultural context. Consequently, the professional training of a translator in a classical university should be aimed not only

⁸ A.Muminov//a guide to consecutive translation//Toshkent-2013//pp-21

at the formation of oral and written speech in a foreign language, but also at the formation of knowledge about the national culture of the language being studied as a necessary component of cross-cultural communication - the process of establishing and developing contacts between people, perception and understanding them each other, interaction and exchange of information. For successful intercultural communication it is also necessary to take into account the national worldviews and cultural values of the participants in the intercultural dialogue.⁹

Ultimately, cultural competence makes it easier for translators and interpreters to handle challenging circumstances. Cultural competency, for instance, can help ease tensions when there is a dispute or conflict between two parties by shedding light on the underlying cultural differences that might be fueling the issue. To achieve effective cross-cultural communication, interpreters and translators must possess cultural competence.

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HAJVIY MATNLARNI YANGI TILSHUNOSLIK TAHLIL USULLARI ORQALI O'RGANISH

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ANNOTATSIYA

Ushbu maqolada hajviy matn yangi tilshunoslik tahlil usullari orqali o'rganilgan. Til birliklarning matnda istehzoli ma'nolar hamda turli hil stilistik vositalar orqali kutilmagan hajviy ma'no yaratish mumkinligi ko'rsatilgan.

Kalit so'zlar: *hajviy matn, til birliklari, stilistik vosita, ohang, , ma'no, munosabat, nutq, tahlil, kinoya.*

РЕЗЮМЕ

В данной статье комический текст изучается с использованием новых методов лингвистического анализа. Показано, что языковые единицы способны создавать в тексте неожиданный комический смысл посредством иронических значений и различных стилистических приемов.

Ключевые слова: комический текст, языковые единицы, стилистический инструмент, тон, смысл, отношение, речь, анализ, ирония.

RESUMES

In this article, comic text is studied using new methods of linguistic analysis. It is shown that linguistic units are capable of creating unexpected comic meaning in the text through ironic meanings and various stylistic devices.

Key words: comic text, linguistic units, stylistic device, tone, meaning, attitude, speech, analysis, irony.

Jahon tilshunosligida V.G. Admoni, N.F. Alefirenko, I.V. Arnold, N.S. Valgina, Y.A. Goncharova, Y.M. Lotman, Z.Y. Turayeva, K.A. Filippov, O.I. Moskalskaya, L.M. Loseva, V.V. Odinov, I.R. Galperin, L.A. Novikov kabi olimlar matn lingvistikasi bo'yicha tadqiqotlar olib borgan yetakchi olimlar hisoblanadi. Ushbu olimlar matnning tuzilishi, mazmuni, kommunikativ funksiyalari va turli til birliklarining o'zaro aloqalarini tadqiq qilish bilan shug'ullanganlar. Ularning tadqiqotlari matn tilshunosligi rivojlanishiga katta hissa qo'shgan va zamonaviy matn lingvistikasining shakllanishida muhim o'rin tutadi. Hajviy matn tadqiqiga bag'shlangan tadqiqotlarda asosan hajviy matnning leksik-semantik xususiyatlarini tahlil tamoyillarining qay darajada aks etishi kabi masalalar yoritilgan.

O'zbek tilshunosligida hajviy matnlarni tahlil qilishga bag'ishlangan tadqiqotlarda bu mavzuga oid ayrim fikr va mulohazalar keltirilgan bo'lsa-da, lingvostilistik xususiyatlari hali chuqur va tizimli tahlil qilinmagan. Asosan hajviy matnlarning mazmunijihatlar va ularning ijtimoiy-psixologik ta'siri tahlil etilgan bo'lib, leksik-semantik va stilistik vositalarning hajviy ma'no yaratishdagi roli, shuningdek, turli tildagi hajviylik uslublarini o'zbek tilida qanday ifodalash mumkinligi borasidagi jihatlar kam yoritilgan. Shu sababli, hajviy matnlarning lingvostilistik xususiyatlarini o'rganish o'zbek tilshunosligi uchun dolzarb mavzulardan biri bo'lib qolmoqda. Bu yo'nalishdagi tadqiqotlar o'zbek hajviy adabiyoti va tilining boyligini ochib berishda va hajviy matnlarning lingvistik va stilistik imkoniyatlarini yanada

chuqurroq o'rganishda muhim ahamiyatga ega bo'ladi. Hajviy matn tadqiqotlarida asosan hajviy matnning leksik-semantik xususiyatlari o'rganiladi, ya'ni hajviy ifodalar, so'z tanlovi, mazmuniy nozikliklar va ma'nodosh so'zlardan foydalanish bilan bog'liq jihatlar tahlil qilinadi.

Hajviy matnlarda so'z tanlovi, mazmuniy nozikliklar va ma'nodosh so'zlardan foydalanish o'quvchini kuldirish, istehzoli ma'no yaratish va hajviy ta'sirni oshirish uchun ishlatiladi. Quyida ularning ayrim misollari keltiriladi:

Hajviy matnlarda so'zlar ehtiyotkorlik bilan tanlanib, ma'lum bir ohang yoki hissiy rang berishga qaratiladi. Masalan, jiddiylikni istagan joyda kulgini uyg'otish uchun so'zlovchi arzimagan so'zlar, shuningdek, uydirma yoki jarangdor (qo'pol) so'zlar ishlatilishi mumkin.

Misol: Bir mehmondorchilikda yosh surishtirib qolishdi. Afandiga kelib birov:

—Afandi, siz nechaga kirdingiz?—deb so'radi.

—Bu yil qirqqa kirdim,— dedi Afandi.

—Iye,— dedi boyagi kishi,— bundan o'n yil ilgari ham qirqqa kirdim degan edingiz-ku?

Afandi javob berdi: —Qiziq odam ekansiz, ***kishining gapi bitta bo'ladi-da.***

Hajviy matnlarda mualliflar ma'lum tushunchalar yoki voqealarni bilvosita tasvirlash orqali ularning asl ma'nosini yashirib, istehzo bilan ifodalashadi. Ko'pincha kinoya va parda ostidagi ma'no yaratish orqali o'quvchini o'ylantirib, kuldirish maqsad qilingan bo'ladi.

Misol: —Tilanchi eshikni taqillatdi:

— Bir bo'lak to'rt bering.

—Axir, sen doim non so'rardin-ku.

—***Bugun tug'ilgan kunim-da!***

Tilanchining tug'ilgan kunda to'rt yeyish kerakligi fikri va non o'rniga to'rt so'rashi matnga hajviy ohang beradi.

Ma'nodosh so'zlar orqali o'xshash, ammo mazmuni ozgina farq qiladigan so'zlar istehzoli ta'sirni kuchaytiradi. Bu usulda kamroq sezilarli farqdagi sinonimlar ishlatiladi va bu orqali o'xshashlik bilan birga kulgili ta'sir beriladi.

Misol: Iltimos qilmasang, qovoqlar uyuq ,

Zichlab quloqlarga tiqilgan paxta.

Miq etmas qarshingda o'tirgan **“buyuk”**,

Dimog'dor qarashlar sovuq va soxta. (Abdusaid Ko'chimov)

Bu yerda “buyuk” so'zi istehzoli ravishda ishlatilgan, bu so'zning ziddiyatli ko'rinishi hajviy ta'sir yaratadi.

Shunday qilib, hajviy matnlarda so'z tanlovi, mazmuniy nozikliklar va sinonimlardan o'ziga xos tarzda foydalanish kulgili ma'no, kinoya va istehzoni oshirib, o'quvchida o'ylantiruvchi va zavqli taassurot qoldiradi.

Tadqiqotlarda so'zlarning ko'chma, kinoya, istehzoli ma'nolarda qo'llanishi, leksik birliklar orqali kutilmagan ma'no yaratish kabi usullar o'rganilib, ular hajviy mazmun va ta'sirni yaratishda qanday xizmat qilishi tahlil qilinadi. Hajviy matnlar tahlilida antonimlar, oksimoronlar, parodiya, parda ostidagi ifodalar va boshqa stilistik vositalardan foydalanish mumkin. Bu kabi vositalar matn lingvistikasi doirasida hajviylik va uning kommunikativ vazifasini chuqurroq tushunishga yordam beradi.

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SHE'RIY MATNLARDA SINTAKTIK VOSITALARNING POETIK VAZIFALARI

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Ma'lumki, lingvopoetik tahlil jarayonida poetik aktuallashgan – poetik mazmun bilan to'yintirilgan til birliklarini aniqlash va ularni tegishli tarzda baholashdan iborat tamoyil asosida ish ko'riladi. Tilshunoslikda mazkur yangi sohani ma'lum bir tizim asosida yaxlit planda o'rganish yuzasidan tilshunoslar turli xil qarashlarini bayon qilganlar. Biroq masala mohiyati va lingvopoetikani mukammal tadqiq etishda ular bergan nazariyalar asos hisoblansa-da, tilning turli sath birliklarida voqelanuvchi lingvopoetik tahlil jarayonlari o'zining mukammal, qat'iy bir tizim sifatida aniq yechimini hali topgani yo'q. V.M.Jirmunskiy[1.28-30] ning lingvopoetika masalalariga bag'ishlangan “Teoriya literaturi” kitobida lingvopoetikani tilshunoslikning ayrim sathlari bo'yicha quyidagi tarkibiy qismlarga bo'lib o'rganish ta'kidlangan:

1. Poetik fonetika.

2. Poetik morfologiya.

3. Poetik sintaksis.

V.M.Jirmunskiy faqat tilshunoslikning fonetika, morfologiya va sintaksis sathlari doirasida kuzatiladigan poetik vositalar tahliligagina e'tibor qaratib, har qanday ijodkor asarlarida yetakchi o'rinni egallaydigan leksik birliklar, dialektal, frazeologik va boshqa til sathlari olimning nazaridan chetda qoldirilgan. A.Nurmonov ham xuddi shunday tahlil, ya'ni lingvopoetikani tilning qaysi sath birligining badiiy-estetik funksiyasini o'rganishiga qarab quyidagi qismlar bo'yicha tasniflaydi:

1. Fonetik poetika (FP).

2. Leksik poetika (LekP).

3. Sintaktik poetika (SP)[2.164].

Bu tasnif V.M.Jirmunskiy kiritgan tasnifdagi singari tilshunoslikning fonetika, morfologiya va sintaksis kabi sathlari doirasidagi lingvopoetik tahlil tamoyillariga asoslansa-da, biroq lingvopoetik terminni ifodalovchi birikmalar tarkibidagi so'zlar o'zni almashtirilgan holda, ya'ni aynan poetik fonetika emas, fonetik poetika kabi tarzda belgilangan. Berilgan tasniflar tilshunoslikning barcha sathlarini keng qamrab olmagan bo'lsa-da, olimning terminlarni qo'llashdagi mazkur qarashlari masala mohiyatini to'g'ri ifodalaydi, chunki lingvopoetika lingvistikaning alohida yangi sohasi sifatida badiiy asar tilini o'rganuvchi yangi yo'nalishlardan biri hisoblanib, lingvopoetik tahlil jarayoni faqatgina adabiyotshunoslikka oid poetik sathni emas, balki muayyan til sathiga doir poetik vositalarni o'rganadi. Shu sababli ham A.Nurmonov taklif etgan terminlar o'zbek tilshunosligida sohaning rivojlanishi hamda ushbu birliklar lingvopoetika tarmog'ining alohida qat'iy bir tizim asosida o'rganishda asos vazifani bajarishda muhim ahamiyat kasb etadi. G.Rixsieva lingvopoetika sohasining ba'zi bir xususiyatlari haqida fikr yuritib, mazkur sohaning tadqiqot manbaini quyidagi yo'nalishlar bo'yicha tasniflaydi:

1. Poetik fonetika.

2. Poetik leksikologiya.

3. Poetik morfemika.

4. Poetik semantika.

5. Poetik sintaksis. [3.84-86]

Tadqiqotchi A.Nurmonov tasnifiga qo'shimcha poetik morfemika va poetik semantika kabi bo'limlarni kiritadi, biroq uning takliflari ba'zi e'tirozlar tug'diradi. Chunki u belgilagan poetik fonetika, poetik leksikologiya, poetik morfemika, poetik semantika va poetik sintaksis kabi yo'nalishlar V.M.Jirmunskiy qarashlari bilan bir xil, ya'ni unda ham lingvopoetik tahlil jarayonida poetik sathni emas, ma'lum bir sathga doir poetik vositalarni o'rganish mumkinligi anglashiladi. M.Qosimova[4.17] ham nomzodlik ishida G.Rixsieva tasnifiga tayangan holda badiiy asar nutqi va adib uslubini shakllantiruvchi lisoniy vositalarni quyidagi turlarga bo'lib tahlil qiladi: fonetik, leksik, morfologik, sintaktik vositalar.

G.Rixsieva tasnifidagi "poetik morfemika" M.Qosimova tadqiqotida grammatik vositalarning tarkibiy qismi hisoblangan morfologik vositalar doirasida tekshirilgan va "Poetik semantika" esa leksik vositalar hamda ko'chimlar tarkibida o'rganilgan. Biroq ushbu tasnif va berilgan fikrlar ham e'tirozlidir, chunki tasnif lingvopoetik tahlil asosida emas, aynan lingvistik tahlilga asoslangan holda berilgan. Odatda lingvopoetik tahlil jarayonida faqatgina lingvistikaga doir fonetik, leksik, morfologik va sintaktik vositalar tahlil qilinmaydi, balki fonetik, leksik, morfologik va sintaktik vositalarning poetik funksiyalari tahlilga tortilishi zarur.

Yuqorida tahlil etilgan tilshunoslar tadqiqotlaridan shunday xulosaga kelish mumkinki, lingvopoetika sohasining bunday tur va tizimga solinishi badiiy asar tilini lingvopoetik aspektda o'rganishning umumiy metodologiyasi shakllanishiga xizmat qilsa-da, lingvopoetikaning nazariy asoslari keng va to'liq ishlab chiqilmaganligini, aniqrog'i, mukammal bir tizimga solinmaganligini va bu yo'nalishlar mohiyati hamda ularning har biriga xos xususiyatlar haqida umuman fikr yuritilmaganligini ko'rishimiz mumkin.

Mazkur maqolamizda maqolaning hajmini inobatga olib lingvopoetika sohasining tahlil tamoyillaridan sintaktik tamoyilning ayrim jihatlariga to'q'talamiz.

Sintaktik vositalarning poetik funksiyalari (sintaktik poetika). Ushbu yo‘nalishda matn komponentlaridan hisoblangan *gap qurilishi* lingvopoetik jihatdan tadqiq etiladi. Bunda lingvopoetik tahlil formal, mazmuniy, kommunikativ va matn sintaksisi bilan bog‘liq holda olib boriladi. Muallifning g‘oyasi va maqsadini aniqlashda gaplar va gap bo‘laklari tartibi, shakliy va mazmuniy mutanosib (ellipsis va antiellipsis, parsellyatsiya, paranteza, gradatsiya, sintaktik parallelizm, ritorik so‘roq, emotsional gaplar va boshq.)lik kabi ekspressiv sintaktik vositalarga e‘tibor qaratiladi. Bunda tahlil gapning formal-grammatik bo‘linishi, aktual bo‘linishi, mantiqiy urg‘u va presuppozitsiya kabi hodisalar bilan bog‘liq bo‘ladi. Umuman, bu yo‘nalish struktural poetika tushunchalari bilan aloqador keng qamrovli yo‘nalishlardan biri sifatida badiiy asar tuzilishida muhim stilistik funksiya bajara olishi bilan ahamiyatlidir. Sintaktik poetika stilistika bilimlari ko‘magida shakllangan alohida soha sifatida e‘tirof etiladi.

She’riy matnda gap bo‘laklarining tartibi, qofiya talabi bilan o‘zgaradi. Ularning o‘rnini almashtirish odatda grammatik holatni o‘zgartirmaydi. Masalan: Oppoq bulutlar qishloq ustidan shoshilmay, toqqa qarab o‘tib ketadi. (S.Ahmad). - Qishloq ustidan oppoq bulutlar shoshilmay o‘tib ketadi toqqa qarab. - O‘tib ketadi shoshilmay toqqa qarab oppoq bulutlar qishloq ustidan. – Shoshilmay o‘tib ketadi qishloq ustidan toqqa qarab oppoq bulutlar. Mazkur gaplarda gap bo‘laklarining o‘rinlarini almashtirish grammatik holatni o‘zgartirmagan, ammo gap mazmuniga ma’lum darajada ta’sir etgan, negaki har gal boshqa-boshqa gap bo‘laklariga odatdagidan ko‘proq ahamiyat berilgan. Lekin, shunga qaramay, gap bo‘laklari ma’lum bir me’yoriy tartibda joylashish xususiyatiga ega.

O‘zbek tilida gap bo‘laklarining joylashish tartibi, asosan, erkin. Odatda, gapda **ega** va unga bog‘langan bo‘laklar oldin, **kesim** va unga bog‘langan bo‘laklar keyin joylashadi. [5.93]. Bunday tartib, asosan, darak gaplarda bo‘lib, u **odatdagi, me’yoriy** tartib deyiladi.

Har bir gap bo‘lagiga nisbatan tartib quyidagicha bo‘ladi:

I. Ega, odatda, gap boshida keladi: Kishilar mirishkor raisni qarsaklar bilan

olqishladilar. (Y.Shukurov).

Yoyiq gaplarda ega ba'zan kesim oldida ham kelishi mumkin: Uning yigirmataga yaqin qo'y-echkisi borligini ko'p odam bilar edi. (P.Qodirov).

Ba'zan ega gapning oxirida ham keladi: G'o'za umriga zavol-ku u. (J.Abdullaxonov).

II. Kesim odatda gapning oxirida keladi: Bog'da yetti-sakkiz tup mevali daraxt, ikki chinor, ikki tup mirzaterak o'sgan edi. (J.Abdullaxonov).

She'riyatda, ishorlarda kesim gapning boshida ham keladi:

Intilar borliqni inson

Barkamol etmoq uchun.

Ne atab, insonni borliq

Barkamol etgan emas. (E.Vohidov)

III. Vositasiz to'ldiruvchi odatda fe'l kesim oldida keladi. Masalan: Mashina shamoli brezentning uchini hilpiratib, chakmonning etaklarini tortqilaydi. (P.Qodirov).

Ba'zan vositasiz to'ldiruvchi gapning boshida keladi: Yomonlik o'tini faqat yaxshilik o'chiradi. («Oz-oz o'rganib dono bo'lur»).

Vositali to'ldiruvchi ham ko'pincha kesimdan oldin keladi: Xayrli va sababli ishlar insonni turli halokatlardan saqlaydi. (Hadis namunalari).

IV. Hol ham asosan kesimdan keladi:

1. Payt holi, odatda, gap boshida, ba'zan egadan keyin, ayrim hollarda kesimdan oldin keladi. Masalan: Bugun vahshiy tog'lar orasida u bilan yuzma-yuz keldi. (S.Ahmad). Tolibjon dunyoda nimalar bo'layotganidan bexabar. Gazeta yo'q, televizor hali ham ishlamaydi. (S.Ahmad). Erali allaqachon juftakni rostlab qolgan edi. (S.Ahmad).

2. O'rin holi, odatda, kesimdan oldin keladi, ba'zan esa gap boshida keladi: ...mashina tog' etagidagi ellik-oltmish hovlilik Oyko'l qishlog'iga kirib bordi. (P.Qodirov). Tekislikka yoqqan yomg'ir tog' tepasiga qor bo'lib tushgan ekan. (P.Qodirov). Tekislikning uzoq chetidan chiqib kelgan yuk mashinasi shu tog'ga qarab jadallab boryapti. (P.Qodirov).

3. Ravish holi, odatda, kesim oldida, ba'zan gap boshida keladi: ...barglar orasiga to'planib qolgan oppoq yomg'ir suvi oftobda yaltirab, tirqirab to'kildi. (P.Qodirov). – Keling, - deb sovuqqina ko'rishdi. (P.Qodirov). Qo'qqisdan qorasovuq boshlanib, cho'ponlarni tashvishga solib qo'ydi. (M.Qoriev).

4. Miqdor-daraja holi ham kesim oldida keladi: Ko'p yurgan ko'p ko'rar, ko'p o'qigan ko'p uqar. (Maqol).

5. Sabab va maqsad hollari kesimdan oldin, gapning boshida yoki o'rtasida keladi: Aqlning eng katta g'alabalari, ehtimol, ehtiroslar tufayli ro'yobga chiqqandir. («Tafakkur gulshani»). Atay izlab keldim, oq qoya, sen naqadar mag'rur va kibor. (Mirtemir). Endi ularning xatosini tuzatish uchun hammamiz qancha mashaqqat chekamiz. (P.Qodirov).

V. Aniqlovchi aniqlanmishdan oldin keladi. Agar bu tartib o'zgarsa, ularning grammatik holati ham o'zgaradi.

1. Qaratuvchi qaralmishdan oldin keladi: Har bir kishining so'zi o'z fazilatlari dalili va aqlining tarjimonidir.

2. Sifatlovchi sifatlanmishdan oldin keladi: Havoda ... yong'oq hazonlarining o'tkir hidi gurkirardi. (O'.Hoshimov). Muvaffaqiyatli tarbiyaning siri - o'quvchiga hurmatda bo'lish.

Gapda sifatlovchi birdan ortiq qo'llansa, ularning tartibi quyidagicha bo'ladi:

1) sifatdosh bilan ifodalangan sifatlovchi + sifatlanmish: U atrofida mavj urib turgan yashil daraxtlarga ... zavq bilan tikilardi. (P.Qodirov).

2) sifatdosh bilan ifodalangan sifatlovchi + olmosh bilan ifodalangan sifatlovchi + sifat bilan ifodalangan sifatlovchi + sifatlanmish: Osmonning yarmigacha chiqib borgan bu bahaybat devorning u yer - bu yerida cho'ponlar yoqqan gulxanlar milt-milt qiladi. (P.Qodirov).

3) -dagi affiksli so'z bilan ifodalangan sifatlovchi + sifat bilan ifodalangan sifatlovchi + sifatlanmish: Hulkar chelakdagi tiniq suvdan ... olib kelib berdi. (P.Qodirov). ...ko'zi akasining chap qo'lidagi qo'shaloq barmoqqa tushdi. (P.Qodirov).

4) miqdor tushunchasini bildiruvchi so'z (son, olmosh, ravish) bilan ifodangan

sifatlovchi + sifat bilan ifodangan sifatlovchi + sifatlanmish: ...suvdan bir chini kosa olib kelib berdi. (P.Qodirov).

5) sifatdosh bilan ifodalangan sifatlovchi + son bilan ifodalangan sifatlovchi+sifatlanmish: Yomg'irdan keyingi loyqada muhrlanib qolgan ikkita izning nimasidir go'dak tovonini eslatar edi. (P.Qodirov).

Izohlovchi izohlanmishdan oldin yoki keyin keladi: O'shanda Oxunboboyev bilan quvalik temirchi Shakarxon Mo'minova degan juvonning suvrati gazetada chiqqandi. (S.Ahmad). Norboy ota usta Qambarga gap uqtirib ketdi. (P.Qodirov).

Agar gap bo'laklarining odatdagi, me'yoriy tartibi o'zgarsa, inversiya hodisasi ro'y beradi. Inversiya hodisasi ko'proq jonli tilda va she'riyatda kuzatiladi. Inversiyada odatda gap bo'laklarining grammatik holati o'zgarmaydi. Masalan: Rahmat deyman yorug' dunyoda Dangasalar borligi uchun. (E. Vohidov "Dangasalar" she'ri) (Kesim inversiyaga uchrab gap boshida kelgan). Yapon bundoq yasholmas hech ham, Xarakiri qilar o'zini. (E. Vohidov "Nega yapon yuz yil yashar" she'ri). (Vositasiz to'ldiruvchi inversiyaga uchrab kesimdan keyin qo'llangan). Pastga boqdi cho'qqidan asta Oltin qalam tutgan bir naqqosh. (E. Vohidov "Tong lavhasi" she'ri). (Ega va unag oid bo'laklar gap oxirida kelgan) Garchi shuncha mag'rur tursa ham, Piyolaga egilar choynak. (E.Vohidov "Kamtarlik haqida" she'ri). (Ega inversiyaga uchrab gap oxirida kelgan). Mening ko'zim derdi: "Ey, aziz, Qayda eding o'ttiz yil avval?" (E.Vohidov "Tushlik tanaffus" she'ri). (Payt holi gap oxirida kesimdan keyin kelgan).

Xulosa qilib aytganda, she'riy matnlarda me'yoriy tartib o'zgartirilishi orqali gap bo'laklari o'z o'rnida qo'llanmaydi. Bu o'quvchiga kuchli emotsional ta'sir o'tkazish va so'zlarga alohida urg'u berishga yordam beradi. She'riy matnlar ritm va ohang asosida shakllantiriladi, bu esa gap bo'laklari joylashuviga ta'sir qiladi. She'rda ohang va o'qish tempiga mos keladigan tarzda gap bo'laklari joylashgan bo'ladi. She'riy uslubda yozuvchiga ijodiy erkinlik berilib, odatiy grammatik me'yorlardan chiqishga imkon beriladi. So'zlarning joylashuvi ijodkorning o'z fikrini yanada aniqroq, hissiy va ifodali yetkazishiga xizmat qiladi.

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EFFECTIVENESS OF ACTIVE LEARNING AND PROBLEM-BASED LEARNING IN DIVERSE EDUCATIONAL ENVIRONMENTS

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Abstract

In the evolving landscape of education, active learning and problem-based learning (PBL) have gained significant traction as transformative pedagogical methods. This paper explores the effectiveness of these approaches in various educational settings, emphasizing their role in fostering student engagement, critical thinking, and problem-solving skills. By integrating these methodologies, educators can better address the diverse needs of learners, promoting both academic achievement and personal growth.

Keywords:

Active learning, Problem-based learning, Educational environments, Student engagement, Critical thinking, Pedagogy.

Introduction

In recent years, educational systems worldwide have undergone a paradigm shift, moving away from traditional, lecture-based methods towards more student-centered approaches.

Active learning and problem-based learning (PBL) are at the forefront of this transition. These methodologies prioritize student participation, critical thinking, and real-world application of knowledge. This paper evaluates the effectiveness of active learning and PBL in diverse educational contexts, highlighting their benefits, challenges, and potential for fostering inclusive and adaptive learning environments.

Active Learning

Active learning refers to instructional strategies that actively engage students in the learning process. Unlike passive learning, where students merely absorb information, active learning involves hands-on activities, discussions, and collaboration.

Key features include:- Encouraging participation through group work and discussions.

- Enhancing understanding through practical application of concepts.
- Promoting retention through interactive exercises.

Problem-Based Learning

PBL immerses students in complex, real-world problems, requiring them to develop solutions collaboratively. It integrates theory with practice, fostering

critical thinking and creativity. Hallmarks of PBL include:

- Emphasizing student autonomy in problem-solving.
- Encouraging interdisciplinary collaboration.
- Developing lifelong learning skills.

Implementation in Different Educational Contexts

1. Traditional Classrooms Active learning techniques, such as think-pair-share and collaborative projects, enhance student interaction. Similarly, PBL offers students opportunities to apply theoretical knowledge in meaningful ways, bridging the gap between education and practice.

2. Blended Learning Environments

In blended learning, combining online and offline resources enhances both methods. Active learning thrives in digital forums through interactive platforms, while PBL benefits from virtual simulations and case studies.

3. STEM and Humanities

In STEM education, active learning fosters hands-on problem-solving and innovation, while PBL develops analytical and practical skills. In the humanities, these methods encourage critical analysis and empathetic understanding, making complex concepts relatable and engaging

Challenges and Opportunities

While active learning and PBL have proven benefits, their implementation is not

without

challenges:

- Resource Limitations: Effective application often requires significant technological and material resources.
 - Teacher Training: Instructors must be adept at facilitating discussions, guiding problem-solving, and managing diverse learning needs.
 - Resistance to Change: Transitioning from traditional methods may face resistance from both educators and students.
- Despite these challenges, the potential for fostering critical thinking, collaboration, and adaptability makes these methodologies indispensable in modern education

Case Study: Comparative Analysis A comparative study involving traditional classrooms and those employing active learning and PBL demonstrates measurable benefits:

- Engagement: Students in active learning environments report higher engagement and motivation.
- Critical Thinking: PBL students exhibit enhanced problem-solving skills compared to peers in traditional settings.
- Retention Rates: Interactive and problem-based approaches improve long-term knowledge retention.

Conclusion

Active learning and problem-based learning offer transformative opportunities in education, addressing the diverse needs of students while preparing them for the complexities of modern life. By integrating these methodologies, educators can create inclusive, adaptive, and engaging learning environments. The effectiveness of these approaches underscores the need for their widespread adoption, supported by adequate resources, professional development, and a commitment to innovation in pedagogy.

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CHET EL ADABIYOTI NAMUNALARI ASOSIDA O‘QUVCHILAR OG‘ZAKI NUTQINI O‘STIRISHNING METODIK ASOSLARI

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A.Qodiriy nomidagi JDFU Sirtqi bo‘lim

*“Maktabgacha va boshlang‘ich
yo‘nalishlarida masofaviy ta‘lim”*

kafedrası katta o‘qituvchisi

Annotatsiya

Ushbu maqolada aynan boshlang‘ich ta‘lim darsliklarida berilgan chet el adabiyoti namunalari asosida o‘quvchilarning og‘zaki nutq malakalarini shakllantirish bo‘yicha masalalar haqida so‘z yuritilgan.

Kalit so‘zlar: *og‘zaki nutq, bilim, ko‘nikma, malaka, mutolaa madaniyati, lingvistik kompetensiya.*

Аннотация

В данной статье говорится о вопросах формирования навыков устной речи учащихся на основе примеров иностранной литературы, приведенных в учебниках начального образования.

Ключевые слова: *устная речь, знания, умения, компетентность, культура чтения, языковая компетентность.*

Annotation

This article discusses the issues of developing students' oral speech skills based on examples of foreign literature given in primary education textbooks.

Key words: *oral speech, knowledge, skills, competence, reading culture, language competence.*

Jahonda ilm-fan va iqtisodiyotning yanada taraqqiy etishi uchun mustaqil fikrlaydigan, raqobatbardosh, ijodiy tafakkur sohibi bo‘lgan zamonaviy kadrlar ehtiyojining ortib borishi ta‘lim sohasi oldiga yangidan-yangi vazifalarni qo‘ymoqda. Bu esa o‘z navbatida, ta‘lim sohasini modernizatsiya qilish, bugungi kun talablariga

to'la mos keladigan kadrlarni yetishtirish, dunyo standartlariga javob beradigan pedagogik texnologiyalarni joriy qilish va rivojlantirish, jahon adabiyotshunosligida mavjud ilg'or ilmiy metodologik usullar asosida adabiy shaxsiyat muammosini ijtimoiy fanlar oralig'ida o'rganish kabi amaliy talablarni qo'yadi.

Dunyo pedagogikasida bozor talablariga mos kadrlarni tayyorlashda ilg'or metodlarni ishlab chiqarish va joriy etish borasida ko'plab ilmiy tadqiqotlar olib borilgan. Jumladan, Yaponiya, Rossiya Federatsiyasi, Kanada, Xitoy Xalq Respublikasi, Germaniya, AQSH kabi rivojlangan mamlakatlarning ilmiy markazlari bilan oliy ta'lim muassasalarida til va tafakkurning nazariy asoslari, bu borada lingvistik kompetensiyaning o'rni va roli masalalariga jiddiy e'tibor berilmoqda. Shu maqsadga qaratilgan ta'lim tizimiga innovatsion pedagogik texnologiyalarni joriy etish orqali o'qitish sifatini tubdan yaxshilash muammosi BMTning ta'lim, fan va madaniyat masalalariga doir bitimida ham dolzarb vazifa sifatida belgilangan. Shu bois jahon miqyosida fan va texnikaning jadal rivojlanishi jamiyat taraqqiyotini to'g'ri, haqqoniy, ayni zamonda, tanqidiy baholay oladigan shaxsni tarbiyalash bugungi kun nuqtai nazaridan dolzarblik kasb etadi.

Keyingi yillarda Respublikamiz ta'lim muassasalari, xususan umumta'lim maktablarida chet el adabiyoti namunalarini maqsadli va tizimli o'rganish muammosi o'quvchilarning mustaqil fikrlash, atrofdagi voqelikka ongli munosabatda bo'lish, dahldorlik va ijtimoiy faollik kabi sifatlarini, nutq va tafakkurini rivojlantirish, yuksak ma'naviyatli barkamol shaxsni kamol toptirish, sog'lom avlodni voyaga yetkazishning muhim omili sifatida boshlang'ich ta'lim tizimidan boshlab ilg'or pedagogik va axborot-kommunikatsiya texnologiyalarini keng miqyosda qo'llash zaruratini yuzaga keltirdi. Shu bois "o'quvchilarni xorij adabiyotining yorqin namunalari bilan yaqindan tanishtirib borish; chet el adabiyotidagi jarayonlarni xolis va haqqoniy tahlil qilish orqali o'zbek adabiyotini yangi ijodiy tajribalar bilan boyitib borish"¹⁰ vazifalarining belgilanishi bu borada zarur pedagogik mexanizmlarni takomillashtirishni talab qiladi.

¹⁰ Ўзбекистон Республикаси Вазирлар Маҳкамасининг "Жаҳон адабиётининг энг сара намуналарини ўзбек тилига ҳамда ўзбек адабиёти дурдоналарини чет тилларига таржима қилиш ва нашр этиш тизимини такомиллаштириш чора-тадбирлари тўғрисида" қарори // Қонун ҳужжатлари маълумотлари миллий базаси, 22.05.2018 й., 09/18/376/1257-сон. https://lex.uz/pages/forpda.aspx?lact_id=3743182

O‘zbekiston Respublikasi Prezidentining 2017 yil 7 fevraldagi PF-4947-son “O‘zbekiston Respublikasini yanada rivojlantirish bo‘yicha Harakatlar strategiyasi to‘g‘risidagi”, 2019 yil 29 apreldagi PF-5712-son “O‘zbekiston Respublikasi xalq ta’limi tizimini 2030 yilgacha rivojlantirish kontsepsiyasini tasdiqlash to‘g‘risida”gi farmonlari, 2017 yil 13 sentyabrdagi PQ-3271-son “Kitob mahsulotlarini nashr etish va tarqatish tizimini rivojlantirish, kitob mutolaasi va kitobxonlik madaniyatini oshirish hamda targ‘ib qilish bo‘yicha kompleks chora-tadbirlar dasturi to‘g‘risida”gi qarori, O‘zbekiston Respublikasi Vazirlar Mahkamasining 2018 yil 18 maydagi 376-son “Chet el adabiyotining eng sara namunalarini o‘zbek tiliga hamda o‘zbek adabiyoti durdonalarini chet tillariga tarjima qilish va nashr etish tizimini takomillashtirish chora-tadbirlari to‘g‘risida”gi qarorlari, O‘zbekiston Respublikasi Prezidenti Sh.M.Mirziyoyev 2023-yil 22-dekabrda Respublika ma’naviyat-ma’rifat kengashining kengaytirilgan yig‘ilishi hamda mazkur faoliyatga tegishli boshqa me’yoriy-huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishda ushbu dissertatsiya tadqiqoti muayyan darajada xizmat qiladi.

O‘zbekistonda bugungi kundagi maktab ta’limi borasida islohotlar jarayoni ham tub o‘zgarishlarni amalga oshirmoqda. 2030-yilgacha rivojlantirish konsepsiyasi qabul qilindi. Unga ko‘ra, o‘sib kelayotgan yosh avlodni ma’naviy-axloqiy dunyoqarashlarini shakllantirish, o‘quv jarayoniga ta’limning innovatsion shakllari va usullarini joriy qilish kun tartibiga kiritilayotgan muhim ta’limiy masalalardan biridir. Tabiiyki, aynan o‘quvchilarning tafakkur dunyosini boyitishda ularda ijodiylik ko‘nikmalarini rivojlantirishda, o‘z fikrlarini erkin bayon qila bilish, ya’ni ularning og‘zaki nutq madaniyatini oshirishda boshlang‘ich sinf o‘qituvchilarining o‘rni kattadir.

O‘qituvchi har bir olib boradigan mashg‘uloti jarayonida uning nutqi u aytib beradigan voqea hodisalar yoki o‘rganilayotgan ertak, hikoya, afsona va rivoyatlar jonli va qiziqarli tilda bo‘lmog‘i, o‘quvchilarning diqqat e’tiborini tortmog‘i lozim.

Chunki, o‘quvchilar faqat darslikdagi matnlarni o‘zlari o‘qiyversa, mazkur bir xillik o‘quvchilarni zeriktirib qo‘yadi ularda sekin-asta e’tiborsizlik ko‘nikmasi hosil

bo'la boshlaydi. Ularning e'tiborini o'qituvchining tirik so'zi, ohanggi, u ishlatgan darslikda mavjud bo'lgan so'zlardan farqli ya'ni, o'sha so'zlarning sinonimlarini o'qituvchi o'z nutqida qo'lay oladi. Masalaning yana bir muhim tomoni, o'quvchilar o'qituvchining so'zlarini tinglashga o'rgatish, undan keyin eshitganlarini boshqalarga, ayniqsa sinfdosh do'stlariga aytib bera olishga ham o'rgatish lozim. Bu xildagi o'quvchilarni so'zlatish, tabiiyki ularning og'zaki nutqini oshirishda ijobiy samara beradi.

Eng achinarlisi, aksariyat o'qituvchilar sinfda o'z nutqini o'quvchilarga namoyon qilish qobiliyatiga ega emas. Shuning uchun o'qituvchi boshlang'ich sinfda saboq berar ekan, ayniqsa o'qish darslarida darslikdagi matnlarni, ularni imkon qadar tahlil qila bilish, o'quvchilar kutgan so'zlarni, iboralarni og'zaki aytib berish ko'nikmasini shakllantirib borish lozim. U o'quvchilar ko'rgazma, namuna bo'lgandagina o'qitgan o'quvchilarning nutqi shakllanib boradi.

Chet el adabiyoti namunalarini boshlang'ich sinflarda o'rganish, turli janrdagi asarlar bilan o'quvchilarni tanishtirish, mazkur asarlarni yaratgan shoir va yozuvchilar haqidagi ma'lumotlarni berish bugungi kundagi dolzarb masalalardan biri hisoblanadi. Chunki, bugungi fan va texnikaning, aloqa vositalarining rivojlanishi bois, bolalar imkon qadar dunyo voqealaridan qisman chet el adabiyoti namunalaridan xabardor bo'lmoqdalar.

Ular sinfda o'rganayotgan, darsliklarga kiritilgan mavzulardan tashqari, jahon adabiyotining yetuk namoyandalari haqidagi ma'lumotlar asosida mustaqil o'qigan asarlarini yodga olmoqdalar. Shu nuqtai-nazardan oladigan bo'lsak, bolalarni chet el adabiyoti namunalari bilan tanishtirish masalasini shartli ravishda yetti bo'limga ajratish mumkin.

1. Chet el adabiyoti namunalari o'rganilayotgan sinf jamoasining qabul qilish darajasini inobatga olish. Shu bilan bir qatorda jahon adabiyoti tarixida chuqur iz qoldirgan yozuvchi, uning yaratgan asarlari, millati haqida o'quvchilarga ma'lumot beruvchi jihatlariga e'tibor berish.

2. Jahon adabiyotida yuksak e'tirofga sazovor bo'lgan bir yozuvchini ikkinchisidan ajrata olish, yozuvchining badiiy uslubi asarlarning o'zaro o'xshash va farqli jihatlarini anglashga yo'naltirish.

3. Chet el adabiyoti namunalari asosida ishlangan rang-tasvir, teatr, kino, spektakl, multfilmlarni bir-biri bilan o'zaro qiyoslash ko'nikmasini hosil qilish;

4. O'quvchilarni mustaqil mutolaa jarayonida ularning erkinligini ta'minlash. Ya'ni, bolalarga majburiy adabiyotlarni zo'rma-zo'raki o'qishga majbur qilmaslik. Balki, nimani o'qish, qanday o'qish, o'qigan asarlaridan qanday qilib foydalanish, qancha miqdorda o'qish kerakligini bolalarning o'zlari belgilash imkonini berish;

5. Boshlang'ich sinf o'quvchilarining mustaqil mutolaa qilgan asarlari asosida jamlagan bilim va tushunchalardan iborat umumiy tasavvur zahiralaridan mashg'ulotlarda foydalanish va faol o'quvchilarni taqdirlash;

6. Chet el adabiyoti namunalarini o'rganishga bag'ishlangan mashg'ulotda, o'quvchilarni faollik, izlanuvchanlik sifatlarini shakllantirish, matnlardagi murakkab o'rinlari va ularning yechimiga oid eng muhim hamda muqobil shakllarini topishga yo'naltiruvchi savol va topshiriqlar tuzish, shu asosda mavzuni o'rganish jarayonlarini rivojlantirishga qaratish;

Bu usul maktab ta'limida keng qo'llanilganligi bois, evristik metod nomi bilan yuritiladi.

7. Chet el adabiyoti namunalaridan boshlang'ich sinflarda o'quvchilarni hayajonga soluvchi, obrazlar, narsa-buyumlar yoki voqealar tasviri mavjuddir. Psixolog R.Sodiqova o'zining "Empatiya adaptatsiya xodisasining muhim omili", nomli maqolasida: "Empatiya hamdardlik, ichdan his qilishlilik kabi ma'nolarni anglatishini, konkret shaxslarning emmotsional-hissiy holatlarini tushunish... aynan shu voqelikni o'zida sinab ko'rish tushunilishi e'tirof etiladi"[46].

Demak, Empatiya natijasida chet el adabiyoti namunalarida ifodalangan qahramonlarning ichki kechinmalari, his-tuyg'ulari bolalarni hayajonga soladi va

ifodalanayotgan voqea-hodisalarga nisbatan ishonch tuygʻusini uygʻotadi, oʻylashga, fikrlashga majbur boʻladi.

Matnda ifodalangan voqea-hodisalarni hayollarida qayta jonlantiradi. Qahramonlarning oʻrniga oʻzlarini qoʻyib koʻradi. Koʻrinadiki, bolalar oʻziga xos “ijod” qiladi. Shu oʻrinda bolalarning sevimli yozuvchisi Xans Kristian Andersen ijodi misolida toʻxtalib oʻtaylik. U asli Daniyalik boʻlib, oʻzining ajoyib va gʻaroyib ertaklari bilan jahonga tanilgan buyuk soʻz ustasi sanaladi. U oʻz ijodini ilk davrlarida roman, dramaturgiya, sayohat ocherklari yozishdan boshlaydi.

Keyinchalik, tarix-ertak asarlari bilan kitobxonlar uchun maroqli boʻlgan “Bolalar uchun ertaklar” (1835-1842), “Yangi ertaklar” (1843-1848), “Yangi ertaklar va tarix” (1858-1872) va boshqa kitoblari yozuvchining nomini bolalar oʻrtasida mashhur qildi, jahonga tanitdi.

Andersen bu kitoblarni yaratishda xalq ogʻzaki ijodidan unumli foydalanadi, ularning orzu-armonlarini qogʻozga tushirishga harakat qildi. Ertaklardagi xarakter va jonli nutqni yanada mukammallashtirishga erishdi. Shuning uchun ham Andersen yaratgan barcha ertaklar sodda, kitobxon uchun tushunarli boʻlishi bilan birga, oʻquvchilar xotirasida uzoq vaqt saqlanadi.

Andersen ertaklarining qahramonlari oʻzlarining samarali mehnatlari, aql-idroklari, axloq-idroklari bilan kitobxon tahsiniga sazovor boʻladilar. Uning “Qoʻngʻiroqli girdob”, “Kumush tanga”, “Kolbasa sixidan shoʻrva”, “Goʻng-qoʻngʻiz” va boshqa ertaklari fikrimizga yorqin misol boʻla oladi.

Yozuvchi, bolalar uchun ertaklar yaratar ekan u ertakash ijodkor sifatida bu janrga oʻzgacha mehr qoʻyadi va janrni chuqur oʻrganadi. Uning ertaklari bolalarning diqqat-eʼtiborini jalb etishning asl boisi, u har bir ertagiga maxsus kirish, boshlama va tugallanmaga alohida eʼtibor beradi. Shu bois, uning ertaklari yaxlitlikka doir uslubga ega. Eng muhimi, uning ertaklari sirli, ayni paytda sodda va anʼanaviylikka xosdir. Shuning uchun yozuvchining ertaklarini dunyo bolalari eshitib katta boʻlishgan.

Demak, yozuvchi nafaqat bolalar balki kattalar orasida ham sevimli ijodkor

sanalgan. Shu o'rinda, yozuvchining mashhurligini tasdiqlovchi hikoyalar ham mavjud bo'lib, shulardan biri u hayotligida bo'lib o'tgan voqea bilan bog'liqdir. "Bundan taxminan 130 yilcha ilgari Shotlandiyadagi bir mehmonxonada yoshi anchaga borib qolgan muloyimgina bir sayohatchi hassasini unutib qoldiradi. Mehmonxona xo'jayini hassaga "Daniyalik yozuvchi Xans Kristian Andersenga" degan yozuvni bog'lab, pochtaga olib boradi. Pochta adressiz jo'natmani qabul qiladi. Va uni parishonxotir sayohatchiga yetkazadi, chunki o'sha paytdayoq bu ajoyib insonning nomi butun dunyoga tanish edi"[68].

Ma'lumki, Xans Kristian kambag'al etikdo'zning bolasi bo'lib, yoshligidan sharoiti og'irligidan 12 yoshidan movut fabrikasida ishlaydi va kambag'allar uchun ochilgan kechki maktabda o'qiydi. U tug'ma iste'dodga ega bo'lib, ixlos bilan o'qiydi. Undagi ana shu intilishi, tirishqoqlik, vaqti kelib, dunyo adabiyoti zarvaraqlarida nomini abadiy qoldira olgani, bugunga kelib esa jahonning deyarli barcha mamlakatlaridagi bolalar uning ertaklaridan saboq olayotgani har qanday insonning havasini keltiradi. Yozuvchining hayot yo'li, uning yaratgan asarlari endi hayotga qadam qo'yayotgan o'quvchilarga nafaqat ilm ma'rifat, balki o'qishga ixlos va havas va intilish ham uyg'otish tabiiydir.

Uning "Qor malikasi", "Bulbul" kabi ertaklari avvalo adib ijodiyoti to'g'risidagi tushunchani boyitsa, ikkinchidan uning ertaklari qamrab olgan mamlakatlar, ertaklaridagi qahramonlarning fe'l-atvorlari, olamning rang-barangligini o'quvchilarga anglatish uchun amalga oshiriladi. Yozuvchining aynan bolalar tafakkuriga ta'sir qiladigan ertaklari bir necha yillardan buyon boshlang'ich sinflarning darsliklariga kiritilmoqda.

Yozuvchining boshlang'ich sinflarning 4-sinf darsligiga kiritilgan X.K.Andersenning "Bolalar gurungi" ertagi bolalarining yosh xususiyatlariga mos tarzda tanlangan. Mazkur ertakni psixologik empatiya metodiga tayanib o'rganish masalasiga e'tiborni qaratib ko'raylik. Ertakda personajlar ya'ni bolalar o'rtasida suhbat, o'zaro munozara, qisman tortishuvli, bahs-munozaralar aks etgan lavhalar

anchagina uchraydi. Bu holatlar ertakdagi bolalarning nutqida, dialog va monologlarida o'z ifodasini topgan.

Ertakdagi har bir bola o'z his-tuyg'ularini, e'tiroz va kechinmalarini ertakning oxirigacha ifodalashga harakat qiladi. X.Andersenning "Bolalar gurungi" ertagida insonning xohish istagi, niyati barcha tuyg'ulardan, hatto oliy maqom darajalaridan ham yuksakligi ko'rsatib berilgan.

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X.K.Andersen va uning ertaklari dunyosi haqida boshlang'ich sinflarda o'quvchilarga ma'lumot berish jarayonida, yozuvchining bolalar uchun yaratgan asarlarining mohiyatini, tarbiyaviy ahamiyatini yetkazish muhimdir.

Agar Andersen ertaklarini, ulardagi o'xshash voqealarni, ayniqsa bolalar sevib o'qiydigan o'zbek xalq ertaklari bilan solishtirib o'rganilsa, mashg'ulotlar yanada qiziqarli tashkil etilgan bo'ladi.

Buning uchun o'qituvchi, bolalarga ertak haqidagi ma'lumotlarni yodga solish, ularning og'zaki va yozma shakldagi turlari, ayniqsa ertaklarning yozma adabiyotga bo'lgan ta'siri, umuman ertaklarning mavzu doiralari haqidagi ma'lumotlar ertaklarning sehrli olamiga o'quvchilarni yaqinlashtiradi. So'ng bevosita X.Andersenning mukammal yozma ertaklari bilan o'zbek xalq ertaklarini qiyoslab o'rganish imkoniyati vujudga keladi. Masalan, "Zumrad va qimmat", "Egri bilan

to'g'ri" va boshqa ertaklarni olishi mumkin.

Diqqatga sazovor tomoni shundaki, boshlang'ich sinflarda X.Andersenning "Irkit o'rdakcha" masali, "Qor malikasi" "Bulbul" nomli ertaklari mustaqil o'qilish uchun tavsiya qilingan.

Bu asarlar maktab dasturining "Ertaklarning sehrli olami" deb atalgan bo'limida, dunyo ertakchilarining namoyandalaridan biri sifatida kiritilganligi bois, o'quvchilarning sevimli ertaknavis yozuvchisiga aylangan.

Boshlang'ich sinflarning o'qish darsligidagi o'rganilayotgan har bir mavzu, o'quvchilarning bilimi, dunyoqarashini rivojlantirishga, borgan sari ularning nutqi va tafakkurini muttasil usib borishiga xizmat qiladi. "Tulki va Laylak" ertagi o'quvchilarni nutqida aytmoqchi bo'lgan fikrini oldindan o'ylab, olim ko'nikmasini hosil qiladi. Bolalarning og'zaki nutqini o'stirishda bu usul eng ijobiy xususiyatlardan biridir.

O'quvchilarning og'zaki nutqida bu masalani hal qilish imkoni, boshlang'ich sinflarning darsliklariga kiritilgan o'zbek va jahon, boshqa xalqlar ertaklarini o'rganish orqali amalga oshirish mumkin. Ertaklar bolalarning qiziqishlarini tarbiyalaydigan jihatlaridan biri, bu ularda ifodalangan tabiiylikdir. Bu janrning aniq millati, mavjud bo'lmay, balki har bir xalqning madaniy hayotini ifodalab beradi. Shu bois, bu janrning mavzu doirasi, o'zaro o'xshash mazmuni, ma'no ko'chishiga xos jihatlari har bir xalqning turmush tarzi, milliy urf-odatlarini ifodalab keladi. Nutq o'stirishning yana bir ijobiy usuli, bu darslikdagi matnni ovoz chiqarmay o'qishga o'rgatish, so'ngra ovoz chiqarib o'qish va so'zlab berishga o'rgatishdir. Chunki o'quvchilar o'z ovozi o'zi eshitadi, ohangi, nutq tezligini anglaydi va tuzatishga harakat qiladi.

Jahon adabiyotida bolalarga atalgan tarjima asarlar tasodifiy yozuvchilarning asarlari tanlanmaydi. Asl bolalar yozuvchilarining qay bir jihatlari bilan o'zbek o'quvchilarining hayotiga hamohang bo'lsagina, bolalarning dilidagi savollariga javob bera olsa, yoki savol tug'ilishiga sabab bo'lsagina, o'quvchilar bu asarlarni sevib o'qiydilar. Eng muhimi, o'quvchilarning qalb ko'zini ochuvchi ma'naviy-ma'rifiy asarlar jahon adabiyotida ko'plab mavjud bo'lib, ular orasida bolalar adabiyoti alohida

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SO‘ZLARNI TURKUMLARGA TASNIFLASH

JizDPU o‘zbek tilini o‘qitish metodikasi

kafedrası datsenti v\b. f.f.f.d. (PhD)

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So‘zlarni turkumlarga tasniflashda ilmiy adabiyotlarda, tadqiqotlarda berilgan tasniflarning quyidagi xususiyatlariga e’tibor bermoq lozim:

- so‘z turkumi va uning tashkil etuvchisini ta’riflash;
- so‘z turkumlarini ajratishning mantiqiy mezonlarini aniqlash;
- **so‘z turkumlarini ajratishning lisoniy mezonlarini aniqlash;**
- so‘z, leksema, so‘zshaklni farqlash;
- mustaqil va yordamchi so‘zlarni farqlash;
- so‘z turkumlarining munosabatlaridagi o‘ziga xosliklarni kuzatish;
- turkumlash yuzasidan beriladigan bilimlarni aniq me’yorlashtirish;

Tilshunoslik fanining asoschilaridan biri F.de Sossyur o‘z davrida (XX asrning boshlarida) tilshunoslikni ikki turga, ya’ni ichki tilshunoslik va tashqi tilshunoslikka bo‘lgan edi. Ichki tilshunoslik sof til tizimi, uning tashkil etuvchilari, ularning munosabatlari haqidagi fan edi. Katta davr mobaynida ichki tilshunoslikning yo‘nalishlari (fonetik, morfologik, sintaktik kabi) ustuvor bo‘lib keldi. Sof tilshunoslik o‘z muammolarini muayyan darajada hal qilib olishga erishgach, tashqi tilshunoslik, ya’ni tilning tafakkur, jamiyat, psixologiya kabilarga munosabatiga doir tadqiqotlar ustuvor yo‘nalishlar maqomiga ega bo‘la boshladi. Tilshunoslik fanining hozirgi taraqqiyotida quyidagi yo‘nalishlar ustuvorlik qilmoqda:

Kognitiv tilshunoslik. Bu oqim tilga bilish vositasi sifatida qaraydi. Til birliklariga inson bilimini shakllantiruvchi, amaliyotga tadqiq etuvchi vositalar deb qaraydi. Uning etakchi tushunchasi “konsept” bo‘lib, u real olamni, uning xususiyatlarini turli hajmlarda, abstraktlik darajalarida aks ettiruvchi mantiqiy-lisoniy birlik sifatida qaraydi. Kognitiv lingvistika targ‘ibotchilaridan biri samarqandlik olim

Sh. Safarovdir. Uning “Kognitiv tilshunoslik” (Jizzax, 2006) asari buning yaqqol dalilidir.

Lingvokulturologiya. Kognitiv tilshunoslik inson ongi qanday qurilgan, u borliqni qanday biladi, bilim strukturasi til shakllarida qanday voqelanadi, mental muhit qanday yaratiladi degan savollarga javob berish bilan shug‘ullansa, lingvokulturologiya asosiy diqqatini til madaniyatni birliklarga qanday singdirishi, ifodalashi, saqlashi va namoyish qilishi usullariga qaratadi. Lingvokulturologiyaning vazifasi til birligining til sohibiga ma’lum yoki maxsus tahlil bilan tiklanadigan madaniyat “kodlari”ga munosabati asosidagi madaniy qiymati (ya’ni “madaniy bilim”) ni bayon etishdan iborat.

Sotsiolingvistika. Sotsiolingvistika til va tafakkur, kommunikatsiya jarayonida tilning funksional ko‘rinishlari kabi masalalar bilan shug‘ullanadi. Bozor iqtisodiy tamoyillari asosida sodir bo‘layotgan ijtimoiy jarayonlar davrida kishilar o‘rtasida kommunikatsiya turlari son va hajm jihatdan kengayib bormoqda. O‘ziga xos kommunikatsiya sohalari vujudga kelmoqda. Sotsiolingvistika faqat til hodisalarining tabiatini anglash bilan chegaralanib qolmasdan, u jamiyatimizdagi madaniy-ma’rifiy, iqtisodiy-siyosiy masalalarni hal etish bilan ham uzviy ravishda bog‘liq.

Psixolingvistika. Bu fanning predmetini ikkiki qismga ajratish mumkin: 1. Hozirgacha ko‘rilgan tilga oid masalalarni psixologik nuqtai nazardan qayta ko‘rib chiqish.

2. Sof psixologik tilshunoslik masalalari.

Shu bilan birga zoolingvistika, biolingvistika, paralingvistika, kompyuter lingvistikasi, matematik lingvistika, nevrolingvistika kabi yo‘nalishlar tilshunoslar diqqatini o‘ziga tortmoqda.

Shunday bo‘lsada so‘z turkumlarini tasniflash kecha yoki bugunda boshlanib qolmagan. So‘z turkumlari va uning tasnifi masalasi doimo tilshunoslar e’tiborida bo‘lib kelgan. Dastlab bu masalalar bilan hind tilshunoslari shug‘ullangan bo‘lsa, keyinchalik arab olimlari bu masalada qator ishlarni amalga oshirganlar. Arab tilshunoligi

materiallari bilan yaxshi tanish bo'lgan M.Qoshg'ariy turkiy tillarda uchta so'z turkumini ajratdi: ismlar (otlar), fe'llar, harflar (yordamchilar). Bu tasnif XX asrgacha davom etib keldi. XX asrning birinchi choragida Fitrat so'z turkumlari haqida fikr yuritib, so'zlarni semantik tamoyil asosida ot, sifat, son, fe'l, olmosh va yordamchilarga ajratadi. Demak, Fitrat so'zlarni leksik-semantik tasniflashda arab tilshunosligi an'analridan chetlashgan holda Evropa tilshunosligi an'alariga asoslanadi. So'z turkumlarini o'rganish va uni tasnifi masalasi bilan XX asrning keyingi yillarida o'zbek tilshunoslari qator izlanishlar olib bordilar. So'zlarni uchta tamoyil asosida tasniflash keng tus oldi. Shunga ko'ra so'zlar besh turkumga ajratib o'rganildi: 1. Musataqil so'zlar 2. Yordamchi so'zlar 3. Undov so'zlar. 4. Modal so'zlar. 5. Taqlid so'zlar. Bu keng tarqalgan tasnifdir. Mustaqillik yillarida tilshunoslik fanida yangicha yondashuvlar yuzaga kelib, so'z turkumlari tasnifiga bo'lgan munosabatlar ham o'zgardi. Tilshunos olimlardan Sh.Rahmatullayev, R.Sayfullayeva, B.Mengliyev va A.Nurmonovlarning so'zlarni tasniflashga oid yangicha qarashlari yuzaga keldi. Masalan, so'zlar uch guruhga bo'lindi: 1. Mustaqil so'zlar. 2. Oraliqdagi so'zlar. 3. Yordamchi so'zlarni. Ayrim tilshunoslar esa ularni to'rt guruhga bo'lib o'rganishni tavsiya qiladilar. Bundan o'zgacha tasniflar ham bor. Demak, so'zlarni tasniflashda yagona bir tamoyilni aniqlash va shu asosda so'z turkumlarining mukammal tasnifini yaratish tilshunoslik oldidagi ustuvor vazifalardan biridir.

Muayyan til doirasidagi so'zlarning umumiy grammatik ma'nolari hamda o'ziga xos xususiyatlariga ko'ra ma'lum guruhlarga ajratilishi so'z turkumlari deb yuritiladi.

Mustaqil so'z turkumlari (ot, sifat, son, fe'l, ravish, olmosh) lug'aviy ma'noga ega bo'lib, gapda ma'lum sintaktik vazifa bajaradigan o'ziga xos so'roqlarga javob bo'ladigan so'zlardir.

Xulosa qilib aytganda, mustaqil so'z turkumlari (ot, sifat, son, fe'l, ravish, olmosh) lug'aviy ma'noga ega bo'lib, gapda mustaqil holda ishlatiladi va turli vazifalarni bajaradi. Ular o'zaro ma'no va vazifalari bilan ajralib turadi va tilning asosiy leksik qismi sifatida muhim o'rin tutadi.

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CHET EL ADABIYOTI NAMUNALARINI O‘RGANISH VA BAHOLASH HAMDA ULARNI AMALIYOTGA TADBIQ ETISH YO‘LLARI

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Annotatsiya

Ushbu maqolada chet el adabiyoti namunalarini o‘rganish va baholash hamda ularni amaliyotga tadbiq etish yo‘llari masalalari haqida so‘z yuritilgan.

Kalit so‘zlar: *ma‘naviy-axloqiy rivojlantirish, intellektual rivojlantirish, noan‘anaviy dars, metodika, xato, kamchiliklar.*

Аннотация

В данной статье рассматриваются вопросы изучения и оценки примеров зарубежной литературы и способы их применения на практике.

Ключевые слова: *духовно-нравственное развитие, интеллектуальное развитие, нетрадиционные уроки, методика, ошибки, недостатки.*

Annotation

This article examines the issues of studying and evaluating examples of foreign literature and ways of applying them in practice.

Key words: *spiritual and moral development, intellectual development, non-traditional lessons, methodology, mistakes, shortcomings.*

Barchamizga ma'lumki, keyingi yillarda yurtimizda o'sib kelayotgan yosh avlodni ma'naviy-axloqiy va intellektual rivojlantirishni sifat jihatidan yangi darajaga ko'tarish, umumiy o'rta ta'limni tizimli isloh qilishning ustuvor yo'nalishlarini belgilash, ta'limning innovatsion shakllari va usullarini joriy etish maqsadida o'quv-tarbiya jarayoniga oid bir qancha qaror va farmonlar qabul qilindi. Ular orasida, ayniqsa, O'zbekiston Respublikasi Prezidentining 2018-yil 5-sentyabrdagi "Xalq ta'limini boshqarish tizimni takomillashtirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi PF-5538-sonli Farmoni, O'zbekiston Respublikasi Prezidentining 2020-yil 6-noyabrdagi "O'zbekistonning yangi taraqqiyot davrida ta'lim-tarbiya va ilm-fan sohalarini rivojlantirish chora-tadbirlari to'g'risida"gi PF-6108-son Farmoni, Qonunchilik palatasi tomonidan 2020-yil 19-mayda qabul qilingan, Senat tomonidan 2020-yil 7-avgustda ma'qullangan, 2020-yil 23-sentyabrdagi "Ta'lim to'g'risida"gi Qonuni, Vazirlar Mahkamasining 2017-yil 15-martdagi "Umumiy o'rta ta'lim to'g'risidagi nizomni tasdiqlash haqida"gi 140-sonli qarorlar muhim ahamiyatga egadir.

Dissertatsiyaning mazkur bobida boshlang'ich sinflarda chet el adabiyoti namunalari asosida o'quvchilar og'zaki nutqini o'stirishning umumta'lim maktablarining 1-4-sinflarida tajriba-sinov ishlarini tashkil etishning maqsad va vazifalari, o'quvchilarning og'zaki nutqining samaradorlik darajasini baholash natijalarini o'rganish masalalari nazarda tutildi.

Tajriba-sinov ishlarining maqsadi – boshlang‘ich sinf o‘quvchilarining chet el adabiyoti namunalarini o‘rganish asosida og‘zaki nutq malakalarining shakllanishini hamda samaradorligini aniqlashdan iborat. Shuningdek, diagnostik izchilligi va uning dinamikasini aniqlash masalalarini yoritish ham nazarda tutilgan.

Tajriba-sinov ishlari uch bosqichdan iborat bo‘lib, yillar kesimida asoslangan.

Birinchi bosqich – asosiy shakllantiruvchi jarayon bo‘lib, 2019-2020-o‘quv yillarida mavzuga doir metodik tadqiqotning dastlabki izlanuvchanlik jarayoni hamda tayyorgarlikdan iborat.

Ikkinchi bosqich – ta’kidlovchi, 2020-2022-o‘quv yillarida tajriba-sinov materiallari, dars ishlanmalarini tayyorlash va taqdim etish belgilangan ta’lim tashkilotlarida sinovdan o‘tkazish;

Uchinchi bosqich – asosiy yakunlovchi bosqich bo‘lib, 2022-2023-o‘quv yillarida boshlang‘ich sinf o‘quvchilarining chet el adabiyoti namunalarini o‘rganish asosida og‘zaki nutqlarining shakllanish darajasini aniqlash hamda pedagogik diagnostikasi samaradorligini tahlil qilish bilan bog‘liq masalalar natijalari umumlashtirildi.

Olingan natijalarning ishonchliligi va mavzuning chuqur o‘rganish jarayonining pedagogik samaradorligi oshganligi kuzatildi. Bir necha yillardan buyon boshlang‘ich sinflarda chet el adabiyoti namunalarini o‘rganish an’anaviy tarzda olib borilganligi bizga ma’lum. Yuqorida tilga olingan dars mashg‘ulotlari qisman ijobiy natijalar bergan bo‘lsada, tajribada maqsadni to‘liq amalga oshmaganligini tasdiqlaydi. Aslida esa, boshlang‘ich sinflarda jahon adabiyotini o‘rganish va ularga doir matn ustida ishlashga bo‘lgan qiziqish bugun paydo bo‘lmagan hodisadir. Avlod va ajdodlarimiz tomonidan tashkil etilgan ilk ta’lim maskanlarida arab, fors-tojik adabiyoti namunalari sharqona o‘qitish usullari asosida o‘rganilgan va ijobiy natijalarga erishilgan.

Mazkur dissertatsiyada mavjud o‘quv dasturiga kiritilgan chet el adabiyoti namunalarini o‘rganish usullari va ular vositasida o‘quvchilarning og‘zaki nutqlarini shakllantirishning muayyan yo‘llarini belgilash nazarda tutildi. Shu asosda loyihalangan

dars namunalari tavsiya etildi.

Bugungi kunda, boshlang'ich sinflarda o'qish darslarini tashkil etish, muqobil usullarini amalda qo'llash tajribasida noan'anaviy darslarning ko'plab turlari mavjud. Tajribali o'qituvchilar tomonidan noan'anaviy o'qitiladigan dars mashg'ulotlarida chet el adabiyoti namunalari o'rganish bilan bog'liq turli nazariy, uslubiy, amaliy tavsiyalar taqdim qilinmoqda. Ammo, boshlang'ich sinflarda o'rganilayotgan chet el adabiyoti namunalari asl matn bo'lmay, balki tarjima shaklidan iborat bo'lib, ularni chuqur o'rganish uchun asosiy maqsad belgilanishi muhim ahamiyatga egadir. O'qituvchi o'quvchilarga chet el adabiyoti namunalari o'rgatishda bevosita asl matn va tarjima shaklining o'ziga xos xususiyatlarini qisman bo'lsada tushuntirishi muhimdir. Shuningdek, tarjimada ayrim atamalarining asl matni saqlanib qolganligini inobatga olib ularga izoh berish, o'quvchilarning so'z boyligiga yangi atamalarining qo'shilishi sababli, og'zaki nutqlarining shakllanishiga sezilarli ta'sir etishini anglatish ham muhim ahamiyatga ega. Shu nuqtai nazardan kelib chiqib, boshlang'ich sinflarning o'quv dasturida o'rganilayotgan jahon adabiyoti namunalari talqin qilish, matnning ma'no va mazmun mohiyatini yoritib berish, muallif oldiga qo'ygan maqsad va vazifalari asosida dars namunalari ishlab chiqildi.

Tabiiyki, boshlang'ich sinflarning o'qish darslarini mavzularni chuqur o'zlashtirish masalasi barcha o'quvchilarda birdek emasligi o'qituvchilarga ayon hodisadir.

Shu jihatlarni e'tiborga olgan holda biz bir necha ko'rinishlardan iborat dars ishlanmalarni tavsiya qildik.

Boshlang'ich sinflarning o'qish darsligiga jahon xalqlari og'zaki ijodi namunalaridan xususan ertaklar, Aka-uka Grim ertaklari, Eduard Uspenskiyning hikoyalari, Donalt Bissenning asarlaridan parcha Xans Kristian Andersennig hikoyalari va Samuel Marshakning she'rlari kiritilgan. Ularda xorijiy xalqlarning o'ziga xos turmush tarzi, madaniy-ma'naviy hayoti, urf-odatlar, an'analari, tabiat manzaralari aks etgan. Shuning barobarida, boshqa fanlar bilan uzviy bog'liq bo'lgan, yozuvchi

yashagan davrning ijtimoiy-siyosiy, tarixiy hayoti haqidagi ma'lumotlar shular jumlasidandir.

O'quvchilarni o'zbek adabiyoti bilan bir qatorda, jahon adabiyotiga qiziqtirish ularning asarlaridan namunalar o'rgatish jarayonidan olam va odam tabiatining boshqa millat vakillari uchun ham umuminsoniy qadriyatlar ekanligini anglatish, ular yaratgan asarlarini mutolaa qilish orqali o'quvchilarning ma'naviyatini, dunyoqarashlarini shakllantirishga e'tibor berish tadqiqotning oldiga qo'ygan vazifalaridan biridir.

Boshlang'ich sinflarda o'quvchilarining nutq malakasini oshirishda ishni eng avvalo ularning yozma va og'zaki nutqlarida uchraydigan xato va kamchiliklarni aniqlab, guruhlariga ajratishdan boshlash kerak. Buning uchun o'qituvchi nutqida ko'p xatolarga yo'l qo'yadigan o'quvchilar uchun maxsus nutq o'stirish daftari tutilishi maqsadga muvofiqdir.

Daftarga qayd etilishi lozim bo'lgan og'zaki va yozma nutqning mezonlarini hisobga olib, o'quvchilarning nutq xatolarini, taxminan quyidagi bo'limlar bo'yicha qayd etib boriladi:

1. Fonetik me'yorlar.
2. Orfografik me'yorlar.
3. Punktatsion me'yorlar.
4. Adabiy talaffuz me'yorlari.
5. Dialektik (shevaga xos) me'yorlar.
6. Leksik me'yorlar.
7. Yozuv madaniyati va husnixat.

Mazkur me'yorlar asosida o'qituvchi har bir ona tili va o'qish darslari davomida o'quvchi nutqida yo'l qo'yilgan xato va kamchiliklarni diqqat bilan kuzatib borish imkonini beradi.

Albatta, bu ish uchun o'qituvchilardan qanchalik sabr-qanoat talab qilinmasin, o'quvchilarning nutqiy kamchiliklarini bartaraf qilishga mas'uldir. Dastlab bu masalani hal qilish jarayoni bir oz murakkab tuyular, ammo, bora-bora izga tushishi tajribada

sinalgan.

Mobodo o'qituvchi dastlabki paytlarda qiynalsa, ulgira olmasa turli ovoz yozish texnik vositalaridan foydalanib, o'quvchilar nutqini eshitish barobarida, o'quvchilar nutqidagi nuqson va kamchiliklarni turlarga ajratish hamda ularni bartaraf etish imkonini beradi. Buning uchun o'qituvchi nutqdagi nuqsonlarni bartaraf etish usullaridan foydalanishi, ularning turiga muvofiq belgilashga to'g'ri keladi. Bu usullarni bevosita adabiy talaffuz va dialektal me'yorlar buzilishi oqibatidan kelib chiqadigan og'zaki nutqqa xos va boshqa xatolarni tuzatishga ham qo'llasa bo'ladi.

Nutqdagi dialektal kamchiliklarni tugatishda, o'qish darslarida o'rganilayotgan badiiy adabiyot namunalari matnidan foydalanish dialektik so'zlar bilan adabiy til namunalarini o'zaro qiyoslash usuli orqali mashg'ulot olib borilsa, o'quvchilarning aqliy kamolotiga, ma'naviyatiga ham bevosita ta'sir ko'rsatadigan eng muhim omildir.

Nutq insonga turli tovushlar, so'zlar va boshqa til elementlari yordamida muloqot qilish imkonini beradi. Nutq madaniyati esa, vaziyatga mos ravishda fikrni aniq, ravshan, to'g'ri va ta'sirchan qilib yetkazishadi. Nutq rivojlanishining eng faol davri maktabgacha va boshlang'ich sinflarda kechadi. Chunonchi, bolalar nutqining asosiy poydevori maktabgacha yoshda shakllanar ekan, demak bevosita, keyinchalik boshlang'ich sinflarda ularning nutqiy rivojlanishi metodikasida mazkur holatni inobatga olgan holda, asosiy diqqat e'tiborni aynan shu yoshdagi bolalar nutqini rivojlantirish va korreksiya qilishga qaratilishi lozim.

Ayrim hollarda, yuqorida ta'kidlanganidek, bolalar orasida kam bo'lsada nutqida nuqsoni bo'lganlari uchrab turadi. Ular uchun maxsus logopedlar va defektologlar korreksion ishlarni olib borishlari uchun maxsus tayyorgarlik ishlarini olib borishlari lozim. Buning uchun, ular maxsus kurslarda o'qishlari va zaruriy uslubiy qo'llanmalardan foydalanishlari lozim. O'shandagina mashg'ulot-lar jarayonida ijobiy natijalarga erishilishi mumkin.

Masalan, badiiy asarlar matnida uchraydigan so'zlarni sheva yoki hududiy til meyorlariga qiyoslash orqali quyidagi matnni qiyoslab ko'raylik: eshik va deraza

romlarini ochilib yopilishiga xizmat qiladigan buyumning nomi nima? (adabiy tilda oshug‘-moshug‘, shevada esa g‘urlol). O‘tin kesishga mo‘ljallangan asbobning nomi nima? (adabiy tilda arra, shevada yorg‘i). Hashak to‘plashda nimadan foydalaniladi? (adabiy tilga fors-tojik tilidan o‘zlashgan bo‘lib, panshaxa, shevada esa yovo deb nomlanadi).

Mashg‘ulotdan kutiladigan maqsad, o‘quvchilar matndagi to‘g‘ri va o‘zlashgan so‘zni shevada ifodalanishiga o‘zaro qiyoslash orqali o‘quvchilar kam uchratadigan shevada ifodalanishdan xabardor bo‘ladilar. Bu masalaning bir tomoni, ikkinchi tomondan esa oshiq so‘zi ko‘p ma’noli so‘z bo‘lib, 1-ayrim hayvonlarning orqa oyog‘i tizza bo‘g‘inidagi biriktiruvchi chorqirra ya’ni to‘rt burchak suyakka, 2-belgili miqdordan ortiqcha, yuqori, qimmat, oshig‘i bilan, 3-oshiqlik, sevgi, muhabbat, ba’zan oshiq-mashuq qo‘llaniladi. Yoki panshaxaning asl ma’nosi beshta egri sanchig‘i bor uzun sopli asbob bo‘lsa, aynan bu so‘z ko‘chma ma’noda qo‘lini panshaxa qilmoq, ya’ni qo‘lni tinglovchi tomon cho‘zib, barmoqlarini kerib, dag‘dag‘a qilmoq ma’nolarini ham ifodalaydi. Matndagi arra so‘zi ham turli yasash xususiyati bo‘lib, asl ma’nosi kesish uchun ishlatiladigan asbob bo‘lsa, arrakash – kesish ishi bilan mashg‘ul kishi, arrapo‘st-umurtqa pog‘onasi ma’nolarida ishlatiladi[146]. Albatta o‘quvchilar yuqoridagi so‘zlarning ko‘chma o‘zlashgan ko‘p ma’nolarini to‘liq anglab yetavermaydilar. Bu so‘zlarning turli ma’nolari bilan sinfda yoki mustaqil o‘qigan kitoblarida uchratishlari va ma’nolarini anglashlari mumkin. Bir so‘z bilan aytganda, o‘quvchilarning og‘zaki nutqini boyitishning asosiy poydevori – bu kitobxonlikdan iboratdir.

Yana bir masala, o‘quvchilarda she’riyatga mehr uyg‘otish uchun qanday yo‘l tutmoq kerak? Hozirgi kunda boshlang‘ich sinflarning o‘quv dasturlarida turli mavzudagi she’riy matnlar, qisman shoirlar haqidagi ma’lumotlar kiritilgan. Ammo, chet el adabiyoti namunalari orasida tarjima qilinib, o‘quvchilarga tavsiya qilingan she’riy namunalar kam uchraydi. Boshlang‘ich sinfga kiritilgan she’rlardan biri S.Marshakning “Eshikni yop” she’ri bo‘lsa, ikkinchisi Ogden Neshning “Mikrob” she’ri

o'rganish uchun tavsiya qilingan. "Mikrob" she'ri 2-sinf darsligiga kiritilgan bo'lib, o'quvchilarning yosh xususiyatlariga mos, muhim tarbiyaviy ahamiyatga egadir. Muallif, Ogden Nesh bu kichik ijod namunasi bilan o'quvchilarni ozodalikka chaqiradi. Mikrobbing salbiy oqibatlari, ulardan ehtiyot bo'lish lozimligini uqdiradi. Hatto mikrob tufayli qanday kasalliklar kelib chiqishini eslatadi. She'r matnini o'quvchilar yodida qoldirishi maqsadida savollar ham ilova qilingan.

1. Mikroblar qanday holatta tez yuqar ekan?
2. Mikroblar hayvonlarning ham tanasida bo'lishi mumkinmi?
3. Mikrob yuqtirib olsak, nima bo'ladi? (70-bet)
4. Topshiriq sifatida she'rni yod olish vazifasi topshirilgan.

She'r sodda va ravon tilda o'zbek tiliga tarjima qilinganligi uchun uni o'quvchilar oson yodlab olishlari mumkin.

Muallif bu she'rni dastlab o'z fikr mulohazasi yig'indisi sifatida hayolidan o'tkazgan bo'lishi mumkin. Keyinchalik bu mavzuni dolzarbligini anglagan holda she'riy satrlarga ko'chirgan va o'quvchilarga tavsiya etgan. Ya'ni g'oya bolalarga ham kerakli bo'lib qolganini his qilgan bo'lishi mumkin.

Poklik, tozalik aslida o'zbek xalqi ongi, g'ururiga singib ketgan tuyg'udir. Milliy odatlarimizga binoan, yoshlarga kichikligidayoq odob she'rlari sifatida o'rgatiladi. Poklik, ozodalik yoshlarimiz sog'lig'i uchun muhim ekanligi, unga hamisha amal qilish lozimligi, kelajakda sog'lom turmushning asosiy omili ekanligi tushuntiriladi. Bolalarga mikrob haqida tushuncha berilar ekan, Qadim-qadim zamonlarda ham undan ehtiyot bo'lish haqida allomalar o'z fikrlarini bayon etib kelganlar. Ayrim kasalliklarga sabab bo'ladigan mikroblarni odamning kiyimlarida ham bo'lishini, buyuk olim Abu Rayhon quyidagicha ta'riflaydi: Kiyimning ozodaligiga diqqat qilgan kishi dastavval o'z tanasining ozoda bo'lishiga ahamiyat beradi. Shunday ekan, uyining, odamlar yig'iladigan joyining ozoda bo'lishiga e'tibor beradi. Chunki bu joylar iflos bo'lsa, kiyimni tashqaridan kir qilishi yoki bostirishi mumkin. Shunday qilib, umumiy maqsad kiyim orqali amalga oshiriladi[116].

Ogden Neshning “Mikrob” she’rini bollarga tahlil qilishdan oldin, ozodalik, pokizalik, haqida, avlodlarimizning unga qay darajada amal qilganliklari haqida kichik suhbat o’tkazib, shundan so’ng, she’r matnidagi fikrlarni o’quvchilarga tushuntirib berilsa, katta tarbiyaviy ahamiyatga ega bo’ladi. Dono xalqimiz aytganidek, “Pokizalikdan qochgan kishi, xastalik domiga ilinadi”.

Maktab darsligidagi chet el adabiyoti namunalari turli sohadagi ma’lumotlarni qamrab oladi. Bu ma’lumotlar tabiiyki, bolalarning nutqini oshirishga xizmat qiladi. Ma’lumotlarning turli-tumanligi o’quvchilarda har xil savollar kelib chiqishiga sabab bo’ladi. Bolalarning savollariga javob berishda o’qituvchi bilan bir qatorda oila a’zolari va oilaviy munosabatlar juda salmoqli o’rin egallaydi. Savollarga javob topib beradigan kattalarning toqatli, tajribali bo’lishlari, aytayotgan gaplari ta’sirchanligi, ularning bola ruhiyatini bilishlariga qaratilishi lozim.

“Psixologiyada ma’lumki, bolalar va qariyalar oilaviy munosabatlarda o’zaro yaqin hisoblanishadi. Qarilik davridagi insonlar gapirishga, suhbatlashishga ko’proq ehtiyoj sezadilar. Bolalarning ham savollari ko’p muloqotga ehtiyoji yuqori, shuning uchun ham ular oilada yaxshi chiqishadilar[105].

Tabiiyki, bunday munosabatlar o’zbek oilasida ko’p zamonlardan buyon tarixiy an’ana bo’lib kelgan bo’lib, bolalar tarbiyasi buvilar, bobolarimiz zimmasiga yuklatilgan. Chunki, bola maktabga borgan kunlaridayoq, yangi muhit, do’stlar o’qituvchilarga do’q qiladi. Shu bois, yangi muhitga ko’nikkuncha bola o’z-o’zidan ko’p narsaga qiziqadi, ko’p savollar beradigan bo’lib qoladi. Ayniqsa, bolaning savodi chiqib, kitobni mustaqil o’qiy bilgach savollar soni ham ko’paya boshlaydi. Kitoblarda tasvirlangan voqea-hodisalar, atrof-muhitga bo’lgan qiziqishi o’quvchining ongi tafakkuri shakllanayotganini anglatadi. Bolaning mustaqil o’qigan ertagimi, hikoyasimi, chet el adabiyoti namunasimi, bundan qat’iy nazar o’qituvchi ham, oila a’zolari ham ularni bergan savollarini chetlab o’tish yoki aksincha noto’g’ri javob berish, ularda shakllanayotgan fikr dunyosiga va shaxsiy fazilatlariga bevosita salbiy ta’sir etishi mumkin.

Tajribada sinab ko‘rilganda boshlang‘ich sinflarda bolalar kun davomida eng qobiliyatli o‘quvchilarda besh yuztagacha savol tug‘ilar ekan. Insondagi bilimga qiziqish boshlang‘ich sinflardan paydo bo‘lishini inobatga olinsa, uni qondirishni navbatdagi qiziqishni keltirib chiqaradi. Buni o‘quvchi anglab olsa, fikr-doirasi, dunyoqarashi kengayadi, o‘sadi va o‘zini ma‘lum bir shaxs sifatida mukammal his qilishga yordam beradi. O‘zini mukammal his etayotgan shaxsda hayotga, o‘z-o‘ziga ishonch shakllanadi va unda mustaqillik hissi uyg‘onganlikning guvohi bo‘lishi mumkin. Boz ustiga, ota-onalar maktabda o‘qitgan bolalari uchun oilada bolalar kutubxonasini tashkil etib bersalar, mustaqil mutolaa uchun imkon yaratilgan bo‘ladi, hamda ularning ma‘naviy kamolotiga hissa qo‘shilgan bo‘ladi. O‘sib kelayotgan inson kamolotida ilm egallash ulkan fazilatlardan biri hisoblanadi. Ilmga esa faqat kitob mutolaa qilish orqali erishish mumkin.

Sharqning buyuk allomasi Abu Rayhon Beruniy yoshlarni ilm olishga chaqirar ekan, jumladan shunday fikrlarni bayon qiladi: “Ilmlar ko‘pdir, ular zamon iqboli bo‘lib, turli fikr va xotiralar ularga qo‘shilib borsa ko‘payadi. Odamlarning ilmlarga rag‘bat qilishi ilmlarni va ilm ahillarini hurmatlash o‘sha iqbolning belgisidir.”[81] deya e‘tirof etadi. Haqiqatdan, olim aytganidek, ilmlar sarhadi kengdir. Kitobga mehr qo‘yib, yaxshi xulq, odobli bo‘lishi, e‘tiqodini oshirish uchun muhim hodisadir. Shuning uchun ham xalq orasida ilm olish orqali, oliy insoniy fazilatga ega bo‘lgan ulug‘likka va orzu-istaklarga erishgan buyuk kishilar qadrlanadilar.

Yana bir muhim masala, boshlang‘ich sinfda bolalarning yozma nutqini shakllantirish o‘qituvchining zimmasidagi mas‘ul vazifalardan biridir. Bolalarning savodxonligiga, yozma nutqiga qadim zamonlarda ham alohida e‘tibor berib kelingan. Sharq allomalaridan biri, XI asrda yashab ijod etgan Unsurulmaoniy Kaykovusning “Qobusnoma” asarida, yozma nutq haqida so‘z yuritir ekan, shunday yozadi: “Ey farzand, yozma nutqni yaxshi egallag‘il, xatni yaxshi bilg‘il va ko‘p yozmoqni odat qilg‘il, toki yaxshiroq mohir bo‘lg‘aysan”- deydi[90].

Tabiiyki, ilm olishning birinchi poydevori yaxshi o‘zlashtirilgan savodxonlik

bilan bog‘liqdir. Ayniqsa yozma savodxonlik, ya’ni imlo va tinish belgilarini puxta o‘zlashtirish bilan uzviy bog‘liqdir.

Boshlang‘ich sinflarda o‘quvchilarning yozma savodxonligini oshirishda turli usullardan foydalanishga to‘g‘ri keladi. Ya’ni, alohida so‘zlar, gaplar, kichik-kichik matnli parchalar, o‘zaro bog‘lanishli matnlardan foydalaniladi. Ayrim hollarda, tanlangan matnlarda ma’nosi qiyin yoki imlosi o‘quvchiga notanish so‘zlar, shuningdek, tinish belgilarini ishlatilishiga oid holatlar uchraganda, o‘qituvchi o‘sha so‘zning yozilishini doskada yozib ko‘rsatib, ma’nosini hamda qaysi belgi ishlatilishini tushuntirib berish lozim. Bolalarni boshlang‘ich sinflarda savodxonlikligini oshirishda turli ko‘rinishdagi yozma ishlar olib boriladi. Asosan, ta’limiy va nazoratga oid yozma ish turi-bu diktantlardan iboratdir. Albatta diktant turlari o‘tiladigan mavzuning talabidan kelib chiqib tanlanadi. Ta’limiy diktantning asosiy maqsadi ayrim so‘zlarni ta’kidlash, izohlash, lug‘atli ko‘rinishi, erkin fikrlash, saylanma hamda ijodiy mavzuga doir diktantlardan iborat bo‘lib, o‘quvchilar savodxonligini oshirish uchun xizmat qiladi. Shuningdek, nazorat yozma ish turlarida yuqorida qayd etilgan yozma ish turlaridan foydalanish mumkin.

“Boshlang‘ich sinflarda bolalar savodxonligini oshirishda kuzatilgan maqsad, ularning umumiy saviyasini, o‘zbek tili haqidagi bilim doiralarini mumkin qadar kengaytirish, fikrlash qobiliyatlarini hamda og‘zaki va yozma nutqini yanada o‘stirishdan iboratdir.”[122].

O‘quvchi yozma ish turini tanlaganda, ya’ni u diktant bo‘ladimi, bayon bo‘ladimi, suratga qarab ijodiy mulohaza yuritadimi, bundan qat’iy nazar matnning g‘oyaviy mazmuniga, tarbiyaviy ahamiyatiga hamda o‘quvchilarning yosh xususiyatiga va bilim darajasiga mos bo‘lishiga alohida diqqat qilishi lozim.

Ma’lumki, o‘quvchilar sinfda o‘zlashtirgan so‘zlarning yozma shakllarini, mustaqil o‘qigan badiiy asarlarida, ilmiy-ommabop kitoblarda, gazeta va jurnallarda, internet tarmoqlarida ko‘p bora uchratadilar.

Ayniqsa, boshlang‘ich sinf o‘quvchilari, o‘zlariga tengdosh bo‘lgan bolalar

hayotiga oid ertak, hikoya, uy hayvonlari va yovvoyi hayvonlar haqidagi asarlarni sevib mustaqil mutolaa qilishini yoqtiradilar. Shuningdek, kattalarning sarguzashtlari aks ettirilgan, ularning qahramonliklari aks etgan asarlarga ham qiziqadilar

Jahon adabiyoti haqida boshlang'ich sinflardan boshlab ma'lumot berish, bevosita o'quvchilarning og'zaki nutqini shakllantirish va rivojlantirish nutqiy kompetensiyasini o'stirishga ma'lum ma'noda hissa qo'shadi. Shuning barobarida yozma nutqda yuksaklik savodxonlik, adabiy til normalariga rioya qilish, yangi xorijiy tillarda uchraydigan atamalarni to'g'ri yozish va talaffuz qilish ko'nikma va malakalarini rivojlantirish, o'qish darslarining mazmunidan kelib chiqqan holda o'quvchilarda tayanch kompetensiyalarni shakllantirishdan iborat deb belgilangan.

O'zbekiston Respublikasi Prezidentining 2020-yil 6-noyabrdagi "O'zbekistonning yangi taraqqiyot davrida ta'lim-tarbiya va fan sohalarini rivojlantirish chora-tadbirlari to'g'risida"gi PF-6108-son Farmoniga muvofiq "Milliy o'quv dasturlari" yaratildi. Dasturga asosan boshlang'ich sinflarda chet el adabiyoti namunalari asosida o'quvchilarning og'zaki nutqini shakllantirish bilan va integratsiyalashgan darslarni tashkil etishga doir pedagogik tajriba-sinov ishlari natijalarini statistik tahlil qilish maqsadida, quyidagi ta'lim maskanlari tanlab olindi. Jizzax viloyati Jizzax shahar 10-umumta'lim maktabi, G'allaorol tumani 78-umumta'lim maktabi, Samarqand viloyati Samarqand shahar 42- va 49-umumta'lim maktablari hamda Navoiy viloyati Navoiy shahar 11- va 7- umumta'lim maktablarida Finlandiya ta'lim tizimi va metodikasi asosida mashg'ulot olib borildi. Umumta'lim maktablarining boshlang'ich sinflarida tajriba-sinov amaliyotlari o'tkazildi. Tajriba-sinov ishlarida asosan 1563 nafar boshlang'ich sinf o'quvchilari ishtirok etdi. Shulardan 783 nafari nazorat guruhida, 780 nafari tajriba-sinov guruhida qamrab olindi.

Tajriba-sinov ishlarida so'rovnoma, kuzatuv, suhbat kabi metodlardan foydalanildi.

Boshlang'ich sinf o'quvchilarining chet el adabiyoti namunalarini mustaqil mutolaa qilish qobiliyatlarining shakllanganlik darajasini muayyan tarzda aniqlash,

ma'lum bir tizimga egadir. Buning uchun jahon bolalar adabiyoti namunalari asosida o'quvchilarni kitobxonlik qobiliyatlarining shakllanish darajasini baholashning mezonini aniqlash lozim bo'ladi. Shuningdek, kitobxonlikka jalb etishning metodologik mexanizmini ishlab chiqish va shu asosda o'quvchi yoshlarning ma'naviy tafakkurlarini, dunyoqarashlarini shakllantirish, og'zaki nutq bilan bog'liq qobiliyatlarini o'stirishning metodologik asoslarini yaratishdan iborat bo'lib, tadqiqot tajriba-sinov jarayonida inobatga olindi.

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“Tillarni o‘qitishda zamonaviy paradigmalar”

Xalqaro onlayn ilmiy –amaliy konferensiya materiallari

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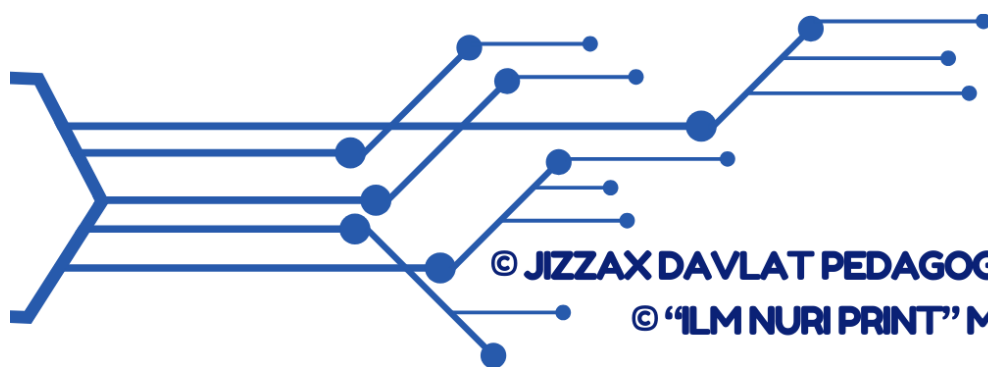
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