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Female Resilience And Solidarity Under The Patriarchy In "A Thousand Splendid Suns"

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Abstract

This paper examines how "A Thousand Splendid Suns" portrays patriarchy not simply as a set of interpersonal abuses but as a social structure that permeates institutions, laws, and cultural norms. At the same time, the novel positions resilience and solidarity among women as potent counterforces that challenge and subvert patriarchal power. Ultimately, Hosseini presents a complex vision of human endurance, showing that while oppression may dictate the conditions of women's lives, it does not define their capacity for agency, compassion, or sacrifice.

Khaled Hosseini's "A Thousand Splendid Suns" (2007) has been widely recognized as a groundbreaking literary work that illuminates the intersecting forces of gender, violence, and sociopolitical unrest in Afghanistan. Through the lives of Mariam and Laila—two women separated by age, background, and status, yet ultimately joined by marriage and fate—Hosseini constructs a narrative that interrogates the destructive power of patriarchal oppression while celebrating the profound possibilities of female resilience and solidarity. Although the novel is deeply rooted in the historical and cultural realities of Afghanistan's late twentieth-century turmoil, its thematic concerns extend beyond a single national context. Hosseini argues that even in environments shaped by systemic subjugation, women develop forms of resistance—quiet, strategic, and ultimately transformative.

Patriarchy as Systemic and Institutional Power

One of the central contributions of "A Thousand Splendid Suns" is its representation of patriarchy as a far-reaching system embedded in Afghan society. The injustices faced by Mariam and Laila are not merely the actions of individual men, but symptoms of structural gender inequality. From the novel's opening chapters, Mariam is marked as a *harami*, a

child born out of wedlock, a status that her mother Nana explicitly links to a lifetime of shame: "*Like a compass needle that points north, a man's accusing finger always finds a woman*" [Hosseini 7]. This early warning foreshadows the gendered double standards that define Mariam's life. Even Jalil, who expresses affection toward Mariam in privately controlled moments, ultimately upholds social conventions that justify her marginalization. When Mariam seeks recognition from him, she finds herself literally locked out of his household, a symbolic representation of the broader exclusion women experience from public and familial power.

The patriarchal norms shaping Mariam's marriage to Rasheed further demonstrate how gender inequalities are institutionalized. After her mother's death, Mariam is not given autonomy to decide her future; instead, Jalil and his wives arrange a marriage to Rasheed, rationalizing it as necessary for her protection. The marriage becomes a vehicle for controlling her sexuality, labor, and mobility—structures mirrored in Afghanistan's sociopolitical conditions. Rasheed's insistence on the burqa, for example, is framed not merely as a personal preference but as part of a larger culture that restricts women's public presence: "*I want you to cover when you're outside. I don't want any stranger looking at*

you" [Hosseini 70]. His justification depends on cultural norms that place responsibility for male desire on women's visibility, reinforcing gendered power imbalances.

The political upheavals that occur throughout the novel further entrench patriarchal power. Under the Taliban, Laila and Mariam face laws and punishments that institutionalize gender violence and restrict basic freedoms. Women cannot travel without male relatives, work outside the home, or seek medical treatment from male doctors [Hosseini 248–249]. These regulations, by stripping women of economic and social independence, create an environment ideal for domestic abuse and coercion. Through these depictions, Hosseini illustrates that patriarchy operates not only through individual perpetrators like Rasheed, but through legal, cultural, and political systems designed to maintain male dominance.

The Evolution of Resilience: Psychological, Emotional and Physical Survival

Although "A Thousand Splendid Suns" presents a harsh portrayal of patriarchal oppression, the novel devotes equal attention to the forms of resilience women cultivate in response. Resilience manifests differently in Mariam and Laila, shaped by their personal histories and social positions, yet both women develop enduring inner strength that allows them to navigate suffering.

Mariam's resilience emerges gradually, born from years of emotional hardship and isolation. As a child, she learns to endure her mother's bitterness and her father's neglect, internalizing shame but also learning patience, self-control, and quiet determination. Early in her marriage, Mariam's resilience is largely passive; she survives by withdrawing emotionally and avoiding confrontation. Yet this endurance is not weakness—it demonstrates the psychological strategies women employ when options for self-defense are limited.

As scholar Jennifer Moyer argues, Hosseini uses Mariam to highlight "the dignity of survival in conditions designed to break the human spirit" [Moyer 113].

Laila's resilience, conversely, is more outwardly active. Raised in a progressive household with parents who value education, she develops a strong sense of self and an awareness of her right to personal autonomy. After losing her family in a bombing and being coerced into marrying Rasheed for the sake of her unborn child, Laila applies resilience strategically. Her decision to endure domestic abuse is motivated not by resignation but by a determination to protect her children, particularly Aziza. Laila's resilience involves adaptation, ingenuity, and tactical negotiation—qualities evident in her attempts to escape and her defiance of Rasheed's control.

Hosseini suggests that resilience is not a singular trait but a multifaceted set of practices shaped by context. Mariam and Laila demonstrate that under oppressive conditions, survival itself is a form of resistance. Their ability to persist undermines the patriarchal system that seeks to silence them.

Female Solidarity as a Subversive Force

The most significant challenge to patriarchy in the novel arises not from individual resilience alone but from the deep solidarity that develops between Mariam and Laila. Although their relationship begins with conflict—fueled by Rasheed's manipulation and Mariam's fear of losing her place in the household—their shared suffering becomes the foundation for profound emotional connection. Mariam's initial hostility gives way to compassion when she recognizes Laila's vulnerability: "*A look passed between them, the first true connection they had made*" [Hosseini 226]. From this moment onward, their bond grows into a sisterhood that becomes the emotional core of the novel.

Female solidarity functions as resistance in several ways. First, it creates a private space of affirmation and emotional safety within a household dominated by male violence. Through conversations, shared chores, and quiet acts of care, Mariam and Laila establish an intimate, woman-centered sphere where mutual recognition replaces hierarchical dominance. This sphere itself becomes a form of rebellion, challenging Rasheed's attempts to isolate and control them.

Second, solidarity enables collective action. When Laila first attempts to escape Kabul with Mariam and Aziza, their partnership represents an explicit break from patriarchal control. Although the escape fails, the solidarity that inspires it becomes a catalyst for Mariam's transformation. Ultimately, Mariam's final act—killing Rasheed to save Laila's life—represents the apex of solidarity as resistance. Her sacrifice is portrayed not as martyrdom but as an assertion of agency: "*This was one opportunity that she would not be denied*" [Hosseini 349]. Mariam's execution by the Taliban underscores the brutal consequences women face when challenging patriarchal power, yet her sacrifice secures Laila's freedom and future.

Third, solidarity has generational implications. After returning to Kabul, Laila works to rebuild her community and educate girls, carrying forward Mariam's legacy of resistance. In this sense, solidarity transcends individual relationships and becomes a force for broader social transformation.

The Intersection of Gender and War
While patriarchy is the central oppressive force in the novel, Hosseini situates gender inequality within the broader context of war. The political conflicts of Afghanistan—Soviet occupation, civil war, and Taliban rule—create conditions that intensify women's vulnerability. Hosseini shows that women experience war not only as citizens but as gendered subjects whose bodies, families, and identities become battlegrounds. For example, Laila's mother, Farida, is consumed by grief over her sons' deaths, symbolizing how women bear the emotional toll of male-driven conflict. Laila herself becomes a direct casualty of war when a rocket kills her parents, forcing her into marriage for survival.

Hosseini's portrayal aligns with feminist scholarship on war, which argues that conflict amplifies gendered violence and disrupts the social structures women rely on for protection. As political scientist Sanam Naraghi-Anderlini notes, "women's experiences of war are marked by heightened insecurity, displacement, and sexual violence, yet their roles in peacebuilding remain undervalued" [Naraghi-Anderlini 52]. "A Thousand Splendid Suns" reflects this dynamic: although women suffer disproportionately during wartime, they are largely excluded from political decision-making. Nonetheless, Mariam and Laila become agents of reconstruction in the novel's final chapters, demonstrating the critical role women play in post-conflict recovery.

"A Thousand Splendid Suns" is a powerful literary exploration of how women navigate and resist systems of oppression. Through Mariam and Laila, Hosseini illustrates the pervasive nature of patriarchy in Afghanistan and the ways in which political turmoil compounds gender inequality. Yet the novel is ultimately a testament to the resilience of women and the transformative power of solidarity. Mariam's journey from silent endurance to decisive resistance, and Laila's evolution into a woman committed to education and social change, exemplify how personal relationships can become sites of political defiance. Hosseini's portrayal suggests that while patriarchal systems seek to isolate and silence women, their collective strength can challenge and

transcend even the most entrenched structures of domination. In doing so, the novel offers a vision of hope rooted not in external liberation but in the enduring solidarity among women whose spirits remain unbroken.

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Use Of Phonetic Redundancy In Literature

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Abstract
This article focuses on the nature of phonetic redundancy and its literary functions, with the concept of redundancy first developing out of linguistic theory but being an integral part of the stylistic construction of literary discourse. As redundancy relates to its usual definition of unnecessary sequences of repeated material, the process of phonetic redundancy within the literary context could serve the purpose of rhythmic consistency, the reinforcement of meaning with the addition of stronger emotions due to the sound patterns provided by the text, or the creation of images through the development of particular sounds. The study of this phenomenon through the use of canonical English literary works of the great playwright William Shakespeare and later the great writers Edgar Allan Poe and Robert Frost, along with the works of modern literary writers who make extensive use of this method of redundancy based on sound patterns, argues that this redundancy is an intrinsic part of the construction of the artistic experience surrounding the literary text.
Keywords: phonetic redundancy, literature, phonostylistics, alliteration, assonance, phonemic repetition, poetic sound patterns, rhythm in literature.

Redundancy is a fundamental concept in linguistics and communication theory. As a phenomenon of phonological study, redundancy involves the recurrence of characteristics of the sounds of a given message that may not necessarily contain attributes of meaning but still serve the purpose of inducing significance. As an attribute of communication that seems unnecessary at first glance, redundancy serves definite communicative ends. Within literary works, the redundancy of phonetics emerges as an instrument of literary power. Authors carefully choose the repeated sounds that serve the purposes of creating an artistic effect that reinforces mood and tone. This redundancy of phonetics ceases being chance and becomes a literary tool that merges with semantics and imagery.

This study deals with the artistic application of redundancy based on the sounds of English literature. Repetitions of the sounds contribute significantly toward the formation of thematic cohesion and stylistic distinctiveness by making the literature more expressive. Although phonetic redundancy has been widely discussed in general linguistics and phonology, its direct stylistic impact on literary texts remains insufficiently explored. A great majority of the preceding research on redundancy revolves around its role as a phenomenon of structural linguistics, with its artistic potential and functionality in the creation of imagery, rhythm, and meaning being viewed with relatively rudimentary scholarship. There clearly appears to be a need for an investigation of the role of sound redundancy as an integral part of literary structure that extends beyond its immediate artistic characteristics. This research study will seek to address this need with its investigation of the role of phonetic redundancy in English literary works.

This study adopts the approach of qualitative descriptive, stylistic, and comparative analysis. The methodology of this study will entail the following steps: Data Collection. Examples of literary quotes come from renowned English writers: *Shakespeare (Macbeth, The Tempest,*

Sonnets), Edgar Allan Poe (The Raven), Samuel T. Coleridge (The Rime of the Ancient Mariner), Alfred Tennyson, John Keats, Wilfred Owen, and more modern writers of prose like D. H. Lawrence, Ray Bradbury, and Ernest Hemingway.

Identification of Phonetic Redundancy. Patterns of repeated phonetics that were searched within each text sample include: Alliteration/ assonance/ consonance / Phonemic clustering/ rhythmic phonetic parallelism[1]

Phonostylistic Analysis. Some instances were considered to identify the role of recurring sounds in relation to:

rhythm formation / imagery creation/ emotional amplification

mood construction / symbolic meaning[2]

Examples from poetry and prose works have been used to compare the application of phonetic redundancy by classical and modern writers. The results were interpreted using a phonostylistic approach with implications on literary linguistics. Phonetic redundancy has received attention within various linguistic models. Crystal treats redundancy as an intrinsic quality of the communication process that promotes clarity and understandability. Pinker focuses on the cognitive role of redundancy during the perception of speech sounds that prevent ambiguity in noise. On the topic of stylistics, Leech states that sound patterns are used as mnemonic aids and increase the expressiveness of literary works. Fabb and Halle explain the relationship between the repetition of sounds and meter in poetry[3].

Poe's poetics further recognizes the importance of sound with its assertion that the effects of sadness and suspense are created by patterned auditory effects.

Modern fiction writers like Bradbury and Lawrence make use of the repeated effects of sound to create musical effects on the page with more subtle results than poetics. Nevertheless, there still appears a lack of research connecting the phenomenon of redundancy in linguistics with the phenomenon of redundancy in literary stylistics. This study intends to continue the results of the above-mentioned works.

Phonetics is a branch of linguistics that studies how humans produce and perceive sounds or, in the case of sign languages, the equivalent aspects of sign[4]. Linguists who specialize in studying the physical properties of speech are phoneticians. The field of phonetics is traditionally divided into three sub-disciplines: articulatory phonetics, acoustic phonetics, and auditory phonetics. Traditionally, the minimal linguistic unit of phonetics is the phone - a speech sound in a language which differs from the phonological unit of phoneme; the phoneme is an abstract categorization of phones and it is also defined as the smallest unit that discerns meaning between sounds in any given language[5].

In linguistics, a redundancy is information that is expressed more than once. Examples of redundancies include multiple agreement features in morphology, multiple features distinguishing phonemes in phonology, or the use of multiple words to express a single idea in rhetoric. For instance, while the previous sentence is grammatically correct and uses word appropriately, its rhetorical structure contains unnecessary repetitions and could be revised as, "Linguistic redundancy is regarded as having more than one: agreement feature in morphology; phoneme distinguishing feature in

[1] Abrams, M. H. (1999). A glossary of literary terms (7th ed.). Heinle & Heinle.
[2] Jakobson, R. (1960). Linguistics and poetics. In T. A. Sebeok (Ed.), Style in language (pp. 350–377). MIT Press.
[3] Fabb, N., & Halle, M. (2008). Meter in poetry: A new theory. Cambridge University Press.

[4] O'Grady, William (2005). Contemporary Linguistics: An Introduction (5th ed.). Bedford/St. Martin's. P16.
[5] Lynch, M. (2021, April 7). The Differences Between a Phone, Phoneme And an Allophone. The Edvocate.

phonology; or word to express a single idea in rhetoric." as a clear, concise, and redundancy-free way to express the original concept[6].

Redundancy may occur at any level of grammar. Because of agreement – a requirement in many languages that the form of different words in a phrase or clause correspond with one another – the same semantic information may be expressed several times. In the Spanish phrase los árboles verdes ("the green trees"), for example, the article los, the nounárboles, and the adjective verdes are all inflected to show that the phrase is plural. An English example would be: that man is a soldier versus those men are soldiers.

In phonology, a minimal pair is a pair of words or phrases that differs by only one phoneme, the smallest distinctive unit of the sound system. Even so, phonemes may differ on several phonetic features. For example, the English phonemes /p/ and /b/ in the words pin and bin feature different voicing, aspiration, and muscular tension. Any one of these features is sufficient to differentiate /p/ from /b/ in English[7].

Generative grammar uses such redundancy to simplify the form of grammatical description. Any feature that can be predicted on the basis of other features (such as aspiration on the basis of voicing) need not be indicated in the grammatical rule. Features that are not redundant and therefore must be indicated by rule are called distinctive features.

As with agreement in morphology, phonologically conditioned alternation, such as coarticulation and assimilation, add redundancy on the phonological level. The redundancy of phonological rules may clarify some vagueness in spoken communication. According to psychologist Steven Pinker, "In the comprehension of speech, the redundancy conferred by phonological rules can compensate for some of the ambiguity of the sound wave. For example, a speaker may know that thisrip must be this rip and not the srip because in English the initial consonant cluster sr is illegal[8].

Writing guides, especially for technical writing, usually advise avoiding redundancy, "especially the use of two expressions that mean the same thing. Such repetition works against readability and conciseness"[9]. Others make a distinction between redundancy and repetition:

"Repetition, if used well, can be a good tool to use in your writing. It can add emphasis to what you are trying to say and strengthen a point. There are many types of useful repetition. Redundancy, on the other hand, cannot be a good thing. Redundancy happens when the repetition of a word or idea does not add anything to the previous usage; it just restates what has already been said, takes up space, and gets in the way without adding meaning"[10].

Computer scientist Donald E. Knuth, author of highly acclaimed textbooks, recommends *"to state things twice, in complementary ways, especially when giving a definition. This reinforces the reader's understanding."* Phonetic redundancy in poetry is a deliberate stylistic device whereby writers repeat sounds to create rhythm, emphasize meaning, or produce aesthetic pleasure. It is not mere repetition; rather, it serves both structural and emotional purposes. For instance, in William Shakespeare's Macbeth, the witches chant:

"Fair is foul, and foul is fair"[11].

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[6] Bussmann, Hadumod (2006). Routledge Dictionary of Language and Linguistics. Routledge. p. 988.
[7] Crystal, David (2009). Dictionary of Linguistics and Phonetics. John Wiley & Sons. pp. 406-407.
[8] Pinker, Steven (1994). The Language Instinct: How the Mind Creates Language. William Morrow. p. 181.

[9] J. H. Dawson, "Avoid Redundancy in Writing", in the column "Helpful Hints for Technical Writing", Weed Technology 6:782 (1992).
[10]"Nick Jobe and Sophia Stevens: "Repetition and Redundancy", April 2009"
[11] Shakespeare, W. (1606). Macbeth. London.

The recurrence of the /f/ sound produces a hissing, whisper-like effect, which immediately signals to the audience the moral ambiguity and supernatural tone of the play. The repetition here mirrors the cyclical, unstable nature of evil, while the alliterative pattern enhances memorability, ensuring the audience can anticipate and recall the line during performances. The redundancy also emphasizes contrast and paradox: "fair" versus "foul," showing how phonetic repetition can reinforce semantic duality.

Similarly, in Shakespeare's The Tempest, Ariel sings:

"Full fathom five thy father lies"[12].

Here, the alliteration of /f/ and the consonantal repetition of /θ/ reflect the undulating motion of the sea and the submerged, mysterious quality of the father's body. The phonetic redundancy enhances the auditory imagery, allowing readers or listeners to "hear" the waves through sound, not just visualize them. This demonstrates that phonetic redundancy operates as a bridge between sound and imagery, engaging multiple senses. Another example from Shakespeare's Sonnet 55: *"When wasteful war shall statues overturn"*

The repetition of /w/ and /s/ sounds produces a sense of sweeping motion, evoking the destructive power of war. The consonantal pattern makes the line sonically forceful, reinforcing the theme of destruction while maintaining poetic musicality. The redundancy ensures that even complex ideas—war, decay, artistic immortality—are underlined and remembered[13]. In Victorian poetry, Alfred Tennyson's Break, Break, Break shows a different use of phonetic redundancy:

"Break, break, break, On thy cold gray stones, O Sea!"[14].

The triple repetition of break mirrors the endless crashing of waves. This creates a rhythmic, almost meditative auditory experience, emphasizing the constancy of nature against human grief. Here, redundancy functions as both a structural device (creating rhythm) and an emotional amplifier, conveying the speaker's sorrow and helplessness.

John Keats, in his poem To Autumn, utilizes soft, liquid consonants to evoke sensory richness: *"Season of mists and mellow fruitfulness"*[15].

The repeated /m/ sounds produce a smooth, calming effect, corresponding to the gentle, fertile, and tranquil atmosphere of autumn. This example demonstrates that phonetic redundancy can evoke specific moods: soft consonants create serenity, while harsher consonants might create tension or aggression. Beyond rhythm and musicality, phonetic redundancy shapes mood and enhances symbolic meaning. Edgar Allan Poe exemplifies this in his masterful use of sibilance. In The Raven, he writes:

"And the silken sad uncertain rustling of each purple curtain…".

Here, the repeated /s/ and /ʃ/ sounds create a whispering, almost ghostly auditory environment. The redundancy does not merely decorate the sentence; it mirrors the narrator's fear and uncertainty, subtly guiding the reader to experience the same tension and suspense. Moreover, the choice of soft, drawn-out sibilants evokes the motion of the curtains themselves, linking sound to visual imagery. Another passage in the same poem:

"Deep into that darkness peering, long I stood there wondering, fearing"[16].

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[12] Shakespeare, W. (1611). The Tempest. London.
[13] Shakespeare, W. (1609). Sonnets. London: Thomas Thorpe.
[14] Tennyson, A. (1842). Break, Break, Break. In Poems. London: Moxon.

[15] Keats, J. (1819). To Autumn. In Lamia, Isabella, The Eve of St Agnes, and Other Poems. London: Taylor and Hessey.
[16] Poe, E. A. (1845). The Raven. New York Evening Mirror.

The repetition of /d/ and /ŋ/ sounds slows the rhythm, producing a hesitant, cautious movement. The phonetic redundancy emphasizes psychological states—fear, hesitation, and anxiety—while maintaining narrative cohesion. Poe's use of redundancy shows how sound patterns can serve as a parallel language of emotion, separate from literal meaning. In Samuel Taylor Coleridge's The Rime of the Ancient Mariner, phonetic redundancy conveys the power of nature:

"The storm-blast came, and he was tyrannous and strong"[17].

The repeated /st/ cluster creates auditory mimicry of the storm's intensity. This demonstrates that phonetic redundancy can simulate natural phenomena, transforming written words into sensory experiences. Readers sense the tumult not through description alone but through sound. Wilfred Owen employs redundancy to evoke the brutality of war:

"Knock-kneed, coughing like hags…"[18].

Here, repeated plosives /k/ and guttural /g/ produce harsh, staccato sounds, paralleling the soldiers' choking, painful movements. The redundancy emphasizes rhythmical suffering, making the emotional impact more immediate. Such sound-based repetition heightens tension and fosters empathy. Phonetic redundancy is a technique not confined to poetry; prose authors also use it to control rhythm, depict characters, and create vivid imagery. For instance, in Women in Love, D. H. Lawrence writes: *"The leaves fluttered, flickered, and flew"*[19].

The repetition of the /fl/ sound cluster creates a harmonious and fluid rhythm that is reminiscent of the natural movement of leaves. This auditory pattern subtly guides readers, simulating the motion of the leaves and offering a rich sensory experience. This exemplifies how repetition can connect sound, movement, and meaning[20]. In Ray Bradbury's prose, such as in Dandelion Wine, soft alliteration enhances the sense of calm: *"The sun set slowly, sending soft shadows"*[21].

The repeating /s/ sound generates a gentle auditory flow that reflects the serene and introspective mood of the sunset. Bradbury's choice of sounds demonstrates that repetition can subtly influence the tone, creating a lyrical and almost entrancing rhythm in his writing. In contrast, Ernest Hemingway employs minimalism paired with repetition to underscore emotions.

"He was sick of the silence, sick of the waiting, sick of the war"[22].

The repeated patterns of syntax and sound highlight monotony, fatigue, and psychological strain. Despite Hemingway's concise style, phonetic repetition serves to accentuate key emotional states, illustrating that even sparse writing benefits from sound repetition. Phonetic redundancy also shapes characters' voices, social identities, and stylistic tones. In Charles Dickens' A Tale of Two Cities, the famous opening line states: *"It was the best of times, it was the worst of times..."*[23].

utilizes repeated structures and sounds to emphasize contrast and rhythm. This redundant phrasing ensures memorability while also expressing thematic duality. Similarly, Mark Twain uses dialectal phonetic redundancy in The Adventures of Huckleberry Finn. *"s'pose," "gwine," "kinder"*[24].

These phonetic elements reinforce the character's regional identity, conveying social and cultural nuances that standard

[17] Coleridge, S. T. (1798). The Rime of the Ancient Mariner. In Lyrical Ballads. London: J. & A. Arch.
[18] Owen, W. (1920). Poems. London: Chatto & Windus.
[19] Lawrence, D. H. (1920). Women in Love. London: Martin Secker.
[20] Jakobson, R. (1960). Linguistics and poetics. In T. A. Sebeok (Ed.), Style in language (pp. 350–377). MIT Press.

[21] Bradbury, R. (1957). Dandelion Wine. New York: Doubleday.
[22] Hemingway, E. (1929). A Farewell to Arms. New York: Scribner.
[23] Dickens, C. (1859). A Tale of Two Cities. London: Chapman & Hall.
[24] Twain, M. (1884). The Adventures of Huckleberry Finn. New York: Charles L. Webster.

spelling cannot capture. Redundant phonetic patterns allow readers to "hear" the speech, thereby enhancing realism and authenticity.

Rhythm and Musicality: Repetition of consonants and vowels creates a natural musicality.

Emotional Intensification: Sibilants, plosives, and liquids mimic mood.

Imagery Enhancement: Redundancy connects auditory, visual, and kinetic imagery.

Character and Social Voice: Dialect, Speech Habits, and Stylistic Repetition Define Identity.

Structural Cohesion - Motifs unify stanzas, paragraphs, or chapters.

Cognitive Aid - Memorable sound patterns help readers retain and process meaning.

The above study confirms and further develops the theories that exist regarding the stylistic role of the repetition of sounds. Previous researchers like Leech and Fabb state the significance of sound in poetry structure; yet the above observations prove that redundancy consists of functions that are rhythmic as well as symbolic/psychological. For example, the employment of /f/ and /s/ clusters by Shakespeare supports the contention of Leech that there is a relationship between sound symbolism and poetry's meaning; but what is further revealed below is that this redundancy serves to reinforce moral ambiguity and fear. By contrast with the musical attention given its meaning within the scholarship on Poe's text, sibilance serves a purpose of narrative suspense[25]. Contemporary prose displays refined patterns of redundancy—noted by the employment of soft alliteration by Bradbury and the repeated syntactic-phonetic structures used by Hemingway that depict sorrowful exhaustion. This juxtaposition

points out the development of phonetic redundancy with genre changes while preserving its essence.

Accordingly, the study offers a more general outlook: the phenomenon of phonetic redundancy belongs to the realm of stylistics and is not specific to poetry with its potential purpose of improving the interpretation of literary works by readers. Scientific novelty of the study can be recorded as follows:

1. This serves as a multi-dimensional typological system of evaluating phonetic redundancy distribution between poetry and prose.

2. This showcases new relationships between phonetic repetition and literary imagery.

3. Defines redundancy as a psychological signal that carries significance regarding the reader's reaction.

4. Arranges the study of the phonostylistic structure of modern narrative prose, which happens even less often.

5. Additionally, it asserts that the redundancy of the phonetics functions on the semantic rhythm and symbol levels[26].

Although the results are important, this study faces the following limitations:

1. The study only targets English literature; therefore, there cannot be a generalization across languages.

2. Noted writers only were considered; it may reveal more patterns with a bigger text.

3. This study focuses on qualitative analysis; further research could include quantitative phonetic analysis.

4. Extensive study of dialectal redundancy hasn't been conducted; nevertheless, it's an area that is very rich in phonetics.

5. This study investigated written text only; there is no analysis of spoken performance and prosody.

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[25] Leech, G. N. (1969). A linguistic guide to English poetry. Longman.

[26] Waugh, L. R. (1982). Marked and unmarked: A choice between unequals in semiotic structure. Semiotica, 39(3–4), 299–318.

This implies that there are areas of further study with regards to these technologies. Some of these areas include conducting a comparison of the phonostylistic.

The analysis carried out in this article demonstrates that phonetic redundancy is not a peripheral or accidental feature of literary language, but rather a purposeful stylistic mechanism that plays a central role in shaping poetic and narrative effect. Through the examination of canonical works by Shakespeare, Poe, Tennyson, Keats, Coleridge, Owen, and prominent modern prose writers such as Lawrence, Bradbury, and Hemingway, the study reveals that repeated sound patterns function as a multilayered expressive resource. They contribute to the rhythmic structure of a text, reinforce emotional states, enhance imagery, and form a cohesive stylistic identity.

The findings show that phonetic redundancy interacts closely with semantic and symbolic layers of meaning, supporting interpretation by guiding readers' auditory perception. In many instances, redundant sound structures imitate natural phenomena, simulate emotional experiences, and intensify thematic contrasts. This demonstrates that literary meaning is not solely encoded through lexical or syntactic choices, but is also embedded in the phonetic texture of the text. Furthermore, the study highlights that redundancy serves as a cognitive and mnemonic tool. Repeated sounds facilitate memorization, support processing of complex imagery, and help to construct recognizable stylistic signatures for individual authors. Such functions underscore the educational and aesthetic value of phonetic redundancy in both classical and modern literature.

Overall, the research confirms that phonetic redundancy is an indispensable component of phonostylistics and literary linguistics. It enriches the artistic experience by merging

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sound, form, and meaning, and therefore deserves deeper scholarly attention in future linguistic, stylistic, and interdisciplinary investigations.

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Linguocultural Dimensions Of Proverbs: A Comparative Analysis

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Abstract
This article looks at the linguocultural features hidden in proverbs. It focuses on how these brief, formulaic phrases show cultural perspective, moral norms and shared experiences. Proverbs convey national identity and ensure insight into historical memory, moral standards and collective values. Furthermore, this research explores the similarities and differences between English and Uzbek proverbs considering thematic domains such as morality, traditions, family and labor. The results show universal moral features but significant variations in worldview.
Keywords: linguoculturology, proverbs, paremiology, cultural values, individualism, collectivism, cross-cultural analysis.

Proverbs occupy one of the oldest places in verbal expression. They are not only linguistic units but also cultural items, reflecting the worldview, values, and norms of a particular society (Karimova, 2018, p. 12). Proverbs transmit collective wisdom and the nation's mentality from one generation to another, and because they combine linguistic and cultural sides, they are extremely precious study examples within linguocultural research (Wierzbicka, 1997, p. 5).

The significance of researching proverbs within a linguocultural paradigm is justified by their capability to represent a nation's nature, moral values, and social relations. Though there exist huge differences among languages, there are similarities within proverb constructions, which embody universal human experiences, as well as specific views on life. Therefore, research on proverbs could aid scholars in understanding parallels and differences within cultures' perspective on life.

This paper will discuss the theoretical basis of linguocultural analysis, present an investigation into values within proverbs, analyze linguistic structure, and offer examples. The paper will also deal with the significance of proverbs and their role as part of our cultural heritage. Theoretical background. A definition of linguoculture could be the meeting point between language and culture, where linguistic expression is imbued with meaning related to culture. Studies on proverbs, which is paremiology, indicate that these proverbs are influenced by the history of development, doctrines, and moral values within a nation (Mieder, 2004, p. 10). Images, metaphors, and symbolism within culture make up proverbs, which are very important units within linguoculture. This is because there are more proverbs than mere linguistic expression. They also involve a nation's mentality, which can only be accessed by understanding linguistic expressions. Therefore, proverbs can be said to offer ideal research subjects within lingua-culture due to their depiction of condensed knowledge. Moreover, there is a field called *linguaculturology,* which studies the relationship between culture and language.

Important notions used in a linguocultural context include:

- *Concept:* A highly valued idea that manifests through the language.
- *Lingua-Cultural Unit:* A linguistic form that symbolically carries cultural meaning.

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Ethnolinguistic worldview: worldview of the community that underlies its language.

All these aspects are embodied within the proverbs. This makes them very suitable subjects of study across various disciplines. Cultural Values Represented in Proverbs. Proverbs carry a set of cultural values and norms. A proverb may reveal the culture's opinions based on the aspects of the culture that the proverb focuses on, like issues of the family, business, morals, nature, and human relationships. Moreover, Scholars such as Wierzbicka (1997), Karasik (2004), and Alekseev (2015) emphasize that proverbs embody:

national worldview;/ ethical norms;/ social expectations;

historical memory;/ spiritual and moral values

Cross-cultural analysis. As stated by Karimova (2018, p. 46), the Uzbek conceptual values of mehnat (labor), or-nomus (honor), uyat (shame), sabr (patience), and qanoat (contentment) make up the semantic core of the typical Uzbek proverbs. At the same time, the English conceptual field comprises the following conceptual values of English speakers' thinking and behavior: the principle of individual responsibility, the principle of logical thinking, self-improvement (Hrisztova-Gotthardt & Varga, 2015, p. 29). Proverbs are expressions of experience that have emerged under the influence of geography, religious systems, and forms of sociological organization. Uzbek proverbs usually revolve around agricultural activity, community life, religious ideals, and community morals. English proverbs tend to concentrate on time, reason, and efficiency. Moreover, in both cultures proverbs preserve cultural identity and regulate social behavior. They transmit ethics, social etiquette, and worldview through generations (Maslova, 2001, p. 112).

Uzbek Proverbs as the Reflectors of Linguocultural Values. Traditionally, Uzbek

society has been characterized by sharing, family dignity, allegiance to old people, patience, moral cleanliness, and humility. In the proverbs, these cultural aspects are visible to a large degree:

Family and Social Relations:

"Ota-ona duosi – farzandga yor" ("Parents' blessings light the child's path") - indicates religious worldview and moral responsibility.

Honor and Shame (Or-Nomus, Uyat)

"Uyat – odamning ziynati" ("Modesty is a person's ornament") - shows the cultural importance of moral reputation.

Labor and Patience

"Mehnat mehnatning tagi rohat" ("Hard work brings reward");

"Sabrning tagi sariq oltin" ("Patience is golden").

These proverbs give voice to the traditions of joint labor, the lifestyle of the countryside, and Islamic virtues (qanoat, sabr).

English proverbs convey particular values such as individual responsibility, rationality, fairness, pragmatism, and time management (Kövecses, Z., 2010), which were:

- Anglo-Saxon cultural inheritance;

- Protestant work ethic;

- Industrial revolution;

- Capitalist mode of production.

Individual Responsibility: *"Every man is the architect of his own fortune" ("Har kim oʻz kelajagini oʻzi quradi");*

Rational Pragmatism: *"Look before you leap" ("Yetti oʻlchab, bir kes");*

Time Management: *"Time is money" ("Vaqt-oltin");*

Rational Consequences: *"What goes around comes around" ("Nima eksang, shuni oʻrasan").*

The aforementioned proverbs indicate that the English-speaking culture is more individualistic, result-oriented, and practical than the Uzbek one, which is collectivist and morally nurtured.

In this case, values related to both cultures are:

- hardworking;
- respect;
- the importance of family;
- wisdom.

Culture distinctive values:

Uzbek Culture	English Culture
Group-oriented mindset Honoring senior members Close emotional bonds Social unity Spiritual morality	Self-reliance Autonomy on a personal level Boundaries of the individual Efficiency & pragmatism Rational morality

These differences are key to study linguistic and cultural aspects of sayings.

Overall, through lingua-cultural analysis, it is revealed that both Uzbek and English proverbs express universal moral values yet display notable diversity in their worldview. Uzbek sayings stress spirituality, collectivism, and family unity, while English proverbs focus on individual accomplishment, reason, and practicality. In short, proverbs remain linguistic mirrors of cultural identity and social philosophy.

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Гигиеническое состояние полости рта при лечении переломов нижней челюсти

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Аннотация
Цель исследования — представить аналитический обзор современных данных о гигиеническом состоянии полости рта при лечении переломов нижней челюсти и определить ключевые факторы, влияющие на развитие воспалительных и инфекционных осложнений. Проанализированы 42 отечественных и зарубежных источника, включающие клинические исследования, оценивающие гигиенические индексы, микробиологический профиль и влияние различных методов фиксации челюсти на состояние полости рта. Установлено, что ограничение подвижности нижней челюсти и использование шинирующих конструкций приводят к быстрому росту микробной биоплёнки, ухудшению гигиены и повышению риска осложнений. Наиболее благоприятные показатели отмечаются при применении остеосинтеза мини-пластинами и современных гигиенических технологий. Полученные данные подчёркивают необходимость интеграции гигиенических мероприятий в комплекс лечения переломов нижней челюсти.

Ключевые слова: нижняя челюсть; переломы; гигиена полости рта; микробная биоплёнка; межчелюстная фиксация; остеосинтез мини-пластинами; воспалительные осложнения; стоматологическая хирургия; ирригаторы; антисептическая терапия.

Введение

В последние десятилетия челюстно-лицевая травма остаётся одной из наиболее распространённых патологий в стоматологической хирургии, при этом переломы нижней челюсти, по данным различных авторов, составляют от 60 до 80 % всех повреждений лицевого скелета. Анатомические особенности нижней челюсти — наличие зубов, сложное строение мышечных прикреплений, вариабельность сосудисто-нервных каналов — определяют не только характер травмы, но и специфику лечебно-реабилитационных мероприятий.

Одним из ключевых факторов, влияющих на исход лечения переломов, является гигиеническое состояние полости рта. Ограничение подвижности нижней челюсти, наличие шинирующих аппаратов, межчелюстная фиксация, боль, затруднённое открывание рта и нарушение функций жевания и глотания ведут к резкому ухудшению гигиенических показателей уже в первые дни после травмы. Накапливающаяся микробная биоплёнка, воспаление слизистой оболочки и рост патогенной микрофлоры осложняют репарацию костной ткани и создают предпосылки для развития местных осложнений — гингивита, стоматита, альвеолита, периостита и посттравматического остеомиелита.

Таким образом, поддержание адекватной гигиены полости рта при лечении переломов нижней челюсти следует рассматривать как обязательный компонент клинического ведения пациента, влияющий на сроки, качество и стабильность исходов. Цель настоящей работы — комплексно проанализировать современные данные о гигиене полости рта у пациентов с переломами нижней челюсти,

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определить ведущие патогенетические факторы её нарушения, оценить эффективность современных методов гигиенической профилактики и обозначить направления оптимизации лечебного процесса.

Материалы и методы

Исследование выполнено в формате аналитического обзора современной научной литературы. Проведён систематизированный поиск публикаций в базах данных PubMed, Scopus, Web of Science и eLibrary за период с 2015 по 2024 гг. Поиск осуществлялся с использованием набора ключевых слов: *mandibular fractures, oral hygiene, intermaxillary fixation, jaw immobilization, periodontal status after trauma, plaque control in fracture patients* с применением логических комбинаций (Boolean search) для расширения выборки релевантных источников.

Критериями включения служили: наличие клинических данных о состоянии полости рта у пациентов с переломами нижней челюсти; оценка гигиенических индексов (OHI-S, PHP, PMA); анализ влияния различных методов фиксации (проволочные и назубные шины, межчелюстная фиксация, остеосинтез) на динамику гигиенических показателей; описание профилактических и лечебных мероприятий, направленных на улучшение гигиены в процессе лечения.

Из обзора исключались работы, посвящённые исключительно переломам верхней челюсти, исследования без объективной оценки гигиенического состояния, единичные клинические наблюдения без аналитической части, а также публикации, не относящиеся к клинической стоматологии.

После поэтапной фильтрации по названию, аннотации и полному тексту к окончательному анализу было отобрано 42 источника (21 зарубежная публикация, 13 российских исследований и 8 обзорных работ). Критическая оценка качества дизайна и научной значимости включённых исследований проводилась с опорой на международные методологические подходы, включая принципы PRISMA, что позволило систематизировать данные и выделить ключевые закономерности.

Результаты

Систематизация и критический анализ литературных источников позволили установить ряд взаимосвязанных факторов, определяющих динамику гигиенического состояния полости рта у пациентов с переломами нижней челюсти. Уже в начальные сроки после травмы отмечается выраженное нарушение физиологических процессов самоочищения полости рта, сопровождаемое ускоренным формированием микробной биоплёнки. Согласно клиническим наблюдениям, в течение первых 5–7 суток индекс OHI-S возрастает в 2,5–3 раза по сравнению с исходным уровнем. Данная тенденция обусловлена невозможностью полноценного открывания рта вследствие болевого синдрома, наличием объёмных шинирующих элементов, затрудняющих механическое очищение пришеечной области зубов, ограничением употребления твёрдой пищи и затруднениями при проведении полосканий.

Микробная биоплёнка интенсивно накапливается на поверхности проволочных шин, межчелюстных лигатур и других фиксирующих конструкций, создавая благоприятные условия для роста анаэробной микрофлоры (Prevotella, Fusobacterium, Actinomyces), что способствует усилению локальных воспалительных реакций. На этом фоне у значительной

части пациентов (в среднем у 55–70 %) формируются выраженные воспалительные изменения слизистой оболочки полости рта, клинически проявляющиеся гиперемией, отёчностью, болезненностью маргинальной десны, а также эрозивно-язвенными поражениями в зонах контакта шины со слизистой. При отсутствии своевременной коррекции такие изменения могут прогрессировать и приводить к развитию периостита, флегмоны и посттравматического остеомиелита.

Существенное влияние на гигиеническое состояние полости рта оказывает метод фиксации фрагментов нижней челюсти. Наиболее выраженное накопление налёта наблюдается при использовании проволочных шин, обладающих высоким ретенционным потенциалом и нередко травмирующих слизистую. Применение капроновых нитей сопровождается меньшим повреждением мягких тканей, однако проблема задержки налёта полностью не решается. Межчелюстная фиксация значительно ограничивает возможность проведения полноценной гигиены, что закономерно ухудшает показатели чистоты полости рта. Наиболее благоприятные результаты отмечены при остеосинтезе мини-пластинами, обеспечивающем стабильность фрагментов без снижения доступа к зубным рядам и позволяющем поддерживать более адекватный гигиенический режим.

Отдельного внимания заслуживает оценка эффективности современных средств и технологий, направленных на улучшение гигиены в период лечения переломов. Наиболее результативными признаны ирригаторы с растворами хлоргексидина (0,05–0,12 %), обеспечивающие снижение индекса налёта на 45–60 %. Положительный эффект отмечается при использовании

мягких ортодонтических зубных щёток, межзубных ёршиков, гелей с цетилпиридиния хлоридом и пробиотических ополаскивателей, особенно в период антибиотикотерапии. Современные устройства — ультразвуковые зубные щётки и LED-системы — способствуют ускорению эпителизации, нормализации микробиологического профиля полости рта и восстановлению местного иммунного ответа. В совокупности представленные данные указывают на комплексный характер нарушений гигиены полости рта у пациентов с переломами нижней челюсти и подчёркивают необходимость системного, многоуровневого подхода к их коррекции и профилактике.

Обсуждение

Анализ обобщённых данных свидетельствует о том, что гигиеническое состояние полости рта при переломах нижней челюсти представляет собой сложный многофакторный феномен, формирующийся под влиянием анатомо-физиологических, микробиологических и технических аспектов лечения. Травма и последующая фиксация фрагментов челюсти создают условия, при которых механизмы естественного самоочищения резко нарушаются, а микробные сообщества переходят в устойчивые патогенные формы, характерные для посттравматических состояний.

Посттравматическое снижение амплитуды движений нижней челюсти, выраженный болевой синдром и наличие шинирующих конструкций закономерно ведут к прогрессирующему ухудшению гигиены. Шины и межчелюстные лигатуры функционируют как ретенционные зоны для биоплёнки, что подтверждается увеличением доли анаэробных микроорганизмов —

Prevotella, Porphyromonas, Fusobacterium — в микробиотическом профиле пациентов. Эти изменения формируют неблагоприятный фон для репарации костной ткани и повышают риск инфекционных осложнений.

С позиции клинической практики особый интерес представляет влияние метода фиксации. Остеосинтез мини-пластинами, по данным ряда авторов, в меньшей степени ограничивает доступ к зубным рядам и травмирует мягкие ткани, что сопровождается лучшими гигиеническими показателями и меньшей частотой воспалительных осложнений по сравнению с традиционными проволочными шинами и межчелюстной фиксацией. Это обосновывает необходимость учитывать влияние способа фиксации не только с точки зрения механической стабильности, но и с позиций сохранения микроэкологии полости рта.

Не менее важным является вопрос применения современных гигиенических средств и технологий. Ирригаторы с антисептическими растворами, в частности на основе хлоргексидина, позволяют эффективно контролировать образование биоплёнки в условиях ограниченной моторики. Использование мягких ортодонтических щёток и межзубных ёршиков улучшает очищение труднодоступных участков. Включение пробиотических ополаскивателей во время антибактериальной терапии может рассматриваться как перспективный подход к восстановлению нарушенного микробного баланса.

Современные физические методы — ультразвуковые устройства и LED-системы — оказывают комбинированное действие, улучшая механическое очищение и одновременно стимулируя репаративные процессы в мягких тканях. Это открывает возможности для интеграции механических, антисептических и биостимулирующих подходов в единую программу гигиенического сопровождения пациентов с переломами нижней челюсти.

В совокупности обсуждаемые данные подчёркивают необходимость включения гигиенических мероприятий в структуру лечения переломов нижней челюсти как одного из ключевых факторов профилактики осложнений — периостита, абсцессов, флегмон и посттравматического остеомиелита. Оптимизация гигиенических стратегий должна рассматриваться наравне с хирургическим и медикаментозным компонентами терапии.

Выводы

Обобщённые результаты позволяют сформулировать ряд принципиально важных положений. Во-первых, состояние полости рта у пациентов с переломами нижней челюсти закономерно ухудшается вследствие нарушения физиологических механизмов самоочищения, ограниченной подвижности нижней челюсти и наличия фиксирующих конструкций, создающих условия для ретенции микробной биоплёнки. Уже в первые дни после травмы отмечается значительное увеличение гигиенических индексов, сопровождающееся прогрессирующим воспалением слизистой оболочки.

Во-вторых, выраженность воспалительных изменений и риск инфекционных осложнений напрямую зависят от метода фиксации фрагментов челюсти. Проволочные шины и межчелюстная фиксация существенно затрудняют проведение гигиенических процедур и способствуют росту патогенной микрофлоры, тогда как остеосинтез мини-пластинами ассоциирован с лучшими

гигиеническими и клиническими показателями.

В-третьих, применение современных гигиенических средств — ирригаторов, антисептических растворов, ортодонтических щёток, межзубных ёршиков, пробиотических ополаскивателей — существенно улучшает состояние полости рта, снижает выраженность воспаления и микробной колонизации. Использование физических методов, включая ультразвуковые системы и LED-терапию, расширяет возможности ускорения регенерации тканей и нормализации микробиоты.

В-четвёртых, эффективность лечения переломов нижней челюсти тесно связана с качеством гигиенического сопровождения, которое должно рассматриваться как обязательный элемент комплексной реабилитации. Индивидуализированные гигиенические программы, учитывающие метод фиксации, возраст пациента, степень выраженности воспаления и функциональные возможности, являются ключевым условием снижения риска осложнений.

В целом результаты анализа подтверждают, что оптимизация гигиены полости рта должна занимать центральное место в стратегии лечения переломов нижней челюсти, обеспечивая профилактику инфекционных осложнений, улучшение исходов остеорепарации и повышение качества жизни пациентов.

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The Pragmatic Features Of The Concept Of Shame

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Annotation
Within cognitive linguistics, concept and discourse are the central notions. Discourse unfolds in the conditions of natural communication. Because of this, it is dialogic or interactive in its very nature and always involves the sender and the receiver of the message, the speaker and the hearer, the writer and the reader. When the speaker's role is foregrounded, examining discourse from a pragmatic viewpoint becomes especially relevant.
Keywords: linguistics, pragmalinguistics, concept, concept of shame, communication, evaluation, illocutionary force, perlocutionary effect.

The pragmatist directs attention mainly to how linguistic material affects the hearer. These mechanisms can be traced through speech acts. A speech act reveals one of the defining properties of a text – its pragmatic orientation, the attitude it conveys on behalf of the speaker [1, p. 513]. The components of a speech act and the conditions under which it is produced determine the pragmatic side of the functional-semantic field of evaluation. This involves the interrelation of semantic and pragmatic information, how structural-semantic forms of linguistic units are shaped, and the roles of the evaluative, emotional, and expressive human components in a speech act [2, pp. 68–69]. Pragmatic information is filtered through the listener's conscious interpretation of events. The unity of emotional, evaluative, and expressive elements directly affects whether the speaker's intention succeeds. The axiological and volitional aspects of emotional thinking reveal its dialectical link with a person's need, as a social being, to influence the emotional-volitional and intellectual spheres of another's psyche– regulating their actions [3, p. 41]. The axiologization of linguistic signs has a noticeable impact on the interlocutor during communication [4, p. 104].

Within a pragmatic framework, an evaluative speech act is performed to trigger a certain effect in the hearer. Achieving this aim depends primarily on the content of the act. The structure of the illocutionary act contains illocutionary force, defined by N. K. Ryabtseva as an integral characteristic of an utterance's pragmatics– its grounding in the communicative situation, the speaker and the addressee, and the pragmatic and communicative load of their actions [5, pp. 82–83]. Illocutionary force carries the speaker's communicative intention. Under suitable conditions, the goal of the evaluative illocution is realized, and as a result a perlocutionary effect arises. When emotional influence is intended, perlocutionary actions are expressed through verbs of emotional state such as to irritate, to frighten, to bore, to shame, and so on [6, p. 203]. According to E. M. Wolf, perlocutionary influence and the orientation toward the interlocutor's emotional reaction are obligatory elements of evaluative speech acts [7, pp. 165–166]. Among illocutionary actions that aim at perlocutionary results, expressive acts stand out. These include utterances interpreted as evaluative: praise, approval, condemnation.
Evaluation arises naturally during communication because the speaker

expresses a subjective opinion about any given situation. Based on the idea that a word (or sentence) in a speech situation may take on any meaning with respect to the speaker's or hearer's evaluations, N. D. Arutyunova attributes a pragmatic nature to evaluation [8, p. 5]. Evaluation appears in various contexts and may surface in the semantics of a word or be displayed by a particular grammatical construction in the sentence.

When a speaker labels something as shameful, they implicitly remind the interlocutor of obligations before parents, friends, society, and others. Such obligations, understood as moral norms, do not depend on the desires of the individual or of third parties [9, p. 19]. Because of this, evaluations are often replaced by widely accepted statements that are believed to be true according to common belief [10, p. 320]. Here the evaluative target is the "common view," which reflects the norms of the existing society. Evaluations that mirror social stereotypes are also tied to obligation [7, p. 123].

In Uzbek, the idea of evaluating something as shameful is conveyed through various units, including *"uyat sizga", "sharmanda" ("shame on you")*, , and modal constructions such as *"siz uyalishingiz kerak" ("you ought to be ashamed")*, *"siz uyatga qoldingiz" ("you have brought shame on yourself")*. The expressive words representing the sub-concept of "evaluation" aim to affect the interlocutor's emotional state and reshape their behavior, since the speaker interprets the situation as a departure from moral norms.

Utterances that evaluate something as shameful generally involve reproach or admonition. The "inner psychological state" predicates underlying speech acts of condemnation, accusation, and similar functions, along with predicates of deontic modality, are grouped by S. G. Vorkachev

under desiderative-evaluative predicates [11, pp. 86–92].

The evaluative speech act achieves its goal through multiple stages. The mechanism of illocutionary force can be described from three angles: the speaker, the listener, and the observer-interpreter. The speaker embeds intention and reproof into the utterance, giving it a certain tone; the listener recognizes the speaker's emotional state and degree of categoricality, evaluating the legitimacy of the reproach and choosing an appropriate communicative strategy; the interpreter assesses the speaker's words, acknowledges their intentions, and selects a strategy aligned with the inferred goal [12, p. 72].

Correct recognition of the speaker's intention by the listener creates the possibility of perlocutionary influence during evaluative speech acts. Yet interpretation is complicated by various factors. It is shaped by general pragmatic and communicative goals, a hierarchy of values, the structure of the problematic domain, the participants' social roles, and their individual psychological features [13, p. 64].

To reach the desired perlocutionary effect when labeling something shameful in a speech act, the speaker first selects the most suitable linguistic means. N. D. Arutyunova refers to utterances that compel the addressee to feel ashamed and can induce a state of embarrassment: *"Shame on you! You should be ashamed!"* Their structure contains a quasi-performative element [8, p. 69].

Through direct address, the speaker shames the interlocutor, attempting psychological influence and expecting that the resulting embarrassment will deter the inappropriate behavior [9, p. 229]. Indirect signs reflect changes in emotional state–the outward indicators of shame, such as blushing, known as the "blush of shame," which is a manifestation of perlocutionary

effect. In the following example, the character insults a young man for his naivety. By using the expression sharmandalik, she realizes the impropriety of his actions, and he experiences shame, displayed through blushing, looking downward, and other signs of discomfort.

Shameful situations often arise in relation to asymmetrical social status or age differences among communicants [8, p. 63]. The social background of speakers also influences whether the goal of the evaluative act is met; these indicators may be hierarchical (parent–child, employer–employee, teacher–student) or situational–one may feel ashamed when apologizing but act rudely toward others [14, pp. 143–159]. A person who labels something shameful implicitly positions themselves above the one responsible for the situation, which is why shame functions as a form of social devaluation. Evaluative speech acts that denote shame are shaped by the social background of the participants. Typically, those in superior positions (parents, superiors, teachers, guests) shame those in lower ones (children, subordinates, students, hosts). In such cases, attention shifts from stable social roles to situational roles.

Another factor affecting the success of the evaluative speech act is the alignment between the speaker's and receiver's value maps. A disgraced person is rejected by society; shame separates a person from the social world. Isolated from society, an individual who behaves improperly feels as though they have stepped outside the shared space.

Besides direct methods of addressing the interlocutor, indirect speech acts also exist. They are expressive in their own way and typically take the form of interrogative sentences [15, p. 250]. In such sentences, the speaker does not aim to inquire about the interlocutor's real feelings but attempts to provoke an emotional reaction. The link

between shame evaluation and deontic modality explains the nature of indirect speech acts [7, p. 194]. Indirect evaluative acts arise at the intersection of interrogative modality and obligation:

Since shame is tied to a pragmatic situation, its emergence requires a certain triggering action and an associated frame–a system of expectations. The shame frame can be divided into three types:

Intentional action:

The speaker shames the listener → The listener, recognizing their guilt, feels ashamed / The listener does not recognize their behavior as wrong and feels no shame.

Unintentional action:

The speaker shames the listener while speaking to a third party → The listener unexpectedly overhears → All participants experience shame.

Unaware action:

The speaker does not intend to shame anyone → The listener interprets the words as shameful due to personal associations and feels ashamed.

Thus, languages contain established formulas that influence a person's emotional world. Appealing to the interlocutor's conscience and moral norms may alter their behavior. Because the linguistic constructions expressing the concept of shame possess pragmatic force, they carry illocutionary power, and speakers treat them as significant tools during communication.

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"Nasoyim Ul-Muhabbat" And "Nafohat Ul-Uns" In The Literary Parallel Genre: Comparative Analysis And The Issue Of Creative Relationship

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Annotation
This article analyses the creative connections between Alisher Navoi and Abdurakhmon Jomi through the lens of the literary parallel genre. Based on the scientific views put forward in the article "The Bright Pages of Kinship" ("Qarindoshlikning nurli sahifalari") by Professor Rahim Vohidov, the structural, substantive, and methodological similarities and differences of the works "Nasoyim ul-muhabbat" and "Nafohat ul-uns" are discussed in detail. The essence of Navoi's work as an independent creative work, not as a translation, is scientifically substantiated.
Keywords: literary parallelism, Sufi biographical tradition, comparative analysis, tazkira genre, creative relationship, Alisher Navoi and Jomi, textual adaptation and originality.

Introduction. The Tazkira genre in Eastern classical literature collects historical and biographical information, shares the activities of Sufi figures, and organizes details about the order's leaders for posterity. This tradition, with ancient roots, reached a highly developed form in works like Khoja Abdullah Ansari's "Tabaqati mashoyihi sufiya", Fariduddin Attar's "Tazkiratul-avliyo", and Sheikh Abu Abdurahman Sullami's "Tabaqati Sullami". In the 15th century, the literary and cultural setting of Maveraunnahr and Khorasan propelled the genre forward. Notably, the scientific and artistic contributions of Jami and Navoi began a new stage in tazkira writing. Their mutual creative connections and shared spiritual, artistic, and ideological values established a model of literary parallelism. This concept describes interconnected works that develop independently in content and style, despite sharing sources or structure. Both Navoi and Jami's tazkiras are prime examples. Professor Rahim Vohidov's research provides a scientific foundation for understanding their relationship, which was not just based on teacher-disciple bonds but

also on shared creative, aesthetic, religious, and mystical perspectives. Jami, a noted mystic and scholar, refined the tazkira, while Navoi adapted and elevated it in Turkic literature. "Nafohat ul-uns" notably influenced Uzbek literature, and while "Nasoyim ul-muhabbat" used it as a foundation, it should not be seen as a simple translation. Rahim Vohidov's analyses address this point directly. When it comes to the long friendship between the Uzbek and Tajik peoples, the names of two great allomas – Abdurahman Jami and Alisher Navoi – are definitely mentioned. The factor that unites them is not only historical closeness, but also the harmony of artistic and aesthetic thinking, the commonality of the worldview, and the focus on one direction of their goals in science and literature. It comes to the long friendship of the Uzbek and Tajik peoples, the name of two great allomas – Abdurahman Jami and Alisher Navoi-is definitely mentioned. The factor that unites them is not only historical closeness, but also the harmony of artistic and aesthetic thinking, the commonality of the worldview, and the focus on one direction of their goals

in science and literature. The essence of the literary parallel genre is precisely the scientific study of this commonality, creative influence, and influence. The creative relationship between Navoi and Jami is more vividly manifested, especially in the example of the works "Nafohotul-uns" and "Nasoyim ul-muhabbat". These two works are considered one of the most important sources of Eastern mysticism-logical heritage. Therefore, the analysis of their interaction on the basis of the literary parallel genre is both scientifically relevant and significant.

Materials and methods. The closeness between Jami and Navoi was not limited to personal friendship, but was based on deep scientific-creative communication, mutual exchange of ideas. They took the same view of the importance of mysticism in spiritual education as the place of literature in society. For Navoi, Jami was not only a teacher but also a spiritual guide. A significant part of the creative program of Navoi was organized by bringing the eastern literary heritage closer to the Turkic reader, moving it to the Uzbek literary language. This process expresses precisely the essence of the literary parallel genre – the principles of creating a new, independent, and improved work on the basis of the previous one. It was Alisher Navoi who was his first student and advisor when Jami was writing "Nafohotul-uns". From the testimonies in the "Xamsatul-mutahayyirin", it is known that when every chapter was written, Jami held it in the hands of the Navoi, receiving advice. His process expresses precisely the essence of the literary parallel genre –the principles of creating a new, independent, and improved work on the basis of the previous one. It was Alisher Navoi who was his first student and advisor when Jami was writing "Nafohotul-uns". From the testimonies in the "Xamsatul-mutahayyirin", it is known that when every chapter was written, Jami held it in the hands of the Navoi, receiving advice.

"Nafohat ul-uns" and "Nasoyim ul-muhabbat": similarities and differences

1. Similarities in content and composition. The Jami tazkira describes the biographies of Sufis, their status in the tariqat, their prophecies, and their scientific heritage, and Navoi's work "Nasoyim ul-muhabbat" also relies on "Nafohat" in its main compositional principles. However, these similarities are not a complete translation, but a natural manifestation of a literary parallel.

2. The difference in the number of characters. According to the important evidence provided by Vahidov:
- "Nafohat ul-uns" - more than 600 characters
- "Nasoyim ul-muhabbat" - more than 750 characters

This fact alone indicates that Navoi's work is an independent work of art. Navoi also included new information about his time and additional sources in the tazkira.

3. Expansion of the source range. Navoi used not only "Nafohat", but also other sources of Sufism, historical and moral treatises, and examples of poetry. This is a sign of scientific research and independent research.

4. Stylistic originality. While Jami's commentary is a classic example of Persian prose, Navoi chose in his work simple and fluent Turkish prose, an educational tone, extensive use of artistic and visual means, a clear and concise style of information and expression.

Navoi writes in this regard: "...can I translate this book into Turkish? I can solve its difficult problem with clearer words and more expressive language..." This quote expresses the fine line between creative processing, translation, and original creation. Vohidov's article "The Bright Pages of Kinship" identifies the parallels between these two works as follows:

1. "Nasoyim ul-muhabbat" is not an exact translation of "Nafohat ul-uns", but an expanded, enriched, and adapted creative version for the Turkish language.

2. Navoi reworked the information in "Nafohat ul-uns", adding new characters and stories to it.

3. Style simplicity, scientific accuracy, and spiritual-operationalism are the distinctive features of "Nasoyim ul-muhabbat".

4. The work is the largest monument of Sufi tazkira in Turkic literature.

The connection between these two works is an important source in studying the stages of development of the tazkira genre in Eastern literature. In conclusion, although Alisher Navoi's work "Nasoyim ul-muhabbat" was created based on Abdurakhmon Jami's "Nafohat ul-uns", this work should be evaluated as an independent scientific and artistic monument. The arguments put forward by Professor Rahim Vohidov fully confirm this idea. The similarities between the works are a natural result of creative parallels, and the differences are the product of Navoi's unique scientific approach and artistic skill. Therefore, it would be a fair scientific conclusion to evaluate "Nasoyim ul-muhabbat" not as a Turkish translation of "Nafohat ul-uns", but as a new, expanded, scientifically based, and literary independent version. As a result of the creative cooperation between these two allomas, rare information about mysticism and historical figures was formed. In many cases, "Nasoyim ul-muhabbat" is seen as a translation of the "Nafohat ul-uns"of the Jami.

Conclusion. The scientific and educational significance of the work "Nasoyim ul-muhabbat" is not only a mystical source, but also an encyclopedic work, in which biographies of scientists, scribes, and scholars in Eastern literature are given. In this, the focus of Jami and Navoi is on one common goal perpetuation of spiritual heritage. Creative ties between Jami and Navoi form one of the most striking examples of the literary parallel genre. The relationship between "Nafohotul-uns" and "Nasoyim ul-muhabbat" suggests that Navoi did not translate Jami's work, but filled and expanded it scientifically, creating a new stage for Turkic literature, the main principles of the literary parallel – joint worldview, creative influence, independent processing, additional scientific research – are fully manifested, the work of the two allomas is appreciated as a high example of cultural and spiritual Therefore, it is correct to evaluate "Nasoyim ul-muhabbat" as an edited, enriched, scientifically based new variant of "Nafohotul-uns" in Uzbek.

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Особенности Осады Худжанда И Оборона Темура Малика. Уроки Стратегического Сопротивления И Национального Духа

Мамедов Рустам Атаевич

Аннотация
Настоящая статья посвящена анализу особенностей Осады Худжанда монгольскими войсками в 1219-1220 гг. и исключительной обороны, организованной местным правителем Темуром Маликом. Исследование фокусируется на нетрадиционных методах ведения боя, стратегическом использовании реки Сырдарьи и значении этого события как символа несломленного духа и героизма народа Средней Азии. Рассматривается актуальность этих исторических уроков для современных концепций национальной безопасности, стойкости и лидерства.
Ключевые слова: осада Худжанда, Темур Малик, монгольское завоевание, асимметричный конфликт, речная оборона, кризисное лидерство, национальная устойчивость.

Монгольское завоевание Средней Азии (1219-1221 гг.) стало поворотным моментом в истории региона, характеризуясь невероятной скоростью и разрушительностью. В этом апокалиптическом контексте **Худжанд**, важный город на Сырдарье и восточный форпост Хорезмшахов, выделился особым, длительным сопротивлением. Оборона под руководством **Темура Малика** (наместника города) является уникальным примером, выходящим за рамки стандартной крепостной осады.

Монгольское завоевание Средней Азии стало трагедией для Хорезмшахского государства. Худжанд, расположенный на реке Сырдарье (Яксарт), имел критическое геостратегическое значение как узел Великого шелкового пути. По оценкам историка К. В. Трепавлова, быстрый захват таких центров, как Отрар, Бухара и Самарканд, был целью монголов [1]. Неожиданное сопротивление Худжанда нарушило этот блицкриг.

Профессор Дэвид О. Морган, один из ведущих специалистов по истории Монгольской империи, отмечает: «Сопротивление Худжанда, пусть и локальное, показало, что монгольская армия не была непобедимой, когда сталкивалась с крепостной войной и адаптивным противником. Это был ранний сигнал о том, что даже лучшая конница имеет свои слабости перед водными преградами и инженерным искусством [2]».

Главный секрет стойкости Худжанда заключался в стратегическом использовании **реки Сырдарьи**. Темур Малик сосредоточил оборону не в самом городе, который был частично разрушен, а в крепости на острове посреди реки. Оборона Худжанда имела две ключевые особенности, выделяющие её на фоне других сражений того периода:

гидротехническая стратегия и островная крепость - река служила естественным барьером против монгольской конницы и облегчала снабжение;

военно-морская тактика - Темур Малик приказал построить корабли и лодки, которые были обшиты сырой кожей и броней, что делало их почти неуязвимыми для монгольских стрел. Используя эти суда, защитники крепости совершали внезапные вылазки и наносили удары по монгольским осадным отрядам на берегах.

Оборона Худжанда представляет собой классический пример асимметричного конфликта, где меньшие силы компенсировали численное превосходство противника тактической инновацией. Темур Малик принял нетривиальное решение, перенеся центр обороны на островную крепость посредине полноводной Сырдарьи. Источники, включая Джувейни (Тарих-и Джахангушай), подробно описывают эту тактику [3].

Защитники использовали 70 лодок, обшитых мокрой кожей и броней, что делало их практически невосприимчивыми к обычным стрелам монголов. Этот «речной флот» позволял Темуру Малику постоянно маневрировать, снабжать крепость, а главное — совершать внезапные ночные вылазки.

Российский востоковед А. Г. Поляк (2018) в своей работе, посвященной средневековой военной инженерии, подчеркивает: «Использование реки не просто как преграды, но как мобильной оборонительной платформы было гениальным решением. Это превратило традиционную осаду в морской бой, к которому монголы были наименее готовы. Фактически, Темур Малик создал оперативно-тактический тупик для монгольской конницы [4]».

Монголы, не привыкшие к речным боям, были вынуждены изменить тактику. Они неспособные взять остров прямым штурмом, прибегли к своему излюбленному методу – **использованию труда пленных** (хашар) для строительства дамб и засыпки проток.

Монгольское командование (во главе с сыновьями Чингисхана, **Джучи** и **Чагатаем**) бросило на строительство дамбы 50 000 пленных. Защитники Темура Малика совершали ежедневные вылазки, используя метательное оружие

и «греческий огонь» (сосуды с нафтой), чтобы разрушать насыпи и деморализовать строителей. Этот постоянный саботаж и тактика выжженной земли в водном пространстве обеспечили месяцы сопротивления. Оборона, длившаяся около **трех месяцев**, вынудила монгольское командование отвлечь значительные силы и ресурсы, замедлив общее продвижение по Мавераннахру.

Современный историк **Дж. А. Бойл** (1968) рассматривает это как пример «**войны на истощение**»: «Длительность осады, которая вытянула значительные ресурсы и отвлекла целые тумены от основной кампании, была стратегической победой, независимо от конечного результата. Это была не просто оборона, а затягивание времени и демонстрация воли к борьбе, **имевшая психологическое воздействие** на весь регион [5]».

Когда стало очевидно, что численное превосходство монголов и их попытки отрезать водные пути приведут к падению крепости, Темур Малик принял решение об организованном отходе. Он погрузил оставшихся воинов и припасы на 70 судов и, внезапно, под покровом ночи, начал прорыв вниз по Сырдарье. Этот маневр, который позволил сохранить ядро боеспособного отряда и продолжить сопротивление (хотя и за пределами Худжанда), демонстрирует стратегический прагматизм и ответственность лидера.

Подобно обороне Козельска в русских землях, оборона Худжанда стала знаковым событием, хотя в итоге город пал, а крепость была захвачена.

Военно-историческое значение обороны Худжанда является одним из редких примеров успешного применения речной флотилии в противостоянии с армией, специализирующейся на конном бою. Она показала пределы возможностей

монгольской военной машины при столкновении с нетрадиционной тактикой.

Имя **Темура Малика** вошло в Центрально Азиатский эпос как воплощение доблести, изобретательности и непримиримости к завоевателям. Оно служит мощным символом сохранения национальной идентичности в период тяжелых испытаний. Уроки Осады Худжанда и подвига Темура Малика остаются актуальными для современного мира.

Падение Худжанда в результате организованного отхода Темура Малика не затмило героизма. Напротив, это событие стало местом памяти и образцом кризисного лидерства.

Когда Темур Малик осознал неизбежность падения крепости из-за истощения запасов и численного превосходства, он совершил организованный прорыв вниз по реке с ядром своего отряда (около 1000 воинов).

Это позволило ему продолжить борьбу, он присоединился к Джалал ад-Дину Мангуберди и участвовал в последующих боях против монголов (например, у реки Инд). Этот прагматизм (сохранение живой силы) является ключевым элементом его лидерства.

Академик Б. Г. Гафуров (Таджики, 1972) возвел Темура Малика в ранг национального героя, подчеркивая, что его борьба была «не просто обороной города, но обороной национальной чести и духа». Он отмечает: «Темур Малик – символ, доказывающий, что нация способна к самоорганизации и самопожертвованию в критические моменты [6]»

Темур Малик продемонстрировал способность мыслить нестандартно и использовать имеющиеся ресурсы (река, судостроение) для создания асимметричного преимущества. Это

актуальный урок для современных лидеров в условиях быстро меняющихся геополитических и технологических вызовов.

Уроки Темура Малика являются актуальными для современных государств, сталкивающихся с асимметричными угрозами и необходимостью обеспечения национальной устойчивости. Пример Худжанда демонстрирует, что стратегическая победа может быть достигнута не через прямой военный успех, а через инновационное использование ресурсов для затягивания конфликта и истощения противника.

В современной военной теории это коррелирует с концепциями сетецентрической войны и асимметричного сдерживания, где малые страны используют нетрадиционные, высокотехнологичные или географически обусловленные средства (например, системы береговой обороны или кибер-война) для компенсации превосходства крупных держав. Темур Малик использовал реку как свою высокотехнологичную платформу.

Оборона Худжанда является эталоном кризисного управления, при котором лидер не поддается панике, а использует внутренний потенциал (ресурсы, людей, географию) для максимизации сопротивления.

Политолог Ф. Ш. Мухаммадиев в статье о региональной безопасности утверждает: «Культ Темура Малика в Таджикистане – это не просто историческая дань. Это государственная идеология стойкости. Она проецирует в сознание граждан мысль, что даже в условиях тотальной внешней угрозы можно найти нетрадиционные пути сопротивления. Это ментальный ресурс для противодействия современным

вызовам, от терроризма до экономических кризисов [7]».

Оборона Худжанда является примером национальной устойчивости — способности общества длительное время сопротивляться подавляющему давлению. Это ключевой элемент современных концепций национальной безопасности.

Память о Темуре Малике служит важным моральным и воспитательным элементом в странах региона. Героизм прошлого укрепляет патриотизм и формирует чувство гордости за историческое наследие, подчеркивая, что народ Средней Азии является не только «творцом столпов мировой цивилизации», но и «доблестным воином».

Организованный отход Темура Малика показывает, что истинный героизм включает в себя прагматичное принятие решений, когда сохранение основных сил для будущей борьбы важнее бессмысленного самопожертвования.

Оборона Худжанда под руководством Темура Малика — это не просто эпизод монгольского завоевания, а многогранный прецедент в военной истории. Он демонстрирует стратегическую изобретательность, использование природно-географических особенностей в обороне и несгибаемую волю к сопротивлению. В современности этот подвиг продолжает служить не только объектом исторического изучения, но и этическим ориентиром для формирования сильного национального духа, устойчивого лидерства и способности к инновационному противостоянию любым угрозам.

Оборона Худжанда и Темур Малика – это не только яркий эпизод военной истории Центральной Азии, но и богатый кладезь стратегических уроков. Она демонстрирует важность инновационного мышления в кризисе, прагматичного лидерства и роль географического фактора в асимметричном конфликте.

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Concept Of "Peace": Conceptual Metaphor Analysis

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Abstract

Through the analysis of metaphors, semantic fields, and linguistic oppositions, this study highlights that the term 'peace' in Collins's dystopian work functions paradoxically—as a form of state propaganda and psychological control rather than absence of war, or tranquility. This article depicts the conceptual metapohor analysis of the concept of peace in Suzanne Collins's "The Hunger Games". Following the principles of cognitive linguistics and discourse analysis, the author explores how language constructs cultural meanings and shapes readers' perception of the world as a political and psychological category. The findings reveal that peace in Panem is linguistically and conceptually linked to domination, surveillance, and submission, which challenges the traditional moral, cultural and emotional association of the word.
Keywords: concept of peace, linguocognitive analysis, metaphor, ideology, "The Hunger Games", discourse.

Introduction

In the world of Panem, 'peace' is not synonymous with freedom or justice but rather with surveillance and coercion. The word itself becomes an emblem of the Capitol's authority. The concept of peace has long served as one of the fundamental values in human cognition and culture. It traditionally signifies harmony, stability, and the absence of conflict. However, within dystopian narratives, peace often acquires an ironic or manipulative function, becoming a linguistic tool for legitimizing power and control.

This study applies a linguocognitive approach to analyze how the concept of peace is constructed in "The Hunger Games". Through the integration of cognitive linguistics (Lakoff & Johnson, 1980) and critical discourse analysis (Fairclough, 1995), it aims to uncover how the novel's language shapes readers' understanding of ideological peace. The analysis focuses on three main aspects: (1) the semantic field of 'peace' and its related lexemes, (2) conceptual metaphors that define peace through control and violence, and (3) oppositional cognitive models that juxtapose peace with freedom, resistance, and silence. This article briefly examines some of these points and suggests possible ways to explore the underlying issues in more detail.

Cognitive Approach in Analyzing the Concept. Within the concept of peace, the notion of the world is a complex mental construct that combines emotional, ethical, and political dimensions. The linguocognitive approach combines the study of language, cognition, and cultural perception. According to Lakoff and Johnson (1980), these concepts are not abstract entities, but mental structures that reflect collective experience and are linguistically encoded through metaphors and categorization. It is also shaped by cultural narratives and discursive practices. (Kövecses, 2010).

In dystopian fiction, concepts like peace and freedom often undergo various semantic transformations through ideological manipulation (Charteris-Black, 2004). By

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analyzing lexical realizations and conceptual oppositions, using linguistic and cognitive research can reveal how fictional discourse reflects collective fears and cultural paradoxes. This paper thus interprets Collins's linguistic construction of peace as both a cognitive metaphor and a cultural critique of political control.

Conceptualizing Peace in "The Hunger Games". In Collins's trilogy, peace is most visibly represented through the Capitol's institutional structure known as the 'Peacekeepers.' The lexical irony is instantly visible: 'Peacekeepers' impose peace through physical punishment, public executions, and elimination of dissent. For instance, when Gale is penalized for illegal hunting, the Peacekeepers incorporate violence masked as order: "The whip whistles through the air and I see the slash across Gale's back before I even hear it" ("Collins", 2008, p. 106). Here, the cognitive dissonance between the semantic value of 'peace' and the act of violence emphasizes the novel's criticism of state-imposed serenity.

The word 'peace' is also central to the Capitol's publicity discourse. President Snow repeatedly mentions the 'Peace of Panem' as the justification for the Hunger Games: "It was agreed that the districts would offer up tributes as a reminder of the price of peace" ("Collins", 2008, p. 18). This composition of ideas constructs a notion coordinating with the conceptual metaphor "PEACE IS SACRIFICE" — where peace is referred to as something that must be continuously paid for through sacrifice and obedience. Linguistically, the phrase 'price of peace' hides in itself a concept of a moral economy in which suffering is normalized. However, peace also possesses a personal and emotional meaning for the main character — Katniss Everdeen. In the natural environment of the woods, she describes moments of solitude as peaceful: "The woods became my place of peace,

where the world was quiet and I could breathe again" ("Collins", 2008, p. 29). This alternative understanding of peace—linked to nature, tranquility and autonomy—creates a cognitive contrast between institutional peace (enforced) and inner peace (experienced).

Cognitive Linguistic Metaphors and Oppositions. Metaphor functions as a key cognitive structure in constructing meaning. In the trilogy of "The Hunger Games", Collins uses metaphors that sabotage the conventional image of peace. Three primary conceptual metaphors can be identified:

1. "PEACE IS CONTROL" – The Peacekeepers symbolize the embodiment of state control. The Capitol's rhetoric reformulates peace as obedience, as seen in Snow's statement that 'order is the foundation of peace.'

2. "PEACE IS SACRIFICE" – The mechanism of the Hunger Games transforms death into a moral obligation for maintaining peace. This metaphor authorizes violence as necessary.

3. "PEACE IS ILLUSION" – The Capitol's peace is performative, a façade sustained through spectacle and fear, aligning with the extensive vision of power (Foucault, 1977). These metaphors generate what Kövecses (2010) calls a 'conceptual dissonance'—a situation where linguistic form and cultural experience contradict each other. The juxtaposition of 'peace' with severity unknowingly provokes critical reflection in the reader's cognition. Moreover, it reveals how unnaturally induced ideology can steal universal moral concepts to maintain hierarchy.

Critical discourse analysis (Fairclough, 1995) states that language is both shaped by and shapes power relations. In Collins's dystopia, peace becomes a discourse of domination and hierarchy. By repeatedly associating peace with security, Snow's system redefines resistance as chaos. This

echoes Orwellian vagueness of ideologies, where words acquire their opposite meanings. For instance, the annual 'Victory Tour' is described as a 'celebration of peace,' despite being a performative reminder of enslavement ("Collins", 2009, p. 42). The term 'peace' thus operates as what Fairclough (1995) terms a 'hegemonic signifier'—a linguistic construct that conceals inequality.

Moreover, Collins's portrayal of propaganda aligns with Charteris-Black's (2004) theory of 'rhetorical framing.' The Capitol's official narrative frames peace as a reward for loyalty, while rebellion becomes synonymous with terror and betrayal of peace. This framing guides collective cognition and limits alternative interpretations of social order. In this sense, the manipulation of the concept of peace demonstrates the cognitive control mechanisms typical of totalitarian societies.

Conclusion

The linguocognitive analysis reveals that peace in "The Hunger Games" is a polysemantic and ideologically charged construct. Its cognitive model intertwines notions of order, fear, and survival. By contrasting institutional and personal understandings of peace, Collins exposes the paradoxes of human civilization—how ideals of safety can devolve into mechanisms of oppression. The repetition of the term 'peace' in official discourse serves as a linguistic anesthetic, dulling moral awareness and transforming violence into necessity.

Furthermore, the novel's structure reinforces this conceptual inversion. Each act of state violence is linguistically rationalized as 'peacekeeping,' producing what cognitive linguists call 'reframing.' This process alters mental schemas: readers begin to perceive peace not as a natural state but as a construct sustained through power. As Kövecses (2010) notes, conceptual metaphors not only describe

reality but shape it. Collins's narrative thus becomes an exploration of cognitive dissonance in language itself.

At the same time, the protagonist's inner journey from submission to rebellion embodies as Rakhmatova (2019) states a linguistic and cognitive redefinition of peace. Katniss's personal lexicon shifts from fear to agency: peace is no longer silence but justice. This transition mirrors Lakoff's (1996) theory of moral cognition, where language influences ethical reasoning. Ultimately, Collins invites readers to reclaim the meaning of peace as an act of moral resistance.

Through a linguocognitive analysis, this study demonstrates that the concept of peace in Suzanne Collins's "The Hunger Games" is not static but dynamic, existing at the intersection of language, ideology, and emotion. In the fictional world of Panem, peace is both desired and feared—a duality that reflects contemporary anxieties about political control and the loss of autonomy. The linguistic encoding of peace through paradoxical metaphors exposes the vulnerability of human cognition to ideological manipulation. By contrasting institutional discourse with individual experience, Collins reclaims peace as a deeply personal and moral state rather than a political slogan. This reinterpretation resonates beyond fiction, reminding readers that true peace cannot exist without freedom and justice.

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Сражение На Реке Чирчик В 1365 Году («Лой Жанги») И Его Влияние На Политическую Конфигурацию Мавераннахра

Холдаров Абдулхамид Йулдашевич

Аннотация

В статье анализируется «Грязевая битва» (перс. لای جنگ, Жанг-и Лай), состоявшаяся в мае-июне 1365 года на берегу реки Чирчик. Исследуются её военно-стратегические, погодные и политические факторы, приведшие к поражению объединённых сил эмиров Амира Тимура и Амира Хусейна. Особое внимание уделяется анализу роли личностного фактора и последствиям битвы, которые выразились в кратковременном монгольском господстве и усилении движения сербедаров в Самарканде.

Ключевые слова: Лой Жанги, Битва в грязи, Амир Тимур, Ильяс-Ходжа, Могулистан, Мавераннахр, Чирчик, сербедары, военно-климатический фактор, Яда-таш, стратегический просчет.

После распада Чагатайского улуса в середине XIV века Мавераннахр, ослабленный междоусобицами и периодическими набегами, стал объектом экспансии со стороны Могулистана, управляемого потомками Чагатая. К середине 1360-х годов фактическими соправителями Мавераннахра и главными оппонентами могульской власти являлись амиры **Амир Тимур** (Тимур ибн Тарагай) и **Амир Хусейн**, породнившиеся и создавшие военный союз.

В середине XIV века Чагатайский улус окончательно распался на западную часть (Мавераннахр, под контролем местных амиров) и восточную (Могулистан, под властью ханов-чингизидов). Ильяс-Ходжа, сын Туглук-Тимура, предпринял попытку воссоединения улуса, что привело к прямому конфликту ссо своими оппонентами **Амиром Тимуром и Амиром Хусейном**.

В 1365 году могульский хан Ильяс-Ходжа предпринял крупный поход с целью полного подчинения региона. Поход Ильяса-Ходжи стал крупнейшим вызовом для власти Тимура до его единоличного возвышения, поставив под угрозу саму идею независимости Мавераннахра.

Амир Тимур и Амир Хусейн, объединив свои войска, выступили навстречу противнику к реке Чирчик. Это столкновение вошло в историю как «Лой Жанги» — «Грязевая битва». Союзные войска заняли позицию в районе между современными Ташкентом и Чиназом, на берегу реки Чирчик. Точное местоположение оспаривается, но ключевым является характер местности — открытая равнина, пригодная для маневров конницы. Сражение произошло в конце мая или июне **1365 года**.

Согласно основным историческим источникам (в частности, «Зафар-наме» Шарафиддина Али Йазди), решающим фактором стала резкая смена погоды. В разгар боя начался мощный **ливень**, который быстро превратил поле в «глиняное месиво» (лой) [1].

Основной удар пришёлся на момент, когда, по свидетельству источников, начался катастрофический ливень. «Эффект Лой Жанги» - грязь (лой) нейтрализовала ключевое преимущество объединённой армии — тяжёлую конницу. Конница и пехота Амира Тимура и Амира Хусейна, традиционно полагавшиеся на скорость и маневр, увязли в грязи. Предполагается, что монгольские войска

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были лучше адаптированы к полевым условиям и, возможно, их лёгкая экипировка и использование войлочных накидок (намат-чапанов) дали им тактическое преимущество в условиях дождя.

Средневековые хроники упоминают, что Ильяс-Ходжа использовал «яда-таш» (камень, вызывающий дождь), что является отражением мистификации климатического фактора в военно-политических целях, хотя это и является легендарным элементом, его включение в хроники подчеркивает психологическое воздействие погодного катаклизма на деморализованное войско Тимура и Хусейна.

В ходе битвы Тимур успешно атаковал правое крыло могульской армии. Однако поражение на левом крыле, возглавляемом Хусейном, было вызвано его нерешительностью и несогласованностью действий командиров. Отступление Хусейна вынудило Тимура также оставить свои позиции.

Предложение Тимура Хусейну о совместной контратаке было отклонено, что привело к окончательному поражению союзных войск. Амир Тимур продемонстрировал своё полководческое искусство, успешно атакуя правый фланг могулов. Однако, ключевое поражение произошло на левом фланге, которым командовал **Амир Хусейн**.

Это была самая фатальная проблема, которая предопределила исход битвы. Амир Хусейн, командующий правым флангом и номинально старший в этом союзе, проявил либо трусость, либо преднамеренное предательство. Когда Тимур, выполняя свой долг, атаковал и добился первоначального успеха, он рассчитывал на поддержку Хусейна, чтобы закрепить преимущество и завершить разгром могульского центра.

Хусейн не двинул свои войска на помощь Тимуру. Более того, некоторые источники указывают, что он, видя тяжёлое положение, отошёл с поля боя, оставив Тимура под угрозой окружения. В результате победа Тимура на левом фланге была немедленно нейтрализована поражением центра и правого крыла. Могулы смогли перебросить силы против изолированного и понесшего потери левого фланга.

Тимур, видя поражение Хусейна, предложил немедленно объединить оставшиеся силы для **контратаки** или скоординированного отступления, чтобы сохранить армию. Хусейн, опасаясь за свои личные запасы и не доверяя Тимуру, отказался. Этот стратегический просчет, основанный на личном соперничестве, привел к общему хаотическому отступлению и полному провалу кампании. Битва стала первым и, возможно, самым значимым поражением Тимура на раннем этапе его карьеры [2].

Победа Ильяса-Ходжи открыла дорогу на Самарканд. Однако амиры, вместо организации обороны города, бежали в Шахрисабз. Битва в Грязи стала крупным тактическим успехом для Могулистана. Ильяс-Ходжа с победоносной армией двинулся на Самарканд. Потери союзных войск оцениваются примерно в **10 тысяч** воинов.

Остатки сил Амира Тимура (около 15 кошунов) отступили в Шахрисабз. Неспособность эмиров защитить Самарканд привела к усилению сербедаров — народного движения, выступавшего против феодальной власти и монгольской угрозы. В условиях вакуума власти и угрозы монгольского грабежа, в Самарканде восстали сербедары (букв. «висельники» — те, кто готов умереть за свободу). Их возглавили религиозный деятель

Мавлана-заде Самарканди и ремесленник Абу Бакр Келеви. Сербедары впервые в истории Мавераннахра организовали народное ополчение, успешно отразили первую атаку могулов и взяли власть в городе в свои руки. Это показало не только слабость аристократии, но и потенциал гражданской самоорганизации против внешнего врага.

Несмотря на победу и осаду Самарканда, Ильяс-Ходжа был вынужден снять осаду и отступить из-за вспышки **эпидемии чумы** (или иной болезни), поразившей его войска и лошадей. Этот фактор, наряду с упорным сопротивлением сербедаров, окончательно нивелировал стратегические выгоды могулов от победы в «Лой Жанги».

Отход могулов позволил Амиру Тимуру и Амиру Хусейну позднее восстановить контроль над Мавераннахром и разгромить сербедаров (1366 г.), что стало прелюдией к установлению единоличной власти Тимура.

Поражение 1365 года заставило Тимура пересмотреть фундаментальные основы своего правления и ведения войны, что легло в основу его будущей Империи.

Двоевластие (дуализм власти) - союз с Хусейном был нестабилен и основан на личных интересах, а не на общем деле. Тимур понял, что его стратегические планы всегда будут под угрозой, пока власть не будет единоличной. В 1369 году он устранил Хусейна и стал единоличным правителем Мавераннахра, приняв титул Сахибкиран (Владыка счастливого сочетания звёзд) [3].

В битве на поле боя не было одного, бесспорного лидера, что привело к разрозненным действиям и провалу маневра. Во всех будущих походах Тимур всегда был верховным главнокомандующим, единолично принимая все стратегические и тактические решения.

Потеря 10 тысяч воинов из-за предательства Хусейна научила Тимура важности личной преданности и дисциплины. Войска союзников всегда могли отступить или предать. Тимур начал активно собирать и тренировать личные, абсолютно преданные ему отряды (в том числе туман из Кеша), которые стали ядром его будущей армии и обеспечивали его безопасность и выполнение приказов.

Отсутствие жесткого наказания для отступающих или нерешительных командиров. В его будущей армии установлена жесточайшая дисциплина. За самовольный отход или невыполнение приказа наказывали смертью, независимо от ранга.

Внезапный ливень и численное превосходство могулов показали недостатки в подготовке. Неспособность предсказать или подготовиться к изменению погодных условий, привели к тому что, в своих будущих кампаниях (особенно против Тохтамыша и в Индии) Тимур делал огромный упор на разведку и изучение местности, маршрутов, погодных особенностей и, главное, сил противника.

Возможно, Тимур недооценил решимость Ильяс-Ходжи или переоценил готовность Хусейна к бою. Вместе с тем Тимур благодаря случаю стал мастером логистики и обеспечения войск, всегда стараясь вступать в бой, имея преимущество или, по крайней мере, обеспечив пути снабжения и отхода.

В результате битвы Тимур понял, что вязкость боя требовала более гибких тактических решений. В дальнейшем Тимур совершенствовал маневренность своей армии, используя знаменитый пятизвенный (или семизвенный) строй с резервом (йигит) в тылу и сильными

флангами, что позволяло быстро реагировать на прорывы или окружение. В «Лой жанги» у него не было надежного резерва. В будущих битвах (например, при Анкаре) именно своевременный ввод резервов становился ключом к его победам.

Битва в Грязи является классическим примером, изучаемым в военно-исторических школах, иллюстрирующим:
принцип непредсказуемости среды (The Fog of War and Environment) **-** как внешние факторы, неподконтрольные полководцу (погода, ландшафт), могут сделать любую гениальную тактику бессмысленной;

важность единства командования - провал Амира Хусейна и его отказ от сотрудничества с Тимуром подчеркивает, что отсутствие централизованного управления и взаимное недоверие могут привести к поражению даже при наличии численного или тактического преимущества.

Историки, такие как **В. В. Бартольд** и современные исследователи наследия Тимура, часто отмечают, что Лой Жанги была **«редким поражением для Тамерлана»** [4].

Аналитики сходятся во мнении, что именно этот провал, а затем необходимость борьбы с могулами и сербедарами, закалили политический и военный характер Тимура, став ключевым уроком перед его восхождением. По сути, поражение 1365 года стало «переломным моментом» в формировании его военной стратегии и политического чутья.

Тимур и Хусейн, объединившись, вскоре вернули себе контроль над Мавераннахром, подавив восстание сербедаров и воспользовавшись ослаблением могулов (Ильяс-Ходжа вскоре был убит своим эмиром Камар ад-Дином). Сражение на Чирчике стало

важным шагом к разрыву союза между Тимуром и Хусейном. Нерешительность и предательство Хусейна в бою глубоко подорвали доверие Тимура, что в конечном итоге привело к их открытому конфликту и гибели Хусейна в 1369 году, а также установлению единоличной власти Тимура [5].

В соответствии с проведенной работой следует определить следующие **выводы:**
Лой Жанги – это сражение, исход которого был предопределён не военным превосходством, а катастрофическим климатическим фактором;

битва обнажила критический личностный конфликт между Тимуром и Хусейном, продемонстрировав, что политический дуумвират неспособен к эффективному военному командованию в кризисных условиях;

политическим следствием стало краткосрочное восстание народной силы (сербедаров), что наглядно иллюстрирует, как вакуум власти может мобилизовать гражданское население.

Для дальнейшего изучения **рекомендуется**:
провести климатологический и палеогеографический анализ региона Чирчика (Шаш) за 1365 год для проверки вероятности столь сильного и внезапного ливня;

уделить внимание социально-политической роли сербедаров как феномену ранней самоорганизации городского населения Центральной Азии;

исследовать влияние военно-инженерного обеспечения (например, мобильного укрытия от дождя) на исход средневековых битв, используя опыт могулов.

Лой Жанги 1365 года является ярким примером того, как невоенные факторы

(в данном случае, климат) могут радикально изменить исход крупного сражения. Поражение имело серьёзные, хотя и кратковременные, политические последствия, оно временно дискредитировало амиров, привело к власти народное движение сербедаров и продемонстрировало критическую важность военно-политической согласованности между Амиром Тимуром и Амиром Хусейном. В долгосрочной перспективе, однако, неудача могулов в Самарканде и их последующий уход создали условия для окончательного изгнания монголов и последующего возвышения Амира Тимура.

Сражение на Чирчике стало для Тимура не просто военным поражением, а политическим и психологическим водоразделом. Оно научило его, что в борьбе за власть нельзя полагаться на союзников, и что военный успех невозможен без абсолютной власти, железной дисциплины и тщательной подготовки.

Именно эти уроки позволили ему в последующие десятилетия превратиться из местного амира **в Тамерлана — великого завоевателя Азии**.

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Trends in the Development of Combat Control of Artillery Units

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Abstract
The article explores the trends in the development of combat control of artillery units, considering technological progress, automation, digitalization, and the integration of modern information systems. The study identifies challenges and opportunities in adapting artillery command and control systems to the requirements of modern warfare. The conclusions highlight the importance of network-centric operations, rapid information exchange, and artificial intelligence integration to ensure the effectiveness of artillery units in future combat scenarios.
Keywords: Combat control, artillery units, digitalization, automation, artificial intelligence, network-centric warfare

Introduction. Artillery has historically played a decisive role on the battlefield. Its effectiveness largely depends on the quality of command and control systems, which ensure timely decision-making, accurate targeting, and coordination with other branches of the armed forces. In the 21st century, the rapid pace of technological development has significantly transformed the principles of artillery combat control.

1. Historical Development of Artillery Combat Control
Historically, artillery combat control was limited to visual observation, signal flags, and manual calculation of trajectories. During the 19th and early 20th centuries, artillery relied heavily on human operators and primitive tools to estimate ranges and firing angles. The introduction of telegraphs and telephones improved coordination but remained vulnerable to disruption. The World Wars accelerated the modernization of artillery command and control. In World War I, forward observers were used to direct fire through telephone lines, while in World War II, the integration of radio communication revolutionized artillery command. Radar and early computing machines enabled faster target acquisition and more accurate fire missions. By the late 20th century, satellite navigation systems and digital mapping allowed for precision-guided artillery fire, marking a decisive shift toward technological dominance in combat control.

2. Modern Challenges in Artillery Command and Control
Contemporary warfare is shaped by high mobility, urban operations, and the integration of multiple domains—land, air, cyber, and space. Artillery command faces challenges such as electronic warfare, cyberattacks, and the widespread use of unmanned aerial vehicles (UAVs) for both reconnaissance and attack purposes. A major difficulty is maintaining secure and uninterrupted communication. Adversaries use electronic jamming to disrupt artillery fire control systems, while cyberattacks target command networks. Another challenge lies in the need for rapid, real-time decision-making in environments where delays of even seconds can affect mission outcomes. Additionally, the human factor remains critical—ensuring that personnel are adequately trained to operate advanced automated systems is a constant challenge for modern armed forces.

3. The Role of Digitalization and Automation
Digitalization has transformed artillery combat control into a highly automated and data-driven process. Modern fire control

systems incorporate GPS technology, real-time meteorological data, and digital topographic maps to calculate firing solutions instantly. Automated systems reduce the decision-making cycle from minutes to seconds, enhancing battlefield agility. Artificial intelligence further supports decision-making by analyzing vast datasets gathered from reconnaissance drones, satellites, and radar. AI can predict enemy movements, identify optimal firing positions, and allocate resources efficiently. These technologies enable commanders to execute fire missions with unprecedented precision and minimal human error. Automation also plays a vital role in logistics and ammunition management. Automated resupply vehicles and robotic loaders reduce the burden on soldiers and ensure sustained combat effectiveness.

4. Network-Centric Warfare and Artillery Units

The shift toward network-centric warfare highlights the need for integrated, real-time communication between all combat elements. Artillery units connected to a joint command network can share targeting data with infantry, armor, aviation, and naval forces. This integration ensures that artillery strikes are coordinated, precise, and responsive to rapidly changing battlefield conditions. Network-centric systems provide situational awareness by combining data from sensors, drones, satellites, and command posts. This information flow allows artillery units to execute synchronized strikes, suppress enemy defenses, and support maneuver operations with greater efficiency. Moreover, network-centric warfare enhances survivability, as decentralized command structures allow units to continue functioning even if higher headquarters are disrupted or destroyed.

5. Prospects for Future Development

Looking ahead, the future of artillery combat control will be shaped by emerging

technologies and doctrinal innovations. Artificial intelligence will not only assist in decision-making but may also enable semi-autonomous or fully autonomous fire control systems. This raises both opportunities for increased efficiency and ethical questions about machine autonomy in lethal operations.

The implementation of 5G and 6G networks will ensure faster and more reliable communication, enabling real-time coordination on a global scale. Space-based assets, such as satellite constellations, will provide constant surveillance and targeting support. The use of drone swarms for reconnaissance and target designation is expected to become a standard feature of artillery operations. These drones will enhance situational awareness, reduce the risk to human observers, and provide persistent surveillance in contested environments. Finally, cybersecurity will remain a critical concern. As systems become more interconnected, protecting them from cyberattacks will be as important as defending them from physical destruction.

Conclusion: The development of artillery combat control has followed a trajectory from manual methods to highly digitalized, automated, and network-centric systems. Each stage of evolution has been driven by technological innovation and the demands of modern warfare. While challenges such as electronic warfare, cyber threats, and training requirements persist, the future promises unprecedented levels of efficiency, accuracy, and adaptability. Artillery will continue to play a decisive role on the battlefield, provided that command and control systems evolve to meet the requirements of 21st-century conflicts. The integration of artificial intelligence, digitalization, and advanced communication technologies will ensure that artillery

remains a powerful and indispensable force multiplier.

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Methods For Increasing Learner Activity In Seminar Sessions

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Abstract
In this paper, the author reviews ways that can be used to stimulate activities of students in higher education seminar sessions. The study focuses on the use of the three primary tools, i.e. the interactive techniques, problem-based learning, and dialogic communication, for the change of passive listeners into active participants.
Keywords: seminar sessions, learner activity, interactive methods, higher education, pedagogical techniques, student engagement, active learning

INTRODUCTION

The shift from traditional to learner-centered educational paradigms has made the activation of student engagement a central issue in modern higher education. The seminar classes, which are marked by their interaction and discussions rather than being mere lectures, can be considered as the perfect places for active learning behaviors to thrive. Nevertheless, the ongoing issue of students participating passively has been a major factor preventing the sessions from realizing their full educational potential. The problem of insufficient seminar learner activity finds its expression through minimal involvement in discussions, unwillingness to share one's own viewpoints, and limited interaction with course materials at a surface comprehension level [1]. This situation is caused by a number of factors including the traditional educational cultures that support teacher authority, poor instructional materials preparation, lack of motivation structures, and educators' inadequate skills in managing interactive learning [2]. Educational psychology has long been providing consistent evidence that engagement in learning processes causes better memory, deeper understanding, and higher-order cognitive skills [3].

METHODOLOGY AND LITERATURE REVIEW

The methodological groundwork of this research is made up of extensive scrutiny of educational literature which includes the theoretical backgrounds of active learning, the use of seminars supported by empirical research, and the sharing of educational practitioners' practical methodological advice. Theoretical conceptions of active learning underline that it is necessary to change the students from being passive learners to becoming active knowledge creators by involving them in higher order cognitive processes like analysis, synthesis, evaluation, and even creating [4]. The publications point out the difference between surface participation which sometimes can be people just taking part physically or verbally without any deep thinking, and substantial intellectual activity that consists of critical consideration of notions, combining various viewpoints, and making up one's own arguments [5]. Studies on seminar teaching have indicated several ways of stimulating students that can be grouped into categories: dialogical methods, which emphasize structured debates and Socratic questioning, problem-based techniques, which offer students real-world problems needing group inquiry, case-method that makes students apply abstract concepts to a real-life scenario where they have to analyze and decide, and teamwork that makes peer interaction

facilitate learning from one another and building knowledge together [6].

Uzbeks pedagogical literature particularly stresses the necessity of systematic preparation for seminar sessions, among which provision of detailed questions and reading materials in advance, establishment of clear assessment criteria that reward active participation, and cultivation of mentally safe environments where students feel free to express doubting opinions [7]. Russian educational research points to the seminar leader's role in securing lively discussions by means of asking the right questions, time management to avoid certain students taking over the discussion, and combining cutting-edge participation to create a common understanding [8]. International scholarship on classroom engagement backs up the idea that intrinsic motivation factors are in the first place along with autonomy-supportive instruction that gives students meaningful choices, competence-building activities that are just challenging enough not to be overwhelming, and relatedness-enhancing practices that create connections among students and between students and teachers [9].

RESULTS AND DISCUSSION

Turning to the pedagogical literature for insights, one can conclude that the energizing of learner engagement in seminar sessions can only come through the integrated application of all the complementary strategies rendered in the form of an assembled whole, not through reliance on isolated techniques. Active participation can be made possible only through intensive student preparation which, in turn, requires clear guidance materials, specific questions for consideration, and readings that are easy to understand, so that students will come to the seminars with at least a basic understanding and some initial viewpoints. The seminar framework must unfold from the lowest to the highest mental effort, starting with the clarification of the basic concepts, moving to the analysis of relationships and applications, and finally arriving at evaluation and synthesis activities that necessitate the integration of various sources and points of view [10]. The dialogic techniques are seen to be very strong when activated through carefully planned questioning sequences which do not make use of memory questions but rather go to the core of the matter asking for reasons, comparing, making inferences, and so on.

The teacher's part changes from being a source of information to a moderator of discussions who asks useful questions, guides talk to a greater depth, makes sure that the less talkative students participate by inviting them directly, and combines the inputs to show the relationships and the questions left open. Learning is energized through problem-based methods as they present real-life situations that demand students to bury their heads in theoretical knowledge and come out with practical solutions thus showing the relevance and acquiring the skill of problem-solving. The success of the case study method is largely influenced by how well the scenario is chosen, that is ideally complex but not too clear so that people can have opposing views and argue from different angles, thus making the conversation and debate a natural byproduct of the scenario. Discussions within small groups that happen before class discussion reduce the barriers to participation because they give a chance to practice in less threatening situations and at the same time, ensure that all students are engaging with the content and not being passive witnesses to the exchanges between the teacher and the few outspoken students.

The structures of assessment have a great impact on the patterns of participation and thus the offering of grades to seminar

contributions, setting up of transparent evaluation criteria, and the giving of constructive feedback on the quality of participation all help in making the process of engagement more motivating. The breaking down of the psychological barriers in learning environments requires the explicit laying down of the discussion norms that give praise to diverse viewpoints, do not allow disrespectful replies, and treat disagreement as academic conflict which is more productive than personal conflict. The technical aids provide additional activation ways through the online discussions before the seminar that help in giving more time for preparation and written expression of the views, the in-class voting that allows for anonymous participation and at the same time collects data for the discussion, and the activities of reflection after the seminar that help in reinforcing learning and detecting unanswered questions. The combination of these methods implies that the teacher's engagement of the student's attention should be a constant feature of the learning process involving the use of proper structures for preparation, design of the session, facilitation skill, alignment of assessment, and creation of a conducive classroom culture rather than the occasional use of separate interactive activities.

CONCLUSION

The engagement of learners in seminar sessions is an intricate pedagogical challenge that necessitates the synchronized application of preparation supports, interactive methodologies, skilled facilitation, and enabling assessment structures. The examination of literature reveals that the successful activation is largely determined by the radical change of seminar culture from information transfer in teacher's way to collaborative knowledge construction in student's way. Some of the key implications for practice to be observed are the provision of the detailed preparation

materials and questions during the sessions, structuring the discussions in a way that they first touch upon the foundational aspects and then move on to higher-order thinking, using strategic questioning that goes deep into understanding and stimulates analysis, applying small group activities that help in increasing participation, setting up norms and assessment criteria that show active engagement as a valued component, and developing the places where taking intellectual risks is not only allowed but encouraged. It is not easy to carry out these practices as they require a very high level of pedagogical competence in the instructors including the ability to formulate questions, manage discussions, allocate time, and synthesize diverse contributions.

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Tactical Approaches In Amir Temur's Military Campaigns

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Abstract

This article critically studies the tactical methods and strategies used by Amir Temur (Tamerlane) in his military campaigns during the 14th-15th centuries, making use of historical sources. The research via analysis of primary and secondary historical sources reveals Temur's innovative approaches to military art, organization of intelligence and counterintelligence, army structure, and battlefield maneuver systems.

Keywords: Amir Temur, military tactics, strategic warfare, intelligence operations, battlefield strategy, army organization

INTRODUCTION

Amir Temur (1336-1405), one of the greatest military commanders in history, whose brilliant strategies and innovative tactical approaches allowed him to have the largest empire of the medieval period. His military activities ranged from Central Asia to the Middle East, making him a commander of remarkable adaptability and understanding of warfare. The tactics of Temur have contributed to the very unitary of military organization and brainstorming of warfare strategies. Historical sources as "Zafarnama" by Sharafiddin Ali Yazdi, Ibn Arabshah's chronicles, and Ruy González de Clavijo's diplomatic accounts give us very informative descriptions of Temur's military methods [1, 2, 3]. The sources thereby uncover a military leader who fused the traditional nomadic cavalry tactics with the deployment of siege warfare innovations and even psychological operations. To comprehend Temur's tactics one must delve into the realms of both his strategic thinking and battlefield execution, as well as into the organizational backbones that enabled his troop movements.

METHODOLOGY AND LITERATURE REVIEW

A historical-analytical technique was used in this research to reconstruct and critique the tactics of Amir Temur through the examination of primary and secondary sources. Medieval chronicles were the main source of information for the research, particularly Yazdi's "Zafarnama," which gives detailed accounts of Temur's campaigns from a court perspective [1]. Although Ibn Arabshah's "Ajaib al-Maqdur" was written in a critical manner, it still paradoxically provides valuable insights into Temur's intelligence operations and strategic deception methods [2]. Clavijo's first-hand account reveals the European view on Temur's army organization and war elephants [3]. Recent Uzbek research, especially works by Ahmedov and Sodikov, relates these historical sources to broader Central Asian military traditions [4, 5]. The methodological framework relies on the comparative analysis of different sources' accounts to detect regular tactical patterns. Sources' potential biases are meticulously considered: Yazdi's eulogy, Arabshah's criticism, and Clavijo's unbiased seeing each show different faces of the same military phenomenon. Russian historiography on Central Asian military history, one of the works that discusses the state-building efforts of Temur, complements the primary source analysis [6]. The scholarship of Western military history offers new perspectives for understanding Temur's innovations by linking them with the general medieval warfare context [7, 8]. Documented

campaigns, especially the battles of Tokhtamysh (1391, 1395) and Bayezid I at Ankara (1402), where tactical details are present in the writing most comprehensively, are the focus of the analysis. The fragmentary nature of some source texts and the challenges that come with interpreting medieval military terms are among the methodological limitations.

RESULTS AND DISCUSSION

The scrutiny of the historical records brings to light that Amir Temur's tactical system was based on several interconnected pillars such as: intelligence gathering that was sophisticated, strategic deception, flexible army organization, and adaptive battlefield tactics. Ibn Arabshah, in spite of his dislike for Temur, gives noteworthy proof of the latter's intelligence system: "Spies would convey to Temur information about events and their details, describing the places, their plains and rough terrain, drawing maps of homes and lands, among these the nearness or distance, narrowness or breadth of places, names of cities and villages, names of stations and shelters, the notables and leaders of each place, their emirs, nobles, scholars, distinguished persons, rich and poor, with their individual names and titles, reputation and lineage, skills and resources." [2]. This all-encompassing intelligence system made it possible for Temur to carry out his military campaigns with thorough prior knowledge of not only the enemy's positions but also of their resources and leaders.

Strategic deception was a crucial part of Temur's military tactics. Arabshah provides a number of examples where Temur actually misinformed his opponents about his intended campaign directions, misdirected his advisors to one target while actually planning to hit another one [2]. This web of deceit was constructed by conducting very realistic conversations with officers about the supposed plans, leaking information to possible enemy informants,

and then, at the last moment, changing direction entirely. In the case of the Syrian campaign of 1400, Temur made it look like he was heading en route to Baghdad while in reality, he wanted to take Damascus, which led to Mamluk forces being wrong in terms of their defensive positions [2]. Such movements created always-present disparity in information that was to the utmost advantage of Temur's troops and thus became an integral part of military strategy.

The structural organization of Temur's army reflected both Mongol military traditions and his own innovations. Clavijo provides detailed observations of the decimal organizational system: "The army that always moves with the lord himself is organized thus: distributed among commanders, there are leaders of hundreds, leaders of thousands, leaders of ten thousands, and above all these, a supreme commander" [3]. This hierarchical command structure enabled rapid communication and flexible tactical responses during campaigns. The system of distributing horses and livestock to commanders in decimal units, with severe penalties for failure to maintain assigned numbers, ensured logistical readiness [3].

Battlefield tactics in major engagements demonstrate Temur's adaptive approach to different opponents. The Battle of Ankara (1402) against Ottoman Sultan Bayezid I illustrates multiple tactical dimensions. Yazdi's account describes Temur's preliminary actions: arriving at Ankara before the Ottoman army, securing water sources, and positioning forces advantageously while Ottoman troops approached exhausted and thirsty [1]. This mirrors classical military principles of securing favorable terrain and logistics. The battle's critical turning point came when Turkic auxiliaries serving in Bayezid's army defected to Temur's side, a result of Temur's pre-battle negotiations and

promises [2]. The systematic exploitation of ethnic and political divisions within enemy forces represented a form of political warfare integrated with military operations. Yazdi describes the coordinated attack: "From the right wing Amir-zadeh Abo Bakr entered the field of combat, taking up his bow and arrows, advanced toward the opponents and began to shower arrows, routing the enemy's left wing" [1]. The simultaneous multi-directional assault, characteristic of steppe cavalry tactics, created overwhelming pressure on Ottoman positions. The tactical employment of war elephants, described by Clavijo, added unique capabilities to Temur's forces. He observed that elephants could "strike upward and downward with sword-like spears" and that "neither horse nor any other animal can match the elephant in speed" [3].

The possible exaggeration of the tactical value of elephants by this assessment notwithstanding, their psychological effect and the disrupting of infantry formations still contributed to the battles against Indian and Persian troops very much. The elephants' need for special handling and their exposure to cold weather made their use in northern campaigns limited, and this highlighted the necessity of tactical adaptation to environmental conditions. Temur's readiness to combine different military technologies, such as siege engines and elephants, displayed the pragmatism of eclecticism rather than merely following the traditions of nomadic warfare. Intelligence and counterintelligence operations were high on the list of priorities in Temur's system. As stated in "Temur Tuzuklari," he kept a sharp lookout for the enemy agents even in his trusted inner circle: "Among the court attendants, there were several companions who were the spies of viziers and emirs" [9]. This situation of being aware of the threats from within resulted in the segregation of

the strategic information and the use of the trusted circles for the real planning while conducting the discussions in larger forums as a kind of deception [2]. The counterintelligence activity included not only the monitoring of the subject population and possible rebels along the border but also under the radar of the king within his empire.

CONCLUSION

The analysis of historical sources reveals that Amir Temur's military successes resulted from a sophisticated tactical system combining intelligence superiority, strategic deception, organizational efficiency, and battlefield adaptability. His methods transcended simple nomadic cavalry warfare, incorporating siege technology, combined arms operations, psychological warfare, and information operations into a comprehensive approach. The decimal organizational structure enabled tactical flexibility and rapid response to changing battlefield conditions. Intelligence and counterintelligence operations provided information advantages that shaped campaign planning and tactical execution. Strategic deception consistently created favorable conditions before battles commenced, while tactical innovations during engagements exploited enemy weaknesses systematically. The integration of diverse military technologies and ethnic military units demonstrated pragmatic willingness to adapt methods to circumstances.

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The Importance Of Modern Pedagogical Technologies In Enhancing The Effectiveness Of English Language Teaching

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Abstract
This paper discusses the impact of modern teaching technologies on the effectiveness of English language teaching in the present educational environments. The study shows that the regular use of modern teaching technologies has a powerful positive effect on the development of students' communication skills, their motivation, and their ability to learn independently. The paper finally asserts that the successful combining of tech innovations and the use of pedagogy considering principles, teacher training and institutional support systems.
Keywords: pedagogical technologies, digital learning, language acquisition, communicative competence, educational innovation, teaching methodology, technology integration, language pedagogy, interactive learning.

INTRODUCTION

The quick evolution of information and communication technologies has altered, in a very radical manner, the whole picture of English language education which is now able to turn to a greater extent the teaching and learning process. Such modern pedagogical technologies are very versatile and they comprise of a wide range of teaching methods and tools including digital platforms, multimedia sources, interactive applications, and computer-assisted language learning systems, which are all bringing about a more dynamic and learner-centered educational environment [1]. Empirical studies indicate that the proper and smart application of pedagogical technologies can lead to significant gains in the learners' linguistic proficiency, cultural awareness, and communication skills, as well as to the resolution of the typical drawbacks that have characterized conventional teaching such as minimal exposure to authentic language, lack of personalization, and inadequate interaction opportunities [2]. The importance of this subject is not limited to the academic world only since English language proficiency has become a critical factor for many socio-economic aspects in countries like Uzbekistan, where educational reforms aimed at modernization and quality improvement in foreign language teaching have been taking place lately [3]. On the other hand, the institutions in the educational sector that have started to recognize the power of technology are still at the mercy of their existing staff being not adequately prepared, the technology required to be them not up to the required standard, the disagreement over changes in teaching methods that are sometimes even along different lines, and also the lack of a systematic approach to technology integration that can be in accordance with the already established principles of second language acquisition and communicative language teaching [4].

METHODOLOGY AND LITERATURE REVIEW

This research follows a comprehensive literature review method, which includes a systematic analysis of the academic literature. Recent studies in applied

linguistics and educational technology have been constantly indicating that teaching technologies in the language classroom have various roles such as supplying genuine linguistic input, allowing for interactive communication, helping with personalized teaching, giving instant feedback, and providing opportunities for learners to study on their own outside the traditional classroom context [5]. Theoretical arguments for technological integration in language teaching are mainly based on sociocultural theory which attributes the development of the child's cognitive skills to the use of tools and the interactions with others, and on communicative language teaching principles which advocate for the use of the target language in its most natural form through communication rather than mechanical drills and explicit grammar instruction [6]. Research across different educational situations has shown that digital technologies, when properly integrated with sound pedagogical principles, can be a powerful motivating factor for learners since they will be more engaged thanks to the use of multimedia content, gamification, and personalized learning experiences that suit their personal interests and levels of proficiency [7].

Studies from Russian educational institutions claim that hybrid learning methods—which include both traditional face-to-face instruction and online components—provide more flexible and intensive language practice while preserving the social and collaborative advantages of classroom interaction; however, the success of these methods relies heavily on the ability of teachers to guide hybrid learning environments efficiently, as well as on their skill in choosing the right technology to achieve specific educational objectives [8]. Comparative studies from different countries indicate that successful

technology integration is facilitated by teachers' professional development which is systematic and comprehensive, covering not only technical skills but also pedagogical knowledge—for example, how to couple technological affordances with learning objectives, assessment methods, and curriculum requirements—as teachers' beliefs about language learning and technology are major factors that determine the quality of implementation and student outcomes [9]. The literature points out among others the development of communicative competence technologies as the most promising area such as video conferencing platforms that allow authentic interaction with native speakers, social media that facilitates informal language practice and cultural exchange, corpus linguistics tools that provide access to authentic language patterns, and artificial intelligence applications that offer personalized feedback and adaptive learning pathways [10].

RESULTS AND DISCUSSION

The thorough examination of literature from various sources has led to the uncovering of several important conclusions about the effectiveness of modern pedagogical technologies in the teaching of English language. Initially, it can be stated that there is considerable proof that the integration of technology in teaching results in improvements that can be measured in different aspects of language proficiency such as the acquiring of vocabulary, comprehension of reading, and the ability to listen and communicate, especially in the area of communication where the traditional ways have not been able to cater to the need as they do not provide the necessary interaction and the use of language in a meaningful way, which are the two main factors that tech [1]. Studies conducted on technology and language learning have revealed that the use of digital media not only provides learners with linguistic input

but also does so in a rich and contextualized way by using real materials like videos, audio podcasts, current news, and social media content, which means exceeding the traditional textbooks not only in terms of language exposure but also in cultural contexts and communicative situations and that learners gain sociolinguistic competence and cultural awareness along with purely linguistic knowledge through this exposure [2].

Interactive technologies such as language learning applications, online platforms, and educational games have been found to be particularly effective for keeping learner motivation and engagement because of the immediate feedback, progress tracking, adaptive difficulty levels, and gamification elements that turn language practice into more enjoyable goal-oriented activities instead of potentially tedious drill-based ones; however, the lasting impact of such technologies will only be realized through proper instructional design that will make engagement to be superficial and yet not lead to deep learning [5]. The investigation points out that communication and collaboration technologies like discussion forums, wikis, video conferencing, and social networking platforms provide significant avenues of interaction, meaning negotiation, and collaborative knowledge building that are very much in line with the principles of communicative language teaching and, at the same time, support the development of interactive competence, pragmatic awareness, and English use confidence for real-life situations [6].

The evidence presented clearly point towards the fact that successful technology integration in school depend on teachers' being not only technically skilled but also having deep knowledge of pedagogical technology, which gives them the power to decide wisely when, how and for what reason to use certain technologies in a manner that enhances rather than replacing

good teaching practices, support learning activities rather than taking over and serve clear teaching purposes that are aligned with learning objectives and assessment criteria [9] . Taking the challenges of implementation into account, it becomes clear that besides the quality of the infrastructure, the extent of technical support, the practice of the administration and the availability of professional development, all are institutional factors that have a strong impact on whether or not technologies will be utilized to their fullest potential pedagogically or left underutilized, and thus that the process of technology integration that is really effective would demand institutional change that goes beyond the solo teacher's efforts [8]. Furthermore, the debate surrounding this issue has brought into light the question of the right mix of technology and human factors in language teaching, a question that is answered with a general agreement that technology should be used to support teacher's expertise, personal interaction, and the social aspect of language learning that motivates, shapes one's identity, and builds one's confidence in communicating [10].

CONCLUSION

This comprehensive analysis demonstrates that modern pedagogical technologies constitute valuable tools for enhancing English language teaching effectiveness when integrated thoughtfully within pedagogically sound instructional frameworks that prioritize communicative competence development, learner engagement, and meaningful language use. However, the analysis equally emphasizes that technology effectiveness depends fundamentally on implementation quality, pedagogical expertise, and systematic integration rather than technological sophistication alone, as poorly implemented technologies may fail to improve or even impede learning outcomes.

The findings underscore the critical importance of comprehensive teacher preparation addressing both technical skills and pedagogical technology knowledge, institutional support through adequate infrastructure and professional development, and ongoing evaluation ensuring that technological integration serves clear educational purposes aligned with broader goals of developing communicative competence and cultural awareness.

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The Role Of Patriotism In Shaping The Moral And Civic Values Of Youth

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Abstract
This article examines the role of patriotism in the upbringing of youth and its influence on the formation of moral and ethical maturity. It highlights the importance of education, family environment, mass media, and social organizations in fostering patriotism among the younger generation. The article also discusses the relevance of strengthening national pride and patriotic values in the context of globalization from a scientific perspective.
Key words: Patriotism, youth, morality, national values, civic consciousness, education, social responsibility, globalization.

Introduction

In the era of globalization, when the world is becoming increasingly interconnected and cultural boundaries are rapidly shifting, shaping the moral and civic consciousness of youth has become one of the most pressing priorities for every nation. Today's young generation grows up in an environment filled with diverse information flows, global values, and rapidly changing social norms. In such a context, instilling a strong sense of patriotism understood as devotion, loyalty, and responsibility toward one's homeland plays a crucial role in ensuring national identity, social stability, and long-term development. Patriotism is not merely an emotional attachment; it is a guiding moral compass that fosters civic duty, respect for cultural heritage, and readiness to contribute to the prosperity of the country.

In the context of Uzbekistan, this task carries particular significance as the nation continues to strengthen its independence, modernize its institutions, and cultivate a new generation capable of meeting global challenges. The President of the Republic of Uzbekistan, Sh.Mirziyoyev, has repeatedly emphasized the importance of patriotic education as a strategic priority for national progress. His statement, "Educating the youth in the spirit of patriotism means not only awakening pride in their hearts but also creating a foundation for them to serve their country with devotion in the future," highlights the deep interconnection between patriotic upbringing and the country's future development. This approach underscores the idea that patriotism is not simply a feeling but a long-term commitment that motivates young people to take responsibility for the well-being of their society, protect national interests, and contribute meaningfully to the advancement of their homeland. Against this background, developing effective educational approaches and programs that nurture patriotic values among the youth becomes an essential and timely endeavor. This includes integrating national history, cultural traditions, moral education, and civic responsibility into the learning process in a way that inspires students, strengthens their identity, and equips them for active participation in the social and cultural life of the nation.

Methods and Analysis

Patriotism, as understood by many scholars, is a complex moral and emotional phenomenon that encompasses love for one's homeland, a sense of duty, and a readiness to protect and contribute to its development. Researchers emphasize that patriotism is not an innate quality but a value nurtured through social, cultural, and educational experiences. According to the Russian philosopher I.A.Ilyin, "Patriotism is a moral feeling rooted in the deepest layers of the human heart. It connects a person to the destiny of their nation," highlighting its deep psychological and spiritual nature. His interpretation suggests that patriotism serves as a bridge between individual identity and collective national destiny.

Similarly, the great Uzbek educator and writer A.Avloniy emphasized the ethical foundations of patriotism, stating: "Patriotism is one of the greatest virtues that make a person truly human. A person who loves their homeland will never choose the path of evil." Avloniy's perspective aligns patriotism with moral development, civic integrity, and personal responsibility, demonstrating that patriotic values can serve as guiding principles in shaping youth character.

In the context of education, integrating patriotic ideals into the curriculum is essential for strengthening national identity and fostering civic consciousness. Schools and universities play a central role in this process through subjects such as *"Love for the Motherland"*, *"National Pride"*, history lessons, extracurricular clubs, sports competitions, and cultural activities. These platforms allow young people to engage emotionally and intellectually with the concepts of homeland, nationhood, and civic duty.

Psychologist E.Erikson, in his theory of personality development, noted that adolescence is a critical stage for forming social identity. He argued that when young individuals develop a sense of belonging to a particular community or nation, their motivation, social engagement, and sense of responsibility increase significantly. Thus, patriotic education when implemented effectively supports the psychological maturation of youth and enhances their attachment to national values.

Results and Discussion

In the contemporary era, the influence of digital technology, social networks, and global information flows has transformed the worldview and value systems of young people. The accessibility of diverse cultural, ideological, and political content often challenges traditional understandings of patriotism. For this reason, modern forms of patriotic education must be aligned with the realities of the digital age. Utilizing digital media, films, interactive educational platforms, and social campaigns can help transmit patriotic ideals in forms that resonate with technologically savvy youth.

The American sociologist R.Bellah emphasized the social dimension of patriotism, stating: "National unity and patriotism are moral energies that bind a society together. When this energy weakens, the nation itself becomes vulnerable." His observation underscores the importance of strengthening patriotic values to maintain societal cohesion and resilience, especially in times of rapid global change.

Furthermore, the roots of patriotism begin within the family the primary environment of emotional and moral development. The expressions of love, loyalty, and respect shown by parents toward their homeland naturally influence their children. A supportive family environment reinforces positive attitudes toward national history, language, and cultural traditions. In addition to family, the state, civic institutions, and youth organizations play indispensable roles in cultivating patriotism. Through educational programs, cultural events,

volunteer movements, and community initiatives, society can create a continuous and supportive environment for the formation of patriotic values. These efforts not only strengthen personal identity but also foster a sense of shared responsibility and national unity among young people.

Conclusion

Educating youth in the spirit of patriotism is a strategic priority for every nation, particularly in an era defined by rapid globalization, technological transformation, and shifting cultural values. A patriotic young person symbolizes not only the strength and pride of their country but also its future stability and prosperity. When young individuals develop a deep sense of responsibility for the destiny, well-being, and development of their homeland, they contribute to the formation of a morally resilient and socially active society.

Patriotism nurtured through education strengthens national identity, fosters civic responsibility, and cultivates moral values that guide individuals throughout their lives. Schools, families, social institutions, and media all play essential roles in creating a supportive environment where patriotic ideals can thrive. By integrating historical knowledge, cultural heritage, civic principles, and modern educational tools, patriotism becomes not merely a concept but a lived value that shapes everyday actions and long-term aspirations.

Ultimately, the rise of a morally strong, socially conscious, and culturally grounded generation ensures sustainable national progress. A society that invests in patriotic upbringing invests in its own future—one built upon unity, responsibility, and shared commitment to the advancement of the nation.

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Amir Temur's Contribution To The Development Of Military Art

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Abstract

The main purpose of the article is to describe and analyze systematically through historical sources and contemporary literature Amir Temur's important role in the evolution of 14th-century military art. The study shows that Temur's inventive military strategies, organizational changes, and tactical methods affected not only Central Asian warfare but also set the standards that became universal in the course of military history ever after.
Keywords: Amir Temur, military art, military strategy, tactical innovations, army organization, medieval warfare, Central Asian military history

INTRODUCTION

Amir Temur (1336-1405) is one of the historical military commanders who left the greatest mark on warfare thanks to the innovations which he introduced. His military campaigns resulted in a great empire that was not only a product of force but also a reflection of advanced understanding of strategic planning, tactical flexibility, and organization [1]. The study of Temur's military contributions is significant not only due to historical interest but also to the fact that many of his principles had already spread to later military developments in Central Asia and beyond [2]. Although there is plenty of literature on Temur's conquests, a systematic analysis of his specific innovations in military art needs a thorough examination of how his reforms changed warfare methodology. This research is aimed at showing the contributions of Temur's military reforms, strategic doctrines, and tactical innovations to the development of military art, distinguishing his innovations from inherited Mongol military traditions while assessing their lasting impact on subsequent military development in the region [3].

METHODOLOGY AND LITERATURE REVIEW

The researcher used a qualitative analytical methodology that relied heavily on a systematic review of historical sources and scholarly literature on Amir Temur's military campaigns and organizational systems. The methods employed included historical comparative analysis that compared how Temur's military practices evolved and separated from Mongol military traditions while taking in and adopting elements from Persian and Central Asian military cultures [4]. The Uzbek scholars gave a thorough examination of the military organizational structures of Temur and put great emphasis on the role that he played in uniting the Central Asian military traditions and on his very systematic method of army formation [5]. Dadaboyev's research in particular brings to light the promotion systems based on merit under Temur and his tactics of integrating different ethnic military units into strong and united forces, emphasizing that the army was recruiting not only from among the nomads but also from the settled communities of farmers and artisans [6].

Russian historiography, especially the writings of Grekov, Yakubovsky, and Razin, analyze Temur's campaigns from the perspective of strategic geography and geopolitical scrutiny, determining how his military movements were an interpretation of the terrain, the supply lines, and the weaknesses of the enemies [7]. The sources put special emphasis on the systems of intelligence gathering of Temur and also on his being a master of

psychological warfare. Academic literature from different parts of the world puts the military innovations of Temur in the context of a wider development in medieval warfare, and his methods are compared to those of the military systems of the contemporaneous European and Middle Eastern regions [8]. The major sources of the writings, such as Sharafuddin Ali Yazdi's Zafarnama, Nizamiddin Shami's Zafarnama, and Ibn Arabshah's biography, offer in-depth accounts of the military organization of Temur, implementation of tactics, and campaign strategies [9]. From these sources, it is deduced that Temur was one of the first Easterners to incorporate firearms, including cannons, into his army and that, in addition, his troops were trained for carrying out operations in hilly regions [10]. The studies have reached agreement on a number of aspects concerning the military genius of Temur: his phenomenal strategic planning, his adaptive resistance tactics to different enemies and other areas, his highly developed logistical systems, and his reliance on engineers for warfare especially in sieges.

RESULTS AND DISCUSSION

The historical source analysis indicates that Amir Temur's military art application was on several interrelated fronts that were not only a reform but an upgradation of warfare techniques as a whole. The most radical organizational change that Temur made was the seven-division system of battle, which was a complete break from the traditional five-division setup used by past commanders [1]. This yasol system provided the commanders with tactical flexibility and depth in battle deployment, which allowed them to conduct more elaborate maneuvers and hold reserves. The seven divisions consisted of the vanguard, the right and left advance guards, the right and left flanks, the center, and rearguard, which made engagement to have multiple layers of tactical options [2].

In fact, it is reported that later on, military leaders like Toktamish and Shaybonid Khan adopted this innovation, which is an indicator of its effectiveness [3]. Besides that, Temur also instituted strict organizational standards that had a clear command structure and specific equipment requirements for his army.

As per the requirement of the archers, there was one bow, thirty arrows, one quiver, one shield, one spare horse, half a man's weight rope, an awl, a leather bag, and one cauldron [4]. Every group of ten soldiers had one tent, two shovels, one pickaxe, one sickle, one saw, one hoe, one axe, and one hundred needles for their logistical self-sufficiency in campaigns. The command hierarchy was accurately organized with three hundred thirteen commanders directing different formations: one hundred decurions commanding ten men each, one hundred centurions commanding one hundred, and one hundred overall in charge of thousands, with the divisions comprising Temur's sons, grandsons, and prominent generals [5]. Temur brought into play the qunbul or qumbul tactical formation, a mobile cavalry reserve that was to provide protection to the army's flanks against the enemy attacks and at the same time, to enable the army to carry out flanking movements and strike the enemies from their rear [6]. This tactical innovation was a breakthrough in military strategies as no other army in history had employed such formations, Alexander, Hannibal, Genghis Khan, Louis XIV, or Frederick the Great, which clearly showed Temur's remarkable contribution to tactical thinking. The term would later change to tolyuma in the military language of Shaybonid [7]. Temur's tactics for military and recruitment was revolutionary; he not only called up the conventional cavalry but also relied on the foot soldiers from the settled agricultural, crafts, and trading populations to form a diverse and adaptable military force [8]. His

army reportedly had female units that participated in battles alongside males and demonstrated their skills in archery, spear, and sword according to Ibn Arabshah who called them bravest and most skilled [9]. Temur was among the first Eastern rulers to systematically integrate firearms into his military forces, introducing cannons and various types of artillery including zarbzan, farangi, and qozon, significantly enhancing siege warfare capabilities [10]. His strategic approach emphasized comprehensive intelligence gathering through advanced reconnaissance systems, careful selection of battlefields with attention to terrain advantages and solar positioning, systematic preparation including military reviews and hunting exercises to assess combat readiness, and sophisticated siege techniques including prolonged blockades and engineering operations. Temur's tactical doctrine emphasized destroying enemy defenses through various methods, delivering sudden strikes against major enemy cities, surrounding enemy forces on the broadest possible scale while systematically capturing villages and towns, pursuing defeated enemies to complete annihilation, and appointing trusted administrators to govern conquered territories.

The standard deployment for major battles involved the army center divided into forty units under direct command of the supreme commander, with twelve elite units forming the first line and twenty-eight units forming second and third lines, while princely forces occupied positions on the right and allied forces on the left, each supported by advance guards. Bobur later modified this traditional five-division system, strengthening the center and introducing personal guard units arranged in three lines, demonstrating the evolution of Temurids' military art across generations. The disciplinary system maintained strict order through the yasol code, with severe

punishments for violations, establishment of fortified camps surrounded by wagons and ditches with guard units, and use of specific passwords for each unit to prevent confusion during marches and battles.

CONCLUSION

Amir Temur's contributions to military art represent a significant evolutionary step in medieval warfare, combining inherited Mongol military traditions with original innovations that addressed the specific challenges of late 14th-century combat. His introduction of the seven-division battle formation, creation of the qunbul tactical reserve, systematic integration of firearms and specialized units, and sophisticated logistical and organizational systems collectively advanced military art beyond contemporary practices. These innovations were not merely theoretical constructs but proved their effectiveness through decades of successful campaigns across diverse geographic and strategic contexts. The subsequent adoption of Temur's tactical innovations by later Central Asian rulers demonstrates their practical value and lasting influence on regional military development. Temur's military legacy extends beyond tactical and organizational innovations to encompass strategic thinking that integrated military operations with political objectives, demonstrating understanding of warfare as an instrument of statecraft rather than an end in itself.

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Interactive Methods In Teaching Cadets: A Literature Analysis

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Abstract
This article examines the role of interactive methods in cadet training through comprehensive literature analysis. The findings suggest that integration of interactive approaches in cadet education creates optimal conditions for developing leadership qualities, decision-making abilities, and professional skills required in modern military contexts.
Keywords: interactive methods, cadet training, military education, pedagogical innovation, collaborative learning, simulation-based training

INTRODUCTION

The military education of today has to cope with challenges that are quite extraordinary and the set up of the institution has to be completely changed along with the teaching methods, which would be a very important thing to do in the case of the cadets training institutions because there the future leaders of the military are being equipped with the essential professional competencies and the character of a leader [1]. The movement from traditional comedian-based instruction to interactive pedagogical methods is seen as a major transformation in military educational practice that not only shows parallels with the trends of other regions of the world in educational development but also the needs of modern warfare and military operations [2]. Active participation of the learners, collaboration among them for the solving of problems, and the practical use of their knowledge are the main characteristics of the interactive teaching methods that are being used in the most effective cadet training programs all over the world [3]. The main point of this research is to find out how the use of interactive methodologies in the learning environment of the military educational institutions will be a great help in developing skills and qualities like critical thinking, adaptive leadership, and decision-making which are the factors that set apart successful military personnel in the present-day intricate operational scenarios [4]. Nevertheless, even though it is more and more recognized that interactive methods are key elements in teaching and learning, there is still a lot of pedagogical literature that does not sufficiently cover the comprehensive analysis of the specific application and effectiveness of these methods in cadet training contexts, especially with respect to the integration of these methods within structured military educational frameworks that establish a balance between traditional discipline and innovative pedagogical practices.

METHODOLOGY AND LITERATURE REVIEW

The current work follows the systematic literature review method, which analyzes academic articles, experimental studies, and research on the use of interactive teaching in the military and specialized education. The analysis includes the inspection of peer-reviewed journal articles, monographs, conference proceedings, and institutional reports from Uzbek domestic sources, Russian military educational research, and international military academy publications from Western educational institutions. The study of Uzbek pedagogical works has shown that the modernization of military education has become a major concern of the scholars who advocate for the employment of interactive techniques to cultivate the 21st-

century military skills while preserving the traditional military discipline and hierarchical structure values [5].

The military pedagogical research in Russia shows that various interactive methods like tactical decision-making games, computer-based simulations, and group problem-solving exercises have been successfully used in different military educational institutions, and this has been correlated positively with the development of operational thinking among the cadets [6, 7]. The international literature, especially that from the military academies of NATO member states, comes up with extensive frameworks explaining the interactive pedagogy's function in developing adaptable leaders who can efficiently work in joint multinational operations and complex security environments [8]. The comparison highlights the same primary interactive methods across various sources: case study analysis where the soldiers assess past military operations and present-day conflicts; simulation activities imitating tactical and strategic decision-making scenarios; collaborative learning that enhances teamwork and group problem-solving; role-play exercises that facilitate interpersonal and leadership skills; and problem-based learning that confronts the cadets with genuine military challenges [9]. All these are characterized by active student participation, immediate feedback, practical application of theoretical concepts, and the resulting development of higher-order thinking skills which are indispensable for military leadership roles.

RESULTS AND DISCUSSION

Analysis of the literature examined yields strong proof for the interactive methods' effectiveness in enhancing the cadet training outcomes of different dimensions, especially in regard to the critical thinking capabilities, the application of practical skills, and the leadership competencies that set the effective military professionals apart.

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Research supports this by showing that interactive teaching methods lead to a much higher retention of knowledge than the traditional lecture-based ones, and this is attributed to the active participation of learners' cognition, their emotional investment in the learning process, and the deep understanding they gain by connecting theoretical concepts to practical applications in the military [10]. The development of decision-making skills under uncertainty and time pressure, which is a primary requirement for military leadership, becomes particularly valid through interactive teaching methods, more so through simulation training that clones the operational complexity and stress factors that are faced in real military settings [3].

Moreover, the use of interactive methods allows for the development of the necessary collaborative competencies and teamwork skills for today's army operations which are characterized by joint service cooperation, multinational partnerships, and integrated command structures that need effective communication across different organizational and cultural boundaries [8]. The literature reveals that implementation of interactive approaches transforms traditional instructor-student relationship, positioning instructors as facilitators and mentors rather than sole sources of knowledge, thereby promoting cadet initiative, independent thinking, and professional self-development attitudes critical for lifelong learning in rapidly evolving military profession [6].

However, analysis also identifies significant challenges in implementing interactive methods within military educational contexts, including resource intensity requiring specialized equipment and facilities, instructor training needs demanding pedagogical expertise beyond traditional military teaching experience, and potential tensions between interactive

approaches emphasizing student autonomy and military education's traditional emphasis on discipline and standardization [2, 5]. Despite these challenges, examined literature consistently supports conclusion that interactive methods represent essential evolution in military pedagogy, necessary for preparing cadets to function effectively in contemporary operational environments characterized by complexity, ambiguity, and rapid technological change.

CONCLUSION

This exhaustive literature review proves that interactive education techniques are the main ingredient of modern cadet training if done right, they will greatly contribute towards forming the essential professional competencies like analytical thinking, practical decision-making, leadership, and teamwork that are needed in today's military service. The supporting proof stated in the review elevates interactive teaching to the point where it ceases to be just a methodological innovation, but rather an adaptation of military education to modern operational requirements and educational best practices approved and adopted by different worldwide contexts. Groupwork, roleplay, and problem-solving together create a perfect environment for the growth of flexible military leaders who can operate successfully in difficult and uncertain situations that are typical for modern wars. The next step should be to reframe the whole military education process by putting the use of interactive methods at the top of the cadet training programs in a way that the difficulties faced in their implementation will be counteracted by directing resources to the right place, implementing a full-scale instructor professional development program, and managing the blend of innovative teaching and preserving the core of military education traditions. Further research should focus on empirical assessment of specific interactive methods' effectiveness in various military educational

contexts, development of culturally appropriate implementation frameworks, and longitudinal studies examining long-term impact of interactive training on military professional performance.

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Military Discipline In Amir Timur's Army

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Abstract
This article examines the military discipline system in Amir Timur's army, which constituted a fundamental factor in his numerous military victories during the 14th-15th centuries. The disciplinary framework encompassed clear chain of command, systematic troop inspections, standardized equipment requirements, and operational protocols that ensured coordinated battlefield maneuvers.
Keywords: Amir Timur, military discipline, Timurid army, medieval warfare, military organization, command structure, yasol system, military innovations

INTRODUCTION

The military accomplishments of Amir Timur (1336-1405) marked one of the most astonishing events in the medieval military history. Not only his conquests from Delhi to Moscow and from the Tian Shan region to the Mediterranean but also the military discipline that was nothing short of being exceptional were the factors behind his success [1]. For a long time, historians have pointed to Timur's skill in creating order, coordination, and obedience to such a degree in his multinational forces as the main reason for his fame [2]. Basically, the Timurid Military Discipline was characterized as a hierarchic framework that joined the Mongol ways with Islamic administration and custom and even created some new things through Timur's vast campaigning experiences [3]. This paper discusses the factors that made up the army of Amir Timur, the mechanisms which were operational and their historical significance of military discipline within the army. It also discusses how the foundations of discipline allowed for tactical flexibility and superiority in strategy in diverse geographic and military contexts.

METHODOLOGY AND LITERATURE REVIEW

The researcher applied the historical-analytical method that used an in-depth study of primary sources as the principal means of investigation and included Sharafuddin Ali Yazdi's "Zafarnama," Nizam al-Din Shami's "Zafarnama," Ibn Arabshah's chronicles, Babur's "Baburnama," and secondary scholarly works as the supplementary ones [4, 5, 6]. Textual analysis of historical narratives and comparative examination of military organizational structures formed the main features of the methodological approach across the Eurasian medieval armies. The Soviet-era literature, especially the works of Grekov, Yakubovsky, and Razin, opened the Timurid military organization up to more holistic understanding in a greater Golden Horde context [7]. Present-day Uzbek research, particularly by Dadaboyev's writings, has considerably widened the scope of Timur's tactical innovations and command systems of the army [8]. Military historians in the West, such as Manz and Marozzi, have placed the Timurid practices in a comparative light with ideas of medieval warfare [9]. The investigation shows a common view as to the necessity of discipline for the success of the Timurids, but the scholars have dedicated much of their writing to discussing such innovations and campaigns rather than disciplinary mechanisms. The first-hand sources give rich land thorough information about the organizational structures, the types of equipment required, and the systems of punishment, thus making it possible to conclude the disciplinary frameworks even

if there are contradictions sometimes regarding the figures and the order of events.

RESULTS AND DISCUSSION

To be sure, the analysis of historical sources has disclosed that the military discipline in the army of Amir Timur has worked through various interconnected methods that have guaranteed its cohesion and effectiveness. The disciplinary foundation was laid by the hierarchical command structure, which had very clearly defined ranks starting from onbegi (the one who commands ten) going through yuzbegi (the one who commands hundred) and mingbegi (the one who commands thousand) to tumanboshi (commander of ten thousand), with the personal choice of the commander by Timur being based on merit and loyalty but not on aristocratic lineage alone [1, 4]. The existence of this meritocratic feature made the disciplinary power stronger as it connected the positions of the commanders with the ability that has been demonstrated. The uniformity of the weapons was the next most important part of the discipline that was involved. A soldier had to keep as his own the following arms: one bow, thirty arrows, one saddle, one shield, one spare horse, a rope weighing half a man, a pickaxe, a leather bag, a small cauldron, and every ten soldiers jointly maintained one tent, two shovels, one pickaxe, one sickle, one saw, one axe, one hatchet, and one hundred needles [5].

These conditions not only provided military units with ultimate autonomy in their operations but also showed that Central Asia was able to come up with an extremely organized and rational method of military logistics. The enforcement measures took the form of very harsh punishments for the disobedience of yasol (military formations regulations), with some of the breaches being punished by death, thus making the compliance of the military with the tactical arrangements during the war and fighting

situations to be 100% [6]. The tunqal system—the formal mobilization orders issued by the king—had clearly defined the timelines and the number of troops for assembling, and it was demanded from the fighters to be at the specific places with the prescribed equipment and provisions so that the accountability frameworks were stretching from the beginning to the end of the assembly of troops [4]. Frequent inspections (ko'rik) conducted before the marches and battles acted simultaneously as quality control and psychological preparation, while specialized hunting drills (ovgarta) served as evaluations of the troops' readiness for battle and the testing of their unity, discipline, and tactical implementation during the mock combat with the conditions set as in the real fight [5]. The communication protocols entailed the use of exclusive passwords (o'ron) that were allotted to every unit giving the capability of identifying and blocking unauthorized access while at the same time allowing the carrying out of night operations and tactical maneuvers that are very complex [8]. The seven-division yasol system, the brainchild of Timur who extended the traditional five-division arrangements, was an incorporation of the more disciplined coordinating of the tactical formations that included the advance guard (manglay), right and left flanks (baranghar and juvanghar), center (qol), rearguard (chaghavul), and mobile reserve cavalry units (qunbul) [1, 10]. According to historical sources, it was through this very disciplinary framework that the armies were granted tactical mastery, and Timur was able to perform his favorite tricks of war such as pasar, simultaneous flank attacks, and quick movement of rations which often caught the enemy off guard being used to the discipline less forces that they fought with. The presence of women fighters in troops that were considered special as Ibn Arabshah says, proved that the same

discipline was to be followed by both sexes, and female soldiers were no less than male ones in terms of combat readiness and tactical skill [6]. The adaptation of the terrain and climate imposed discipline on the military units trained for the mountain warfare who received not only special training but also specialized equipment while remaining under the overall command; this reflected the different operational environments approached systematically [8]. The persistence of Timurid military discipline in later Central Asian militaries' inheritors' traditions of having effective reforms, such as those of the Shaybanids and later khanates, proved its effectiveness and historical significance [7, 9].

CONCLUSION

Military discipline in Amir Timur's army constituted a comprehensive system integrating hierarchical command structures, standardized equipment requirements, rigorous training protocols, clear operational procedures, and strict enforcement mechanisms. This disciplinary framework enabled tactical sophistication, strategic flexibility, and sustained combat effectiveness across Timur's extensive campaigns, contributing fundamentally to his military success. The innovations introduced by Timur, particularly the seven-division yasol system and merit-based command selection, represented significant advances in military organization that influenced subsequent Central Asian and broader Eurasian military traditions. The evidence demonstrates that Timurid military achievements derived not from overwhelming force or technological superiority alone, but from systematic application of disciplinary principles ensuring coordination, cohesion, and operational effectiveness. Future research should examine comparative aspects of Timurid discipline relative to contemporary European and Asian military systems,

investigate implementation variations across different campaign theaters, and analyze the transmission mechanisms through which Timurid disciplinary innovations influenced successor states and military traditions.

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Battles and battle tactics of the great Amir Temur and Bayezid Yildirim

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Abstract
This article provides information about the battles and combat tactics of Sahibqiran Amir Temur against the Ottoman Turkish Sultan Bayezid Yildirim.
Keywords: Sahibkiran, ruler of Turan, Ottoman Turkish Empire, 7 arms, center, left and right wings, front, main arm, main guard (manglai), vanguard (avant-garde).

The Battle of Ankara was a major battle fought near Ankara (July 20, 1402) between the armies of Amir Temur and the Ottoman Sultan Bayezid I Yildirim. It involved approximately 200,000 soldiers of Amir Temur and 160,000 soldiers of the Turkish Sultan. The main reasons for this battle were the following (figure 1).

Amir Temur, who managed to subjugate countries such as Iraq, Syria, Dashti-Kipchak, Khorasan, India, and Jeta, was concerned about the growing strength of the powerful Ottoman state established in the Balkan Peninsula and Asia Minor, which were close to the southwestern regions of his empire. The Ottoman Turks, who had defeated a large army of Western European knights and occupied the Balkan states, were also beginning to threaten the regions belonging to Amir Temur [1].

History testifies that Amir Temur entered the borders of Eastern Anatolia with his army in 1386 and defeated a large Turkish military force near the city of Arzinjan. In 1395, Sahibkiran made a second campaign to these lands and captured Sivas. Amir Temur prepared for the Battle of Ankara for more than two years. In 1399, he turned to Rum and besieged the Kamoh fortress conquered by Bayazid. After the conquest of Kamoh, Amir Temur besieged Ankara soon after. This action of Sahibkiran was actually a tactical measure, and the main goal of the experienced commander was to force Bayazid to throw his main forces into

the defense of the city and then deliver a crushing blow to him. Bayazid I, who was stationed with his main military force near

Figure 1. Amir Temur and Bayezid Ildirim

the city of Tokat, learned that Sahibkiran's soldiers were besieging Ankara and hastened to provide assistance to the besieged [2].

Amir Temur cancels the siege of Ankara and sees the reluctance of his opponent to meet him. He places the army units in convenient places on the battlefield (in a place called Chibukabad). Trenches are dug around Lashkargah and security measures are taken. As a result, Bayazid I's army is forced to enter the battle in extremely unfavorable conditions for himself. The Sultan's army suffers especially badly from thirst caused by a lack of water. The Sahibkiran army operates in

its traditional combat formation - yasad. The center of the army, consisting of forty units, is directly led by Amir Temur. The left arm is led by Shahrukh Mirza and Khalil Sultan Mirza for the Juvangar, the Juvangar advance is led by Sultan Husayn Mirza, the right arm is led by Miran Shah Mirza for the Baranggar, and the Baranggar advance is led by Abu Bakr Mirza. The center - on the right side of the arm - are commanders such as Umarshaykh Mirza's son Ahmad Mirza, Toshtemir Oglan, and Shahsuvar. On the left side of the arm are brave men such as Jalal Islam, Tawakkal Karkara, and Ali Muhammad. In front of the ranks of the army, 30 war elephants were prepared for battle (figure 2).

Figure 2. Route of A. Temur's army

On the opposite side, Bayezid I organized his troops from the countries of Rum and Farang and prepared for battle. The right wing of the army - in the barangar - was the Serbian prince Stefan (Bayezid I's brother-in-law) with 20 thousand Farangs, and the left wing - in the juvangar - was the army of Muslim (Suleiman) Chalabi (Boyezid I's son) with the Roman army. Sultan Bayezid I himself remained in the center of the army with 572 men, placing his three sons Musa, Isa and Mustafa in the chagdavul (rear of the army) [3].

The battle began with a fierce attack by the barangar under the command of Mironshah

Mirzo on the enemy juvangar. Bayezid I's unit, unable to withstand the attack of Emir Jahanshah and Emir Kara Osman, fled the battlefield. Noticing the confusion that had arisen in the ranks of Bayezid I's army, Amir Temur ordered all the princes, umars, and noyans to attack the enemy together. The fierce clash continued for a long and fierce time.

Finally, the sultan's soldiers, unable to withstand the onslaught of Sahibkiran's forces, began to retreat. The warriors under the command of Bayazid I resisted until the last moment. After the Janissaries were completely destroyed, Bayazid I and his second son Musa were captured by Sultan Mahmudkhan ibn Suyurgatmishkhan, who was elevated to the khanate of the Chigatay ulus by Amir Temur in 1388. Sahibkiran pursued the remnants of Bayazid I's troops, captured Bursa, Izmir, and reached the shores of the Sea of Marmara [4].

Hamidulla Dadabayev The armies of two great commanders of the Islamic and Turkic worlds, the most powerful rulers of their time, Sahibkiran Amir Temur and Bayazid Yildirim (Yashinchaknar), clashed on the slopes of Mount Stella one morning in June 1402. The battle took place for the city of Ankara, which was besieged by Timur. By the end of the 14th century, the Ottoman Sultan Bayazid Yildirim had conquered vast territories of the Balkans and Asia Minor and began to rule a vast empire. While Bayazid was expanding his empire, Amir Temur was laying the foundation for his vast empire in Central Asia. They were the greatest rulers of their time, representatives of a fraternal nation and a single religion. Nothing prevented the establishment of

mutual respect and friendly relations between the two leaders (figure 3).

However, the Creator's decree was different. It is known that Timur wrote to Bayezid several times before he faced him on the battlefield and received a response. In each letter, Timur called on the Ottoman sultan to pursue a thoughtful policy. He emphasized that both rulers were

Figure 3. Before entering the battle

representatives of the same religion and fraternal nation, that Timur's enemies, who were taken under his protection by Bayezid, should be returned to him, and that friendly relations between the two powerful states should be established. However, the Ottoman sultan, who initially responded to Timur's ideas with favorable comments, sent rude and vulgar replies against Timur in his last letters [5].

One of the main mistakes that led to the downfall of Sultan Bayezid was his invasion of the territory of Erzincan, ruled by Timur's vassal Kara Yusuf. Angered by this situation, Timur sent an ambassador to Bayezid and demanded an apology. But the arrogant and self-confident Sultan Bayezid responded insultingly to the powerful Timur. Bayezid violated all the boundaries of diplomatic correspondence with his threatening letters. Timur, riding a horse of anger, immediately ordered to begin a

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campaign against the Ottomans. Soon, the army of Sahibkiran invaded the territories of Asia Minor. The first battle took place in 1399 near the city of Sivas.

In this battle, Bayezid's son Suleiman clashed with units of Timur's army, and Sivas was captured. Bayezid waited for Timur's army 150 kilometers west of Sivas, in a forest and mountain slope that were inconvenient for cavalry. Sahibkiran refused to fight the Ottoman army there, and, having bypassed the right bank of the Kizil Irmak River, moved to the rear of Bayezid's army and besieged Ankara from the rear [6]. The Ottomans were forced to turn back and fight in conditions unfavorable for themselves. The battle for Ankara began on the morning of June 1402, near Mount Stella, with the attack of Sultan Bayezid's army. More than 200 thousand warriors from each side took part in the battle (figure 4).

Figure 4. The battle process

The Ottomans attacked the right flank of Amir Temur's army and tried to break through to its rear, separating its main forces from the reserves. However, Temur's cavalry was able to repel this attack. After that, Temur's right wing army launched a relentless counterattack, separating the main forces of the Ottomans from the reserves and surrounding them. Temur's central and left wings also attacked,

crushing both wings of the Sultan's army. Bayezid's center and Janissary soldiers were also crushed. Sultan Bayezid's surviving soldiers and commanders began to flee in all directions [7].

All three Ottoman princes preferred to abandon their father and flee. Bayazid's loyal generals advised the sultan that the battle was over and that he should flee. However, the sultan refused to flee. Surrounded by the enemy, Sultan Bayazid fought a fierce battle with the enemy until midnight. At midnight, his horse fell, and Timur's warriors captured Bayazid Yildirim. The uncompromising and brutal battle ended with the defeat of the Ottoman Turks. The Ottoman state completely fell under the control of Amir Timur. Two-thirds of Bayazid's army was destroyed on the battlefield. Sahibkiran lost one-eighth of his army. The proud Bayazid, unable to bear captivity, died soon after. Amir Timur divided Bayazid's kingdom between his sons and returned (figure 5).

Figure 5. The battle process

The Battle of Ankara was the largest military engagement of its time. It was a clash between two Turkic peoples. As a result of the battle, the European countries were freed from the growing threat of the Ottoman Turks and were able to regain their footing. The defeat of Bayezid I's army by Amir Temur weakened the Ottoman Empire

for a while. Bayezid Yildirim's defeat delayed the Ottoman conquest of Constantinople (now Istanbul) by 50 years and set back their planned campaigns into Central and Western Europe for some time [8].

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Amir Timur's Tactics Of Battle Formation Organization

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Abstract
This article analyzes the tactical innovations of Amir Timur in organizing battle formations, which represented a revolutionary development in medieval military science. The study establishes that Timur's tactical innovations in formation organization influenced subsequent Central Asian, Ottoman, and Mughal military traditions, representing a significant contribution to the evolution of cavalry warfare doctrine.
Keywords: battle formations, yasol system, military tactics, cavalry warfare, medieval strategy, qunbul reserves, tactical innovation.

INTRODUCTION

Amir Timur's tactical genius expressed perhaps the most vividly in his revolutionary way of organizing battle formations, which literally changed the medieval cavalry fight. Timur's military superiority is, according to historians, partly due to a numerical advantage and the presence of uncommonly skilled fighters, but mostly to his tactical arrangements that could coordinate, be flexible and strike powerfully on the battlefield [1]. The yasol system, Timur's seven-division battle formation, was a bold step away from the traditional five-division Mongol arrangement that had prevailed in Central Asian warfare for more than a century [2]. This tactical shift allowed Timur to perform intricate battleground movements that included coordinated side strikes, strategical reserves deployment, and quick countermeasures to enemy moves that would catch and overpower the opponents unawares all the time [3]. The tactical savvy of the Timurid formations was so remarkable that it affected military strategies not only in Central Asia but also in other regions, as the later commanders like Shaybani Khan, Babur, and even Ottoman strategists were taking over and modifying the elements of Timur's formation principles [4].

METHODOLOGY AND LITERATURE REVIEW

This scholarly work utilizes the comparative historical analysis method and investigates the primary sources in the form of Sharafuddin Ali Yazdi's "Zafarnama," Nizam al-Din Shami's "Zafarnama," and Babur's "Baburnama" in conjunction with secondary scholarly literature to recreate and dissect the Timurid battle formation tactics [1, 5, 6]. The method involves intertwining textual analysis of battle stories with structural inspection of tactical configurations documented in historical narratives, further reinforced by evaluating contemporary and later military formations through comparison. The contributions of Soviet military historians, predominantly Razin's exhaustive study of medieval warfare, have laid the groundwork for the comprehension of Timurid tactical innovations understood in light of broader military-historical contexts [7]. Recently, Central Asian scholarship, with Dadaboyev's specialized studies on the Timurid art of warfare, has introduced a great deal of detail regarding specific tactical components and their operational applications [8]. Furthermore, it has been Western scholarship including, but not limited to, Manz's authoritative work on Tamerlane and Marozzi's biographical study, that has placed the Timurid military tactics within the comparative frameworks of medieval Eurasian warfare [2, 9]. The

literature shows that the strategic campaigns of Timur have drawn much scholarly attention, whereas the tactical formation innovations he introduced have not only been overlooked but also treated mostly as minor, non-essential innovations with regard to the main theme of the studies.

RESULTS AND DISCUSSION

The historical sources have been analyzed and they show that the battle formation tactics of Amir Timur were based on the revolutionary seven-division yasol system, which extended the traditional five-division Mongol arrangement by incorporating two added tactical elements that basically improved the maneuverability and striking power at the battlefield [1, 5]. The traditional five-division system included center (qol/ghol), right wing (baranghar), left wing (juvanghar), vanguard (manglay), and rearguard (chaghavul), thereby enabling an overall display of basic tactics but offering very limited reserves and the potential for alterations in case of surprises [7]. The two additions to Timur's innovative strategy were cavalry formations at the sides rendering the ones in front and the ones in the rear less dangerous than before, providing an enemy force with a possibility for engaging them through movements from the side. This new concept was thus referred to in the history records as the qunbul—the very best among mounted soldiers intended for rapid repositioning in the crucial areas of the battlefield [1, 8].

This tactical innovation addressed a fundamental limitation of traditional steppe cavalry warfare, where committed forces could not easily disengage and redeploy, often resulting in frontal attrition battles that favored larger armies. The seven-division system enabled Timur to maintain uncommitted reserves capable of exploiting tactical opportunities or reinforcing threatened sectors, providing decisive advantages in fluid cavalry engagements

[2]. Detailed examination of specific battles reveals sophisticated implementation of these tactical principles, with formations typically organized in three echelons providing depth and resilience against enemy breakthrough attempts [5]. In major engagements, Timur positioned his strongest units—consisting of 12 elite divisions—in the first echelon of the central formation, supported by 28 additional divisions in second and third echelons, while royal guard units (amirzoda) protected the right forward position and allied contingents (itishoqchi) secured the left forward position [1, 6].

The wing formations replicated this three-echelon structure on reduced scale, with each wing maintaining its own forward elements (hiravul), primary forces (chapavul and shaghavul), and reserve components, ensuring that commanders at all levels possessed tactical flexibility and adaptive capacity [5, 8]. Command and control mechanisms supporting these complex formations included distinctive banners and standards (tugh) for each division enabling visual identification and coordination, specialized drummer and horn signaler units communicating tactical commands across extended battlefronts, and elevated command positions providing commanders with comprehensive battlefield visibility [1]. The positioning of Timur's headquarters on elevated terrain, marked by crescent-shaped banners, served both symbolic and practical functions, projecting authority while enabling effective command oversight [4]. Historical accounts document that this tactical system proved remarkably effective against diverse opponents employing different military traditions, from the massed cavalry of the Golden Horde to the combined arms forces of the Delhi Sultanate and the disciplined janissary infantry of the Ottoman Empire at Ankara [2, 9].

The adaptability of Timur's formation tactics manifested in their successful application across varied terrain including open steppes, mountainous regions, river crossings, and siege operations, with tactical principles remaining consistent while specific deployments adapted to geographic and operational contexts [8]. The influence of Timurid formation tactics extended well beyond Timur's lifetime, with his grandson Babur substantially modifying the system for Indian conditions by strengthening the center through subdivision into multiple components (markaz, ong qol, baranghar, chapavul, sol qol) while maintaining the multi-echelon principle and reserve concept [6, 10]. Shaybani Khan's adoption of the qunbul concept, termed tolghuma in Uzbek military terminology, demonstrates the tactical innovation's recognition by subsequent commanders who had directly experienced its battlefield effectiveness [4]. The tactical sophistication of Timur's formations required corresponding developments in military discipline, training, and logistics, as complex multi-division maneuvers demanded precise coordination and reliable command-control systems functioning under combat stress [7, 8]. The integration of artillery (top/ra'd) and infantry formations into predominantly cavalry-based battle arrays represented another tactical innovation, with Timur employing defensive wagon laagers (arava) and entrenchments protecting artillery and supply elements while mobile cavalry executed offensive operations, presaging combined-arms tactics that would dominate subsequent centuries [3, 9].

CONCLUSION

Amir Timur's tactics of battle formation organization represented a fundamental innovation in medieval military science, with the seven-division yasol system providing unprecedented tactical flexibility, battlefield adaptability, and offensive striking power.

The introduction of mobile cavalry reserves capable of protecting flanks while executing decisive counterattacks addressed critical limitations of traditional steppe warfare, enabling Timur to consistently defeat larger forces through superior tactical coordination rather than numerical superiority. The multi-echelon deployment structure provided depth and resilience, while sophisticated command-control mechanisms ensured effective coordination of complex maneuvers across extended battlefronts. The enduring influence of Timurid formation tactics, evident in their adoption and adaptation by subsequent military traditions including the Shaybanids, Mughals, and potentially Ottoman forces, confirms their historical significance and practical effectiveness. These tactical innovations derived not from abstract military theory but from systematic refinement through extensive campaign experience, demonstrating Timur's capacity for analytical assessment and adaptive innovation.

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The Influence Of Spoken Language On Linguistic Change (A Comparative Study Of English And Uzbek)

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Abstract
This research focuses on the role of speech—this fast and spontaneous form of language. As spoken language primarily focuses on ease and convenience, this leads to decreasing complexity in languages. This research finds that linguistic evolution occurs primarily in: phonetic reduction, a reduction in lexical content, elliptical speech, simplifying syntaxes, and pragmatic repairs. Taking into account contemporary fast developments within electronic language use, such spoken language traits are gaining prime importance. There occurs a major trend of phonetic reduction in English language evolution, while in Uzbek language evolution, a major trend towards grammatical and syntactical simplification. This comparison proves that speech plays a major role in languages as a catalyst for evolution.
Keywords: spoken language, linguistic change, phonetic reduction, simplification, English, Uzbek, pragmatics, conversational speech.

Introduction. Language is a living and dynamic phenomenon but never static.[1] Amongst the modes of communication, speech has the most dynamic elements. [2]Unlike writing, where rules are rigorously followed and norms are carefully maintained, speech performs its function with flexibility, emotion, and adaptability. Speakers reduce words to shorter forms, truncate elements of sentences, use shared contexts instead of entire sentence structures, and use tonality to depict meanings that would be expressed in extensive wording.

The role of spoken language has increased greatly in recent decades with the help of digital technology, audio messages, social networking sites, and other forms of Internet communications. All such advancements break down the differences between writing and spoken language because more and more spoken language can now penetrate mainstream language.

English and Uzbek, although belonging to different language types with diverse grammatical structures, share similar trends whereby habits of speech continually affect language norms. However, each language expresses such tendencies uniquely: English does this with a more prominent emphasis on simplifying phonetics, while Uzbek does this to a much larger extent concerning grammatical and syntactic compression.[3] This article aims to examine such tendencies in a manner that is thorough but also readable and human-focused.

Objective of the study. The major aims of this research work are to establish how spoken language triggers linguistic changes in English and Uzbek, to examine patterns of simplification in phonetics, lexicon, and syntax as a consequence of speech, investigate how electronic forms of communication have contributed to speeding up such spoken language trends, to compare the linguistic characteristics of English and Uzbek with a view to determining similar and dissimilar trends in language changes.

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Methodology. This research uses descriptive linguistic analysis, comparative linguistic analysis, pragmatic explores factors. With the help of this methods, it is possible to study cross-phonetic, lexical and grammatical variations in English and Uzbek.

Presentation and discussion. Speech is a function of efficiency, velocity, and emotional expression.[4] People generally avoid producing fully articulated and Grammatically complex sentences except when the speech situation requires this form of communication. They rely instead on mutual comprehension and syntactic simplification.[5]For example: *" Want some?"* instead of *"Do you want some?"* Example in Uzbek: *"Qayerga?"* instead of *"Qayerga boryapsan?"*

This tendency towards simplifying has far-reaching effects: conversational shortcuts introduced over a period of time affect the dominant grammar of a language. In English, a strong degree of phonetic reduction occurs in informal pronunciation. For example: *going to - gonna, want to - wanna, let me – lemme, did you - didju*[6]. Thus, fast articulation leads to reduced vowel sounds and consonant blending. In Uzbek, this phonetic reduction phenomenon is less apparent but does exist, for example: *ketayapman – ketyapman, bo'libdi - bo'pti, kelayapti – kevotti.*[7] Thus, in common language use, such reduced forms often function as defaults. Spoken communication tends to shorten frequently used words.For example grammatical and syntactic shortening in English:

Subject omission:*"Coming?"*
Auxiliary reduction: *"I dunno"*
Ellipsis: *"Told you"*
In Uzbek: Ega tushiriladi:*"Keldim"*

Kesim qisqaradi: *"Borvomman"*[8]
Ellipsis keng: *"Men ham boraman. U ham."* Digital communication has connected with spoken language and written language. Voice messages imitate conversational speech.The texting culture values quickness over content.Emojis serve as a replacement for emotional intonation.As a consequence, norms of spoken language are being integrated more rapidly with those of written language

Results. Speech perception remains a leading factor for language evolution in English and Uzbek. In English, phonetic simplification more often occurs in comparison with grammatical simplification.In Uzbek,the simplification process primarily targets grammar and syntax. The role of spoken language in language change is significantly quickened through digital communications. Both languages embody a preference for efficiency that has a wide universal appeal.

Conclusion. The spoken language has a great effect on the development of English and Uzbek. Despite simplifications for each language in varying parameters, the drivin/8g force remains uniform: humans prefer a language of efficient communication that performs tasks fast with a capability to convey emotion. As technology continues to give prominence to spoken-style speech, distinctions between 'spoken language' and 'written language' may become more blurred. This means that speech mannerisms and norms that would otherwise be practiced in everyday spoken language only might soon be a norm. A thorough grasp of such trends can enrich our understanding of the natural course of language development and this innate human need for simplifying language without losing content.

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Influence Of The Chronological Age And Managerial Tenure To The Management Style

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Abstract
According to upper echelons theory, the observable traits of top executives, like age and tenure, systematically influence their leadership style and strategic decisions. However, there is still conflicting data regarding how a CEO`s years in office and biological age affect risk-taking, management style and organizational effectiveness. Although these effects are small and influenced by culture and industry, meta-analytic data based on more than 160 primary studies indicates that elder leaders are typically seen as less transformational, less transactional and more passive. When it comes to investment plans, innovation and leverage elder CEOs generally show less risk-taking and frequently put stability ahead of rapid expansion. Research on closely owned companies demonstrates that while the likelihood of survival rises, firm growth and profitability decrease as CEOs get older. Research on tenure reveals non-linear patterns: whereas very lengthy tenure might be related with strategic rigidity or "staleness in the saddle" early and mid-tenure are frequently linked to strategic experimentation, risk-taking and improved environment-strategy fit. According to recent evaluations, tenure should be viewed as a dynamic life-cycle process rather than a single linear predictor.
Keywords: CEO, age, leader age, tenure, management style, psychology.

1. Introduction
Modern theories of strategic leadership place a strong emphasis on executive traits. According to the upper echelons idea, organizations are mostly a reflection of the values of their top managers. There for two of the most reliable and visible CEO traits are managerial tenure (years spent in a specialized leadership capacity, capturing firm-specific expertise and power accumulation) and chronological age (a proxy for life-cycle stage and collected general experience).

Practically speaking, boards, investors and governance authorities are increasingly questioning whether younger or older CEOs are more suited for tumultuous conditions, creative initiatives or turnaround situations as well as how long a CEO should legitimately serve before performance deteriorates. These issues have quantifiable effects on risk-taking, investment in innovation, environmental and social policies, succession planning and ultimately business value, making them more than just normative.

However, age and tenure may influence CEOs` decisions as well as their leadership style according to psychological and sociological viewpoints. Employee commitment, corporate culture and change preparedness are all impacted by leadership style, which is frequently categorized as transformational, transactional or passive/laissez-faire under the Full-Range Leadership Model. For a comprehensive explanation of management behavior, it is therefore essential to comprehend the relationship between different types and the age and deration of leaders.

Results on age, tenure and management style are still scattered across disciplinary boundaries despite an increasing number of empirical investigations. Organizational psychologists investigate perceived

leadership style and age stereotypes in the workplace, management experts concentrate on strategic transformation and performance life cycles, and finance scholars highlight risk-taking and investment strategies. The current article integrates these lines of research with three objectives: (a) to review the literature on CEO tenure, strategic behavior and performance life cycles; (b) to summarize current evidence on the relationship between CEO age and leadership style, risk taking and firm performance; and (c) to highlight conceptual distinctions and interactions between age and tenure that are frequently confused in empirical work.

Literature review

The demographic characteristics of CEOs have a consistent impact on organizational performance, strategic decision-making and leadership behavior, according to research on executive characteristics. Among these characteristics, two of the most reliable but conceptually different indicators of executive conduct are management tenure and chronological age (Hambrick & Mason, 1984). Age and tenure are sometimes used interchangeably, but they represent distinct organizational and psychological processes, thus they need to be taken into account separately but in tandem.

Organizational psychology research shows a consistent relationship between perceived leadership style and leader age, According to a comprehensive meta-analysis by Tomova Shakur et al. (2024), there is a positive correlation with passive or laissez-faire leadership and a slight but constant negative correlation between leader age and both transformational and transactional leadership. Contextual considerations and rater perspective reduce these effects: older leaders tend to asses their own leadership more favorably than their followers, which reflects age-related

attribution biases that have been shown in the workplace (Ng & Fledman, 2010).

CEO age is linked to less strategic risk-taking, according to research from corporate finance and strategic management. According to Serfling (2014), older CEOs tend to pursue more diverse strategy. Less R&D expenditure and less financial leverage. CEO aginf is associated with lower growth and profitability but higher firm survival, according to studies of privately held companies. This suggests a move away from expansion-oriented tactics and toward stability and preservation (Belenzon et al. 2019). These tendencies seem to rely on the situation; conservative leadership may encourage short-term performance in stable or highly regulated contexts (Han, 2024).

CEO tenure, as opposed to age, reflects the changing dynamic between a leader and a particular organization. According to the "seasons of tenure" approach (Hambrick & Fukutomi, 1991), tenure is a dynamic process where early experimentation and strategic shift may give way to convergence and occasionally, rigidity. Non-linier relationships between tenure and performance are commonly found in empirical research, with mid-tenure CEOs demonstrating more strategic initiative than those with very short or long tenures (Miller,1991; Simsek, 2017). In contrast to a single linear effect, integrative evaluations highlight that tenure represents a variety of mechanisms, such as firm-specific human capital, power accumulation and cognitive entrenchment (Darouichi et al., 2021).

Age and tenure have different effects on leadership behavior, notwithstanding their correlation. Tenure indicates firm-specific learning and embeddedness, while age mostly reflects life-span changes in time perspective and risk preferences. Empirical study on their relationship is still lacking. The literature generally indicates that CEO

age and tenure influence strategic behavior and leadership style in methodical but context-dependent ways, highlighting the significance of integrated executive research frameworks.

Methodology

Instead of a technically reregistered systematic review, this publication delivers an integrative narrative review. To find pertinent studies, however, a straight forward search approach was employed. Combinations of the following keywords were used to search Web f Science, Scopus and Google scholar until November 2025: "CEO age", "leader age", "chronological age", "CEO tenure", "managerial tenure", "leadership style", "transformational", "transactional". "laissez-faire", "risk-taking", "innovation", "strategic change" and "firm performance". We also looked for other sources in the reference lists of recent integrated reviews and meta-analyses.

The following were given priority: (a) meta-analyses and systematic reviews; (b) highly cited empirical research in peer-reviewed journals; and (c) recent large-sample studies that looked the relationship between CEO age or tenure and corporate policies, performance and leadership style. Studies that only looked at middle managers or non-executive staff were only included if they contained information about the relationships between age and leadership style that might apply to upper management.

Results are synthesized qualitatively because the underlying studies differ greatly in terms of design, sampling, measurement and context. We identify moderators (such as industry, ownership structure and culture) and present effect directions (positive, negative and curvilinear) whenever feasible.

Results

The meta-analysis by Tomova Shakur and colleagues (2024), which synthesized 164 papers with approximately 400,000

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observations spanning cultures and industries, is significant recent contribution to the field of age and leadership style. They discovered using Full range leadership framework, that followers` perception s of transformational and transactional leadership are often adversely correlated with a leaders chronological age, while passive or laissez-faire is positively correlated. Despite being small the effect sizes were consistent across several specifications. For instance, in more collectivistic cultures, the negative correlation between age and transformative leadership was smaller, while in public sector contexts, some unfavorable associations were stronger.

The importance of rater perspective was also emphasized by the meta-analysis. The perception of the leadership style is influenced by age stereotypes and attribution processes, as evidenced by the fact that older leaders saw themselves as more active and effective than their followers. This is in line with more extensive research on age stereotypes in the workplace, where older employees are frequently perceived as more dependable diligent but less adaptable and creative.

Although young managers are somewhat more likely to receive high transformational ratings, particularly in dynamic environments that reward innovation and change complementary evidence from smaller-scale empirical studies shows that transformational leadership tends to be the dominant style across age and experience group. Research on leadership across a range of industries often reveals that younger leaders are more engaged in vision casting, customized consideration and intellectual stimulation, whereas older leader rely more on routines, norms and experience-based judgment. However, organizational culture and selection procedures shape these tendencies, which are probabilistic rather than deterministic

(e.g. more innovative organizations may selectively promote younger leaders into CEO jobs).

Research in the fields of finance and corporate governance shows a consistent correlation between age of CEOs and their willingness to take risks in financing and investment decisions. Using U.S. public companies, a groundbreaking study by Serfling (2014) demonstrated that companies leaded by older CEOs have ower stock return volatility and consistently adopt less risky corporate practices: they make fewer R&D investments, make more diversifying acquisitions, maintain more diversified operations and use less financial leverage. Conversely, younger CEOs are more likely to utilize high-variance, targeted techniques.

A similar viewpoint has been offered by later research on CEO age and business performance in closely held companies (e.g. Belenzon et al. 2019). This authors discovered that as CEOs get older, company investment, sales growth and profitability decrease while the likelihood of survival rises, using a sizable sample of owner-managed business in Western Europe. It seems that older owner-managers prioritize risk management and business continuity over ambitious growth. Age-linked management styles may be more important in knowledge-intensive situations, as the age-performance association was stronger in service and creative industries, where human capital and innovation are crucial.

The picture is complicated by more recent research conducted in Asian markets. Han (2024) found that CEO age was adversely correlated with risk-taking and innovation proxies like R&D intensity, but favorably correlated with short-term financial performance using a sizable sample of South Korean listed companies. In their quest for innovation, younger CEOs were more inclined to use aggressive investment techniques and boost debt. When combined, these results show that older CEOs prioritize stability and are typically more risk-averse, but this can coexist with strong short-term financial performance in some institutional contexts.

Similar trends are suggested by research on social and environmental policies. Research on CEO age and environmental commitments reveal that younger CEOs are more likely to seek green innovation and adopt ambitious climate and sustainability policies, while older CEOs are more likely to favor incremental methods and compliance-oriented initiatives. However, ownership structure, regulatory pressure and board expectations all play in these relationships. Integrating psychological and financial data is necessary to connect age-related management practices to business outcomes. From a psychological perspective, transformational leadership is linked to organizational commitment, change preparedness and employee engagement across all age groups. while passive or laissez-faire leadership is typically harmful, recent empirical research demonstrates that transformational and transactional leadership styles promote organizational change and performance.

A consistent pattern appears when the previously discussed age effects are added. Younger CEOs are more likely to employ creative, risk-taking tactics and exhibit active leadership styles (transformational or active transactional), bigger growth and in certain situations, bigger returns can result from this, but there is also an increased chance of business collapse and increased volatility. In contrast, elder CEOs have a tendency to use more conservative tactics and more passive leadership styles, which might hinder innovation and growth while increasing survival chances and shielding stakeholders from negative risk.

Crucially, a number of studies show that external influences alter these trade-offs.

The conservative approach of elder CEOs may become a problem in highly dynamic or technological chaotic business, delaying adaptation to disruptive change. However, the same careful approach can be helpful in more stable or highly regulated business. This emphasizes how crucial it is to take age-environment fit into account rather than looking for CEO age that is "ideal" for everyone.

A separate aspect of managerial expertise is captured by CEO tenure: the amount of time spent in particular position and company. According to a classic study by Hambrick and Fukutomi (1991), a CEO`s tenure can be divided into five "seasons": (1) responding to mandate, (2) experimentation, (3) choosing an enduring theme, (4) convergence, and (5) dysfunction. Early in their career's CEOs are preoccupied with restructuring, experimenting with strategic ideas and responding both internal and external expectations. They eventually settle on a predominant reasoning and set of behaviors. This convergence may solidify into disengagement from environmental changes if tenure is prolonged.

This life-cycle perspective has a lot of empirical evidence. Long-tenured CEOs are less likely to establish a good fit between strategy, structure and environment (being "stale in the saddle"), which has detrimental effects on performance in dynamic industries, as demonstrated by Miller (1991). According to Simsek (2007), a CEO`s tenure has an indirect impact on the performance of the company by influencing the top management team`s propensity for taking risks and pursuing entrepreneurial endeavors. CEOs with mid-tenure tend to encourage more entrepreneurial activity, while those with very short or long tenure may discourage it.

Research directly relating tenure to taking risks reveal a variety of often non-linier

trends. For instance, Chen and Zheng (2014) found a positive correlation between CEO tenure and risk-taking, which is consistent with the notion that longed tenure CEOs may be more inclined to take strategic risks due to diminishing career worries and accumulating firm-specific expertise. According to other research, such as recent large-scale studies on CEO traits and risk-taking, company risk may rise initially before declining once more as CEOs solidify their positions and become more guardians of their legacy.

According to an integrated review by Darouichi and colleagues (2021), considering tenure as a straightforward linear predictor is theoretically insufficient because tenure research encompasses several conceptual domains, including human capital, power, social embeddedness and life-cycle dynamics. Rather, tenure ought to be represented as a dynamic process that may have distinct outcomes in its early, mid and late phases. Despite their correlation, tenure and age are different and frequently have independent impacts. Older CEOs may have short tenure at a recently joined company, whereas younger CEOs may have long firm-specific tenure (e.g. internally promoted leaders who joined early in their career). Age mostly reflects changes in values and time horizons, biological and social changes and social changes and life-cycle stages. On the other hand, tenure shows how a leader`s relationship with an organization has changed over time, as well as expertise, networks and power accumulation unique to that organization.

Age is more strongly associated with risk aversion and time horizon, while tenure is more strongly linked with strategic inertia, entrenchment or depending on context, the ability to execute complex strategies, according to empirical research that take both factors into account. Although they are rarely evaluated interaction terms

(age×tenure) could be crucial. For instance, a young CEO with a long tenure in a family business may combine a strong organizational understanding with a high-risk appetite, resulting in bold but well-informed strategic wagers. In contrast, a senior CEO with a long career may show great opposition to change in addition to high risk aversion.

According to recent studies on CEO traits and risk-taking, the impacts of age and tenure are also dependent on their individual traits (such as narcissism, overconfidence and values) and environmental factors (such as ownership concentration board oversight and industry dynamism). Therefore, rather than being viewed as distinct demographic factors, age and tenure should be integrated into a larger multilevel framework.

Discussion

When considered collectively, the examined research provides a complex understanding of how CEOs` age and length of service influence their risk-taking, management style and the development of company performance.

First, age effects are noticeable but not very strong. In addition to favoring less risky organizational strategies, older executives are more likely to be viewed as passive rather than transformational. These trends are not deterministic, though as many young CEOs spearhead revolutionary change, whose age profiles advance to the CEO position and whose leadership philosophies are rewarded are significantly influenced by culture, industry and organizational selection procedures.

Second, it is evident that tenure impacts are not linear. The concept of "seasons" of CEO tenure encapsulates the intuition that early tenure is marked by experimentation and change driven by mandates, mid-tenure by consolidation and strategic emphasis and late tenure by possible rigidity or detachment. Although the ideal range relies

on environmental dynamism and governance arrangements, empirical evidence supports an inverted U-shaped relationship between tenure and performance: very short and very long tenures are frequently less beneficial than moderate tenure lengths.

Third, significant trade-offs in management style are revealed when age and tenure are taken into account together. Despite having great transformational intentions, young, short tenured CEOs may find it difficult to implement radical ideas due to a lack of firm-specific knowledge and internal political capital. Although they may have significant impact and implicit knowledge, older, more seasoned CEOs may be biased toward incrementalism due to their risk preferences and well ingrained mental models.

These patterns are consistent with temporal perspective and life-span theories of motivation from a psychological standpoint. Future time horizons becoming smaller as people get older and their objectives frequently change from maximization and exploration to stability, loss avoidance and generativity. CEOs may become more motivated to defend the company and its stakeholders, preserve their reputation and steer clear of significant, career-ending setbacks as a result. The social and cognitive relationship between the leader and the company is altered by tenure; as CEOs grow more integrated, their identities may merge with the company, intensifying both defensive entrenchment and good stewardship.

There are two implications for boards and policymakers. In succession planning, age and tenure should be viewed as strategic design factors rather than just demographic indicators. Different combinations of CEO age and tenure may be advantageous at different phases of the company`s life cycle (start-up, rapid growth, maturity, turnaround). However, without sacrificing

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the advantages of accumulated expertise, governance measures like frequent strategic reviews, term limitations and strong succession pipelines can reduce the dangers connected with extremely long tenures and age-related rigidity.

Conclusion

Two essential but different aspects of a CEO`s career are their age and length of service. Tenure represents the changing relationship between a particular leader and a particular organization, but age is more closely associated with life-cycle changes in risk preferences, time horizon and motivating priorities. According to empirical research, younger CEOs are more likely to adopt revolutionary, risk-accepting tactics, while senior CEOs often lead more conservatively, emphasizing stability and survival. There are three stages to tenure: early experimentation, mid-term consolidation and possible late-career rigidity.

The most important lesson for practitioners is that boards should intentionally match CEO traits to the firm`s strategic difficulties and provide governance measures that counterbalance the predicted biases associated with each profile, rather than believing that one age or tenure profile is always better. The challenge for researchers is to go beyond straightforward linear models and incorporate age and tenure into more complex theoretical frameworks that include context, identity, values and cognition.

In the end, this kind of integrative work can help explain why CEOs with equivalent resources and circumstances choose various management approaches and leave diverse legacies.

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Idiomaticity Of Goodness-Related Proverbs In English

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Abstract
This article investigates the semantic motivation and degree of idiomaticity of English proverbs expressing the concept of goodness. Proverbs are examined as culturally marked phraseological units that encode moral values through figurative language and stable semantic structures. Drawing on A. V. Kunin's theory of phraseological units, the study differentiates goodness-related proverbs according to degrees of idiomaticity, including phraseomatic, ideophraseomatic, and fully idiomatic types. The analysis also incorporates conceptual metaphor theory to identify cognitive mechanisms underlying semantic motivation. The data are taken from authoritative English proverb dictionaries and verified lexicographic sources. The findings demonstrate that English proverbs expressing goodness are predominantly metaphorically motivated and exhibit varying degrees of semantic transparency, reflecting ethical norms such as reciprocity, altruism, and moral causality. The study contributes to phraseological semantics by clarifying the applicability of idiomaticity and motivation frameworks to proverbial material.
Keywords: proverb semantics, goodness, idiomaticity, semantic motivation, phraseology, English proverbs

Introduction. Proverbs are concise, culturally embedded expressions that transmit moral, ethical, and social wisdom through conventionalized linguistic forms.[1] They function not only as lexical units but also as cognitive and cultural tools, reflecting shared values, guiding behavior, and encoding moral reasoning.[2] Among the abstract concepts encoded in proverbs, goodness occupies a central position, serving as a moral benchmark and a guide for human conduct. English proverbs expressing goodness offer insight into how moral concepts are linguistically structured and socially transmitted.[3]

Semantic motivation—the internal rationale connecting a proverb's form to its meaning—is essential for understanding how ethical ideas are communicated. It explains why specific lexical choices, metaphorical constructions, or figurative patterns are used to convey abstract concepts such as goodness and why some expressions are transparent while others are idiomatically opaque.[4] In English, proverbs frequently employ metaphors of reciprocity, moral causation, social value, and virtue to encode ethical meaning.[5]

Idiomaticity, or the degree to which the meaning of a proverb can be inferred from its constituent parts, is closely linked to semantic motivation. Proverbs range from fully transparent expressions to highly idiomatic or fixed units. Using Kunin's (1996) phraseological typology, proverbs can be classified as **fusions**, **unities**, **combinations**, or **expressions**, allowing systematic

[1] Apperson, G. L. (1993). *The Wordsworth dictionary of proverbs.* Ware, Hertfordshire: Wordsworth Editions.
[2] Kunin, A. V. (1996). *Phraseology and lexical semantics.* Moscow: Russian Academy of Sciences.

[3] Lakoff, G., & Johnson, M. (1980). *Metaphors we live by.* Chicago, IL: University of Chicago Press.
[4] Mieder, W. (1993). *A dictionary of American proverbs.* New York, NY: Oxford University Press.
[5] Mieder, W. (2004). *Proverbs: A handbook.* Westport, CT: Greenwood Press.

analysis of idiomaticity and figurative depth.[6]

This study investigates the **semantic motivation and idiomaticity of English proverbs expressing goodness**. Specifically, it addresses the following research questions:

1. How is goodness semantically motivated in English proverbs?

2. What degrees of idiomaticity can be observed in these proverbs?

3. How do figurative and phraseological features interact to shape the expression of moral values?

Methods. The corpus consisted of **120 English proverbs** explicitly expressing goodness, drawn from authoritative sources: *The Wordsworth Dictionary of Proverbs* (Apperson, 1993), *A Dictionary of American Proverbs* (Mieder, 1993), and *Modern Proverbs and Proverbial Sayings* (Whiting, 1989).[7] Only proverbs conveying moral virtue, benevolence, or ethical behavior were included, and all entries were cross-verified to ensure authenticity.

Analysis combined semantic motivation theory with Kunin's (1996) phraseological typology.[8] Semantic motivation identifies the internal logic connecting a proverb's form and meaning, including metaphorical or evaluative structures. Kunin's classification distinguishes phraseological fusions, unities, combinations, and expressions, facilitating systematic analysis of idiomaticity and figurative transparency. The analytical procedure consisted of three stages. First, proverbs containing lexical markers of goodness

(e.g., good, goodness, kind, virtuous) or metaphorically representing moral virtue were extracted. Second, each proverb was classified according to Kunin's typology to determine the degree of idiomaticity. Third, semantic and figurative content was analyzed, identifying recurrent conceptual metaphors, ethical frames, and cross-cutting cultural patterns. This method ensured a systematic and nuanced understanding of moral expression in English proverbs.

Results. Analysis revealed three prominent patterns of semantic motivation: **reciprocity**, **social value/reputation**, and **moral guidance/virtue**. Proverbs exemplifying reciprocity, such as *"One good turn deserves another"* and *"Kindness begets kindness"*, were mostly **phraseological expressions**, with high transparency and direct cause-effect semantics.[9] Proverbs framing goodness in terms of social value, including *"A good name is better than riches"* and *"Good words are worth much and cost little"*, were typically **phraseological unities**, demonstrating metaphorical motivation with moderate interpretability.[10] Proverbs offering moral guidance, such as *"Virtue is its own reward"* and *"Do good and you will be remembered"*, were primarily **phraseological combinations**, combining conventional moral wisdom with partially transparent lexical elements.[11]

Distribution of phraseological types:

[6] Whiting, B. (1989). *Modern proverbs and proverbial sayings.* Oxford: Oxford University Press.

[7] Fernando, C. (1996). *Idioms and idiomaticity.* Oxford: Oxford University Press.

[8] Moon, R. (1998). *Fixed expressions and idioms in English: A corpus-based approach.* Oxford: Clarendon Press.

[9] Nunberg, G., Sag, I. A., & Wasow, T. (1994). Idioms. *Language, 70*(3), 491–538.

[10] Wray, A. (2002). *Formulaic language and the lexicon.* Cambridge: Cambridge University Press.

[11] Pawley, A., & Syder, F. H. (1983). Two puzzles for linguistic theory: Nativelike selection and nativelike fluency. In J. C. Richards & R. W. Schmidt (Eds.), *Language and communication* (pp. 191–226). London: Longman.

Phraseological Type	Number of Proverbs	Percentage
Phraseological Expressions	52	43%
Phraseological Unities	46	38%
Phraseological Combinations	18	15%
Phraseological Fusions	4	4%

Conceptual metaphor analysis revealed recurrent schemas: GOODNESS IS RECIPROCITY, GOODNESS IS SOCIAL VALUE, and GOODNESS IS INHERENT VIRTUE, reflecting relational, evaluative, and normative frameworks in English-speaking cultures.[12] These metaphors show that English proverbs encode moral knowledge by mapping abstract ethical principles onto social and relational experiences.

Discussion. The findings indicate that English proverbs expressing goodness are **systematically motivated** and vary in idiomaticity according to function and conceptual content. Proverbs emphasizing reciprocity, such as *"One good turn deserves another"*, are highly transparent, aligning with their didactic and socially prescriptive role. Proverbs linking goodness to social reputation, such as *"A good name is better than riches"*, demonstrate metaphorical motivation, combining social evaluation with moral guidance.[13] Proverbs offering moral exhortation, like *"Virtue is its own reward"*, occupy a middle ground, with partially idiomatic structures that balance figurative richness and interpretive clarity.

Kunin's phraseological framework provides insight into how idiomaticity correlates with semantic motivation. Transparent expressions dominate the corpus, reflecting the need for clarity in moral communication. Phraseological unities enrich meaning through metaphorical structures, while combinations provide partially idiomatic constructions for more reflective ethical commentary. Fully idiomatic fusions are rare, likely because opacity would hinder comprehension in moral instruction.[14] The recurrent conceptual metaphors identified suggest that English proverbs encode ethical values through **relational, evaluative, and normative schemas**. GOODNESS AS RECIPROCITY aligns moral behavior with cause-effect logic; GOODNESS AS SOCIAL VALUE situates virtue in social evaluation; GOODNESS AS INHERENT VIRTUE reflects intrinsic moral worth.[15] This interplay of semantic motivation and idiomaticity ensures proverbs function efficiently as instruments of ethical socialization, balancing clarity with cognitive and cultural depth. These results align with previous research on idiomaticity, phraseology, and moral proverbs (Mieder, 2004; Wray, 2002; Fernando, 1996), confirming that English proverbs combine semantic transparency and figurative richness to convey ethical norms effectively. The findings also have implications for translation, language teaching, and corpus-based analyses of figurative language, highlighting the importance of integrating semantic motivation, idiomaticity, and metaphorical structures.[16]

[12] Cappelle, B. (2014). *Phraseology: An interdisciplinary perspective.* Amsterdam: John Benjamins.

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[14] Schmitt, N., & Carter, R. (2004). Formulaic sequences in action: An introduction. *International Journal of Corpus Linguistics, 9*(3), 243–247.

[15] Siyanova-Chanturia, A., Conklin, K., & Schmitt, N. (2011). Adding more fuel to the fire: A corpus-driven response to "The idiom principle and the open choice principle." *Text & Talk, 31*(6), 761–791.

[16] Yuldashev, A. A. (2021). Metaphorical studies and its types. *Academic Research in Educational Sciences, 2*(1), 1–15.

Conclusion. English proverbs expressing goodness demonstrate a systematic relationship between **semantic motivation** and **idiomaticity**. Proverbs emphasizing reciprocity are highly transparent, unities offer metaphorical richness, and combinations balance figurative depth with interpretive clarity. Fully idiomatic fusions are rare due to the didactic purpose of moral instruction. Conceptual metaphors (GOODNESS AS RECIPROCITY, GOODNESS AS SOCIAL VALUE, GOODNESS AS INHERENT VIRTUE) reveal how English-speaking cultures encode ethical values linguistically. Future research could explore cross-linguistic comparisons, investigating how different cultures encode moral concepts in proverbs and how idiomaticity and semantic motivation vary across languages. Integrating phraseological analysis with metaphor theory provides a robust framework for understanding ethical expression and cultural cognition in proverb studies.

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The Relevance Of Housing Provision For Military Personnel And Innovative Solutions

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Abstract
This scientific article discusses the role and prestige of military personnel in society, social protection, in particular, the problems of realizing their right to housing and its international legal framework, innovative aspects of housing issues, scientific and theoretical views of scientists, as well as an analysis of national legislation, final suggestions and conclusions.
Key words: Armed Forces, military personnel, military service, housing, right to housing, innovation, social protection, long-term mortgage.

Аннотация
Мазкур илмий мақолада ҳарбий хизматчиларнинг жамиятдаги ўрни ва нуфузи, ижтимоий ҳимояси, айниқса, уларнинг уй-жойлар билан таъминланиши, уй-жойга бўлган ҳуқуқларини рўёбга чиқариш муаммолари, уй-жойга бўлган ҳуқуқларининг ҳалқаро ҳуқуқий асослари, уй-жой таъминоти масалаларининг инновацион жиҳатлари ҳамда бу борада олимларнинг илмий-назарий қарашлари, шунингдек, миллий қонунчилик таҳлили, якуний таклифлар ва хулосалар келтирилган.
Калит сўзлар: Қуролли Кучлар, ҳарбий хизматчи, ҳарбий хизмат, уй-жой, уй-жойга бўлган ҳуқуқ, инновация, ижтимоий-ҳуқуқий ҳимоя,узоқ муддатли ипотека кредити.

Бугунги даврда Янги Ўзбекистон "Инсон қадри устувор бўлган жамият ва халқпарвар давлат" деган муҳим ғоя негизида барпо этилмоқда. Давлатимиз Раҳбари белгилаб берган бу улуғвор мақсад асосида халқимиз янгидан-янги ислоҳотларнинг ҳақиқий муаллифига айланиб бормоқда. Шу муносабат билан, "Ҳаракатлар стратегиясидан – Тараққиёт стратегияси сари" тамойили асосида кейинги беш йилликда мамлакатимизда амалга ошириладиган ислоҳотларнинг зарур сиёсий-ҳуқуқий, ижтимоий-иқтисодий ва илмий-маърифий асослари кўзда тутилган Янги Ўзбекистоннинг 2022–2026 йилларга мўлжалланган тараққиёт стратегиясини қабул қилдик[1]. Маълумки, дунёда ҳар бир мамлакат ўз Қуролли Кучлари ҳарбий хизматчиларини ҳар қандай тинчлик ва хавфсизликка раҳна солувчи таҳдидларга қарши доимо юқори жанговар тайёр ва шай ҳолатда бўлишини истайди. Табиийки бу ўз навбатида ҳарбий хизматчидан юқори кайфиятдаги ҳақиқий жангчига хос ватанпарварлик, мардлик, шижоат, ғурур, жанговар тетиклик ва руҳиятни, профессионаллик ҳамда касбига бўлган содиқликни талаб қилади.

Бугунги кунда мамлакатимизда ҳарбий хизмат нуфузини ошириш, шахсий таркиб жанговар шайлиги ва қобилиятини юксалтириш ҳамда Қуролли Кучларимизни замонавий қурол-аслаҳа, ҳарбий-техника ва бошқа воситалар билан таъминлаш борасида мунтазам ислоҳотлар амалга ошириб келинмоқда. Шу билан бирга Қуролли Кучларимиз сафида юқори профессионал ҳарбий кадрларни тайёрлаш ва бу мақсадга эришиш йўлида уларни етарли ижтимоий ҳимоясини таъминлаш, кафолат ва имтиёзлар тақдим этиш масалалари доимо ҳарбий соҳадаги ислоҳотларимизнинг энг муҳим йўналишлари сифатида қараб келинади.

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Ҳар бир давлат тинчлик ва хавфсизликка эришиш йўлида ўз ҳарбий хизматчисининг жамиятдаги муносиб ўрнини, хусусан, унинг етарлича ижтимоий ҳимоясини таъминламоғи лозим. Ўзбекистон Республикаси Президенти Қуролли Кучларимиз Олий Бош Қўмондони Ш.М.Мирзиёёв Ўзбекистон Республикаси Қуролли Кучлари ташкил этилганлигининг 30 йиллиги муносабати билан ҳарбий хизматчиларга йўллаган байрам табригида "Ҳарбий хизматчиларнинг жанговар руҳи, интеллектуал салоҳиятини юксалтириш, аҳоли, биринчи навбатда ёшларни ҳарбий-ватанпарварлик руҳида тарбиялаш, ҳарбий хизматчилар, уларнинг оила аъзолари, Қуролли Кучларимиз фахрийларини ижтимоий ва ҳуқуқий жиҳатдан муҳофаза қилишни кучайтириш борасидаги ишларимизни бундан буён ҳам изчил давом эттирамиз." деб алоҳида таъкидлаб ўтган эдилар[2]. Бунинг мантиқий давоми сифатида 2022-2026 йилларга мўлжалланган Янги Ўзбекистон тараққиёт стратегиямизда эса ҳарбий хизматчилар, уларнинг оила аъзоларининг ижтимоий ҳимоясини ҳар томонлама кучайтириш йўлида асосий мақсад қилиб Ўзбекистон Республикаси Қуролли Кучлари ҳарбий хизматчиларини ҳар йили имтиёзли ипотека кредити асосида уй-жойлар билан таъминлаш ва уларнинг тиббий таъминоти сифатини яхшилаш белгиланди[3].

Бу ўринда Н.А.Виноградовнинг "Қайсики давлатнинг армияси кудратли бўлса шу давлатнинг ўзи ҳам қудратли ҳисобланади. Армиянинг куч-кудрати нафақат унинг ҳарбий техникалари ва қуролларига, балки унда хизмат ўтаётган ҳарбий хизматчиларнинг аҳлоқий-руҳий ҳолатига ҳам бевосита боғлиқдир. Ҳарбий хизматчиларни ҳарбий интизоми ва жанговар тайёргарлиги даражаси уларнинг етарли маиший-турмуш шароитларига эга бўлишига, хусусан, уй-жой таъминоти билан қаноатлантирилганлигига боғлиқ" дея таъкидлаган фикрларини эътироф этмасдан иложимиз йўқ[4].

Фуқароларимиз ҳарбий хизмат йўлини танлар эканлар улар хизмат давомида турли қийинчиликлар ва машаққатни бошдан кечирадилар. Ҳарбий хизмат - бу Ўзбекистон Республикаси фуқароларининг Ўзбекистон Республикаси Қуролли Кучлари ва бошқа ҳарбий тузилмалари сафида умумий ҳарбий мажбурият ва шартнома бўйича амалга оширадиган давлат хизматининг алоҳида туридир[5].

Ўзбекистон Республикаси Қуролли Кучлари Ички хизмат низомига мувофиқ: ҳарбий хизматчилар Ўзбекистон Республикаси фуқаролари учун белгиланган ҳуқуқ ва эркинликлардан амалдаги қонун ҳужжатларини ҳисобга олган ҳолда ҳарбий хизматни ўташ шартлари билан белгиланадиган чекловлар билан фойдаланадилар;

уларга конституциявий, бошқа умумфуқаролик бурчлари ва мажбуриятлар қаторида умумий мансаб ва махсус мажбуриятлар ҳам юкланади;

Ўзбекистон Республикаси қонунчилигига мувофиқ, ҳарбий хизматчиларнинг ҳуқуқлари, бурчлари ва жавобгарлигининг ҳажми ва мазмуни уларнинг ҳарбий хизмат мажбуриятларини бажараётган ёки бажармаётганлигига боғлиқ бўлади;

ҳарбий хизматчилар ҳарбий хизмат мажбуриятларини бажариш вақтида давлат ҳокимияти вакиллари ҳисобланадилар ва давлат ҳимоясида бўладилар[6]. Ҳарбий хизматнинг ўзига хос хусусиятлари ва ҳарбий хизматчиларга фуқаролик мажбуриятлари билан бирга мансаб лавозим ва махсус мажбуриятларнинг

юкланиши уларни бошқа фуқаролардан фарқли ўлароқ давлат томонидан алоҳида ижтимоий ҳимояси ва таъминоти амалга оширилиши зарурлигини, бундай хизмат тоифасидаги шахсларга қонуний имтиёзлар, компенсация ва кафолатлар белгилаб берилишини тақозо этади. Ўзбекистон Республикаси Қуролли Кучлари Ички хизмат низомида давлат ҳарбий хизматчиларнинг ижтимоий-ҳуқуқий ҳимоясини кафолатлаши, улар учун етарли ва муносиб турмуш даражасини яратиш, хизмат ва турмуш шароитини яхшилаш чораларини кўриши лозимлиги белгиланган [7]. Бу ўринда Инсон ҳуқуқлари бўйича умумжаҳон Декларацияси [8] ва Иқтисодий, ижтимоий ва маданий ҳуқуқлар тўғрисидаги Халқаро Пакт қоидалари[9] алоҳида устувор аҳамиятга эга. Чунки шахснинг муносиб ва фаровон ҳаёт кечириши тушунчаси илк марта мазкур ҳалқаро ҳужжатларда ўз ифодасини топган.

Хусусан, Декларацияда ҳар бир инсон ўзининг ҳамда оиласининг саломатлиги ва фаровонлигини таъминлаш учун зарур бўлган турмуш даражасига эга бўлиш, жумладан, кийим-кечак, озиқ-овқат, уй-жой, тиббий хизмат ва зарур ижтимоий хизматга эга бўлишга ҳамда ишсизлик, касаллик, ногиронлик, бевалик, қарилик ёки унга боғлиқ бўлмаган шароитларга кўра тирикчилик учун маблағ бўлмай қолган бошқа ҳолларда таъминланиш ҳуқуқига эгалиги белгилаб қўйилган[10 ст.25].

Халқаро пактда эса давлатлар ҳар бир киши ўзи ва оиласи учун етарлича озиқ-овқат, кийим-кечак ва уй-жой ҳамда турмуш шароити тўхтовсиз яхшиланиб боришини ўз ичига оладиган етарли турмуш даражаси бўлиш ҳуқуқини эътироф этиши, ушбу ҳуқуқлар амалга оширилишини таъминлаш учун зарур чораларни кўриши лозимлиги белгиланган[11 ст.11].

Мазкур халқаро ҳуқуқий қоидалар мазмун-моҳиятидан ҳар бир давлатнинг ўз фуқароларини фаровон яшашини таъминлаш учун шарт-шароитлар яратишга ва барча чораларни кўришга масъул эканлигини ифодалайди.

Ҳарбий хизматчиларнинг турмуш ҳаётида энг муҳим ва бирламчи зарур бўлган эхтиёжларидан бири – бу уй-жойдир. Ҳозирги даврда давлат томонидан ҳарбий хизматчиларни узоқ муддатли ипотека кредитлари ёрдамида уй-жой билан таъминлаш масаласига алоҳида эътибор қаратиб келинмоқда. Масалан, 2017-2019 йиллар мобайнида 8 мингдан зиёд ҳарбий хизматчилар оилаларини қулай ва шинам квартиралар билан таъминлаш учун 275 та кўп қаватли уй-жой барпо этилди[12]. Бироқ ушбу эришилган кўзга кўринарли натижаларга қарамасдан бугунги кунда Қуролли Кучларимиз ҳарбий хизматчиларини уй-жой билан таъминлаш масалалари ва муаммолари долзарблигича қолмоқда. Шунинг учун ҳам ҳарбий хизматчиларнинг уй-жойга бўлган ҳуқуқларини амалга ошириш юзасидан давлат мақсадли дастурларини қабул қилиш, уй-жой таъминоти бўйича муқобил манбаларни яратиш, ушбу йўналишда илмий тадқиқот ишларини олиб бориш ҳамда соҳадаги камчиликларни инновацион йўллар билан ҳал этиш зарур. Ҳарбий хизматчиларни уй-жой таъминоти масалалари ва муаммолари ечими устида кўп жиҳатдан МДҲ мамлакатлари олимлари томонидан илмий изланишлар олиб борилган.

Жумладан, Д.М.Кондратенко фикрича, ҳарбий хизматчиларни давлат томонидан уй-жой билан таъминлаш муаммоларини ривожланиб бораётган замонавий бозор иқтисодиёти шароитларида фақатгина янги

инновацион тизим, технологиялар ва дастурлар асосида ижобий ҳал этиш мумкин деб ҳисоблайди. Олим танқидий равишда ҳарбий хизматчиларни уй-жой билан таъминлаш бўйича тегишли давлат дастурлари ва инвестицияларнинг мақсадли йўналтирилмаслиги ҳамда янги инновацион ўзгаришлар амалда жорий этилмаётганлигини алоҳида таъкидлайди[13].

Т.В.Малеева ва О.Л.Соколовалар ҳарбий хизматчиларни уй-жой билан таъминлашнинг муқобил шакли сифатида янги инновацион лойиҳа сифатида жорий этилган жамғариб бориладиган ипотека тизими (НИС)ни энг мақбул ечим деб санайдилар. Ушбу олимлар жамғариб бориладиган омонат ипотека тизими ҳарбий хизматчиларга нафақат хизмат муддати якунлангач, балки ундан анча олдинроқ бюджет маблағлари орқали шаклланадиган махсус аккумулятив шахсий ҳисоб-рақамлардаги омонат пул маблағлари ёрдамида уй-жойга эга бўлиш (сотиб олиш) имконини беради[14].

Назаримизда ушбу олимлар берган фикрларга қўшилганимиз ҳолда юртимизда ҳам ҳарбий хизматчиларни уй-жой билан таъминлаш муаммоларини ҳал этиш бўйича муқобил инновацион ечимлар ва механизмлар устида илмий ва амалий тадқиқот ишларини йўлга қўйиш лозим. Ўз навбатида, бугунги кунда юртимизда замонавий бозор иқтисодиёти шароитларидан келиб чиқиб ҳарбий хизматчилар уй-жой таъминоти тизимида давлат-хусусий шерикчилик муносабатлари, шунингдек, Қуролли Кучларимиз таркибидаги вазирлик ва идораларимиз томонидан мазкур муаммоларни ҳал этишга қаратилган турли ижтимоий-иқтисодий ва инновацион лойиҳалар устида республика давлат ва нодавлат илмий-тадқиқот муассасалари, банк

ташкилотлари ва молия институтлари, айниқса сармоялар жалб этиш мақсадида хусусий сектор иштирокчилари билан ҳамкорлик алоқаларини тизимли йўлга қўйиш ва муносабатларни кучайтириш зарур. Ушбу йўналишда илғор хорижий мамлакатлар ва бошқа ривожланган давлатлар Қуролли Кучлари тажрибалари чуқур ўрганилиши керак. Ҳарбий хизматчиларни уй-жой билан таъминлаш муаммоларининг муқобил шакллари ва ечимларини кўриб чиқиш ва ҳал этиш устида ҳуқуқий, молиявий-иқтисодий ва ахборот-коммуникацион технологик йўналишларда илмий тадқиқот ишлари, ижтимоий грант-лойиҳалар, дастурлар ҳамда ишланмалар амалга ошириш мақсадга мувофиқ. Ҳарбий хизматчиларни уй-жой таъминоти тизимининг муқобил шакллари бўйича ҳуқуқий ва молиявий механизмлар устида ишлаш лозим.

Ҳарбий хизматчиларни уй-жой билан таъминлашда янги инновацион усулларни ва ёндашувларни қўллаш ҳамда уй-жой таъминотининг муқобил шаклларини жорий этиш мақсадида қуйидагиларни амалга оширишни таклиф этган бўлар эдик:

Биринчидан, ҳарбий хизматчилар уй-жой таъминоти ва унинг инновацион ечимлари бўйича илмий фаолиятни қўллаб-қувватлаш;

Иккинчидан, ҳарбий хизматчиларни уй-жой таъминоти тизимини тартибга солувчи қонунчиликни янада такомиллаштириш;

Учинчидан, ҳарбий хизматчилар уй-жой таъминотининг бошқа қулай ва муқобил шаклларини жорий этиш йўлида илғор хорижий мамлакатлар тажрибасини изчил ва чуқур ўрганиш;

Тўртинчидан, ҳарбий хизматчиларнинг уй-жой таъминоти тизимининг муқобил шаклларини яратиш бўйича республика банк муассасалари ва молия

институтлари билан ҳамкорликни янги даражага кўтариш ҳамда бунда асосий эътиборни қўшимча молиявий манбаларни излаш, топиш ёки жалб этишга қаратиш;

Шундай қилиб хулоса ўрнида айтиб ўтиш лозимки, ҳарбий хизматчиларни уй-жой билан таъминлаш масалалари ва муаммоларини ҳал этиш учун инновацион ғоялар асосида уй-жой таъминотининг кўплаб муқобил шаклларини амалиётга жорий этиш, шунингдек, жараёнга давлат-хусусий шерикчилик муносабатларини янада кенг тадбиқ этиш зарур.

Фойдаланилган адабиётлар:

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The Effectiveness Of Modern Pedagogical Technologies In Teaching Geography

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Abstract
The article examines the effectiveness of modern pedagogical technologies in teaching geography. Interactive methods, multimedia tools, electronic resources, and project-based approaches contribute to students' faster and more effective acquisition of subject knowledge. These technologies also foster independent thinking, practical skills, and problem-solving abilities among learners. The research findings highlight the critical role of pedagogical innovations in making geography lessons engaging, interactive, and efficient. Additionally, the study addresses the challenges associated with implementing these technologies and explores potential strategies for overcoming them.
Key words: teaching geography, modern pedagogical technologies, interactive methods, educational effectiveness.

Introduction

In today's era of globalization and digitalization, the use of modern pedagogical technologies in teaching geography has become a pressing issue. Traditional teaching methods are not always sufficient to fully develop students' spatial thinking, analytical skills, and problem-solving abilities. Consequently, there is a growing need to implement interactive, digital, and competency-based pedagogical technologies.

The integration of GIS technologies, interactive maps, multimedia resources, and virtual models in geography instruction enhances the accuracy and visual appeal of educational materials. This, in turn, increases students' interest in the subject and enables the connection of theoretical knowledge with practical applications. However, effective utilization of these technologies requires that teachers possess a high level of digital literacy and methodological preparedness, which remains a critical concern.

Moreover, factors such as the quality of material and technical resources, internet accessibility, and electronic learning resources play a significant role in the successful implementation of innovative technologies. Systematic and purposeful application of modern pedagogical technologies contributes to improving the effectiveness of geography education and fostering students' ecological awareness and global thinking.

In our country, unprecedented opportunities have been created to prepare highly intellectual specialists with modern knowledge and skills, innovative perspectives, and independent thinking. The quality of the educational process and the ability to provide students with education and training that meet contemporary requirements largely depend on the teacher's professional competence, strong knowledge, talent, experience, and ability to effectively apply modern teaching methods. Geographic education serves as a reliable foundation for understanding one's own country and the planet as a whole. This form of education ensures a conscious comprehension of the diversity and unity of the modern world and humanity.

Literature review and methods

The application of modern pedagogical technologies in teaching geography has been extensively discussed in both local and international scientific literature. Analysis of the literature indicates that researchers emphasize the role of innovative approaches in the educational process in enhancing students' cognitive activity, developing spatial thinking, and strengthening interdisciplinary connections. In particular, competency-based approaches, interactive teaching methods, and digital educational technologies are considered key factors in the modernization of geography education.

Scientific sources demonstrate that the use of GIS technologies, electronic maps, multimedia presentations, and virtual learning environments serves as an effective tool for visualizing geographic processes. Furthermore, problem-based learning, project-based methods, case studies, and research-oriented teaching approaches are noted to foster independent thinking and analytical skills among students. However, the literature highlights that the main challenges in implementing modern technologies are the insufficient methodological preparedness of teachers and the inadequate material and technical resources of educational institutions.

In terms of research methods, pedagogical experiments, comparative analysis, questionnaires, and surveys are widely employed in this field. Additionally, diagnostic tests, observation, and monitoring of student activities play a crucial role in evaluating educational effectiveness. Analysis of the literature and practical results indicates that the systematic application of modern pedagogical technologies significantly improves the effectiveness of geography education.

Results and discussion

The application of modern pedagogical technologies in teaching geography is a key factor in enhancing educational effectiveness. Analyses indicate that the systematic integration of interactive and digital pedagogical technologies in the learning process contributes to increasing students' cognitive activity. Accordingly, the extensive use of GIS technologies, interactive maps, and multimedia tools in geography lessons is considered highly appropriate.

It is recommended to employ problem-based learning, project-based methods, and research-oriented teaching approaches during instruction. These methods help develop students' abilities for independent thinking, analysis, and drawing conclusions. In particular, the use of case studies and practical exercises in studying natural and socio-economic processes enhances the practical relevance of the subject.

Furthermore, the effective implementation of modern pedagogical technologies requires improving teachers' methodological and digital competencies. To achieve this, organizing professional development courses, seminars, training sessions, and experience-sharing platforms is advisable. During lesson planning, educational objectives, learning outcomes, and the applied technologies should be harmonized and aligned.

In the discussion, it is also recommended to consider the material and technical resources of educational institutions as a critical factor. Ensuring stable internet connectivity, upgrading computer equipment, and improving the quality of electronic learning resources expand the possibilities of using modern technologies. Simultaneously, adapting digital educational resources to local conditions and aligning them with national curricula is essential.
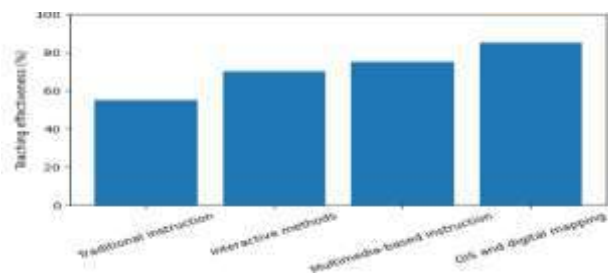
Figure 1. Effectiveness of pedagogical technologies in teaching geography.

Conclusion

The impact of applying modern pedagogical technologies on the effectiveness of geography education has been analyzed. The conducted theoretical and methodological analyses indicate the necessity of implementing interactive, digital, and competency-based pedagogical approaches in geography instruction. It was found that traditional teaching methods are not always sufficient to fully develop students' spatial thinking, analytical skills, and problem-solving abilities.

According to the analysis, GIS technologies, interactive maps, multimedia resources, and project-based teaching methods can be highly effective in visualizing geographic processes and linking theoretical knowledge with practical applications. At the same time, the effective use of modern pedagogical technologies is directly dependent on teachers' methodological and digital competencies. The material and technical resources of educational institutions, the stability of internet connectivity, and the quality of electronic learning resources were identified as important factors.

In conclusion, the targeted, systematic, and phased implementation of modern pedagogical technologies contributes to enhancing the effectiveness of geography education, fostering students' ecological awareness, and developing global and critical thinking. This approach holds significant scientific and practical importance for the modernization of geography instruction.

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The Role Of AI And Sensor-Based Technologies In Modern Border Security

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Abstract
This article provides a comprehensive analysis of the role of artificial intelligence (AI) and sensor-based technologies in modern border security, with a dual focus on operational efficiency and human rights implications. On the technological side, it examines the deployment of AI-driven surveillance systems, biometric identification, drones, advanced sensors, radar, satellite monitoring, and integrated geospatial platforms that collectively enable real-time threat detection, verification, and response. These technologies create "smart borders" capable of enhancing situational awareness, streamlining border management, and mitigating illegal crossings and smuggling.
Key Words: Artificial Intelligence (AI), Border Security, Smart Borders, Sensor Technologies, Biometric Identification, Drones / Unmanned Aerial Vehicles (UAVs), Satellite Monitoring / Earth Observation, Data Analytics / Predictive Analytics, EU Border Management, Ethical and Normative Implications, Integrated Surveillance Systems.

Modern border security increasingly relies on advanced technological solutions to address the growing complexity of cross-border threats, including illegal migration, human trafficking, and contraband smuggling. The development of "smart borders" integrates artificial intelligence (AI), biometrics, unmanned aerial vehicles (UAVs), satellite monitoring, and a variety of sensor technologies to provide real-time situational awareness, improve decision-making, and enhance operational efficiency. These systems empower border authorities to detect, verify, and respond to threats rapidly across diverse environments.

2. Key Technologies and Applications

- **Artificial Intelligence (AI) and Data Analytics:** AI algorithms process streaming video and sensor data to identify anomalies, validate identities, and support automated risk assessments. Applications include facial and iris recognition, cargo inspection at ports, and real-time threat alerts, enabling operators to prioritize responses and improve throughput.

- **Biometric Identification Systems:** Facial recognition, fingerprint scanning, and iris scanning facilitate rapid and accurate verification of individuals at checkpoints, automated gates, and e-passport systems. These systems reduce processing times, mitigate identity fraud, and enhance overall security.

- **Unmanned Aerial Vehicles (Drones/UAVs):** Drones provide surveillance, reconnaissance, and patrol capabilities in remote or high-risk areas. Equipped with optical, thermal, and radar sensors, UAVs extend situational awareness beyond fixed installations, enabling continuous monitoring and rapid data acquisition.

- **Earth Observation (EO) and Satellite Monitoring:** Satellite-based EO systems deliver wide-area, long-term monitoring, detecting both human and environmental activity. EO complements terrestrial sensors, allowing authorities to track large-scale movements, changes in terrain, and anomalous behavior.

- **Advanced Sensor Systems:** Thermal, infrared (IR), seismic, and acoustic sensors

detect activity under various environmental conditions, including low visibility or nighttime scenarios. These sensors enable the creation of virtual perimeters and continuous border monitoring.

• **Radar Systems:** Conventional and specialized thermal radar systems detect vehicles and individuals over extensive areas, providing early warning capabilities and reducing reliance on visual observation alone.

• **Geospatial Technologies (GIS/GNSS):** Geographic Information Systems (GIS) and Global Navigation Satellite Systems (GNSS) enable mapping, spatial analysis, and real-time tracking of movements across borders, facilitating operational planning and rapid response.

• **Integrated Systems:** Centralized platforms aggregate data from multiple sources—including drones, cameras, sensors, and biometric devices—into a unified interface. This integration enhances situational awareness, supports AI-driven threat detection, and coordinates operational responses across agencies.

3. Functional Workflow of Smart Border Systems:

1. **Detection:** Ground sensors, drones, and radar continuously monitor border regions, identifying anomalies and potential threats.

2. **Verification:** Biometric scanners confirm identities at checkpoints and e-gates, ensuring that detected individuals are correctly classified and authorized.

3. **Analysis:** AI processes data from multiple sources, detecting suspicious patterns, predicting risk, and generating real-time alerts for operational staff.

4. **Response:** Integrated communication networks, geospatial mapping, and command platforms enable rapid deployment of personnel, tracking of detected threats, and coordinated interception, reducing response times and improving border security outcomes.

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The convergence of AI, sensor technologies, UAVs, and geospatial systems has transformed border security into a data-driven, real-time operational environment. Smart border systems enhance detection, verification, and response capabilities, providing authorities with comprehensive situational awareness and the ability to mitigate risks effectively. Ongoing developments in AI analytics, sensor fusion, and integrated platforms are expected to further optimize operational efficiency, accuracy, and scalability in complex border security environments.

Contemporary border security faces multifaceted challenges, including human trafficking, unauthorized migration, and contraband smuggling. These threats, compounded by the globalization of trade and mobility and the expansion of cross-border zones such as the Schengen Area, necessitate the integration of advanced technological solutions. Artificial intelligence (AI) and sensor-based systems have emerged as pivotal tools, enhancing detection capabilities, operational efficiency, and decision-making accuracy.

Evolution of Border Security Challenges - border security has historically been a cornerstone of national safety and sovereignty. Traditional approaches — primarily reliant on manual inspections and static monitoring — are increasingly insufficient to address the complex, dynamic threats of the 21st century. Factors such as the acceleration of international travel, expansion of trade networks, and integration of new countries into cross-border agreements have introduced additional operational complexities. Consequently, border authorities require technologies that provide rapid, precise, and minimally intrusive threat detection.

Transition to Advanced Technological Solutions - To mitigate contemporary challenges, the adoption of AI-driven and sensor-based technologies has become

imperative. These systems allow security agencies to detect concealed threats with higher fidelity while minimizing disruptions to legitimate cross-border activities. Enhanced data analytics facilitate the extraction of actionable intelligence through pattern recognition, anomaly detection, and predictive modeling, thereby improving the timeliness and accuracy of security responses.

Key Benefits of Modern Border Technologies

- **Efficiency:** Automated screening processes reduce reliance on manual labor and accelerate inspection throughput.

- **Accuracy:** Advanced signal processing and environmental noise filtering enhance detection performance and decrease false positive rates.

- **Scalability:** Modular and adaptable systems can be implemented across heterogeneous operational environments, from remote border checkpoints to high-traffic ports of entry. **Cutting-Edge Technological Applications**

- **Advanced Detection Systems:** AI-integrated detection platforms analyze multispectral sensor data to identify concealed human presence or illicit cargo. *Continuous machine learning adaptation improves reliability over time.*

- **Vibration-Sensitive Sensors:** These devices detect micro-vibrations caused by physiological activity, such as human heartbeat, enabling non-intrusive inspections of vehicles and shipping containers.

- **Biometric Identification Systems:** Technologies including facial recognition, fingerprint scanning, and iris detection provide robust identity verification and reduce vulnerability to identity fraud.

- **Integrated Surveillance Networks:** The combination of unmanned aerial vehicles (drones), high-resolution cameras, and distributed sensors creates dynamic monitoring infrastructures, enabling real-time situational awareness and rapid response coordination.

Future Trends and Research Directions

- **AI-Enhanced Predictive Analytics:** Machine learning models, including deep neural networks, reinforcement learning, and graph-based algorithms, are being explored to predict border threat patterns and optimize resource allocation.

- **Sensor Fusion Techniques:** Integrating heterogeneous sensor modalities (e.g., thermal, LiDAR, acoustic, chemical) can improve detection accuracy and reduce false positives in complex environments.

- **Autonomous Monitoring Systems:** Research is focused on fully autonomous border patrol systems, including AI-driven drones and robotic inspection units, capable of operating with minimal human intervention.

- **Privacy-Preserving Technologies:** With increasing biometric data collection, secure computation and federated learning methods are being developed to ensure compliance with privacy regulations while maintaining high detection efficiency.

- **Resilience and Adaptability:** Future systems will emphasize adaptability to emerging threats, such as novel smuggling techniques or synthetic biometric forgeries, through continuous learning and real-time system calibration.

The integration of AI and sensor-based technologies is fundamentally transforming border security operations. By enhancing detection accuracy, operational efficiency, and adaptive monitoring capabilities, these systems address the complex security landscape of contemporary borders. Ongoing research in AI-driven analytics, sensor fusion, autonomous systems, and privacy-preserving methodologies is critical to advancing the

The widespread deployment of artificial intelligence (AI) in border management across the European Union (EU) carries significant implications for human rights that

extend beyond the frequently analyzed issues of privacy, non-discrimination, and data protection. This article examines these underexplored impacts through three analytical lenses: the erosion of freedom of thought, the disempowerment of individuals, and the politicization of human dignity. By uncovering these dynamics, the article argues for a broader conceptualization of human rights aimed at preventing their gradual erosion and safeguarding the fundamental principle of human dignity.

The application of AI technologies in EU border management is rapidly expanding. AI-driven systems—including algorithmic decision-making and decision-support tools, as well as surveillance and predictive technologies such as drones, facial recognition, and emotion detection systems—are being tested and deployed across multiple aspects of border and migration management. While the digitalization of border control is not a novel phenomenon the increasing reliance on AI represents a transition from mere automation to the development of "smart" digital border systems, in which border management decisions are increasingly data-driven.

Existing scholarship predominantly examines the implications of AI in border contexts with respect to discrete human rights—particularly the rights to privacy, non-discrimination, and data protection. While this literature is crucial, it often overlooks subtler, systemic impacts that threaten broader human rights frameworks. This article extends beyond such discrete rights, analyzing the potential for AI to undermine the freedom of thought, disempower individuals, and erode the normative foundations of human rights protections.

AI in border management can affect people's freedom of thought. While traditional technologies like body scanners

and cameras already impact physical autonomy, AI can go further by assessing people's intentions, potential risks, or criminality based on data. This could blur the line between someone's intent (*mens rea*) and their actions (*actus reus*), limiting the ability to think freely without constant monitoring or judgment. Research on this issue is still limited, and the increasing focus on security makes the deployment of such intrusive systems more likely.

AI can also reduce the power of individuals in border and migration contexts. These processes already involve power imbalances, and automated decision-making can worsen this by taking control away from humans. As a result, protections meant to safeguard people's rights may become weaker in practice, even if they exist on paper.

AI systems can subtly change how people are perceived, framing them as risks rather than as human beings with rights. This challenges the principles of human rights law and requires ethical and legal frameworks to adapt to automated decision-making in sensitive contexts.

The use of AI can reinforce inequalities by providing different levels of protection for migrants and refugees compared to citizens. This creates a two-tier system, undermining the universal principle of human dignity.

Overall, AI in border management is not just a technical issue but has broad social, legal, and ethical implications. A rights-centered approach is needed to ensure that human dignity, freedom, and equality remain central in automated border systems.

Stage of Deployment: Not all AI systems are fully operational. Some technologies, like emotion recognition, are still being tested. However, the trend shows increasing reliance on AI in border management due to its speed, scalability, and perceived objectivity, especially in high-security areas.

Geographic Focus: Although AI border technologies are used in many countries, this analysis focuses mainly on the European Union (EU), with some comparative examples.

Human Rights Perspective: The discussion goes beyond specific legal frameworks, such as the European Convention on Human Rights (ECHR), to consider broader principles like dignity, autonomy, and equality.

AI in EU Border Management: AI is a versatile technology that can detect patterns in large datasets and make predictions or recommendations affecting real-world environments. While promising, AI systems can be biased, particularly against minority or vulnerable groups, often due to limited or unrepresentative data, insufficient testing, or lack of diversity in design teams. Many AI models operate as "black boxes," making their decisions difficult to understand or challenge. This can affect human rights, including privacy, access to social and economic rights, and the ability to seek remedies.

Current and Emerging Applications. Forecasting Tools: Analyze migration flows for short- and medium-term planning.

Risk Assessment and Predictive Analytics: Identify individuals of interest or potential threats, improving efficiency but raising ethical concerns.

Facial Recognition Systems: Verify identities using facial features, fingerprints, or voice. AI improves speed, accuracy, and scalability.

Emotion Recognition Systems: Experimental tools that infer emotional states from facial expressions, physiological signals, voice, body movement, and eye tracking.

EU Context: Within the Single Market, freedom of movement requires minimal internal border controls, making external border security critical. AI is increasingly used to manage borders efficiently while balancing security needs with human rights protections.

The integration of artificial intelligence (AI) and sensor-based technologies is fundamentally transforming contemporary border security. Smart border systems – comprising AI-driven analytics, biometric identification, unmanned aerial vehicles (UAVs), satellite monitoring, and advanced sensor networks – enable real-time detection, verification, and response to complex cross-border threats such as illegal migration, human trafficking, and contraband smuggling. These technologies enhance operational efficiency, improve situational awareness, and allow border authorities to act rapidly while minimizing disruptions to legitimate cross-border activities.

However, the deployment of AI in border and migration management also presents significant ethical and human rights challenges. Beyond conventional concerns such as privacy and data protection, AI has the potential to erode cognitive autonomy, disempower individuals, and undermine human dignity. The emergence of a two-tier system of rights protection, where refugees and migrants are disproportionately surveilled or constrained, highlights the risk of systemic inequalities.

A holistic approach to border security is therefore essential—one that balances operational effectiveness with rigorous protection of human rights. Policymakers, technologists, and border authorities must ensure that AI systems are transparent, accountable, and designed to respect fundamental principles of autonomy, equality, and dignity. Ongoing research in AI-enhanced predictive analytics, sensor fusion, autonomous monitoring, and privacy-preserving technologies will be critical in developing adaptive, ethical, and resilient border management systems for the 21st century.

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Regional Security In Central Asia: The Afghan Factor, Threats, Cooperation, And Strategic Measures

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Abstract
This article examines the significance of the Afghan factor in ensuring security in the Central Asian region. The study analyzes how political instability in Afghanistan, extremism, terrorism, and narcotics trafficking impact regional stability. Furthermore, it explores the strategic measures undertaken by Central Asian states and international organizations, including regional cooperation, border control, cyber and information security, socio-economic programs, and the role of armed forces. The findings indicate that an integrated approach considering the Afghan factor is a critical tool for strengthening regional security and ensuring stability.
Keywords: Central Asia, Afghan factor, regional security, extremism, terrorism, narcotics trafficking, interstate cooperation, strategic measures, cybersecurity, border control.

Global changes in the 21st century, such as the rise of geostrategic multipolarity, the digital revolution, and increasing cyber threats, are forcing countries to reconsider their regional security frameworks. For Central Asia, with its unique geographical location, transit potential, and vulnerability to cross-border threats, updating regional security systems and expanding strategic cooperation is crucial. The region is facing new, unpredictable threats like illegal migration, cybercrime, extremism, and drug trafficking routes, which pose risks to regional stability. This article analyzes strategies for strengthening regional security, the challenges in their implementation, and the role of armed forces and intergovernmental cooperation mechanisms.

1. Current State of Regional Security: Central Asia's security system today is complex and multilayered, influenced by global geopolitical shifts, technological advancements, and transnational threats. Regional security is no longer solely defined by military or political factors; it is now deeply interconnected with economic stability, environmental security, information protection, and social stability. As globalization expands Central Asia's role

in the international arena, the need for a new security paradigm emerges — one that is complex, multidimensional, and requires multilateral cooperation.

Geopolitical shifts globally, such as strategic competition in the Eurasian space, the fight for energy routes, and infrastructure projects, as well as the rapid development of cyber technologies, directly impact regional security systems. One of the most pressing challenges for Central Asia is the spread of religious extremism, radicalism, and terrorism, which largely affects the youth through socio-economic problems, lack of employment, and the spread of misinformation and manipulative ideas in the information space.

Another significant risk to regional stability is transnational crime, including human trafficking, drug smuggling, illegal migration, and arms trafficking. These threats underscore the need for enhanced intergovernmental cooperation, a unified monitoring system, and joint border control mechanisms. Cyberattacks and information warfare are creating new security fronts, particularly as countries' critical infrastructure, such as energy networks, financial institutions, and government

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systems, remain vulnerable to cyber threats.

Additionally, environmental security threats, including the ecological crisis in the Aral Sea region, decreasing water resources, and the intensification of climate change, require new approaches to non-traditional security. These challenges demand that Central Asian countries integrate environmental diplomacy, water management policies, and sustainable energy strategies into their security frameworks.

2. Key Security Challenges: Religious Extremism and Terrorism: Spread through youth disenchantment, social inequality, and misinformation. These threats are magnified by inadequate economic opportunities and the lack of access to reliable information.

Transnational Crime: The increase in illegal migration, human trafficking, drug trade, and arms smuggling poses a direct threat to regional stability. These crimes highlight the need for stronger border security and international cooperation.

Cybersecurity: With increasing reliance on digital infrastructure, cyberattacks are a growing concern. Securing critical infrastructures like energy grids and financial systems requires robust cybersecurity policies and collaboration across borders.

Environmental and Ecological Security: Central Asia faces environmental challenges that impact security, including the depletion of water resources, environmental disasters like the Aral Sea crisis, and the impacts of climate change. Addressing these issues will require collaboration in areas such as environmental diplomacy and sustainable resource management.

3. Strategies for Enhancing Regional Security: Multilateral Cooperation: Expanding intergovernmental cooperation is critical. Regional organizations like the Shanghai Cooperation Organization (SCO), Collective Security Treaty Organization (CSTO), and UN regional programs play a key role in coordinating security policies, combating terrorism and extremism, and tackling cross-border crime.

Strengthening Border Control: Effective border control mechanisms, supported by modern technologies such as drones, satellite monitoring, biometric identification, and centralized digital information systems, are essential for controlling illegal flows and ensuring the security of borders.

Role of Armed Forces: The military plays a central role not just in defense, but also in maintaining peace, providing assistance in crisis situations, and contributing to regional stability. Today's security model is evolving into a "hybrid security" approach, where military, economic, diplomatic, and informational measures complement each other.

Cybersecurity: In today's digital age, cybersecurity has become a crucial aspect of regional stability. Central Asian countries are working on improving their information space protection, forming national cyber defense forces, and developing common cybersecurity standards and protocols.

Economic and Social Stability: Economic development and social stability are vital for reducing security threats. Economic cooperation, the development of energy projects, management of water resources, and improving youth employment are essential strategies for ensuring long-term stability.

4. Practical Approaches and Future Directions:

Legal and Normative Frameworks: Harmonizing legal norms for transnational crime, cybersecurity, and extradition procedures is essential. Countries must align their internal laws with international commitments to effectively address cross-border challenges.

Technological Advancements in Border Security: Central Asia's vast and complex geography makes border security challenging. The use of advanced technologies like drones, satellite monitoring, and biometric systems helps to modernize border controls and improve security.

Cybersecurity Cooperation: Since cyber threats cross national borders, sharing real-time information about cyberattacks, setting up joint cyber defense centers, and coordinating cybersecurity strategies are essential for a unified approach to digital threats.

Military Cooperation: Beyond traditional defense, military cooperation in Central Asia is evolving into joint operations against terrorism, extremist groups, and in peacekeeping efforts. Regular joint military drills and intelligence sharing will enhance operational effectiveness and foster trust among regional powers.

Economic and Social Collaboration: Collaborative economic projects, like joint infrastructure development, labor market integration, and water resource management, contribute to stability and reduce the social conditions that fuel extremism and unrest.

To enhance regional security in Central Asia, a multi-dimensional approach is necessary, integrating military, political, economic, and technological strategies. By strengthening intergovernmental cooperation, improving border security, addressing cyber threats, and fostering economic and social development, Central Asia can create a solid foundation for stability. The effectiveness of these strategies will depend on each nation's political will, technological readiness, and commitment to international cooperation. Through a comprehensive approach, the region can navigate global challenges and ensure long-term peace and prosperity.

The Central Asian region holds strategic geographic significance and plays a crucial role in ensuring political and economic stability. Political instability, extremism, and the narcotics trade in Afghanistan pose significant threats to the security of regional states. Therefore, analyzing the Afghanistan factor and developing strategies to strengthen security are urgent priorities. The main objective of this study is to identify the risks arising from the Afghanistan factor in Central Asia and to develop measures to mitigate these threats.

1. Political Instability in Afghanistan and Its Impact on Regional Security

Political instability in Afghanistan poses significant threats to the security of Central Asia. In 2021, the Taliban's seizure of power fundamentally altered the country's internal political system and created challenges regarding the international recognition of the government. The decentralization of political authority, combined with the influence of local leaders and various groups, complicates effective governance, negatively affecting social stability and security.

The regional implications of political instability are manifested in several ways:

1. Increased risk of violence and disorder in border areas, directly threatening the security of neighboring states;

2. Internal political turmoil impedes the delivery of economic and humanitarian aid, thereby exacerbating various risks in the region;

3. Political instability provides opportunities for extremist groups and terrorist activities, further complicating regional security.

Therefore, analyzing political instability in Afghanistan and developing strategic measures to mitigate it are a priority for Central Asian countries. Regional cooperation and integration with international organizations are key avenues

for reducing threats and maintaining stability.

2. Extremism and Terrorism Threats

Political instability in Afghanistan facilitates the intensification of extremist and terrorist activities. In addition to the Taliban, various extremist groups, including "Al-Qaeda" and the Afghan branches of the "Islamic State," pose significant threats to regional security. These groups threaten not only Afghanistan itself but also neighboring countries.

The threats posed by extremism and terrorism manifest in several dimensions:

1. Threats to regional stability — increased risk of violence and armed conflict in border areas;

2. Social and economic damage — terrorist activities can damage infrastructure and limit normal life activities for civilians;

3. Migration and humanitarian crises — large populations may be forced to move internally or externally, increasing social and economic pressures in neighboring states.

To ensure regional security, Central Asian countries must implement coordinated strategies to combat extremism and terrorism, integrating efforts with international organizations. Enhancing internal political stability and improving the humanitarian situation in Afghanistan are critical factors in reducing the threat of terrorism.

3. Narcotics Trade and Socio-Economic Consequences

Afghanistan is the world's largest producer of opiates and other narcotics, posing a significant threat to Central Asian security. The narcotics trade undermines economic stability and negatively impacts the social environment. Drugs are distributed both domestically and to neighboring countries, increasing crime and corruption rates.

Socio-economic consequences include:

1. Decreased social stability — drug consumption pressures healthcare systems and promotes risky behaviors among youth;

2. Economic damage — illegal narcotics trade deprives the state budget of revenue, hinders economic development, and threatens regional investment climates;

3. Criminal and security risks — drug trafficking groups engage in armed conflicts and criminal activity, reducing stability in border regions.

For Central Asian countries, combating the narcotics trade is of strategic importance. International cooperation, strengthened border control, and social programs can mitigate drug-related threats. Additionally, enhancing internal stability and expanding economic opportunities in Afghanistan are essential in addressing the root causes of narcotics trade.

4. Regional Cooperation and the Role of International Organizations

Regional cooperation and the active involvement of international organizations play a crucial role in mitigating Afghanistan-related threats and ensuring Central Asian security. Coordinated political, military, and humanitarian measures among regional states strengthen security.

International organizations such as the UN, SCO, and NATO provide technical assistance, training, and financial resources to regional states in combating political instability, extremism, and narcotics trafficking in Afghanistan. Furthermore, monitoring and controlling borders and high-risk areas enhances regional security.

Effective forms of regional cooperation include:

1. Information sharing and rapid response systems to detect and counter threats promptly;

2. Legal and judicial cooperation to combat terrorism, drug trafficking, and transnational crime jointly;

3. Humanitarian and economic programs aimed at improving Afghanistan's socio-economic stability and reducing risk factors.

5. Strategic Measures and Ways to Strengthen Security

To mitigate threats arising from the Afghanistan factor and strengthen security in Central Asia, the following strategic measures should be implemented:

1. **Political stability** — support Afghanistan's internal political system, strengthen regional diplomatic dialogue, and resolve conflicts peacefully;

2. **Security and military cooperation** — implement joint border control operations and counter-terrorism and counter-extremism initiatives;

3. **Socio-economic programs** — enhance humanitarian assistance, improve education and healthcare, and promote social stability;

4. **Integration with international organizations** — develop cooperation with the UN, SCO, NATO, and other institutions, and mobilize technical and financial resources;

5. **Regional information sharing and monitoring** — establish data-sharing systems to quickly detect and neutralize threats.

When implemented collectively, these measures can ensure the security of Central Asia, mitigate threats posed by the Afghanistan factor, and enhance regional stability.

The study demonstrates that political instability, extremism, and narcotics trafficking in Afghanistan significantly threaten the stability and security of Central Asia. Regional cooperation and integration with international organizations are essential tools for mitigating these risks and strengthening stability.

Strategic measures identified include enhancing Afghanistan's internal political stability, controlling borders, strengthening joint counter-extremism initiatives, addressing humanitarian challenges through socio-economic programs, and fostering effective collaboration with international organizations. Implementing these measures will enable Central Asian countries to effectively neutralize threats stemming from Afghanistan and reinforce regional security.

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Unmanned Aircraft Systems And Advanced Counter-Drone Technologies In Border Security

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Abstract
This article examines the role of unmanned aircraft systems (UAS) and counter-drone technologies in ensuring border security, drawing lessons from the Ukrainian experience. It addresses the development of UAS, associated threats, rapid technological advances, global impact, practical applications, the strategic significance of counter-drone systems, achievements in detection and neutralization, integration of these technologies into security frameworks, and strategic implications for national border protection.
Keywords: UAS, surveillance and neutralization, effective strategies, security systems, technological achievements, future prospects, innovative approaches, international cooperation, border security, detection systems, neutralization methods, innovations, military tactics and strategy.

The Russia–Ukraine conflict has become a powerful catalyst for the rapid development and widespread adoption of modern technologies, particularly unmanned aircraft systems (UAS). History demonstrates that warfare often accelerates technological progress: just as aviation played a decisive role during the First World War, unmanned aerial systems have assumed critical importance in contemporary military operations in Ukraine. The impact of these technologies on the global security architecture is expected to be profound in the long term.

Although numerous experts have discussed the potential risks posed by unmanned technologies in recent years, the armed confrontations on Ukrainian territory have clearly demonstrated that this technology has reached a high level of operational maturity. Today, so-called "kill zones" have emerged between opposing forces, where the movement of personnel and armored vehicles during daylight hours has become nearly impossible, as they are immediately subjected to drone attacks.

As the control systems, payload capacities, and flight endurance of unmanned aircraft continue to improve, operational tactics for their employment are being systematically developed and refined. The experience gained and practical knowledge acquired in this context are highly likely to be rapidly adopted worldwide, not only by legitimate state actors but also by illegal and malicious non-state groups.

In this context, the rapid development of unmanned aerial systems (UAS) has significantly increased the importance of counter-drone technologies aimed at their prevention and neutralization. This issue is particularly critical in the domain of state border protection and regional security. Recently, substantial scientific and technical advancements have been achieved in drone detection systems, methods for capturing and neutralizing drones, and in integrating these technologies into existing security infrastructures.

These developments have enhanced the strategic significance of unmanned and counter-drone technologies in ensuring border security, making them an integral component of modern security systems.

The effectiveness of any counter-drone operation primarily depends on the ability to accurately detect and identify potential threats. In recent years, drone detection systems have advanced considerably in

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this regard. Conventional radar systems, initially designed for aerial surveillance, have now been improved to effectively detect small-sized drones that were previously difficult to identify. Modern radar technologies employ advanced algorithms and multi-frequency operations, enabling precise differentiation among various aerial objects.

The integration of optical and infrared sensors into radar systems further strengthens detection capabilities, establishing a multi-layered approach to airspace monitoring. This technological synergy allows operators to visually track drone activity under a wide range of conditions, including low-light environments and adverse weather scenarios.

In addition to advancements in radar technologies, the application of artificial intelligence (AI) and machine learning has fundamentally transformed the process of analyzing drone-related threats. These technologies enable the real-time processing of large volumes of data received from multiple sensors, allowing for rapid and accurate identification of potential threats. By learning from previous drone behaviors and flight trajectories, AI-based systems significantly enhance their ability to distinguish authorized drones from unmanned platforms that pose security risks. As a result, situational awareness among border security personnel is substantially improved, enabling swift and effective responses to potential unauthorized incursions.

Once a drone threat has been detected, effective neutralization becomes the next critical phase. In recent years, the development of countermeasures and interception technologies has considerably expanded the capacity to respond to threats posed by drones. One of the most significant achievements in counter-drone technology is the advancement of radio frequency (RF) jamming systems. These

systems disrupt communication links between a drone and its operator, thereby forcing the unmanned platform to lose control.

Recent developments have enabled the creation of highly targeted and selective RF jamming devices. Such systems focus on specific frequencies while causing minimal interference to other communication networks. This characteristic makes them particularly suitable for border security operations, where preserving the integrity of the civilian radiofrequency environment is of critical importance.

Counter-drone neutralization methods can generally be categorized into **kinetic** and **non-kinetic** approaches. Each approach has distinct advantages and operational limitations, and the selection of an appropriate method depends on the operational environment, terrain characteristics, and legal constraints.

Non-Kinetic and Kinetic Counter-Drone Approaches

Non-kinetic methods refer to neutralization techniques that do not involve the physical destruction of a drone but instead aim to restrict its functional capabilities or disrupt its control mechanisms. These methods include:

• Radio frequency interference (RF jamming): Disruption of the communication link between the drone and its operator;

• GNSS (GPS) signal interference or spoofing: Manipulation or misdirection of the drone's navigation system;

• Cyber interference techniques: Unauthorized access to drone control protocols to force landing or shutdown.

Non-kinetic approaches are particularly important in border areas, as they allow threats to be neutralized without causing damage to infrastructure or posing risks to civilian safety.

Kinetic methods, by contrast, are designed to physically destroy drones and are

typically employed in high-risk situations. These include:

- Specialized weapons or air-defense systems;
- Drone-capture nets (net guns);
- Directed-energy weapons, including laser systems.

However, the use of kinetic methods in border regions requires caution, as falling drone debris may endanger civilians or damage critical infrastructure.

Integrated Counter-Drone System Model

In modern border security operations, counter-drone systems should be organized according to a multi-layered and integrated model. This model comprises the following key components:

1. Detection phase: Radar, optical, infrared, and acoustic sensors combined with AI-based real-time analysis;
2. Identification and assessment phase: Differentiation between authorized and unauthorized drones and evaluation of threat levels;
3. Decision-making phase: Automated or operator-controlled systems that consider legal and operational criteria;
4. Neutralization phase: Prioritized use of non-kinetic methods, with kinetic measures applied when necessary;
5. Monitoring and analysis phase: Incident recording, forecasting of future threats, and continuous system improvement.

This conceptual approach enables early threat detection, rapid response, and sustained security in border areas.

Advances in Detection and AI-Based Analysis

The effectiveness of any counter-drone operation primarily depends on the accurate and reliable detection and identification of potential threats. In recent years, drone detection systems have advanced significantly in this area. Conventional radar systems, previously used mainly for aerial surveillance, have been upgraded to effectively detect small-sized drones that were once difficult to identify. Modern radar technologies employ advanced algorithms and multi-frequency operating principles, allowing for high-precision discrimination among various aerial objects.

The integration of optical and infrared sensors with radar systems further enhances detection capabilities, establishing a multi-layered approach to airspace monitoring. This technological synergy enables operators to visually track drone activity under diverse conditions, including low-light environments and adverse weather conditions.

In addition to radar advancements, the application of artificial intelligence (AI) and machine learning has fundamentally transformed the analysis of drone threats. These technologies allow real-time processing of large volumes of data from multiple sensors, facilitating rapid and accurate identification of potential threats. By learning from previous drone behavior and flight trajectories, AI systems significantly improve their ability to distinguish authorized drones from unmanned platforms that pose security risks. As a result, situational awareness among border security personnel is greatly enhanced, enabling timely and effective responses to potential unauthorized incursions.

Once a drone threat has been detected, the next critical phase is its effective neutralization. In recent years, the development of countermeasures and interception technologies has significantly expanded the capability to respond to threats posed by drones. One of the most important advancements in counter-drone technology is the improvement of radio frequency (RF) jamming systems. These systems are designed to identify and disrupt the communication channels between a drone and its operator, effectively depriving

the operator of control over the unmanned platform.

Recent developments have enabled the creation of precisely targeted RF jamming devices with high selectivity. Such systems can focus on specific frequencies while causing minimal interference to other communication networks. This characteristic makes them particularly effective for border security applications, where maintaining the integrity of civilian RF environments is of critical importance.

The rapid advancement of unmanned aerial vehicle (UAV) technologies in recent years has created new security challenges for national borders. The operational experience in Ukraine has demonstrated the high effectiveness of drones for reconnaissance, surveillance, and strike purposes. This indicates that UAV technologies are directly influencing not only military conflicts but also peacetime border security systems.

Research findings indicate that the effectiveness of modern counter-drone operations relies on the seamless integration of detection, identification, and neutralization processes. The application of radar, optical, and infrared sensors, along with artificial intelligence and machine learning technologies, significantly enhances situational awareness in border areas. In particular, the prioritized use of non-kinetic neutralization methods allows drone threats to be mitigated while preserving civilian safety.

Thus, unmanned and counter-unmanned technologies have become an integral component of modern border security systems, playing a strategic role in safeguarding national territorial integrity and ensuring overall security.

Practical Recommendations (Adapted to Uzbekistan's Border Context)

1. Implement a multi-layered detection system**

It is necessary to gradually deploy integrated detection systems in border areas based on radar, optical, infrared, and acoustic sensors.

2. Establish AI-based analysis centers**

Artificial intelligence platforms capable of analyzing drone activity in real time will enhance the rapid decision-making capabilities of border security forces.

3. Prioritize non-kinetic counter-drone tools

Utilizing RF jamming and GNSS spoofing technologies allows threats to be neutralized without damaging civilian infrastructure.

4. Personnel training and skills development

Specialized training courses and practical exercises in counter-drone technologies should be organized for border security personnel.

5. Improve legal and regulatory framework

National legislation regulating the use of drones and counter-drone measures should be updated in line with international best practices.

6. Strengthen international cooperation

Information exchange and joint exercises with neighboring countries and international organizations enhance overall border security.

7. Development of kinetic interception tools

In recent years, kinetic interception tools within counter-drone technology have been significantly improved. These include nets and specialized projectiles designed to capture or neutralize drones efficiently, allowing for rapid and relatively controlled threat mitigation.

8. Directed energy weapons

Another emerging area is the development of directed energy systems, particularly high-power laser technologies, which can disable drones from a distance while significantly reducing collateral damage. These systems provide operators with precise control over the neutralization process and offer new solutions for

managing drone threats in border security operations.

9. Integration into monitoring systems

The effectiveness of counter-drone technologies is maximized when integrated into existing monitoring and security infrastructures. Recent developments focus on unified Command and Control (C2) platforms that allow counter-drone tools to operate in coordination with other security systems.

10. Coordinated situational awareness and response

This integrated approach enables border security personnel to monitor drone activity alongside other security measures and respond rapidly and coherently to potential threats. Enhanced inter-system communication allows operators to act quickly upon drone detection, significantly reducing the likelihood of unauthorized incursions.

11. Cloud computing for border security

Cloud technologies facilitate data storage and exchange between various institutions responsible for border security. They enable real-time updates, improve situational awareness, and allow for effective responses to drone-related incidents.

12. Centralized data repository

Creating a centralized database enables authorities to analyze drone activity trends and patterns, support evidence-based decision-making, and develop preventive measures. Sharing information across regions and jurisdictions strengthens inter-agency collaboration and enhances the overall resilience of the border security system.

Significant progress has been achieved in counter-drone technologies over the past six months, particularly in detection, capture, neutralization, and integration with monitoring infrastructures. As these technologies continue to develop, they play a decisive role in protecting national borders from unauthorized UAV incursions.

Enhanced detection capabilities, effective countermeasures, and integrated command systems allow border security forces to increase operational readiness and maintain safety and stability within national airspace.

The rapid advancement of UAV technologies and their integration into border security systems is expected to cause significant global impacts. The ongoing conflict in Ukraine has clearly demonstrated the increasing capabilities of these technologies. The effective use of UAVs and the development of modern counter-drone systems are essential for mitigating associated threats.

By advancing such technologies, states can minimize risks to borders, critical infrastructure, and sensitive facilities. This requires strengthening detection systems, neutralization technologies, and integration with existing security infrastructures. Moreover, successful integration of these technologies with security systems and international collaboration opens new opportunities for ensuring border safety.

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The Role of Anecdotes in the Interpretation of Literary and Aesthetic Views in the Maqolats of Alisher Navoi's Hayratu-l-Abror

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Abstract
This article analyzes the literary and aesthetic views advanced in the maqolats of Alisher Navoi's epic Hayratu-l-Abror through the example of anecdotes. The study reveals the ideological and artistic functions of anecdotes, their role in ensuring aesthetic impact, and their place in the overall composition of the epic. In the course of the research, anecdotes are interpreted as an essential structural component of Navoi's artistic thinking.
Keywords: Alisher Navoi, Hayratu-l-Abror, maqolat, anecdote, literary and aesthetic views, artistic thinking.

Introduction

In the history of Uzbek classical literature, the works of Alisher Navoi occupy a special place as a supreme manifestation of artistic thinking, philosophical reflection, and literary-aesthetic views. The poet's works included in the Khamsa enriched the traditional epic school of Eastern literature with new content, profound ideas, and a refined artistic form. Among them, Hayratu-l-Abror is recognized as a programmatic work that artistically and aesthetically expresses Navoi's moral-philosophical worldview and his views on humanity and society.

The creative heritage of Alisher Navoi, a prominent representative of Uzbek classical literature, reflects a high stage of Eastern literary thought. His epic Hayratu-l-Abror, which is part of the Khamsa, stands out for its moral-philosophical content, deep ideological orientation, and perfected artistic structure. One of the distinctive features of the epic is that the maqolats based on moral instruction are interpreted through anecdotes in an artistic and aesthetic manner.

From a compositional perspective, Hayratu-l-Abror consists of maqolats and anecdotes closely connected to them. This structure serves as an important artistic means for realizing the poet's ideological and aesthetic intentions. The moral, social, and philosophical ideas presented in the maqolats are revealed through anecdotes by means of lifelike events, figurative depiction, and poetic interpretation. Therefore, anecdotes function as a crucial aesthetic element that harmonizes theoretical reflection with artistic practice within the epic.

This study analyzes the literary and aesthetic views expressed in the maqolats of Hayratu-l-Abror through specific anecdotes. It examines the ideological and artistic functions of anecdotes, their role in enhancing aesthetic impact, and their significance in shaping the overall artistic integrity of the epic. Moreover, the research elucidates Navoi's aesthetic conception of the inseparable relationship between art, morality, and education as reflected through anecdotes.

The relevance of this research lies in the fact that examining the maqolats and anecdotes of Hayratu-l-Abror from a literary-aesthetic perspective allows for a deeper understanding of the characteristics

of Navoi's artistic thinking, as well as the developmental patterns of didactic and aesthetic traditions in classical literature. This approach contributes significantly to contemporary literary studies by offering new interpretations and enriching the scholarly understanding of Navoi's legacy.

Purpose and Objectives of the Research

The primary purpose of this research is to analyze the literary and aesthetic views expressed in the maqolats of Alisher Navoi's Hayratu-l-Abror through anecdotes and to determine the role and significance of anecdotes in the ideological and artistic structure of the epic. Through this, the study aims to provide a scholarly explanation of the poet's aesthetic mastery in transforming moral-philosophical ideas into artistic form and his views on art.

To achieve this goal, the following objectives were set:

To identify the compositional structure of Hayratu-l-Abror, particularly the ideological and artistic relationship between maqolats and anecdotes;

To determine the main moral-philosophical ideas presented in the maqolats and analyze their aesthetic interpretation through anecdotes;

To reveal the role of anecdotes in artistically enriching the didactic content of the epic;

To analyze the aesthetic function of artistic devices, imagery, and poetic techniques used in the anecdotes;

To evaluate Alisher Navoi's literary and aesthetic views within the context of Eastern classical literary traditions;

To substantiate the importance of anecdotes in ensuring the overall ideological and artistic unity of the epic.

The scientific novelty of this research is manifested in the comprehensive analysis of the literary and aesthetic views expressed in the maqolats of Hayratu-l-Abror through the system of anecdotes. In this study, anecdotes are interpreted not merely as tools for strengthening didactic content, but as significant poetic elements that embody the poet's artistic thinking and aesthetic conception.

The consistent implementation of these objectives makes it possible to scientifically substantiate that the anecdotes in the maqolats of Hayratu-l-Abror possess not only didactic but also profound literary and aesthetic significance.

Scientific Novelty of the Research

The scientific novelty of this research lies in the comprehensive and systematic analysis of the literary and aesthetic views in the maqolats of Alisher Navoi's Hayratu-l-Abror based on the system of anecdotes. In the study, the anecdotes of the epic are interpreted not merely as auxiliary elements reinforcing didactic content, but as independent aesthetic phenomena and essential components of the poet's artistic thinking.

The scientific novelty is reflected in the following aspects:

For the first time, the anecdotes in Hayratu-l-Abror are systematically analyzed as the primary poetic mechanism expressing Navoi's literary and aesthetic views;

The ideological and artistic relationship between maqolats and anecdotes is elucidated on the basis of aesthetic principles, and their intrinsic interconnection is scientifically substantiated;

The functional role of anecdotes in the epic's composition—such as artistically concretizing ideas, enhancing aesthetic impact, and ensuring artistic integrity—is identified;

The role of imagery and artistic devices used in the anecdotes in expressing Navoi's aesthetic ideal is newly interpreted;

The poet's aesthetic conception of the unity of art and morality is revealed through anecdotes using Hayratu-l-Abror as a case study.

These scientific findings justify the necessity of approaching the study of anecdotes from an aesthetic perspective in

Navoi studies and help define new scholarly directions in the research of classical literature.

The Aesthetic Harmony of Maqolats and Anecdotes

The maqolats in Hayratu-l-Abror promote universal virtues such as human perfection, justice, knowledge, piety, patience, and contentment. However, Navoi does not present these concepts in a dry didactic manner; instead, he enriches them with artistic and aesthetic meaning through anecdotes. The anecdotes serve as figurative confirmations of the ideas expressed in the maqolats.

The brevity, conciseness, and semantic depth of the anecdotes reflect the poet's aesthetic ideal. Events and characters in these anecdotes often possess symbolic characteristics, encouraging the reader to engage in deep reflection. This demonstrates Navoi's particular emphasis on the harmony between content and form in his artistic thinking.

The Aesthetic Function of Anecdotes

From a literary and aesthetic standpoint, anecdotes soften the didactic tone of the epic and endow it with artistic charm. Through anecdotes, the reader perceives the ideas of the maqolats not only intellectually but also emotionally. This confirms Navoi's aesthetic conception of art as a means of moral education.

The artistic devices employed in the anecdotes—such as symbolism, contrast, hyperbole, and vivid imagery—further clarify the poet's aesthetic views. As a result, anecdotes become one of the key elements that ensure the ideological and artistic unity of the epic.

Conclusion

In conclusion, the anecdotes in the maqolats of Alisher Navoi's Hayratu-l-Abror play a significant role in interpreting literary and aesthetic views. Through anecdotes, the poet transforms moral-philosophical ideas into artistic form and conveys them to the reader in an effective and aesthetically refined manner. They deepen the content of the maqolats and ensure the overall ideological and artistic integrity of the epic. This research demonstrates that studying the anecdotes of Hayratu-l-Abror from an aesthetic perspective enables a deeper understanding of Navoi's artistic thinking and literary legacy.

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Analysis Of Actions Conducted On The Conversion Of Navoy Manuscripts To Current Spelling

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Abstract
Until now, the complete legacy of the great Uzbek poet and thinker Alisher Navoi has been printed in the old, Cyrillic-based and new, Latin-based alphabets. This transcribes the texts of medieval manuscripts written in the Old Uzbek alphabet, based on Arabic script. However, there are such problematic texts; in such situations, a specialist will definitely have to work with the original source. The report shows the role and importance of working with manuscripts in Navigation. In this case, such important passages of the publications in Cyrillic of the poet's works are brought into the analysis, the interpretation of which requires a comparative study with the manuscript.
Keywords: Navoi, manuscript, text, transliteration, letter, hearing, writing, meaning, content, essence.

INTRODUCTION

In Uzbek textology, significant scientific and practical experience has been accumulated in the study of literary sources created at the end of the 15th or the beginning of the 16th century, transliteration into the current alphabet, and their publication. In particular, practical efforts to transliterate the legacy of Alisher Navoi were carried out by several textual scholars. After the independence of Uzbekistan, Navoi's works, which were written in the classical script (the Arabic script), find their expression not only in the Cyrillic alphabet but also in Latin script. However, it is no secret that there is a lack of specialists with professional knowledge and skills in such work today.

First of all, it is appropriate to comment on the concept of "tabdil" (transliteration). "Tabdil" means "a change", or "an alternation". In world textology, this term is called "transliteration". This term, in a narrow sense, refers to the exact conversion of one script into another. Alibek Rustamov says this about transliteration and transcription: "Transliteration is in modern science to copy the writing of one alphabet into the writing of another working

alphabet. But the main scientific meaning of this term is the exact reflection of the letters of one script in another script..." [Rustamov, 1982: 3]. "Tabdil" (transliteration) in a broad sense is a method of conveying past texts written in the old alphabet to readers in the current alphabet. If "textology" deals with the theoretical issues of this field, "textography" deals with its practice, as Alibek Rustamov said.

The transliteration of classic works created in the past is based on two principles, which are the main criteria of textology: 1) public needs; 2) social demand aimed at scientific interests. In the same sense, it requires the researcher or the publisher to prepare publications that can meet the requirements of the basic principles of science and technology development, while keeping the classic works in form and content in line with the spirituality, demands, and level of the modern young generation.

Preparing the text for transliteration, first of all, working on the manuscript copies of the work, reading it correctly, especially understanding the potential of the artistic text, requires comprehensive knowledge from the researcher. In particular, the

textologist or researcher should thoroughly study the principles of the artistic method or creative method [Hayitmetov, 1968: B.10].

RESEARCH METHODOLOGY

Methods of detailed study of the text of Alisher Navoi's works began much earlier. It is commendable that special textual research methods have been widely used in studying the text of Navoi's works until now. After all, the methods of textual research of the great poet's works serve, first of all, for the development of textual studies in two directions: 1) To compile a perfect scientific-critical text of Navoi's works and on this basis to implement scientific and scientific-popular editions of the poet's works with full comments; 2) scientific investigations in this regard also serve as the main factor for theoretical scientific research conducted in connection with the study of the text of the poet's works. The works of Navoi under the textological method have been studied more from the philological point of view. In the same sense, statistical methods for studying the texts of the poet's works became directly applicable. Undoubtedly, such statistical methods in the process of entering Uzbek philology were well received. Although, the fact that it is possible to use statistical methods purposefully and more successfully became clear a little later. We, too, in turn, used statistical methods quite successfully. For the reason that textology, as a section of linguistics, was formed from a combination of certain sections of philology and literature. In particular, theoretical and practical questions concerning research in the diachronic aspect from the point of view of the history of the language of sources of the history of classical literature are also explored in textology.

ANALYSIS OF LITERATURE ON THE SUBJECT

As we said above, in Uzbek textology, considerable scientific and practical experience has been accumulated in the study of literary sources, transliteration into the current script, and their publication. In particular, practical efforts to transliterate the great heritage of Mir Alisher Navoi were carried out in several stages. The first research works on the scientific study of the text of Navoi's works started mainly in 1938 [Shamsiyev, 1969: 1]. Until this, there was no notable research work except for the collection "Examples of Uzbek Literature" published in 1928 [Shamsiyev, 1969: 2]. Initially, a shortened version of "Khamsa" was published in connection with the 500th anniversary of the birth of Alisher Navoi. Then the transliterated text of the poet's works such as "Chor devan" ("Four divans"), "Muhokamat al-lughatayn" ("The Trial of the Two Languages"), "Mahbub al-qulub" ("Beloved of hearts") was published [Alisher Navoiy, 1991].

In preparation for the Navoi conference in 1938, the works of publishing the text of the poet's works, i.e., the preparation of "Khamsa" with its prose expressions, comments, and dictionaries, began. Academician Ghafur Ghulam, who is a member of the special commission holding Navoi's jubilee, takes an active part in the preparations. In 1940, he prepared the epic "Farhod and Shirin" for publication in the Uzbek script based on the Latin alphabet with the method of prose narration. The well-known textologist Porso Shamsiyev writes about this: "This textological method was a novelty at that time, and based on the principle adopted by him, other works of the poet were also prepared for publication with a prose description attached" [Shamsiyev, 1969: 2]. This method of studying the classic text, i.e. turning the epic into modern prose, became a unique new direction of Uzbek Navoilogy in the 20s and 30s of the 20th century [Shamsiyev, 1997: 53]. Some literary scholars or researchers evaluate this activity of the poet as follows: "The fact that Ghafur Ghulam prepared the epic "Farhad and Shirin" for publication is

undoubtedly a worthy contribution to the science of Uzbek textology, and this fact makes Ghafur Ghulam one of the first Uzbek textologists" [Ravshanov, 1973: 28]. In the 60s of the 20th century, more fruitful works were carried out in Navoi studies. The publication of the perfect text translation of "Khamsa" by Porso Shamsiyev in 1960, the academic transliteration of "Khazain al-Ma'ani" ("A treasure trove of meanings") by Hamid Sulaymanov in 1959-1960, and the publication of 15 volumes of Alisher Navoi's "Works" were important events in Uzbek Navoilogy. The list of studies dedicated to Navoi's life and work created until the 90s of the 20th century constitutes a separate book. During 1987-2003, the Institute of Language and Literature was named after Alisher Navoi of the Academy of Sciences of the Republic of Uzbekistan, and the Institute of Manuscripts was named after H. Sulaymanov published under the title "Perfect collection of Works" by Alisher Navoi in 20 volumes that transliterated into Cyrillic script [Alisher Navoi, 1987-2003].

ANALYSIS AND RESULTS

In addition to these, public editions of some works of Alisher Navoi began to be made during these periods. The scientific texts prepared by E. E. Bertels, A. N. Kononov, A. K. Borovkov, M. A. Sale, H. Sulaimanov, P. Shamsiyev, S. Ibrohimov, I. Sultonov, Sh. Ishankhujayev, S. Tasheva, L. Khalilov, etc. were the basis for these publications. As a result, in 1963, the Institute of Language and Literature named after Pushkin of the Academy of Sciences of Uzbekistan began to prepare a fifteen-volume edition of Mir Alisher Navoi's "Works" based on these textual achievements in Navoilogy. This is the most complete collection of Navoi's works in the history of Navoi studies, even compared to the ancient collections, in which 25 of the 30 works of the poet were given with some abbreviations. This collection was

published from 1965-1968 [Alisher Navoi, 15]. These publications were made as a result of the cooperation of well-known scientists and writers such as Aybek, Ghafur Ghulam, Vahid Zahidov, Aziz Qayumov, Hamid Sulaiman, Porso Shamsiyev, Hadi Zarif, Ramz Babajan among the editorial board. Later, on this basis, ten volumes of the poet's works will be published in Russian. These works were, first of all, major steps forward in the study and promotion of Navoi's literary heritage [Shamsiyev, 1976: 32]. In 2006, the five epics included in Alisher Navoi's "Khamsa" were published in Latin script by the Ghafur Ghulam publishing house with their original text and excellent prose description [Alisher Navoi, 2006].

On the occasion of the 570th anniversary of the birth of Alisher Navoi, 10 volumes of the poet's works were published [Alisher Navoi, 1987-2003]. Also, 4 divans, which are part of the "Khazain al-Ma'ani" collection, were published [Alisher Navoi, 2011].

Regardless of the purpose or category of the presented text, each part of the publication should have a scientific basis. Only then will its perfection be ensured. Unfortunately, the publications of Alisher Navoi's works that have been carried out so far, no matter how much work and scientific potential have been approached, are not free from shortcomings and defects.

One of the main reasons for this is that the transliterations of the poet's works are not carefully prepared and the explanatory vocabulary of the text is incomplete. Therefore, no matter how much is said about their artistic value, this fact still overshadows their perfection. Therefore, it is appropriate to dwell on the study of the poet's manuscripts, their transliteration, the state of their publications, the level of provision of comments and annotations, and their level. In each period, major developments in the literary process begin with the popularization of the works of

historical figures who spread fame in this field. Consequently, even during the former Soviet Union, a new aspect of literary studies - Navoilogy caused major literary updates. The services of the first Navoi scholars such as V.V.Barthold, A. Semenov, I. Y. Krachkovski, E. E. Bertels, A. N. Kononov, A. K. Borovkov, Aybek, Ghafur Ghulam, S. Ainiy, Hamid Olimjon were great. Also, in these literary updates, along with V. Abdullayev, Vahid Zahidov, Porso Shamsiyev, I. Sulton, H. Sulaimanov, A. Qayumov, A. Hayitmetov, S. Ghaniyeva, B. Valikhujayev, M. Hakimov, M. Hamidova, who are considered middle representatives of Navoi scholars, the services of younger generations of Navoi scholars I. Hakkulov, N. Jumakhuja, Sh. Sirojiddinov, S. Alimov, A. Erkinov, U.Jurakulov, D. Yusupova, D. Salohiy, K. Mullakhujayeva are great. In this regard, especially the textological investigations of the poet's works, public and theoretical monographic works devoted to transliterations can be considered the greatest scientific achievements in this field. It should be said that in the Soviet era, mass editions of the poet's works created under the censorship of the communist regime were published with ideological editing and ideological reduction. The communist ideology did not allow the submission of religious texts, every line containing the name of Allah or Muhammad was removed from the text. As the Russian textologist D. S. Likhachev noted, "the passage of "Ideological revision of the text" may or may not be related to the stylistic aspects of the work. Editing is sometimes related to the entire text, and in some cases to its separate part. An opposite meaning can be assigned to manuscripts, the text may have undergone some kind of "ideological cleansing". There are even cases where an idea is added to the work that is not there at all, or an idea that is present in the text is shortened" [Likhachev, 1962: 83-84]. Even at that time, experts recognized that there

are big differences and ideological reductions in mass publications: "In this respect, this published 15-volume works of Navoi is generally a publication of a public nature, in which poems from the poet's Uzbek divans are very abbreviated. In particular, 290 poems from "Ghara'ib al-sighar" ("Wonders of Childhood") and 291 from "Nawadir al-shabab" ("Rarities of Youth") were omitted. In some of the Navoi's works, such as "Nasayim al-Muhabbat" ("Winds of Love"), "Tarikhi anbiya va hukama" ("History of prophets and rulers"), only very little information is given. For this reason, this publication could not meet scientific requirements" [Hayitmetov, 1976: 32]. In addition to these, H. Sulaimanov, a Navoi scholar, began to compile scientific and critical texts of the works "Khazain al-Ma'ani" ("A treasure trove of meanings"), "Divani Foni" and performed several important activities in connection with these works [Sulaymanov, 1959: 781]. Unfortunately, these editions were published under ideological pressure, and some of the poet's works were seriously shortened, except for the parts of praise. More precisely, these actions were disrespectful to Navoi's works. It was not supported to research some of the poet's poems with religious content, which have religious views. In particular, scientific and critical texts of the poet's works such as "Khamsat al-mutahayirin" and "Nasayim al-Muhabbat" ("Winds of Love") were not created [Hakimov, 1978: 31-37].

Condition publication

It is necessary to study general and particular processes of development of Uzbek textology, on the basis of philological studies of written monuments, to make theoretical generalizations, thorough and thorough study of the process of the formation of literary sources, its relation to the history of the text. In this area, especially in the field of studying the history of the text, a number of scientific studies

have arisen in the past. Successful research works on transliteration of the text were carried out. But, until now, in this area there are certain difficulties. Because, the majority of classical written monuments, created in the Uzbek language for centuries, came down to us in the form of different books and manuscripts rewritten by different clerks and secretaries. As a result, different versions of the same written monument appeared, differing from each other. Many of these sources have not yet been made scientifically critical texts and their text features have not been characterized. Some even do not have a public publication. Therefore, every researcher working on the history of the text is forced to conduct work to determine the most reliable copy of the work on the basis of which a scientific-critical text has been created. And the publications carried out on the basis of modern Uzbek writing do not meet the requirements of the study of the linguistic plan. This circumstance requires great responsibility from publishers. For example, when publishing some written monuments of the XIV–XX centuries, a number of shortcomings, mistakes were made.

Throughout the centuries, many classical works have been created in the Uzbek language that it is impossible to cover all these works in a study on a certain sphere of the history of the text. In order to determine the historical evolutionary development and regularities, first of all, it is necessary to choose the most significant and reliable sources reflecting the text of the studied time. In this, the logical continuation of such works are, conducted studies on the importance of spelling features of words and expressions in the works of Navoi.

After the independence of Uzbekistan, the attitude towards religious values and the heritage of our ancestors changed radically. Earlier, in classic works, sentences with religious content expressing "God",

"prophet" and related concepts were left out, but after independence, we had the opportunity to write and read them. The publication of Navoi's "Perfect collection of Works" consisting of twenty volumes, first of all, made it possible to convey Navoi's rich literary and scientific heritage to the entire people. Based on this complex, new scientific research has been created. As a result, in the years of independence, an important aspect of the field of literary studies – Navoilogy began to develop on a large scale. Along with the transliteration of the poet's works into the Cyrillic alphabet, they were also transliterated into the Latin script, and some of them were published in this script. At the same time, one cannot turn a blind eye to the tasks to be performed in this area. The transliterations of the poet's works into the current Latin script are exactly the copies printed in the Cyrillic script. Each new edition should be better than the previous ones. As the famous textologist, S. Reiser said, "The level of accuracy of the text, the level of understanding by the reader is a social issue. In this respect, the textologist has a great responsibility before the people. Today, textual issues have become a socio-political issue" [Reiser, 1978: 7]. It is difficult to conduct scientific investigations without creating basic texts. Also, the poet's works have not yet fully provided explanations.

It is necessary to reveal the meaning of many Arabic and Persian entries whose meanings have not been explained in the subsequent editions of scientific works, to introduce them into scientific circulation, to explain Navoi's philosophy to the people, and to show that he is a great artist of words.

It is known that Alisher Navoi used the elements of three languages (Arabic, Persian, Turkish) on a very large scale in his work. Perhaps that is why many words in the poet's works have not yet been fully provided with comments. It is no secret that

this situation creates difficulties, first of all, for young textologists and source scholars who are now entering science. This is probably the reason why there are so many flaws and shortcomings in the publications of the manuscripts of many representatives of Uzbek literature or the research works about them. To prevent such situations, it would be appropriate to impose a hermeneutic interpretation requirement on textologists working on scientific publications. To prevent such situations, it would be appropriate to impose a hermeneutic interpretation requirement on textologists working on scientific publications. In the "Perfect Collection of Works" of the poet, it is correct to explain the introductions the meaning of which is difficult to understand, and which represent unfamiliar Persian, Arabic, and related religious-philosophical, Sufi concepts that are not mentioned in the ANATIL section, which is the opening part of the work. According to their content, they can be classified and divided into groups as follows: 1) Quranic verses; 2) hadiths of our prophets; 3) proverbs; 4) traditional prayers; 5) traditional expressions of honor; 6) names of religious books; 7) names of mystical books; 8) author's work; 9) Sufi words; 10) advice; 11) praise and prayers. On this basis, regardless of which copy was used in the publication, the defects are analyzed by defining them on the basis of the above principles and dividing them into 16 groups.

The defects in the SSP publications are different and can be analyzed as follows: A number of words and phrases are misunderstood by textologists or publishers and are translated into a current letter in a different way. As a result, such words changed their meaning from the original, turning into a word with a different meaning. For example, the word in the works of Navoi امثال *amsol* – "similarity", "identity", "peers", written in the form of *"imsoli"* and

acquired the meaning of "this year" (NN, 27). In the same way, the words کوزنک *ko`zanak* – "ko`zunak" (BB, 516), حفظ *hifz* – "xavz" (NN, 289), جفاپرداز *jonpardoz* – "jafoparvoz" (NSH, 321), حیل *hiyal* – "xiyal" (LM, 261), محزون *mahzun* – "maxzun" (HA, 17), اهل *ahl* – "aql" (BB, 305), نقص *nuqs* – "nuhs" (NN, 285). Hence, after fully understanding and presenting behavioral, semantic features and logic, for correct correction of the edition, textologists use the conjecture. For example, in the manuscript "Majolis un-nafois", the expression was incorrectly interpreted ...majlisda nazm tariy-qida hamroz erdilar va nasr uslubida puktapardoz (113).

In this sentence, instead of the word نکته پرداز nuktapardoz, in spite of the incorrectly used word "puktapardoz", with the help of the conjecture one can logically understand the meaning of the sentence. Since, the word "nuktapardoz" is translated as "the mouthpiece of profound words". This, of course, explains the meaning of the text. Or for example: ...va mashliq va mabhutliq olamini ham ko`p ta`rif qilurlar (121).

In the example above, instead of مسخلیق mashliq used the word "mashliq". These expressions vary in both relative and basic sense. Since "mashliq" is translated as "change", "transformation", "distortion". While the "mashliq" in all texts is translated solely as "ironing, scratching" by hand . This expression, no doubt, does not fit into the meaning of the text. In addition, the word "axfod" is incorrectly used in the work, instead of احفاد ahfod – "grandchildren", "descendants", "ishtixor" instead of اشتهار ishtihor" – "fame", "lorry", "bargaining" instead of برگستوان bargustvon – "armor"; "covered on a horse or elephant against injury during hostilities". Such moments in the work can also be rectified with the help of conjectures. Obviously, there are sufficient grounds for interpretation for the principle of researching a text and a word

from the scientific point of view of textology and literary source study. In our opinion, the main thing in this is that it has a methodological significance for the world philological sciences as an experience in the study and introduction of rich empirical research into the history of texts of Navoi's works. The tradition of collecting and scientific explanation of words and expressions in Turkic sources, originates from the work "Devonu lug`otit turk" (Collection of Turkic words), created in the XI century. The author of the dictionary Mahmud ibn Husain Koshgariy left a rare treasure for the future generation, collecting words and expressions of different tribes of his time. On this occasion the etymologist himself writes the following: "For many years I wandered through the cities, villages and fields of the Turks, Turkmens, Oguzes, Chigils, Kyrgyzs collected their dictionaries, studied and determined the features of different words. I did this not because I did not know the language, but because I wanted to identify even minor differences in these languages. I thoroughly ordered them on a single basis".

In the Middle Ages, Alisher Navoi performed a similar work to M. Koshgariy. Because, in the works of the great poet, along with many ethnonyms of "Levonu lug`otit turk" with pure terms of linguistics and literary criticism, there are often names of Turkic tribes and peoples like: kengas, kovchin, naiman, kungirot, chigatoy, barlos, kiyot, tarhon, arlot, jaloyir, chiyut, turkman, mangit and others. And also, in the poet's works there are often examples of oral folk art, aphorisms, wise expressions, Arabic proverbs . Khorezm scholar Mahmud Zamakhshariy also paid his attention to the collection of Arab proverbs, aphorisms and wise expressions in his "Maqomoti uz-Zahshariy", "Atvoq uz-zahab", "Al-Mustasno fi amsol al-arab", "Nvobig` ul-kalim". Consequently, Navoi borrowed words and expressions, aphorisms from scientists

etymologists, experts in the word – Zamakhshariy, Sakkokiy, Ibn Hojib, Taftazoniy. The learned literary critic Abdukodir Hayitmetov writes the following: "There must be a certain influence of the works of Zamakhshariy, in particular, in the creation of "Mahbub ul-qulub" ("Lovers of the Heart"). But we have not seriously considered this yet".

For correct comment and deep interpretation of words and expressions in the poet's rich literary and scientific legacy, dictionary sources occupy an incomparable place. In this connection, in the past and in the present, a number of rare dictionary sources have been created. For example, such dictionaries include: "Badoye` ul-lig`at", "Xamsa bo halli lug`at", "Abushqa", "Sangloh", "Lug'ati atrokiya", "Lug'ati turkiy", "Lug'ati chigatoyi va turkiy-usmoniy", "Halli lugati "Xamsa"yi Navoiy", "Halli lugati chig'atoyi "Xamsa"yi Navoiy", "Nisobi Navoiy", "Lug'ati Amir Navoiy", "Dar bayoni lugati Navoiy", "Halli lug'ati chigatoyi", as well as the dictionaries of the composition Porso Shamsiyev and Sobirjon Ibrokhimov, "A Brief Dictionary for the Works of Uzbek Classical Literature"(1953), "Dictionary of Alisher Navoi's Works"(1972), "Explanatory Dictionary of Alisher Navoi's Works"(1983–1985), "A Brief Dictionary for Works by Navoi"(1993), compiled by Botirbek Hasanov. In these dictionaries thousands of Turkic, Persian, Arabic words and expressions used in the works of Navoi are commented on. At this time, among them, the most complete is the four-volume "Explanatory Dictionary of Alisher Navoi's works".

CONCLUSIONS AND SUGGESTIONS

1. The increasing number of publications of Alisher Navoi's works in Uzbek writing is commendable from the point of view of introducing the people to Navoi's philosophy and promoting the ideas and aspirations of the great poet.

2. The debates about the level of transliteration of Navoi's works that have been going on for many years make it the main task of Navoi scholars to re-transliterate the poet's works based on manuscripts and to take measures to eliminate the shortcomings that were previously made in it. Continuing research in this direction is an urgent issue.

 3. On the example of the works of Alisher Navoi to analyze the scientific and theoretical problems of textology and literary sources.

4. to develop modern methods of studying the text content of A. Navoi's works.

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Integrative Didactic Approaches To The Development Of Communicative Competence In Foreign Language Education

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Abstract
In contemporary foreign language pedagogy, the development of communicative competence has become a central educational objective, reflecting the shift from knowledge-based to performance-oriented learning paradigms. This article explores four key methodological approaches—activity-based, learner-centered, competency-based, and contextual approaches—that underpin effective communicative competence formation. Each approach represents a distinct dimension of modern didactics, contributing to the holistic development of linguistic, sociolinguistic, and pragmatic abilities. Drawing on both international research and Ahmedova's (2020) didactic principles, the article emphasizes that the integration of these approaches creates a dynamic, interactive, and learner-responsive environment essential for real communication and intercultural interaction.
Keywords: communicative competence, activity-based learning, learner-centered approach, competency-based approach, contextual approach, foreign language pedagogy

Introduction. The development of communicative competence in foreign language education represents one of the most significant challenges and priorities in contemporary pedagogy. In the 21st century, global interconnectedness, international mobility, and the pervasive influence of digital technologies have redefined the purposes and practices of language learning. As Richards and Rodgers note, modern language teaching has moved beyond the transmission of grammatical rules to embrace the development of communicative, intercultural, and digital literacies that enable learners to participate effectively in global communication networks [17].

Communicative competence, a concept first articulated by Hymes [11], extends Chomsky's [5] notion of linguistic competence by integrating sociolinguistic, discourse, and strategic dimensions. This shift underscores that successful language learning involves not only mastery of grammatical structures but also the ability to use language appropriately in diverse social, cultural, and professional contexts [4]. In this regard, communicative competence embodies the holistic integration of linguistic accuracy, pragmatic adaptability, and sociocultural awareness.

Main part. Ahmedova emphasizes that the effective development of communicative competence requires a well-structured didactic framework grounded in consistent methodological principles. According to her, communicative language education should be based on the integration of activity-based, learner-centered, competency-based, and contextual approaches—each contributing distinct yet complementary dimensions to the language learning process. These approaches collectively ensure that instruction is meaningful, adaptive, and oriented toward real-life communication outcomes [1].

The activity-based approach (ABA) stems from the foundational assumption that language is most effectively acquired through meaningful use and socially mediated interaction, rather than through rote memorization of grammatical structures. Rooted in Vygotsky's [23] sociocultural theory and Leontiev's [13] activity theory, ABA conceptualizes learning as a dynamic process of constructing

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knowledge through purposeful and goal-oriented activities. Within this paradigm, cognition and language development occur through participation in communicative tasks that mirror authentic social interactions.

In the realm of foreign language pedagogy, this approach posits that learners develop communicative competence by engaging in activities that replicate real-life communication—such as role plays, debates, simulations, collaborative projects, and task-based interactions [8]. According to Littlewood, communicative tasks "enable learners to express meaning, not merely manipulate structures" [14]. In this way, the classroom becomes a microcosm of authentic social discourse, where meaning-making and linguistic expression are inseparable.

From a didactic perspective, activity-based instruction encourages active participation, problem-solving, and peer collaboration, which in turn fosters deeper cognitive processing and long-term retention. Learners acquire grammatical and lexical forms incidentally as they strive to accomplish communicative objectives [20]. As Ahmedova [1] observes, experiential forms of learning enhance not only fluency but also the integration of linguistic, pragmatic, and sociocultural components of communicative competence—elements essential to functioning effectively in real-world interactions. Consequently, ABA represents a cornerstone of modern communicative language teaching (CLT), aligning instructional design with authentic communication as both the means and the end of language learning.

The learner-centered approach (LCA) signifies a paradigmatic shift from teacher-dominated instruction toward individualized, student-driven, and experiential learning. Drawing from humanistic educational philosophy [17] it perceives learners as autonomous, self-directed, and socially situated individuals whose personal experiences and motivations are integral to the learning process.

In foreign language education, this approach emphasizes the diversity of learners' psychological, cognitive, and sociocultural characteristics, including learning styles, motivation levels, and prior linguistic experience [3]. LCA encourages differentiation of learning tasks, scaffolded support, and adaptive feedback mechanisms to cater to each learner's needs and pace of development. Through such personalization, students are empowered to take ownership of their learning trajectories, promoting self-regulation and reflective awareness.

According to Ahmedova [1] personalization and emotional engagement are key factors in communicative competence development. When instruction aligns with learners' interests, goals, and socio-affective profiles, intrinsic motivation is activated, leading to increased readiness for communication and greater willingness to participate in authentic discourse. This resonates with Ushioda's "person-in-context relational view" of motivation, which situates learner engagement within social and cultural contexts of meaning. Hence, the learner-centered paradigm contributes not only to linguistic development but also to the formation of confident, autonomous communicators capable of adapting language use across diverse intercultural settings [22].

The competency-based approach (CBA) situates communicative competence as a measurable, performance-based educational outcome rather than an abstract theoretical construct. Emerging in the 1980s as part of outcome-oriented education reforms, CBA underscores the importance of demonstrable skills, observable behaviors, and real-world application of knowledge [17]. In language education, it shifts the focus from the

accumulation of linguistic knowledge to the ability to perform communicative tasks effectively and appropriately in authentic social and professional contexts.

CBA is consistent with global frameworks such as the Common European Framework of Reference for Languages (CEFR) [6], which articulates language proficiency in terms of action-oriented descriptors combining knowledge, skills, and attitudes. Within this model, learners are not assessed by their grammatical accuracy alone but by their communicative performance—writing reports, conducting interviews, participating in debates, or negotiating meaning across cultures.

Ahmedova (2020) asserts that competency-based instruction "transforms linguistic knowledge into functional communicative ability," emphasizing the practical applicability of learning outcomes [1]. Learners progress from declarative understanding to procedural competence, demonstrating their ability to employ linguistic resources flexibly across contexts [2]. Furthermore, by embedding authentic assessment—including portfolios, peer evaluations, and task-based testing—CBA fosters learners' reflective awareness and adaptability, bridging the gap between academic preparation and professional communication demands. This alignment with lifelong learning principles renders CBA particularly relevant to the demands of the 21st-century global labor market [16].

The contextual approach (CA) conceptualizes language as an inherently situated and functional system, shaped by the interplay between linguistic forms, communicative intentions, and the social contexts in which they occur. Drawing on Halliday's systemic-functional linguistics, this approach posits that meaning arises through the integration of context of situation (field, tenor, mode) and context of culture. In this view, effective language learning entails understanding how linguistic choices vary according to audience, purpose, and setting [10].

Applied to foreign language pedagogy, CA emphasizes authenticity, contextual relevance, and discourse-level learning. Learners engage with texts, conversations, and communicative events drawn from real-life academic, professional, and intercultural contexts [19]. Through contextualized instruction, they acquire not only grammatical accuracy but also pragmatic awareness—knowing how to use language appropriately and sensitively in culturally diverse situations [21].

Ahmedova (2020) argues that contextualization strengthens the sociolinguistic and pragmatic dimensions of communicative competence by linking linguistic forms to meaningful, real-world applications. When language learning occurs through situated interaction—for example, in workplace simulations or intercultural communication projects—students internalize discourse conventions, register variations, and communicative norms aligned with actual usage. This integration of form, function, and context creates conditions for sustainable, contextually adaptive language mastery.

While each of the aforementioned approaches contributes uniquely to the development of communicative competence, their integration within a unified didactic system yields the most comprehensive pedagogical model. The activity-based approach develops practical fluency and interactional skills; the learner-centered approach ensures personalization and motivation; the competency-based approach translates linguistic knowledge into measurable performance; and the contextual approach embeds language use in meaningful, real-world situations.

Ahmedova's (2020) integrative didactic model synthesizes these approaches into a coherent framework emphasizing systematicity, goal orientation, and

adaptability. This synergy aligns with contemporary educational paradigms that prioritize learner autonomy, inclusivity, and digital literacy [25]. The incorporation of digital technologies—such as AI-driven feedback systems, adaptive learning platforms, and virtual simulations—further enhances the implementation of these approaches, making language instruction more interactive, data-informed, and globally accessible [9].

Such methodological and technological integration redefines communicative competence as a multidimensional construct, encompassing not only linguistic proficiency and pragmatic sensitivity but also digital and intercultural literacy. It positions foreign language education as a transformative process that prepares learners to engage confidently and ethically in the multilingual, technology-mediated communication environments of the 21st-century global society.

The development of communicative competence in foreign language education constitutes a fundamental objective of modern pedagogy, reflecting the paradigm shift from knowledge acquisition to performance-based and contextually grounded learning. The synthesis of four interrelated methodological approaches—activity-based, learner-centered, competency-based, and contextual—forms a coherent didactic framework that ensures a comprehensive and dynamic process of communicative competence formation.

The activity-based approach, rooted in sociocultural and activity theory provides the foundation for experiential learning, where language is acquired through purposeful and interactive engagement. It transforms the classroom into a communicative space that mirrors real-world language use, thereby enhancing learners' fluency, problem-solving ability, and collaboration skills [23].

The learner-centered approach, grounded in humanistic education (Rogers, 1983; Knowles, 1984), emphasizes learner autonomy, individual differences, and emotional engagement. It personalizes instruction according to learners' cognitive, motivational, and socio-affective profiles, stimulating intrinsic motivation and fostering the readiness to communicate. This paradigm aligns communicative competence development with the principles of self-directed and reflective learning, empowering students to become active participants in their linguistic growth.

The competency-based approach contributes a measurable, outcome-oriented dimension to language education, positioning communicative performance as the central indicator of learning achievement. By linking linguistic knowledge with authentic communicative tasks, it ensures that learners develop not only accuracy but also functional proficiency applicable to academic, professional, and intercultural contexts [17].

The contextual approach situates language learning within meaningful, real-life discourse environments. Grounded in Halliday's systemic-functional perspective, it emphasizes the pragmatic and sociocultural dimensions of language use, enabling learners to navigate communicative situations appropriately across diverse social and cultural settings. Through contextualization, students acquire sensitivity to discourse norms, register, and cultural conventions, thus developing adaptive communicative competence [10].

Integrated within a unified didactic system, these approaches yield a multidimensional model of communicative competence—one that unites linguistic proficiency, pragmatic adaptability, intercultural awareness, and digital literacy. Ahmedova's [1] didactic framework underscores the systemic coherence and adaptability of such integration, highlighting the pedagogical

synergy that arises when methodological and technological innovations intersect.

In the 21st century, characterized by globalization and digital transformation, communicative competence must encompass the ability to interact effectively in technology-mediated and intercultural environments. Hence, the integration of AI-driven feedback systems, adaptive learning platforms, and digital communication tools [25] extends traditional classroom practices into hybrid and virtual learning spaces. This not only enriches learners' communicative experiences but also equips them with the digital and intercultural literacies required for participation in the global knowledge society.

Conclusion. In conclusion, the fusion of activity-based, learner-centered, competency-based, and contextual approaches represents a scientifically grounded and pedagogically effective model for communicative competence development. It ensures that language learning becomes a holistic, adaptive, and transformative process—preparing learners for meaningful engagement in the interconnected, multilingual, and digitally enhanced world of today and tomorrow.

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Classification Of Computing Fields

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Abstract
This article provides a detailed analysis of the various types of computing networks and their classification. It highlights the possibilities of classifying networks based on geographic location, architecture, data transmission technology, and topology. The article also discusses the importance of computing networks in the development of modern information technologies, as well as issues related to ensuring their efficient operation and security. The article can be useful for researchers and students in the fields of computer science and information technology.
Keywords: Computing networks, classification, local area network, global network, network architecture, wired and wireless networks, network topology, protocols, data transmission.

Annotatsiya
Ushbu maqolada xisoblash tarmoqlarining turli turlari va ularning klassifikatsiyasi batafsil tahlil qilinadi. Tarmoqlarni geograik joylashuvi, arxitekturasi, ma'lumot uzatish texnologiyasi va topologiyasi bo'yicha tasniflash imkoniyatlari yoritilgan. Maqolada zamonaviy axborot texnologiyalari rivojida xisoblash tarmoqlarining ahamiyati, ularning samarali ishlashini ta'minlash va xavfsizligini oshirish masalalari ham ko'rib chiqilgan. Maqola ilmiy jihatdan kompyuter fanlari va axborot texnologiyalari sohasida tadqiqotlar olib borayotgan olimlar va talabalar uchun foydali bo'lishi mumkin.
Kalit so'zlar: Xisoblash tarmoqlari, klassifikatsiya, lokal tarmoq, global tarmoq, tarmoq arxitekturasi, simli va simsiz tarmoqlar, tarmoq topologiyasi, protokollar, axborot uzatish.

KIRISH: Xisoblash tarmoqlari zamonaviy axborot jamiyatining eng muhim tarkibiy qismlaridan biri hisoblanadi. Ular kompyuterlar, serverlar, mobil qurilmalar va boshqa elektron qurilmalarni bir-biriga ulab, ma'lumot almashish, resurslarni birgalikda ishlatish va global axborot tizimlariga kirish imkonini beradi. Bugungi kunda har bir tashkilot, kompaniya va hatto shaxsiy foydalanuvchilar ham tarmoqlarsiz ishlashni tasavvur qila olmaydi, chunki ma'lumotlar tezkor uzatilishi va samarali boshqarilishi biznes jarayonlari, ilmiy tadqiqotlar, ta'lim va kundalik hayot uchun juda muhimdir.

Xisoblash tarmoqlarining ahamiyati faqat axborot almashish bilan cheklanmaydi. Ular orqali ma'lumotlarni markazlashtirilgan holda boshqarish, xavfsizlikni ta'minlash, resurslardan optimal foydalanish, masofadan ishlash va bulutli xizmatlardan foydalanish imkoniyati yaratiladi. Shu bois, tarmoqning samarali ishlashi uning tuzilishi, texnologik imkoniyatlari, protokollari va boshqaruv tizimiga bevosita bog'liqdir. Tarmoqlarni to'g'ri tashkil etish va ularni boshqarish uchun ularning xususiyatlarini, turlari va klassifikatsiyasini bilish zarur.

Klassifikatsiya tarmoqlarni turli mezonlar bo'yicha guruhlash orqali ularning ishlash printsiplari, imkoniyatlari, qo'llanish sohalari va texnologik cheklovlarini aniqlashga yordam beradi. Tarmoqlarni geograik joylashuvi, arxitekturasi, uzatish texnologiyasi, topologiyasi va protokollari bo'yicha tasniflash ularning samarali ishlashini ta'minlash, resurslarni oqilona taqsimlash va xarajatlarni kamaytirish imkonini beradi. Masalan, lokal tarmoqlar

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kichik hududlarda yuqori tezlik va resurslarni birgalikda ishlatish imkonini yaratadi, metropolitan tarmoqlar esa shahar yoki hudud darajasida ma'lumotlarni samarali uzatishga xizmat qiladi, global tarmoqlar esa mamlakatlar va qit'alarni qamrab olib, butun dunyo bo'ylab axborot almashuvini ta'minlaydi.

Shuningdek, tarmoq arxitekturasi va boshqaruv shakli, uzatish texnologiyasi va topologiyasi tarmoqning ishonchliligi, tezligi va xavfsizligini belgilaydi. Mijoz-server va peer-to-peer arxitekturasi, simli va simsiz tarmoqlar, yulduzcha, halqa, magistral yoki daraxt topologiyalari har biri o'ziga xos imkoniyatlar va cheklovlarga ega. Shu bois, xisoblash tarmoqlarini tasniflash nafaqat nazariy jihatdan, balki amaliy jihatdan ham tarmoqni loyihalash, qurish va optimallashtirishda muhim ahamiyatga ega. Umuman olganda, kirish qismini chuqur tahlil qilish orqali xisoblash tarmoqlarining ilmiy va amaliy ahamiyati, ularning turli xususiyatlari va zamonaviy axborot texnologiyalari rivojidagi roli yanada aniqroq namoyon bo'ladi. Bu esa tarmoq texnologiyalari va infratuzilmasini o'rganayotgan talabalar, tadqiqotchilar va amaliyotchilar uchun mustahkam asos yaratadi.

ASOSIY QISIM: Xisoblash tarmoqlarini tasniflashning birinchi va eng asosiy mezoni bu tarmoqning geografik joylashuvi bo'lib, u tarmoqning hududi, qamrovi va ulanish masofasini belgilaydi. Lokal tarmoq, ya'ni LAN, odatda bitta bino yoki kampus hududida qurilmalarning o'zaro bog'lanishini ta'minlaydi. LAN tarmoqlari yuqori tezlikda ishlaydi va ulardagi kompyuterlar resurslarni birgalikda ishlatishi mumkin bo'ladi. Ushbu tarmoq turida ma'lumotlar tezkor uzatiladi va tarmoqning boshqaruvi oson bo'ladi. Metropolitan tarmoq, ya'ni MAN, esa shahar hududida yoki bir nechta binolar orasida tashkil etiladi va u LAN bilan WAN o'rtasida joylashadi. MAN tarmoqlari

ko'proq korporativ tarmoqlar va katta kompaniyalar uchun qulaydir, ular katta hududni qamrab olgan holda ma'lumotlarni tezkor uzatadi. Global tarmoq yoki WAN esa mamlakatlar va qit'alarni qamrab oluvchi eng katta tarmoq turidir. Internet WAN tarmog'ining eng katta namunasi hisoblanadi va u uzoq masofalarda ishlashga mo'ljallangan. WAN tarmoqlari tezligi LAN tarmoqlariga nisbatan pastroq bo'lishiga qaramay, ular katta hajmdagi ma'lumot almashinuvi va global axborot tizimlarining ishlashi uchun zarurdir.

Ikkinchi mezon tarmoq arxitekturasi va boshqaruv shakli bo'lib, bu mezon orqali tarmoqlar mijoz-server arxitekturasiga ega tarmoqlar va peer-to-peer yoki P2P tarmoqlarga bo'linadi. Mijoz-server tarmoqlarida ma'lumot markaziy server orqali mijozlarga tarqatiladi va server tarmoqning ishlashini nazorat qiladi. Ushbu arxitektura katta kompaniyalar va tashkilotlar uchun qulay bo'lib, tarmoq xavfsizligini ta'minlash va ma'lumotlarni markazlashtirilgan tarzda boshqarish imkonini beradi. Peer-to-peer tarmoqlarida barcha qurilmalar teng huquqli bo'lib, ma'lumotlarni to'g'ridan-to'g'ri o'zaro almashadi. Bu turdagi tarmoqlar kichik hajmli tizimlar, shaxsiy kompyuterlar orasidagi ma'lumot almashinuvi va cheklangan foydalanuvchilar soniga ega tizimlar uchun qulaydir.

Uchinchi mezon ma'lumot uzatish texnologiyasi bo'lib, tarmoqlar simli va simsiz shaklda bo'linadi. Simli tarmoqlarda ma'lumot optik tolalar, koaksial kabellar yoki twisted pair kabellar orqali uzatiladi. Bu tarmoqlar yuqori tezlik va ishonchlilikni ta'minlaydi va korporativ infratuzilmalar uchun keng qo'llaniladi. Simsiz tarmoqlarda esa ma'lumot radio to'lqinlar, infraqizil yoki mikrotolqinlar orqali uzatiladi. Simsiz tarmoqlar qulay va mobil qurilmalarda keng qo'llaniladi, lekin signal sifati atrof-muhit sharoitlariga, masofa va to'siqlarga bog'liq bo'lishi mumkin. Shu bilan birga simsiz

tarmoqlar mobil ishlash, internetga tezkor kirish va masofadan ishlash imkoniyatlarini yaratadi.

To'rtinchi mezon tarmoq topologiyasi bo'lib, tarmoqlar struktura jihatdan turli shakllarda bo'lishi mumkin. Yulduzcha topologiyasida barcha qurilmalar markaziy qurilmaga ulanadi va markaziy qurilma orqali ma'lumot uzatiladi, halqa topologiyasida qurilmalar uzluksiz zanjir shaklida ulanadi va ma'lumotlar bir qurilmadan ikkinchisiga ketma-ket uzatiladi, magistral topologiyada esa barcha qurilmalar yagona magistral kabelga ulanadi va daraxt topologiyasida tarmoq daraxt strukturasida tashkil etiladi. Har bir topologiyaning o'ziga xos afzallik va kamchiliklari mavjud bo'lib, ular tarmoqning ishlash tezligi, ishonchliligi va uzilishlarga chidamliligini belgilaydi.

Bundan tashqari, tarmoqlarni protokollar bo'yicha ham tasniflash mumkin, masalan, TCP/IP protokoli asosidagi tarmoqlar, multimedia va video translyatsiya uchun mo'ljallangan tarmoqlar yoki ma'lumotlar xavfsizligini ta'minlovchi shifrlangan tarmoqlar. Tarmoqlarni tasniflash ularning samarali ishlashini, resurslarni optimal taqsimlashni va xarajatlarni kamaytirishni ta'minlaydi. Shu bilan birga, tarmoqlarni to'g'ri tanlash va optimallashtirish axborot uzatish tezligini oshirish, xavfsizlikni ta'minlash va infratuzilma xarajatlarini kamaytirishda muhim ahamiyatga ega.

Xisoblash tarmoqlarining klassifikatsiyasi faqat nazariy jihatdan emas, balki amaliy jihatdan ham katta ahamiyatga ega bo'lib, ular zamonaviy axborot texnologiyalari va kompyuter tarmoqlari rivojida asosiy element hisoblanadi. Tarmoqlarni turli mezonlar bo'yicha tasniflash ularning ishlash printsiplarini, xavfsizligini va qo'llanish sohalarini aniqlashga yordam beradi. Shu bilan birga, klassifikatsiya tarmoqlarni loyihalash, qurish va boshqarish jarayonlarini soddalashtiradi hamda tashkilotlarga infratuzilmani samarali tashkil etish imkoniyatini beradi.

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XULOSA

Xisoblash tarmoqlari zamonaviy axborot jamiyatining ajralmas va eng muhim infratuzilma elementlaridan biri bo'lib, ular axborotni tezkor uzatish, resurslarni samarali taqsimlash, ma'lumotlarni saqlash va xavfsizligini ta'minlash kabi bir qator muhim vazifalarni bajaradi. Tarmoqlarni turli mezonlar bo'yicha klassifikatsiya qilish ularning tuzilishi, ishlash prinsiplari, qo'llanish sohalari va texnologik imkoniyatlarini yaxshiroq tushunishga imkon beradi. Geografik joylashuvga ko'ra, arxitektura va boshqaruv shakliga qarab, uzatish texnologiyasi, topologiya va protokollar asosida tasniflangan tarmoqlar, ularning samarali ishlashini va optimallashtirilishini ta'minlaydi. Lokal tarmoqlar kichik hududlarda yuqori tezlik va markazlashtirilgan resurslarni boshqarish imkoniyatini yaratadi, metropolitan tarmoqlar shahar darajasida korporativ infratuzilmani qo'llab-quvvatlaydi, global tarmoqlar esa dunyo bo'ylab ma'lumot almashinuvini ta'minlaydi va global kommunikatsiyaning asosini tashkil qiladi.

Shuningdek, tarmoqlarning arxitekturasi va boshqaruv shakli ularning ishlash samaradorligi va xavfsizlik darajasini belgilaydi. Mijoz-server arxitekturasi markazlashtirilgan boshqaruv va resurslar nazoratini ta'minlasa, peer-to-peer tarmoqlar foydalanuvchilar o'rtasida ma'lumotlarni bevosita uzatish va kichik tizimlarda samarali ishlash imkonini beradi. Uzatish texnologiyasi esa tarmoqlar tezligi, ishonchliligi va moslashuvchanligini belgilashda muhim ahamiyatga ega bo'lib, simli tarmoqlar yuqori tezlik va barqarorlikni ta'minlasa, simsiz tarmoqlar mobil va uzoq masofali ishlash imkoniyatlarini yaratadi. Topologiya tarmoqning ishlash printsipi, signal uzatish yo'llari va uzilishlarga chidamliligini belgilashda hal qiluvchi rol o'ynaydi. Shu bilan birga, protokollar va standartlar tarmoqlarning uyg'un ishlashini,

xavfsizlikni va ma'lumotlarning ishonchliligini ta'minlaydi.

Xisoblash tarmoqlarining klassifikatsiyasi nafaqat nazariy jihatdan, balki amaliy jihatdan ham katta ahamiyatga ega bo'lib, u tarmoqlarni loyihalash, qurish, boshqarish va optimallashtirish jarayonlarini soddalashtiradi. Tarmoqlarni to'g'ri tanlash va ular asosida samarali infratuzilma yaratish tashkilotlarga xarajatlarni kamaytirish, resurslardan oqilona foydalanish, axborot uzatish tezligini oshirish va xavfsizlikni maksimal darajada ta'minlash imkoniyatini beradi. Shu tariqa, xisoblash tarmoqlarining klassifikatsiyasi ilmiy tadqiqotlar, texnologik rivojlanish va amaliy ishlanmalar uchun mustahkam asos bo'lib xizmat qiladi.

Umuman olganda, xisoblash tarmoqlari nafaqat texnologik infratuzilma, balki zamonaviy jamiyat va global axborot tizimlarining rivojlanishidagi asosiy omil hisoblanadi. Ularning to'g'ri tasniflanishi va optimallashtirilgan ishlatilishi orqali axborot oqimi samaradorligi oshadi, tizimlar ishonchliligi va xavfsizligi ta'minlanadi hamda zamonaviy axborot-kommunikatsiya texnologiyalari sohasida innovatsion yondashuvlarni joriy etish imkoniyati yaratiladi. Shu bois, xisoblash tarmoqlarining klassifikatsiyasi zamonaviy ilm-fan va amaliyotda hal qiluvchi rol o'ynaydi va ular ustida olib boriladigan tadqiqotlar hamda ishlanmalar yanada kengaytirib rivojlantirilishi lozim.

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Contextual Use of the Imperative Mood in English and Uzbek Languages

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Abstract
This study examines the contextual use of the imperative mood in English and Uzbek, focusing on its communicative functions, structural features, and pragmatic nuances. While imperatives in both languages primarily express commands and requests, their contextual realization differs due to typological, cultural, and sociolinguistic factors. Using a comparative descriptive method, the paper analyzes authentic examples from everyday speech, literary sources, and digital communication. Findings show that English imperatives often rely on politeness strategies and modal softeners, whereas Uzbek imperatives frequently integrate morphological markers reflecting social hierarchy and respect levels. The study concludes that imperative constructions are deeply shaped by culture-specific norms of interaction and provides implications for cross-linguistic pragmatics, translation studies, and language pedagogy.

Introduction
The imperative mood is one of the most universal grammatical categories across world languages, primarily used to express commands, requests, warnings, instructions, and invitations. Despite this shared functional base, the form and pragmatic use of imperatives differ widely across languages. English and Uzbek—representatives of different language families (Germanic and Turkic, respectively)—offer a rich ground for comparative study.

In English, imperative sentences typically use a bare verb form without an explicit subject, though "you" may appear for emphasis. In Uzbek, imperative constructions are formed through a system of verbal suffixes (-ing, -inglar, -sin, -inglar, -ingchi, etc.) that encode politeness, plurality, and respect. These morphological options allow Uzbek speakers to convey subtle social meanings within the imperative form.

While previous studies have explored the grammar of imperatives in both languages, fewer works focus on contextual and pragmatic use, particularly how social norms, politeness strategies, and situational context influence imperative structures. This study aims to fill this gap by detailing the contextual functions and cross-cultural implications of imperative usage in English and Uzbek.

Methods
This research applies a comparative descriptive methodology, combining elements of contrastive linguistics and pragmatics. Data were collected from three primary sources:

1.   Everyday spoken interactions: conversational English from online videos, Uzbek dialogues from daily speech.

2. Literary texts: modern English novels; Uzbek works by Abdulla Qodiriy, Oʻtkir Hoshimov, and contemporary authors.

3. Digital communication: social media posts, messaging app conversations, and online instructions.

The analysis involved:

Identifying imperative constructions in both languages

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Classifying them according to communicative function

Examining contextual factors (relationship, formality, intent, emotional tone)

Comparing pragmatic markers (politeness, mitigation, softeners)

The study focuses on authentic usage rather than prescriptive grammar.

Results

Structural Features

English:

Uses bare verb form: Open the door.

Politeness achieved through softeners: Please, wait a moment., Let's, Don't.

Optional subject for emphasis: You stay here!

Negation formed with don't: Don't touch it.

Uzbek:

Morphological suffixes indicate politeness and social status:

Informal singular: Yur!, O'lma!

Formal: Yuring!, Kiravering!

Highly polite/respectful: Marhamat qiling., Iltimos, kutib turing.

Explicit subject optional but commonly used for emphasis: Siz qarang., Sen aytgin.

Negative formed with -ma / -mang: Bormang., Gapirma.

3.2 Communicative Functions

Both languages share core imperative functions, but contextual realization differs.

1. Commands

English:

Close the window. (neutral)

Uzbek:

Derazani yopib qo'ying. (polite)

Uzbek imperatives frequently integrate respect markers because hierarchical relations are highly salient in Uzbek culture.

2. Requests

English often uses indirect forms:

Could you pass the salt?

Even though structurally interrogative, pragmatically imperative.

Uzbek prefers polite imperatives:

Tuzni uzatib yuboring.

Softeners like iltimos further mitigate directness.

3. Invitations and Offers

English: Come in!, Have a seat.

Uzbek: Marhamat kiring., O'tiring, bemalol.

Uzbek forms are more ritualized and socially expected.

4. Prohibitions

English: Don't worry., Don't enter.

Uzbek: Xavotir olmang., Kirmang.

The emotion-softening nature of Uzbek adds social warmth.

5. Instructions / Guidelines

English:

Press the blue button.

Uzbek:

Ko'k tugmani bosing.

Both languages use imperatives widely in manuals and public signs.

3.3 Pragmatic Differences

Politeness Strategies

English relies on:

Please,modal verbs (could, would),hedges (a bit, maybe)

Uzbek relies on:

verbal suffixes (-ing, -inglar, -sin)

respectful pronouns (siz)

lexical politeness markers (marhamat, iltimos, bemalol)

Social Hierarchy

Uzbek imperatives strongly reflect:

age difference

social rank

respect obligations

English imperatives are less tied to hierarchy and more to tone and interpersonal distance.

Emotional Tone

English uses intonation and adverbs.

Uzbek uses suffixes, repetition, and specific polite words.

Discussion

The findings demonstrate that the imperative mood in English and Uzbek undergoes significant contextual shaping. In English, the imperative is structurally simple but pragmatically complex, often

requiring indirect strategies to avoid sounding harsh. Politeness is expressed mainly through lexical choices (e.g., please, modals) rather than morphology.

In contrast, Uzbek builds politeness and social meaning into the grammatical structure itself. The language's rich system of imperative suffixes provides speakers with nuanced ways to express commands while maintaining cultural expectations of respect. This highlights the deep connection between grammatical form and sociocultural norms.

From a pedagogical perspective, English learners in Uzbekistan may struggle with the relative directness of English imperatives or may overuse politeness markers, while English speakers learning Uzbek must master the system of polite imperative morphology. For translators, contextual awareness is crucial: a neutral English imperative may require a polite or formal form in Uzbek to preserve pragmatic equivalence.

Overall, the comparison shows that while imperatives share universal communicative purposes, their contextual use reflects cultural values, interpersonal norms, and linguistic typology.

5. Conclusion

The imperative mood in English and Uzbek serves as a valuable lens through which to observe cross-linguistic pragmatics. English imperatives rely heavily on lexical politeness strategies, while Uzbek imperatives integrate politeness into grammatical morphology. Social hierarchy plays a central role in Uzbek imperative use, whereas English uses more flexible, context-dependent mitigation strategies. Understanding these differences enhances communication, translation accuracy, and foreign-language pedagogy.

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Syntactic-Stylistic Figures in Linguocultural Interpretation: A Comparative Analysis of English, German, and Uzbek Languages

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Abstract
The article explores the syntactic-stylistic figures in English, German, and Uzbek, analyzing their linguocultural characteristics. It emphasizes how each language's use of stylistic units is influenced by cultural and historical factors, which shape their linguistic aspects. The paper focuses on anaphora, epiphora, parallelism, and inversion, detailing how these figures are used in these three languages, with a particular focus on their semantic connotations. The study concludes that the use of syntactic-stylistic figures differs significantly in each language based on cultural and linguistic features.

The research findings indicate that the English language makes extensive use of stylistic figures to emphasize logical stress (sentence stress) and enhance expressiveness. Despite its strict syntactic structures, the German language actively employs such figures in poetic and formal styles, while the Uzbek language stands out for its widespread use of syntactic-stylistic figures in folk oral literature and poetic genres.

Keywords: Syntactic-stylistic figures, linguocultural characteristics, anaphora, epiphora, parallelism, inversion, comparative analysis, discourse analysis, statistical analysis, expressiveness, cultural values, speech traditions, poetry, oral folk art, artistic text, official speech, poetic genres, text structure study, artistic speech, cultural factors, historical factors, individual speech characteristics.

Introduction: The stylistic tools of a language reflect its linguocultural characteristics. The stylistic system of each language is unique, and it reflects speech traditions, cultural values, and historical development. Syntactic tools actively participate in the emergence of integrative relationships in artistic texts, and against the backdrop of these relationships, they can also express various artistic meanings and contents. In this regard, their aesthetic weight in artistic texts is no less significant than the potential of lexical tools. Moreover, the emergence of a specific field in modern linguistics, expressive syntax, which studies the descriptive expression possibilities of syntactic tools, also indicates the importance of syntactic tools and growing interest in studying the structure of texts. Syntactic-stylistic figures are one of the important tools that enhance expressiveness in artistic and journalistic texts.

Research methodology: The article utilizes the following methods for analyzing the relevant sources: **Comparative analysis**: Comparing the use of syntactic-stylistic figures across English, German, and Uzbek languages. **Discourse analysis**: Studying how stylistic figures are linked to cultural and linguistic factors. **Statistical analysis**: Determining the frequency and stylistic functions of these figures in each language.

Research results and discussion: The results of the research show that the use of syntactic-stylistic figures in English, German, and Uzbek languages demonstrates significant linguocultural differences. The article discusses how the key figures of anaphora, epiphora, parallelism, and inversion are employed in

each language, providing examples, scholarly references, and analytical approaches. It reveals that each language uses these figures in accordance with its cultural and linguistic features. The following provides a breakdown of how syntactic-stylistic figures are used in these three languages, with examples to clarify their meanings and purposes.

Anaphora - This is the repetition of a word or phrase several times to enhance the expressiveness of speech and intensify a particular idea or emotion. Anaphora is commonly used in speech and literature, especially in philosophical, poetic, and oral folk traditions. This figure of speech, with its rhythmic structure, makes the text impactful and memorable. In English, anaphora is often used in poetry, speeches, and literary works. The primary purpose of anaphora in this language is to emphasize an idea and focus the attention of the reader or listener on a specific subject. For example, *"I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident, that all men are created equal.' I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood."* — Martin Luther King, Jr. In this example, the phrase *"I have a dream"* is repeated, which strengthens Martin Luther King Jr.'s hopes and aspirations. Anaphora creates a strong impact in his speech, focusing the listener's attention on a single idea. In German, anaphora is widely used in philosophical, poetic, and dramatic texts. This figure enhances musical rhythm and focus through the repetition of words or phrases. *"Er war ein Mann, ein Mann, der wusste, was er wollte. Er war ein Mann, der nie zögerte."* (He was a man, a man who knew what he wanted. He was a man who never hesitated.) In this example, the phrase *"Er war ein Mann"* is repeated. Anaphora here

is used to emphasize the character of the man, his determination, and his confidence in achieving his goal. In Uzbek, anaphora is widely used in poetry, folk oral traditions, and artistic texts. This figure enhances the impact of the text through its rhythmic structure. *"Yurakda dard, yurakda qayg'u, yurakda umid."* In this example, the word *"yurakda"* is repeated. With the help of anaphora, the author Erkin Vohidov intensifies the inner state of the character — pain, sorrow, and hope — and directs the reader's attention to these emotions.

Epiphora - This is a stylistic figure that involves the repetition of one or more words or phrases at the end of a sentence. As the reverse of anaphora, epiphora uses words or phrases that are repeated at the end of a sentence. Epiphora is primarily used in speech, poetry, and literary works to emphasize and intensify an idea or emotion. This figure draws the reader's or listener's attention to a specific thought and enhances its impact. In English, epiphora is used in many famous speeches and literary works. Through this figure, the attention is drawn to the end of the sentence, and a particular idea is intensified. *"...and that government of the people, by the people, for the people shall not perish from the earth."* — Abraham Lincoln, Gettysburg Address. Here, the phrase *"the people"* is repeated at the end of the sentence. Through epiphora, Abraham Lincoln emphasizes the importance of government and strengthens the role of the people in governance. In German, epiphora is especially common in dramatic works and poetry. Through epiphora, words or phrases are repeated at the end of a sentence, which enhances expressiveness. Epiphora often strengthens a character's confidence, power, and invincibility. For example, *"Er wusste, dass er stark war, er wusste, dass usta edi, er wusste, dass er unüberwindlich war."* (He knew that he was strong, he knew that he was a master, he knew that he was

invincible.) In this example, the phrase *"er wusste, dass"* is repeated at the end of the sentence, and epiphora here enhances the character's confidence, strength, and invincibility. In Uzbek, epiphora is used in poetry, dramatic works, and speeches or addresses. With the help of epiphora, the reader's or listener's attention can be directed to a specific idea.

Parallelism - This stylistic figure involves using several elements in the same syntactic structure or style to enhance the impact of speech. Through parallelism, a particular idea or image can be repeated and intensified. This figure is primarily used in poetry, formal texts, and proverbs. Parallelism can make the text rhythmic, enhance its impact, and direct the reader's attention to a particular idea or image. In English, parallelism is often used to make speech more impactful and to draw the reader's attention to a particular subject. It is widely used in poetry, speeches, and literary works. *"I came, I saw, I conquered."* — Julius Caesar. In this example, the phrases *"I came," "I saw," "I conquered"* are repeated in the same structure. The sequence of these actions enhances the speed and simple yet powerful impact of Caesar's victory. In German, parallelism is often found in poetic and dramatic works as well as in formal speeches. This figure uses rhythmic and alternating structures. *"Er kommt, er sieht, er siegt."* In this example, the phrases *"er kommt," "er sieht," "er siegt"* are repeated in the same syntactic structure. This structure in German, similar to the English example, emphasizes the rapid and determined process of accomplishing a task. In Uzbek, parallelism is primarily used in poetry, proverbs, and other literary works. This figure is used to focus the reader's attention on a particular subject and enhance the image. *"Yurakda dard, dilda qayg'u, ko'zda yosh."* In this example, the words *"yurakda," "dilda,"* and *"ko'zda"* are repeated in parallel structure.

With parallelism, the inner state of the character — pain, sorrow, and tears — is connected and their intensification is shown.

Inversion - It is known that there is a certain order to sentence elements, but sometimes the specific order of a sentence is altered, meaning that the arrangement of sentence elements is changed by the creator's intention. This usually happens in the language of poetry. As a result, inversion occurs. Inversion is considered a characteristic of oral and literary style. In literary texts, it is used to bring the speech of characters closer to natural speech and to individualize their language. Let's look at some examples: *Navbahor: ochildi gullar, sabza bo'ldi bog'lar/ Suhbat aylaylik, kelinglar, jo'ralar, o'rtoqlar.* (Muqimiy) *Shovulladi tun bo'yi shamol/ Qaldiroqlar ko'chdi larzakor/ Shivirlading yonimda xushhol/ "Yana keldi, do'stginam, bahor."* (A. Oripov). This figure creates new layers of meaning by breaking the usual syntactic order. In English, inversion is more commonly used in poetry, literary works, and impactful speeches. Typically, the word order in English is: Subject + Verb + Object. Inversion creates a strong effect by altering this order. *"Into the valley of Death rode the six hundred."* — Alfred, Lord Tennyson, *The Charge of the Light Brigade.* Here, the phrase *"Into the valley of Death"* is placed at the beginning of the sentence. Normally, the sentence in English might be structured as *"The six hundred rode into the valley of Death."* By using inversion, this structure creates a powerful image about the fate of the soldiers heading into the valley of Death. In German, inversion is less common because German syntax is generally more rigid. However, inversion is often used in literary works and poetry. *"In den stillen Nächten, durch die dunklen Wälder ging der Wanderer."* In this example, *"In den stillen Nächten"* (In the quiet nights) is placed at the beginning of

the sentence. Normally, in German, it might be *"Der Wanderer ging durch die dunklen Wälder in den stillen Nächten."* In this case, inversion creates an imaginative, mysterious, and mystical atmosphere. In Uzbek, inversion is often used in poetry and proverbs. It is employed to intensify meaning and direct the reader's attention to a specific aspect by altering the sentence structure. *"Boshimda qorong'ulik, yuragimda to'kilgan yomg'ir."* In this example, the words *"Boshimda"* and *"yuragimda"* are swapped. Normally, the sentence would be *"Yuragimda to'kilgan yomg'ir, boshimda qorong'ulik."* With inversion, the heaviness of the inner state and the darkness are intensified.

Conclusion: The analysis reveals that in all types of syntactic figures, the meaning of the components used plays a crucial role. These figures enhance the individuality of the author's speech, providing emotional color to the text. They serve both as tools for shaping artistic speech and as means to connect different syntactic units around a central theme or stylistic goal. English uses these figures predominantly for creating persuasive speech. Despite its rigid syntactic structure, German employs these figures in poetic and philosophical texts. Uzbek, with its rich tradition of oral folk art and poetry, makes extensive use of these figures in artistic and folk expressions.

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Typical Issues Of Network Administration

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Abstract
This scientific article provides a comprehensive analysis of typical issues in network administration. It details the role of network administrators, the most common problems (performance degradation, security threats, connectivity issues, and configuration errors), their causes, consequences, and modern solutions. Based on 2024-2025 statistics from Gartner, Cisco, Verizon, and IBM reports, the frequency of issues, business impact, and effective solutions are examined. Enriched with a table, the article offers practical recommendations for network specialists, students, and IT professionals.
Keywords: network administration, network performance, cybersecurity threats, connectivity issues, configuration errors, network monitoring, QoS, zero-trust, SD-WAN, AIOps, emergency diagnostics, automation, multicloud networking.

Annotatsiya
Ushbu ilmiy maqola tarmoqni administratorlashning tipik masalalarini keng qamrovli tahlil qiladi. Maqolada tarmoq administratorlarining roli, eng keng tarqalgan muammolar (ishlash pasayishi, xavfsizlik tahdidlari, ulanish va konfiguratsiya xatolari), ularning sabablari, oqibatlari va zamonaviy yechimlari batafsil yoritilgan. 2024-2025 yillar statistikasi (Gartner, Cisco, Verizon hisobotlari) asosida muammolarning chastotasi, biznesga yetkazadigan zarari va samarador yechimlar ko'rib chiqilgan. Jadval bilan boyitilgan bo'lib, maqola tarmoq mutaxassislariga, talabalar va IT xodimlariga amaliy tavsiyalar beradi.
Kalit so'zlar: tarmoq administratorlash, network performance, cybersecurity threats, connectivity issues, configuration errors, network monitoring, QoS, zero-trust, SD-WAN, AIOps, shoshilinch diagnostika, avtomatlashtirish, multicloud networking.

KIRISH: Zamonaviy raqamli iqtisodiyotda korporativ tarmoqlar biznes jarayonlarining asosiy infratuzilmasi hisoblanadi. Routerlar, switchlar, firewalllar, SD-WAN, bulutli xizmatlar (AWS, Azure, Google Cloud), IoT qurilmalar va AI integratsiyalari tarmoqlarni tobora murakkablashtirmoqda. Tarmoq administratorlari tarmoqning barqaror ishlashi, xavfsizligi, samaradorligi va yangi tahdidlarga moslashuvini ta'minlashga mas'ul. Biroq, raqamli transformatsiya, masofaviy ish rejimi, IoT qurilmalarining millionlab soni va AI asosidagi tahdidlar bilan bog'liq holda ko'plab tipik muammolar yuzaga kelmoqda.

Gartner Strategic Roadmap for Enterprise Networking 2025 hisobotiga ko'ra, tarmoq muammolarining 70% dan ortig'i ishlash pasayishi va xavfsizlik tahdidlariga bog'liq bo'lib, korporativ tarmoqlarda bandwidth sarfi yiliga o'rtacha 30-50% ga o'smoqda. Cisco Cybersecurity Readiness Index 2025 ma'lumotlariga ko'ra, DDoS hujumlari soni o'tgan yilga nisbatan 31% oshgan, kibertahdidlar natijasidagi ma'lumotlar oqishi o'rtacha narxi 4.88 million dollarga yetgan (IBM Cost of a Data Breach Report 2025). Verizon Data Breach Investigations Report 2025 da qayd etilishicha, breachlarning 68% i inson omili (phishing, zaif parollar) bilan bog'liq.

Bundan tashqari, multicloud va gibrid tarmoqlarning kengayishi konfiguratsiya xatolarini 10-15% ga oshirgan, bu esa downtime (tarmoq ish to'xtashi) ga olib kelib, korxonalarga soatiga o'rtacha 300

ming dollar zarar yetkazmoqda (Gartner taxmini).

Ushbu maqolaning maqsadi – tarmoq administratorlashning tipik masalalarini chuqur tahlil qilish, ularning sabablari, statistik ko'rsatkichlari, oqibatlari va zamonaviy yechimlarini ko'rib chiqishdan iborat.

Maqsadga erishish uchun vazifalar:

• Tarmoq administratorining roli va muammolar evolyutsiyasini ko'rib chiqish.

• Asosiy muammo turlarini tasniflash va statistik tahlil qilish.

• Klinik (amaliy) qo'llanilish va dolzarb muammolarni o'rganish.

Korporativ tarmoq sxemasi.
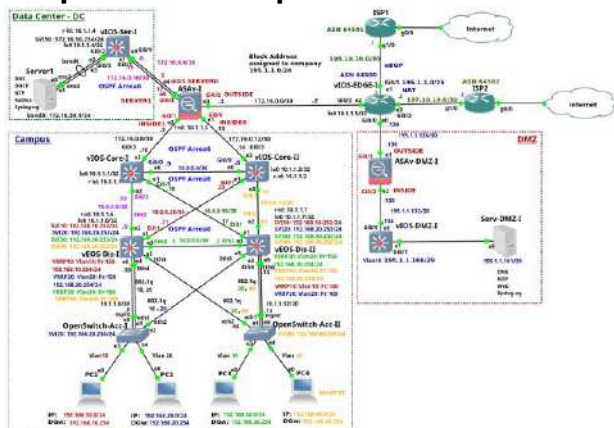
Tarmoq administratorlashning tipik masalalari haqidagi ilk tasavvurlar va evolyutsiyasi: Tarmoqlarning dastlabki shakllari 1960-1970 yillarda ARPANET loyihasi bilan boshlangan bo'lib, o'sha paytda muammolar asosan fizik ulanish va oddiy routing bilan bog'liq edi. 1980-1990 yillarda LAN va WAN texnologiyalari paydo bo'lishi bilan IP konfliktlari va bandwidth cheklovlari dolzarb bo'ldi. 1990-yillarda Internetning global kengayishi viruslar, wormlar va hacking tahdidlarini keltirib chiqardi.

2000-yillarda Wi-Fi (802.11 standartlari) va mobil tarmoqlar interferensiya, signal zaifligi va roaming muammolarini yaratdi. 2010-yillarda bulut texnologiyalari (cloud computing) va IoT qurilmalarining ko'payishi visibility (ko'rinish) yetishmasligi va xavfsizlik teshiklarini oshirdi. 2020-

yillarda pandemiya sababli masofaviy ish rejimining kengayishi VPN overload va latency muammolarini keltirdi.

2025 yil holatiga ko'ra, AI asosidagi tahdidlar (masalan, GenAI phishing) va multicloud muhitlari yangi qiyinchiliklar yaratmoqda. Gartner bashoratiga ko'ra, 2027 yilga borib yangi SD-WAN xaridlarining 65% single-vendor SASE (Secure Access Service Edge) platformalari doirasida bo'ladi, bu zero-trust modelini majburiy qiladi.

Zamonaviy tarmoq administratorlashda tipik masalalarning roli: Tipik muammolar tarmoqning downtime ga olib kelib, biznes samaradorligini pasaytiradi va millionlab dollar zarar yetkazadi. Muvaffaqiyat real vaqtda monitoring (NPM – Network Performance Monitoring), avtomatlashtirish va tezkor diagnostikaga bog'liq. Diagnostika jarayoni quyidagi bosqichlarni o'z ichiga oladi: muammoni aniqlash (ping, traceroute), sababni tahlil qilish (SNMP, NetFlow), yechim qo'llash va monitoring orqali tekshirish.

Tarmoq muammolarini diagnostika qilish oqim sxemasi
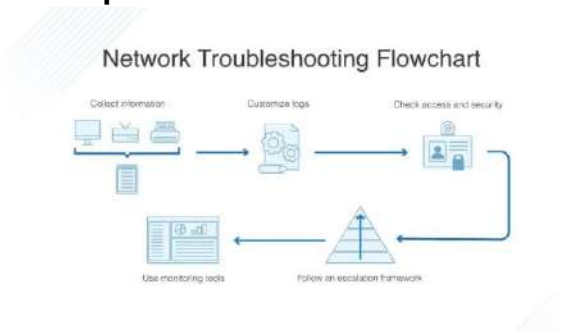
Asosiy muammo turlari va tahlili

1. Ishlash pasayishi (Performance Degradation) Sabablari: Yuqori trafik yuklanishi, bottlenecklarni (tor joylar), eskirgan qurilmalar, latency oshishi, packet loss. Oqibatlari: Foydalanuvchi tajribasining yomonlashishi, ish samaradorligi pasayishi, VoIP va video konferensiyalarda uzilishlar. Statistika: Korxona tarmoqlarida muammolarning 35% i (Gartner 2025). Bandwidth sarfi IoT va 4K video tufayli yiliga

40% ga o'smoqda. Yechimlar: QoS (Quality of Service) sozlamalari, traffic shaping, SD-WAN integratsiyasi, NPM vositalari (SolarWinds, PRTG) orqali real vaqtda monitoring.

2. Xavfsizlik tahdidlari (Security Threats)
Sabablari: DDoS hujumlari, ransomware, phishing, zero-day zaifliklar, insider threats, zaif parollar va default konfiguratsiyalar. Oqibatlari: Ma'lumotlar oqishi, tarmoq to'xtashi, moliyaviy zararlar. Statistika: Muammolarning 40-68% i (Cisco 2025), breachlarning 82% i cloud muhitlarda sodir bo'lmoqda. Yechimlar: Zero-Trust modeli, SASE platformalari, IDS/IPS tizimlari, muntazam vulnerability scanning, AI asosidagi threat detection.

3. Ulanish muammolari (Connectivity Issues) Sabablari: Fizik kabel shikastlanishi, Wi-Fi interferensiyasi, IP konfliktlari, DNS xatolari, VLAN misconfigurations, routing looplar. Oqibatlari: Qurilmalar tarmoqqa ulana olmasligi, intermittent connectivity. Statistika: 15% muammolar (SolarWinds survey). Yechimlar: Ping, traceroute, Wireshark vositalari bilan diagnostika, kabel testerlar, DHCP monitoring.

4. Konfiguratsiya va boshqaruv muammolari Sabablari: Qo'lda sozlash xatolari, hujjatlashtirishning yo'qligi, qurilmalar sonining ko'payishi (scale problem). Oqibatlari: Konfliktlar, xavfsizlik teshiklari, qiyin troubleshooting. Statistika: 10-15% muammolar (Puppet State of DevOps Report). Yechimlar: Network Automation (Ansible, Terraform), Intent-based Networking, Git asosidagi configuration management (NetDevOps).

Asosiy muammolar, statistikasi va yechimlar (2024-2025 yillar ma'lumotlari asosida)

№	Muammo turi	Chastotasi (%)	Asosiy sababi	Oqibatlari (taxminiy zarar)	Tavsiya etilgan yechim	Samaradorligi (%)	Vosita misollari
1	Xavfsizlik tahdidlari	40-68	DDoS, malware, phishing	$4.88 mln/breach, downtime	Zero-Trust, SASE, AI threat detection	90	Cisco SecureX, Palo Alto, Splunk SIEM
2	Ishlash pasayishi	35	Yuqori trafik, bottlenecks	Soatiga $300k zarar	NPM, QoS, SD-WAN	80-85	SolarWinds NPM, PRTG, Cisco DNA Center
3	Ulanish muammolari	15	Fizik/mantiqiy xatolar, DNS	Intermittent access	Diagnostika vositalari	95	Ping, Traceroute, Wireshark
4	Konfiguratsiya xatolari	10-15	Qo'lda boshqaruv, scale	Konfliktlar, security gaps	Avtomatlashtirish, NetDevOps	85	Ansible, Terraform, GitOps

Farmakologiya va biotexnologiya o'rniga IT sohasidagi yutuqlar: AIOps (AI-driven network operations) anomalialarni avtomatik aniqlaydi, GenAI initial konfiguratsiyalarning 25% ni egallashi kutilmoqda (Gartner 2027). NaaS (Network-as-a-Service) va sustainable networking (energiya tejamkor tarmoqlar) rivojlanmoqda. Nano-tuzilmalar va quantum networking kelajakda latency ni nolga yaqinlashtirishi mumkin. Tadqiqotlar multicloud visibility va AI fortification ga qaratilgan.

XULOSA: Tarmoq administratorlashning tipik masalalari texnologiyalar rivoji bilan murakkablashmoqda, ammo zero-trust modellari, avtomatlashtirish, AIOps va SASE platformalari ularni 80-90% ga kamaytirishi mumkin. Kompleks yondashuv – doimiy monitoring, xavfsizlik integratsiyasi va diagnostika – muhim. Administratorlar doimiy o'rganish (skills upskilling) va zamonaviy vositalardan foydalanish orqali muammolarni oldindan bartaraf etishlari lozim. Kelajakda multicloud, AI va 6G tarmoqlari yangi standartlarni belgilaydi, shuning uchun tayyorgarlik bugundanoq boshlanishi kerak.

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Integrative Didactic Approaches To The Development Of Communicative Competence In Foreign Language Education

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Abstract
In contemporary foreign language pedagogy, the development of communicative competence has become a central educational objective, reflecting the shift from knowledge-based to performance-oriented learning paradigms. This article explores four key methodological approaches—activity-based, learner-centered, competency-based, and contextual approaches—that underpin effective communicative competence formation. Each approach represents a distinct dimension of modern didactics, contributing to the holistic development of linguistic, sociolinguistic, and pragmatic abilities. Drawing on both international research and Ahmedova's (2020) didactic principles, the article emphasizes that the integration of these approaches creates a dynamic, interactive, and learner-responsive environment essential for real communication and intercultural interaction.
Keywords: communicative competence, activity-based learning, learner-centered approach, competency-based approach, contextual approach, foreign language pedagogy.

Introduction. The development of communicative competence in foreign language education represents one of the most significant challenges and priorities in contemporary pedagogy. In the 21st century, global interconnectedness, international mobility, and the pervasive influence of digital technologies have redefined the purposes and practices of language learning. As Richards and Rodgers note, modern language teaching has moved beyond the transmission of grammatical rules to embrace the development of communicative, intercultural, and digital literacies that enable learners to participate effectively in global communication networks [17]. Communicative competence, a concept first articulated by Hymes [11], extends Chomsky's [5] notion of linguistic competence by integrating sociolinguistic, discourse, and strategic dimensions. This shift underscores that successful language learning involves not only mastery of grammatical structures but also the ability to use language appropriately in diverse social, cultural, and professional contexts [4]. In this regard, communicative

competence embodies the holistic integration of linguistic accuracy, pragmatic adaptability, and sociocultural awareness.

Main part. Ahmedova emphasizes that the effective development of communicative competence requires a well-structured didactic framework grounded in consistent methodological principles. According to her, communicative language education should be based on the integration of activity-based, learner-centered, competency-based, and contextual approaches—each contributing distinct yet complementary dimensions to the language learning process. These approaches collectively ensure that instruction is meaningful, adaptive, and oriented toward real-life communication outcomes [1].

The activity-based approach (ABA) stems from the foundational assumption that language is most effectively acquired through meaningful use and socially mediated interaction, rather than through rote memorization of grammatical structures. Rooted in Vygotsky's [23] sociocultural theory and Leontiev's [13] activity theory, ABA conceptualizes learning as a dynamic process of constructing

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knowledge through purposeful and goal-oriented activities. Within this paradigm, cognition and language development occur through participation in communicative tasks that mirror authentic social interactions.

In the realm of foreign language pedagogy, this approach posits that learners develop communicative competence by engaging in activities that replicate real-life communication—such as role plays, debates, simulations, collaborative projects, and task-based interactions [8]. According to Littlewood, communicative tasks "enable learners to express meaning, not merely manipulate structures" [14]. In this way, the classroom becomes a microcosm of authentic social discourse, where meaning-making and linguistic expression are inseparable.

From a didactic perspective, activity-based instruction encourages active participation, problem-solving, and peer collaboration, which in turn fosters deeper cognitive processing and long-term retention. Learners acquire grammatical and lexical forms incidentally as they strive to accomplish communicative objectives [20]. As Ahmedova [1] observes, experiential forms of learning enhance not only fluency but also the integration of linguistic, pragmatic, and sociocultural components of communicative competence—elements essential to functioning effectively in real-world interactions. Consequently, ABA represents a cornerstone of modern communicative language teaching (CLT), aligning instructional design with authentic communication as both the means and the end of language learning.

The learner-centered approach (LCA) signifies a paradigmatic shift from teacher-dominated instruction toward individualized, student-driven, and experiential learning. Drawing from humanistic educational philosophy [17] it perceives learners as autonomous, self-directed, and socially situated individuals whose personal experiences and motivations are integral to the learning process.

In foreign language education, this approach emphasizes the diversity of learners' psychological, cognitive, and sociocultural characteristics, including learning styles, motivation levels, and prior linguistic experience [3]. LCA encourages differentiation of learning tasks, scaffolded support, and adaptive feedback mechanisms to cater to each learner's needs and pace of development. Through such personalization, students are empowered to take ownership of their learning trajectories, promoting self-regulation and reflective awareness.

According to Ahmedova [1] personalization and emotional engagement are key factors in communicative competence development. When instruction aligns with learners' interests, goals, and socio-affective profiles, intrinsic motivation is activated, leading to increased readiness for communication and greater willingness to participate in authentic discourse. This resonates with Ushioda's "person-in-context relational view" of motivation, which situates learner engagement within social and cultural contexts of meaning. Hence, the learner-centered paradigm contributes not only to linguistic development but also to the formation of confident, autonomous communicators capable of adapting language use across diverse intercultural settings [22].

The competency-based approach (CBA) situates communicative competence as a measurable, performance-based educational outcome rather than an abstract theoretical construct. Emerging in the 1980s as part of outcome-oriented education reforms, CBA underscores the importance of demonstrable skills, observable behaviors, and real-world application of knowledge [17]. In language education, it shifts the focus from the

accumulation of linguistic knowledge to the ability to perform communicative tasks effectively and appropriately in authentic social and professional contexts.

CBA is consistent with global frameworks such as the Common European Framework of Reference for Languages (CEFR) [6], which articulates language proficiency in terms of action-oriented descriptors combining knowledge, skills, and attitudes. Within this model, learners are not assessed by their grammatical accuracy alone but by their communicative performance—writing reports, conducting interviews, participating in debates, or negotiating meaning across cultures.

Ahmedova (2020) asserts that competency-based instruction "transforms linguistic knowledge into functional communicative ability," emphasizing the practical applicability of learning outcomes [1]. Learners progress from declarative understanding to procedural competence, demonstrating their ability to employ linguistic resources flexibly across contexts [2]. Furthermore, by embedding authentic assessment—including portfolios, peer evaluations, and task-based testing—CBA fosters learners' reflective awareness and adaptability, bridging the gap between academic preparation and professional communication demands. This alignment with lifelong learning principles renders CBA particularly relevant to the demands of the 21st-century global labor market [16].

The contextual approach (CA) conceptualizes language as an inherently situated and functional system, shaped by the interplay between linguistic forms, communicative intentions, and the social contexts in which they occur. Drawing on Halliday's systemic-functional linguistics, this approach posits that meaning arises through the integration of context of situation (field, tenor, mode) and context of culture. In this view, effective language learning entails understanding how linguistic choices vary according to audience, purpose, and setting [10].

Applied to foreign language pedagogy, CA emphasizes authenticity, contextual relevance, and discourse-level learning. Learners engage with texts, conversations, and communicative events drawn from real-life academic, professional, and intercultural contexts [19]. Through contextualized instruction, they acquire not only grammatical accuracy but also pragmatic awareness—knowing how to use language appropriately and sensitively in culturally diverse situations [21].

Ahmedova (2020) argues that contextualization strengthens the sociolinguistic and pragmatic dimensions of communicative competence by linking linguistic forms to meaningful, real-world applications. When language learning occurs through situated interaction—for example, in workplace simulations or intercultural communication projects—students internalize discourse conventions, register variations, and communicative norms aligned with actual usage. This integration of form, function, and context creates conditions for sustainable, contextually adaptive language mastery.

While each of the aforementioned approaches contributes uniquely to the development of communicative competence, their integration within a unified didactic system yields the most comprehensive pedagogical model. The activity-based approach develops practical fluency and interactional skills; the learner-centered approach ensures personalization and motivation; the competency-based approach translates linguistic knowledge into measurable performance; and the contextual approach embeds language use in meaningful, real-world situations.

Ahmedova's (2020) integrative didactic model synthesizes these approaches into a coherent framework emphasizing systematicity, goal orientation, and

adaptability. This synergy aligns with contemporary educational paradigms that prioritize learner autonomy, inclusivity, and digital literacy [25]. The incorporation of digital technologies—such as AI-driven feedback systems, adaptive learning platforms, and virtual simulations—further enhances the implementation of these approaches, making language instruction more interactive, data-informed, and globally accessible [9].

Such methodological and technological integration redefines communicative competence as a multidimensional construct, encompassing not only linguistic proficiency and pragmatic sensitivity but also digital and intercultural literacy. It positions foreign language education as a transformative process that prepares learners to engage confidently and ethically in the multilingual, technology-mediated communication environments of the 21st-century global society.

The development of communicative competence in foreign language education constitutes a fundamental objective of modern pedagogy, reflecting the paradigm shift from knowledge acquisition to performance-based and contextually grounded learning. The synthesis of four interrelated methodological approaches—activity-based, learner-centered, competency-based, and contextual—forms a coherent didactic framework that ensures a comprehensive and dynamic process of communicative competence formation.

The activity-based approach, rooted in sociocultural and activity theory provides the foundation for experiential learning, where language is acquired through purposeful and interactive engagement. It transforms the classroom into a communicative space that mirrors real-world language use, thereby enhancing learners' fluency, problem-solving ability, and collaboration skills [23].

The learner-centered approach, grounded in humanistic education (Rogers, 1983; Knowles, 1984), emphasizes learner autonomy, individual differences, and emotional engagement. It personalizes instruction according to learners' cognitive, motivational, and socio-affective profiles, stimulating intrinsic motivation and fostering the readiness to communicate. This paradigm aligns communicative competence development with the principles of self-directed and reflective learning, empowering students to become active participants in their linguistic growth.

The competency-based approach contributes a measurable, outcome-oriented dimension to language education, positioning communicative performance as the central indicator of learning achievement. By linking linguistic knowledge with authentic communicative tasks, it ensures that learners develop not only accuracy but also functional proficiency applicable to academic, professional, and intercultural contexts [17].

The contextual approach situates language learning within meaningful, real-life discourse environments. Grounded in Halliday's systemic-functional perspective, it emphasizes the pragmatic and sociocultural dimensions of language use, enabling learners to navigate communicative situations appropriately across diverse social and cultural settings. Through contextualization, students acquire sensitivity to discourse norms, register, and cultural conventions, thus developing adaptive communicative competence [10].

Integrated within a unified didactic system, these approaches yield a multidimensional model of communicative competence—one that unites linguistic proficiency, pragmatic adaptability, intercultural awareness, and digital literacy. Ahmedova's [1] didactic framework underscores the systemic coherence and adaptability of such integration, highlighting the pedagogical

synergy that arises when methodological and technological innovations intersect.

In the 21st century, characterized by globalization and digital transformation, communicative competence must encompass the ability to interact effectively in technology-mediated and intercultural environments. Hence, the integration of AI-driven feedback systems, adaptive learning platforms, and digital communication tools [25] extends traditional classroom practices into hybrid and virtual learning spaces. This not only enriches learners' communicative experiences but also equips them with the digital and intercultural literacies required for participation in the global knowledge society.

Conclusion. In conclusion, the fusion of activity-based, learner-centered, competency-based, and contextual approaches represents a scientifically grounded and pedagogically effective model for communicative competence development. It ensures that language learning becomes a holistic, adaptive, and transformative process—preparing learners for meaningful engagement in the interconnected, multilingual, and digitally enhanced world of today and tomorrow.

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Characteristics Of Preparing The Army For Combat Operations In The Time Of Amir Temur

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Abstract
This article analyzes the specific characteristics of preparing military forces for combat operations during the reign of Amir Timur in the 14th-15th centuries. According to the research findings, the military training system of Timur's era was among the most advanced and effective systems of its time, ensuring not only physical preparation but also strategic thinking, tactical mastery, and high discipline.
Keywords: military training, army organization, combat operations, military tactics, warrior preparation, strategic preparation, military discipline.

Annotatsiya
Ushbu maqola XIV-XV asrlarda Amir Temur davrida harbiy qo'shinlarni jangovar harakatlarga tayyorlashning o'ziga xos xususiyatlarini tahlil qiladi. Tadqiqot natijalariga ko'ra, Temur davri harbiy tayyorgarlik tizimi o'z davrining eng mukammal va samarali tizimlari qatoriga kirgan bo'lib, u nafaqat jismoniy tayyorgarlik, balki strategik fikrlash, taktik mahorat va yuqori intizomni ta'minlagan.
Kalit so'zlar: harbiy tayyorgarlik, qo'shin tashkili, jangovar harakatlar, harbiy taktika, jangchilar tayyorgarligi, strategik tayyorgarlik, harbiy intizom.

KIRISH

XIV asrning ikkinchi yarmida Markaziy Osiyo siyosiy xaritasida yuz bergan tub o'zgarishlar Amir Temur shaxsiyati va uning harbiy-siyosiy faoliyati bilan uzviy bog'liq bo'lgan. 1370-yilda hokimiyat tepasiga kelgan Amir Temur qisqa muddatda parchalangan hududlarni birlashtirish va ulkan saltanat barpo etish uchun kuchli, intizomli va yuqori malakali harbiy qo'shinga muhtoj edi [1]. Temurning harbiy yutuqlari tasodifiy emas, balki mukammal tashkil etilgan harbiy tayyorgarlik tizimining mahsuli bo'lgan. XIV-XV asrlarda Yevropa va Osiyo mamlakatlarida turli harbiy tizimlar mavjud bo'lsa-da, Amir Temur o'zining harbiy qo'shinini tayyorlashda o'ziga xos, ijodiy va samarali yondashuvlarni ishlab chiqqan [2]. Uning harbiy islohotlari nafaqat o'z davri, balki keyingi asrlar uchun ham ahamiyatli tajriba bo'lib qoldi. Temur davri harbiy san'atining o'rganilishi zamonaviy harbiy tarix fanining muhim yo'nalishlaridan biri hisoblanadi, chunki bu davr harbiy tashkilotchilik, strategiya va taktikaning

mukammal uyg'unligini namoyon etadi. Tadqiqotning dolzarbligi Amir Temur davridagi harbiy tayyorgarlik tizimining tarixiy ahamiyatini baholash, uning o'ziga xos jihatlarini aniqlash va o'rta asrlar harbiy san'ati tarixidagi o'rnini belgilashdan iboratdir.

METODOLOGIYA VA ADABIYOTLAR TAHLILI

Tadqiqot jarayonida tarixiy-tahliliy metod, qiyosiy-tipologik tahlil va manbalar tanqidi metodlaridan foydalanildi. Asosiy manba sifatida Sharafuddin Ali Yazdiyning "Zafarnoma"si, Nizomuddin Shomiyning tarixiy asarlari, shuningdek, o'rta asrlar tarixchilari Ibn Arabshoh va Klaviho kabi mualliflarning asarlari xizmat qildi [3]. Zamonaviy tadqiqotlar orasida V.V. Bartoldning, B.A. Axmedovning, R.G. Mukminova va E.A. Davidovich kabi taniqli sharqshunoslarning asarlari muhim ahamiyat kasb etadi [4]. Xorijiy tadqiqotchilardan Beatrice Forbes Manzning "The Rise and Rule of Tamerlane" asari, H.R. Roemer va John E.

Woods kabi tarixchilarning tadqiqotlari tahlilga tortildi [5].

Adabiyotlar tahlili shuni ko'rsatadiki, Amir Temur davridagi harbiy tizim haqida turli qarashlar mavjud. Ba'zi tadqiqotchilar Temurning harbiy muvaffaqiyatlarini asosan shaxsiy qobiliyati va raqiblarining zaifligiga bog'lasalar, boshqalari esa mukammal tashkil etilgan harbiy tizim va innovatsion yondashuvlarni ta'kidlaydilar [6]. Rus tarixchisi V.V. Bartold Temurning harbiy san'atini o'rganib, uning qo'shinini tashkil etish va boshqarishda mo'g'ul an'analari bilan islom harbiy tafakkurini uyg'unlashtirganligini qayd etadi. O'zbek tarixchisi B.A. Axmedov Temur davridagi harbiy islohotlar tizimini tahlil qilib, qo'shinning o'nli tizim asosida tashkil etilganligi, qat'iy intizom va muntazam mashg'ulotlar tizimining ahamiyatini ta'kidlaydi [7].

Zamonaviy tadqiqotlarda Temur davri harbiy tayyorgarligining bir necha asosiy yo'nalishlari ajratiladi: birinchidan, jismoniy tayyorgarlik va harbiy ko'nikmalarni shakllantirish; ikkinchidan, strategik va taktik fikrlashni rivojlantirish; uchinchidan, qat'iy intizom va bo'ysunish madaniyatini shakllantirish; to'rtinchidan, ruhiy-ma'naviy tayyorgarlik va g'alaba ishonchini kuchaytirish [8]. Ibn Arabshoh, garchi Temurga tanqidiy yondashgan bo'lsa-da, uning harbiy qobiliyati va qo'shinini tayyorlashdagi mahoratini tan oladi [9]. Zamonaviy g'arb tarixshunosligi Temurning harbiy strategiyasini klassik o'rta asr harbiy san'atining cho'qqisi deb baholaydi, uning tezkor manevrlar, razvedka tizimi va psixologik bosim usullaridan mohirona foydalanganligini ta'kidlaydi [10].

NATIJALAR VA MUHOKAMA

Tarixiy manbalar va ilmiy adabiyotlar tahlili asosida Amir Temur davridagi qo'shinni jangovar harakatlarga tayyorlash tizimining quyidagi o'ziga xos xususiyatlari aniqlanadi. Birinchi va eng muhim jihat – qo'shinning tashkiliy tuzilmasi bo'lib, u o'nli tizim (tuman

– ming – yuz – o'n) asosida qurilgan edi. Har bir birlik o'z sardori tomonidan boshqarilar, lekin umumiy boshqaruv markazlashtirilgan va ierarxik tuzilgan edi. Bu tizim nafaqat samarali boshqaruvni, balki tez mobilizatsiya va harakatlanishni ham ta'minlardi. Har bir askar o'z o'rnini, vazifasini va komandir zanjirini aniq bilardi, bu esa jangovar sharoitda tartib va intizomni saqlashga imkon berardi. Qo'shin tarkibi etnografik va geografik jihatdan turlicha bo'lsa-da, Temur ularni yagona harbiy mexanizmga aylantira olgan. Turk, mo'g'ul, tojik, fors va arab jangchilari bir maqsad – Temur davlatining kengayishi va mustahkamlanishi uchun birga xizmat qilishgan.

Jangchilarni tayyorlash jarayoni yoshlikdan boshlanar va umrbod davom etardi. Yosh o'g'il bolalar otliq harbiy san'atning asoslarini o'rgana boshlashar, asta-sekin murakkabrog harakatlarga o'tashar edi. Asosiy e'tibor ot minish mahorati, kamondan otish, qilich va nayzadan foydalanishga qaratilgan. Temur davridagi jangchi nafaqat yakka tartibda kurashishga, balki jamoa tarkibida muvofiqlashgan harakatlar bajarishga ham qodir bo'lishi kerak edi. Harbiy mashg'ulotlar doimiy xarakterga ega bo'lib, tinchlik davrida ham to'xtatilmasdi. Bu mashg'ulotlar ichida eng muhimlari harbiy manevrlar, ya'ni keng miqyosda tashkil etiladigan, real janglarga taqlid qiladigan amaliy mashg'ulotlar edi. Manbalar shuni ko'rsatadiki, Temur muntazam ravishda katta harbiy manevrlar o'tkazib turardi, unda minglab jangchilar ishtirok etib, jangovar vaziyatlarni simulyatsiya qilishardi. Bu mashg'ulotlar nafaqat jismoniy tayyorgarlikni, balki strategik tafakkurni ham rivojlantirishga xizmat qilardi.

Harbiy intizom Temur qo'shinining asosiy kuchi bo'lib, u qat'iy qonunlar va jazolar tizimi orqali ta'minlanardi. Harbiy jinoyatlar – qochish, bo'ysunmaslik, mas'uliyatsizlik – qattiq jazolardi, hatto o'lim jazosigacha.

Ammo bir vaqtning oʻzida, Temur gʻalabalar va jasoratli harakatlar uchun saxiy mukofotlar berardi, bu esa jangchilarni ragʻbatlantirish tizimining muhim qismi edi. Mukofotlar nafaqat moddiy (oliblar, yer-mulk), balki maʼnaviy (unvonlar, sharaf) xarakterga ega edi. Bu ikki tomonlama tizim – qatʼiy jazolar va saxiy mukofotlar – yuqori motivatsiya va intizomni taʼminlardi. Temur shuningdek, harbiy razvedka va axborot yigʻish tizimiga katta eʼtibor berardi. Har bir yirik yurishdan oldin batafsil razvedka ishlariga, dushman kuchlari, hudud xususiyatlari va mumkin boʻlgan strategik ustunliklar haqida maʼlumot toʻplashga katta resurslar sarflanardi.

Jangchilarning ruhiy-maʼnaviy tayyorgarligi ham muhim oʻrin tutardi. Temur oʻz qoʻshiniga islom gʻoyalarini singdirish orqali ularda diniy motivatsiya va gʻalaba ishonchini uygʻotardi. Har bir yirik yurishdan oldin duolar oʻqilardi, ulamo va sufiylar qoʻshinni ruhlantirish uchun jalb qilinardi. Ammo bu diniy gʻoya bilan birga, Temur oʻzining shaxsiy xarizmasidan ham foydalanardi – uning yetakchilik qobiliyati, harbiy dahosi va adolati jangchilarda chuqur hurmat va sodiqlik tuygʻusini uygʻotardi. Temurning oʻzi doimiy ravishda qoʻshin bilan birga boʻlardi, janglar paytida oldinga chiqib, shaxsiy namuna koʻrsatardi. Bu yetakchilik uslubi jangchilar oʻrtasida yuqori ruhiy kuchlanish va jangovarlikni taʼminlardi.

Qiyosiy tahlil shuni koʻrsatadiki, Temur davridagi harbiy tayyorgarlik tizimi oʻz davridagi Yevropa va Sharq davlatlarining tizimlaridan bir qator jihatlari bilan ustun turardi. Yevropa ritsarlari asosan individual jangovarlikka tayanishsa, Temur qoʻshini jamoa muvofiqligiga asoslangan edi. Mamluk sultonligi qoʻshini yuqori malakaga ega boʻlsa-da, strategik moslashuvchanlikda Temur qoʻshinidan qolishardi. Xitoy Ming sulolasi qoʻshini sonli ustunlikka ega boʻlsa-da, manevrlilik va taktik innovatsiyalar jihatidan Temur

qoʻshiniga yetolmasdi. Temurning harbiy sanʼatidagi asosiy yutuqi – turli madaniyatlar va harbiy anʼanalarning eng yaxshi tomonlarini birlashtirish, ularni oʻz maqsadlariga moslashtirishda koʻriladi.

XULOSA

Tadqiqot natijalari shuni koʻrsatadiki, Amir Temur davrida qoʻshinni jangovar harakatlarga tayyorlash tizimi oʻz davri uchun eng ilgʻor va samarali tizimlardan biri boʻlgan. Bu tizimning oʻziga xosligi bir necha asosiy omillarda namoyon boʻladi: mukammal tashkiliy tuzilma, muntazam va intensiv mashgʻulotlar tizimi, qatʼiy intizom va adolatli mukofotlash mexanizmi, yuqori darajadagi razvedka va strategik rejalashtirish, jangchilarning kompleks tayyorgarligi (jismoniy, texnik, ruhiy-maʼnaviy), texnologik innovatsiyalar va mukammal logistika tizimi. Temurning harbiy muvaffaqiyatlari tasodifiy emas, balki uning harbiy tayyorgarlik tizimining mantiqiy natijasi boʻlgan. U nafaqat qoʻshinni samarali tashkil etish, balki har bir jangchida gʻalaba ruhini singdirish, yuqori motivatsiya va sodiqlikni taʼminlash orqali oʻz davridagi eng kuchli harbiy mexanizmni yaratgan. Bu tizim keyingi asrlarda Temur vorislari tomonidan davom ettirildi va oʻrta asrlar harbiy sanʼati tarixida muhim oʻrin egalladi. Zamonaviy harbiy tarix fanining nuqtai nazaridan, Temur davridagi harbiy tayyorgarlik tajribasi yetakchilik, tashkilotchilik, strategik fikrlash va insoniy resurslarni boshqarish sohasida qimmatli darslar beradi.

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The Essence Of Patriotical Education Of Youth

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Abstract
This article analyzes the theoretical foundations, pedagogical aspects and modern approaches to educating young people in the spirit of patriotism. The study examines the content, forms and methods of patriotic education, and also substantiates the importance of educating the younger generation as patriots in the context of national values and modern globalization. The results of the study show that for effective patriotic education, joint activities of educational institutions, family and society are necessary.
Keywords: patriotic education, national values, youth education, formation of civic consciousness, awareness of national identity, patriotism in education

Annotatsiya
Ushbu maqolada yoshlarni vatanparvarlik ruhida tarbiyalashning nazariy asoslari, pedagogik jihatlari va zamonaviy yondashuvlari tahlil qilingan. Tadqiqotda vatanparvarlik tarbiyasining mazmuni, shakllari va usullari ko'rib chiqilgan, shuningdek, milliy qadriyatlar va zamonaviy globallashuv sharoitida yosh avlodni vatanparvar qilib tarbiyalashning ahamiyati asoslantirilgan. Tadqiqot natijalari shuni ko'rsatadiki, samarali vatanparvarlik tarbiyasi uchun ta'lim muassasalari, oila va jamiyatning birgalikdagi faoliyati zarur hisoblanadi.
Kalit so'zlar: vatanparvarlik tarbiyasi, milliy qadriyatlar, yoshlar tarbiyasi, fuqarolik ongini shakllantirish, milliy o'zligini anglash, ta'limda vatanparvarlik

KIRISH

Zamonaviy jamiyat rivojlanishining muhim vazifalaridan biri yosh avlodni vatanparvar, o'z Vatanini sevadigan, milliy qadriyatlarni hurmat qiladigan va ularni saqlashga intiluvchi shaxs sifatida tarbiyalashdir. Globallashuv jarayonlari, axborot texnologiyalarining jadal rivojlanishi va turli madaniyatlarning o'zaro ta'siri sharoitida yoshlarning milliy o'zligini saqlash va vatanparvarlik tuyg'ularini mustahkamlash alohida ahamiyat kasb etmoqda [1]. Vatanparvarlik - bu nafaqat o'z yurtiga muhabbat tuyg'usi, balki davlat va jamiyat manfaatlarini shaxsiy manfaatlardan ustun qo'yish, millat tarixini bilish, uning yutuqlari bilan faxrlanish va kelajak avlodlar oldidagi mas'uliyatni his qilishdir [2].

Yoshlar tarbiyasida vatanparvarlik komponentining ahamiyati O'zbekiston Respublikasi ta'lim siyosatining asosiy yo'nalishlaridan biri sifatida belgilanған. Davlat ta'lim standartlari va tarbiyaviy dasturlarda milliy g'oya, milliy qadriyatlar va vatanparvarlik tarbiyasiga katta e'tibor qaratilmoqda [3]. Biroq, amaliyotda yoshlarni vatanparvarlik ruhida tarbiyalashning samarali mexanizmlarini ishlab chiqish va amalga oshirish muammolari mavjud bo'lib, bu masala chuqur nazariy tahlil va ilmiy asoslashni talab etadi. Tadqiqotning maqsadi yoshlarni vatanparvarlik ruhida tarbiyalashning nazariy-metodologik asoslarini ochib berish va zamonaviy sharoitda uning samarali yo'llarini aniqlashdan iboratdir.

METODOLOGIYA VA ADABIYOTLAR TAHLILI

Tadqiqotning metodologik asosini vatanparvarlik tarbiyasiga oid klassik va zamonaviy pedagogik nazariyalar, milliy va xorijiy olimlarning ilmiy ishlari tashkil etadi. Tadqiqot jarayonida qiyosiy-tahliliy, tizimli yondashuv va pedagogik tahlil metodlaridan foydalanilgan. Adabiyotlar tahlili o'zbek, rus va xorijiy manbalarni qamrab olgan bo'lib, vatanparvarlik tarbiyasining turli jihatlarini o'rganishga imkon berdi.

Vatanparvarlik tarbiyasining nazariy asoslari rus pedagogi V.A. Sukhomlinskiyning asarlarida keng yoritilgan bo'lib, u vatanparvarlikni insoniy fazilatlarning eng oliysi deb hisoblagan va bolalarda Vatan muhabbatini erta yoshdanoq shakllantirishning zarurligini ta'kidlagan [4]. Zamonaviy tadqiqotchilar, jumladan, A.N. Vyrshchikov va M.B. Kusmartsev vatanparvarlik tarbiyasini yaxlit pedagogik tizim sifatida ko'rib chiqib, uning maqsadli, mazmuniy va tashkiliy komponentlarini ajratib ko'rsatganlar [5]. Ularning fikricha, vatanparvarlik tarbiyasi shaxsning milliy o'zligini anglash, fuqarolik pozitsiyasini shakllantirish va ijtimoiy faollikni rivojlantirishni o'z ichiga olishi kerak.

O'zbek olimlari, xususan, pedagogika fanlari doktori R.Zh. Жuraev o'z tadqiqotlarida milliy qadriyatlar asosida tarbiyalashning o'ziga xos xususiyatlarini ko'rsatib, vatanparvarlik tuyg'ularini shakllantirish jarayonida milliy madaniyat, tarix va an'analarning rolini ta'kidlaydilar [6]. Milliy tarbiya tizimida vatanparvarlik nafaqat nazariy bilimlar berish, balki amaliy faoliyat orqali yosh avlodda Vatan oldidagi mas'uliyat hissini rivojlantirish orqali amalga oshirilishi zarurлиги qayd etiladi. Shuningdek, zamonaviy sharoitda vatanparvarlik tarbiyasi yoshlarning ijtimoiy-siyosiy faolligini oshirish, ularni davlat boshqaruviga jalb etish va fuqarolik jamiyati qurilishida ishtirok ettirishni nazarda tutishi kerak.

Xorijiy tajribalarni o'rganish shuni ko'rsatadiki, rivojlangan mamlakatlarda vatanparvarlik tarbiyasi milliy ta'lim tizimining ajralmas qismi bo'lib, u turli shakllar va usullarda amalga oshiriladi [7]. Masalan, AQShda vatanparvarlik tarbiyasi fuqarolik ta'limi (civic education) doirasida amalga oshirilib, yoshlarra demokratik qadriyatlar, konstitutsiyaviy huquqlar va majburiyatlar to'g'risida bilim beriladi. Evropa mamlakatlarida esa milliy identifikatsiya va yevrointegatsiya jarayonlarini muvozanatlash masalalari alohida e'tibor markazida turadi [8]. Bu tajribalarni o'rganish O'zbekiston uchun foydali bo'lishi mumkin, ammo milliy xususiyatlar va madaniy kontekstni hisobga olish zarur.

Pedagogik adabiyotlarda vatanparvarlik tarbiyasining asosiy yo'nalishlari sifatida tarixiy xotирани saqlash, milliy madaniyat va tilni rivojlantirish, fuqarolik ongini shakllantirish, mehnatsevarlik va mas'uliyat tuyg'ularini tarbiyalash ko'rsatiladi [9]. Vatanparvarlik tarbiyasining samaradorligi ta'lim muassasalari, oila va jamiyatning o'zaro hamkorligi, tarbiyaviy ishlarning tizimлилиги va uzluksizligi, zamonaviy pedagogik texnologiyalardan foydalanish bilan belgilanadi. Shuningdek, yoshlarning psixologik xususiyatlarini, ularning qiziqishlari va ehtiyojlarini hisobga olish muhim ahamiyatga ega.

NATIJALAR VA MUHOKAMA

Adabiyotlar tahlili va nazariy tadqiqot natijalari asosida yoshlarni vatanparvarlik ruhida tarbiyalashning quyidagi asosiy jihatlari aniqlanди. Birinchidan, vatanparvarlik tarbiyasi kompleks va ko'p qirrali jarayon bo'lib, u kognitiv, emotsional va faoliyat komponentlarini o'z ichiga oladi. Kognitiv komponent yoshlarga vatan tarixi, madaniyati, geografiyasi, davlat tuzilishi to'g'risida bilim berishni nazarda tutadi. Emotsional komponent Vatan muhabbati, milliy g'urur, o'z xalqiga tegishlilik hissi kabi tuyg'ularni shakllantirishga qaratilgan. Faoliyat komponenti esa yoshlarning amaliy ishtirokini, ijtimoiy foydali faoliyatini, fuqarolik pozitsiyasini namoyon etishini ta'minlaydi.

Ikkinchidan, zamonaviy sharoitda vatanparvarlik tarbiyasi milliy qadriyatlar va universal insoniy qadriyatlarning uyg'unligini ta'minlashi kerak. Yoshlar bir vaqtning o'zida o'z milliy o'zligini saqlagan holda, jahon hamjamiyatining faol a'zolari sifatida shakllanishi zarur [10]. Bu

globallashuv sharoitida milliy isolyatsiyaga yo'l qo'ymasdan, ochiq va rivojlanishga qodir milliy ongni shakllanturishni talab etadi. Shu nuqtai nazardan, vatanparvarlik tarbiyasi boshqa xalqlarga hurmat, tolerantlik va xalqaro hamkorlikka tayyorlik tuyg'ulari bilan to'ldirilishi kerak.

Uchinchidan, vatanparvarlik tarbiyasining samaradorligi katta darajada ta'lim muassasalarida qanday tashkil etilishi va amalga oshirilishiga bog'liq. Maktab va oliy ta'lim muassasalarida vatanparvarlik tarbiyasi nafaqat maxsus fanlar (tarix, adabiyot, fuqarolik) orqali, balki barcha o'quv predmetlarida, sinfdan tashqari va maktabdan tashqari ishlar jarayonida amalga oshirilishi kerak. Innovatsion pedagogik texnologiyalar, interaktiv metodlar, loyihaviy faoliyat, axborot-kommunikatsiya vositalaridan foydalanish yoshlarning faol ishtiرokini ta'minlaydi va tarbiya samaradorligini oshiradi.

To'rtinchidan, oila vatanparvarlik tarbiyasining asosiy institutlaridan biri hisoblanadi. Oilaviy qadriyatlar, ota-bobolar an'analari, oiladagi muloqot va tarbiya uslublari yoshlarning shaxsiy rivojlanishiga va milliy identifikatsiyasiga katta ta'sir ko'rsatadi. Oila va ta'lim muassasalarining samarali hamkorligi, ota-onalarning pedagogik savodxonligini oshirish, oilaviy tarbiyani qo'llab-quvvatlash vatanparvarlik tarbiyasining muhim shartlari hisoblanadi. Shuningdek, OAV, madaniy muassasalar, yoshlar tashkilotlari va jamoat institutlarining faoliyati ham vatanparvarlik tuyg'ularini shakllantirishda muhim rol o'ynaydi.

Shuningdek vatanparvarlik tarbiyasida konkret amaliy faoliyatning o'rni alohida ta'kidlanishi kerak. Xayriya tadbirlari, ekologik aksiyalar, veteranlar bilan uchrashuv va ularga yordam berish, tarixiy yodgorliklarni saqlash va tiklashda ishtirok etish, davlat bayramlarini nishonlash kabi tadbirlar yoshlarda amaliy vatanparvarlik ko'nikmalarini shakllantiradi. Bu faoliyat

turlari yoshlarga o'z hissalarini qo'shish, mas'uliyat olish va fuqarolik pozitsiyasini namoyon etish imkoniyatini beradi. Shuningdek, zamonaviy axborot muhitida ijtimoiy tarmoqlar va raqamli platformalardan to'g'ri foydalanish, yoshlar o'rtasida vatanparvarlik g'oyalarini targ'ib qilishning samarali vositasi bo'lishi mumkin. Vatanparvarlik tarbiyasining samaradorligini baholash va monitoring qilish mexanizmlarini joriy etish zaruriyati e'tiborga molik. Yoshlarning vatanparvarlik fazilatlarini shakllantirish jarayonida pedagogik diagnostika, kuzatuv, suhbat va boshqa baholash usullaridan foydalanish tarbiyaviy ta'sirning samaradorligini aniqlash imkonini beradi. Zamonaviy sharoitda vatanparvarlik tarbiyasining sifat ko'rsatkichlarini ishlab chiqish, natijalarni muntazam tahlil qilish va tarbiya dasturlarini takomillashtirish muhim ahamiyat kasb etadi. Shuningdek, yoshlarning o'zini-o'zi baholash ko'nikmalarini rivojlantirish, refleksiv fikrlash qobiliyatini shakllantirish ham vatanparvarlik ongining mustahkamlanishiga yordam beradi. Tarbiyaviy jarayonning uzluksiz monitoringi va ilmiy asoslangan metodologiya asosida uni takomillashtirish yoshlarni vatanparvarlik ruhida tarbiyalashning strategik maqsadlariga erishishning kafolidir.

XULOSA

Yoshlarni vatanparvarlik ruhida tarbiyalash - bu davlat va jamiyatning strategik vazifasi bo'lib, milliy xavfsizlik, ijtimoiy barqarorlik va mamlakatning barqaror rivojlanishi uchun muhim ahamiyatga ega. Tadqiqot natijalari shuni ko'rsatadiki, samarali vatanparvarlik tarbiyasi uchun quyidagilar zarur: birinchidan, yaxlit va tizimli yondashuv, ya'ni barcha tarbiya institutlarining (oila, ta'lim muassasalari, OAV, jamoat tashkilotlari) muvofiqlashtiriلgan faoliyati; ikkinchidan, milliy qadriyatlar va universal insoniy qadriyatlarning uyg'unligi; uchinchidan, zamonaviy pedagogik

texnologiyalar va interaktiv metodlardan foydalanish; to'rtinchidan, yoshlarning psixologik xususiyatlari va ehtiyojlarini hisobga olish; beshinchidan, nazariy bilim berish va amaliy faoliyatning birligi.

Vatanparvarlik tarbiyasi - bu uzluksiz jarayon bo'lib, u erta bolalikdan boshlangan holda, butun hayot davomida davom etadi. Zamonaviy globallashuv sharoitida yoshlarning milliy o'zligini saqlash va rivojlantirish, ularda Vatan oldidagi mas'uliyat hissini shakllantirish, fuqarolik faolligini oshirish katta pedagogik mahorat va barcha ijtimoiy institutlarning birgalikdagi sa'y-harakatlarini talab etadi. Kelajakda vatanparvarlik tarbiyasi yo'nalishida ilmiy tadqiqotlarni chuqurlashtirish, xorijiy tajribalarni milliy kontekstda moslash, yangi tarbiya usullari va texnologiyalarini ishlab chiqish dolzarb vazifalar hisoblanadi.

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Влияние Современных Мобильных Приложений На Когнитивную Сферу Обучаемых

Абдурахманов Халил Диляверович

Abstract
В статье рассматривается влияние современных мобильных приложений на когнитивные процессы обучающихся в условиях цифровизации образования. Исследование показывает, что мобильные приложения оказывают двойственное влияние на когнитивную сферу: с одной стороны, способствуют развитию многозадачности и визуального мышления, с другой – могут приводить к снижению концентрации внимания и глубины обработки информации.
Ключевые слова: мобильные приложения, когнитивная сфера, цифровое обучение, внимание, память, образовательные технологии

ВВЕДЕНИЕ

Стремительное развитие мобильных технологий и повсеместное распространение смартфонов привели к качественным изменениям в образовательной среде, создав новую реальность, в которой мобильные приложения становятся неотъемлемой частью учебного процесса. По данным международных исследований, более 85% студентов регулярно используют мобильные устройства в образовательных целях, что делает актуальным вопрос о влиянии данных технологий на когнитивные процессы обучающихся [1]. Когнитивная сфера, включающая внимание, память, мышление, восприятие и другие психические функции, является фундаментальной основой успешного обучения, и любые изменения в этой области требуют тщательного научного анализа. Современные исследователи отмечают парадоксальную ситуацию: мобильные приложения одновременно предоставляют беспрецедентные возможности для доступа к знаниям и могут негативно влиять на способность к глубокому, сосредоточенному обучению [2]. Целью данного исследования является комплексный анализ воздействия мобильных приложений на когнитивную сферу обучаемых на основе критического изучения современной научной литературы и выявление основных тенденций в этой области.

МЕТОДОЛОГИЯ И АНАЛИЗ ЛИТЕРАТУРЫ

Методологическую основу исследования составил системный анализ научных публикаций, посвященных влиянию мобильных технологий на когнитивные процессы. Для анализа были отобраны работы, соответствующие критериям научной достоверности, методологической обоснованности и релевантности исследуемой проблематике. Теоретическую базу составили концепции когнитивной психологии, теория обработки информации, а также современные подходы к изучению цифрового обучения. Анализ литературы показывает, что исследователи выделяют несколько основных направлений влияния мобильных приложений на когнитивную сферу. Первое направление связано с изменением характеристик внимания: многочисленные исследования указывают на феномен «клипового мышления», характеризующийся фрагментарным восприятием информации и снижением способности к длительной концентрации [3].

Второе направление касается трансформации процессов памяти: как отмечают зарубежные исследователи, постоянная доступность информации в мобильных устройствах приводит к феномену «цифровой амнезии», когда обучающиеся не запоминают информацию, полагаясь на возможность быстрого поиска [4]. Третье направление связано с развитием новых когнитивных навыков: исследования показывают, что использование мобильных приложений способствует развитию визуально-пространственного мышления, многозадачности и скорости обработки информации [5]. Российские ученые подчеркивают необходимость дифференцированного подхода к оценке влияния мобильных технологий, указывая на зависимость результатов от типа используемых приложений, продолжительности использования и возрастных особенностей обучающихся [6]. Особое внимание в современной литературе уделяется проблеме когнитивной перегрузки, возникающей при одновременном использовании нескольких приложений и постоянном переключении между задачами, что приводит к снижению эффективности обучения и повышению уровня стресса [7].

РЕЗУЛЬТАТЫ И ОБСУЖДЕНИЕ

Комплексный анализ научной литературы позволяет выделить как позитивные, так и негативные аспекты влияния мобильных приложений на когнитивную сферу обучаемых. К положительным эффектам относится повышение мотивации к обучению за счет интерактивности и геймификации образовательного контента, развитие навыков быстрого поиска и фильтрации информации, формирование визуального мышления и способности к параллельной обработке данных. Образовательные мобильные приложения, основанные на принципах адаптивного обучения, демонстрируют эффективность в индивидуализации образовательного процесса и обеспечении немедленной обратной связи, что способствует более эффективному усвоению материала [8]. Вместе с тем, выявлен ряд существенных негативных эффектов: снижение способности к глубокому, аналитическому чтению и критическому мышлению, ухудшение показателей долговременной памяти, развитие зависимости от постоянной цифровой стимуляции и снижение способности к самостоятельному мышлению.

Особую озабоченность вызывает феномен «непрерывной частичной концентрации», когда обучающиеся находятся в состоянии постоянного ожидания новой информации, что препятствует погружению в глубокое изучение материала [9]. Результаты анализа показывают, что ключевым фактором, определяющим характер влияния мобильных приложений на когнитивную сферу, является не сам факт их использования, а способ и контекст применения. Педагогически обоснованное, дозированное использование специализированных образовательных приложений в сочетании с традиционными методами обучения может способствовать развитию когнитивных способностей, в то время как бесконтрольное использование развлекательных приложений и социальных сетей в учебное время приводит к когнитивной деградации [10]. Важным аспектом является формирование у обучающихся цифровой грамотности и навыков саморегуляции использования мобильных технологий.

Дополнительный анализ показывает, что влияние мобильных приложений на когнитивную сферу существенно

различается в зависимости от возрастных категорий обучающихся и специфики образовательного контента. У младших школьников чрезмерное использование мобильных приложений может препятствовать формированию базовых когнитивных навыков, таких как способность к последовательному логическому мышлению и развитию произвольного внимания, в то время как у студентов высших учебных заведений наблюдается адаптация к цифровой среде с сохранением критического мышления при условии целенаправленного использования специализированных академических приложений. Исследования также выявляют гендерные различия в паттернах использования мобильных технологий и их влиянии на когнитивные процессы: женщины демонстрируют более высокую склонность к многозадачности в цифровой среде, в то время как мужчины показывают большую устойчивость к отвлекающим факторам при использовании образовательных приложений.

ЗАКЛЮЧЕНИЕ

Проведенное исследование позволяет сделать вывод о двойственном характере влияния современных мобильных приложений на когнитивную сферу обучаемых. С одной стороны, мобильные технологии открывают новые возможности для персонализации обучения, развития визуального мышления и формирования навыков работы с информацией в цифровой среде. С другой стороны, неконтролируемое использование мобильных приложений может приводить к фрагментации внимания, снижению способности к глубокой обработке информации и ухудшению показателей долговременной памяти. Ключевым фактором эффективного использования мобильных приложений в

образовании является создание сбалансированной образовательной среды, в которой цифровые технологии дополняют, а не заменяют традиционные методы обучения. Необходимо развитие у обучающихся критического отношения к цифровым технологиям и формирование навыков осознанного использования мобильных приложений.

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Managing Risks Through Innovative Technologies And Digital Systems In Service Industries

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Abstract

This study examines modern approaches to risk management based on innovative technologies and digital systems. It explores the impact of digitalization, artificial intelligence, big data, blockchain, and the Internet of Things on the processes of identifying, assessing, and mitigating risks within organizations. A comparative analysis of traditional risk-management methods and the advantages of digital platforms is provided, along with justification of the effectiveness of digital technologies in risk forecasting and decision-making optimization. The findings highlight how the implementation of innovative risk-management systems can enhance organizational resilience and overall stability.

Keywords: innovative technologies, digital systems, risk management, artificial intelligence, big data, blockchain, IoT, risk analysis, digitalization, forecasting.

Introduction. In today's modern economic environment, the activities of enterprises depend on increasingly complex global factors. Market competitiveness, the acceleration of digital innovations, geoeconomic changes and unexpected economic instability make risk management a strategically important process. Along with the deepening of the digitalization process, the risks faced by enterprises are also taking on a variety of forms. In such an environment, identifying, assessing and minimizing risks using innovative technologies is an important task. In modern project management practice, the concept of "risk" refers to events or circumstances that lead to a negative deviation from the results planned by the organization [1]. In the era of digital transformation, the nature and composition of risks are changing, in particular, problems related to cyber threats, data security and privacy issues, and the integration of digital technologies are emerging. This, in turn, requires the evolution of risk management systems in project management. The purpose of this article is to study the evolution of risk management systems in project management in the context of digital transformation and analyze indicators for assessing their effectiveness.

Literature review. The concept of risk management is widely covered in the scientific literature, and in recent years it has been developing in close connection with digital technologies. For example, Davenport (2020) emphasizes in his research that risk analysis models based on artificial intelligence create a significant advantage for the activities of the enterprise. Porter (2019) deeply analyzes the impact of digital transformation processes on the efficiency of the enterprise and puts forward new principles of innovative management. Also, UNDP and OECD reports pay special attention to best practices in risk management in the global economy, public policies and technological factors. According to the results of a study by Akbarov et al. (2021), risk management issues in digital transformation projects in Uzbek enterprises are still problematic, and most projects show that enterprises do not

have sufficient experience in change management and risk assessment at the implementation stage [2]. The effectiveness of risk management systems in the implementation of digital transformation projects depends on a number of factors, including organizational culture, attitude to risks, the level of formalization of risk management processes, the level of use of digital technologies, etc. According to leading international researchers, modern risk management systems should have the following key evolutionary characteristics: proactivity - early identification of risks and taking measures to manage them; adaptability - the ability to adapt to changing conditions; integrativeness - integration of risk management systems with strategic management; combination of quantitative and qualitative approaches; use of modern digital technologies [3]. Various indicators are used to assess the effectiveness of risk management systems during the implementation of digital transformation projects. For example, according to the study of Ross (2022), it is advisable to use the following indicators to assess the effectiveness of risk management systems: speed and completeness of risk identification; quality and accuracy of risk assessment; availability and quality of a risk management action plan; effectiveness of risk monitoring and control; adequacy of resources allocated to risk management; level of integration of risk management processes [4]. According to the results of a study conducted in Russia and the CIS countries by Smirnov and Abdurakhmanova (2023), the following trends can be distinguished for the development and assessment of risk management systems in digital transformation projects: Real-time identification and assessment of risks through the use of Big Data technologies and artificial intelligence; Scaling of risk management systems using Cloud technologies; Creation of risk control and

monitoring systems based on Blockchain technology; Integrate security considerations into all aspects of project phases by implementing the DevSecOps approach [5].

Research methodology. The methodology used qualitative analysis, content analysis, comparative analysis, systematic approach and empirical data. To measure the effectiveness of digital systems in risk management, international statistical data, government reports and practical opinions of various experts in the field were analyzed. Also, digital monitoring systems, cybersecurity indicators and business analytics tools served as the methodological basis of the study.

Analysis and results. Financial analysis is a key tool for identifying risks, assessing them, and making strategic decisions. The following methodological approaches are of key importance in this process:

1.Taking into account cyclicality: the activities of industrial enterprises consist of different stages, and at each stage the dynamics of financial indicators change. Therefore, the analysis must be carried out continuously.
2. Multifactorial impact: There are a large number of factors affecting performance, and their combined effects must be carefully analyzed.
3.Synthesis of qualitative and quantitative indicators: not only numbers, but also qualitative indicators of the external and internal environment are included in the analysis.
4. Information quality: analysis should be carried out only on the basis of reliable, up-to-date, sufficient and comparable data.

On this basis, financial analysis serves as a methodological basis for identifying and assessing risks, and also creates the basis for the formation of a systematic approach to risks in the enterprise. It is precisely based on this need, taking into account the

need for effective risk management in enterprises, that we have developed a seven-stage risk management system based on a comprehensive approach.

1. Risk identification. Risks are identified using qualitative and quantitative methods. Qualitative methods (expert assessment, SWOT) are practical, but subjective; quantitative methods (statistical modeling, scenarios) are more accurate, but complex and resource-intensive.

2. Concept selection. The approach of an enterprise to risk determines its strategic management model. There are three main approaches to risk in the scientific literature: the first, which views risk as a negative phenomenon and seeks to avoid or reduce it; the second, which evaluates risk as a source of new opportunities and interprets it as a factor of innovative and investment development; the third, which views risk as a resource that must be managed and systematically controls it like other production factors. The combination of these approaches increases the enterprise's flexibility and competitiveness in relation to risks. Based on each concept, an entire management strategy is formed.

3. Information collection and analysis. The collected data must meet the following criteria: usefulness, relevance, reliability, relevance, adequacy, comparability. Information is processed using the following analysis methods: grouping, sorting, calculation, aggregation.

4. Risk assessment. At this stage, operational, technical, financial, environmental, and social risk criteria are determined. For each type of risk, assessment indicators are selected and analysis tools are defined.

5. Develop a risk management strategy. A decision is made to reduce, prevent, or accept risks. Each decision is prioritized based on the likely consequences.

6. Strategy implementation. Risk response mechanisms are identified, responsibilities are assigned, deadlines are set, and practical monitoring is carried out.

7. Monitoring and improving the register. Risk management should be continuous. The risk register is constantly updated based on the results of monitoring. This increases the accuracy of management decisions.

We have proposed an author's methodology for risk management at an industrial enterprise, which is based on financial analysis tools and involves the formation of a final document - a risk register. This document is one of the means of storing and presenting information about possible risks, and also allows you to assess their impact on various aspects of the financial and economic activities of an industrial enterprise. Further maintenance of the register and organization of monitoring processes allows the management of an industrial enterprise to obtain accurate information on the source of the risk, its consequences, the object of impact and other important parameters [6]. The risk register is the main management document that collects information about risks, their probability, impact, response measures, responsible parties, monitoring frequency, results and proposals. It is used for the following purposes: - Systematic monitoring and management of risks; - Justification of decision-making; - Distribution of responsibility; - Strategic development planning. The results of the study not only strengthen previously existing theories on risk management, but also suggest mechanisms for their practical application in the digital economy. The approach of viewing risk not as a negative factor, but as a manageable resource, increases the competitiveness of industrial enterprises. The risk register is emerging as a convenient tool for identifying, monitoring risks and substantiating strategic decisions. The advantage of this approach over other methods is its continuity, systematicity and

the ability to form management decisions based on data. Therefore, it can be universal for adaptation to different industries [7]. The results of the study show that the main risks faced by enterprises are divided into different categories. Technological risks are associated with failures in digital systems, outdated software or incorrectly configured information systems. Cybersecurity risks are determined by hacking attacks, data theft and system failures. Financial risks are associated with changes in market prices, exchange rate volatility, and economic instability. Operational risks arise from disruptions in the production process, lack of employee skills, or imbalances in management.

Korxonalar duch kelayotgan asosiy risklar (%)
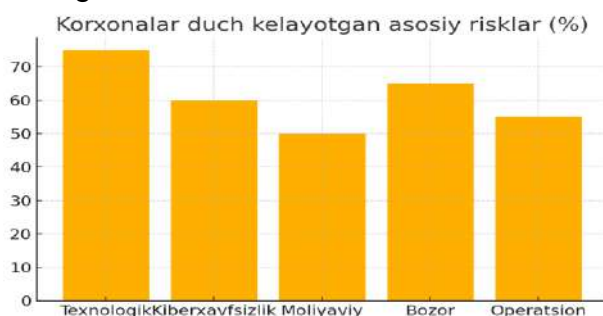
The table below shows the overall risks in percentage terms:

Risk type	Level (%)
Technological	75
Cybersecurity	60
Financial	50
Market	65
Operational	55

Conclusion. The above analysis shows that innovative technologies provide a strategic advantage in risk management. Monitoring based on digital technologies, forecasting using artificial intelligence, real-time analytics through IoT devices, and the transparency-enhancing features of blockchain - all of these significantly enhance enterprise security. Support mechanisms provided by the state, including tax incentives, infrastructure projects, and innovation grants, further enhance the effectiveness of the risk reduction process.

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The Role Of Expressive Reading In The Formation Of Student Speech Culture

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Abstract
This article analyzes the importance and mechanisms of expressive reading in the formation of students' speech culture. The article shows the psycholinguistic foundations of the expressive reading process, pedagogical technologies, and its effectiveness in developing students' speech culture.
Keywords: expressive reading, speech culture, communicative competence, reading technique, intonation, teaching methodology, linguistic development.

Annotatsiya
Ushbu maqolada ifodali o'qishning o'quvchilar nutq madaniyatini shakllantirishdagi ahamiyati va ta'sir mexanizmlari tahlil qilingan. Maqolada ifodali o'qish jarayonining psixolingvistik asoslari, pedagogik texnologiyalari hamda o'quvchilarning nutq madaniyatini yetiltirishdagi samaradorligi ko'rsatilgan.
Kalit so'zlar: ifodali o'qish, nutq madaniyati, kommunikativ kompetensiya, o'qish texnikasi, intonatsiya, ta'lim metodikasi, lingvistik rivojlanish.

Kirish. Zamonaviy ta'lim tizimida o'quvchilarning nutq madaniyatini shakllantirish muhim vazifalardan biri hisoblanadi, chunki nutqiy kompetensiya shaxsning intellektual va ijtimoiy rivojlanishining asosiy ko'rsatkichidir. Nutq madaniyati deganda nafaqat grammatik to'g'ri va lug'aviy jihatdan boy nutq tushuniladi, balki ifodalilik, ta'sirchanlik, kommunikativ maqsadga muvofiqlik kabi muhim xususiyatlar ham nazarda tutiladi. Ifodali o'qish esa nutq madaniyatini shakllantiruvchi eng samarali vositalardan biri bo'lib, u o'quvchining fonetik, intonatsion, ritmik va mimik imkoniyatlarini kompleks ravishda rivojlantiradi [1]. O'zbek tilshunosligi va pedagogika fanlari sohasidagi tadqiqotlar shuni ko'rsatadiki, ifodali o'qish ko'nikmalari o'quvchining umumiy nutqiy madaniyati darajasini belgilovchi asosiy omillardan biridir [2]. Biroq, hozirgi kunda o'qish jarayonida texnik ko'nikmalarga e'tibor berilsa-da, ifodalilik masalasi yetarli darajada o'rganilmagan va amaliyotda kam qo'llanilmoqda. Bu esa o'quvchilarning monoton, hissiyotsiz,

ta'sirsiz nutq shakllanishiga olib keladi, natijada kommunikativ samaradorlik pasayadi. Shu munosabat bilan ifodali o'qishning nazariy asoslarini va uning nutq madaniyatini shakllantirishdagi amaliy ahamiyatini ilmiy jihatdan asoslash dolzarb masala bo'lib qolmoqda.

Metodologiya va adabiyotlar tahlili. Tadqiqot kompleks metodologik yondashuv asosida amalga oshirildi, bunda ifodali o'qish va nutq madaniyati masalalari bo'yicha O'zbekiston va xorijiy manbalarning nazariy tahlili, pedagogik va psixolingvistik tadqiqotlarning sintezi hamda taqqosiy tahlil metodlari qo'llanildi. Adabiyotlar tahlili jarayonida tilshunoslik, pedagogika psixologiyasi, metodika sohasidagi ilmiy ishlar o'rganildi va ularning natijalariga tayanib nazariy xulosalar shakllantirildi. Ifodali o'qish tushunchasi lingvometodika fanida keng ma'noda talqin etiladi va u matnni nafaqat to'g'ri, balki emotsional-ekspressiv, kommunikativ jihatdan samarali yetkazish qobiliyatini anglatadi [3]. G.N. Elyakova va boshqa tadqiqotchilar ifodali o'qishni nutqning

eshittirishga mo'ljallangan shakli sifatida ta'riflaydilar, bunda talaffuz, intonatsiya, pauzalash, tempr, ovoz kuchi va tembr kabi prosodik vositalar muhim rol o'ynaydi [4]. Psixolingvistik nuqtai nazardan, ifodali o'qish nafaqat texnik ko'nikma, balki murakkab kognitiv jarayon bo'lib, unda matn mazmunini anglash, emotsional mazmunni his qilish va uni ovozli shakllantirish integrallashadi. O'zbek pedagogikasida M.T. Mahmudova va S.A. Karimova o'z tadqiqotlarida ifodali o'qishning ona tili ta'limidagi o'rnini ta'kidlab, uning o'quvchilarning leksik boyligini oshirish, nutqiy ifodalilikni rivojlantirish va kommunikativ ko'nikmalarni mustahkamlashda muhim vosita ekanligini isbotlaganlar [5]. Nutq madaniyati tushunchasi esa tilshunoslikda ko'p qirrali hodisa sifatida qaraladi va u tilning normativ, kommunikativ va etik jihatlarini o'z ichiga oladi. N.I. Formanovskaya va L.K. Graude nutq madaniyatining asosiy komponentlari sifatida to'g'rilik, aniqlik, ifodalilik, boy lug'aviylik, stilistik muvofiqlik va kommunikativ maqsadga erishishni belgilaydilar [6].

Ifodali o'qish va nutq madaniyati o'rtasidagi bog'liqlik bir qator tadqiqotlarda o'rganilgan. Xususan, T.A. Ladijenskaya ifodali o'qishning o'quvchilarning nutqiy faolligini oshirish, intonatsion boylikni rivojlantirish va til his-tuyg'usini shakllantirish orqali nutq madaniyatiga bevosita ta'sir ko'rsatishini ta'kidlaydi [7]. Zamonaviy metodika adabiyotlarida ifodali o'qishning diapazon kengaytirilgan talqini beriladi: u nafaqat badiiy matnlarni o'qishda, balki ilmiy, publitsistik va kundalik nutqda ham zarur ko'nikma hisoblanadi [8]. Adabiyotlar tahlili shuni ko'rsatadiki, ifodali o'qish o'quvchilarning fonemik eshitishini, prozodik sezgirligini, emotsional intellektini va nutqiy kreativligini rivojlantiradi, bu esa nutq madaniyatining barcha komponentlarini yaxlitligicha takomillashtiradi.

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Natijalar va muhokama. Adabiyotlar tahlili natijalarini umumlashtirish asosida ifodali o'qishning nutq madaniyatini shakllantirishdagi ko'p qirrali ta'siri aniqlandi. Birinchidan, ifodali o'qish o'quvchilarning fonetik va intonatsion madaniyatini shakllantiradi, chunki matnni ifodali o'qish jarayonida talaffuz me'yorlari, urg'u, pauza, tonal o'zgarishlar va ritm-tempni to'g'ri qo'llash ko'nikmalari rivojlanadi. Bu esa kundalik nutqda ham saqlanib, o'quvchining umumiy ovozli nutq madaniyatini oshiradi. Ikkinchidan, ifodali o'qish leksik-semantik rivojlanishga xizmat qiladi: turli janrdagi matnlarni ifodali o'qish jarayonida o'quvchilar yangi so'zlar, iboralar, stilistik vositalar bilan tanishadi va ularning kontekstual ma'nolarini chuqur anglab etadi, natijada faol lug'at boyligi sezilarli darajada kengayadi. Uchinchidan, ifodali o'qish emotsional intellekt va empatiya qobiliyatini rivojlantirib, o'quvchiga matn qahramonlarining his-tuyg'ularini, muallif fikrini his qilish va uni ovozli ifoda etish imkonini beradi, bu esa nutqiy ifodalilik va kommunikativ samaradorlikning muhim shartlari hisoblanadi.

To'rtinchidan, ifodali o'qish grammatik va stilistik madaniyatni mustahkamlaydi, chunki talaba matn tuzilishini, jumla konstruksiyalarini, so'z bog'lanishlarini amaliy o'zlashtiradi va bu bilimlarni o'z nutqida qo'llaydi. Beshinchidan, ifodali o'qish o'quvchilarning og'zaki nutq malakalarini, xususan, publitsistik va monologik nutq ko'nikmalarini takomillashtirib, ularni jamoat oldida ravon, mantiqiy izchil va ta'sirchan gapirish qobiliyatiga ega qiladi. Oltinchidan, ifodali o'qish matnni anglash va interpretatsiya qilish qobiliyatlarini rivojlantiradi, bu esa chuqur nutqiy kompetensiyaning asosiy ko'rsatkichidir. Yettinchidan, sistemali ifodali o'qish mashqlari o'quvchilarda til his-tuyg'usini va badiiy ta'm shakllantirib, ular til vositalarini estetik jihatdan baholay oladi va

o'z nutqida san'atkorona ishlatadi. Nazariy tahlil va amaliy tajribalar sintezi shuni ko'rsatadiki, ifodali o'qish o'quvchilarning nutq madaniyatini kompleks ravishda, barcha komponentlarini qamrab olgan holda rivojlantiruvchi eng universal va samarali pedagogik vositadir.

Xulosa. Olib borilgan tadqiqot ifodali o'qishning o'quvchi nutq madaniyatini shakllantirishdagi noyob va ko'p qirrali o'rnini isbotladi. Ifodali o'qish nafaqat texnik ko'nikma, balki nutqning barcha jihatlarini – fonetik, leksik, grammatik, stilistik va kommunikativ – yaxlit rivojlantirishga xizmat qiluvchi murakkab pedagogik vositadir. Adabiyotlar tahlili va nazariy umumlashtirish natijalaridan kelib chiqib, ta'lim jarayonida ifodali o'qishga tizimli e'tibor berish zaruriyati yaqqol namoyon bo'ldi. Zamonaviy ta'lim dasturlari va metodikalarida ifodali o'qish komponentini kuchaytirish, o'qituvchilarni ushbu soha bo'yicha malakasini oshirish hamda o'quvchilarning ifodali o'qish ko'nikmalarini muntazam rivojlantirish uchun maxsus pedagogik sharoit yaratish tavsiya etiladi. Bunday yondashuv o'quvchilarning nafaqat o'qish savodxonligini, balki umumiy nutq madaniyati va kommunikativ kompetensiyasini ham yuqori darajaga ko'tarishga xizmat qiladi, bu esa zamonaviy shaxs shakllantirishning muhim shartlaridan biridir.

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Discursive Functioning And Stylistic Variability Of Medical Terms In Modern Uzbek Language

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Abstract
The present study examines the discursive functioning and stylistic variability of medical terminology in the Uzbek language from linguopragmatic, stylistic, and communicative perspectives. Particular attention is paid to the ways medical terms operate across scientific, official-documentary, professional, and popular discourse types. The article analyzes abbreviation, metaphorical and metonymic reinterpretation, cross-stylistic transfer, and semantic extension of medical terms in different communicative environments. Special emphasis is placed on doctor–patient interaction, where terminological units undergo simplification, explanation, and psycholinguistic adaptation in accordance with the recipient's cognitive and emotional state. The findings demonstrate that medical terminology in Uzbek is not limited to professional usage but actively participates in public discourse, reflecting broader sociocultural, cognitive, and communicative processes within the language system.
Keywords: medical terminology, discourse, stylistic variation, linguopragmatics, doctor–patient interaction, cross-stylistic transfer, metaphorization, Uzbek language.

Introduction.
Medical terminology constitutes a highly specialized lexical subsystem designed to ensure accuracy, conciseness, and conceptual clarity in the representation of medical knowledge. In the Uzbek language, the formation and use of medical terms extend beyond purely linguistic concerns and are closely connected with social communication, healthcare practice, and public access to medical information. The discursive realization of medical terminology in professional communication, educational contexts, mass media, and interpersonal doctor–patient dialogue represents a significant linguopragmatic phenomenon that merits systematic investigation.

The contemporary Uzbek medical lexicon has emerged through a combination of historical borrowings—primarily from Greek, Latin, and Russian—and the gradual development of national terminological equivalents. This process has resulted in a dynamic system in which medical terms continuously adapt to changing communicative needs, stylistic environments, and cognitive expectations of speakers and listeners.

Review of Previous Research. Medical terms are characterized by semantic specificity, contextual restriction, and a tendency toward abbreviation and structural compactness. Lexical units such as *bronchitis*, *hypertension*, *ECG*, and *ultrasound examination* exemplify the precision-oriented nature of medical vocabulary. In Uzbek, these terms often appear as compound or multi-word expressions, reflecting the linguistic mechanisms used to integrate specialized concepts into the national language system. From a stylistic perspective, medical terminology in Uzbek functions across several major discourse types:

1. **Scientific Discourse.** This style is typical of academic articles, dissertations, monographs, and conference materials. It prioritizes terminological consistency, logical coherence, and conceptual precision. *Example:* "Diabetic retinopathy is classified as a microvascular complication leading to impaired vision."

2. **Official-Documentary Discourse.** Medical records, diagnoses, clinical reports, and certificates belong to this category. Linguistic clarity and legal exactness are essential here. *Example:* "The patient was hospitalized on June 12, 2024, with a confirmed diagnosis of chronic bronchial asthma."

3. **Professional Medical Communication.** This includes oral and written exchanges among healthcare professionals, such as consultations, treatment planning, and case discussions. Abbreviations and professional shorthand are widely used. *Example:* "CT scan shows bilateral pneumonia; antibacterial therapy initiated."

4. **Popular and Educational Discourse.** Medical terminology in public media, health campaigns, and patient-oriented materials is typically simplified or accompanied by explanations to facilitate understanding.
Example: "Ischemic heart disease occurs when the heart does not receive enough oxygen."

In doctor–patient communication, technical terms are frequently rephrased or explained in accessible language, reflecting the pragmatic need for empathy, clarity, and effective information transfer.

Materials and Methods. The development of Uzbek medical terminology has largely depended on the adaptation of international and Russian medical lexemes. In recent decades, increasing attention has been paid to the creation of Uzbek-based equivalents, phonetic and morphological assimilation of borrowed terms, and the compilation of specialized explanatory dictionaries.
Examples include:
- *Pankreatit* – inflammation of the pancreas
- *Osteoporoz* – loss of bone density

The study employs qualitative linguopragmatic and stylistic analysis of medical discourse samples drawn from academic texts, official medical documentation, professional interactions, and popular media sources. The analysis focuses on stylistic transformation, semantic accessibility, and cognitive adaptation of medical terms in different communicative settings.

Results and Discussion. The discursive behavior of medical terminology in Uzbek is shaped by metaphorical extension, metonymic condensation, and cross-stylistic movement. These processes enhance both the expressive potential and communicative accessibility of specialized terms.

Metaphorical reinterpretation allows medical terms to function beyond their literal meanings. *Example:* "The virus is spreading" may metaphorically refer to rumors or panic.

Metonymic reduction involves semantic compression, where complex procedures are implied through concise expressions. *Example:* "I consulted a cardiologist" presupposes diagnostic examinations and medical assessment.

Psycholinguistic factors play a crucial role in term comprehension. A patient's background knowledge, emotional condition, and cognitive readiness influence how medical information is processed. Even partial understanding, supported by contextual cues, enables patients to construct approximate meanings. For instance, the term *acute respiratory infection* may be interpreted as "a severe cold or flu-like illness" based on symptom similarity.

Cross-stylistic transfer further demonstrates the adaptability of medical terminology:

• **Official → Popular:** "Transferred to intensive care" → "The patient is now in ICU."

• **Scientific → Educational:** "Cellular hypoxia results from oxygen deprivation" → "When the body lacks oxygen, breathing becomes difficult."

Such transformations ensure communicative efficiency and alignment with the recipient's linguistic competence.

The increased visibility of medical terminology during pandemics and the expansion of telemedicine have accelerated the integration of terms like *quarantine*, *immunity*, *viral load*, and *prevention* into everyday speech. This shift illustrates semantic broadening and the social embeddedness of medical vocabulary.

Conclusion. Medical terminology in the Uzbek language constitutes a dynamic, multi-level system characterized by precision, specialization, and functional flexibility. Its operation across scientific, official, professional, and popular discourse types demonstrates significant stylistic variability and communicative adaptability.

Cross-stylistic transfer enables medical terms to move beyond professional boundaries, while metaphorical and metonymic processes facilitate cognitive accessibility. In doctor–patient interactions, pragmatic simplification and explanation play a decisive role in achieving mutual understanding.

Consequently, medical terminology functions not only as a tool of professional communication but also as an indicator of broader sociolinguistic, cognitive, and cultural processes. Its ongoing development and national adaptation contribute substantially to the enrichment of Uzbek linguistic culture and the effectiveness of healthcare communication.

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Ethernet, Fast Ethernet, Token Ring Technologies

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Abstract
This scientific article analyzes the operating principles, technical characteristics, and importance of Ethernet, Fast Ethernet, and Token Ring technologies in mobile application network infrastructure. The study compares data transmission speed, reliability, latency, and network efficiency. The results indicate that Ethernet and Fast Ethernet technologies play a crucial role in modern mobile application development, while Token Ring is mainly of historical significance.
Keywords: Ethernet, Fast Ethernet, Token Ring, mobile applications, computer networks, data transmission.
Annotatsiya
Ushbu ilmiy maqolada mahalliy va korporativ tarmoqlarda keng qo'llaniladigan Ethernet, Fast Ethernet hamda Token Ring texnologiyalarining ishlash tamoyillari, texnik xususiyatlari va mobil ilovalar infratuzilmasidagi o'rni batafsil tahlil qilinadi. Tadqiqot davomida ushbu texnologiyalarning tezlik, ishonchlilik, kechikish va tarmoq resurslaridan foydalanish samaradorligi jihatlari solishtirilgan. Natijalar shuni ko'rsatadiki, Ethernet va Fast Ethernet texnologiyalari zamonaviy mobil ilovalar uchun asosiy tarmoq yechimi hisoblanadi, Token Ring esa tarixiy ahamiyatga ega bo'lgan texnologiya sifatida baholanadi.
Kalit so'zlar: Ethernet, Fast Ethernet, Token Ring, mobil ilovalar, kompyuter tarmoqlari, ma'lumot uzatish.

KIRISH: Raqamli transformatsiya jarayonlari sharoitida mobil ilovalar zamonaviy axborot tizimlarining asosiy komponentiga aylandi. Bugungi kunda mobil ilovalar nafaqat foydalanuvchilar o'rtasida axborot almashinuvi vositasi, balki murakkab axborot-kommunikatsiya infratuzilmasiga ega bo'lgan dasturiy tizimlar sifatida faoliyat yuritmoqda. Mobil ilovalarning funksional imkoniyatlari kengaygani sari ularning ishlash barqarorligi, ma'lumotlarni uzatish tezligi va xavfsizlik talablariga bo'lgan ehtiyoj ham ortib bormoqda. Mobil ilovalar arxitekturasi ko'p pog'onali (multi-tier) model asosida quriladi. Ushbu modelda foydalanuvchi qurilmalari (mobil telefonlar, planshetlar), oraliq serverlar, ilova serverlari va ma'lumotlar bazalari o'rtasida doimiy va uzluksiz tarmoq aloqasi talab etiladi. Aynan shu nuqtada kompyuter tarmoqlari va ularning texnologik asoslari mobil ilovalar samaradorligini belgilovchi asosiy omil sifatida namoyon bo'ladi.

Ethernet, Fast Ethernet va Token Ring texnologiyalari lokal tarmoqlar rivojlanishining muhim bosqichlarini tashkil etadi. Ushbu texnologiyalar mobil ilovalar uchun zarur bo'lgan server infratuzilmasi, ma'lumotlar markazlari va ichki tarmoqlarning texnik poydevorini yaratishda asosiy rol o'ynaydi. Shu sababli mazkur texnologiyalarni mobil ilovalar fani doirasida ilmiy asosda o'rganish dolzarb masala hisoblanadi. Mazkur ilmiy maqolaning asosiy maqsadi Ethernet, Fast Ethernet va Token Ring texnologiyalarining rivojlanish tarixini, ularning hozirgi davrdagi dolzarbligini hamda mobil ilovalar

infratuzilmasidagi kelajakdagi istiqbollarini kompleks tahlil qilishdan iborat.

METODOLOGIYA (Methods)

Tadqiqot jarayonida tizimli va kompleks ilmiy yondashuv qo'llanildi. Quyidagi metodlardan foydalanildi:

• kompyuter tarmoqlari va mobil ilovalar bo'yicha fundamental ilmiy manbalarni tahlil qilish;

• IEEE 802.x standartlari asosida Ethernet, Fast Ethernet va Token Ring texnologiyalarining texnik xususiyatlarini o'rganish;

• tarmoq texnologiyalarining mobil ilovalar server arxitekturasiga ta'sirini nazariy jihatdan baholash;

• mobil ilovalar ishlashida tarmoq kechikishi (latency), o'tkazuvchanlik (bandwidth) va ishonchlilik omillarini tahlil qilish;

• texnologiyalar evolyutsiyasi asosida kelajak rivojlanish yo'nalishlarini prognozlash.

Mazkur metodologik yondashuv tadqiqot natijalarining ilmiy asoslanganligini ta'minladi.

NATIJALAR (Results)

Kompyuter tarmoqlarining shakllanishi va rivojlanishi zamonaviy mobil ilovalar paydo bo'lishining muhim texnologik asosi hisoblanadi. Dastlabki tarmoq texnologiyalari asosan ma'lumotlarni markazlashgan hisoblash tizimlari o'rtasida uzatish ehtiyojidan kelib chiqqan bo'lsa, vaqt o'tishi bilan ular foydalanuvchiga yo'naltirilgan, tarqatilgan va masshtablanuvchi tizimlarga moslashib bordi. Ushbu jarayonda Ethernet, Token Ring va Fast Ethernet texnologiyalari lokal tarmoqlar rivojlanishining asosiy bosqichlarini ifodalaydi.

Ethernet texnologiyasi 1970-yillarda ilmiy tadqiqotlar va sanoat muhitida lokal kompyuterlarni o'zaro bog'lash muammosini hal qilish maqsadida ishlab chiqilgan. Ushbu texnologiya ma'lumot uzatishda umumiy muhitdan foydalanish g'oyasiga asoslangan bo'lib, keyinchalik

IEEE 802.3 standarti sifatida rasman tasdiqlandi. Ethernetning ochiq arxitekturaga ega bo'lishi, ishlab chiqaruvchilardan mustaqil ravishda rivojlanish imkoniyati va texnik jihatdan sodda bo'lishi uning tez sur'atlarda ommalashuviga sabab bo'ldi. Aynan shu xususiyatlar keyinchalik mobil ilovalar uchun zarur bo'lgan moslashuvchan server infratuzilmasini yaratishda muhim rol o'ynadi. Token Ring texnologiyasi esa Ethernetga muqobil yechim sifatida IBM kompaniyasi tomonidan ishlab chiqildi. Ushbu texnologiya halqa topologiyasiga asoslanib, tarmoqdagi ma'lumot uzatish jarayonini token mexanizmi orqali qat'iy nazorat qilishni taklif etdi. Token Ring texnologiyasining asosiy afzalligi tarmoqda kolliziyalarni deyarli to'liq bartaraf etish va har bir tugunga teng uzatish imkoniyatini berishdan iborat edi. Bu yondashuv o'z vaqtida yuqori ishonchlilik talab etilgan korporativ tizimlarda muhim ahamiyat kasb etdi. Biroq yuqori texnik xarajatlar, murakkab qurilma talablari va masshtablash imkoniyatlarining cheklanganligi ushbu texnologiyaning keng ommalashishiga to'sqinlik qildi.

Fast Ethernet texnologiyasi esa Ethernetning mantiqiy va evolyutsion davomchisi sifatida paydo bo'ldi. 1990-yillarning o'rtalarida joriy etilgan ushbu texnologiya ma'lumot uzatish tezligini 100 Mbit/s gacha oshirish orqali lokal tarmoqlarning samaradorligini sezilarli darajada yaxshiladi. Aynan Fast Ethernet texnologiyasining joriy etilishi mobil ilovalar rivojlanishining dastlabki bosqichlariga to'g'ri keldi. Ushbu davrda mobil ilovalar oddiy axborot almashinuvidan multimedia kontent, real vaqt rejimidagi xizmatlar va serverga bog'liq funksiyalar tomon rivojlana boshladi. Fast Ethernet texnologiyasi mobil ilovalar uchun muhim bo'lgan server–mijoz aloqasining tezkorligini ta'minlab, mobil ilovalar backend tizimlarining shakllanishiga zamin yaratdi. Aynan shu davrda mobil

ilovalar ma'lumotlar bazalari, autentifikatsiya tizimlari va markazlashgan serverlarga tayangan holda ishlay boshladi. Tarmoq texnologiyalaridagi ushbu o'sish mobil ilovalarning funksional imkoniyatlarini kengaytirib, foydalanuvchi tajribasining sifatini oshirdi. Shunday qilib, tarmoq texnologiyalarining tarixiy rivojlanishi mobil ilovalar evolyutsiyasi bilan uzviy bog'liq holda kechganini ko'rish mumkin. Ethernet va Fast Ethernet texnologiyalari mobil ilovalar uchun zarur bo'lgan texnik infratuzilmani yaratib, zamonaviy mobil xizmatlar rivojiga asos bo'lib xizmat qildi. Token Ring texnologiyasi esa tarmoq texnologiyalarining muqobil rivojlanish yo'nalishini ifodalab, ilmiy va o'quv jarayonida muhim nazariy ahamiyat kasb etadi.

MUHOKAMA (Discussion)

Mobil ilovalar infratuzilmasini tahlil qilish shuni ko'rsatadiki, zamonaviy mobil tizimlar faqatgina foydalanuvchi interfeysi yoki dasturiy funksiyalar bilan cheklanib qolmaydi, balki murakkab tarmoq arxitekturasiga tayangan holda faoliyat yuritadi. Mobil ilovalar ko'pincha mijoz–server modeli asosida ishlaydi va bu modelda serverlar bilan uzluksiz, tezkor hamda ishonchli tarmoq aloqasi hal qiluvchi ahamiyatga ega bo'ladi. Shu nuqtayi nazardan qaralganda, Ethernet va Fast Ethernet texnologiyalarining mobil ilovalar fanidagi o'rni nafaqat texnik, balki metodologik jihatdan ham muhim hisoblanadi. Tahlillar shuni ko'rsatadiki, Ethernet texnologiyasi mobil ilovalar server infratuzilmasining asosiy tayanchi bo'lib qolmoqda. Mobil ilovalar backend qismi odatda ma'lumotlar bazalari, ilova serverlari, autentifikatsiya xizmatlari va API tizimlaridan tashkil topadi. Ushbu komponentlar o'rtasida tezkor ma'lumot almashinuvi bo'lmas ekan, mobil ilovaning umumiy ishlash samaradorligi pasayadi. Ethernet texnologiyasining past kechikish (low latency) va yuqori barqarorlik

xususiyatlari mobil ilovalarda foydalanuvchi so'rovlariga tezkor javob qaytarish imkonini beradi. Fast Ethernet texnologiyasi esa mobil ilovalar rivojlanishining muhim bosqichlarida hal qiluvchi rol o'ynagan. Ayniqsa, mobil ilovalarda multimedia kontent, real vaqt rejimidagi xabar almashinuvi, geoaxborot xizmatlari va onlayn monitoring tizimlari keng joriy etila boshlagan davrda Fast Ethernet texnologiyasi yuqori o'tkazuvchanlikni ta'minlagan. Ushbu texnologiya mobil ilovalar serverlari va foydalanuvchilar o'rtasidagi ma'lumot oqimini barqarorlashtirish orqali xizmat sifatini oshirishga xizmat qilgan. Token Ring texnologiyasi esa bugungi kunda amaliy jihatdan kam qo'llanilayotgan bo'lsa-da, uni muhokama doirasida tahlil qilish muhim ilmiy ahamiyatga ega. Ushbu texnologiya tarmoq resurslaridan foydalanishda adolatli mexanizmni taklif etgan bo'lib, bu yondashuv bugungi kunda ayrim tarmoq boshqaruvi algoritmlarida nazariy asos sifatida qo'llanilmoqda. Mobil ilovalar fanida Token Ring texnologiyasini o'rganish talabalarga tarmoq texnologiyalarining evolyutsion rivojlanishini, muqobil yondashuvlarni va texnologik tanlovlarning oqibatlarini tushunishga yordam beradi. Muhokama jarayonida shuni ta'kidlash lozimki, mobil ilovalar rivojlanishi bilan birga tarmoq texnologiyalariga qo'yiladigan talablar ham keskin oshmoqda. Bugungi mobil ilovalar yuqori yuklama sharoitida ishlaydi, millionlab foydalanuvchilarga bir vaqtning o'zida xizmat ko'rsatadi va katta hajmdagi ma'lumotlarni qayta ishlaydi. Bunday sharoitda Ethernet texnologiyasining kengaytirilgan variantlari mobil ilovalar infratuzilmasida muhim ahamiyat kasb etmoqda. Shuningdek, mobil ilovalar fanida tarmoq texnologiyalarini o'rganish faqatgina texnik bilimlarni emas, balki tizimli fikrlash ko'nikmalarini ham shakllantiradi. Talabalar mobil ilova yaratishda faqat frontend va backend

dasturlash bilan cheklanib qolmasdan, tarmoq kechikishi, o'tkazuvchanlik va ishonchlilik kabi omillarni ham hisobga olish zarurligini anglab yetadi. Bu esa mobil ilovalarni loyihalashda kompleks yondashuvni shakllantiradi.

Kelajak istiqbollari va mobil ilovalar rivoji. Zamonaviy axborot-kommunikatsiya texnologiyalarining jadal rivojlanishi mobil ilovalar arxitekturasini tubdan o'zgartirmoqda. Kelajakda mobil ilovalar nafaqat foydalanuvchi ehtiyojlariga moslashuvchi dasturiy mahsulotlar, balki murakkab, intellektual va o'zaro bog'langan axborot tizimlari sifatida shakllanishi kutilmoqda. Ushbu jarayonda mobil ilovalar sun'iy intellekt, mashinaviy o'rganish, kengaytirilgan va virtual reallik, IoT hamda katta hajmdagi ma'lumotlar bilan chuqur integratsiyalashadi. Sun'iy intellekt asosida ishlovchi mobil ilovalar real vaqt rejimida foydalanuvchi xatti-harakatlarini tahlil qilish, moslashuvchan tavsiyalar berish va avtomatlashtirilgan qarorlar qabul qilish imkoniyatiga ega bo'ladi. Bunday ilovalar doimiy ravishda serverlar bilan ma'lumot almashinuvini talab qiladi. Ushbu jarayonlarda tarmoq kechikishining minimal bo'lishi va yuqori o'tkazuvchanlikka ega aloqa kanallarining mavjudligi hal qiluvchi omil hisoblanadi. Kengaytirilgan va virtual reallik texnologiyalariga asoslangan mobil ilovalar esa katta hajmdagi grafik va sensor ma'lumotlarni real vaqt rejimida qayta ishlashni talab etadi. Bunday ilovalarda ma'lumot uzatishdagi eng kichik kechikish ham foydalanuvchi tajribasiga salbiy ta'sir ko'rsatishi mumkin. Shu sababli yuqori tezlikdagi va barqaror tarmoq texnologiyalari kelajakdagi mobil ilovalar infratuzilmasining ajralmas qismi bo'lib qoladi. Internet of Things (IoT) konsepsiyasining kengayishi bilan mobil ilovalar milliardlab qurilmalar bilan o'zaro aloqada bo'ladi. Sensorlar, aqlli qurilmalar va avtomatlashtirilgan tizimlardan kelib tushadigan ma'lumotlar uzluksiz ravishda

qayta ishlanadi va tahlil qilinadi. Ushbu sharoitda mobil ilovalar infratuzilmasi yuqori yuklamani ko'tara oladigan, masshtablanuvchi va ishonchli tarmoq texnologiyalariga tayanishi zarur. Katta ma'lumotlar (Big Data) bilan ishlovchi mobil ilovalar foydalanuvchi faoliyati, tranzaksiyalar va real vaqt ma'lumotlarini qayta ishlashda yuqori tezlikdagi server infratuzilmasiga muhtoj bo'ladi. Ushbu jarayonlarda Ethernet texnologiyasining zamonaviy variantlari muhim rol o'ynaydi. Gigabit Ethernet, 10G, 40G va 100G Ethernet texnologiyalari mobil ilovalar serverlari, ma'lumotlar markazlari va bulutli platformalarda yuqori o'tkazuvchanlikni ta'minlab, xizmatlar uzluksizligini kafolatlaydi. Shuningdek, kelajak mobil ilovalari mikroxizmatlar arxitekturasi asosida qurilishi kutilmoqda. Bunda ilovaning har bir funksional qismi alohida xizmat sifatida ishlaydi va ular o'rtasidagi tezkor tarmoq aloqasi muhim ahamiyat kasb etadi. Yuqori tezlikdagi Ethernet texnologiyalari mikroxizmatlar o'rtasidagi ma'lumot almashinuvini optimallashtirib, tizimning umumiy ishlash samaradorligini oshiradi. Xulosa qilib aytganda, kelajakda mobil ilovalar rivoji bevosita tarmoq texnologiyalarining takomillashuvi bilan uzviy bog'liq bo'ladi. Ethernet texnologiyasining yuqori tezlikdagi variantlari mobil ilovalar infratuzilmasining asosiy tayanch texnologiyasi sifatida o'z ahamiyatini saqlab qoladi va mobil ilovalarning masshtablanishi, yuqori yuklamada barqaror ishlashi hamda foydalanuvchi tajribasining yuqori sifatini ta'minlashda muhim rol o'ynaydi.

XULOSA

Mazkur ilmiy tadqiqot doirasida Ethernet, Fast Ethernet va Token Ring texnologiyalarining rivojlanish tarixi, texnik imkoniyatlari, hozirgi davrdagi dolzarbligi hamda mobil ilovalar infratuzilmasidagi istiqbollari chuqur va har tomonlama tahlil qilindi. Tadqiqot natijalari shuni ko'rsatadiki,

mobil ilovalar samaradorligi bevosita tarmoq texnologiyalarining to'g'ri tanlanishi va optimal qo'llanilishiga bog'liqdir. Ethernet texnologiyasi bugungi kunda mobil ilovalar server infratuzilmasining asosiy standarti sifatida o'z mavqeini mustahkamlab kelmoqda. Uning soddaligi, moslashuvchanligi va yuqori ishonchliligi mobil ilovalar uchun zarur bo'lgan barqaror tarmoq muhitini yaratadi. Fast Ethernet texnologiyasi esa mobil ilovalar rivojlanishining muhim bosqichida katta hajmdagi ma'lumotlar bilan ishlash imkonini yaratib, mobil xizmatlarning kengayishiga xizmat qilgan. Token Ring texnologiyasi amaliy jihatdan eskirgan bo'lsa-da, ilmiy va o'quv jarayonida muhim nazariy ahamiyatga ega. Ushbu texnologiya orqali tarmoq texnologiyalarining muqobil yondashuvlari, resurslarni boshqarish mexanizmlari va tarmoq adolatliligi masalalarini chuqurroq tushunish mumkin. Tadqiqot natijalari shuni ko'rsatadiki, kelajakda mobil ilovalar sun'iy intellekt, IoT, katta ma'lumotlar va bulutli hisoblash texnologiyalari bilan yanada integratsiyalashadi. Ushbu jarayonda yuqori tezlikka ega Ethernet texnologiyalari mobil ilovalar infratuzilmasining ajralmas qismi bo'lib qoladi. Shu bois mobil ilovalar fanida tarmoq texnologiyalarini chuqur va tizimli o'rganish zamonaviy mutaxassislar tayyorlashda muhim ahamiyat kasb etadi.

Xulosa qilib aytganda, Ethernet, Fast Ethernet va Token Ring texnologiyalarini ilmiy asosda tahlil qilish mobil ilovalar fanining nazariy va amaliy bazasini mustahkamlashga xizmat qiladi hamda mobil dasturiy tizimlarning barqaror, tezkor va ishonchli ishlashini ta'minlash uchun zarur bilim va ko'nikmalarni shakllantiradi.

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Dynamics Of Changes In Rainfall And Soil Moisture Amounts Under Global Climate Change And Its Impact On Biodiversity (In The Example Of Chartok District)

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Abstract
This article analyzes the climate changes observed in Uzbekistan in recent years, their main causes and regional impact. The study examined processes such as temperature increase, uneven distribution of precipitation, increased drought, and the impact of factories on climate change and the increase in waste in our republic. The article highlights the impact of climate change on precipitation and soil moisture, as well as on ecological stability, and discusses its negative impact on biodiversity.
Keywords: Arid, Central Asia, precipitation, Average, Natural, Chartak district, humidity, ozone layer, Freon gases, Cinniguldoshlar, industry, anthropogenic, Köppen Geiger

Introduction. In recent years, global climate change has become one of the most significant environmental problems observed in all regions of the Earth. Central Asia, and in particular Uzbekistan, as an arid and semi-arid region, is one of the most sensitive regions to climate change. For example, we can see the northeastern part of the Fergana Valley in the Chartok district of Namangan region.

Uzbekistan has a continental climate due to its location in the interior of the Eurasian continent, far from the oceans and seas. The distinctive features of the continental climate are: the sky is extremely clear and sunny; the temperature is extremely high, the annual precipitation is small, but on the contrary, the potential evaporation is large: summer is long and hot, and winter is somewhat cold for this geographical latitude; the difference in annual and daily temperatures is large. [1.] Uzbekistan is a region located in the center of Central Asia.

We do not have access to the sea and ocean, which creates problems for industrially developed transport. In my opinion, it is good that we are not among the coastal countries, because there are many natural disasters such as floods, tsunamis, tornadoes. However, we are located in a region that is very sensitive to climate change, and this sensitivity not only has a very negative impact on biodiversity, but also causes the extinction of endemic species. In the following figure, we can see the climate change in Central Asia:

Figure 1. Climate change in Central Asia between 1980 and 2016 (according to the Köppen Geiger system)
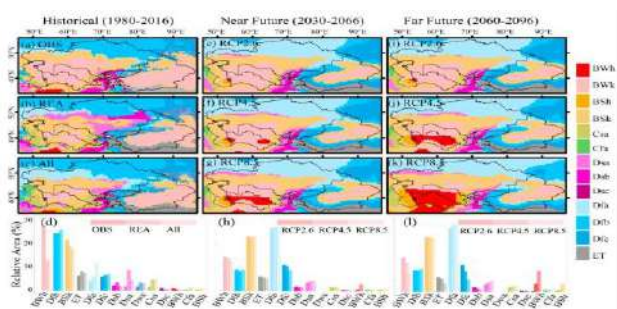
Figure 2. Spatial distribution of climate zones in Central Asia based on the Köppen-Geiger climate classification. (a – c): for the historical period derived from the observational dataset (OBS), the reanalysis dataset (REA), and the ensemble dataset (All). (e – g): estimated climate zones for the near future (2030–2066) under the GCM ensemble RCP2.6, RCP4.5, and RCP8.5 scenarios, respectively. (i – k): estimated climate zones for the far future (2060–2096) under the GCM ensemble RCP2.6, RCP4.5, and RCP8.5 scenarios, respectively. (d , h , l) relative area of each climate type in the total area over the historical period, near, and far future, respectively. Different transparency represents different data sources or representative concentration paths. The color scheme is adopted from Peel et al.
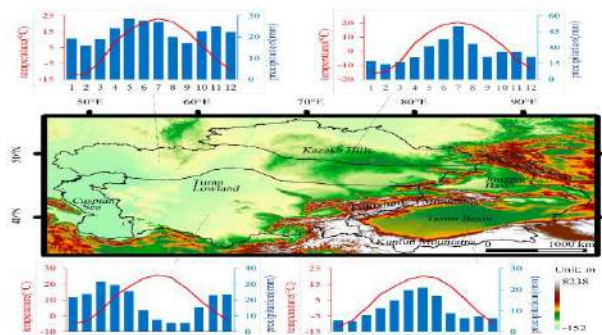
Figure 3. The study area, annual cycle of temperature and precipitation in four subregions of Central Asia. The subregions are indicated by the cluster method [24]. Temperature and precipitation are taken from the Climate Research Unit (CRU) dataset for the period 1980–2016.

Map of the territory of Chartok district, Namangan region, in the northeastern part of the Fergana Valley:

Figure 4. Research area (Chartoq district) Briefly about the nature of this area: Chartok district is located on the southern slopes of the Chatkal ridge. The surface consists of plains and hills. The altitude from south to north is from 300 m to 1500 m. There are oil as minerals, and gravel, limestone, and clay soils as building materials of local importance. The climate is continental; summers are hot and dry, winters are cold. The average temperature in January is from 0 C to −4°, in July 25-26°. The lowest temperature is −29° in winter, and the highest temperature in summer is 40°. 300-400 mm of precipitation falls per year (more in winter and spring). The growing season is 175 days. Large and small streams flow from the mountains and hills. Some of them flow only during the rainy season and dry up in summer. The largest streams: Chortoqsoy, Namangansoy (Pochchaotasoy in the upper reaches) and other streams cause severe floods during spring rains and cause great damage to the economy. Flood control structures have been built in some streams.The waters of the river are widely used for irrigation. The Great Namangan (Chortoq) canals pass through the southern part of the district, and the North Fergana canals pass through its southern border. The soils are mainly typical gray soils. Land suitable for agriculture has been developed. Natural vegetation has been preserved mainly in

the hills: ephemeral herbs and shrubs grow. The Botanical Institute of the Academy of Sciences of Uzbekistan

has an experimental plot for the study and enrichment of hill plants. Wild animals include foxes, skunks, turtles, various snakes, lizards; birds include partridges, pheasants, and others; there are various fish in the waters.[2.] The structure of the Chartok Hills is occupied by anticlinal folded Neogene - early Quaternary rocks. The axis extends from the southwest to the northeast for 33 km, its width is 2-3 km, the slope of the northern wing is 2-6 °, the southern one is 2-7 °. [3. 279-282 b] The nature of the Chartok district is a very beautiful area, but today we are witnessing significant changes in the amount of precipitation and climate change, which are among the global environmental problems in the district:

Table 1. Average 10-year precipitation in Namangan region (Chortoq district) (1950-2022), mm

Between 1950 and 1960	316.8
Between 1960 and 1970	334.12
Between 1970 and 1980	266.67
Between 1980 and 1990	313.462
Between 1990 and 2000	354.253
Between 2000 and 2010	322.54
Between 2010 and 2022	260.1

As can be seen in the table, after normal precipitation was observed between 1950 and 1970, we can observe a decrease in precipitation between 1970 and 1980. While normal precipitation was also observed between 1980 and 2010, we can see that it changed significantly in the last 12 years. Finally, everyone feels that the amount of precipitation decreased between 2023-2024-2025.

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Table 2. Soil moisture of the Chortok hills (according to G. Toshmirzayeva) Natural soil moisture of the Chortok hills at a depth of 1 meter (According to the vegetation period of 2022-2023-2024, in %)

Months (growing season)	2022	2023	2024
March	--	13.2	11.2
April	12.1	12.1	12.1
May	11.1	10.1	11.1
June	10.1	10.5	9.5
July	10.5	9.2	9.2
August	10.5	9.0	8.0
Average	10.86	10.68	8.5

We can also see in this table that the last 3-year calculation has dropped significantly in 2024, which is a major negative turn in plant life.Above we can observe the amount of moisture in the soil and the average amount of precipitation over the years. I can say that the reason for these changes is the development of industry and the depletion of the ozone layer:

(Figure 5) Industrial indicators of Namangan region
[5. main page]

The development indicators of this industry certainly show that our economic growth makes people's lives easier. But we must also take into account that the production process of each product is different:

Figure 6. Industrial zones

It is reported that in the first half of 2019, 175 complaints were received from citizens regarding environmental pollution by large industrial enterprises. According to the statement of the First Deputy Chairman of the Committee, Ibratjon Karimov, at the end of 2018, 2 million 449 thousand tons of harmful substances were released into the environment. Of this, 1 million 600 thousand tons are vehicles, and 880 thousand tons are industrial enterprises. There are more than 300 thousand economic enterprises in the republic, 5 thousand of which are enterprises of the first and second categories in terms of environmental pollution. [4.8.124-127 b] It is a sad situation that we see these harmful substances in some parts of the region, city, district and rural areas. As an example, here are the cases I saw in my district:

Figure 7. Illegal garbage dumping zones in Chartak district

In particular, I can point out that another cause of climate change is the depletion of the ozone layer, which is also due to the development of industry and human interest in space. Science has long proven that the depletion of the ozone layer is mainly due to Freon gases released during the production of industrial products and that rockets launched into space cause the depletion.
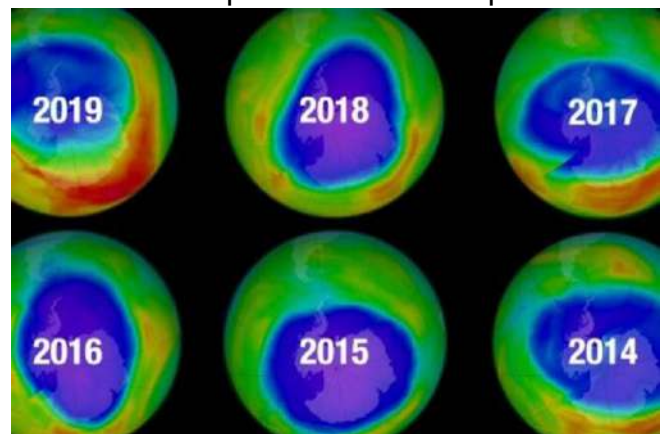
Figure 8. Ozone layer depletion

The climate predictions from the digital world above show that climate change is very serious. In my opinion, such changes once again confirm that we need to increase security and pay serious attention to environmental problems.

Ecosystems and biodiversity advantage - One of the most dangerous impacts of climate change on ecosystems and biodiversity is the disruption and failure of

ecosystems. Ecosystems, as natural systems that include several interdependent organisms, play an important role in combating change. However, as a result of global warming, some ecosystems may lose their functions. For example, the depletion of water resources and the loss of forests are major threats to ecosystems. Many plant and animal species are being displaced from their habitats due to climate change. Several species are facing difficulties in developing and adapting to changing climate conditions. Some plants in forests will disappear as a result of climate change or will fail during the wintering and breeding seasons. Such changes are especially noticeable in polar and tropical regions. One of the most effective ways to preserve and restore biodiversity is to stabilize ecological systems.

This is done by restoring ecosystems, effectively managing their resources, and introducing green technologies. To maintain ecological sustainability, modern approaches to protecting nature and reducing environmental impacts are necessary. A number of measures are being implemented globally to reduce the impact of climate change on biodiversity. These include measures such as reducing carbon dioxide emissions, supporting renewable energy sources, and developing environmental education. At the international level, the UN agreements and strategies to combat climate change are important parts of the global effort to protect the climate. The impact of climate change on biodiversity is an increasingly serious global problem, posing a significant threat to ecological systems and biodiversity. Effective and rapid measures are needed to ensure the stability of ecological systems and preserve biodiversity. [6. 47-50 p.] The impact of climate change on biodiversity is currently one of the most significant,

especially when we look at the impact on plant diversity:
Found in the hills of Chortok district, it is an endemic species included in the "Red Book":
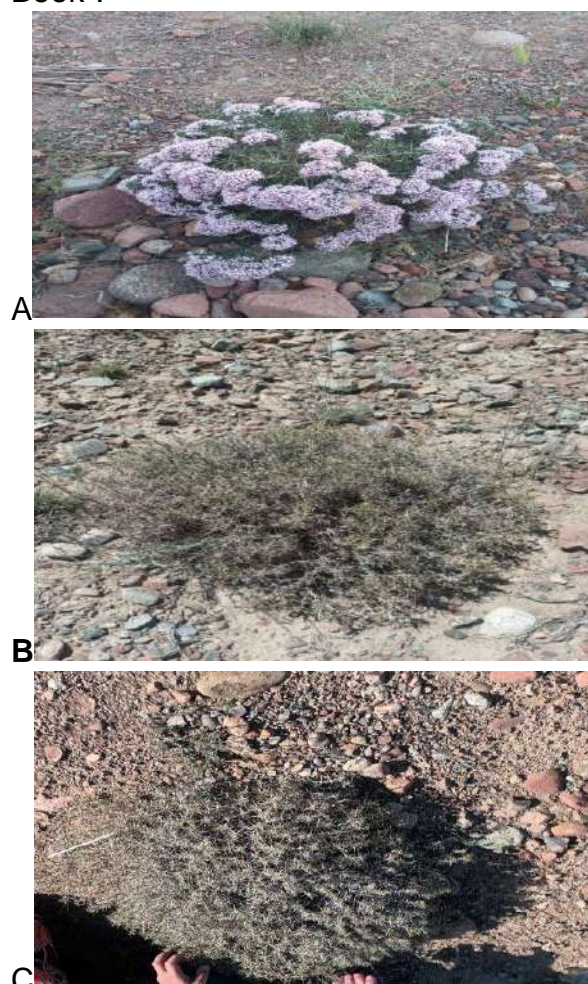
Figure 9. Acantophyllum albidum a) at the bottom of the hill b) in the middle of the hill c) at the top of the hill

Acanthophyllum albidum Schischk. (Cinniguldoshlar) occupies a special place as a valuable saponin-containing plant. Saponins obtained from this plant are widely used in the textile, perfumery, confectionery, pharmaceutical industries, non-ferrous metallurgy and other sectors of the national economy. Despite the fact that during the period of industrial development (1970–2000) the sharp anthropogenic climate change had a limiting effect on the species' range, the ecological niche of the species showed that it could spread throughout the entire foothills and foothills

surrounding the Fergana Valley. In general, the areas of high and medium suitability amounted to 50<40 thousand km2.[7.15-22 b]
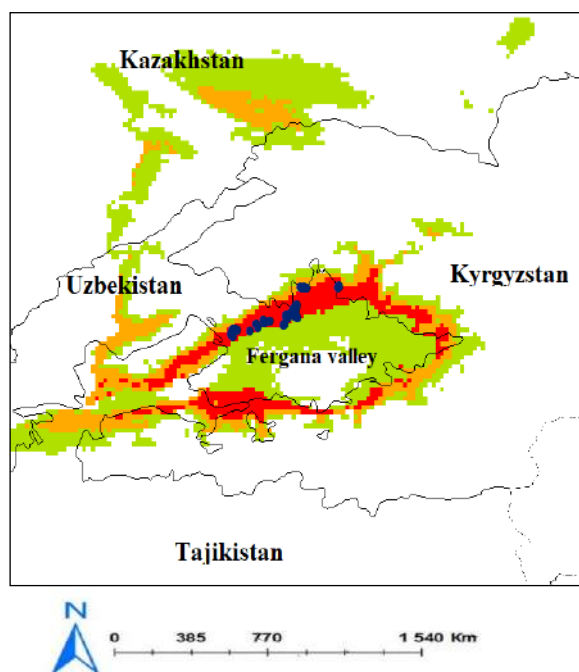
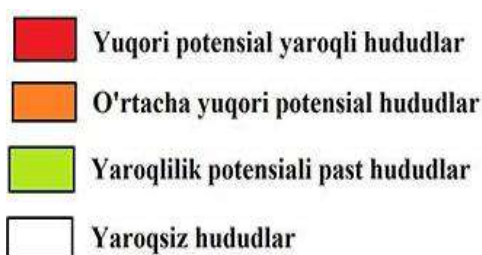**Acanthopyllum albidum area suitability index**

🟥	Yuqori potensial yaroqli hududlar
🟧	O'rtacha yuqori potensial hududlar
🟩	Yaroqlilik potensiali past hududlar
⬜	Yaroqsiz hududlar

Figure 10. Modeling results of Acanthophyllum albidum under RCP2.6_2070s climate scenarios.

Conclusion. I would not be wrong if I said that climate change is the biggest global problem on Earth because the climate is changing day by day, humanity is building a big industry but measuring its products with money. Everyone sees that there is money in industry but no one feels how harmful the waste is. O humanity, open your eyes, if this climate change continues like this, the apocalypse in those 4 great divine books is

near. O humanity, think, isn't it time to form an army to save our polluted world. Climate change, especially its impact on biodiversity, is increasing greatly, if changes continue like this, the "Red Book" will become even thicker. We need to reduce the means that cause climate change. We have seen the impact of climate change on biodiversity in the Acanthophyllum albidum plant, which is one of the most vulnerable species to climate change and is rapidly disappearing. In my opinion, such changes once again confirm the need to increase security and pay serious attention to environmental problems.

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Description Of Commercial Communication

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Abstract
Based on the analysis conducted, we can conclude that commercial dialogue is one of the forms of business communication, which also implies the achievement of material benefits associated with the institutions of a market economy.
Keywords: commercial communication, business communication, market economy, official communication, presentation.

Business communication is carried out in a professional sphere, reflects the orientation of communicants towards achieving goals of a certain professional significance, encompasses various interactions in the profession, which leads to the formation of various forms of communication. A.M. Sosnovskaya identifies the following forms of business communication [1]:

1. Business conversation is "the desire of one person or group of people to induce another person or group of people to take action through words that will change the situation or establish new relationships between the conversation participants [2]." In its most general form, business conversation is understood as verbal communication between partners, interlocutors.

2. Negotiations are "interrelated processes of developing, exchanging and implementing certain sets of promises (contracts, agreements, agreements, conventions, etc.) that satisfy the main interests of the parties to the agreement" [3];

"The main means of making coordinated decisions in the process of communication between interested parties" [4]; "A special type of joint activity of two or more people, not related to direct subordination relations, aimed at solving the problems they face" [5];

3. Press conference - "a meeting of official government representatives (leaders, politicians, government officials, public relations specialists, businessmen, etc.) with representatives of the press, television, radio to provide information on current issues."[6]

4. Press release - "a press release; an informative message that contains news about the organization (possibly a private person) issuing the press release, a statement of its position on any issue, and is transmitted for publication in the media [7]." There are several types of press releases:
a) press release announcement - an information message about an upcoming event;

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[2] Vlasyuk G. V. Business communication: a textbook for the specialty "Human Resources Management". - Moscow: MIIT, 2008. - 68 p. - P. 29
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[3] Sosnovskaya A. M. Business communication and negotiations: a textbook. St. Petersburg: SZAGS Publishing House, 2011. - 8 p.; ill. - p. 96

[4] Bolshakov S. N. Business communications: a textbook / S. N. Bolshakov, M. O. Potolokova - St. Petersburg: St. Petersburg state university, philological faculty, 2012. - 137 p. - P. 62

[5] Bolshakov S. N. Business communications: a textbook / S. N. Bolshakov, M. O. Potolokova - St. Petersburg: St. Petersburg state university, philological faculty, 2012. - 137 p. - P. 71

[6] Mandritsa V. M. Business Ethics - Business Communication / V. M. Mandritsa, I. V. Mandritsa. - Rostov-on-Don: RINH, 2005 (AzovPechat LLC). - 227 p. - P. 184

[7] Sosnovskaya A. M. Business communication and negotiations: a textbook. St. Petersburg: SZAGS Publishing House, 2011. - 8 p.; ill. - p. 105

b) press release news - an information message about an event that has already occurred;

c) information press release - an information message about a current, unfinished event;

d) backgrounder - "informational PR material for mass media reflecting the organization, its profile, products and services, history of creation, development, etc." [8];

f) fact sheet - information material for the press containing information about the organization, its products and services. Unlike the backgrounder, it may contain information about the organization's management, areas of activity, statistical data, etc. A fact sheet is usually prepared for publications that work in the field in which the organization directly produces products or provides services.

5. Briefing - a short informative message, usually provided by an official person: a government representative, commercial organizations, international organizations, etc., to inform about important events, negotiations, conferences, achieved results, etc.

6. Business meeting - "held by the first person or a specialist replacing him to discuss the organization of production, management of the company, and marketing activities" [9];

7. Presentation - "presenting your capabilities, product, or company to partners, clients, investors, or consumers in order to reach a desired decision (action) [10]."

Of course, business communication is not limited to these forms. Business, business letters, documents, etc., which may accompany business conversations, negotiations, etc., can be distinguished into

a separate type of communication. It is worth noting that business communication can have various forms of its implementation, it covers a wide range of situations associated with the achievement of professionally important values, is characterized by high variability, can be carried out orally and in writing, can be aimed at performing certain functions, which significantly complicates the process of studying business speech.

The form of business communication and communicative intentions determine the specific features of the formation of commercial discourse. In addition, other communicative factors also influence the formation of commercial discourse. V.A. Zhelamskaya names the following as such factors [11]:

1) the nature of the addressee(s), primarily the criteria for the accuracy/inaccuracy of the address; the number of recipients:

a) a specific addressee (a specific person or group of persons): in this case, the communication is directed to a specific person or group of persons, including the use of several terms reflecting the attention paid to them;

b) unspecified addressee: if there is no known addressee, the communication assumes a large number of addressees, all the employees of the organizations, all the participants of the communication are expected to be affected by it.

2) Nature of addressee(s):

a) the addressee is a specific individual: in this case, the communication is conducted in the 1st person in the unit. The communication is maximally personal in nature, distinguishing it from all other business communications. In some cases,

[8]Sosnovskaya A. M. Business communication and negotiations: a textbook. St. Petersburg: SZAGS Publishing House, 2011. - 8 p.; ill. - p. 106

[9]Sosnovskaya A. M. Business communication and negotiations: a textbook. St. Petersburg: SZAGS Publishing House, 2011. - 8 p.; ill. - p. 106

[10]Sosnovskaya A. M. Business communication and negotiations: a textbook. St. Petersburg: SZAGS Publishing House, 2011. - 8 p.; ill. - p. 111

[11]Zhelamskaya V. A. Linguistic structure of business documentation based on the French and Italian languages: Diss. Cand. Philological Sciences. – Moscow, 2017. – 332 p. – Pp.

the 3rd person in the unit is addressed. Usually, in this case, "the first place is not given to a specific individual, but to a legal entity that he holds in accordance with the position he holds, his rights and authorities" [12];

b) addressee - a specific organization or group of people: such

communication will not be very clear;

c) unknown addressee - as a rule, such communication parties

to establish legal relations between, any procedures, certain rules and

to establish a circle of persons subject to obligations

directed.

At the same time, despite the high variability and diversity of manifestations of business communication, it is possible to identify a number of features that allow us to define interactions as commercial. First of all, such features include the sphere of communication - professional, commercial, that is, the fact that it is closely connected with market relations, the economy, with the purpose of making a profit, which determines the specific features of interaction, the formation of important signs and characteristics of communication.

Thus, based on the analysis conducted, we can conclude that commercial communication is one of the forms of business communication, which is a synthesis of the components of the economy, private property rights, and directly business, as well as academic, personal and everyday sub-courses, aimed at solving professional problems that are subordinate to the goal of achieving material benefits associated with the institutions of a market economy. Commercial communication is not a single type, it is distinguished by its variability, diversity of manifestations, which allows us to distinguish several genres, invariants of

commercial discourse, including business conversations, negotiations, press releases, briefings, business meetings, presentations, and others. Commercial communication varies significantly, and the characteristics of their implementation are influenced by a number of factors, including (1) the nature of the addressee; (2) the nature of the addressee; (3) the positional (role) relationships of the communicants; (4) socio-psychological distance between communicants.

Foidalanilgan adabietlar

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The Effect Of Sowing Date And Norms On The Growth Of Sarept Mustard (Brassica Junceae Czern.) Varieties

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Abstract
It was found that the planting dates and norms of mustard varieties have different effects on the height of the plant stem, and increasing the planting norms caused the plant to grow taller. The height of the mustard plant planted in the spring was 134.0-146.4 cm for the "Nika" variety, 141.3-154.2 cm for the "Gorlinka" variety, and 147.5-159.5 cm for the "Yunona" variety, while when planted in the summer, it was 132.4-143.2 cm for the "Nika" variety, 138.5-152.5 cm for the "Gorlinka" variety, and 144.0-156.3 cm for the "Yunona" variety.
Keywords: Mustard, Nika, Gorlinka, Yunona, seeds, sowing date, sowing norm, plant height.

Introduction. Today, mustard (Sinapis alba L.) is cultivated in the world on 0.7-1.0 million hectares, with a yield of 12.0-15.0 t/ha of seeds and 30 t/ha of green mass. The leading countries in mustard cultivation are Canada, the USA, India, Ukraine and Russia. In these countries, high and quality seed yields are achieved due to the timely and optimal sowing of mustard plants and the use of recommended agrotechnologies for care [1].

In world agricultural practice, research is currently underway to create new varieties of mustard to produce high-quality and high-yielding seed crops, develop their optimal terms and norms, establish feeding norms, use resource-saving agrotechnologies in cultivation, and treat mustard seeds with various stimulants before sowing [7, 8, 9].

The level of the problem studied. It is necessary to determine the sowing rate depending on the level of moisture supply of the soil of the area where mustard is planted in narrow rows and the amount of weeds. In areas with good moisture supply, the sowing rate of mustard at the rate of 2.5-3.0 million seeds per hectare is effective, and in areas with relatively low moisture supply, 1.5-2.0 million seeds per hectare is effective [5, 6].

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In studies conducted in Kalmykia, the yield of Sarept mustard was 20.0 c/ha when planted at the rate of 2.5 million seeds per hectare, while the yield from the variant planted at the rate of 3.0 million seeds per hectare decreased by 2.0 c/ha compared to the variant planted at the rate of 2.5 million seeds per hectare. It was found that in the variant planted at the rate of 2.0 million viable seeds per hectare, the yield was 4.0 c/ha lower than in the variant planted at 2.5 million seeds per hectare [4, 5].

Methods and Materials. Our research was conducted in 2022-2024 in the conditions of typical gray soils of the Tashkent region, and the effect of planting dates and rates on the biometric indicators of mustard varieties (Brassica junceae Czern.) was studied. In our research, mustard planting rates of 1.0, 1.5, 2.0 million units/ha were tested in the spring and summer periods.

These field experiments included 9 variants, each variant occupied an area of 60 m^2, of which the calculated area was 30 m2. They were conducted in four rotations, and the total area of each experiment was 0.216 hectares.

The research was conducted in field and laboratory conditions, with field experiments, calculations and observations

based on the "Methods of conducting field experiments", and plant analyses based on the "Methodology of state variety testing of agricultural crops" [2, 3, 6].

In the experiment, mustard (Brassica junceae Czern.) varieties "Nika", "Gorlinka" and "Yunona" were sown in the first ten days of March and as a repeated crop at a rate of 1.0, 1.5, 2.0 million germinating seeds per hectare, into a depth of 2-3 cm.

Results and Discussion. The effect of planting dates and norms on the stem height of mustard was studied in the stages of stem formation, budding, flowering, raceme formation and ripening of the plant. According to the data obtained from our studies of mustard varieties planted in the spring period, the average plant height of the Nika variety in the stem formation phase, 84.3-91.8 cm in the budding phase, 110.0-121.8 cm in the flowering phase, 128.5-139.4 cm in the raceme formation phase and 134.0-146.4 cm in the ripening phase, according to the planting norms, was 44.0-47.2 cm. According to the planting norms of the Gorlinka variety, the plant height in the stem formation phase reached 46.7-50.3 cm, in the budding phase 87.0-94.6 cm, in the flowering phase 115.0-126.6 cm, in the raceme formation phase 134.3-146.7 cm and in the ripening phase 141.3-154.2 cm (Table 1).

According to the planting norms of the Yunona variety, the plant height in the stem formation phase reached 49.8-52.4 cm, in the budding phase 90.7-97.6 cm, in the flowering phase 120.3-130.3 cm, in the raceme formation phase 140.8-152.5 cm and in the ripening phase 147.5-159.3 cm.

In the variants with a low planting rate, it was found that due to the relatively small number of seedlings, the plant used more nutrients in the soil and received more sunlight than in other variants, the plant body thickened and became relatively shorter. The highest indicators in terms of stem height of mustard varieties cultivated in the spring period were observed in variants with a planting rate of 2.0 million germinating seeds per hectare, and the plant height was 47.2-52.4 cm in the stem formation phase, 91.8-97.6 cm in the budding phase, 121.8-130.3 cm in the flowering phase, 139.4-152.5 cm in the raceme formation phase, and 146.4-159.3 cm in the ripening phase. The lowest indicators were observed in the variants with 1.0 million germinating seeds per hectare, with 44.0-49.8 cm in the stem formation phase, 84.3-90.7 cm in the budding phase, 110.0-120.3 cm in the flowering phase, 128.5-140.8 cm in the raceme formation phase, and 134.0-147.5 cm in the ripening phase.

Table 1. Effect of sowing dates and norms on mustard stem height, cm, 2023 (spring period)

Option No	Varieties	Sowing dates, mln.pcs/ha	Stem formation phase	Budding phase	Flowering phase	raceme formation phase	Ripening phase
1	Nika	1.0	44.0	84.3	110.0	128.5	134.0
2		1.5	46.5	88.6	116.2	135.6	143.8
3		2.0	47.2	91.8	121.8	139.4	146.4
4	Gorlinka	1.0	46.7	87.0	115.0	134.3	141.3
5		1.5	49.5	91.2	121.4	142.6	149.8
6		2.0	50.3	94.6	126.6	146.7	154.2
7	Yunona	1.0	49.8	90.7	120.3	140.8	147.5
8		1.5	51.2	95.2	126.4	148.2	155.2
9		2.0	52.4	97.6	130.3	152.5	159.3

According to data from studies conducted in the summer period, in variants planted with the Nika variety, the average plant height in the stem formation phase was 41.4-47.3 cm, in the budding phase 81.2-89.3 cm, in the flowering phase 108.3-118.7 cm, in the raceme formation phase 125.4-137.7 cm, and in the ripening phase 132.4-143.2 cm. According to the planting norms of the Gorlinka variety, the plant height in the stem formation phase reached 42.6-49.0 cm, in the budding phase 83.8-93.7 cm, in the flowering phase 111.1-124.5 cm, in the raceme formation phase 131.3-143.6 cm, and in the ripening phase 138.5-152.5 cm (Table 2).

Table 2. Effect of sowing dates and norms on mustard stem height, cm, 2023 (summer period)

Option No	Varieties	Sowing dates, mln.pcs/ha	Stem formation phase	Budding phase	Flowering phase	raceme formation phase	Ripening phase
1	Nika	1.0	41.4	81.2	108.3	125.4	132.4
2		1.5	44.2	85.5	114.6	131.6	140.8
3		2.0	47.3	89.3	118.7	137.7	143.2
4	Gorlinka	1.0	42.6	83.8	111.1	131.3	138.5
5		1.5	46.8	89.6	118.6	138.4	147.6
6		2.0	49.0	93.7	124.5	143.6	152.5
7	Yunona	1.0	45.0	86.5	117.0	137.4	144.0
8		1.5	47.6	92.0	123.8	145.7	152.2
9		2.0	50.7	95.4	128.4	149.3	156.3

According to the planting norms of the Yunona variety, the plant height in the stem formation phase reached 45.0-48.7 cm, in the budding phase 86.5-95.4 cm, in the flowering phase 117.0-128.4 cm, in the raceme formation phase 137.4-149.3 cm and in the ripening phase 144.0-156.3 cm.

In our studies conducted in the summer, it was observed that in the variants with a low planting norm of mustard varieties, due to the relatively smaller number of seedlings, the plant used more nutrients in the soil and, due to the greater amount of sunlight compared to other variants, the plant's body thickened and became relatively shorter.

Even during this planting period, the highest indicators of mustard plant stem height were observed in variants where 2.0 million germinating seeds per hectare were planted in the summer period, with plant height being 47.3-50.7 cm in the stem formation phase, 89.3-95.4 cm in the budding phase, 118.7-128.4 cm in the flowering phase, 137.7-149.3 cm in the raceme formation phase, and 143.2-156.3 cm in the ripening phase. The lowest indicators were observed in variants with 1.0 million germinating seeds per hectare, with 41.4-45.0 cm in the stem formation phase, 81.2-86.5 cm in the budding phase, 108.3-117.0 cm in the flowering phase, 125.4-137.4 cm in the raceme formation phase, and 132.4-144.0 cm in the ripening phase.

Conclusion. It was found that the planting dates and norms of mustard varieties have different effects on the height of the plant stem, and increasing the planting norms caused the plant height to be higher. The height of the mustard plant planted in the spring was 134.0-146.4 cm for the "Nika"

variety, 141.3-154.2 cm for the "Gorlinka" variety, and 147.5-159.5 cm for the "Yunona" variety, while when planted in the summer, it was 132.4-143.2 cm for the "Nika" variety, 138.5-152.5 cm for the "Gorlinka" variety, and 144.0-156.3 cm for the "Yunona" variety.

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Developing the creative activity of future primary school teachers through creative tasks in training sessions

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Abstract

This article studies the problem of developing the creative activity of future primary school teachers through the use of creative tasks in training sessions from a scientific, theoretical and practical perspective. Since the professional activity of a primary school teacher in the modern education system requires a high level of creativity, creative thinking and an innovative approach, this issue is considered an urgent pedagogical problem.

The study analyzes the pedagogical and psychological content of the concepts of "creative activity" and "creative tasks" and substantiates their role in preparing future primary school teachers for professional activity. The types of creative tasks used in training sessions (problem situations, creative projects, role-playing games, interdisciplinary and free-thinking tasks) were identified and a methodology for their introduction into the educational process was developed. In the research process, pedagogical observation, interview, questionnaire, analysis, and experimental testing methods were used. Experimental testing was conducted with the participation of future primary school teachers studying at a higher pedagogical educational institution. Students were divided into experimental and control groups, and training sessions in the experimental group were organized based on creative tasks. Students' creative activity was evaluated based on the criteria of independent thinking, a new approach, developing creative ideas, and finding solutions appropriate to pedagogical situations.

The results of the experimental testing showed that training sessions organized based on creative tasks are highly effective in developing the creative activity of future primary school teachers. In particular, it was found that students' activity in the lesson process increased, independent and creative thinking skills were formed, and unusual and creative approaches to pedagogical situations appeared. Compared with the control group, a significant increase in the level of creative activity was observed in the experimental group.

The conclusions and recommendations presented in the article serve to improve the methodology for developing the creative activity of future primary school teachers and are of practical importance in the effective organization of training sessions in higher pedagogical educational institutions. The results of the study can serve as a theoretical and methodological basis for future scientific research in this area.

Keywords: creative activity, creative tasks, future primary school teachers, pedagogical education, creative thinking, professional competence, innovative approach, training sessions, pedagogical methodology, problem-based learning, interactive methods, teacher training, effectiveness of the educational process.

Introduction

In the modern education system, the professional training of future teachers is determined not only by theoretical knowledge, but also by their creative activity and creative thinking skills. In particular, the work of a primary school teacher plays an important role in the formation of students as individuals. Therefore, a high level of creativity, flexibility and innovative approach are required from a teacher working in primary education.

Today, traditional teaching methods are not enough in the educational process, and there is a need to introduce new methods and tools that reveal the creative potential of students. Scientific research shows that the use of creative tasks in educational activities activates students, develops their independent thinking and increases the

effectiveness of their preparation for professional activity.

In pedagogical literature, the concept of "creative activity" is interpreted as a person's desire to create innovation, the ability to solve problems using unconventional methods. The development of the creative activity of future primary school teachers prepares them to organize the lesson process in the future in an effective, interesting and age-appropriate manner.

The relevance of this study is that there is a need to scientifically substantiate the methodology for developing the creative activity of future primary school teachers through the use of creative tasks in educational activities.

The purpose of the study is to determine the effectiveness of developing the creative activity of future primary school teachers through the use of creative tasks in educational activities.

Research objectives:

• analyze the content of the concepts of creative activity and creative tasks;

• identify the types of creative tasks;

• develop a methodology for organizing educational activities based on creative tasks;

• analyze the results of experimental testing.

Methods

In the research process, complex methods typical of scientific and pedagogical research were used. In particular, special attention was paid to the combination of theoretical and practical methods.

As theoretical methods:

• analysis of pedagogical and psychological literature;

• generalization of existing scientific approaches;

• comparison and systematization methods were used.

Practical methods consisted of:

• pedagogical observation;

• interview and questionnaire;

• experimental work;

• diagnostic assessment.

Experimental work was conducted with the participation of students studying in the "Primary Education" department of a higher pedagogical educational institution. Students were divided into experimental and control groups. In the experimental group, training sessions were organized on the basis of creative tasks.

Creative tasks included:

• analysis of problematic pedagogical situations;

• development of creative projects and mini-projects;

• role-playing and imitation games;

• open-ended questions aimed at free thinking;

• integrative and interdisciplinary tasks.

Students' creative work was assessed based on the following criteria:

• level of independent thinking;

• indicators of innovative approaches;

• ability to propose creative ideas;

• finding appropriate solutions to pedagogical situations.

Results

The analysis of the results of the experimental work showed that creative tasks are highly effective in developing the creative activity of future primary school teachers. Students in the experimental group showed high activity in the lessons and began to express their thoughts freely.

According to the results:

• the number of students proposing creative solutions increased;

• interest in independent work during the lesson increased;

• a creative approach to analyzing pedagogical situations was formed.

When compared with the control group, it was found that the level of creative activity in the experimental group significantly increased. This scientifically confirms the

effectiveness of the lessons organized on the basis of creative tasks.

Discussion

The results show that the use of creative tasks in training is an important pedagogical tool in developing the creative activity of future primary school teachers. Creative tasks encourage students not only to acquire knowledge, but also to apply it in practical activities.

The results of the study indicate the need for the widespread introduction of creative approaches in the process of pedagogical education. In particular, the systematic use of creative tasks in the process of training primary school teachers will serve to develop their professional competencies.

In the future, there are prospects for integrating the results of this study with other pedagogical disciplines, as well as developing creative tasks based on digital educational tools.

Conclusion

This study was devoted to the issue of developing the creative activity of future primary school teachers through the use of creative tasks in training sessions. The results of the study showed that the educational process organized on the basis of creative tasks effectively develops students' creative thinking, independent decision-making, and innovative approaches to pedagogical situations.

During the experimental work, it was found that creative tasks increase the activity of students in the lesson process, encourage them to think freely, and allow for a more effective organization of the process of preparing for professional activity. The results confirmed that the level of creative activity in students in the experimental group significantly increased compared to the control group.

It was also found that the system of creative tasks developed during the research process is an important pedagogical factor in the development of professional competencies of future primary school teachers. Through creative tasks, students not only master knowledge, but also have the opportunity to creatively apply it in practical activities.

In conclusion, the systematic and targeted use of creative tasks in training sessions will serve to improve the methodology for developing the creative activity of future primary school teachers. The results of the study are of practical importance in the process of training primary school teachers in higher pedagogical educational institutions and will serve as a theoretical and methodological basis for future scientific research in this area.

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Internet Communication And The Transformation Of Written Language

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Abstract
The article examines the transformation of written language in the context of internet communication and digital technologies. It analyzes how traditional spelling and punctuation norms change under the influence of online interaction, social media, and mobile communication. Drawing on the works of D. Crystal and S. Herring, the study identifies key factors such as technological impact, typing speed, and emotional expressiveness. Examples from Russian and Uzbek online discourse illustrate the replacement of letters with numbers, the mixing of alphabets, and the use of emojis as punctuation substitutes. These phenomena are viewed as part of the adaptive evolution of written language, reflecting new communicative needs of digital society.

Keywords: digital linguistics; internet discourse; spelling; punctuation; online communication; linguistic norm; emojis; Russian language; Uzbek language.

The development of digital technologies and social networks has radically changed the linguistic environment of modern society. Virtual communication, which has become part of everyday life, has given rise to new forms of written language, where traditional spelling and punctuation rules are undergoing transformation. What was previously perceived as a deviation from the linguistic norm has now become a natural part of online culture. Internet communication shapes a specific type of speech behavior characterized by conciseness, visuality, and emotional expressiveness.

This article analyzes the reasons for these changes, their consequences, and their impact on contemporary linguistic culture. The relevance of the topic is due to the fact that the Internet has become the leading platform for communication, where the standards of written language and the spontaneity of spoken language collide. These processes are shaping new spelling and punctuation practices that reflect the thinking patterns of digital environment users.

The aim of this work is to identify the main spelling and punctuation features of Internet communication, determine the factors that influenced their formation, and assess their impact on the linguistic culture of modern society.

The growing popularity of online communication makes it necessary to study how Internet users construct text, which norms are violated, and why. New spelling models are becoming a means of self-expression, conveying emotions, and saving time, while forming a special online style.

Contemporary Internet discourse represents a unique space for interaction, where spoken and written forms of speech intertwine, creating a hybrid type of communication. The Internet can be viewed as an advanced language system with a variety of multimedia tools – text, sound, images, and video – that allow users to convey their thoughts and emotions as expressively as possible. However, along with the expansion of expressive possibilities comes a weakening of spelling and punctuation norms. The web is overflowing with abbreviations, non-standard symbols, alternative punctuation marks, and deviations from the literary standard.

As David Crystal notes in his work Language and the Internet, internet linguistics is designed not only to record these changes, but also to explain the reasons for their emergence. Among the main tasks, the researcher highlights the description of spelling techniques characteristic of the online environment, the identification of typical errors, and the determination of factors influencing their spread [1]. However, the implementation of these tasks is complicated by the fact that the boundaries between error and conscious language play on the Internet are often blurred.

Non-standard graphic and orthographic phenomena in online communication are closely interrelated. The use of abbreviated words, numbers instead of letters, emojis, and non-standard punctuation marks has become a distinctive feature of online style. These features are shaped by several factors.

Modern devices – smartphones, tablets, computers – with auto-correct, predictive text, and built-in emojis significantly influence how users write texts. On the one hand, technology simplifies the communication process, but on the other, it leads to the emergence of persistent errors, atypical abbreviations, and the replacement of words with symbols.

As S. Herring notes in The Encyclopedia of Applied Linguistics, there is a «blurring of orthographic norms» in Internet communication. The author points out that phonetic spelling that imitates pronunciation or dialect, the use of non-standard letters and graphemes, as well as doubling and stretching of letters are not errors, but manifestations of the creative nature of online speech [2].

Emotional expressiveness on the Internet is often achieved by deliberately violating spelling rules. For example, letter repetition is used to convey intonational stretching:

– «it's sooo cute»,

– «well, I don't know»,

– «I really like it».

Similar phenomena are observed with the repetition of consonants:

– «come on»,

– «mmmm, how delicious».

In traditional written norms, such effects are conveyed through hyphens ("come on"), but in the digital environment, users often do without them, reflecting the colloquial nature of Internet speech.

Another reason for deviations is the high speed of communication. The desire to send a message as quickly as possible often leads to typos, missing letters, and intentional abbreviations. Users write «I'll be there in a sec» instead of «I'll be there now», «Maybe someone found her wallet?» instead of «Maybe someone found her wallet?»

Similar processes are observed in Uzbek-language chats:

– «Nma gapla sinfdoshla?» (instead of Nima gaplar, sinfdoshlar?),

– «Unda saharlik qlizla hozr og'iz yopadigan vaqt bulib qoladi» (instead of Unda saharlik qilingizlar, hozir og'iz yopadigan vaqt bo'lib qoladi) [3].

In Uzbek internet communication, it is common to use numbers to replace letters or abbreviated writing:

– «Nima u4n kecha darsga kelmading?» (uchun),

– «Hozr biza bn birga bozorga borasanmi?» (hozir, biz, bilan),

– «Shanba kuni 6tirish bor» (oʻtirish) [3].

Such techniques are explained by the desire to save time and space, as well as the desire for informal communication.

A distinctive feature of the Uzbek language on the internet is the mixing of graphic norms. Users often ignore the difference between the letters x/ҳ and y/ў, choosing the most convenient option:

– «Hozr har hil til kurslari bor-ku?!» (instead of xil),

– «Ortogim» (instead of oʻrtogʻim),

– «Xa qoydim» (instead of Xa qoʻydim),
– «Ha ungacha qaytaman» (instead of Ha oʻngacha qaytaman) [3].
Sometimes this is due to insufficient literacy, but more often it is due to the simplification of text input on mobile devices.
In addition, deliberate distortions can be observed – a conscious play on language, where spelling deviations serve to convey emotions:
– «Я умир» (instead of Я умер – expresses tenderness, joy),
– «Я щас» (instead of Я сейчас – demonstrates haste) [3].
The Latin alphabet, Turkish letters, and English letters are actively used in the Uzbek segment of the Internet. Often, «w» is used instead of «sh», and in some cases, symbols from the Turkish alphabet are used:
– «Wuni u4n boriw kk bu tadbirga» (Shuning uchun borish kerak bu tadbirga),
– «Çaqmoq çaqdi-ku!”» (Chaqmoq chaqdi-ku!) [3].
There is also a tendency to ignore hyphens when writing particles and postpositions, which traditionally should be written separately:
– «Бу байрамга бориш керакку?!» (instead of керак-ку),
– «Biz nimadir qilishimiz mumkin mi?» (often written together in writing) [3].
In online communication, traditional punctuation is gradually losing ground. Most users either reduce their use of punctuation marks or replace them with visual symbols, emojis, or intonation. This trend can be explained by the fact that online, the main focus is not on grammatical correctness, but on the meaning and emotional tone of the message.
This is largely due to the fact that in virtual space, familiar punctuation marks perform different functions. A period at the end of a sentence, for example, is perceived not as a neutral sign of completion, but as a signal

of coldness, irritation, or distance. Therefore, users often avoid it so as not to distort the mood of the text.
Similarly, question marks and exclamation marks are no longer mandatory. Questions are formulated intonationally – based on the structure of the sentence and the context, rather than on the punctuation mark at the end. Thus, on social networks, one may encounter comments such as:
– «layza_doram» What is the name of this movie?
– «suga_army» Can you give me the name of the song?
– «danny» How are you?
– «…..» Ahvollar yaxshimi [3].
Such examples show that users rely on visual and contextual cues instead of punctuation. This makes the text intuitive, «colloquial», and brings written speech closer to spoken speech.
Some researchers (D. Crystal, S. Herring, et al.) emphasize that in digital communication, punctuation is often replaced by emojis and repeated punctuation marks («!!!», «...», «??»). These elements function as intonation markers, conveying emotion and rhythm rather than syntactic connections [1; 2]. Thus, punctuation on the internet becomes part of expressive rather than normative writing.
The absence of strict rules in internet language creates ample opportunities for self-expression. Spelling and punctuation errors become tools for conveying emotions and interpersonal relationships. For example, ellipses express thoughtfulness or understatement, exclamation marks express enthusiasm, and emojis replace facial expressions and gestures.
In this sense, as S. Herring [2] notes, digital communication compensates for the lack of nonverbal means of communication characteristic of spoken language. The combination of letters, symbols, and images

allows one to convey a tone that was impossible in traditional writing.

An important feature of modern internet discourse is the emergence of so-called «grammar police» – users who actively point out mistakes to others and defend language norms. They often get into arguments, correcting spelling or punctuation in comments under Instagram and Facebook posts.

Sometimes these corrections escalate into conflicts: discussion of the topic is replaced by discussion of literacy. On the one hand, this phenomenon can be considered positive – attention to norms promotes linguistic self-reflection. On the other hand, excessive criticism hinders free self-expression and increases social tension between participants in communication.

Nevertheless, the trend toward correctness is gradually gaining ground: users are beginning to consciously monitor their writing and try to avoid gross errors so as not to fall under the scrutiny of the «grammar police». Thus, the digital space is becoming an arena for new forms of linguistic responsibility.

In recent years, there has been an interesting reversal in the perception of literacy. Whereas previously flawless writing was considered the norm and a sign of respect, now excessive correctness in instant messaging can be perceived as coldness or distance.

The absence of errors and strict adherence to punctuation is sometimes interpreted as a sign of arrogance or unwillingness to establish close contact. On the contrary, slight carelessness, the use of colloquial forms and simplified spelling are perceived as a «friendly tone». This indicates that the norms of speech etiquette are adapting to digital realities: politeness is expressed not through impeccable grammar, but through emotional accessibility and informality.

As David Crystal [1] notes, the main thing in online communication is not correctness, but appropriateness. Users should choose the form of communication based on the context, audience, and goals. Literacy ceases to be an absolute category and becomes part of a communication strategy.

Thus, internet communication is a dynamic space where linguistic norms are not destroyed but adapted to new conditions of communication. Spelling and punctuation deviations serve as a means of expressing emotions, saving time, and expressing individual style.

The Russian and Uzbek segments of the network show similar trends: word reduction, use of numbers and symbols, mixing of graphic systems, replacement of punctuation marks with emojis and visual elements. These phenomena cannot be viewed solely as errors – they reflect the natural evolution of written language in the digital age.

Nevertheless, the balance between freedom of expression and linguistic culture remains important. Mastery of the norms of written language is still an indicator of education and respect for one's interlocutor. Conscious use of new forms, along with preservation of basic rules, will allow us to maintain harmony between innovation and tradition in online communication.

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Types And Functions Of Idioms In The Russian Language

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Abstract
The article discusses phraseological combinations, their meanings and functions in the Russian language system. The main function of phraseological units is expressive. They represent not only a unique national and cultural layer of language, but also reflect the worldview of a given society, embody certain knowledge about the surrounding world, and convey the cultural and historical traditions of a people. Phraseological expressions have characteristic features that are recognized by most scholars.
Keywords: phraseological units, language layer, concept, aspect, anthroponyms, subjective assessment, tropes, reproducibility, semantics, imagery, polysemy.

Idioms are not only a unique national and cultural layer of language; they reflect the worldview of a given society, embody certain knowledge about the surrounding world, and transmit life experience from generation to generation, as well as the cultural and historical traditions of a people. Phraseological units perform a number of functions in language: nominative (denotative), communicative (they convey information and influence the addressee), emotional-expressive (they add imagery and emotional color to speech), and evaluative (they express an attitude toward something). The main function of phraseological units – expressive – also has its own characteristics in virtual communication. The increased expressiveness and colloquial orientation inherent in Internet discourse as a constitutive feature requires the emergence of new ways of updating the expressiveness of stable phrases. Scientists such as E. D. Polivanov, B. A. Larin, V. V. Vinogradov, A. A. Potebnya, V. L. Arkhangelsky, A. V. Kunin, N. N. Amosova, S. P. Florin, V. M. Mokienko, V. N. Telia, N. M. Shansky, and others. A huge number of works by linguists represent a valuable linguistic and cultural heritage, which has allowed science to come to the fore in the study of phraseological theory. V.V. Vinogradov

revised Balli's classification, proposing three types of phraseological units: fusions, units, and combinations. V.V. Vinogradov's concept in the field of phraseology has been criticized by some scholars, but this classification is generally considered traditional. Phraseological meaning (PM) and concept – attention to this relationship allows us to take a fresh look at the nature of phraseological meaning and its semantic development. The most active development of polysemy occurs in both free and bound verbal PEs from thematic groups denoting various movements of human body parts, different types of human activity, the process of movement in space, its phases and characteristics, the realities of people's everyday life, traditions, and customs. The principle of anthropomorphism in this process, as in many other linguistic processes, is obvious. The sequential development of one phraseological meaning from another is quite comparable to the same method of developing lexical meanings for a single lexeme. The parallel development of phraseological meanings for the same combination of lexemes differs from the development of polysemy in words. The same action, described by a free verbal phrase combination, can have different aspects, and each aspect, independently of

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the other, can form the basis of a new phraseological meaning in parallel with it. Elements of national consciousness are most often preserved in phraseological images, since they are born on the basis of realities known to the entire nation, reflecting its history, established customs and traditions, and spiritual sphere. Such realities can be local toponyms, anthroponyms, names of customs, rituals, professional activities characteristic of a particular nation, country, territory, etc. The better known and familiar to the people the situation from which the image is born, the more of its aspects and features are used to form phraseological meanings. This explains the emergence of polysemous phraseological units based on a single phraseological combination (PC).

Explanations of some expressions and words can be found in descriptions of everyday activities (agricultural, industrial, and craft activities); a large number of phrases are associated with historical events. Many idioms lead us to folk customs and beliefs, legends and traditions of "the old days." Some expressions reflect observations of animal behavior and various life situations.

The national cognitive picture of the world is a set of concepts and stereotypes of consciousness that are determined by culture. By analyzing the conceptualization represented by the process of forming phraseological meaning, we can trace the national characteristics of understanding different everyday situations. Phraseological meanings are formed thanks to various types of tropes: metaphors, hyperbolic metaphors, metonymies, and synecdoche. Both metonymy and metaphor reflect the ideas of the people that have developed over centuries, the peculiarities of their mental world. When creating tropes, people rely on subjective assessments, emotions, their impressions and experiences, knowledge of extralinguistic realities, everyday experience, and observations. The use of many phraseological expressions is, to one degree or another, limited by the boundaries of a particular style of language. Thus, it can be concluded that phraseological units have the following characteristic features, which are recognized by most scholars: stability of composition and structure, reproducibility in speech, semantic integrity, impermeability of structure, and figurativeness.

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Features Of Advertising As A Functional Variant Of Speech

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Abstract
This article is devoted to a comprehensive consideration of advertising as a multifaceted phenomenon that has a significant impact on various aspects of modern life. Different approaches to defining advertising are analyzed, ranging from dictionary definitions to more detailed scientific interpretations. Particular attention is paid to the linguistic aspect, where advertising is considered as a functional variety of speech with specific stylistic features and language means that stimulate speech activity and trade. The necessity of a scientific approach to advertising communication in order to achieve its maximum effectiveness is emphasized.
Keywords: advertising, functional speech variant, definition of advertising, communication, mass consciousness, linguistics, economic significance.

Contemporary research offers many different approaches to interpreting the term 'advertising.' The Explanatory Dictionary of the Russian Language by S.I. Ozhegov and N.Yu. Shvedova provides the following definition: "Advertising" – "1. Announcements made in various ways to create widespread awareness, attract consumers, viewers... 2. An announcement with such notification..." [6].

In A. Deyan's book "Advertising", a more detailed definition of this term is presented: "Advertising is a paid, one-way and anonymous message carried out through mass media and other types of communication for the purpose of advertising a product, brand, company (business, candidate, government)"[1].

H.H. Kokhtev defines advertising as the use of various methods to disseminate information in order to ensure widespread awareness of certain entities, provide information about goods and services to stimulate their sales and increase demand, as well as to attract active participation of people in prominent events in the economic, cultural and political spheres [2].

Advertising as a phenomenon can be viewed from various perspectives: economic, technological, political, sociological, psychological, communicative, and linguistic. From an economic point of view, advertising is considered a type of business aimed at creating and producing various forms of advertising products.

From a psychological point of view, advertising is a form of communication whose purpose is persuasion, as it has a certain impact on the listener or viewer. According to A. Meneghetti, the whole world pays close attention to advertising, mainly because 'its creators gain access to leadership, universal attention and unprecedented superiority – which means domination over psychology, culture...' [5].

In sociocultural studies, advertising plays the role of a psychological basis for the formation of new forms of cultural environment, social myth-making, and a system of cultural norms and values. 'As a mass social phenomenon, advertising has enormous potential to positively influence both individuals and society as a whole' [4].

From a communicative point of view, advertising is a special type of communication characterised by the functions of transmitting information and exerting influence, as well as a set of distinctive features, such as the presence of a sender and recipient of information, the

impersonal nature of communication, specific features of encoding/decoding information, the presence of various communication channels, certain limitations and interference. In linguistics, advertising is considered one of the functional variants of speech, which has certain style-forming features and specific linguistic means. 'Advertising is not only the engine of trade, but also stimulates and supports speech activity' [3].

To sum up, we can conclude that advertising is a multifaceted phenomenon that has a significant impact on various aspects of our lives and plays an important role in the development of modern culture. The need to apply scientific principles in its functioning testifies to its economic and social significance. Without applying the achievements and tools of various scientific disciplines, it is impossible to achieve maximum effectiveness in advertising communication. Communication theory, which studies the patterns of formation and functioning of human communication, occupies a special place.

Communication is a complex activity that is studied using sciences related to linguistics, such as sociolinguistics, psycholinguistics, and pragmatics. Advertising, as a specific form of communication, is closely related to these scientific fields, and the study of advertising must take into account the interdisciplinary connections between linguistics, sociology, psychology, and pragmatics.

From the point of view of communication theory, advertising is a way of transmitting information from the seller to the buyer. It is a communicative act that involves various assessments by participants and observers and has predictable and actual consequences. Advertising regulates the communicative situation between the seller and the buyer, in which the addressee responds to the advertisement by purchasing what it offers.

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Advertising, in turn, is a non-contact form of communication in which information is exchanged between strangers in oral or written form. The structure of advertising communication includes the source of the message or sender of the information, which is encoded and transmitted through communication channels to the recipient. It is also important to consider the presence of certain limitations (filters) and random interference at each stage of communication, which may affect the recipient's response. The very fact that the signal sent by the source reaches the potential buyer is defined as advertising contact. The advertising text (message) is the main tool and carrier of information, emotional impact and the formation of a psychological attitude towards the target audience. The author's activity is aimed at expanding the recipient's awareness.

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Thus, advertising plays an important role in our lives and is an integral part of modern culture, and its study requires consideration of various scientific approaches and disciplines.

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Methodological Means For Developing Creative Activity In The Lesson Process

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Abstract
This article deeply analyzes the issue of improving the methodology for developing the creative activity of future primary school teachers. The study showed the role of creative methods in increasing the activity, independent thinking and creativity of students in primary education. Also, the practical training of future teachers and difficulties in using methodological tools were identified, and scientific and practical proposals were developed to eliminate them. The results of the study serve as a basis for improving the quality of primary education and encouraging creativity in the pedagogical process.
Keywords: primary school teachers, creative activity, methodology, quality of education, pedagogical training, development of creativity.

Introduction

Investing in human capital in the modern education system, that is, educating a comprehensively developed, independent thinker, innovator, and creative individual, has become one of the urgent tasks. The role of the teacher in achieving this goal is invaluable, especially the activities of educators teaching in primary school are of decisive importance. Because primary education is a kind of foundation in a child's life, and it is at this stage that his thinking, interests, worldview, speech culture, and social interaction are first formed.

A future primary school teacher should not only be a provider of knowledge, but also a methodological leader who activates the student, reveals his intellectual and creative potential. From this point of view, the need to develop creative activity in the lesson process and establish it through pedagogical methods is increasing day by day.

In recent years, a number of legal documents have been adopted in Uzbekistan to reform the education system, improve its quality, and widely introduce innovative and creative pedagogical approaches. In particular, the following are considered:

The Law "On Education" (as amended);

The National Program "Improving the Quality of Education" for the period up to 2030;

The Resolution of the President of the Republic of Uzbekistan dated January 28, 2022 No. PQ-81.

These documents set out specific tasks for educating creative students and increasing the teacher's capacity to implement new approaches in practice.

Therefore, the main purpose of this article is to identify methodological tools that serve to develop students' creative activity in the classroom, analyze their types, study their application methods, and develop practical recommendations.

Answers are also sought to the following questions:

How is creative activity manifested in primary school?

What methodological tools activate students?

How should future teachers master these tools?

In this way, we will try to identify the main methodological approaches that serve to develop the personal intellectual potential of students.

The main purpose of this study is to identify methodological tools aimed at developing students' creative activity in the classroom,

evaluate their practical effectiveness, and study the skills of using these tools in the professional training of future primary school teachers. Therefore, several scientific and practical approaches were used during the study.

Methodology

At the first stage of the study, a thorough analysis of scientific sources related to creative activity, methodological tools, primary education pedagogy, lesson structure and innovative methods was conducted. In particular, the following sources were studied:

Innovative pedagogical approaches in education launched in Uzbekistan and abroad (works of Vygotsky, Bruner, Dewey, Guilford);

Modern theories and practical recommendations for the development of creative thinking;

Characteristics of the psychological development of primary school students;

Practical lesson developments and experiences of pedagogical universities.

Based on these theoretical analyses, it was determined what criteria should be used to determine appropriate methodological tools to involve students in creative activities.

a) Observation method

Lessons conducted in grades 1–4 of 5 secondary schools in Fergana city and regions were directly observed. During the observation, the following were noted:

Types of methodological tools used by teachers;

Level of students' activity in the lesson process;

level of socio-communicative elements (questions and answers, group work, creative tasks);

students' interest in the lesson and independent expression of opinions.

Based on observations, it was possible to assess which methodological approaches in the lessons are effective and which ones give poor results.

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b) Questionnaire method

Two categories of respondents participated in the study:

40 future primary school teachers (3rd-4th year students);

20 current experienced primary school teachers.

A questionnaire was conducted among them, which included the following questions:

1. Which methodological tools do you use most often in the lesson?

2. Which methods do you think encourage students to think creatively?

3. As a future teacher, how much skill do you have in using methodological tools?

4. What obstacles exist to stimulating creative activity in the lesson?

The level of methodological knowledge, readiness for practice and existing shortcomings of future teachers were determined through questionnaires.

c) Experimental method

The experimental work was organized as follows:

4 primary classes were selected: 2 experimental and 2 control groups.

In the experimental classes, methodological tools serving the development of creative activity were used for 1 month: problem situations, group work, dramatization, cluster, fishbone, brainstorming and mini-projects;

In the control classes, lessons were conducted in the traditional style.

Students from both groups were assessed before and after the lesson through tests, interviews and observation.

Based on the results of the experiment, the real effectiveness of methodological tools was analyzed based on numerical indicators.

Analytical comparative method.

The data obtained during the study were analyzed as follows:

The level of activity, interest, creative thinking and participation of students for each methodological tool was compared;

The results of the experimental and control classes were compared;

Differences were identified in the methodological literacy of future teachers and current educators.

The suitability of methodological tools for the nature of the subject, the stages of the lesson, and the age of the students was also taken into account.

Results

The results obtained based on the methods used during the study revealed the effectiveness of methodological tools that serve to develop creative activity in the lesson process. They were analyzed in the following three main areas: lesson observations, questionnaire results, and experimental (test-test) work.

Lesson observation results

More than 30 lessons in primary grades of general education schools were observed. During the observations, it was found that currently many teachers are using some creative methodological tools in the lesson process. In particular, cases of using problem situations, group work, questions and answers, visual materials, and dramatization techniques were noted. However, their use is not regular and is often episodic, that is, used only in certain parts of the lesson.

Observations showed that in classes that used methods that stimulate creative activity in the lesson, students' activity, interest in the lesson, and desire to independently answer questions were much higher. On the other hand, in classes that rely on traditional methods, students are limited to activities based on hearing and repetition, and creative approaches are rarely observed.

Survey results.

As part of the study, a survey was conducted with the participation of future

primary school teachers (3rd-4th year students) and current teachers. The survey results reflected the current situation regarding the use of creative methodological tools in the pedagogical process.

Most students reported awareness of creative methods, but had low confidence in applying them in practice. More than half of them admitted that, although they had theoretical knowledge, they had difficulty choosing these tools correctly in practical classes, adapting them to the topic, and integrating them into lesson plans.

Current teachers believe that the use of creative methods increases the effectiveness of the lesson, but this is not always easy. They said that this was due to time constraints, a large number of students in the classroom, in some cases a lack of equipment, or weak methodological skills.

The general conclusion of the survey is that teachers and future teachers are positive about the methods of developing creative activity, but they do not have enough qualifications, experience, and conditions to apply them consistently and systematically.

Results of experimental and test work

As part of the practical phase of the study, two experimental and two control classes were selected, and the effect of various methodological tools in the lessons was studied for 1 month. In the experimental classes, methods that stimulate creative activity were systematically used - problem situations, mini-projects, dramatization, group work, cluster formation, brainstorming, etc. In the control classes, lessons were conducted in a conventional, traditional manner.

In the experimental classes, students' active participation in the lesson was high. Students sought to express their thoughts freely, and when answering questions, creativity and innovation were observed. Their answers to questions showed more

independent thinking and unusual approaches.

The level of ability to complete creative tasks also increased significantly. Drawings, stories, slogans, and small dramatic scenes prepared by students showed that they developed their thinking skills, figurative thinking, and imagination.

In control classes, these cases were much less common. Students' activity was average, and they were more limited to saying ready-made answers to the teacher's questions from notes.

At the end of the experiment, the following results were determined:

In experimental classes, students' activity increased by 25–30%;

The level of ability to think independently and complete creative tasks increased by 20–25%;

The level of remembering, understanding, and reproducing the content of the lesson approached 80%;

Social skills are also formed through communication between students, group work, and participation in role-playing games.

The most effective methodological tools

Based on experience and observations, the following methodological tools were found to be the most effective:

Creating problem situations - activates students' logical and critical thinking;

Brainstorming - increases students' ability to think quickly and suggest ideas;

Cluster and graphic methods - help to understand the topic structurally and visually;

Dramatization - develops figurative thinking and expressive speech;

Mini-projects - increase students' initiative, creative thinking, and responsibility.

The correct integration of methodological tools into the lesson is directly related to the teacher's methodological literacy and pedagogical skills. Therefore, future teachers should master the skills of

correctly applying these tools in practice in the process of higher education.

Discussion

Based on the results of the study, it was found that the methodological tools used to develop the creative activity of primary school students have proven their effectiveness in practice. These results, in turn, serve as the basis for putting forward a number of important pedagogical conclusions.

The impact of methodological tools on the student.

Based on the results of the experiment, the following main pedagogically important aspects were noted:

Activity: In lessons where creative methods are used, the activity of students increases sharply. They actively participate in processes such as answering questions, expressing opinions, and working in groups.

Thinking: Independent thinking, understanding cause-and-effect relationships, critical and divergent thinking skills are developed.

Interest: Internal motivation for the lesson increases, students strive for independent activity.

Creativity: Elements of figurative imagination, fantasy, and creativity are enriched, which creates the basis for further achievements in areas such as art, literature, design, and technology.

Thus, creative methods directly affect the deepening of a child's thinking and his personal intellectual growth.

Conclusion

This study deeply studied the issue of improving the methodology for developing the creative activity of future primary school teachers from a theoretical and practical perspective. Based on the results of the study, the following main conclusions were drawn:

1. Creative activity is a necessity for primary school students. At this age, a child's thinking, emotions and social activity

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develop rapidly. Therefore, stimulating this development through creative approaches directly affects the quality of education.

2. Correctly determining the place of methodological tools and adapting them to the lesson has a significant impact on the student's assimilation, activity and independent thinking. The methodological tools used in the study - problem situations, group work, dramatization, brainstorming, cluster and mini-projects - showed their high effectiveness.

3. Experimental studies have shown that in lessons based on creative methods, the level of student activity, interest in the lesson, depth of thinking and creativity are significantly higher than in traditional lessons.

4. Although most future teachers are theoretically familiar with creative methods, they are not fully prepared to apply them correctly in practice. This indicates the need to strengthen practical training in the process of pedagogical education.

5. For the effective use of creative methods, the teacher's methodological literacy, approach to lesson planning, as well as technical and organizational conditions at school are important.

Proposals

Based on research, the following proposals are put forward in order to develop creative activity in primary education, as well as to improve the training of future teachers:

1. Proposals for pedagogical training programs:

Organize a separate module or practical courses in the direction of "Creative methodological tools";

Organize special seminar sessions based on the creation and analysis of lesson models;

Involve students widely in the analysis of practical lessons and expand opportunities for observation in real classrooms.

2. For primary schools:

Develop a "methodological package of creative lessons" in each school and provide teachers with methodological guidelines;

Organize seminars, master classes, and open lessons for teachers on the implementation of creative activity in the lesson on a regular basis;

Adjust the duration of lessons, equipment, and provision of technological tools to effectively implement creative methods.

3. For scientific research and innovation:

Development of assessment criteria for measuring the effectiveness of creative methods in primary education;

Establishment of a "laboratory of creative approaches" at the centers of pedagogical innovations;

Development of scientific and experimental work through grant projects on the creation and testing of new methodological tools.

4. For assessing the creative potential of students:

Introduction of assessment criteria based on creative tasks as a supplement to traditional methods of testing knowledge;

Taking into account the student's creative idea, level of innovation, and non-traditional approaches in the assessment system;

Regular monitoring of the student's creative growth through personal portfolios.

Therefore, training future primary school teachers for methodological activities based on modern creative methods is the main guarantee not only of professional skills, but also of the quality of future education.

Today, one of the important directions of educational reforms is the formation of students' creative and independent thinking skills. The main tool for achieving this goal in primary education is a methodological approach. If a teacher conducts his work based on the requirements of the time, with creative thinking, this spirit will also be formed in students.

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Interpretational Patterns Of Events In Media Discourse: A Cognitive-Discursive Approach

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Abstract

This study explores the interpretational patterns of events in media discourse from a cognitive-discursive perspective. It proceeds from the assumption that media representations of events are not direct reflections of objective reality, but the result of complex interpretational processes conditioned by cognitive, ideological, and communicative factors. The research focuses on the mechanisms through which real-world events are transformed into media events, including selection, framing, structuring, nomination, causal attribution, and evaluation.

The theoretical framework of the study is grounded in contemporary medialinguistics, cognitive linguistics, and discourse analysis. Particular attention is given to the variative-interpretational function of media texts, which enables a single event to be represented in multiple semantic and evaluative forms. The study introduces the concept of the interpretational pattern as a stable cognitive-discursive model that governs the transformation of factual information into socially meaningful verbal constructs. Methodologically, the research distinguishes between the dictum (factual) and modus (evaluative) layers of media texts and analyses their interaction within interpretational-cognitive models. The study also examines the structure of the interpretational field of events, identifying monocentric and polycentric patterns of interpretation. The findings demonstrate that interpretational patterns play a crucial role in shaping the media picture of the world, directing audience perception, and reinforcing ideological positions. The results of the study contribute to a deeper understanding of the linguistic and cognitive mechanisms underlying media influence and provide a methodological basis for analysing discursive manipulation and agenda-setting processes in contemporary mass communication.

Keywords: Media discourse; interpretational pattern; event representation; cognitive-discursive approach; media framing; ideological conditioning; semantic variability; evaluative language; media picture of the world; discourse analysis

In contemporary mass communication, media discourse has become one of the most influential mechanisms shaping social reality. The expansion of digital platforms, the acceleration of information circulation, and the intensification of competition for audience attention have fundamentally transformed the ways in which events are selected, represented, and interpreted. Media texts no longer function solely as neutral carriers of factual information; instead, they actively participate in the construction of meaning, values, and collective perceptions of reality (van Dijk, 1988; Aliferenko, 2022).

Modern linguistic and interdisciplinary research increasingly emphasises that events presented in the media cannot be regarded as direct reflections of objective reality. Rather, they are cognitively and discursively reconstructed through interpretational mechanisms influenced by authorial intention, editorial policy, ideological orientation, genre conventions, and audience expectations (Chernyshova, 2007; Kim, 2010). As a result, the same

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real-world event may be represented in multiple, sometimes conflicting, semantic and evaluative forms across different media outlets.

Within this scholarly context, the concept of the *interpretational pattern of an event* provides a productive theoretical framework for analysing how meaning is constructed in media discourse. This concept allows researchers to explain the variability, subjectivity, and ideological conditioning of media representations by focusing on stable cognitive and discursive models that guide the transformation of facts into socially meaningful media constructs (Demyankov, 1983; Boldyrev, 2001). The present study aims to explore interpretational patterns of events in media discourse from a cognitive-discursive perspective, highlighting their role in shaping audience perception and constructing the media picture of the world.

Events and phenomena surrounding individuals are not perceived as "ready-made" and unambiguous facts. Instead, they are cognitively processed and represented within human consciousness through interpretation and categorisation (Aliferenko, 2022). In media communication, this cognitive processing is externalised through language, resulting in texts that do not merely describe events but reconstruct them as interpretational constructs.

From a linguistic perspective, an event acquires meaning only when it is embedded within a discursive framework. Media texts select certain aspects of reality, foreground particular participants, suppress others, and establish causal and evaluative relations that shape the audience's understanding of what has happened (van Dijk, 1988). Consequently, the "media event" differs ontologically from the "real event": while the latter exists as an objective occurrence, the former functions as a socially constructed verbal representation.

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This distinction explains why complete equivalence between reality and media representation is unattainable. Media discourse inevitably involves interpretation, since the process of transforming reality into text requires selection, structuring, naming, and evaluation. Thus, the event in media discourse should be analysed not as a factual unit, but as a dynamic interpretational product shaped by cognitive and communicative constraints.

The Concept of the Interpretational Pattern

The interpretational pattern of an event may be defined as a stable set of cognitive and discursive mechanisms that determine how events are selected, structured, framed, and evaluated in media texts. It functions as a model that guides the transformation of factual information into a coherent and socially meaningful narrative (Demyankov, 1983).

Unlike approaches that focus exclusively on linguistic form, the concept of the interpretational pattern integrates cognitive, pragmatic, and ideological dimensions of discourse. Interpretation does not involve the mechanical reproduction of a ready-made meaning; instead, it reshapes meaning, allowing a single fact to generate multiple semantic variants (Boldyrev, 2001). This explains why the same event may be described as a "crisis," a "challenge," or a "necessary reform" depending on the interpretational pattern activated in a given media context.

In media discourse, interpretational patterns are not random. They tend to be relatively stable within particular outlets, genres, or ideological frameworks, reflecting editorial policies and shared value systems. As such, they serve as a key analytical tool for identifying dominant narratives and understanding how media discourse influences public perception.

Variability and the Interpretational Potential of Media Texts

One of the defining characteristics of media discourse is its interpretational variability. According to Kim (2010), texts possess a variative-interpretational function that enables identical content to be realised through different interpretational models. In media texts, this variability manifests itself through strategies such as emphasis, omission, recontextualisation, and evaluative framing.

For example, certain components of an event may be amplified—such as conflict, responsibility, or emotional impact—while others are marginalised or excluded altogether. Through such strategies, the media guide the audience toward a particular interpretation without explicitly stating it. As a result, the audience perceives the event from a predefined perspective that aligns with the interpretational pattern employed.

This variability highlights the non-neutral nature of media discourse. Even when factual information remains unchanged, shifts in lexical choice, syntactic structure, or metaphorical framing can significantly alter the evaluative orientation of the text (Chernyshova, 2007). Thus, interpretational patterns function as mechanisms that regulate meaning variability while maintaining the appearance of objectivity.

A central feature of interpretational patterns is their evaluative and ideological character. In journalistic discourse, events are rarely presented without evaluation. Instead, they are embedded within value-laden frameworks that reflect the author's position, the editorial stance of the media outlet, and broader ideological orientations (van Dijk, 1988).

Evaluative language, metaphors, expressive syntax, and nomination strategies play a crucial role in shaping events as socially significant. Through these linguistic means, media texts construct oppositions such as "us" versus "them," "legitimate" versus "illegitimate," or "normal" versus "deviant," thereby guiding audience attitudes and emotional responses.

Ideological conditioning is particularly evident in the selective presentation of causal relations. By emphasising certain causes and downplaying others, media discourse assigns responsibility and moral judgement in ways that support specific ideological positions. Consequently, the interpretational pattern becomes a powerful instrument for shaping public opinion and reinforcing dominant social narratives.

Interpretational patterns are closely linked to cognitive modelling. According to Boldyrev (2001), the understanding of events is mediated by cognitive models grounded in individual and collective knowledge. Media texts activate these models by appealing to familiar frames, scripts, and conceptual metaphors that structure audience perception.

For analytical purposes, events in media discourse can be examined across three levels:
(1) the **objective-denotative level**, where the event exists as a real occurrence;
(2) the **cognitive-semantic level**, where it is conceptualised in the author's mind;
(3) the **lexical-grammatical level**, where it is verbalised through specific linguistic forms.

Within this framework, interpretational-cognitive models (ICMs) function as mediators between reality and discourse. Each ICM may generate several semantic version structures (SVSs), which represent different interpretational variants of the same event (Demyankov, 1983). These variants form an interpretational field characterised by both continuity and discreteness.

Interpretational fields may be **monocentric**, dominated by a single interpretational model, or **polycentric**, where multiple competing models coexist. The type of field depends on factors such as ideological

diversity, editorial competition, and audience segmentation.

In conclusion, the interpretational pattern of an event represents a fundamental theoretical construct for understanding the nature of media discourse. It explains why media representations of events are inherently variable, evaluative, and ideologically conditioned, despite referring to the same objective reality. Interpretational patterns operate as stable cognitive-discursive models that govern the transformation of real-world occurrences into socially meaningful media events.

The analysis demonstrates that media discourse cannot be reduced to the transmission of factual information. Instead, it constitutes a complex interpretational space in which facts are embedded within value-oriented semantic frameworks. Through interpretational patterns, the media not only inform the audience but also shape perceptions, attitudes, and behavioural orientations.

From a methodological perspective, the study of interpretational patterns allows researchers to distinguish between factual (dictum) and evaluative (modus) layers of media texts, to identify dominant and competing interpretational models, and to reveal the cognitive and ideological mechanisms underlying media influence. This approach is particularly valuable for analysing agenda-setting, framing, and discursive manipulation in contemporary mass communication.

Ultimately, the concept of the interpretational pattern contributes to a deeper understanding of how language functions as a tool for constructing social reality. By revealing the mechanisms through which events are transformed into persuasive verbal constructs, this approach highlights the central role of media discourse in shaping the media picture of the world and influencing collective consciousness.

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Message from the Editor-in-Chief

Prof. Chinedu M. Ogundele

Dear Colleagues, Scholars, and Contributors,

On behalf of the editorial board, I extend my deepest gratitude to all authors who have contributed to the latest volume of the *TLEP (Technology, Language, Education, and Psychology)* journal. Your dedication to advancing knowledge in these interdisciplinary fields is not only appreciated—it is essential to the continued growth and impact of our scholarly community.

Each manuscript submitted and published represents a valuable voice in the ongoing global academic dialogue. We thank you for choosing TLEP as the platform to share your original ideas, insightful analyses, and rigorous research.

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With sincere thanks and best regards,
Prof. Chinedu M. Ogundele
Editor-in-Chief
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