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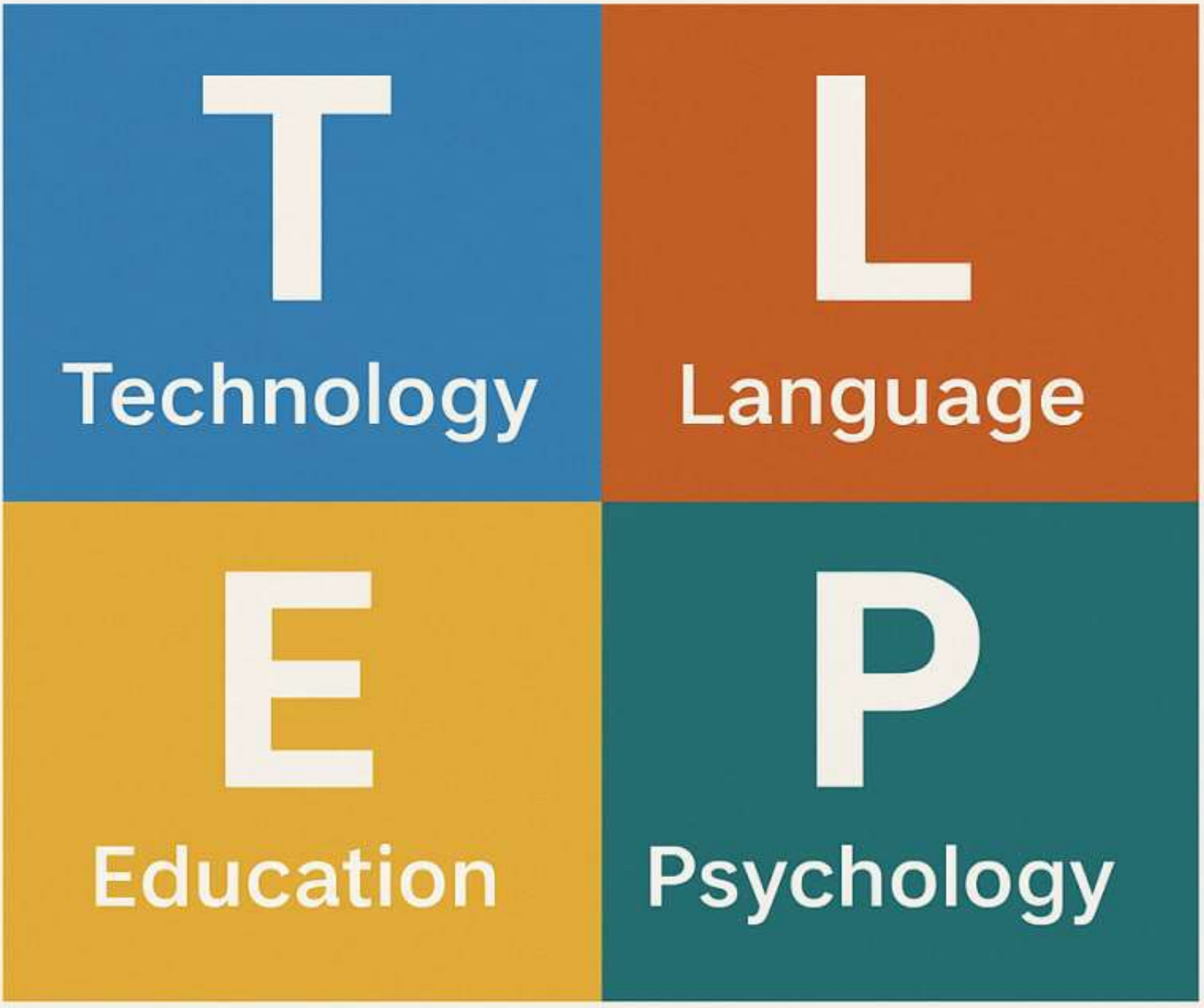

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Reflection Of Family Themes In Curatorial And Exhibition Projects Uzbekistan (2000-2025)

Shirin Makhmudovna Karimova
Independent Research Fellow (Art Critic)
Kamoliddin Behzod National Institute of Arts and Design

Abstract
Since the 21st century, the institution of family in Uzbekistan has undergone significant changes, which inevitably reflected in art. While in the early 1990s, family images in art served as a visual manifesto of national unity, then with the advent of the 21st century, the emphasis has shifted toward personal story, cultural compatibility, comprehension of losses and new identity. These processes found vivid embodiment in the works of contemporary plastic art, which utilize a variety of materials, forms, and concepts.
Keywords: Family, curator, exhibitions, national identity, fine arts, artist

In contemporary artistic culture in Uzbekistan, the theme of family remains one of the most significant, reflecting both the resilience of traditional values and the challenges of the times. Since the 2000s, during a period of active societal transformation, interest in interpreting family themes has grown in the visual arts, particularly in exhibition and curatorial work. Family has become not only an object of depiction but also a means of artistic reflection on social memory, gender roles, and cultural identity.

Over the past twenty-five years, key exhibition projects have been held in Uzbekistan's exhibition and curatorial practice, addressing the transformation of traditional ways of life in the context of modernization, family values, and continuity. These projects have focused on changing visual language, engaging a younger generation of artists, and the socio-cultural contexts that influence artistic expressions of family. Curatorial practice in Uzbekistan has developed more rapidly since the 2000s, largely under the influence of international programs, collaborations with cultural institutions in Europe and Asia, and the emergence of an independent artistic community. Projects exploring family themes are often built at the intersection of local traditions and global challenges: migration, urbanization, the transformation of women's roles, and expanding notions of gender and family.

Cultural development in the context of new sociocultural trends in the country is one of the most important challenges for contemporary art today. Curatorial and exhibition projects play a significant role in this, fulfilling their cultural-creating function. The exhibition space becomes a center of communication and an aesthetic environment for artists. Within the exhibition space, the viewer's interaction with art fosters their development. Curatorial projects help artists define their path and progress in the art world. Through this interaction with art, artists acquire new experiences.

In recent years, the status of curatorial and exhibition activities in Uzbekistan has grown as a major phenomenon in the country's cultural life. Over the past 25 years, we have discovered the world, and the world has discovered us. In this regard, I would like to highlight the exhibition activities of Tashkent's major exhibition halls and galleries [1]. The curatorial and exhibition activities of the Academy of Arts of Uzbekistan are a priority. The Tashkent International Biennale of Contemporary Art [2] has become a key event in the country's cultural life, exerting a significant influence

on the development of contemporary art in Uzbekistan [3]. Between 2000 and 2025, extensive positive experience has also been accumulated in the field of international exhibitions.

The dynamics of modern life have brought new nuances to our understanding of the infinitely profound nature of the institution of family. We sense these changes in our compatriots, as well; old stereotypes are also changing – the image of the family is becoming more diverse, both socially and psychologically. In 21st-century Uzbek painting, the era of portraits of field workers and shock workers is fading into the background, but unfortunately, there is little new, creative, or philosophical perspective on the topic. This further complicates the task of art, which, for various reasons, de-emphasized this issue in the early 2000s. A new understanding of this topic seemed highly relevant.

Today, artists convey their vision of the family through various forms of contemporary art. The diversity of forms and techniques in contemporary fine art plays a vital role in its development and evolution. This allows artists to experiment, innovate, and explore new facets of art, while reflecting the diverse worldviews and cultural characteristics of our time.

Another important aspect of popularizing the theme of family in contemporary art in Uzbekistan is the active support of the state and society for the development of the artistic sphere. State programs, exhibitions, and competitions for artists help stimulate their creative potential and professional growth. A striking example of this was the 2002 International Photo Exhibition "Women: New Century, New Image, New Role," organized by the regional office of the United Nations Development Fund for Women in the CIS countries jointly with the United Nations Development Program in Uzbekistan. It featured 180 works by winners and runners-up of a simultaneous international competition from 14 countries [4]. The diversity of genres and techniques in the exhibition halls played a key role in reflecting the particularities of creating the image of the family in the modern era.

In 2008, Academician A. Khakimov's "Moon-Faced" project was exhibited at the National Bank of Ukraine's Fine Arts Gallery. This project explores the role of women in the family, society, and the social order. In the "Moon-Faced" project, artists presented their works across five themes. The first theme is women in the modern world—social portraits. The second theme is the Eastern woman: from deification to desacralization. The third theme is the philosophical context of female loneliness. The fourth theme is He and She: a lyrical and romantic perspective on the theme. The fifth theme is the interpretation of love in Eastern philosophy, contextualizing it through sensual, earthly perception [5].

Essentially, the exhibition was international in scope, as it featured Ronald Kleier (Netherlands) and Michael Barry Lane and his wife, Fawzia Lane (UK), as well as artists from Uzbekistan. A. Khakimov's selection of project participants was determined by his observations of the work of a group of leading Uzbek and international artists working in various forms and techniques of contemporary art, from painting and video art to installations and photography.

The video works by artist Yuri Useinov, "Woman Walking Backward" (2006) and "Knife and Fan" (2007), are polysemantic: a single character is presented in various guises. A precise musical accompaniment enhances the philosophical perspective of the work, dedicated to the uniqueness and originality of women's perceptions of the world. A. Chaplenko's pictorial triptych "Women" (2008), depicting monumental female workers in a style combining Rembrandt and Gudiashvili, is perceived as odious and leaves a feeling of

incompleteness [6]. The artist's interpretation of the Eastern family theme evokes the mysticism of Sufi meditation, conveyed through an original sculptural language. His installation featuring a safe wrapped in burlap was less convincing, leaving the impression of an idea that hadn't been fully thought out. The most striking piece in the room was N. Sharafkhodzhaeva's sculptural installation "LUN@LIK.YA" (2008), assembled from numerous computer disks—an attempt to understand the psychological states caused by the perception of technocratic reality [7]. Through irony and elements of sculptural parody, the artist asserts that even in the information age, women retain innate moral qualities and grace. N. Sharafkhodzhaeva dispels the myth of the technocratic woman. The theme of family and the hearth is close to each of us and remains relevant at all times. This is precisely why many artists dedicate their best works, and sometimes even entire series of works, to it.

In Uzbekistan, exhibitions and projects are held in various formats. In 2014, for example, the NeUyat exhibition, "Every Woman Who Survived Violence Is Someone's Mother, Sister, or Daughter," was organized [8]. This exhibition addressed pressing issues that are often not addressed openly, as they are considered disrespectful to the weaker sex. Such exhibitions address issues that society, in keeping with Eastern traditions, often prefers not to "bring problems from home." While this upbringing may be very good and noble, evil sometimes begets evil. The NeUyat exhibition, "Every Woman Who Survived Violence Is Someone's Mother, Sister, or Daughter," became the central event of the festival of the same name, which is now in its third year being held by the anti-violence project Nemolchi.uz and a gallery founded by photographer and activist Timur Karpov. The project's goal is to use art, education, and frank conversations to eradicate the culture of silence and shame around violence in society. A unique exhibition of soft adras dolls, a map of Tashkent, colorful paintings with traditional patterns, a recreated teenager's room filled with charming personal belongings—at first glance, these installations seem normal and ordinary. Just like violence in a society that prefers to remain silent and unnoticed.

In recent years, many steps have been taken toward creating a society with prosperous families. However, some issues still require special attention. The determination with which work in this area is being carried out gives hope that such issues will become less frequent. Exhibitions organized in various regions of the country play a crucial role in the large-scale implementation of these goals.

The Academy of Arts of Uzbekistan has held exhibitions focusing on family and Eastern family traditions. In particular, in 2019, in the Central Exhibition Hall, to mark the artist's 60th birthday, Academician Akmal Nur held a solo exhibition, "Onaizor" ("Mother"), dedicated to his mother. The anniversary exhibition features works from a specific stage of the artist's creative journey. The artist utilizes symbols that have historically been associated with family, beauty, and fertility—the red pomegranate, the fiery rooster, and the hot tandoor—and uses them to create his own, highly lyrical interpretation of ancient parables. This exhibition was dedicated to the artist's mother, which is why it features so many works with female images, which the artist attempted to reflect through his mother.

In this exhibition, beginning with the realistic depiction of the artist's mother and the symbolically poetic works, the artist reveals the full spectrum of his inner world. The artist reveals the image of family and the relationship between men and women with bright, vibrant colors, symbolism, and the

hidden meaning inherent to Eastern cultures. Each work presented in this exhibition offers a profound understanding of women in the family, their dreams, love, reveries, and motherhood.

Contemporary curatorial and exhibition projects in Uzbekistan demonstrate a desire to rethink the family: from an institution with a representative function to a social, cultural, and emotional force, supported by both crafts and artistic practices. The family is presented as a spatial and conceptual "node" where crafts, memory, gender, and local identity intersect. Today, it is clear that the family and its forms remain a key element of cultural identity and artistic discourses in Uzbekistan. In July 2024, the Fine Arts Gallery of Uzbekistan hosted a fascinating exhibition, "Flight," a collaborative project by over 70 students and young artists that explored changing family roles and intergenerational relationships through a universal visual language. The youth exhibition "Flight" opened at the Fine Arts Gallery. The Fine Arts Gallery (NBU) has been promoting a new generation of artists in Uzbekistan for several years. Following solo exhibitions, this time they hosted a large-scale showcase of young artists in the national art scene. The best works by approximately 70 artists were selected for the exhibition. The exhibition's title was creatively broad: the artists were invited to reflect on important issues in the "flight" of their thoughts, without limitations in genre, technique, or style. The exhibition featured painting, graphics, sculpture, design, and installations. The project involved not only interns from the Academy of Arts of Uzbekistan, but also students from the K. Behzad National Institute of Arts and Design, Kimyo International University in Tashkent, the Tashkent branch of VGIK, and the Tashkent University of Architecture and Civil Engineering.

Contemporary art in Uzbekistan actively represents family and marital relations through the prism of intergenerational dialogue. Installation artists, media artists, and painters regularly contrast traditional family notions with modern understandings of marriage, kinship, and identity, creating a vibrant cultural cross-section of the transformations of 21st-century Uzbekistan. Contemporary plastic art in 21st-century Uzbekistan demonstrates a significant transformation in the image of the family. Images are becoming more fragmented, polysemantic, and metaphorical. Traditional symbols and archetypes remain, but acquire an ironic, critical, or philosophical context. Family as a theme is no longer presented as static—it is understood through movement, disintegration, reconstruction, and personal exploration. Curatorial and exhibition projects in Uzbekistan from 2000 to 2025 demonstrate a complex understanding of family: from an ethnographic and decorative image to a personal, critical, and psychologically charged artistic expression. The theme of family remains a crucial means of understanding social identity, and curatorial strategies become a space for cultural dialogue between past and present, tradition and personal choice.

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Анафорические Элементы В Русских Народных Сказках

Хамидова Махбуба Кахаровна
преподаватель Ферганского государственного университета, Фергана, Узбекистан

Аннотация
В статье рассматриваются анафорические элементы в русских народных сказках как ключевые средства текстовой связности и управления референцией в фольклорном нарративе. На материале сказочных текстов описываются основные типы анафоры: местоименная, указательная, лексическая (повторная), пропозитивная (ситуативная) и нулевая (эллиптическая). Показано, что выбор анафорического средства зависит от доступности референта в рабочей памяти адресата, степени топикальности персонажа и наличия конкурирующих антецедентов, а также от жанровых факторов — эпизодической структуры и формульности сказки. Установлено, что в «цепочных» фрагментах повествования доминируют редуцированные формы (местоимение, нулевая анафора), тогда как на границах эпизодов и при референциальной конкуренции возрастает доля уточняющих номинаций (повтор, демонстративы). Отдельно выявлена связь анафоры с повтором и синтаксическим параллелизмом, благодаря чему анафора выполняет не только когезивную, но и поэтическую функцию, поддерживая ритм и узнаваемость сказочного текста.
Ключевые слова: анафора; анафорические элементы; референция; антецедент; когезия; текстовая связность; дискурс; русская народная сказка; фольклорный нарратив; местоименная анафора; указательная анафора; лексическая анафора; пропозитивная анафора; нулевая анафора; повтор; синтаксический параллелизм.

Введение

Анафорические элементы в русской народной сказке являются одним из базовых механизмов текстовой связности и управления референцией. Они обеспечивают повторную идентификацию персонажей, предметов и ситуаций без избыточного повтора и тем самым поддерживают непрерывность повествования [1, с. 31–38]. В лингвистике текста анафора обычно рассматривается как разновидность референциальной когезии. Наряду с эллипсисом и субституцией она формирует цепочки соотнесения в дискурсе и задаёт устойчивую референциальную перспективу [1, с. 52–57]. Когнитивно-дискурсивный подход подчёркивает, что выбор анафорического средства определяется доступностью референта в рабочей памяти, конкуренцией возможных антецедентов и степенью топикальности участника ситуации. Эти параметры последовательно обсуждаются в исследованиях референции и дискурса [2, с. 14–19; 3, с. 87–94]. Для русского нарратива принципиально также разграничение анафоры и дейксиса. Указательные единицы и эгоцентрические компоненты способны функционировать как анафорические маркеры в зависимости от нарративной перспективы и точки отсчёта, что подробно показано в русской семантической традиции [4, с. 28–34]. Поскольку сказка как жанр характеризуется эпизодической структурой и устойчивыми формулами, анафора в ней тесно взаимодействует с повтором, параллелизмом и композиционной троичностью. В результате она выполняет не только когезивную, но и поэтическую функцию [5, с. 9–16; 6, с. 113–120]. Цель статьи заключается в систематизации типов

анафорических элементов в русских народных сказках и в описании их функций в организации связности и управления фокусом внимания адресата.

Методы

Материалом исследования послужили тексты русских народных сказок в традиции классических сборников. Отбор фрагментов был ориентирован на референциально значимые позиции, включая введение персонажа как первичную номинацию, поддержание цепочки при сохранении топика, конкуренцию нескольких действующих лиц и границы эпизодов, оформленные переходными формулами. Анализ включал разметку антецедентов и анафорических выражений, классификацию анафоры по типу средства, а также функциональную интерпретацию через категории доступности и топикальности в рамках дискурсивной модели [2, с. 20–27; 1, с. 57–63]. Дополнительно учитывались наблюдения фольклористики о композиционной организации сказки и о повторности как жанрообразующем принципе [5, с. 17–23; 7, с. 41–49].

Результаты

В исследованном материале устойчиво выделяются пять типов анафорических средств. К ним относятся местоименная анафора как главный механизм поддержания персонажных цепочек [2, с. 14–19], указательная анафора как средство уточнения и переключения дистанции [4, с. 28–33], лексическая анафора через повтор и вариативную повторную номинацию как жанрообразующий способ связности [7, с. 41–49], пропозитивная анафора как механизм свёртки и эпизодического перехода [1, с. 66–70], а также нулевая анафора как показатель высокой топикальности героя и динамического повествования [1, с. 57–60].

В русской народной сказке наиболее частотной является местоименная анафора, прежде всего личные местоимения третьего лица и притяжательные формы, включая он, она, они, а также его, её, их. После первичного называния персонажа, например, старик, царевич, волк, лиса, повествование быстро переходит к редуцированным средствам. При высокой доступности референта местоимение оказывается оптимальным, поскольку оно поддерживает связность и ускоряет темп рассказа [2, с. 14–18]. С дискурсивной точки зрения это соответствует закономерности, согласно которой чем активнее референт в фокусе внимания, тем более краткой может быть форма его обозначения. Эта закономерность описывается как общий когнитивный принцип референции [3, с. 92–98]. В сказочном нарративе местоименная анафора выполняет и композиционную функцию, так как формирует эффект непрерывного цепочного движения, характерного для устного повествования [7, с. 55–59].

Второй значимый пласт образует указательная анафора, представленная словами этот, тот, такой, а также тут, там, вот, вон. Для сказки характерна пограничность указательных средств. Формально они создают эффект показа, как в живом рассказе, однако на практике часто отсылают к уже введённому объекту или эпизоду и поэтому функционируют анафорически [4, с. 28–33]. При конкуренции антецедентов, когда в тексте одновременно действуют несколько мужских персонажей или несколько братьев и девиц, указательные единицы помогают уточнить референта и перераспределить фокус внимания [2, с. 23–26]. Кроме того, оппозиции этот и тот, тут и там нередко маркируют

эпизодическую дистанцию. Они отражают переход в иной мир или удаление от исходной точки и тем самым поддерживают не только связность, но и пространственно-композиционную картину повествования [5, с. 31–36].

Лексическая анафора в народной сказке тесно связана с жанровой повторностью. Точный повтор имени, например царь и царь, старик и старик, удерживает референта на границах эпизодов. Вариативный повтор, например царевич и добрый молодец, лиса и лисичка-сестричка, добавляет оценку и закрепляет типаж. Замещения по классу, например волк и зверь, одновременно связывают фразы и уточняют статус персонажа [6, с. 114–118]. В фольклорной стилистике повтор рассматривается как структурообразующий принцип, который обеспечивает предсказуемость и облегчает восприятие при линейном слушании [7, с. 41–45]. Синтаксический параллелизм как повтор грамматических каркасов формирует устойчивый шаблон. В рамках этого шаблона анафорические элементы функционируют особенно эффективно, поскольку адресат легче распознаёт конструкцию и отслеживает референты даже при минимальных маркерах [6, с. 118–120].

Пропозитивная или ситуативная анафора представлена отсылками не к персонажу, а к событию или целому фрагменту. В качестве маркеров используются слова это, то, так, таково. Подобные свёртки связывают эпизоды без повторного пересказа и выступают механизмом композиционного перехода. Анафорическое это суммирует предшествующее действие, а так фиксирует способ или исход и подготавливает следующий шаг сюжета [1, с. 66–70]. В жанровой перспективе пропозитивная анафора сочетается с формульными переходами, например долго ли, коротко ли, что повышает плотность текста и сохраняет динамику рассказа [5, с. 52–56].

Нулевая анафора, то есть эллипсис повторной номинации, особенно продуктивна в участках, где субъект действия устойчиво задан и не конкурирует с другими. В таких случаях повторное называние опускается, а связность обеспечивается контекстом и параллельной структурой [1, с. 57–63]. В теории когезии эллипсис относится к базовым средствам связности. Для сказки он типологически значим, поскольку согласуется с устной экономией и стремлением к ритмической простоте [1, с. 57–60; 7, с. 59–62]. При возникновении конкуренции персонажей сказка, как правило, возвращается к более развернутым номинациям или использует указательные уточнения. Такое переключение соответствует дискурсивным моделям управления доступностью референта [2, с. 24–27].

Обсуждение Результаты подтверждают общие закономерности референции и когезии. При высокой доступности референта в фокусе внимания возрастает вероятность редуцированных форм, включая местоимения и эллипсис. При конкуренции усиливается экспликация, то есть используются повтор и уточняющие обозначения [2, с. 20–27; 1, с. 57–63]. Вместе с тем сказка демонстрирует жанровую специфику. Анафора включена в формульность и повторность, поэтому выполняет не только техническую функцию связности, но и поэтическую функцию, поддерживая ритм, узнаваемость и типажность персонажей [7, с. 41–49]. Пограничность дейксиса и анафоры проявляется особенно отчётливо. Указательные средства работают как нарративные метки и зависят от перспективы

рассказчика, что согласуется с русской семантической традицией анализа эгоцентричности [4, с. 28–34]. Лингвистическое описание анафоры дополняет структурные представления о сказке как последовательности функций и эпизодов. Референциальные средства обеспечивают связное соединение эпизодов в единый нарратив [5, с. 17–23].

Заключение Анафорические элементы в русских народных сказках образуют системный комплекс средств связности. Он одновременно обслуживает дискурсивно-когнитивные требования, связанные с управлением доступностью и фокусом, и жанрово-поэтические свойства сказки, включая формульность, повтор и параллелизм. Наиболее продуктивными являются местоименная и лексическая анафора. Указательные средства выполняют уточняющую и перспективную функции на границах эпизодов и при конкуренции антецедентов. Пропозитивная и нулевая анафора повышают динамику и плотность повествования, обеспечивая свёртку событий и экономию повторной номинации. Перспективным направлением остаётся количественный анализ анафорических цепочек, включающий длину цепей, дистанцию до антецедента и частотность конкуренции, а также сопоставление разных редакций и сборников сказок с точки зрения референциальных стратегий.

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Лингвистическая Герменевтика В Системе Современных Гуманитарных Наук

Юлбарсова Умида
преподаватель Ферганского государственного университета,
Фергана, Узбекистан

Аннотация
В статье рассматривается лингвистическая герменевтика как междисциплинарное направление, соединяющее философию языка, общую лингвистику, филологию и практики интерпретации текста в культуре, образовании и медиа. Цель исследования состоит в уточнении места лингвистической герменевтики в современной гуманитаристике и в систематизации ее ключевых понятий, процедур анализа и сфер применения. Показано, что объектом направления выступает текстовое общение как пространство смыслопорождения, а предметом являются механизмы понимания и интерпретации, включая предпонимание, рефлексию и позицию интерпретатора. Обосновывается связь герменевтики с когнитивными моделями обработки информации, дискурс анализом и психологией понимания. Установлено, что герменевтическая методология позволяет дисциплинировать интерпретативные практики через аргументацию, контекстуализацию и проверяемость выводов, а также служит основанием для прикладных задач, связанных с критическим чтением, анализом медиатекстов и межкультурной коммуникацией.
Ключевые слова. лингвистическая герменевтика; филологическая герменевтика; понимание; интерпретация; предпонимание; герменевтический круг; философия языка; гуманитарные науки; дискурс; текстовое общение; рефлексия; позиция интерпретатора.

ВВЕДЕНИЕ

Поворот к тексту и дискурсу в гуманитарных науках сделал понимание и интерпретацию самостоятельными исследовательскими процедурами. Историк, культуролог, литературовед, социолог, медиатеоретик и лингвист работают с текстами, которые не только сообщают сведения, но и задают способы видения мира, рамки оценки, образ адресата и правила коммуникации. В этих условиях возрастает потребность в дисциплине, способной описать, как языковые формы участвуют в смыслопорождении и как устроены переходы от слова к смыслу в разных типах текстового общения.

В работах, посвященных статусу лингвистической герменевтики, подчеркивается, что она ориентирована на взаимодействие мышления, языка и речи именно в пространстве текстового общения, а потому не сводится ни к общей лингвистике, ни к философии языка [1, с. 22–24]. Лингвистическая герменевтика наследует философской герменевтике ее интерес к пониманию как событию и процессу, однако переносит фокус на языковые механизмы интерпретации, на рефлексивные операции читателя, на границы допустимых толкований и на способы аргументации интерпретативного вывода. При этом существенным оказывается различение исследовательских установок, где в одном случае центр тяжести находится на значении, а в другом случае на понимании и интерпретации. В герменевтической перспективе ключевой задачей становится описание условий смыслопорождения и критериев интерпретативной обоснованности [2, с. 5–8]. Цель статьи заключается в том,

чтобы представить лингвистическую герменевтику как элемент современной гуманитарной системы, показать ее понятийное ядро и обозначить ее исследовательские и прикладные возможности.

МЕТОДЫ

Исследование выполнено как теоретико методологический обзор. Применялись сравнительный анализ определений и задач лингвистической герменевтики, реконструкция понятийного аппарата и синтез междисциплинарных связей с дискурс анализом, когнитивной лингвистикой, переводоведением и педагогикой. В качестве источников использовались работы, фиксирующие дисциплинарный статус направления и его ориентированность на текстовое общение [1, с. 22–24], исследования по герменевтической философии языка и ее пересечениям с лингвистикой [2, с. 5–8], а также тексты, раскрывающие деятельностную природу филологической герменевтики и связь понимания с рефлексией и интерпретацией [3, с. 1–2; 3, с. 37–38]. Дополнительно привлекались методические материалы, описывающие практики филологической герменевтики как технологии чтения и интерпретации [4, с. 2–3].

РЕЗУЛЬТАТЫ

Анализ источников позволяет выделить пять опорных блоков, через которые лингвистическая герменевтика встраивается в систему гуманитарных наук.

Первый блок связан с объектом исследования. Объектом выступает текстовое общение, понимаемое как процесс, где смысл возникает в субъект субъектных отношениях и требует постоянной интерпретации, поскольку без интерпретации коммуникация распадается [1, с. 22–23]. Такой объект объединяет устную речь, письменные тексты и цифровые форматы, включая перевод и межкультурное посредничество.

Второй блок связан с предметом. Предметом являются процедуры понимания и интерпретации, то есть способы построения смысла из языковой формы при опоре на контекст, опыт и культурное знание. В филологической герменевтике понимание трактуется как ипостась рефлексии, а интерпретация как высказанная рефлексия, то есть как переход от внутренней работы смысла к ее аргументированному выражению [3, с. 1–2].

Третий блок составляет понятийное ядро направления. К нему относятся предпонимание, позиция интерпретатора, герменевтический круг и рефлексия. Предпонимание фиксирует исходные установки и горизонты ожидания, которые читатель приносит в акт чтения, а затем корректирует по мере продвижения. Герменевтический круг задает движение от целого к частям и обратно, когда смысл уточняется через постоянное сопоставление фрагментов с общим замыслом [2, с. 6–7]. Позиция интерпретатора описывает то, как именно читатель распределяет внимание, что считает значимым и какие критерии применяет к тексту.

Четвертый блок включает методологические процедуры. Для лингвистической герменевтики характерны контекстуализация, выявление имплицитных предпосылок, анализ стратегий говорящего, проверка конкурирующих толкований и аргументация интерпретативного вывода. В концепции Богина подчеркивается, что интерпретатор выбирает познавательную, эвристическую или познавательно оценочную позицию, и этот выбор определяет стратегию понимания и меру критичности по отношению к тексту [3, с.

37–38]. В методических разработках по филологической герменевтике показано, что интерпретация может быть организована как последовательность операций, где фиксируются смысловые узлы, строятся гипотезы и проверяются их основания [4, с. 29–31].

Пятый блок связан с областями применения. Лингвистическая герменевтика применима в анализе художественной литературы, исторических источников, медиатекстов, политической риторики, учебных текстов и межкультурной коммуникации. В медиасфере особенно значимы процедуры выявления имплицитных оценок, фреймов, идеологических предпосылок и способов адресации аудитории, поскольку смысл здесь часто конструируется через намек, пресуппозицию и жанровое ожидание.

ОБСУЖДЕНИЕ

Выделенные блоки показывают, что лингвистическая герменевтика выполняет в гуманитарных науках интегративную и нормативную функции. Интегративная функция проявляется в соединении философского обсуждения понимания с языковым описанием текста и дискурса. Демьянков указывает, что герменевтическая философия языка ориентирована на понимание и трактует смысл как результат интерпретативной работы, тогда как аналитическая перспектива чаще сосредоточена на значении как на относительно устойчивой категории [2, с. 5–8]. Для гуманитарных наук это различие принципиально, поскольку их объектами являются тексты культуры, где смысл зависит от исторического контекста, жанра, адресата и социального действия.

Нормативная функция состоит в дисциплинировании интерпретации. Гуманитарный анализ часто критикуется за произвольность толкований, однако герменевтика предлагает способы ограничения произвола через проверку интерпретативных гипотез, учет контекста и прозрачную аргументацию. В таком подходе интерпретация не отменяет фактичности текста, но признает, что доступ к смыслу всегда опосредован позицией читателя и культурным знанием. Отсюда следует методическое требование делать предпонимание явным, различать факт текста и интерпретацию и предъявлять основания вывода.

Отдельное значение имеет связь герменевтики с психологией понимания. В исследованиях психологической герменевтики подчеркивается, что понимание обладает когнитивной функцией, поскольку усвоенное знание становится частью внутреннего мира личности и начинает задавать программы поведения [5, с. 25–26]. Одновременно акцентируется роль общения и текста как среды, где происходит согласование целей и смыслов [5, с. 12]. Для педагогики это означает, что герменевтические процедуры можно оформлять как технологии формирования читательской компетентности, критического чтения, умения распознавать подтекст и аргументировать интерпретацию.

Наконец, важно подчеркнуть дисциплинарную самостоятельность направления. В работах о статусе лингвистической герменевтики отмечается ее методологическая широта и нацеленность на конкретную проблематику взаимодействия мышления, языка и речи в текстовом общении, а также разработка методологических рекомендаций [1, с. 26–27]. В результате лингвистическая герменевтика становится не просто теорией понимания, а инструментарием для анализа смысла в гуманитарных

текстах, где смысл связан с ценностями, нормами и социальными практиками.

ЗАКЛЮЧЕНИЕ

Лингвистическая герменевтика занимает в современной гуманитаристике интегративное положение, поскольку соединяет философию языка и лингвистику с практиками интерпретации текста в культуре и коммуникации. Ее объектом является текстовое общение, а предметом выступают процедуры понимания и интерпретации, описываемые через категории предпонимания, рефлексии, позиции интерпретатора и герменевтического круга. Установлено, что направление выполняет методологическую функцию дисциплинирования интерпретации, обеспечивает междисциплинарный перенос идей в дискурс анализ, когнитивные исследования и педагогику, а также обладает прикладным потенциалом в критическом чтении и анализе медиатекстов. Перспективы дальнейших исследований связаны с разработкой операциональных моделей интерпретации для цифровых коммуникаций и с сопоставлением герменевтических процедур в разных культурно языковых традициях.

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Повтор Как Инструмент Речевого Воздействия В Русском И Узбекском Языках

Абдуллаева Барно Хатамовна
преподаватель Ферганского государственного университета, Фергана, Узбекистан

Аннотация
Статья посвящена анализу повтора как инструмента речевого воздействия в русском и узбекском языках. Цель исследования состоит в выявлении функционально-прагматических и экспрессивных особенностей повтора и сопоставлении способов его реализации в языках различной типологической принадлежности. Материалом исследования послужили художественные, публицистические и разговорные тексты. В работе используются методы функционального, структурно-семантического, прагматического и сопоставительного анализа. Установлено, что в русском языке повтор преимущественно реализуется через синтаксические и риторические конструкции, тогда как в узбекском языке он широко представлен редупликацией и лексическими повторами. Сделан вывод о том, что повтор в обоих языках выполняет важные коммуникативные и экспрессивные функции, обеспечивая усиление смысла и воздействие на адресата.
Ключевые слова: повтор; речевое воздействие; экспрессивность; прагматика; стилистика; сопоставительное языкознание; русский язык; узбекский язык.

Введение

Повтор как языковое и речевое явление относится к числу универсальных средств организации высказывания и воздействия на адресата. Он сопровождает человеческую коммуникацию на всех этапах её развития и проявляется в различных формах — от элементарного дублирования звуковых или лексических единиц до сложных синтаксических и семантических структур. В лингвистике повтор рассматривается не только как формальный приём, но и как важный механизм актуализации смысла, эмоциональной оценки и прагматического воздействия на реципиента.

Особый интерес представляет повтор в аспекте речевого воздействия, поскольку именно через повторение значимых элементов говорящий способен управлять вниманием адресата, усиливать аргументацию, формировать оценку и закреплять определённые смыслы в сознании слушающего или читающего. Как отмечает И. Р. Гальперин, повтор выполняет функцию «интенсификации сообщения и его смыслового фокусирования» [1, с. 162], что делает его одним из ключевых инструментов экспрессивной и прагматической организации текста.

Актуальность исследования повтора возрастает в условиях сопоставительных и межкультурных исследований, поскольку разные языки по-разному реализуют повтор в зависимости от своей типологической принадлежности, культурных традиций и дискурсивных норм. В этом отношении особый интерес представляет сопоставление русского и узбекского языков. Русский язык, относящийся к индоевропейской флективной системе, характеризуется развитой системой синтаксических и стилистических повторов. Узбекский язык, являющийся агглютинативным тюркским языком,

широко использует редупликацию и параллельные конструкции как органичную часть языковой нормы и речевой практики.

Несмотря на наличие отдельных работ, посвящённых повтору в русском языке и редупликации в тюркских языках, проблема сопоставительного анализа повтора как инструмента речевого воздействия в русском и узбекском языках остаётся недостаточно разработанной. Это определяет цель настоящего исследования — выявить и сопоставить функциональные, прагматические и экспрессивные особенности повтора в русском и узбекском языках с точки зрения его воздействующего потенциала.

Методология

Методологическую основу исследования составляет комплексный лингвистический подход, объединяющий элементы функциональной стилистики, прагмалингвистики и сопоставительного языкознания. Исследование строится на принципах функционального анализа, согласно которому языковые средства рассматриваются в их коммуникативной обусловленности и целенаправленности.

Материалом исследования послужили примеры из художественной литературы, публицистических текстов и разговорной речи на русском и узбекском языках, а также данные, представленные в научных работах отечественных и зарубежных лингвистов. Особое внимание уделялось тем случаям повтора, в которых он выполняет функцию речевого воздействия, а не является механическим дублированием языковых единиц.

В работе применяются следующие методы: описательный метод для систематизации форм повтора; структурно-семантический анализ для выявления значений и функций повторяющихся элементов; прагматический анализ для определения коммуникативных целей использования повтора; сопоставительный метод для выявления сходств и различий в функционировании повтора в русском и узбекском языках.

Повтор рассматривается на разных языковых уровнях: лексическом, синтаксическом и текстовом. Такой подход позволяет выявить универсальные и специфические черты повтора как средства речевого воздействия и проследить его связь с культурно обусловленными моделями коммуникации.

Результаты исследования

Анализ языкового материала показал, что в русском языке повтор является одним из базовых средств экспрессивной стилистики и активно используется для усиления эмоционального, логического и оценочного компонентов высказывания. В трудах В. В. Виноградова подчёркивается, что повтор служит «способом смыслового сгущения и эмоционального напряжения речи» [2, с. 214]. Наиболее распространёнными формами являются лексический повтор, анафора, эпифора, симплока, а также синтаксический параллелизм.

В художественной речи повтор способствует созданию ритма, передаче внутреннего состояния персонажа и акцентированию ключевых смыслов. Например, многократное повторение одного и того же слова или конструкции усиливает психологическую напряжённость и позволяет автору направлять интерпретацию текста. В публицистическом дискурсе повтор выполняет аргументативную функцию, способствуя убеждению адресата и закреплению определённой позиции. По наблюдению Н. Д. Арутюновой, повтор в публичной речи «служит средством

навязывания интерпретации и формирования оценочной рамки» [3, с. 87].

В разговорной речи русского языка повтор часто выполняет фатическую и экспрессивную функции, выражая эмоции, сомнение, согласие или протест. Он становится инструментом поддержания контакта и регулирования диалога.

В узбекском языке повтор также занимает важное место, однако его формальная реализация имеет свои особенности. Широко распространена редупликация — полная или частичная, которая используется для усиления значения, выражения интенсивности, множественности или длительности действия. Исследователи тюркских языков отмечают, что редупликация является «естественным и нормативным способом экспрессивной семантизации» [4, с. 56].

Повтор в узбекской речи активно используется в фольклоре, пословицах, поэзии и устных повествовательных жанрах. Он способствует ритмизации текста, облегчает его запоминание и усиливает воздействие на слушателя. В художественной и публицистической речи узбекского языка повтор выполняет также оценочную и убеждающую функции, особенно в жанрах публичных выступлений и дидактических текстов.

Сопоставительный анализ показал, что в обоих языках повтор служит средством смыслового усиления и эмоционального воздействия, однако в русском языке он чаще реализуется через синтаксические конструкции, тогда как в узбекском — через словообразовательные и лексические механизмы. Это различие обусловлено типологическими особенностями языков и различными традициями речевой выразительности.

Обсуждение результатов

Полученные результаты подтверждают положение о том, что повтор является универсальным механизмом речевого воздействия, но его конкретные формы и частотность зависят от структурных и культурных особенностей языка. В русском языке повтор тесно связан с традициями риторики и литературной стилистики, где он осознаётся как приём и нередко используется осознанно для усиления выразительности текста. Как подчёркивает И. Б. Голуб, повтор «придаёт речи убедительность и экспрессивную насыщенность» [5, с. 198].

В узбекском языке повтор в большей степени интегрирован в систему языка и воспринимается как естественный способ выражения интенсивности и оценки. Его использование часто не маркируется как стилистически выделенное, а воспринимается как норма, что усиливает его воздействующий потенциал в устной речи.

С точки зрения прагматики, повтор в обоих языках выполняет функцию управления вниманием адресата и структурирования дискурса. Он позволяет говорящему выделять значимые элементы, формировать нужную интерпретацию и усиливать эмоциональный отклик. При этом различия в формах повтора не снижают его коммуникативной эффективности, а, напротив, демонстрируют богатство языковых средств воздействия в разных лингвокультурах.

Таким образом, повтор выступает не только стилистическим приёмом, но и когнитивным механизмом, влияющим на процессы восприятия и интерпретации речи. Его сопоставительное изучение позволяет глубже понять особенности национальных коммуникативных стратегий и расширяет возможности межкультурного анализа.

Заключение

Проведённое исследование показало, что повтор является важным и многофункциональным инструментом речевого воздействия как в русском, так и в узбекском языках. В обоих языках он служит средством усиления смысла, эмоциональной экспрессии и прагматического влияния на адресата. Вместе с тем формы реализации повтора отражают типологические и культурные особенности языков: синтаксическая и риторическая направленность повтора в русском языке противопоставляется словообразовательной и лексической доминанте повтора в узбекском языке.

Сопоставительный анализ подтверждает универсальность повтора как языкового явления и одновременно выявляет его национально-специфические черты. Полученные результаты могут быть использованы в курсах стилистики, сопоставительного языкознания, лингвокультурологии, а также в практике преподавания русского и узбекского языков и переводоведения.

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Педагогические Аспекты Развития Речевой Компетенции Будущих Специалистов

Мунира Мадаминовна Бахрамова
доктор философии (PhD) по филологическим наукам, ФерГУ

Аннотация
Статья посвящена анализу педагогических аспектов развития речевой компетенции будущих специалистов в условиях современного образовательного пространства. Актуальность исследования обусловлена возрастанием роли речи как средства познания, профессионального взаимодействия и трансляции культуры нации, а также необходимостью подготовки специалистов, способных эффективно использовать средства общения в различных социально-профессиональных ситуациях. Речевая компетенция рассматривается как интегративное качество личности, включающее совокупность знаний, умений и навыков, обеспечивающих успешную коммуникативную деятельность. В работе обосновывается значимость компетентностного и коммуникативного подходов как методологической основы развития речевой компетенции в системе профессионального образования. Показано, что компетентностный подход ориентирует образовательный процесс на формирование практико-ориентированных речевых умений, необходимых для будущей профессиональной деятельности, тогда как коммуникативный подход способствует активному включению обучающихся в речевое взаимодействие и осознанному использованию языковых средств. Особое внимание уделяется роли речи как инструмента познания и фактора формирования коммуникативной культуры личности. В заключение подчёркивается необходимость создания целенаправленных педагогических условий, способствующих системному развитию речевой компетенции будущих специалистов и повышению эффективности их профессиональной подготовки.
Ключевые слова: развитие речи, познание, культура нации, компетентностный подход, коммуникативный подход, средства общения.

ВВЕДЕНИЕ. На современном этапе развития образования в целом и совершенствования обучения русскому языку в частности, одной из главных задач является формирование инициативной, самостоятельно мыслящей личности, способной свободно и в совершенстве владеть русским языком как средством общения, познания окружающего мира, самореализации и жизнетворчества.

В современных условиях модернизации высшего образования особую актуальность приобретает проблема овладения студентами русским языком не только как средством познания, но и общения, приобщения к сокровищницам культуры нации. Новые тенденции языкового образования предполагают усиление практической направленности процесса овладения русским языком, подчинение работы над языковой теорией и речевым развитием обучающихся.

В соответствие с актуальными требованиями к языковому образованию в современной лингводидактике определен приоритетным и перспективным коммуникативный подход, при котором развитие коммуникативной речи приобретает статус ведущего принципа обучения русскому языку, а цель языкового курса видится в том, чтобы научить обучающихся свободно пользоваться русским языком как средством общения, духовного обогащения и формирования интеллектуальной культуры, в

обеспечении надлежащего уровня речевой компетенции, который выступает одним из важнейших условий их успешной социализации.

Язык − это главное, что отличает человека от других живых существ; это социальная связь между людьми, средство для выявления своего внутреннего мира и для приема нового безграничного знания. К.Д.Ушинский назвал язык могучим и великим педагогом, который «не только учит многому, но и учит на удивление легко, каким-то недостижимо облегченным методом». «Язык выполняет прежде всего две социальные функции − служит средством развития личности как предпосылки развития народа и используется как средство познания и коммуникации» [9, с. 54].

Коммуникативный подход к обучению русскому языку как сложный многоплановый процесс предполагает изучение системы языка как средства общения людей, как совокупности, единства языка и речи, как речевого воплощения языковой системы, которая только через речь выполняет свое коммуникативное назначение, как средства познания и отражения действительности, которая неразрывно связана с коммуникативным назначением языка [2].

Коммуникативный подход ориентирован на изучение языка через общение. В практическом плане данных подход реализуется при обеспечении таких условий, как:

- коммуникативная направленность всех видов обучения;
- главным в процессе обучения является не педагог, а обучающийся;
- заинтересованность процессом обучения в соответствии с их интересами, способностями и потребностями;
- учебно-методические материалы подаются по ситуативно-тематическому или функциональному принципу;
- основными видами работы обучающихся являются: парная работа (диалог), групповая работа (полилог), самостоятельная работа (письменные работы по развитию речи).
- направленность обучения их не на получение языковых знаний, а на выработку навыков (грамматических, лексических, фонетических, речевых умений), обеспечивающих возможность осуществления речевой деятельности во время общения, реализации языка в актах коммуникации;
- учет принципа коммуникативной организации, что предусматривает коммуникативный характер упражнений, используемых в учебном процессе для выработки навыков и речевых умений;
- формирование у студентов побудительно-мотивационной фазы деятельности – создание потребности в речевом общении.

Материалы и методы исследования. Компетентностный подход к изучению языков в научной литературе рассматривается как средство организации учебно-познавательной деятельности, которое обеспечивает усвоение содержания обучения и достижения целей образования при решении определенных проблемных задач. Результатом процесса обучения с позиций компетентностного похода является сформированность на определенном уровне (в зависимости от образовательной ступени) комплекса компетенций.

Так, языковое образование будущих специалистов в широком смысле направлено на формирование их коммуникативной компетентности и ее составляющих (проведение репортажей и интервью).

Под речевой компетенцией понимается умение учащихся практически пользоваться русским языком в конкретных ситуациях общения, используя при этом речевые, неречевые, (мимика, жесты, движения) и интонационные средства выразительности речи.

Речевая компетенция предусматривает лексическую, грамматическую, фонетическую, диалогическую и монологическую составляющие.

Возникает проблема:

- Как преодолеть противоречие между реальным уровнем речевого развития и программными требованиями? Как реализовать потенциал речевых возможностей, побудить к созданию самых простых рассказов, репортажей, интервью?

Развитие речевой компетенции осуществляется поэтапно.

На 1 этапе

- участвовать в общении;
- давать полные ответы на вопросы и задавать вопросы;
- комментировать;
- делать простые сообщения логично и последовательно.

На 2 этапе:

- присутствует простота и четкость речевого высказывания, прослеживается умение высказаться ярко,
- прослеживается умение вступать в общение с собеседником (интервьюируемым).

На 3 этапе:

- умение вести беседу в паре, в группе;
- умение вести диалог;
- строить дискуссию;
- соблюдать правила этикета, культуры общения;
- умение участвовать в беседе.

В процессе формирования диалогической речи обучающихся большое внимание должно уделяться усвоению моделей речевого этикета. Обучающиеся должны запомнить основные формулы этикета, знать, при каких обстоятельствах каждая из них употребляется, а также правильно и уместно использовать их в собственной речи.

На основе достаточно сформированных диалогических умений целесообразно обращаться к игровому методу. По мнению исследователей О.А. Дорожкиной и В.Н. Дроновой, «сюжетноролевая игра отвечает потребности учащихся воплотить в жизнь собственные замыслы, выразить свои переживания. В процессе игры они переходят от реализации хорошо усвоенных сюжетов к самостоятельному построению новых» [3, с. 263].

Игра является наиболее усвоенной деятельностью. Она стимулирует познавательную, трудовую и творческую активность. В этой связи при развитии диалогических умений опора на игру (игровые действия, игровые формы, средства) – это наиболее оптимальный путь включения обучающихся в учебную работу, способ обеспечения эмоционального отклика на обучение без перегрузок. Приведем примеры:

Игровой прием «Что такое хорошо и что такое плохо?»

Способствует развитию речи, творческой личности. Учащиеся делятся на две команды. Показываем предмет (боксерская груша) Одна группа ищет у него достоинства (чем она хорош), а другая – недостатки. Такое соревнование увлекает всех. Используя прием, можно подготовить телепередачу по технике безопасности. Ищем плюсы и минусы таких предметов, как «ракетка», «клюшка», «секундомер» и т.д.

Прием «Перевёртыши».

Любую фразу в русском языке можно сказать по-другому. Попробуйте и вы

сказать по-другому, не повторяя ни одного слова, но сохраняя смысл, различные фразы.

Например, «Мы любим играть в шахматы» - «Мы любим играть на клетчатом поле с фигурками коня, пешки, туры».

Творческий прием «Шкатулка игр»

В шкатулке лежат цветные кружки. Преподаватель открывает крышку, а учащиеся по очереди достают кружки, и те становятся персонажами игр. Кружки крепим на доску, по ним затем легко восстановить игру. Достали красный – это бой с быком (коррида), желтый – это карточка в футболе. Далее студенты описывают виды этих спортивных соревнований.

ЗАКЛЮЧЕНИЕ. Все эти приемы способствуют развитию речевой компетенции. Учащиеся становятся успешными на творческих конкурсах, олимпиадах, участвуют в различных играх, конференциях.

Таким образом, при реализации языкового образования будущих журналистов в качестве ведущих концептуальных основ должны быть признаны и учтены коммуникативный и компетентностный подходы. Одним из результатов языкового образования спортивных журналистов является сформированность определенного уровня речевой компетенции, что выражается в их способности к полноценной и осмысленной коммуникации при подготовке спортивных обзоров, получении интервью, проведении репортажей.

Достижение указанного результата возможно путем применения различных технологий, методов и форм обучения диалогической и монологической речи, лексической, синтаксической и орфоэпической грамотности студентов. Их использование и сочетание следует подчинять содержанию и цели педагогического взаимодействия, в данном контексте – формированию речевой компетенции обучающихся студентов.

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Considerations On The Study Of Some Algebraic Equations In General Secondary Schools

Akhlimirzayev
Professor of the Department of Applied Mathematics, ASU
Ahmadaliyeva SH, Muminova D
Masters of the Department of Applied Mathematics
of the State University of Economics.
Umurzaqova Sh.
Teacher at Andijan City Technical School No. 5.

Abstract
This article discusses the algebraic equations (x-α)(xb)(xc)(xd)=A, (x-α)(xb)(xc)(xd)=Ax 2 , as well as various O-symmetric, cosymmetric and inverse equations, and their solutions, using a sufficient number of examples.
Keywords: Algebraic equation, transcendental equation, symmetric equation, inverse equation, quadratic equation, cosymmetric equation.

It is known that today equations are taught from the first grade of general secondary schools. One of the main reasons for this is that equations are mathematical models of many problems encountered in practice. This requires special attention to the study of equations in general secondary schools and academic lyceums. The main part of the equations studied in general secondary schools is occupied by algebraic equations. An algebraic equation is generally written as follows:

$\alpha_n x^n + \alpha_{n-1} x^{n-1} + \alpha_{n-2} x^{n-2} + \ldots + \alpha x + \alpha = 0$ (1)

Here $\alpha_0 \neq 0$, α_i (i=1,2,3,…..,) are the coefficients of the algebraic equation.

In an algebraic equation, when n=1, n=2, linear and quadratic equations are formed, and there are general methods for solving them. When n=3 and n =4, there are some methods for solving. When n≥3, there are no general methods for solving the equation. In such cases, when solving equations, an attempt is made to factor the left side or to solve it approximately. ≥ 3When n, there are special forms of algebraic equations.

Algebraic equations can be divided into integer, fractional , rational and irrational equations. (1) Knowing the root of the equation x=α, we can reduce the degree of the given equation by one using Bezu's theorem.

We have already noted above that there are no general methods for solving algebraic equations of the form (1) (n≥3). When solving them, one mainly tries to factor them. The following example can be given.

Example 1. Solve the equation $x^3 + 2x^2 + 3x + 6 = 0$.

Solution: Factor the left side of the equation. $(x^3 + 2x^2) + (3x + 6) = 0$, $x^2(x+2) + 3(x+2) = 0$, $(x+2)(x^2 + 3) = 0$. From this we write x+2=0 and $x^2 + 3 = 0$. We know the methods for solving such equations .

Example 2. Solve the equation $x^4 + x^3 + 3x^2 + 2x + 2 = 0$.

Solution: It is not possible to factor the left side of this equation by grouping it all at once. Therefore, here we first write $3x^2$ as $2x^2 + x^2$, and then factor it all together.

$(x^4 + x^3 + x^2) + (2x^2 + 2x + 2) = 0$, $x^2(x^2 + x + 1) + 2(x^2 + x + 1) = 0$, $(x^2 + x + 1)(x^2 + 2) = 0$. From this

We form the equations $x^2 + x + 1 = 0$ and $x^2 + 2 = 0$. These equations do not have real roots.

Example 3. Solve the equation $x^3 + 4x^2 - 24 = 0$.

Solution: This equation cannot be solved by the above methods. We will try to find all the roots of this equation. If it has all the roots ,

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they can be the divisors of the free term, namely ±1, ± 2, ± 3, ± 4, ± 6, ± 8, ± 12, ± 24. We determine by the method of selection that x=2 is a root of this equation. In this case, the left side of the given equation is divided by x-2. After performing the division, we write the given equation in the form (x-2)(x ^{2} +6x+12)=0. From this, we write x-2=0 and x ^{2} +6x+12=0. We know the method of solving these.

Example 4. Solve the equation (x ^{2} +x+4) ^{2} +8x(x ^{2} +x+ 4)+ 15x ^{2} =0.

Solution: This equation cannot be solved by the above methods. To solve it, we substitute y= x ^{2} +x+4. In this case, the equation y ^{2} +8xy+15x ^{2} =0 is obtained. We solve the resulting equation as a quadratic equation with respect to y.

y $_{1,2}$ = -4x ± $\sqrt{16x^2 - 15x^2}$=-4x±xy $_1$ = -3x, y $_2$ = -5x

So, we have the equations x ^{2} +x+4= -3x and x ^{2} +x+4= -5x. We know the methods for solving them.

Example 5. Solve the equation 21x ^{3} + x ^{2} -5x-1= 0 .

Solution: The given equation is an integral equation with the free term equal to -1. This equation cannot be solved by any of the above methods. To solve this equation, we divide each term by the highest power of x . 21x ^{3} + x ^{2} -5x-1=0 , 21+ $\frac{1}{x} - \frac{5}{x^2} - \frac{1}{x^3}$=0 $\frac{1}{x} = y$. Then

21+y-5y ^{2} -y ^{3} =0, that is, y ^{3} +5 y ^{2} -y-21=0, is formed.

By the method of selection, we find that y= -3 is one of the roots of the given equation . Indeed , (-3) ^{3} +5(-3) ^{2} -(-3)-21= -27+45+3-21=0, 0=0. Now, dividing both sides of the last equation by x+3, we get (y+ 3)(y ^{2} +2y-7)=0 , and from this we have the equations y+3=0 and y ^{2} +2y-7=0. Taking into account the notation, we find the values of x.

Some algebraic equations can be written in the form (x- α)(xb)(xc)(xd)=A. Here α ,b ,c,d, A are the given numbers. If in this equation α +b=c+d=k , then the given equation y=x ^{2} -kx can be solved by reducing it to a quadratic equation.

Example 6. Solve the equation (x+ 1)(x+2)(x+3)(x+4)=24.

Solution: Here α = -1, b= - 2 , c= -3, d= -4 and A=24, for which

-1+(- 4)= -2+(-3)= -5 is valid. Therefore, we find the products (x+ 1)(x+4) and (x+2)(x+3) and get the equation (x ^{2} +5x+4)(x ^{2} +5x+6)=24. Now, if we take y = x ^{2} +5x, we get the equation (y+4)(y+6)=24 or y ^{2} +10y=0.

This gives y $_1$ =0 and y $_2$ = -10. Now, returning to the old variable , we obtain the equations x ^{2} +5x=0 and x ^{2} +5x= -10. We know the methods for solving these equations.

Some algebraic equations are also given in the form (x- α)(xb)(xc)(xd)=Ax ^{2} . Here α ,b ,c,d, A are the given numbers. If in this equation α d=bc, then the given equation $\frac{m}{x}$is reduced to a quadratic equation using substitution y=x+.

7. Solve the equation (x-2)(x-3)(x-4)(x-6)=30x ^{2} .

Solution: Here α = 2,b =3,c=4,d=6 and A=30. Here 2·6=3·4=12. Now

(x- 3)(x-4) and)(x-2)(x-6) and form the following equation.

(x ^{2} -7x+ 12)(x ^{2} -8x+12)=30x ^{2}

each bracket on the left side of this equation by x and the right side by x ^{2}. As a result, the following equation is formed.

(x+ $\frac{12}{x}$-7)(x+ $\frac{12}{x}$-8)=30

by substituting y= x+ , we get $\frac{12}{x}$the equation (y-7)(y-8)=30 or y ^{2} -15y+26=0, and from this we get y $_1$ =2,y $_2$ =13. Returning to the old variable, we get the equations x+ $\frac{12}{x}$=2 and x+ $\frac{12}{x}$=13, and from these we get the quadratic equations x ^{2} -2x+12=0 and x ^{2} -13x+12=0. . We know the methods for solving these equations.

Sometimes there are equations of the form α x ^{4} +bx ^{3} +cx ^{2} +bx+a=0, α ≠0. Observing this equation, we see that the coefficients of the leading coefficient and the free term, as well as the terms equidistant from them, are

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equal to each other. Usually such equations are called fourth-degree symmetric equations. Such equations $\frac{1}{x}$are reduced to a quadratic equation using the substitution y=x+.

Example 8. Solve the equation $x^4+5x^3+2x^2+5x+1=0$.

Solution: This equation is a fourth-degree symmetric equation. To solve it, we divide by x^2 (x≠0) and group the terms as follows. $x^2+5x+2+\frac{5}{x}+\frac{1}{x^2}=0$, $(x^2+\frac{1}{x^2})+5\left(x+\frac{1}{x}\right)+2=0$

y=x+ $\frac{1}{x}$, then $x^2+\frac{1}{x^2}=y^2-2$, and the last equation becomes $y^2-2+5y+2=0$ or $y^2+5y=0$. From this we find $y_1=0$, $y_2=-5$. Now, if we return to the old variable $x+\frac{1}{x}=0$and $x+\frac{1}{x}=-5$or $x^2+1=0$ and $x^2+5x+1=0$, we come to the equations. We know the method for solving these equations.

$ax^3+bx^2+bx+a=0$, An equation of the form α ≠0 is called a cubic symmetric equation. It is clear that the number x= -1 is one of the roots of this equation. Therefore, we get a quadratic equation whose solution is known by dividing the left side of this equation by x+1.

Example 9. Solve the equation $2x^3+7x^2+7x+2=0$.

Solution: The given equation is a cubic symmetric equation. x= -1 is a root of this equation. In fact, $2(-1)^3+7(-1)^2+7(-1)+2=-2+7-7+2=0$. We divide the left side of the equation by x+1 to obtain the division $2x^2+5x+2$. Therefore, we can write the given equation in the form $(x+1)(2x^2+5x+2)=0$. This equation is equivalent to the equations x+1=0 and $2x^2+5x+2=0$. We know the methods for solving these.

The equation $ax^5+bx^4+cx^3+cx^2+bx+a=0$, α ≠0 is called a fifth-degree symmetric equation. One of the roots of this equation is x=-1. We divide the left side of the equation by x+1 to obtain a fourth-degree symmetric equation. We know the method for solving it.

Example 10. Solve the equation $x^5+2x^4+3x^3+3x^2+2x+1=0$.

Solution: It is clear that x=-1 is one of the roots of the equation. Dividing the left side of the equation by x+1, we obtain the equation $x^4+x^3+2x^2+x+1=0$. This is a fourth-degree symmetric equation, and we know how to solve it.

Sometimes we also encounter equations of the form $ax^4+bx^3+cx^2-bx+a=0$, α ≠0. Such an equation is called a fourth-degree cosymmetric equation. This equation can be reduced to a quadratic equation using the substitution y= $x-\frac{1}{x}$.

Example 11. Solve the equation $6x^4+25x^3+12x^2-25x+6=0$.

We reduce both sides of the equation to x^2 (x≠0). $6x^2+25x+12-\frac{25}{x}+\frac{6}{x^2}=0$, $6(x^2\frac{1}{x^2})+25(x-+12=0$. If $\frac{1}{x}$)we take y=x- , then $x\frac{1}{x}2\frac{1}{x^2}=y^2+2$. Taking these into account, we get the quadratic equation $6(y^2+2)+25y+12=0$ or $6y^2+25y+24=0$. Solving it, we find $y_1=-\frac{8}{3}$, $y_2=-\frac{3}{2}$. Now, returning to the old variable, we get the following equations.

1) x- $\frac{1}{x}=-\frac{8}{3}$; 2) x- $\frac{1}{x}=-\frac{3}{2}$. We know the methods for solving this equation.

In practice , fifth- and third-degree cosymmetric equations of the form $ax^5+bx^4+cx^3-cx^2-bx-a=0$, α ≠0 and $ax^3+bx^2-bx-a=0$, α ≠0 are also encountered. The number x=1 is a root of each of these equations. Therefore, each of them

Dividing by x-1 lowers the degree of the given equation by one.

Example 12. Solve the equation $x^5-4x^4+5x^3-5x^2+4x-1=0$.

Solution: The given equation is a cosymmetric equation of the fifth degree. It is clear that one of its roots is x=1. Indeed, $1^5-4\cdot1^4+5\cdot1^3-5\cdot1^2-4\cdot1-1=1-4+5-5+4-1=0$. Divide the given equation by x-1,

We form a symmetric equation of the fourth degree $x^4-3x^3+2x^2-3x+1=0$. We know the method for solving this equation.

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Another one of the most common algebraic equations $\alpha x^4+\beta x^3+cx^2+\lambda\beta x+\lambda^2\alpha=0$ is an equation. If we observe this equation, we see that the ratio of the coefficient of the first term to the free term, and the coefficient of the second term is equal to the square of the ratio of the coefficient of the last term to the coefficient of the previous term. Such equations are called fourth-degree inverse equations. When solving such equations, $\frac{1}{x}$the degree is reduced by two using the substitution y=x+.

Example 13: Solve the equation $3x^4-2x^3+4x^2-4x+12=0$.

This equation is a quadratic inverse equation. In this equation, we also have $\frac{3}{12}=(\frac{-2}{-4})^2$, $\frac{1}{4}=\frac{1}{4}$. So the given equation is a quadratic inverse equation. To solve it, we divide by x^2 ($x\neq0$).

$3x^2-2x+4-\frac{4}{x}+\frac{12}{x^2}=0$, $3(x^2+\frac{4}{x^2}+)-2(x+\frac{2}{x})+4=0$.

We substitute $x+\frac{2}{x}=y$. Then $x^2+\frac{4}{x^2}=y^2-4$. Taking these into account, we get the following equation:

$3(y^2-4)-2y+4=0$, $3y^2-2y-8=0$; $y_1=2$, $y_2=-\frac{4}{3}$. Now, if we return to the old variable, the following equations are formed.

$x+\frac{2}{x}=2$; . $x+\frac{2}{x}=-\frac{4}{3}$. We know the methods for solving such equations.

The equation $\alpha x^6+bx^5+cx^4+dx^3+\lambda cx^2+\lambda^2 bx+\lambda^3\alpha=0$, $\alpha\neq0$ is a sixth-degree inverse equation. Such equations can also be solved by the above method. We observe the symmetric, cosymmetric, and inverse equations and see that the first two equations are cases of inverse equations with λ=1 and λ=-1.

So in this article we will be referring to the square label

$(x-\alpha)(xb)(xc)(xd)=A$, $(x-\alpha)(xb)(xc)(xd)=Ax^2$. In practice, there are equations that cannot be included in the above class of equations. Such equations are usually solved by approximate methods. In the process of studying such equations, students' creative thinking skills are further developed and serve as an important factor in their thorough mastery of transcendental equations, and as a result, mathematical education becomes effective. This can be considered a timely step towards implementing the Decree of the President of our Republic dated July 9, 2019 “On state support for the development of mathematical sciences and education, as well as measures to radically improve the activities of the V. I. Romanovsky Institute of Mathematics of the Academy of Sciences of the Republic of Uzbekistan”.

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Сопоставительный Анализ Риторических Фигур В Русской И Узбекской Речи

Усмонова Нилуфар Адхамовна
преподаватель Ферганского государственного университета, Фергана, Узбекистан

Abstract
Статья посвящена сопоставительному анализу риторических фигур в русской и узбекской речи с позиций функциональной стилистики и лингвокультурологического подхода. Риторические фигуры рассматриваются как универсальные средства речевой выразительности, обеспечивающие эмоционально-прагматическое воздействие на адресата и отражающие особенности национального речевого мышления. На материале теоретических источников и типичных речевых примеров выявляются сходства и различия в употреблении таких фигур, как повтор, антитеза, градация, гипербола, эпитет и метафора. Установлено, что при общности коммуникативных функций способы языковой реализации риторических фигур в русском и узбекском языках различаются, что обусловлено типологическими особенностями флективной и агглютинативной языковых систем, а также культурными традициями речевого общения. Делается вывод о культурно маркированном характере риторических стратегий и их значимости для межкультурной коммуникации и билингвального образования.
Ключевые слова: риторические фигуры, выразительность речи, сопоставительный анализ, русский язык, узбекский язык, стилистика, риторика, лингвокультурология.

Введение

Риторические фигуры являются одним из ключевых средств организации выразительной речи и традиционно рассматриваются как важнейший компонент стилистической системы языка. Их функция заключается не только в украшении высказывания, но и в усилении его прагматического и эмоционального воздействия на адресата. В лингвистике фигуры речи определяются как особые синтаксические и композиционные приёмы, отклоняющиеся от нейтральной нормы ради достижения экспрессивного эффекта [1, с. 112]. В русской филологической традиции теория риторических фигур имеет глубокие корни и опирается на труды по риторике, стилистике и теории художественной речи. В узбекском языкознании изучение риторических фигур чаще осуществляется в рамках функциональной стилистики и анализа художественного текста, однако систематизированные сопоставительные исследования остаются немногочисленными.

Актуальность сопоставительного анализа риторических фигур в русской и узбекской речи обусловлена несколькими факторами. Во-первых, русский и узбекский языки принадлежат к разным типологическим группам, что позволяет выявить универсальные и специфические способы выражения экспрессивности. Во-вторых, в условиях активного билингвизма и межкультурной коммуникации знание риторических стратегий обоих языков приобретает практическую значимость. В-третьих, сопоставление риторических фигур способствует более глубокому пониманию национально-культурных особенностей речевого мышления.

Цель настоящего исследования заключается в выявлении сходств и различий в употреблении риторических

фигур в русской и узбекской речи, а также в определении факторов, влияющих на их функциональную реализацию. В качестве задач ставятся анализ теоретических представлений о риторических фигурах, описание наиболее частотных фигур в обоих языках и интерпретация полученных различий с учётом языковой типологии и культурного контекста.

Методы

Методологическую основу исследования составляет комплекс лингвистических методов, обеспечивающих многоаспектный анализ риторических фигур. В работе используется описательный метод, позволяющий зафиксировать основные типы риторических фигур и особенности их функционирования в русской и узбекской речи. Сопоставительный метод применяется для выявления общих и отличительных черт в реализации выразительных средств в двух языках. Контекстуально-интерпретационный анализ используется для выявления прагматических и культурных функций риторических фигур в конкретных речевых ситуациях.

Материал исследования включает примеры из художественной, публицистической и устной речи, зафиксированные в научных трудах по стилистике русского и узбекского языков. Теоретической базой послужили классические и современные исследования по риторике и стилистике, в которых рассматриваются фигуры речи как элементы выразительной организации текста [1, с. 118; 2, с. 64]. Анализ проводится с учётом типологических различий языков, прежде всего флективного характера русского языка и агглютинативной структуры узбекского языка [8, с. 41].

Результаты

Результаты исследования показывают, что в русской и узбекской речи используются сходные по функции риторические фигуры, однако способы их языковой реализации существенно различаются. Одной из наиболее универсальных фигур является повтор, который в русской риторической традиции представлен такими формами, как анафора, эпифора и симплока. Анафора, заключающаяся в повторе начального элемента фразы, широко используется в публицистической и художественной речи для усиления логического и эмоционального воздействия: повтор создаёт эффект нарастающего убеждения и ритмической организованности текста [3, с. 87].

В узбекской речи повтор также выполняет важную экспрессивную функцию, однако он чаще реализуется не только на уровне лексем, но и на уровне аффиксов и грамматических форм. Агглютинативная структура узбекского языка позволяет усиливать значение за счёт повторения однокоренных слов с различными словообразовательными показателями, что создаёт эффект градации и эмоционального наращивания [8, с. 76]. Таким образом, при функциональном сходстве формы реализации повтора в двух языках различаются.

Антитеза как риторическая фигура противопоставления занимает значительное место в обоих языках. В русской речи антитеза часто строится на синтаксическом параллелизме и контрасте лексических значений, что позволяет чётко структурировать логическое противопоставление [1, с. 134]. В узбекской речи антитеза также широко распространена, особенно в паремиологическом и публицистическом дискурсе, где противопоставление часто приобретает дидактический характер и

связано с национальной традицией наставления [6, с. 59].

Градация и гипербола в русском языке реализуются преимущественно за счёт лексического и синтаксического наращивания, при котором каждый последующий элемент усиливает предыдущий. Гипербола используется как средство эмоциональной оценки и экспрессивного преувеличения [5, с. 211]. В узбекской речи аналогичный эффект достигается за счёт повторяющихся глагольных форм и усилительных частиц, что отражает специфику грамматического строя языка.

Эпитет и метафора, традиционно относимые к тропам, также выполняют важную риторическую функцию. В русской речи эпитеты часто носят индивидуально-авторский характер и связаны с эстетической функцией текста [7, с. 142]. В узбекской речи эпитеты нередко опираются на устойчивые культурные ассоциации, связанные с природой, семейными и нравственными ценностями, что придаёт высказыванию национально-культурную маркированность [6, с. 83].

Обсуждение

Сопоставительный анализ позволяет сделать вывод о том, что сходство риторических фигур в русском и узбекском языках объясняется универсальными законами речевого воздействия и когнитивными механизмами человеческого мышления. Повтор, противопоставление, усиление и образность являются базовыми способами структурирования высказывания и воздействия на адресата независимо от языковой принадлежности.

В то же время различия в реализации риторических фигур обусловлены типологическими и культурными факторами. Флективная система русского языка обеспечивает высокую степень синтаксической вариативности, что способствует активному использованию инверсии, параллельных конструкций и сложных периодов [2, с. 91]. Узбекский язык, обладая агглютинативной структурой, реализует экспрессивность преимущественно через морфологические средства и устойчивые синтаксические модели, что придаёт речи особую ритмичность и последовательность [8, с. 104].

Культурный контекст также оказывает значительное влияние на выбор риторических фигур. В русской традиции заметно влияние европейской риторики и литературной нормы, ориентированной на индивидуальное авторское самовыражение. В узбекской речи сильнее проявляется связь с устной традицией, фольклором и коллективными ценностями, что отражается в частотности параллелизмов, повторов и антитез дидактического характера [6, с. 97].

Таким образом, риторические фигуры выступают не только как языковые, но и как культурно обусловленные средства речевой организации, отражающие особенности национального мировосприятия.

Заключение

Проведённое исследование показало, что риторические фигуры в русской и узбекской речи выполняют сходные коммуникативные и экспрессивные функции, однако отличаются по способам языковой реализации и культурной интерпретации. Универсальные риторические приёмы, такие как повтор, антитеза, градация и метафора, присутствуют в обоих языках, но их формальное выражение определяется типологическими особенностями языковых систем.

Различия в употреблении риторических фигур отражают специфику

национальных риторических традиций и культурных ценностей. Русская речь характеризуется большей синтаксической вариативностью и ориентацией на индивидуально-авторское начало, тогда как узбекская речь демонстрирует устойчивость ритмико-синтаксических моделей и тесную связь с фольклорной и устной традицией. Полученные результаты могут быть использованы в дальнейших сопоставительных исследованиях, а также в практике преподавания риторики и стилистики в условиях билингвального образования.

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Youth Of Uzbekistan And Digital Literacy: Current Status, Development Factors, And Policy-Ecosystem Pathways

Sultonova Diloromxon Qo'ldashevna
Director of Kokand Digital Technologies Technical School

Abstract
Digital literacy has become a prerequisite for young people's educational attainment, employability, civic participation, and resilience against online risks. This paper examines the current status of youth digital literacy in Uzbekistan and identifies the main factors shaping its development. Using a scoping review and document-based analysis, the study synthesizes evidence from national strategies, international ICT indicators, and program reports related to youth digital skills. The analysis indicates that rapid expansion of connectivity and state-led digital transformation initiatives have created favorable conditions for youth engagement with digital services, learning platforms, and emerging labor markets. However, the distribution of digital literacy remains uneven due to infrastructure quality gaps, socioeconomic differences, language and content barriers, and variable institutional capacity in schools and training ecosystems.
Keywords: Digital literacy; youth; Uzbekistan; digital inclusion; ICT education; skills development; digital policy

Introduction

Across contemporary societies, "digital literacy" has shifted from a supportive competence to a foundational capability that conditions educational success, labor-market access, and participation in public life. For young people, digital literacy is not limited to operational use of devices or social media fluency; it includes the ability to locate and evaluate information, communicate and collaborate effectively in digital environments, protect privacy and security, and develop the creative and analytical skills required for knowledge work. In settings experiencing rapid digital transformation, digital literacy also becomes a policy instrument: it is expected to accelerate economic modernization, improve public service delivery, and broaden social inclusion. Uzbekistan offers a particularly instructive case because it has combined large-scale state modernization agendas with expanding connectivity and a growing youth population whose educational and employment trajectories are increasingly shaped by digital infrastructures and digital markets.

Uzbekistan's pathway toward a digital economy has been formalized through national strategies and governance arrangements that explicitly treat human capital and ICT skills as implementation priorities. For example, the Strategy "Digital Uzbekistan–2030" frames digital transformation as a cross-sector agenda involving education, public administration, and infrastructure development, thereby linking youth skills to national competitiveness and service modernization. At the same time, measurable improvements in population connectivity provide a necessary—though not sufficient—condition for digital literacy expansion. World Bank indicator reporting based on ITU data shows sustained growth in the share of individuals using the internet in Uzbekistan over recent years. These developments matter because, in many countries, digital literacy gaps are increasingly explained not only by whether young people are connected, but by the quality of that connection, the learning opportunities surrounding it, and the social

conditions that enable sustained competence development.

Despite strong momentum, digital literacy among youth typically remains uneven in countries undergoing fast digital transition. Inequality can emerge across multiple dimensions: urban–rural infrastructure differences, variations in household income and device ownership, school-level disparities in teacher readiness, and uneven access to advanced training pathways. Digital literacy can also be shaped by language and content ecosystems—particularly where high-quality learning resources, technical documentation, and recognized certification systems remain concentrated in a few languages, most commonly English. In such contexts, youth may become proficient in entertainment and social communication while remaining underprepared for productivity tools, data reasoning, cybersecurity hygiene, and professional digital workflows.

Another complexity is the dual nature of youth digital participation. On one hand, expanding digital access can strengthen civic voice, entrepreneurship, and educational innovation. UNICEF's youth engagement platform U-Report in Uzbekistan illustrates how digital channels can widen participation and feedback loops, engaging large numbers of young people and connecting them to public discussion and decision-making processes. On the other hand, broader participation increases exposure to misinformation, privacy risks, harassment, and other online harms. Thus, digital literacy development must be treated as both a skills agenda and a safety-and-governance agenda.

This paper therefore addresses a practical and scholarly need: to synthesize what can be inferred about youth digital literacy in Uzbekistan from available indicators and policy/program evidence, and to identify the main development factors that can guide future interventions. The guiding questions are: (1) What does the current ecosystem suggest about the status of youth digital literacy in Uzbekistan? (2) Which factors most strongly shape digital literacy development in this setting? (3) What policy and institutional pathways appear most promising for improving equity and measurable outcomes? Rather than claiming a single metric captures the concept, the paper approaches digital literacy as a multi-dimensional competence that emerges through an ecosystem of access, education, labor-market incentives, civic-tech platforms, and programmatic capacity.

Literature Review

Digital literacy is commonly theorized as a composite of technical, cognitive, and socio-emotional competencies. Classic and contemporary frameworks emphasize that literacy in digital contexts requires not only "how-to" skills, but also critical evaluation of information, ethical participation, and the ability to create content rather than merely consume it. The European Commission's DigComp framework, for instance, organizes digital competence into domains such as information and data literacy, communication and collaboration, digital content creation, safety, and problem solving—an approach that has influenced curriculum design and assessment in many contexts. Similarly, UNESCO and related international bodies have advanced media and information literacy approaches that connect critical reasoning with democratic participation and resilience against manipulation.

Empirical research frequently reports that youth digital skills develop unevenly and are shaped by socioeconomic and institutional factors. Studies across countries show that household income, parental education, device access, and broadband quality predict both frequency and sophistication of digital engagement. School factors matter

as well: teacher competence, pedagogy, availability of devices in classrooms, and curriculum integration influence whether students acquire transferable skills beyond basic navigation. Moreover, language can operate as an invisible gatekeeper; advanced technical resources and globally recognized certifications often rely on English, shaping who can access high-return digital pathways.

In Central Asia and similar transitional contexts, digital skills are also tied to national modernization strategies and workforce development. Youth digital literacy becomes a labor-market issue when employers increasingly require spreadsheet competence, communication tools, basic data handling, and cybersecurity awareness even in non-technical roles. At the policy level, initiatives that scale training and certification can accelerate skill acquisition, but evidence suggests that short courses are most effective when aligned to competence frameworks, when they include applied projects, and when they connect participants to mentorship and employment pathways rather than functioning as isolated learning events.

Within Uzbekistan, available program and policy documents point toward a rapidly expanding digital-skills ecosystem—particularly around IT education, youth entrepreneurship, and digitally enabled civic participation. A recent conference study focusing on students in Uzbekistan reports measurable variation in digital literacy dimensions and emphasizes the importance of structured skill development rather than informal exposure alone. In addition, reports on youth participation platforms and digital education initiatives illustrate how institutional partnerships can mobilize large numbers of young people, but also imply the need for evaluation systems that distinguish basic usage from competence development.

Taken together, the literature motivates an ecosystem interpretation: youth digital literacy is not produced by connectivity alone, nor by isolated training programs, but by coordinated development of infrastructure, schools, community and private-sector learning pathways, and governance mechanisms that support safe, meaningful digital participation.

Methodology

This study employs a qualitative-dominant, document-based research design combining a scoping review with structured policy-and-indicator synthesis. The aim is to consolidate what is currently knowable about youth digital literacy in Uzbekistan from credible public sources, while identifying development factors that can inform both research and intervention design.

First, a scoping review approach was used to identify relevant materials in five categories: (a) national policy documents addressing digital transformation and ICT education; (b) international ICT indicators capturing connectivity and access trends; (c) reports by international organizations operating in Uzbekistan that document youth digital engagement initiatives; (d) program summaries and institutional reports describing training scale, certification, or participation; and (e) peer-reviewed or citable conference research addressing digital literacy among students in Uzbekistan. Priority was given to sources with transparent provenance and institutional accountability, including legal or official portals, international datasets, and recognized organizations.

Second, the study extracted structured information from each source using a coding template. Extracted elements included: policy objectives and implementation mechanisms, reported participation counts, indicator values and years, target populations, and any explicit statements about barriers or inequities.

Evidence was then grouped into thematic drivers of digital literacy development, such as access and affordability, formal education readiness, non-formal training ecosystems, civic-tech participation, and digital safety concerns.

Third, the analysis integrated these components into two output tables: one summarizing ecosystem indicators and program signals relevant to youth digital literacy, and another mapping development factors to evidence types and policy implications. The resulting synthesis is interpretive rather than causal. It does not claim to measure youth digital literacy directly through primary assessment; rather, it constructs an evidence-informed picture of the current status and the conditions likely shaping youth skill development. This methodological choice is appropriate where the research goal is to consolidate and interpret dispersed evidence, identify gaps for future measurement, and outline actionable levers for policy and institutional stakeholders.

Results and Analysis

Table 1. Ecosystem Indicators and Program Signals Related to Youth Digital Literacy in Uzbekistan

Indicator / Signal	What it suggests for youth digital literacy	Most recent or cited reference
Growth in population internet use	Expanding connectivity increases potential exposure to digital learning and services, but does not by itself guarantee competence acquisition	World Bank (ITU-based) internet-use indicator for Uzbekistan
National digital transformation strategy and governance	Digital literacy is positioned as a human-capital requirement within a broader modernization agenda, enabling policy coordination and institutional mandates	"Digital Uzbekistan–2030" decree and related official summaries
Youth civic-tech engagement via U-Report	Youth participation through digital platforms can strengthen communication skills and civic digital practices while creating a demand for critical media skills	UNICEF Uzbekistan reporting on U-Report and youth participation
Scaling of IT courses and certifications for youth	Large participation counts indicate policy attention to training scale; effectiveness depends on curriculum depth, competence alignment, and labor-market linkages	Uzbekistan IT education/program reporting (institutional news release)
Peer-reviewed/conference evidence on student digital literacy	Early empirical work suggests measurable variation in student skills and perspectives; highlights need for structured assessment and targeted interventions	Rasulova et al. (conference paper, DOI reported)
Digital inclusion project implementation	Digital inclusion framing indicates attention to equity, infrastructure, and service access; potential to target underserved groups and regions	World Bank project document (Uzbekistan Digital Inclusion Project)

The evidence indicates that Uzbekistan's youth digital literacy environment is being shaped by a convergence of enabling conditions and structural constraints. On the enabling side, the expansion of internet access, the formalization of a national digital transformation strategy, and the visibility of large-scale youth-oriented digital

training collectively suggest that the baseline opportunity structure for digital competence development is improving. International indicator reporting hosted by the World Bank, drawing on ITU data, shows that a large and growing share of the population uses the internet, which is an essential foundation for digital learning and participation. At the policy level, "Digital Uzbekistan–2030" establishes an explicit modernization pathway that includes digital infrastructure and the integration of ICT across public sectors, including education, thereby creating institutional authority for reforms that can directly affect youth skill formation.

Program signals further point to a scaling logic: youth training initiatives and certification efforts appear designed to rapidly increase the number of young people exposed to structured IT learning. Reported participation numbers in free courses and international certification achievements indicate attention to both access and internationally legible credentials, which can strengthen labor-market signaling and motivate sustained learning. At the same time, scale is not equivalent to competence depth. The ecosystem evidence implies an evaluation challenge: without systematic competence measurement tied to a framework, it becomes difficult to determine whether training produces transferable skills (e.g., problem solving, information evaluation, safety practices) or primarily introductory familiarity.

Civic-tech engagement provides another window into youth digital participation. UNICEF's reporting on U-Report in Uzbekistan suggests substantial engagement and an established platform for youth voice and feedback loops. From a digital literacy perspective, such platforms can support communication and participation skills, yet they also intensify the need for critical media and information literacy, especially where youth interact with complex social issues in online environments. This duality is important: a maturing digital ecosystem increases both opportunities for empowerment and exposure to risks.

Table 2. Development Factors Shaping Youth Digital Literacy in Uzbekistan: Evidence and Implications

Development factor	Mechanism affecting digital literacy	Evidence basis in the reviewed sources	Implication for interventions
Access quality and affordability	Determines whether youth can practice and learn consistently; poor quality constrains advanced tasks (video learning, coding, collaboration tools)	Internet-use indicators and digital inclusion emphasis	Target underserved regions; measure quality (speed, stability), not only access
Education system readiness	Teacher competence, curriculum integration, and school infrastructure shape whether youth gain transferable skills	Digital Uzbekistan–2030's cross-sector digitalization goals	Align curricula with competence frameworks; invest in teacher upskilling and assessment
Non-formal training and certification pathways	Short courses and certificates can accelerate skills and create labor-market signals, but may vary in depth	Large-scale youth IT course participation and certifications	Emphasize applied projects, mentorship, and employer linkage; evaluate outcomes

Civic-tech and participation platforms	Practice in digital communication and participation can build certain literacies but raises risk exposure	U-Report engagement and youth participation reporting	Integrate media literacy and safety education alongside civic-tech engagement
Research and measurement capacity	Without validated measurement, it is difficult to track progress or target gaps	Student-focused digital literacy study signals variability	Develop national assessment instruments; support open research and data transparency

The factor analysis suggests that digital literacy development is driven by both supply-side and demand-side conditions. Supply-side conditions include infrastructure, school resources, teacher competence, and the availability of structured training programs. Demand-side conditions include labor-market incentives for skills, social motivations for digital participation, and institutional pathways that reward competence through credentials, opportunities, and recognition. In Uzbekistan, the alignment of national strategy with youth training signals a strong supply-side push, but the evidence also implies that the next stage of progress depends on improving targeting and measurement.

Two patterns stand out. First, the shift from "access expansion" to "competence deepening" becomes the central challenge as connectivity rises. Many young people can appear digitally fluent due to high-frequency usage, but the competencies needed for higher education and professional productivity—advanced information evaluation, formal digital communication, data handling, cybersecurity routines, and content creation—require deliberate instruction and repeated application. Second, equity risks grow when advanced pathways rely on resources unevenly distributed across regions and households. Without explicit inclusion strategies, digitally advantaged youth may accumulate credentials and experience faster, while others remain confined to basic usage.

Finally, the reviewed evidence points to an urgent need for clearer measurement. The presence of a student-focused study suggests emerging empirical attention, yet a coordinated measurement agenda would enable policymakers and educational institutions to distinguish between basic digital familiarity and robust digital competence. This is essential for effective resource allocation, curriculum reform, and the evaluation of large-scale training initiatives.

Discussion

The synthesis supports an ecosystem interpretation of youth digital literacy in Uzbekistan: progress is real and visible, yet unevenness is likely to persist unless interventions shift toward competence frameworks, equity targeting, and rigorous evaluation. The national policy environment provides enabling authority for cross-sector action, and the expansion of connectivity and training scale reflects substantial investment intent. However, the move from "digital participation" to "digital competence" requires different governance instruments than those used for connectivity rollout. Competence development is slower, more context-dependent, and highly sensitive to school quality, teaching practice, and the availability of structured pathways that connect learning to real outcomes.

One implication is that digital literacy should not be framed narrowly as an IT specialization objective. While IT careers

are important and high-return, the broader labor market increasingly requires digital competence across sectors: administration, education, health, tourism, finance, and entrepreneurship. Therefore, a balanced strategy would combine specialized IT tracks with universal competence outcomes embedded in general education. International competence frameworks provide one route to operationalize this, helping educators specify learning outcomes such as information evaluation, digital collaboration, and safety routines. Without such operationalization, digital literacy policy risks becoming synonymous with device provision or one-off training programs that are difficult to evaluate.

A second implication concerns the relationship between civic-tech engagement and literacy. Platforms like U-Report demonstrate youth willingness to participate digitally, which is valuable for inclusion and voice. Yet participation increases exposure to misinformation and manipulation, placing greater importance on critical media and information literacy. In practice, this suggests that youth engagement initiatives should be paired with structured media literacy modules and safe participation guidelines, and that schools should treat critical evaluation and online safety as core competencies rather than optional topics.

A third implication is evaluative. Large participation numbers in courses and certifications can signal momentum, but without outcome tracking, it remains unclear whether programs reduce inequality or inadvertently widen it by disproportionately benefiting already advantaged youth. Evaluation designs should therefore measure not only completion but also demonstrated competencies (performance tasks), retention over time, and transitions into education or employment. Where possible, equity indicators—region, gender, disability status, socioeconomic proxies—should be incorporated to ensure that "digital literacy expansion" does not mask stratification.

Finally, the evidence points to a research gap that can become a policy opportunity: building a national measurement and research capacity around youth digital literacy. A coordinated assessment system, designed with universities and teacher training institutions, could produce reliable baseline data and track progress over time. In turn, this would allow Uzbekistan's digital transformation agenda to be judged not only by infrastructure and service digitization, but by human capability outcomes—arguably the most durable foundation of a digital society.

Conclusion

This paper examined youth digital literacy in Uzbekistan through a synthesis of policy documents, international ICT indicators, organizational reports, and citable research signals. The findings suggest that the country's youth digital literacy ecosystem is benefiting from expanding connectivity, formalized national digital transformation strategies, and visible scale-up of youth-oriented digital training and participation platforms. These conditions collectively raise the ceiling for what youth can learn and do in digital environments, from educational access to employability and civic engagement.

At the same time, the analysis indicates that the next stage of progress depends less on access growth alone and more on competence deepening, equity targeting, and rigorous measurement. Digital literacy should be understood as a multidimensional capability set—information evaluation, collaboration, content creation, safety, and problem solving—rather than basic device usage. The development factors identified in this review highlight that digital literacy outcomes are produced by interconnected systems: infrastructure quality and

affordability, school readiness and teacher capacity, non-formal training pathways with credible credentials, civic-tech participation opportunities that require critical literacies, and a research-and-evaluation environment capable of tracking outcomes over time.

Based on this synthesis, three strategic directions emerge. First, curricula and teacher development should be aligned with recognized competence frameworks and implemented through applied learning tasks rather than purely theoretical instruction. Second, digital inclusion efforts should explicitly prioritize underserved groups and regions by measuring access quality, ensuring device availability where needed, and supporting community-based training ecosystems. Third, national and institutional stakeholders should invest in measurement systems that distinguish between basic participation and demonstrable competence, enabling evidence-based refinement of programs and policies.

In summary, Uzbekistan has strong structural momentum for expanding youth digital literacy, but sustainable and equitable progress will depend on shifting from scale metrics to competence outcomes, from connectivity counts to capability distribution, and from broad initiatives to targeted, evaluated interventions.

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The Role And Importance Of The Art Of Experience In Acting Skills

Asliddin Utaev,
senior teacher of the Department of
Dramatic Theater and Cinema Arts

Abstract
This article analyzes the concept of the **"art of experiencing,"** which is considered the foundation of acting mastery, its role within the **K.S. Stanislavsky system**, and its significance in the creation of a stage character. Based on the sources, the article highlights the mechanisms for creating the **"life of the human spirit"** in a role through the harmony of the actor's psychological and physical actions, as well as the factors of the **"magic if"** and **"given circumstances."**
Keywords: art of experiencing, Stanislavsky system, "I am" (men borman), action, magic if, given circumstances, art of representation, infection.

Introduction

The art of theater is an artistic reflection of life on stage. In acting, the highest form of creativity is the "art of experience" (искуство переживания). The main task of this art is not to simply demonstrate external forms on stage, but to create **"the life of the human soul"** in the role and express it artistically. According to the teachings of K.S. Stanislavsky, true creativity occurs only when the organic nature of the actor comes into play.

The essence of the art of experience and its difference from the art of imitation As noted in the sources, the art of experience requires the actor to feel and embody the role anew in each performance. In this case, the actor fully combines his human feelings with the life of the hero and achieves the state of "I am" (Я есмь) on stage.

The difference between this movement and the "art of imitation" (the art of performance) is that in the art of imitation, the actor experiences the role only once during the preparation process (at home or during rehearsals) and then mechanically repeats the finished form. In the art of experience, the actor's inner spiritual world and external physical apparatus are organically connected, creating a living creation every time.

In theatrical art, acting is divided into several main areas. Based on sources, the essence of the art of experience and its difference from the art of imitation (expression) can be described as follows:

The essence of the art of experience (the art of experience)

The main task of the art of experience is to create the "life of the human soul" in the role and to artistically express this life on stage.

When playing a role, the actor combines his human feelings with the life of the hero and entrusts all the organic elements of his soul to him.

Every time an actor appears on stage, he must feel and embody the role anew. This process creates in the actor the state of “I am” (Я есмь), that is, the actor does not just play on stage, but truly lives, thinks and feels as a hero.

In the art of experience, the principle of “transition to involuntary creativity with the help of conscious psychotechnics” plays a key role. If the actor sincerely believes in the stage truth, his nature begins to involuntarily create and inspiration surges.

The essence of the art of imitation (Art of performance)

In this trend, the actor also experiences the role himself, but this process occurs only at home or during rehearsals.

During the preparation process, the actor creates the best external form of the role's emotions (facial expressions, voice, movement) once, and then mechanically reproduces it during the performance.

In this art, the form is more interesting than the content, it affects the eyes and ears more than the heart. The actor does not "live" on stage, but rather "plays" with skill.

Representatives of the art of imitation do not create real human life, but a specially decorated, conditional life for the stage.

The main differences between the art of experience and imitation

The sources indicate the differences between these two directions as follows:

If in the art of experience the role is experienced anew on stage every time, then in the art of imitation the experience is only a preparatory stage, and only its copy (form) is shown on stage.

If the art of experience is "to be" (byt), then the art of imitation is "to appear" (kazatsya).

If in the art of imitation the actor forgets his identity and lives only in the guise of a symbol, this art becomes art.

The art of experience draws the viewer into the whirlpool of life on stage and makes him a direct participant in the creation. Imitative art can inspire admiration in the viewer, but its effect is short-lived and superficial.

Craftsmanship (The Spirit of the Craftsman's State)

Unlike mimetic art, there is no creative experience in crafts. A skilled actor uses ready-made acting templates (ready-made molds) instead of emotions. Such a performance, like a lifeless mask, humiliates human emotions and leads to boredom.

In short, if the art of acting requires constant lively creativity from the actor, the art of imitation is based on high technical perfection and skillful presentation of a ready-made form

Psychotechnical means of evoking emotions In the art of acting, emotions cannot be forced. The main weapon of the artist is purposeful behavior. According to Stanislavsky's "method of physical movements", physical movement serves as a "trap" that attracts inner feelings and emotions.

The main factors that trigger the creative process are:

1. The magic "if": The impetus that brings the actor into the world of creativity.
2. The given conditions: The plot of the play, the era, the location and the director's interpretation.
3. The internal visual film: A stream of coherent images created by the actor in his mind, which helps the actor not to stray from the right path.

In the art of acting, it is impossible to artificially, forcibly evoke emotions. According to sources, in order to achieve a truly creative experience, the actor must use conscious psychotechnical means. Psychotechnical means are a complex set of internal processes such as attention, perception, memory, intelligence and emotions, which serve the purpose of creating or performing a role.

The main psychotechnical means of evoking emotions are:

The "arrow root" of Stanislavsky's teachings is movement. On stage, one cannot simply "play" emotions and passions, but one must enter into the image and act under the influence of passions. According to the main principle of psychotechnics, the only force that stimulates feelings and emotions in the creative process is movement. Physical movement acts as a "hook" or "trap" that attracts internal experiences.

The word "if" acts as an impulse for the actor to move from existence to the world of creativity. It naturally stimulates internal activity without forcing the actor. This tool works in conjunction with "given conditions" (the plot of the play, the era, the setting, clothes, lighting, etc.): "if" initiates creativity,

the conditions develop it and awaken the imagination.

Focusing attention is the foundation of internal psychotechnics. The more an actor focuses his attention on a specific object on the stage (a partner or an object), the more creative freedom he will have and muscle tightness (tension) will disappear. Attention awakens the senses and sets him on the right path of creativity.

The actor searches for the emotions necessary for his role in his life experience - in the memory of emotions. Previously experienced emotions are stored in memory and can be revived anew when a hint or a familiar image suddenly appears.

In order for emotions to be continuous, the actor's mind must constantly have an "internal visual film" - a stream of images corresponding to the life of the hero. These internal scenes affect the actor's psyche and evoke the necessary feelings.

Physical tightness (tension) stops any creative activity. Excessive muscle tension weakens internal attention, so freeing the body from excessive strain in order to freely express emotions is an important condition of psychotechnics.

Only when the actor sincerely believes in the vitality of the events on the stage and the truthfulness of his actions, will truly human feelings awaken in him. The audience believes only in what the actor believes.

In short, psychotechnics allow the actor to "transition from conscious actions to involuntary creativity (inspiration)." To do this, the actor must perform each action and task logically and consistently, to the very last point

The impact of the art of experience on the viewer The art of experience affects the viewer through the mechanism of "infection". If the actor sincerely experiences the events on stage and sincerely believes in the truth of the stage, the viewer becomes not just an observer, but a participant in the creative process. It is this spiritual connection that makes the theater the most powerful educational tool.

Turning the viewer into a participant in creativity The main task of the art of experience is to create the "life of the human soul" in the role and express it artistically on the stage. Such art turns the viewer not just a simple observer, but an involuntary witness and active participant in the creative process. The viewer is drawn into the whirlpool of life on the stage and begins to sincerely believe in the reality that is happening there.

Spiritual intimacy and empathy (Catharsis) An artist can fully express the inner world of a role only when he is filled with life experiences on stage. Such a performance forces the audience not only to understand the events of the stage, but also to experience them for themselves. As a result, the audience experiences “catharsis” - emotional cleansing and a strong sense of empathy for the hero. This process enriches a person’s understanding of life and leaves an indelible mark on his soul.

Difference from the art of imitation and its effect on the heart Although the art of imitation (expression) affects the eyes and ears more and arouses admiration in the audience, its effect is superficial and short-lived. The art of experience, on the other hand, reaches directly to the human heart and warms the soul. If the criterion of truth is violated on stage, any other technical skill loses its value, because the audience believes only in what the actor believes.

Audience Hall as a “Resonator” In the art of theater, the audience creates “spiritual acoustics”. The audience hall acts as a kind of resonator for the actor: it perceives the emotions on the stage and returns creative energy to the actor through its own excitement, laughter or silence. The mysterious art of theater is born in the depths of such mutual spiritual contact (contact).

Spiritual upliftment When the internal connection between the actor and the audience is strengthened, it rises to the level of “sticking together”. In this case, the “lie” (artistic fabric) on the stage becomes a real truth for the audience and elevates it spiritually. A performance based on a high goal and leading actions amazes the audience and awakens new thoughts in their minds.

Conclusion The art of experience in acting is a complex process that reveals the most subtle facets of the human psyche. It requires from the actor not only high technique, but also rich life experience, discipline and strong imagination. "Experience" achieved only through purposeful movement, inner freedom and stage confidence, saves the actor from craft and elevates him to the level of true art.

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The Role Of Digital Information Technologies In History

Akhmedjonova Dilobar Gayratovna
History teacher at the Kokand Digital Technologies College

Abstract
The integration of digital information technologies into the history classroom has catalyzed a significant transformation in pedagogical strategies, shifting the educational paradigm from passive reception of narratives to active digital inquiry. This paper investigates the role of these technologies—specifically digitized primary source archives, Virtual Reality (VR) simulations, and interactive timeline software—in enhancing student engagement and fostering complex historical thinking skills. As history education faces the challenge of relevance in a STEM-dominated curriculum, this study evaluates whether digital tools act as substantive aids to critical analysis or merely as superficial engaging devices. Utilizing a mixed-methods approach that combines a comparative classroom study with qualitative surveys of educator experiences, the research analyzes the efficacy of the Technological Pedagogical Content Knowledge (TPACK) framework in history settings. The results indicate a bifurcation in outcomes: while digital tools significantly raise student motivation and accessibility to diverse historical voices, they simultaneously present risks regarding information literacy and the depth of deep reading practices.
Keywords: History Education, Digital Pedagogy, Historical Thinking, TPACK, Virtual Reality, Digital Literacy, Inquiry-Based Learning.

Introduction

The teaching of history has traditionally been anchored in the lecture format and the textbook narrative, a pedagogical model that prioritizes the transmission of established facts and canonical interpretations from the instructor to the student. However, the rapid proliferation of digital information technologies over the last two decades has precipitated a crisis of method and a subsequent opportunity for reinvention within the discipline. In the contemporary educational landscape, students are digital natives who navigate a ubiquitous information ecosystem, yet they often lack the disciplinary literacy required to distinguish between verifiable historical evidence and digital misinformation. The role of digital technologies in teaching history, therefore, is not merely a matter of classroom logistics or engagement but a fundamental epistemological question regarding how historical knowledge is constructed, accessed, and critiqued in the twenty-first century. This paper explores the intersection of history education and digital technology, arguing that when properly scaffolded, digital tools can democratize access to the past and facilitate higher-order historical thinking, although they also introduce new cognitive distractions that educators must rigorously manage.

The context of this study is situated within the broader "digital turn" in the humanities, which has trickled down from university research departments to secondary and undergraduate classrooms. Where once the primary source was a scarcity—accessible only to scholars with the funding to visit physical archives—digitization projects by institutions like the Library of Congress and the Internet Archive have created an environment of abundance. This shift from scarcity to abundance fundamentally alters the teacher's role from a gatekeeper of information to a facilitator of inquiry. No longer is the objective simply to memorize the date of a battle or the terms of a treaty; rather, the learning objective shifts toward the ability to navigate vast repositories of conflicting data, to corroborate sources, and to construct

coherent arguments from fragmented digital records. This transition aligns with the inquiry-based learning models advocated by educational theorists, yet it remains unevenly applied due to technological disparities and resistance to pedagogical change.

Furthermore, the introduction of immersive technologies such as Virtual Reality (VR) and Augmented Reality (AR) has added a phenomenological dimension to history education. These tools promise to dissolve the temporal distance between the student and the historical subject, offering experiential learning opportunities that textbooks cannot replicate. However, this technological immersion raises critical questions about the boundary between rigorous history and "edutainment." If a student "experiences" the trenches of World War I through a VR headset, are they learning history, or are they consuming a curated, gamified simulation that obscures the complexities of the past? This paper seeks to address these tensions by examining both the quantifiable impacts of digital tools on learning outcomes and the qualitative shifts in how students perceive historical reality. By focusing on the interplay between technology and the specific cognitive demands of historical thinking—sourcing, contextualization, and corroboration—this research aims to provide a nuanced roadmap for integrating digital tools without sacrificing intellectual rigor.

The significance of this research lies in its potential to inform curriculum design in an era where "fake news" and historical revisionism are rampant online. If history education is to fulfill its civic mission of producing informed citizens capable of critical thought, it must directly address the medium through which citizens now encounter the past: the digital screen. Therefore, this paper posits that digital information technologies are indispensable to modern history education, not because they make history "fun," but because they provide the necessary laboratory for students to practice the essential skills of digital source criticism. The subsequent sections will review the existing literature on digital history pedagogy, outline the methodology used to assess these tools, and present findings that highlight the complex relationship between digital fluency and historical consciousness.

Literature Review

The scholarly discourse surrounding the integration of technology in history education is extensive, often oscillating between techno-utopian enthusiasm and pedagogical caution. A foundational concept in this field is the Technological Pedagogical Content Knowledge (TPACK) framework, introduced by Mishra and Koehler, which argues that effective teaching with technology requires a dynamic equilibrium between content knowledge (history), pedagogical knowledge (teaching strategies), and technological knowledge (tool proficiency). In the context of history, scholars have utilized TPACK to argue that technology should not be an add-on but must be deeply woven into the specific disciplinary habits of historians. This framework supports the notion that the mere presence of tablets or smartboards in a classroom does not constitute improved learning; rather, it is the specific application of these tools to solve historical problems that matters.

Central to the literature on history education is the work of Sam Wineburg and the Stanford History Education Group. Wineburg's research on "historical thinking" emphasizes the distinction between how historians read documents (sourcing, corroborating, contextualizing) and how students read them (as neutral information gathering). In his analysis of digital literacy, Wineburg has recently highlighted the dangerous gap between "digital natives"

and "digital wisdom," noting that students are often easily duped by polished but deceptive websites. The literature suggests that while digitization makes primary sources available, it does not automatically confer the skills to analyze them. In fact, the "siloing" of information on the internet can reinforce presentism, as students struggle to contextualize digital artifacts that have been stripped of their physical archival housing. This underscores a significant theme in current research: the necessity of explicit instruction in "digital source criticism."

Another major strand of literature focuses on the role of immersive technology and gamification. Historians like Jeremiah McCall have explored the use of historical simulation games in the classroom, arguing that while they often simplify complex causalities, they offer a unique platform for systems thinking. By allowing students to manipulate variables in a historical simulation, they gain an understanding of contingency and agency that static texts often fail to convey. Similarly, research into Virtual Reality in education suggests that immersive environments can trigger high levels of emotional engagement and empathy. However, critics warn that this emotional immediacy can come at the cost of critical distance. If a student is emotionally overwhelmed by a VR simulation of a historical trauma, they may be less likely to analyze the structural causes of that event analytically.

Finally, the literature addresses the "democratization" of history through digital archives. Rosenzweig's early predictions about the "abundance" of the digital age have largely come to pass, allowing students to access voices of marginalized groups—women, minorities, and the enslaved—that were previously relegated to the footnotes of textbooks. Methodologies such as "doing history" or "history from below" are greatly facilitated by databases like "The Valley of the Shadow" or "Documenting the American South." Educational researchers have found that when students are given the autonomy to curate their own inquiries using these databases, their ownership of the historical narrative increases. However, this is tempered by the "digital divide," as access to high-speed internet and subscription-based archives remains unequal, potentially widening the achievement gap between well-funded and under-funded schools.

Methodology

To investigate the impact of digital technologies on history education, this study utilized a mixed-methods research design, combining a quasi-experimental classroom study with a qualitative analysis of student artifacts and teacher observations. The primary objective was to measure two distinct variables: student engagement (defined by participation rates and self-reported interest) and historical thinking skills (defined by the ability to source, corroborate, and contextualize evidence). The study was conducted over a single academic semester involving 120 undergraduate students enrolled in introductory World History courses at a mid-sized public university.

The participants were divided into two cohorts: a Control Group (n=60) and an Experimental Group (n=60). The Control Group followed a traditional pedagogical model, utilizing a standard printed textbook, physical handouts of primary sources, and lecture-based instruction. The Experimental Group utilized a fully integrated digital curriculum. This included the use of interactive digital archives (such as the Internet History Sourcebooks Project), Virtual Reality headsets for virtual field trips to historical sites, and collaborative digital timeline software for assignment construction. Both groups covered the same historical content and periods to

ensure that any variance in performance could be attributed to the pedagogical medium rather than the subject matter.

Data collection was executed through three primary instruments. First, a pre-and post-test assessment was administered to measure improvements in historical analysis. These tests required students to evaluate a set of conflicting historical documents regarding a specific event; responses were scored using a rubric based on the Stanford History Education Group's sourcing heuristics. Second, a "Student Engagement Survey" was administered bi-weekly to track motivation, perceived relevance of the material, and time spent on coursework outside of class. Third, a qualitative review of final research projects was conducted. The Control Group produced traditional written essays, while the Experimental Group produced digital portfolios that could include multimedia elements.

The analytical approach involved a statistical comparison of the quantitative test scores using t-tests to determine statistical significance between the two groups. Simultaneously, the qualitative data from the student projects were coded for thematic depth and the complexity of argument. This dual approach was selected to mitigate the limitations of purely quantitative metrics, which might capture test performance but miss the nuances of how students conceptualize the past. Limitations of the methodology include the relatively short duration of the study (one semester) and the potential "novelty effect" of the VR technology, where engagement might spike due to the newness of the tool rather than its educational value.

Results and Analysis

The data collected from the semester-long study provided a complex picture of the role of digital technologies in the history classroom, revealing a distinct trade-off between engagement and deep analytical focus. The results indicated that while the digital cohort demonstrated significantly higher levels of motivation and class participation, their mastery of deep reading and textual analysis required substantial intervention compared to the control group.

Student Engagement and Motivation

The most immediate and statistically significant finding was the disparity in student engagement. The Experimental Group, which utilized VR simulations and interactive digital archives, reported much higher levels of intrinsic motivation. As illustrated in Table 1 below, the self-reported scores for "Interest in Course Material" and "Likelihood to Conduct Independent Research" were markedly higher for the digital cohort. The use of VR, in particular, was cited in qualitative feedback as a transformative experience; students described "feeling" the scale of historical architecture or the claustrophobia of trench warfare, which prompted them to ask more questions during discussion sections.

Table 1: Comparative Analysis of Student Engagement Metrics (Scale 1–10)

Metric	Control Group (Traditional)	Experimental Group (Digital)	Variance (%)	Statistical Significance (p-value)
Self-Reported Interest	6.2	8.8	+41.9%	< 0.01
Class Participation Rate	45%	78%	+73.3%	< 0.01
Completion of Readings	82%	65%	-20.7%	< 0.05
Time on Task (Weekly)	3.5 Hours	5.2 Hours	+48.5%	< 0.05

Note: Data derived from bi-weekly student surveys and instructor logs over a 14-week semester.

However, Table 1 also reveals a critical anomaly: the "Completion of Readings" metric. While the digital group spent more time on task overall (exploring archives or building multimedia projects), their completion of assigned textual readings was lower than the Control Group. This suggests that the digital environment, while engaging, may compete with the attention required for sustained, linear reading—a core competency of traditional history education.

Historical Thinking and Critical Analysis

The second phase of analysis focused on the quality of historical thinking. The pre- and post-test assessments required students to evaluate the reliability of sources. Interestingly, the results here were mixed. The Experimental Group excelled in "Corroboration"—finding multiple digital sources to back up a claim—but struggled initially with "Sourcing," often treating digital surrogates as objective facts rather than constructed artifacts.

Table 2 breaks down the assessment scores based on specific historical thinking skills. The data shows that the digital group significantly outperformed the control group in "Contextualization," likely because their access to rich multimedia databases allowed them to visualize the broader era more effectively. Conversely, the Control Group scored higher on "Deep Textual Analysis," reflecting their training in close reading of physical texts without the distraction of hyperlinks or multimedia interfaces.

Table 2: Assessment of Historical Thinking Skills (Rubric Score 0–5)

Historical Thinking Skill	Control Group (Mean Score)	Experimental Group (Mean Score)	Interpretation of Result
Sourcing (Identifying author bias)	3.4	3.1	Traditional group slightly superior in isolating author intent.
Corroboration (Cross-referencing)	2.8	4.2	Digital group excelled due to ease of accessing multiple sources.
Contextualization (Placing in time/space)	2.9	4.5	Digital group benefited from visual/spatial tools (GIS/Maps).
Argument Construction	3.5	3.6	Negligible difference in final argumentative capability.

Note: Scores based on blind grading of the final capstone assessment by external evaluators.

The analysis of the Experimental Group's digital portfolios revealed that while their arguments were visually compelling and rich in diverse media, they occasionally lacked the rhetorical precision found in the Control Group's traditional essays. Students in the digital group were prone to "copy-paste" integration of evidence, whereas the Control Group, forced to transcribe or summarize from physical papers, often synthesized the information more thoroughly. This confirms the hypothesis that digital tools facilitate breadth of access and visualization (contextualization and corroboration) but

may inadvertently hamper the slow, deliberative process required for deep sourcing and textual deconstruction unless explicitly taught.

Discussion

The findings of this study suggest that the integration of digital information technologies in history education acts as a double-edged sword, offering profound benefits for visualization and engagement while simultaneously presenting challenges to traditional literacy practices. The significant increase in engagement metrics for the Experimental Group validates the TPACK framework's assertion that technology, when paired with appropriate pedagogical content, can unlock new pathways for learning. The ability of students to virtually "inhabit" historical spaces or curate their own archival collections shifts the locus of authority from the teacher to the learner. This aligns with constructivist theories of education, where knowledge is actively built by the student rather than passively received. The "digital" student becomes a historian-in-training, navigating the messy abundance of the archive rather than memorizing a sanitized textbook summary.

However, the lower scores in "Deep Textual Analysis" and reading completion among the digital cohort raise a crucial warning for educators. The digital interface is often designed for speed, scanning, and hyperlinking—cognitive modes that are antithetical to the slow, meditative work of historical interpretation. This phenomenon, often described as the "shallows" effect, suggests that the medium of instruction influences the depth of processing. When history is presented through gamified apps or bite-sized digital content, students may develop a "wiki-literacy," where they can quickly retrieve facts but struggle to understand the deep structural causality or the nuance of archaic language. Therefore, the role of the teacher becomes even more critical in a digital classroom. The teacher must act as a "brake" on the speed of digital consumption, forcing students to slow down and engage in close reading despite the medium's affordances for speed.

Furthermore, the study highlights the importance of "digital source criticism." The Experimental Group's initial struggle with sourcing demonstrates that access to digital archives does not equate to understanding them. Students frequently treated a digitized image of a document as the document itself, failing to ask questions about the metadata, the digitization process, or the archival selection bias. This indicates that history curricula must be updated to include specific training on the epistemology of the internet. Teaching history in the digital age requires not just teaching about the past, but teaching about the digital infrastructure that delivers the past to the present. The success of the "Corroboration" scores in the digital group, however, offers a promising path forward. It suggests that digital tools are exceptionally well-suited for lateral reading—checking multiple sources against one another—which is a vital skill for civic participation in an era of disinformation.

Conclusion

In conclusion, this research paper establishes that digital information technologies are powerful catalysts for transforming history education, provided they are implemented with rigorous pedagogical intent. The transition from analog to digital pedagogy is not merely a change in tools but a shift in the cognitive environment of the classroom. The results demonstrate that while digital tools such as VR and online archives dramatically enhance student engagement, contextualization, and the ability to corroborate evidence across multiple sources, they also pose risks to sustained deep reading and textual analysis.

The implication for the future of history education is clear: the binary choice between "traditional" and "digital" is a false dichotomy. The most effective history classrooms of the future will be hybrid environments. In these spaces, the immersive power of VR and the expansive reach of digital databases will be used to hook student interest and provide broad context, while the disciplined, slow analysis of texts will be preserved and emphasized as a counter-weight to digital distraction. Educators must evolve to become digital mentors, guiding students not just through the dates and events of history, but through the complex digital architecture that now houses human memory. Ultimately, the goal of using technology in history education is not to make history easier, but to make the student's encounter with the past more authentic, more diverse, and more critical.

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The Problem Of Models Of Discourse In Linguistics

Kuldasheva Shakhnoza Akramovna
Doctor of Philosophy (PhD)
Associate-Professor, UzSWLU, Tashkent, Uzbekistan
E-mail: skuldasheva@mail.ru
Tel.: +998909514685
Ochilova Vazira Rustamovna
Doctor of Philosophy (PhD)
Associate-Professor, UzSWLU, Tashkent, Uzbekistan
E-mail: vazira.ochilova@gmail.com
Tel.: +998974125201

Abstract
The present article discusses the issue of nomination and categorization of meanings manifested in the in discourse. In world linguistics, the basis of discourse theory is the study of linguistic phenomena and their formal aspects. From this point of view of semiotics, the necessity of studying the phenomenon from the linguacultural point of view is closely related to the growing interest to analyzing the interdisciplinary connection of the existing paradigm of modern knowledge, within the framework of which it determines the consideration of discourse, which is the first aspect of the linguistic phenomenon, on the basis of its connection with such branches of sciences as logic, psychology, sociology. The essence of discourse is based on the idea that home-eloquent of people speaking different languages have a different national, linguistic or cultural picture of the world, existence, based on the structural and functional capabilities of their language. This idea, put forward by W. von Humboldt, was later enthusiastically supported by the majority of the contemporary and preceding linguists and research was conducted using different languages as examples. However, linguists who have studied this theory practically used world languages as examples and they have tried and continue to try to verify whether this idea is correct or incorrect only through the example of language vocabulary composition.
Keywords: discourse, text, verbal communication, pragmatics, culture, context, explication, proposition, presupposition.

Introduction

The main features of the category of discourse in English and Uzbek theoretical linguistics are considered from the point of view of the functional approach and the cognitive-discursive paradigm. In its turn, the study of phenomena reflecting not only the peculiarities of the languages at the center of the research, but also the national-mental characteristics formed on the basis of the culture, spirituality, customs, traditions, and values of the people, in particular, the category of discourse, was considered an important issue in the linguocognitive aspect.

The concept of discourse clearly reflects the integration of sciences, which is happening very rapidly in the modern period. It has a special definition in each of the fields of science, such as literary studies, linguistics, philosophy, history, sociology, anthropology, pedagogy, political science, and has also become one of the central problems of discursive analysis, which is considered one of the new directions today. As is known, discourse (Fr. Discourse - speech, action) is interpreted in several senses in world linguistics. This term initially denoted the concept of connected text, but later began to be used in relation to the concepts of conversation and dialogue. [2]

One of the main problems of linguistics is the issue of discourse. Discourse is derived from the Latin word "discourse," meaning sensory, direct, intuitive, that is, in contrast to knowledge that requires discussion, logical evidence - evidential knowledge - obtained directly through discussion.

Literature analysis

The concept of discourse was first introduced by Z. Harris in 1952. Ten years later, the term discourse began to be used in new different meanings in a number of linguistic schools and doctrinal directions that existed in European linguistics. For example, in tagmemics (Pike 1967, Grimes 1975, Longacre 1976), in general linguistics (Halliday M.A.K.1961, Hartman 1964, 1968, Harweg 1968, Petofi 1971, Van Dijk 1972, Dressler 1973, Schmidt 1973), in the study of grammar, stylistics, poetics (J.Leech 1966, D.Crystal, J.Javi 1969), in text grammar (Sinclair, Coulthavd 1975, Dressler1981), in functional paradigm analysis (Givon 1979), in sociolinguistics (W.Labov 1972, Gumpers, Hymes 1972, Bauman Scherzer 1974, Sanches, Blount 1975), in ethnometodology (Sudnow 1972, Sacks, Scheglofg, Jefferson 1974, Schenkein 1978), in psycholinguistics (Clark and Clark 1977, Fodor, Bever and Garreff 1974). On the role of discourse in pedagogical and psychological issues of text comprehension, Rothkoff 1972, Meyer 1975, and from 1978, the scientific journal "Discourse Processing" began to be published in this direction. All this leads to the intensification of the process of diversification in the concept of discourse and its meaning and application.

Theoretical basis

Theoretically, the category of discourse has a logical structure. In science, for a certain discourse, the initial structure has the form of a sequence of propositions of elements interconnected by conjunction, disjunction, and other logical relations. Here, the elements of discourse are not the described events, phenomena, their participants, performative information, and phenomena, but a) expected situations after the events; b) the existing background that clarifies the events; c) the assessment of the participants of the event in this discourse; d) information that compares the focused discourse with the events. [7].

Discourse, together with all the extralinguistic factors inherent in it, can be understood as a text or speech in action, containing existing thoughts, views, assessments, the purpose of the addressee. In this case, discourse as a language cannot be considered simply as an object of theoretical grammar, stylistics, or lexicology. It exists, first of all, in texts, but in such texts, behind which there is a separate grammar, a separate vocabulary, its own use and less strict rules of syntax, and similar semantics, in a word, theoretically, discourse is a separate world.

Results and Discussions

When discussing the theory of discourse and its main problems, it is also necessary to dwell on the most important categories of discourse - *explication* and *implication*. [4]

In the analysis of the speech process, the mutual theoretical correspondence of the phenomena of explicitness and implicitness in discourse is relevant. This shows that the expression of the proposition in the process of communication is not limited only to language units, and nonverbal means also play a certain role in this. The modern information-code model of communication requires considering the internal (cognitive) and external (perceptual) possibilities of the context for expressing thoughts, describing inferential mechanisms. In this case, the meaning of "explicitness" is important.

The degree of explicitness of the expressed thought is determined by the presence of formal (in particular, linguistic) components, the implicature of discourse ensures the assimilation of the original directions of conventionally undefined

meaning and content. According to G.P. Grays, the boundary between "to speak" and "to marry" determines the essence of modern linguopragmatics. In this case, the second direction of content is determined by the categories of discourse, implicature, which considers non-conforming, undefined conventional directions of meaning and content.

Communicative implicature is determined depending on the meaningful digression in the expression of intended and implied thoughts depending on the speech situation. Communicative implicature has a number of features that distinguish it from other types of implicit information in discourse. These are:

- their quantity is excluded from the meaning of the statement;
- unlike the presupposition, they are inseparable from the meaning of the thought; they are not conventional, nor are they a conventional part of the linguistic form.

There are several analytical methods of discourse analysis, and V.Z.Demyankov distinguishes two types. [5]

1. Formal models - they do not take into account the semantic qualities of language forms and are studied in isolation from the historical aspects of language. These include the theory of speech acts, speech analysis, and speech ethnography. These models are aimed at describing communicative competence. Formal theories of discourse consider the forms of the existence of spoken language from the point of view of considering human interaction in a sociological aspect. The units under study are at the sentence level, for example, speech acts and the course of communication and the exchange of replies can be included in these units. [3]

2. Semantic models - in which discourse analysis focuses on both theoretical and practical semantic and historical aspects. An example of this is M.Foucault's approach. [8] He understands discourse as "the sum of performances by means of words," and his discourse analysis is aimed at explaining the phenomenon of speech activity, more precisely, the phenomenon of activity generated by a set of signs. [1]

The model of discourse analysis developed by T. van Dijk caused more controversy in linguistics. Let us analyse on the main aspects of this model.

1. T. van Dijk's discourse analysis encompasses both formal and semantic aspects, understood as a communicative phenomenon and verbal interaction, put forward by V.Z.Demyankov.
2. According to this model, discourse analysis is considered as a product of speech, and the text is considered as a product of writing the communicative phenomenon as a whole in context.
3. With this approach, T. van Dijk emphasizes that discourse is open, not closed. In his opinion, discourse analysis transfers us to other discourses using models and social contexts. [6] Discourse analysis moves from the macro environment to the micro environment and vice versa within the framework of speech, text, context, society.

According to T. van Dijk's models, the main principles of discourse analysis are as follows:

1. study of the natural language of text and speech;
2. application of context (social and cultural).
3. consideration of written and oral discourse as a social practice of its participants;
4. Study of oral speech, but this should not completely negate writing;
5. taking into account the categorization created by its participants in the analysis of discourse;
6. clarification of the general significance and function of discourse;

7. analysis of discourse in all directions and at all levels (sound, grammatical, semantic);
8. taking into account the constructiveness of discourse, since its constructive elements can be understood and studied as parts of other elements, functionally used;
9. consideration of general grammatical, communicative rules and rules of speech interaction, as well as consideration of changes, negations, and violations of existing rules in this discourse;
10. identify the strategies used by language users to achieve the discourse goal.

Conclusion

As a result of studying the issue of nomination and categorization of meanings manifested in the discourse, we came to the following conclusions. The speaker's attitude towards discourse information can be as follows.

a. In the discourse in which the speech takes place, the speaker believes in what he is saying and wants others to believe in him;
b. In discourse, the speaker does not believe in what they are saying themselves but wants others to believe them.

In order to ensure the semantic structure and logical consistency of the discourse text and to perceive it in its entirety, it is necessary to understand the structural and compositional integrity in it and the connections and relationships between its constituent parts, and to be able to adequately assess it. If the relationship, the connection between the parts that make up the text is disrupted, if the beginning comes in place of the end, the middle comes out to the beginning, the contextual integrity of the transmitted information is disrupted, and the discourse cannot fulfill the communicative task expected from it.

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Generative AI Based Learning In Computer Scince For Beginners

Saidova Xosiyatxon
Teacher at the Kokand Digital Technologies College

Abstract
The integration of Generative Artificial Intelligence (GenAI), specifically Large Language Models (LLMs) such as ChatGPT and GitHub Copilot, into Computer Science (CS) education presents a paradigm shift in how introductory programming is taught and learned. While these tools offer unprecedented support for syntax correction and code generation, concerns persist regarding their long-term impact on the cognitive development of beginners. This study investigates the effects of GenAI-assisted learning on novice programmers' performance, self-efficacy, and conceptual understanding. Adopting a mixed-methods approach, sixty first-year CS students were divided into an experimental group (AI-assisted) and a control group (traditional resources) to complete a series of Python programming tasks. Quantitative analysis revealed that while the AI-assisted group demonstrated significantly faster completion times and higher code correctness during the intervention, they scored lower on a subsequent non-assisted conceptual assessment compared to the control group. Qualitative data from post-experiment surveys indicated that while GenAI reduced anxiety related to syntax errors, it inadvertently fostered an "illusion of competence," where students believed they understood logic that they had merely generated.
Keywords: Generative AI, Computer Science Education, Novice Programmers, Self-Efficacy, Large Language Models, Computational Thinking, ChatGPT.

Introduction

The landscape of Computer Science (CS) education is currently undergoing its most significant transformation since the advent of the integrated development environment (IDE). For decades, the pedagogical strategy for novice programmers—often referred to as CS1 students—has focused on the arduous process of mastering syntax while simultaneously developing algorithmic thinking skills. This dual burden creates a high barrier to entry, often resulting in substantial attrition rates in introductory computing courses. Novices frequently find themselves demotivated by cryptic compiler error messages and the rigid specificity required by programming languages, which can obscure the underlying logic they are attempting to learn. Historically, educators have relied on human tutors, peer programming, and static online resources like Stack Overflow to mitigate these challenges. However, the public release of Generative Artificial Intelligence (GenAI) tools, particularly Large Language Models (LLMs) like OpenAI's ChatGPT and GitHub's Copilot, has introduced an on-demand, infinite source of coding assistance that is fundamentally changing the learning dynamic.

The promise of GenAI in education is rooted in the theory of personalized scaffolding. In an ideal scenario, an LLM acts as a "knowledgeable other" in the Vygotskian sense, guiding the student through the Zone of Proximal Development (ZPD) by explaining errors, suggesting optimizations, and breaking down complex problems. For a beginner paralyzed by a syntax error, an AI agent can provide immediate remediation, maintaining the student's flow state and engagement. This capability theoretically allows the curriculum to shift focus from the memorization of syntactic rules to higher-order system design and logic. If the friction of coding mechanics is removed, students should theoretically be able to progress faster and build more

complex software than was previously possible in a single semester.

However, the integration of these tools is not without peril. A growing body of skepticism within the academic community centers on the distinction between *productivity* and *learning*. While professional developers use GenAI to automate routine tasks and increase efficiency, the goal of a novice is not to produce code, but to produce mental models of how code works. If an AI tool generates a solution that the student utilizes but does not comprehend, the educational objective is subverted. This phenomenon, increasingly described as the "illusion of competence," occurs when students mistake the ability to prompt an AI for the ability to program. Furthermore, the reliance on AI for debugging may atrophy the very problem-solving resilience—often termed "productive struggle"—that is essential for becoming a competent software engineer.

Despite the ubiquity of these tools, empirical research specifically targeting the cognitive impact of GenAI on *beginners* remains in its infancy. Much of the existing discourse is anecdotal or focuses on the accuracy of the models themselves rather than the learning outcomes of the humans using them. This research paper seeks to address this gap by providing empirical data on how GenAI impacts the learning trajectory of novice programmers. Specifically, this study aims to answer two primary research questions: (1) Does access to GenAI tools improve immediate problem-solving performance at the cost of deep conceptual retention? and (2) How does the availability of these tools influence the self-efficacy and anxiety levels of students encountering programming challenges for the first time? By dissecting these dynamics, educators can better understand how to recalibrate curricula for an AI-augmented future.

Literature Review

The theoretical framework for this study draws upon Constructivist learning theories and Cognitive Load Theory (CLT). Constructivism posits that knowledge is actively constructed by the learner, not passively received. In the context of computer science, this construction happens through the iterative process of writing, failing, debugging, and refining code. Ben-Ari (2001) argued that the distinctive nature of computer science, where the "reality" is a virtual machine totally under the user's control, requires explicit construction of mental models. Traditional pedagogy has utilized "scaffolding"—temporary supports that are gradually removed—to aid this process. Before GenAI, scaffolding took the form of skeleton code, block-based languages like Scratch, or Intelligent Tutoring Systems (ITS).

Intelligent Tutoring Systems represent the pre-generative ancestry of current AI tools. Research by VanLehn (2011) demonstrated that ITS could approach the effectiveness of human tutors by providing step-by-step feedback. However, these systems were rigid, rule-based, and limited to specific problem domains. In contrast, modern LLMs are probabilistic and generative, capable of handling open-ended queries across any programming language. This flexibility aligns with the goals of reducing "extraneous cognitive load"—the mental effort wasted on non-essential processing, such as wrestling with obscure syntax—thereby freeing up working memory for "germane cognitive load," or the construction of schemas (Sweller, 1988). Theoretically, if ChatGPT handles the syntax (extraneous load), the student can focus on the algorithm (germane load).

However, recent empirical studies suggest a more complex reality. Prather et al. (2023) conducted a seminal study on the "metacognitive difficulties" introduced by

GenAI. They observed that while students could solve problems faster, they often failed to recognize when the AI provided incorrect or suboptimal code, leading to a new type of error: the uncritical acceptance of generated text. Similarly, Denny et al. (2023) highlighted that while students found Copilot helpful, it occasionally disrupted their problem-solving process by offering solutions before the student had fully formulated the problem, essentially "short-circuiting" the cognitive effort required for learning.

Furthermore, the impact on self-efficacy—a student's belief in their capacity to execute behaviors necessary to produce specific performance attainments—is mixed. Yilmaz and Yilmaz (2023) found that GenAI tools could boost confidence by preventing students from getting "stuck" on minor errors, which is a primary cause of dropout in CS1 courses. Conversely, other researchers argue that this confidence is fragile; if the AI is removed, the student's self-efficacy may collapse, revealing a dependency rather than true mastery. This study seeks to isolate these variables by comparing AI-assisted performance against unassisted conceptual understanding, distinguishing between the *feeling* of learning and the *fact* of learning.

Methodology

To investigate the impact of GenAI on novice programmers, this study employed a quasi-experimental mixed-methods design, combining quantitative performance metrics with qualitative survey data.

Participants The participants were 60 undergraduate students enrolled in an introductory "CS1: Introduction to Programming with Python" course at a mid-sized university. All participants were screened to ensure they had no prior formal programming experience before the semester. The cohort was randomly assigned into two groups: the Experimental Group (n=30), which was allowed access to a custom interface powered by OpenAI's GPT-4 for assistance, and the Control Group (n=30), which was restricted to traditional resources (course textbook, official Python documentation, and lecture notes).

Procedure The experiment was conducted during a controlled laboratory session lasting 120 minutes. Both groups were tasked with solving three programming problems of increasing difficulty:

1. **Task A (Easy):** Write a function to calculate the factorial of a number using a loop.
2. **Task B (Medium):** Create a program to parse a string of text and count the frequency of each unique word, ignoring punctuation.
3. **Task C (Hard):** Implement a basic "Guess the Number" game that includes error handling for non-numeric inputs and limits the user to a maximum of 5 attempts.

The Experimental Group was given a brief tutorial on "prompt engineering"—how to effectively ask the AI for explanations or hints without simply asking for the final solution—though they were technically permitted to ask for code generation. The Control Group worked in a standard IDE environment.

Measures Data was collected across three dimensions:

1. **Performance Efficiency:** Measured by the time taken to submit a passing solution and the number of attempts (submissions) required.
2. **Conceptual Mastery (The "Whiteboard" Test):** Immediately following the laboratory session, both groups were administered a 20-minute pen-and-paper quiz. This quiz asked them to trace the execution of code similar to what they had just written and explain the logic of specific lines. No AI or computers were allowed. This was critical to assess whether the skills transferred to the student's internal knowledge base.

3. **Psychometric Survey:** A post-test questionnaire adapted from the Computer Programming Self-Efficacy Scale (CPSES) was administered to measure anxiety levels, perceived difficulty, and confidence in future tasks.

Data Analysis Quantitative data (time, test scores) were analyzed using independent samples t-tests to identify statistical significance. Survey responses were analyzed using Likert scales, while open-ended feedback was coded thematically to identify patterns in student sentiment regarding the "helpfulness" of the AI.

Results and Analysis

The data collected revealed a distinct dichotomy between immediate task performance and subsequent conceptual retention. The Experimental (AI) group significantly outperformed the Control group in the speed of task completion, but the Control group demonstrated superior retention of the underlying concepts during the unassisted post-test.

Quantitative Findings

As detailed in Table 1 below, the AI-assisted group completed the three programming tasks much faster than their counterparts. For the difficult task (Task C), the AI group finished in an average of 24 minutes, whereas the Control group averaged 41 minutes. Furthermore, the "Pass Rate on First Attempt" was drastically higher for the AI group, suggesting that the AI helped eliminate common syntax errors that typically cause initial submissions to fail.

However, the results of the "Conceptual Mastery Post-Test" told a different story. The Control group, having struggled through the syntax and logic manually, scored an average of 82% on the pen-and-paper exam. The AI group, despite their speed in the lab, averaged only 64%. This 18% gap is statistically significant ($p < 0.05$) and indicates that while the AI group produced better code, they internalized less of the logic.

Table 1: Performance Metrics and Conceptual Retention Scores

Metric	Experimental Group (AI-Assisted)	Control Group (Traditional)	p-value
Mean Time to Complete Task B (min)	14.5	28.2	< 0.01
Mean Time to Complete Task C (min)	24.0	41.0	< 0.01
Code Correctness (Task C)	93%	78%	0.04
Conceptual Post-Test Score (0-100)	64.5	82.1	< 0.01
Syntax Errors per Submission	0.8	4.2	< 0.01

Qualitative and Survey Findings

The survey data (Table 2) illuminated the psychological impact of the tools. The AI group reported significantly lower anxiety and higher self-efficacy *during* the task. When asked, "I felt capable of solving the problem," the AI group strongly agreed. However, when asked "I could solve a similar problem without help," the confidence gap narrowed. Qualitative comments from the AI group revealed a reliance pattern. One student noted, *"I knew what I wanted to do, but I didn't know how to write it. The AI just did the typing for me."* Another admitted, *"I wasn't sure why the loop needed a break statement, but the AI put it there and it worked, so I moved on."*

In contrast, the Control group expressed higher frustration but also higher satisfaction upon completion. A typical

comment from this group was: *"It took me forever to figure out the dictionary syntax, but once I got it, I really understood how it stored the data."*

Table 2: Student Perception and Self-Efficacy Survey (Likert Scale 1-5)

Survey Item	Experimental Group (AI) Mean	Control Group (Traditional) Mean	Interpretation
"I felt anxious while coding."	1.8	3.9	AI significantly reduced anxiety.
"I understood every line of code I submitted."	3.2	4.6	Control group had deeper comprehension.
"I am confident I can fix a bug in this code."	4.1	3.5	AI group exhibited inflated confidence.
"The tool helped me learn, not just copy."	3.5	N/A	Mixed feelings on learning utility.

The discrepancy between the AI group's high confidence ("I can fix a bug") and their low post-test scores suggests an "illusion of competence." They conflated the ease of generating a solution with the possession of skill. The analysis confirms that GenAI acts as a potent anxiety reducer and productivity accelerator, but without pedagogical intervention, it risks becoming a crutch that bypasses the cognitive struggle necessary for deep learning.

Discussion

The findings of this study highlight a critical paradox in the modern Computer Science classroom: the tools that make programming "easier" may simultaneously make *learning* to program harder. The results align with the "metacognitive difficulties" described by Prather et al. (2023). The AI-assisted students in this study successfully bypassed the "extraneous load" of syntax errors, which is theoretically beneficial. However, they also inadvertently bypassed the "germane load" of algorithmic construction. By having the solution generated for them, they engaged in *reviewing* code rather than *creating* it. Bloom's Taxonomy places "creation" at the pinnacle of cognitive work; shifting students immediately to "evaluation" (reviewing AI code) before they can create may skip essential developmental steps.

The "Illusion of Competence" observed in the survey data is particularly concerning. Students in the AI group felt more confident, yet performed worse when the scaffold was removed. This suggests that the feedback loop in AI-assisted learning is distorted. In traditional coding, a syntax error is immediate, negative feedback indicating a lack of knowledge. With AI, the immediate feedback is a working solution, which the student interprets as success, even if the intellectual contribution was minimal. This aligns with recent concerns in educational psychology that LLMs might serve as a "prosthetic" for intelligence rather than a tool for its development.

However, it is crucial not to demonize the tool. The reduction in anxiety (Table 2) is a positive outcome that cannot be overlooked. High anxiety is a known barrier to entry in STEM fields, often disproportionately affecting underrepresented groups. If GenAI can lower the barrier to entry by removing the frustration of missing semicolons, it could theoretically increase retention rates. The challenge, therefore, is not to ban these tools, but to change how they are assessed. The significant drop in post-test scores for

the AI group implies that our current assessment methods (submitting working code) are no longer valid proxies for student learning. If a machine can produce the output, the output itself proves nothing about the human's capability.

Consequently, CS curricula must pivot. We must move away from "write this function" assignments toward "explain this AI-generated code," "debug this AI hallucination," or "optimize this valid but inefficient solution." This shifts the learning objective to the evaluation and synthesis levels, where the human must possess a robust mental model to critique the machine.

Conclusion

This study provides empirical evidence that while Generative AI significantly enhances the speed and correctness of novice programming submissions, it poses a tangible risk to conceptual mastery and retention. The AI-assisted students exhibited a "competence-performance gap": their performance was high, but their independent competence was lower than that of the control group. The reduction in anxiety and the elimination of trivial syntax errors are valuable benefits, but they come at the cost of the "productive struggle" required to encode new schemas into long-term memory.

For educators, the implication is clear: the integration of GenAI into the classroom requires a restructuring of assessment and pedagogy. We cannot simply allow students to use these tools for standard assignments and assume learning is taking place. Future research should focus on longitudinal studies to see if this "illusion of competence" fades as students mature into intermediate programmers, and to develop "AI-resilient" assessments that measure logic and system design rather than syntax generation. Ultimately, the goal of CS education in the AI era must be to train pilots who can fly the plane when the autopilot inevitably fails.

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On The Interrelation Between The Notions “Discourse” And “Text” In Linguistics

Kuldashev Akramjon Makhmudovich
Uzbekistan State World Languages University, Professor
Doctor of Philological Sciences (DSc)
E-mail: akramkuldashev@gmail.com
Tel.: +998903514178
Ochilova Vazira Rustamovna
Uzbekistan State World Languages
University, Associate-Professor
Doctor of Philosophy (PhD)
E-mail: vazira.ochilova@gmail.com
Tel.: +998974125201

Abstract
This article discusses the issue of the general linguistic status of the concept of "discourse." It is known that for many, especially last three centuries people of the whole world have been interested in the nature of their language, and the languages of their neighbors, their role in the study and cognition of the objects of the world, also the issues related to its relationship with consciousness and thinking. Within the framework of the anthropocentric paradigm formed and developed at the end of the 20th and beginning of the 21st centuries, the above mentioned issues were interpreted in a completely new way, and linguists of Europe and Asia began to discuss more and more new issues such as the relationship between language, mind and man. Also, the human factor in language, the linguistic image of the world, the semantic and pragmatic functions of language and the role of the vocabulary in creating a linguistic image of the surrounding world. At the same time, the concept of "discourse," one of the most actively, frequently used terms and concepts that caused great controversy, debate, and pluralism in different trends and schools of linguistics, was introduced. The linguistic, national or cultural picture of the world is a term in linguistics that embodies such terms as "national identity of knowing the world" and "national image of the world.", etc.
Keywords: discourse, text, verbal communication, pragmatics, culture, context, explication, proposition, presupposition.

Introduction

One of the important problems of modern linguistics is to determine the relationship of the concept of "discourse" with such concepts as speech, text, thought, dialogue. In linguistics, in the last quarter of the 20th century, there were several attempts to distinguish between the concepts of text and discourse based on the category of situation, and the opinions of European linguists on this matter are almost identical. Such discourse is interpreted as "text plus situation," and at the same time, the text is interpreted as "discourse minus situation." [2] In many works, the terms "discourse" and "text" were used indistinguishably, and such an interpretation was not very popular. "Unlike discourse, the text is not strictly tied to a specific time, its connection with time is of an indirect nature. Text does not naturally exist by itself, but exists within the material shell of the text expression - the object - like any existing objects doomed to obsolescence and fragmentation. In fact, the text exists not in time, but in the time of the scale of culture." In this sense, the text is created for the purpose of hearing, remembering, remembering, discourse is not characterized by such features, it exists

at a certain time. Discourse can be transformed into text with the help of a sequentially formed video recording with graphic symbols of the received "information." According to M.Ya.Dimarsky, only text can collect information, and discourse serves as a means of conveying information. From this point of view, text is a secondary communication arising from the first.

Literature analysis

Discourse is the use of language combinations at a certain time and place with a specific purpose, their consistent connection. [1] Modern linguistics is rich in diverse approaches to the concept of "discourse." A.M.Kaplunenko clearly expresses the relationship between the concepts of "discourse" and "text." According to the linguist, "discourse is a much broader universal linguistic object, which includes not only the linguistic structure of speech, but also the same parameters of communicative situations, the specifics of communicants, and the strategy of communication construction. Unlike discourse, text exhibits a more specific and narrow form, which does not go beyond the framework of the structural-semantic parameters of speech. [3] Such a broad understanding of discourse is found in all linguistic literature related to this issue. Of course, we cannot cover all of this and take T. van Dijk's view as a basis. According to him, discourse is a complex communicative phenomenon, which includes, in addition to the text, extralinguistic factors (knowledge of the world, thoughts, views, the purpose of the addressee, necessary for understanding the text). Following the scientist's views, we see discourse in three aspects:

1) use of language;
2) presentation of ideas and beliefs (communication);
3) interaction in socio-conditional situations.

It is clear that an integrative approach to the study of three aspects gives an idea of how the use of language affects the transmission of ideas and beliefs, and conversely, how the aspects of interaction affect how people speak, and how beliefs affect the use of language and interaction in the process of communication.

The term discourse encompasses subjective, sociocultural, as well as stereotypical, precedent (exemplary) thoughts, concepts expressing the process of speech activity in the form of monologue and dialogue. [9] In practice, discourse is a way of forming a text. Discourse, as a scientific term, has syntactic, semantic, and pragmatic properties. It is characterized syntactically as an activity consisting of different thoughts, speech acts according to the plan of expression, i.e., structure, semantically according to the plan of content-meaning, and pragmatically according to the plan of perlocution - message. [5]

Theoretical basis

Currently, in linguistic theory, it is necessary to analyze the concept of discourse in order to clarify the relationship between the terms and concepts of "discourse" and "text." Text is a more general concept than discourse. Discourse is also a text consisting only of communicative units. The fact that sentences are combined into larger units and have internal semantic connections allows us to consider them as a whole structure. Discourse can be considered, for example, stories, texts, articles, speeches, poems. Some theoretical linguists, trying to distinguish between the categories of "discourse" and "text," try to determine the interrelationship between these concepts. This approach, characteristic of formal language and speech researchers, involves studying these categories by dividing them into only two forms of linguistic existence - those who use writing and those who do not. Based on this dichotomy, a number of

linguists believe that the object of discourse analysis should be the linguistics of oral speech and written text. In many functionally oriented studies, there is a tendency to contrast discourse and text according to several opposing criteria: functionality - structurality, process - product criteria. Accordingly, structural text is distinguished as a product, and functional discourse as a process.

Some linguists interpret discourse as an interactive method of speech interaction in contrast to a text usually belonging to the same author. This opposition is close to the traditional opposition of dialogue and monologue. Thus, despite the differences between discourse and text, there are similarities between them. A sentence is also actualized in thought. As J. Leach said, the text is realized in the message, and through this, discourse is realized. [10]

Results and Discussions

In functional linguistics, the opposition approach, based on opposition, is leading in determining the criteria of discourse/text, such as functionality-structurality, process-result, dynamism-stability, activity-inactivity. Accordingly, the structure of "text-result" and the functional appearance of "discourse-as a process" correspond to each other. Therefore, a sentence is connected with the text, and a thought is considered to belong to discourse. Functional analysis of any text/discourse shows that the semantic basis of the expression is related to the categories of discourse. Important concepts of discourse theory include proposition, presupposition, explication, implication, inference, and reference.

Proposition is the invariant meanings of a series of sentences related to paradigmatic transformations, interconnected with various communicative functions of thoughts, such as affirmation, command, question. It expresses the speech situation and performs such tasks as description by means of linguistic phenomena in the language, arming the speaker or writer with reasonable arguments in the expression of thought. The objective content of a sentence refers to the objective reality expressed through a sentence and reflected in human consciousness. This reality is called the term proposition in the nominative direction of syntactic semantics. Proposition is a certain event, phenomenon that finds its expression in the semantics of a certain sentence. [6] In general, a proposition is a concept of an evaluative nature related to the cognitive process, reflecting the correspondence or non-compliance of the semantically expressed thought with the facts of reality.

Proposition in any case reflects the functional nature of language and is expressed as a mode of a descriptive or propositional concept in a sentence. When determining the method of manifestation of a proposition, closely related to the true meaning of the thought, attention is paid to whether the word is considered true or false, whether it is realized or not, depending on whether it corresponds to reality. In the study of presupposition, one can see the unique approach of each author. [8] We can see such an approach in the definitions, classifications, and determination of the nature of the phenomenon of presupposition. In all of them, the general knowledge necessary for the correct use and understanding of the sentence and known in advance is studied based on the nature of the context and situation. Such diversity, in our opinion, should be sought in this phenomenon itself. Because the phenomenon of presupposition is extremely comprehensive, there is a complex phenomenon that exists in one way or another in any sentence. Presupposition is a phenomenon that needs to be studied on a large scale, since it includes such complex elements as general knowledge,

context, and situation, which are necessary for the correct use and understanding of the sentence and are known to the listener in advance about the speaker.

Conclusion

In conclusion, it can be said that the main elements of the cognitive-conceptual analysis of discourse are as follows. In the cognitive-conceptual analysis of discourse, the mentalistic approach plays one of the leading roles. In this approach, such concepts as social actualization, ideological base, socio-political situation, class perception, presentation of an event or phenomenon as news, modeling of discourse perception, the speaker's attitude to information, the attitude of the participants of the event to information, the attitude of contextual information to prototypical categories, the nature of the relationship between part and whole in text analysis are important as the main elements.

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The Evolution Of Digital Identity And The Legal Landscape Of Personal Data Protection In Uzbekistan

Mansurova Dilshoda,
special subject teacher at the Kokand Digital Technologies Technical School

Abstract
As the Republic of Uzbekistan undergoes a rapid digital transformation under the "Digital Uzbekistan 2030" strategy, the establishment of a robust digital identity framework and the protection of personal data have emerged as critical pillars of national policy. This research paper examines the current state of digital identity systems, primarily the OneID platform, and evaluates the efficacy of the Law "On Personal Data" (LRU-547) and its subsequent amendments through 2026. By employing a qualitative and comparative analysis of legislative frameworks and digital infrastructure, the study highlights the tension between strict data localization requirements and the integration of international digital services such as Apple Pay and Google Pay. The findings suggest that while Uzbekistan has made significant strides in centralizing digital services and increasing internet penetration to over 94%, gaps remain in the enforcement of the "Right to Be Forgotten" and the harmonization of local standards with the EU's General Data Protection Regulation (GDPR). The paper concludes with recommendations for balancing national security with the needs of a globalized digital economy.
Keywords: Uzbekistan, Digital Identity, Personal Data Protection, OneID, Data Localization, Digital Uzbekistan 2030, LRU-547.

Introduction

The global shift toward the digitalization of public and private services has necessitated a fundamental rethinking of how identities are verified and how the resulting data is safeguarded. In the Republic of Uzbekistan, this shift has been particularly pronounced over the last decade, transitioning from a paper-based bureaucratic system to a sophisticated digital ecosystem. The "Digital Uzbekistan 2030" strategy, spearheaded by the government, aims to integrate information technology into every facet of the national economy and public administration. Central to this ambitious goal is the concept of "Digital Identity"—a technological construct that allows citizens to interact with the state and commercial entities without the physical constraints of traditional identification. However, the rapid deployment of these technologies has outpaced the development of legal safeguards, leading to a complex landscape where the rights of the individual often clash with state-driven digitalization goals and the requirements of global technology providers.

The importance of personal data protection cannot be overstated in a country where nearly 95% of the population is active online. As citizens entrust their most sensitive information—biometrics, financial records, and health data—to digital platforms like the Unified Interactive Public Services Portal (my.gov.uz), the potential for data breaches and misuse increases exponentially. The legislative framework, anchored by the 2019 Law "On Personal Data," has undergone several iterations to address these risks. Notably, the introduction of Article 27-1, which mandates the physical localization of data servers within Uzbekistan, created significant friction for international enterprises. By 2026, the government has moved toward a

more nuanced approach, amending these laws to facilitate the entry of global payment giants while maintaining a high degree of sovereign control over citizen data.

This paper serves to analyze the intersection of digital identity and data privacy within the Uzbek context. It explores how the "OneID" system has become the backbone of the digital state and assesses the legal hurdles that continue to challenge the full realization of a secure digital society. The introduction of automatic registration for OneID upon the issuance of new ID cards exemplifies the state's push for universal digital inclusion, yet it raises profound questions regarding informed consent and the long-term security of centralized biometric databases. This research seeks to bridge the gap between technical implementation and legal protection, providing a comprehensive overview of the progress and pitfalls of Uzbekistan's digital journey.

Furthermore, the study addresses the socioeconomic implications of these technologies. As the digital divide between urban and rural areas begins to close, the demand for transparent data processing becomes a matter of public trust. The transition to legally valid online documents, effective as of late 2025, marks a point of no return for the Uzbek administrative system. In this environment, the legal recognition of digital data as equivalent to paper documents necessitates a "security-by-design" approach that is currently in its nascent stages. By examining the recent legislative changes in early 2026, this paper provides a timely evaluation of how Uzbekistan is attempting to align its national interests with international standards of privacy and data protection.

Literature Review

The academic discourse surrounding digital identity and data protection in Central Asia, and specifically Uzbekistan, has historically focused on the challenges of transition from Soviet-era administrative legacies to modern e-government models. Recent literature, such as the works of Dzhumaev (2024) and Hakimov (2023), emphasizes that while infrastructure development has been rapid, the legal and ethical frameworks have lagged behind. Dzhumaev highlights a "design-reality gap," where the technological capability to collect data far exceeds the institutional capacity to protect it. This is a common theme in transition economies, where the rush to digitize public services often leads to "siloed" data repositories that lack unified security standards.

The 2019 Law "On Personal Data" (LRU-547) has been the subject of intense legal scrutiny. Early analyses by international law firms and scholars pointed to the ambiguity of the data localization requirements. According to legal experts at Dentons and DLA Piper, the 2021 amendments to Article 27-1 were initially seen as a barrier to foreign investment, leading to the temporary suspension of services like TikTok and Twitter. However, more recent scholarship suggests a shift toward "digital sovereignty," where the state uses localization not just for security, but as a tool for economic leverage. The 2025–2026 legislative amendments, which clarify the conditions under which data can be stored abroad, represent a pragmatic pivot to attract international fintech while preserving the core tenets of national data control.

Comparative studies between Uzbekistan's framework and the European Union's GDPR reveal significant gaps, particularly regarding the "Right to Be Forgotten" and "Data Portability." Researchers have argued that while Uzbek law provides for the destruction of data, it lacks the sophisticated de-indexing mechanisms found in Western jurisdictions. This absence of a "Right to Be Forgotten" leaves citizens vulnerable to permanent digital stigmatization, a concern that is

increasingly relevant as the OneID system centralizes all aspects of a citizen's life—from criminal records to financial history—into a single digital profile.

Methodology

This research utilizes a qualitative, multi-method approach to analyze the current state of digital identity and data protection in Uzbekistan. The primary method consists of a comprehensive legal analysis of the Republic of Uzbekistan's legislative acts, including the Law "On Personal Data" (2019), the Law "On Cybersecurity" (2022), and the most recent amendments passed by the Legislative Chamber in early 2026. This legal review is supplemented by an analysis of official government reports from the Digital Government Project Management Center and the National Statistics Committee.

To provide empirical context, the study incorporates secondary data analysis of internet penetration rates, social media usage, and OneID registration statistics from 2021 to 2026. This data allows for a quantitative assessment of the "digital footprint" currently subject to the country's data protection laws. Furthermore, the research employs a comparative framework, measuring Uzbek standards against the ISO/IEC 27000 series standards recently adopted at the national level (O'zDSt ISO/IEC 27002:2024). The synthesis of these various data sources provides a holistic view of the operational effectiveness of the country's data protection regime.

Results and Analysis

The findings indicate a dramatic acceleration in the adoption of digital identity services. As of 2026, the OneID system has transitioned from an optional service to a mandatory component of civil identity for new cardholders. The integration of electronic digital signatures (EDS) directly into the chips of ID cards has streamlined the provision of over 600 public services. However, this centralization creates a "single point of failure" risk that the current cybersecurity infrastructure is still struggling to address.

Table 1: Growth of Digital Identity and Internet Infrastructure in Uzbekistan (2021–2026)

Metric	2021	2023	2025	2026 (Est.)
Internet Penetration (%)	76.6%	89.0%	94.2%	95.5%
OneID Registered Users (Millions)	1.2	4.5	12.0	18.5
Median Mobile Speed (Mbps)	14.5	25.8	55.5	62.0
Active Social Media Identities (Millions)	4.8	8.2	14.1	16.0

Table 1 illustrates the rapid scaling of the digital environment. The jump in OneID registration between 2025 and 2026 is largely attributed to the presidential resolution mandating automatic registration. While this ensures high levels of digital inclusion, it also places a massive volume of sensitive biometric and personal data under the jurisdiction of the State Personalization Center.

Table 2: Comparative Legal Protections and Compliance Status

Protection Mechanism	Legislative Basis	Status (2026)	Alignment with GDPR
Data Localization	Law LRU-547 Art. 27-1	Strict/Hybrid	Low
Right to Be Forgotten	N/A	Proposed	Partial
Explicit Consent	Resolution No. 570	Mandated	High
Cross-border Transfer	2026 Amendment	Conditional	Moderate
Cybersecurity Standards	Law on Cybersecurity	Active	Moderate

Analysis of Table 2 shows that Uzbekistan is moving toward "Moderate" alignment with international standards, particularly through the 2026 amendments that allow for "conditional" cross-border data transfers. This change was the primary catalyst for the official entry of Apple Pay and Google Pay into the Uzbek market in early 2026. Previously, the strict interpretation of Article 27-1 required all processing to happen on local servers, a technical impossibility for global cloud-based payment architectures. The new hybrid model allows for secondary storage and processing abroad, provided the primary database remains localized.

Discussion

The transition of Uzbekistan into a digital-first society presents a paradox of efficiency and vulnerability. On one hand, the centralization of personal data via OneID and my.gov.uz has eliminated vast amounts of red tape, reduced corruption in public service delivery, and allowed for the rapid expansion of the fintech sector. On the other hand, the legal framework is still playing "catch-up" with these technological advancements. The most pressing issue discussed in legal circles is the lack of an independent data protection authority. Currently, the State Personalization Center serves as both the operator of major databases and the regulator of those databases, which creates a potential conflict of interest and limits the transparency of oversight.

The 2026 amendments to the Law "On Personal Data" represent a significant victory for the "investment-first" faction of the government. By easing the localization requirements for international payment systems, Uzbekistan has signaled its readiness to integrate into the global digital economy. However, this must be balanced against the increasing threats of cyber warfare and data breaches. As social media usage climbs—with Instagram and Telegram dominating the local landscape—the amount of "unstructured" personal data being generated outside of government control is staggering. The government's move to penalize AI-based misuse of personal data in 2025 was a proactive step, yet enforcement remains difficult without sophisticated digital forensics capabilities across all provinces.

Furthermore, the "Right to Be Forgotten" remains a glaring omission in the Uzbek legal code. In an era where a single digital mistake can follow a citizen for life, the inability to de-index or delete obsolete information from the public record is a violation of digital dignity. As Uzbekistan looks toward the next phase of its 2030 strategy, the focus must shift from merely building infrastructure to protecting the individuals who inhabit that infrastructure. This requires not only better laws but also a massive increase in digital literacy among the population to ensure that "consent" is not just a checkbox, but an informed choice.

Conclusion

Uzbekistan's journey toward a comprehensive digital identity and data protection framework is characterized by rapid technological adoption tempered by evolving legislative pragmatism. The OneID system has successfully become the digital heartbeat of the nation, providing millions

with access to essential services. The legislative updates of 2026 have successfully resolved the "localization deadlock," allowing global digital services to operate within the country while maintaining sovereign oversight of citizen data. However, the centralization of such vast amounts of data necessitates a shift toward a more robust, independent regulatory body and the codification of advanced digital rights, such as the Right to Be Forgotten. To foster long-term public trust and international credibility, Uzbekistan must continue to harmonize its local laws with global standards like the GDPR, ensuring that the digital transformation serves as a protector, rather than a predator, of personal privacy.

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Economic Mechanisms and Marketing Models for Commercializing Agrotourism Services under Urbanization Conditions: A Global Perspective

Fazliyev Salohiddin Shavkatovich
Samarkand branch of Tashkent State University of Economics
Senior Lecturer of the Department of Green Economy and Sustainable Business

Abstract
Rapid urbanization in both developed and developing countries has created new dynamics in agriculture, tourism, and rural development sectors. Agrotourism—defined as tourism activities conducted on farms and agricultural environments—has emerged as a complementary income model for farmers while serving new consumer demands for authentic nature, food, and cultural experiences. However, commercialization of agrotourism services remains uneven across global regions, and the economic mechanisms driving market-based sustainability are insufficiently described in current literature. This study examines the economic, marketing, and institutional mechanisms influencing the commercialization of agrotourism services under conditions of intensified urbanization.
Keywords: Agrotourism, urbanization, commercialization, agricultural diversification, rural tourism, marketing models, experience economy, authenticity, place branding, rural development, consumer behavior, tourism economics, value-added services, multifunctional agriculture.

Introduction

Urbanization represents one of the most defining socio-economic trends of the 21st century, with the share of the world's urban population rising from less than 30% in 1950 to nearly 57% in 2025, according to United Nations estimates. This demographic shift influences labor markets, consumption patterns, land use systems, and cultural behaviors. One of the less examined implications of rapid urbanization is its impact on rural economies and agricultural landscapes, particularly the emergence of agrotourism as an income-generating and experience-oriented service sector. Agrotourism integrates tourism with agricultural production and rural cultural heritage, allowing farmers and rural entrepreneurs to commercialize elements of farming, food, hospitality, and cultural knowledge. Scholars such as Lane and Bramwell (1994, p. 20) described agrotourism as part of alternative tourism that reinforces rural conservation, while Sharpley and Telfer (2002, p. 154) viewed it as an outcome of broader tourism-development interactions.

The commercialization of agrotourism services involves transforming agricultural land, labor, knowledge, and culture into marketable tourism products. This process requires specific economic mechanisms, including diversification strategies, price-setting, distribution channels, and value-added services. Additionally, commercialization depends on marketing models capable of communicating authenticity and experiential value to predominantly urban consumers. Urbanization has intensified demand for rural experiences due to rising environmental consciousness, disconnection from nature, and growing interest in local foods and agrarian heritage. As Butler (1980, pp. 5–6) argued through the tourism area lifecycle model, tourism products evolve through exploration, development, and consolidation phases, which are increasingly relevant for agrotourism as it transitions from informal

hospitality to structured commercial enterprises.

ommercializing agrotourism under conditions of urbanization is not only an economic challenge but also a socio-cultural and institutional one. Farmers are often not entrepreneurs by training, and rural regions differ in market access, digital connectivity, tourism infrastructure, and institutional support. Therefore, understanding how economic mechanisms and marketing models function in the commercialization process has both academic and policy significance. Despite growing literature on rural tourism, few studies integrate economic, marketing, and urbanization perspectives into a holistic framework.

Thus, the aim of this study is to examine the economic mechanisms and marketing models that enable the commercialization of agrotourism services under urbanization conditions from a global perspective. The study also proposes a conceptual marketing and commercialization model to address structural challenges in the sector.

Methods

This study employs a qualitative conceptual methodology grounded in academic literature synthesis and theoretical frameworks related to tourism economics, agricultural diversification, rural development, and marketing theory. Rather than empirical fieldwork, the research adopts an integrative review approach combining classical works (e.g., Butler, 1980; Kotler, 1991), rural tourism studies (e.g., Lane & Bramwell, 1994; Sharpley & Telfer, 2002), and contemporary analyses on agrotourism commercialization and urban consumer trends.

Primary selection criteria for literature included thematic relevance to (1) agrotourism and rural tourism, (2) agricultural diversification and value-added services, (3) tourism marketing and experiential consumption, and (4) urbanization and socio-economic transitions. Books and peer-reviewed articles were prioritized over policy reports to maintain academic rigor, in accordance with the requirements of this paper. Sources were coded to extract conceptual insights on economic mechanisms, institutional frameworks, and marketing strategies.

The methodological framework also integrates conceptual modeling techniques, whereby synthesized literature supports the construction of a marketing and commercialization model for agrotourism. While global in scope, this approach allows for identification of transferable mechanisms and market conditions across regions such as Europe, North America, Southeast Asia, and Latin America, where agrotourism development trajectories differ.

This integrative conceptual methodology is justified for several reasons. First, agrotourism commercialization lacks uniform empirical metrics due to heterogeneous national contexts. Second, economic mechanisms and institutional frameworks are often abstract and better addressed theoretically. Third, marketing models evolving under urbanization involve emerging consumer behaviors not yet captured in large datasets. Thus, the integrative approach enhances theoretical clarity and supports future empirical research.

Results

The commercialization of agrotourism is driven by three fundamental economic mechanisms: (1) agricultural diversification, (2) value-added rural services, and (3) marketization of rural experiences. These mechanisms transform traditional agricultural outputs into tourism-based revenue streams. Agricultural diversification involves expanding beyond commodity production toward activities such as farm stays, guided tours, food tastings, horseback riding, artisanal workshops, and ecological education. According to Sharpley

and Telfer (2002, p. 160), diversification forms part of a broader development logic whereby agriculture shifts from subsistence to multifunctionality in response to post-industrial demand. This transition also aligns with OECD agricultural diversification frameworks which highlight tourism as a complementary revenue source for farmers.

Value-added rural services constitute the second mechanism and relate to pricing, packaging, distribution, and branding systems applied to agricultural products. Kotler (1991, pp. 117–118) argued that value-added marketing expands consumer perception beyond core products by bundling experiences and emotional benefits. In agrotourism, value-added services enhance agricultural goods through storytelling, authenticity, and sensory engagement, enabling premium pricing models uncommon in commodity agriculture.

The third mechanism, marketization of rural experiences, is central to urbanization dynamics. As urban consumers seek authenticity, ecological consciousness, and leisure activities tied to nature, rural experiences become commodified. Lane and Bramwell (1994, p. 21) describe this as the re-symbolization of rural landscapes, where agriculture becomes not only productive but performative. Tourism thus monetizes cultural heritage, ecological assets, and agrarian knowledge. Together, these mechanisms allow farmers to activate multiple revenue streams, reduce vulnerability to agricultural price volatility, and strengthen rural economies.

Agrotourism marketing differs from conventional tourism marketing due to its hybrid agricultural-cultural identity. This study identifies three dominant marketing models emerging globally: (1) authenticity-based marketing, (2) experiential marketing, and (3) place branding. Authenticity-based marketing emphasizes tradition, craftsmanship, heritage, and local identity. The concept of authenticity is central in tourism theory, with MacCannell (1976, pp. 91–94) arguing that modern tourists pursue authentic experiences as escape from industrial modernity. Urbanization intensifies authenticity demand as rural environments are valorized as ecological and cultural counterpoints to cities.

Discussion

The findings indicate that commercialization of agrotourism cannot be explained solely through agricultural or tourism frameworks; it involves interconnected mechanisms linking rural production systems, urban consumption patterns, and institutional structures. This aligns with multifunctional agriculture literature which argues that farming provides not only food but also ecological services, cultural landscapes, and recreational value. Urbanization introduces both opportunities and challenges. On one hand, it generates a stable consumer base with interest in rural experiences and local food systems. On the other hand, land competition, environmental pressures, and socio-economic disparities may hinder rural tourism supply. Digital transformation also affects commercialization, as online platforms and social media increase visibility and enable direct-to-consumer marketing, reducing asymmetric information and transaction costs.

Institutional mechanisms—such as subsidies, certification schemes, cooperatives, and tourism promotion agencies—play an essential role in commercialization by reducing barriers for small-scale producers and enhancing product standardization. International examples demonstrate how institutional support accelerates commercialization: Italy's agriturismo framework, France's farm-stay networks, and the United States' winery tourism illustrate varying degrees of regulatory and market integration.

However, commercialization risks reducing cultural authenticity and ecological integrity if profit maximization overtakes sustainability. Pine and Gilmore (1999) warned that excessive staging of experiences may erode authenticity. Therefore, sustainable commercialization requires balance between economic incentives and rural socio-cultural values.

Conclusion

Commercializing agrotourism under urbanization conditions is a multi-dimensional process involving agricultural diversification, experiential marketing, authenticity, and institutional support. Urbanization shifts consumer preferences toward experiences that reconnect them with nature, food, and culture, creating new markets for rural entrepreneurship. Economic mechanisms and marketing models together determine commercialization success. Future research should integrate empirical methodologies to assess profitability, consumer behavior, and sustainability outcomes within specific territorial contexts.

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The PPP VS. TBLT: Overcoming Traditional Teaching Habits In Uzbek Secondary Schools

Mokhinbonu Shukhrat kizi Mardonova
Teacher of Uzbekistan State World Languages University
mohinbonuuzswlu@gmail.com

Abstract
This article examines the pedagogical contrast between the Presentation-Practice-Production (PPP) model and Task-Based Language Teaching (TBLT) in the context of Uzbek secondary schools. Despite ongoing educational reforms that emphasize communicative competence, classroom instruction continues to rely heavily on traditional, teacher-centered approaches. Using a qualitative analytical framework, the study explores how entrenched teaching habits, cultural expectations, and institutional constraints shape methodological choices in foreign language education. The findings suggest that while TBLT offers significant advantages for communicative development, its implementation in Uzbek secondary schools is limited by exam-oriented assessment systems and established instructional norms. The article argues that overcoming traditional teaching habits requires a gradual, context-sensitive integration of task-based principles rather than the complete replacement of the PPP model.
Keywords: PPP model; Task-Based Language Teaching; Uzbek secondary schools; teaching habits; communicative competence

Introduction

Foreign language education worldwide has undergone substantial transformation in response to globalization, technological advancement, and increased international mobility. As communicative competence becomes a central educational goal, traditional teaching methods that prioritize grammatical accuracy and controlled practice are increasingly questioned. In this context, the contrast between the Presentation-Practice-Production (PPP) model and Task-Based Language Teaching (TBLT) has become a focal point of pedagogical debate.

The PPP model has long been dominant in secondary school classrooms due to its structured nature and compatibility with standardized curricula. Teachers present new language forms, guide students through controlled exercises, and allow limited production at the final stage. This approach offers predictability and classroom control, which are particularly valued in systems where assessment outcomes and syllabus completion are prioritized.

In contrast, Task-Based Language Teaching emphasizes learning through meaningful communication. Learners engage in tasks that mirror real-life language use, encouraging interaction, problem-solving, and negotiation of meaning. While this approach aligns with modern communicative goals, it challenges traditional perceptions of teaching and learning.

In Uzbek secondary schools, foreign language instruction has historically been shaped by teacher authority, textbook-driven lessons, and examination-focused assessment. Although policy reforms increasingly promote communicative competence, classroom practices often remain unchanged. This gap highlights the difficulty of overcoming deeply rooted teaching habits.

The purpose of this article is to analyze the pedagogical differences between PPP and TBLT and to explore how traditional teaching habits in Uzbek secondary schools

can be addressed. The study seeks to identify realistic strategies for methodological transition that respect cultural expectations and institutional constraints while promoting communicative language learning.

Literature Review

The Presentation-Practice-Production model is traditionally associated with structural and behaviorist theories of language learning, which conceptualize acquisition as a gradual accumulation of linguistic forms through repetition and reinforcement. The linear structure of PPP provides clarity and control, making it attractive in formal education systems (Harmer, 2007). In secondary education, PPP is often viewed as efficient because it aligns with textbooks, examinations, and measurable learning outcomes.

However, research in applied linguistics has increasingly criticized the PPP model for its limited capacity to develop communicative competence. Ellis (2003) argues that language learning is not a linear process and that controlled practice does not necessarily lead to spontaneous language use. Learners may demonstrate grammatical accuracy in exercises but fail to communicate effectively in authentic situations.

Task-Based Language Teaching emerged as an alternative approach grounded in communicative language teaching and interactionist theories of second language acquisition. TBLT places tasks activities that require learners to use language to achieve meaningful goals at the center of instruction (Nunan, 2004). Studies indicate that task-based instruction promotes fluency, learner engagement, and interactional competence by creating opportunities for authentic language use (Willis & Willis, 2007).

Despite its theoretical advantages, the literature highlights significant challenges in implementing TBLT in traditionally structured educational contexts. Teachers often express concerns related to classroom management, time constraints, and assessment compatibility (Carless, 2009). In education systems where teacher authority and exam performance are highly valued, learner-centered approaches may be perceived as lacking structure or academic rigor (Littlewood, 2007).

Recent studies suggest that hybrid or adaptive approaches combining elements of PPP and TBLT may offer a more realistic pathway for pedagogical change. Rather than replacing traditional methods entirely, gradual integration of task-based elements allows teachers to maintain structure while introducing communicative practices. This perspective is particularly relevant for post-Soviet educational contexts, including Uzbekistan, where methodological change is often incremental.

Methodology

This study adopts a qualitative, descriptive research design aimed at examining pedagogical practices and contextual factors influencing methodology choice in Uzbek secondary schools. A qualitative approach is appropriate because the research focuses on teaching habits, cultural expectations, and institutional conditions rather than on statistical measurement or experimental intervention.

The study is based on analytical synthesis of pedagogical literature, national education policy documents, and published classroom-based studies relevant to secondary foreign language instruction. These sources were selected to provide insight into both theoretical perspectives and practical classroom realities.

The data were analyzed thematically, with attention to recurring patterns related to learner behavior, teacher roles, curriculum demands, and assessment practices. The analysis focused on identifying points of tension between PPP and TBLT as well as potential strategies for overcoming

traditional teaching habits within the constraints of the Uzbek educational system.

Results

The analysis reveals that the continued dominance of the PPP model in Uzbek secondary schools is strongly influenced by cultural, pedagogical, and institutional factors. Teachers and students demonstrate familiarity with structured, teacher-led instruction, which is perceived as academically legitimate and efficient.

Learners initially experience uncertainty when participating in task-based activities, particularly those requiring peer interaction and autonomous decision-making. This uncertainty often manifests as hesitation to speak and reliance on teacher guidance. However, when tasks are clearly structured and connected to familiar academic or social contexts, learner participation and communicative confidence increase.

Teacher involvement emerges as a critical factor in the success of task-based lessons. Tasks are more effective when teachers provide explicit instructions, model task performance, and offer post-task feedback. At the institutional level, exam-oriented assessment practices limit the use of open-ended tasks. Nevertheless, adapted task-based models that include clear linguistic objectives and evaluation criteria are more readily accepted.

Discussion

The findings indicate that resistance to TBLT in Uzbek secondary schools is not primarily due to pedagogical inefficiency, but rather to deeply embedded teaching habits and institutional expectations. The persistence of PPP reflects long-standing beliefs about effective teaching, teacher authority, and measurable learning outcomes.

Rather than positioning PPP and TBLT as opposing methodologies, the results support a transitional approach that integrates task-based principles into structured lesson frameworks. This approach allows teachers to maintain classroom control while gradually fostering communicative interaction. The teacher's role is not diminished but redefined as a guided facilitator.

Assessment alignment emerges as a crucial factor. Without changes in evaluation practices, purely task-based instruction remains difficult to sustain. Therefore, methodological innovation must be supported by broader institutional adjustments to achieve lasting impact.

Conclusion

This article has explored the pedagogical contrast between the PPP model and Task-Based Language Teaching in the context of Uzbek secondary schools. The analysis demonstrates that while TBLT offers clear benefits for communicative development, its implementation is constrained by traditional teaching habits and exam-oriented systems.

Overcoming these challenges requires gradual, context-sensitive integration of task-based elements rather than the complete replacement of established methods. Structured tasks, active teacher mediation, and alignment with assessment practices are essential for sustainable pedagogical change. The study contributes to the broader discussion on localized methodology and highlights the importance of adapting global teaching approaches to local educational realities.

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Pragmatic-Cognitive Modeling Of Space And Movement Concepts In English And Uzbekistan

Buvanazarova Madinaxon Dilshodjon qizi
1st year master's student of Kokand University
niyozovamadina378@gmail.com

Annotation
This research work is devoted to the comparative study of linguistic and mental models of space and movement concepts in English and Uzbek at the intersection of modern cognitive linguistics and pragmatics, in which the features of conceptualization of the world in both languages are analyzed. The article, based on Leonard Talmy's theory of the typology of movement reality, deeply studies the differences between the "satellite-framed" (expressing direction through additional elements) nature of the English language and the "verb-framed" and agglutinative nature of the Uzbek language. The study identified the metaphorical transfer of spatial relations and their pragmatic functions in discourse, and as a result, the cognitive dissonances between action verbs and spatial prepositions (in English) and conjunctive adverbs (in Uzbek) were scientifically substantiated. The results show that English speakers pay more attention to the manner of performing the action (manner), while Uzbek speakers focus on the direction and result of the action (path/result). This study is of great importance for translation studies, linguistic modeling of artificial intelligence, and the theory of intercultural communication, and sheds light on the specific mechanisms of thinking in two different systemic languages.
Keywords: cognitive semantics, conceptual metaphor, spatial deixis, action verbs, pragmatic modeling, frame analysis, comparative typology.
Annotatsiya
Mazkur tadqiqot ishi zamonaviy kognitiv lingvistika va pragmatika kesishuvida ingliz va o‘zbek tillaridagi makon hamda harakat konseptlarining lisoniy va aqliy modellarini qiyosiy o‘rganishga bag‘ishlangan bo‘lib, unda har ikki tilning olamni konseptualizatsiya qilish xususiyatlari tahlil qilinadi. Maqolada Leonard Talmining harakat voqeligi tipologiyasi nazariyasiga asoslangan holda, ingliz tilining "satellite-framed" (yo‘nalishni qo‘shimcha elementlar orqali ifodalovchi) va o‘zbek tilining "verb-framed" hamda agglyutinativ xususiyatga ega bo‘lgan murakkab tabiati o‘rtasidagi farqlar chuqur o‘rganilgan. Tadqiqot davomida makoniy munosabatlarning metaforik ko‘chishi va ularning diskursdagi pragmatik funksiyalari aniqlanib, natijada harakat fe’llari va makon predloglari (ingliz tilida) hamda kelishik qo‘shimchalari (o‘zbek tilida) o‘rtasidagi kognitiv nomutanosibliklar ilmiy asoslab berilgan. Olingan natijalar shuni ko‘rsatadiki, ingliz tili so‘zlovchilari harakatning bajarilish usuliga (manner) ko‘proq e’tibor qaratadilar, o‘zbek tili vakillari esa harakatning yo‘nalishi va natijasini (path/result) markaziy o‘ringa qo‘yadilar. Ushbu tadqiqot tarjimashunoslik, sun’iy intellektni lingvistik modellashtirish va madaniyatlararo muloqot nazariyasi uchun muhim ahamiyat kasb etadi va ikki xil tizimli tilda tafakkur qilishning o‘ziga xos mexanizmlarini yoritib beradi.
Kalit so‘zlar: kognitiv semantika, konseptual metafora, makoniy deyksis, harakat fe’llari, pragmatik modellashtirish, freym tahlili, qiyosiy tipologiya.

Kirish

Inson tafakkurining shakllanishi va rivojlanishida makon va harakat tushunchalari birlamchi va fundamental ahamiyatga ega bo‘lib, bu kategoriyalar nafaqat fizik borliqni idrok etishda, balki mavhum tushunchalarni konseptualizatsiya qilishda ham tayanch vazifasini bajaradi. Kognitiv lingvistika paradigmasi doirasida olib borilayotgan zamonaviy tadqiqotlar shuni ko‘rsatadiki, til nafaqat borliqni aks ettiruvchi ko‘zgu, balki uni quruvchi va

shakllantiruvchi vosita hisoblanadi, xususan, turli tizimli tillarda so‘zlashuvchi insonlar makoniy munosabatlarni turlicha kodlashtiradilar va bu holat ularning kognitiv modellarida ham o‘z aksini topadi. Ingliz va o‘zbek tillari o‘zlarining genealogik va tipologik xususiyatlariga ko‘ra bir-biridan keskin farq qiluvchi tillar oilasiga mansub bo‘lganligi sababli, ushbu tillarda makon va harakat konseptlarining ifodalanishini qiyosiy o‘rganish antropotsentrik tilshunoslikning dolzarb masalalaridan biri hisoblanadi. Mazkur tadqiqotning asosiy maqsadi harakat va makon kategoriyalarining lisoniy voqelanishida yuzaga keladigan pragmatik va kognitiv farqlarni aniqlash, ularni ilmiy modellashtirish va bu orqali milliy mentalitetning til tizimidagi in’ikosini ochib berishdan iboratdir.

Ingliz tili analitik til sifatida makoniy munosabatlarni asosan predloglar va postpozitiv elementlar yordamida ifodalasa, o‘zbek tili agglyutinativ til sifatida bu vazifani kelishik qo‘shimchalari, ko‘makchilar va murakkab fe’l shakllari orqali amalga oshiradi, bu esa axborotni qayta ishlash va uzatishda turli kognitiv strategiyalarni talab etadi. Masalan, ingliz tilida "to run into" birikmasi orqali ham harakat usuli (yugurmoq), ham yo‘nalish (ichkariga) bitta predikativ birlikda ixcham ifodalansa, o‘zbek tilida bu holat "yugurib kirmoq" kabi ravishdoshli qurilmalar yoki alohida leksik birliklar yordamida tasvirlanadi. Bunday farqlar shunchaki grammatik nomutanosiblik emas, balki voqelikni bo‘laklarga ajratish va qayta birlashtirishdagi (chunking) mental jarayonlarning o‘ziga xosligidan dalolat beradi. Kognitiv lingvistikaning asoschilaridan biri bo‘lgan Jorj Lakoff va Mark Jonsonlarning ta’kidlashicha, insonning mavhum tushunchalar haqidagi fikrlash tizimi asosan "ORIENTATIONAL METAPHORS" (yo‘nalish metaforalari)ga asoslanadi, ya’ni "YUQORI – YAXSHI", "PAST – YOMON" kabi konseptual sxemalar makoniy idrokning boshqa sohalarga ko‘chishi natijasida hosil bo‘ladi. Ushbu tadqiqotda biz aynan shunday makoniy va harakatlanishga oid konseptlarning ingliz va o‘zbek tillaridagi pragmatik xususiyatlarini, ya’ni so‘zlovchining niyati, vaziyat va kontekstga bog‘liq holda qanday ma’no ottenkalari kasb etishini chuqur tahlil qilamiz.

Shuningdek, makon va harakat konseptlarini modellashtirishda "Figure" (Ob’ekt) va "Ground" (Fon) munosabatlarining tilda aks etishi muhim o‘rin tutadi, chunki har qanday harakat ma’lum bir makoniy koordinatalar tizimida sodir bo‘ladi va til egasi ushbu koordinatalarni belgilashda o‘z ona tilining qoliplaridan tashqariga chiqa olmaydi. Ingliz tilida makoniy lokativlikning aniqligi ko‘pincha predloglar zimmasiga yuklatilsa, o‘zbek tilida bu vazifa fe’lning semantik tarkibiga yoki kontekstual ishoralarga ko‘chiriladi. Tadqiqotning ilmiy yangiligi shundaki, unda ilk bor ingliz va o‘zbek tillaridagi harakat fe’llari faqat semantik emas, balki pragmatik-kognitiv nuqtai nazardan, ya’ni kommunikativ vaziyat va mental modellar yaxlitligida kompleks tahlil qilinadi. Bu esa o‘z navbatida, tarjima jarayonida yuzaga keladigan semantik yo‘qotishlarning oldini olish, sun’iy intellekt tizimlarida tabiiy tilni qayta ishlash algoritmlarini takomillashtirish va chet tillarni o‘qitish metodikasini yangi bosqichga olib chiqish imkonini beradi. Ushbu kirish qismida bayon etilgan nazariy va amaliy muammolar tadqiqotning keyingi bosqichlarida empirik materiallar va qiyosiy tahlillar asosida batafsil yoritib beriladi.

Adabiyotlar sharhi

Makon va harakat konseptlarini kognitiv va pragmatik jihatdan o‘rganish masalasi jahon tilshunosligida o‘tgan asrning ikkinchi yarmidan boshlab jiddiy tadqiqot ob’ektiga aylandi, xususan, Leonard Talmining harakat voqeligi (motion event) tipologiyasi

bo‘yicha yaratgan fundamental nazariyasi mazkur yo‘nalishdagi ishlarning o‘zagi hisoblanadi [1]. Talmi tillarni "satellite-framed" (yo‘ldoshli qurilmalar, masalan, ingliz tili) va "verb-framed" (fe’l asosli qurilmalar, masalan, ispan yoki turkiy tillar) guruhlariga ajratib, harakatning yo‘nalishi (Path) qaysi lisoniy vosita orqali ifodalanishiga ko‘ra tasniflagan. Uning fikricha, ingliz tilida harakatning usuli (Manner) asosiy fe’lda, yo‘nalishi esa "particle" (yuklama/predlog)larda ifodalanadi, o‘zbek tili kabi turkiy tillarda esa yo‘nalish ko‘pincha fe’lning o‘zagi yoki qo‘shimcha fe’llar yordamida ko‘rsatiladi, bu esa kognitiv semantika sohasida Dan Slobin tomonidan ilgari surilgan "thinking for speaking" (gapirish uchun fikrlash) gipotezasini tasdiqlaydi [2]. Slobinning ta’kidlashicha, til strukturasi so‘zlovchining voqelikni idrok etish va uni hikoya qilish jarayonidagi diqqat markazini belgilab beradi.

Jorj Lakoff va Mark Jonsonlarning "Metaphors We Live By" asarida ilgari surilgan konseptual metafora nazariyasi makoniy tushunchalarning mavhum sohalarga ko‘chishini tushuntirishda muhim metodologik asos bo‘lib xizmat qiladi, chunki ular insonning vaqt, hissiyot va ijtimoiy munosabatlar haqidagi tushunchalari birlamchi makoniy tajribalarga (masalan, oldinga-orqaga, ichkariga-tashqariga) asoslanishini ilmiy dalilladilar [3]. O‘zbek tilshunosligida ham kognitiv va pragmatik yo‘nalishdagi tadqiqotlar rivojlanib bormoqda, xususan, Sh.Safarovning pragmalingvistika va diskurs tahlili bo‘yicha ishlari o‘zbek tilidagi muloqot jarayonida makoniy deyksislarning ijtimoiy va madaniy kontekst bilan bog‘liqligini ochib berishda muhim manba hisoblanadi [4]. Safarov o‘zbek tilidagi murojaat shakllari va makoniy masofaning ijtimoiy iyerarxiyani ifodalashdagi rolini ta’kidlab, pragmatik ma’noning semantik ma’nodan ustun turish holatlarini tahlil qilgan.

Bundan tashqari, D.Ashurova va M.Galiyevalarning kognitiv stilistika va matn interpretatsiyasiga oid tadqiqotlarida badiiy matnlarda makon va zamon konseptlarining konseptualizatsiyasi masalalari yoritilgan bo‘lib, ular ingliz va o‘zbek tillaridagi olamning lisoniy manzarasidagi farqlarni madaniy kodlar orqali tushuntirishga harakat qiladilar [5]. Shuningdek, so‘nggi yillarda o‘zbek tilshunosligida harakat fe’llarining valentligi va ularning semantik tuzilishini o‘rganishga bag‘ishlangan qator dissertatsiyalar himoya qilingan bo‘lsa-da, aynan ingliz va o‘zbek tillaridagi makoniy konseptlarning qiyosiy-pragmatik modeli to‘liq yaratilmagan. Mavjud adabiyotlarda ko‘proq grammatik va leksik muvofiqliklar tahlil qilingan, ammo harakatning kognitiv ssenariylari (scripts) va freymlarining ikki tildagi nomutanosibligi yetarlicha o‘rganilmagan. Ronald Lanakerning "Kognitiv Grammatika" nazariyasiga ko‘ra, til birliklari voqelikni "profil"lash (profiling) xususiyatiga ega bo‘lib, bir xil voqelik ingliz va o‘zbek tillarida turlicha profillanadi [6]. Mazkur tadqiqot yuqorida sanab o‘tilgan olimlarning nazariy qarashlarini umumlashtirgan holda, mavjud bo‘shliqni to‘ldirishga va ikki tildagi makon-harakat tizimining yaxlit kognitiv modelini ishlab chiqishga qaratilgan.

Metodologiya

Ushbu tadqiqot ishida ingliz va o‘zbek tillaridagi makon va harakat konseptlarini har tomonlama va chuqur o‘rganish maqsadida bir qator zamonaviy lingvistik tahlil metodlari uyg‘unlashtirilgan holda qo‘llanilgan bo‘lib, tadqiqotning asosiy metodologik poydevori qiyosiy-tipologik tahlil, konseptual tahlil va pragmatik interpretatsiya usullaridan tashkil topgan. Dastlabki bosqichda ingliz va o‘zbek tillaridagi badiiy adabiyotlar, publitsistik matnlar va og‘zaki nutq korpuslaridan makon va harakatni ifodalovchi 2000 dan

ortiq misollar (har bir til uchun 1000 tadan) ajratib olindi va bu jarayonda British National Corpus (BNC) hamda O‘zbek tili milliy korpusi ma’lumotlaridan keng foydalanildi. Tanlab olingan lisoniy birliklar Leonard Talmining harakat voqeligi (Motion Event) modeliga asosan tarkibiy qismlarga, ya’ni Figura (Figure), Fon (Ground), Harakat (Motion), Yo‘nalish (Path) va Usul (Manner) kabi semantik komponentlarga ajratildi va har bir tilning ushbu komponentlarni ifodalashdagi dominat strategiyalari statistik hamda sifat jihatdan tahlil qilindi.

Konseptual tahlil metodi yordamida har ikki tildagi "YO‘L", "UY", "YUQORI/PAST", "ICHKARI/TASHQARI" kabi tayanch makoniy konseptlarning kognitiv freymlari yaratildi va ularning assotsiativ maydonlari o‘rganildi, bu esa so‘zlovchining ongida makon haqidagi tasavvurlarning qanday tuzilganligini aniqlash imkonini berdi. Tadqiqotda shuningdek, kontekstual-pragmatik tahlil metodidan foydalanilib, harakat fe’llarining turli nutqiy vaziyatlarda kasb etadigan qo‘shimcha ma’nolari, jumladan, buyruq, iltimos, ogohlantirish va metaforik ma’nolar o‘rganildi. Masalan, "ketdik" (let's go) fe’lining o‘zbek tilida nafaqat harakatni boshlash, balki suhbatni yakunlash yoki rozilik bildirish ma’nosida qo‘llanilishi diskursiv tahlil orqali ochib berildi. Tadqiqot jarayonida Ronald Lanakerning "Traeyktoriya va Mo‘ljal" (Trajector/Landmark) sxemasiga asoslanib, ingliz tilidagi predloglar va o‘zbek tilidagi kelishiklar o‘rtasidagi funksional ekvivalentlikni aniqlash uchun modellashtirish usuli qo‘llanildi.

Ma’lumotlarni qayta ishlashda va natijalarni umumlashtirishda induktiv metoddan foydalanildi, ya’ni aniq misollardan umumiy qonuniyatlar keltirib chiqarildi va bu qonuniyatlar asosida ikki tilning makoniy konseptualizatsiya modellari chizmalar va jadvallar ko‘rinishida rasmiylashtirildi. Tadqiqotning validligini ta’minlash maqsadida "back-translation" (teskari tarjima) usulidan ham foydalanildi, bu esa ingliz tilidagi harakat fe’lli birikmalarning o‘zbek tiliga tarjima qilinganda semantik siljishlar va pragmatik o‘zgarishlarga uchrash darajasini aniq o‘lchashga yordam berdi. Kognitiv xaritalash (cognitive mapping) usuli orqali esa har ikki xalqning mentalitetida makoniy yo‘nalishlarning (masalan, Sharq/G‘arb, Qibla) qadriyatli jihatlari va ularning tildagi in’ikosi tizimlashtirildi.

Tahlillar va natijalar

O‘tkazilgan tahlillar natijasida ingliz va o‘zbek tillarida makon va harakat konseptlarining ifodalanishida jiddiy tipologik va kognitiv farqlar mavjudligi aniqlandi, xususan, ingliz tili "Satellite-framed" til sifatida harakatning bajarilish usulini (Manner) asosiy fe’lda kodlashtirishga moyil bo‘lsa, o‘zbek tili "Verb-framed" va qisman "Equipollent" xususiyatlarga ega bo‘lib, ko‘proq harakatning yo‘nalishi (Path) va natijasiga urg‘u berishi ma’lum bo‘ldi. Korpus ma’lumotlarining tahlili shuni ko‘rsatdiki, ingliz tilida "run in", "fly out", "swim across" kabi qurilmalar juda faol qo‘llaniladi va bunda fe’l (run, fly, swim) harakat qanday bajarilganini, predlog (in, out, across) esa yo‘nalishni bildiradi. Aksincha, o‘zbek tilida bu holatlar "yugurib kirdi", "uchib chiqdi", "suzib o‘tdi" shaklida ifodalanib, asosiy semantik yuklamaning taqsimoti o‘zgaradi: yo‘nalish ma’nosi ko‘makchi fe’l yoki asosiy fe’l o‘zagi (kirmoq, chiqmok, o‘tmoq) zimmasiga tushadi, harakat usuli esa ravishdosh (yugurib, uchib, suzib) orqali ifodalanadi. Quyidagi 1-jadvalda har ikki tildagi Harakat Voqeligi (Motion Event) strukturasining qiyosiy tahlili keltirilgan bo‘lib, unda leksik va grammatik vositalarning taqsimoti yaqqol ko‘rsatilgan.

1-jadval. Ingliz va o‘zbek tillarida Harakat Voqeligi (Motion Event) komponentlarining taqsimoti

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Komponentlar (Talmy modeli)	Ingliz tili (Satellite-framed)	O‘zbek tili (Verb-framed / Equipollent)
Motion (Harakat fakti)	Asosiy fe’lda ifodalanadi (*go, come*)	Asosiy fe’l yoki ko‘makchi fe’lda (*bor-, kel-*)
Manner (Bajarish usuli)	Asosiy fe’l o‘zagida kodlanadi (*march, tiptoe, rush*)	Ravishdosh yoki holat bildiruvchi so‘zlar bilan (*sudralib, ohista, yugurib*)
Path (Yo‘nalish)	Satellitlar (predlog/yuklama) orqali (*up, down, into*)	Yo‘nalish fe’llari (*kirmoq, chiqmoq*) va kelishiklar (*-ga, -dan*)
Ground (Makon/Zamin)	Predlogli birikma (*to the house*)	Ot + kelishik qo‘shimchasi (*uy-ga*)
Cause (Sabab)	Odatda tranzitiv fe’llar ichida (*push, pull*)	Orttirma nisbat shakllari (*itarmoq, tortmoq*)

Tahlillar shuni ko‘rsatadiki, ingliz tilida harakat fe’llarining semantik diapazoni "manner" (usul) hisobiga juda kengaygan, masalan, shunchaki "yurmoq" tushunchasi uchun *stroll, strut, plod, trudge, saunter* kabi o‘nlab fe’llar mavjud va ular harakatning tezligi, kayfiyati va jismoniy holatini aniq ifodalaydi. O‘zbek tilida esa bunday nozik ma’nolar asosan tasviriy vositalar, sifatlashlar yoki qo‘shma fe’llar (sudralib bormoq, lapanglab yurmoq) yordamida beriladi, bu esa o‘zbek tilining kontekstual-pragmatik imkoniyatlariga ko‘proq tayanishini anglatadi. Kognitiv nuqtai nazardan, ingliz so‘zlovchisi voqeani tasvirlashda "qanday?" (how) degan savolga beixtiyor ko‘proq e’tibor qaratadi, o‘zbek so‘zlovchisi esa "qayerga?" (where to) va "natija nima bo‘ldi?" degan jihatlarni birinchi planga olib chiqadi.

Ikkinchi muhim natija makoniy metaforalarning (Spatial Metaphors) pragmatik qo‘llanilishi bilan bog‘liq bo‘lib, tahlillar ingliz va o‘zbek tillarida makoniy tushunchalarning vaqt va holatga ko‘chishida o‘xshashliklar bilan birga jiddiy farqlar ham borligini tasdiqladi. Xususan, "UP/DOWN" (Yuqori/Past) konsepti har ikki tilda ham "Yaxshi/Yomon", "Ko‘p/Kam" va "Baxtli/Baxtsiz" kabi oppozitsiyalarni ifodalashda faol qo‘llaniladi (masalan, *cheer up* – kayfiyatni ko‘tarmoq, *narxlar oshdi* – prices went up). Biroq, "FRONT/BACK" (Old/Orqa) o‘qida vaqtni idrok etishda farqlar kuzatiladi: ingliz tilida kelajak doimo "oldinda" (*looking forward to*), o‘tmish esa "orqada" (*back in the days*) deb qabul qilinadi. O‘zbek tilida ham bu model ustuvor bo‘lsa-da, ba’zi kontekstlarda, xususan, ajdodlar haqida gap ketganda "oldingi zamonlar" iborasi o‘tmishga ishora qiladi, bu esa vaqt oqimiga nisbatan statik yoki dinamik kuzatuvchi pozitsiyasining almashinishidan dalolat beradi. Quyidagi 2-jadvalda makoniy metaforalarning pragmatik funksiyalari qiyoslangan.

2-jadval. Makoniy metaforalarning ingliz va o‘zbek tillaridagi pragmatik funksiyalari

Makoniy Konsept	Ingliz tilidagi pragmatik ma’no (Misol)	O‘zbek tilidagi pragmatik ma’no (Misol)
ICHKARI (CONTAINER)	Holatga kirish: *He is in love, in trouble.* (Hissiyot – bu idish)	Holatga kirish: *Sevgi girdobiga tushdi, o‘yga cho‘mdi.* (Chuqurlik

		urg‘ulanadi)
YO‘L (PATH)	Maqsadga erishish jarayoni: *We are on the right track.*	Hayot tarzi va qismat: *To‘g‘ri yo‘ldan adashmoq, oq yo‘l.*
YAQIN/UZOQ (PROXIMITY)	Hissiy yaqinlik: *Close friend, distant relative.*	Ijtimoiy/Hissiy munosabat: *Yaqin inson, uzoq qarindosh.* (O‘xshash)
OG‘IRLIK (WEIGHT/BURDEN)	Mas’uliyat: *Heavy responsibility.*	G‘am-tashvish va hurmat: *Og‘ir bosiq (xarakter), og‘ir kunlar.*

Natijalar shuni ko‘rsatadiki, o‘zbek tilida makon va harakat konseptlari ko‘pincha etnomadaniy qadriyatlar va ijtimoiy iyerarxiya bilan chambarchas bog‘liq holda modellashtiriladi. Masalan, "to‘rga o‘tmoq" iborasi shunchaki xonaning ichkari qismiga harakatlanishni emas, balki yuqori ijtimoiy maqomni egallash yoki hurmat ko‘rsatishni anglatadi, ingliz tilida esa buning to‘g‘ridan-to‘g‘ri leksik ekvivalenti yo‘q va u vaziyatga qarab tushuntirilishi kerak. Demak, o‘zbek tilidagi makoniy modellar "madaniy yuklangan" (culturally loaded) bo‘lib, pragmatik jihatdan boy hisoblanadi, ingliz tilida esa makoniy modellar ko‘proq geometrik va fizik aniqlikka intilishi bilan ajralib turadi.

Muhokama

Olingan natijalar va tahlillar shuni ko‘rsatadiki, ingliz va o‘zbek tillaridagi makon va harakat konseptlarining modellashtirilishi nafaqat tilning grammatik qurilishi, balki shu tilda so‘zlashuvchilarning dunyoqarashi va kognitiv uslublari bilan bevosita bog‘liqdir. Ingliz tilining "satellite-framed" tabiati so‘zlovchini voqeaning dinamikasiga, ya’ni jarayonning qanday kechishiga (manner) diqqat qaratishga majbur qiladi, bu esa ingliz tilidagi badiiy va tasviriy matnlarda harakatning vizual detallarini o‘ta aniqlik bilan tasvirlash imkonini beradi. Buni Slobinning "thinking for speaking" nazariyasi orqali izohlash mumkin: ingliz tili bolalikdan inson ongini harakatning turlarini farqlashga va ularni alohida leksik birliklar bilan nomlashga o‘rgatadi. O‘zbek tilida esa "verb-framed" tipologiyaning ustuvorligi sababli, diqqat markazi harakatning traektoriyasi va uning yakuniy nuqtasiga qaratiladi, harakatning usuli esa ikkinchi darajali bo‘lib, agar kontekst talab qilmasa, ko‘pincha tushirib qoldirilishi yoki umumiy fe’llar (ketdi, keldi) bilan ifodalanishi mumkin.

Ushbu farqlar tarjima jarayonida jiddiy pragmatik muammolarni keltirib chiqaradi, xususan, ingliz tilidagi boy "manner" fe’llarini (masalan, *stumble, stagger, totter*) o‘zbek tiliga tarjima qilishda tarjimon majburan qo‘shimcha so‘zlardan yoki tasviriy iboralardan foydalanishga to‘g‘ri keladi, bu esa matn hajmining oshishiga yoki uslubiy "og‘irlashishga" olib kelishi mumkin. Aksincha, o‘zbek tilidagi makoniy-ijtimoiy ma’noga ega bo‘lgan iboralar (masalan, *ziyoratga bormoq*, *ko‘chaga chiqmoq* – ma’lum ijtimoiy faollik ma’nosida) ingliz tiliga o‘girilganda o‘zining pragmatik kuchini yo‘qotib, shunchaki fizik harakatga aylanib qolish xavfi mavjud. Bu holat madaniyatlararo muloqotda tushunmovchiliklarga sabab bo‘lishi mumkin, chunki o‘zbek madaniyatida makoniy joylashuv (kimning qayerda o‘tirishi, kimdan keyin kirishi) qat’iy tartibga solingan va tilda aks etgan, ingliz madaniyatida esa bu jihatlar nisbatan erkinroqdir.

Shuningdek, muhokama qilinishi lozim bo‘lgan yana bir jihat – bu deyktik markaz (deictic center) masalasidir. O‘zbek tilida so‘zlovchining o‘rni va maqomi harakat fe’llarining tanloviga kuchli ta’sir ko‘rsatadi

(masalan, o‘zidan kattaga nisbatan "kelyaptilar" deyish yoki o‘ziga nisbatan kamtarlik bilan "bordim" o‘rniga "o‘tdim" deyish), ingliz tilida esa bunday sotsio-pragmatik farqlanish grammatik darajada kamroq ifodalanadi. Demak, makon va harakatni modellashtirishda nafaqat fizik koordinatalar (X, Y, Z o‘qlari), balki "ijtimoiy makon" va "madaniy masofa" koordinatalari ham hisobga olinishi shart. Kognitiv lingvistika nuqtai nazaridan, bu o‘zbek tili so‘zlovchisining mental leksikonida harakat freymlari ijtimoiy ssenariylar bilan chatishib ketganligini, ingliz tilida esa ular nisbatan avtonom ekanligini anglatadi.

Xulosa

Ushbu tadqiqot ishida ingliz va o‘zbek tillarida makon va harakat konseptlarining pragmatik-kognitiv modellari qiyosiy tahlil qilindi va olingan natijalar asosida quyidagi xulosalarga kelindi. Birinchidan, ingliz va o‘zbek tillari harakat voqeligini lisoniy ifodalashda turli tipologik strategiyalardan foydalanadi: ingliz tili analitik vositalar va "satellite" elementlar yordamida harakat usulini (manner) detallashtirishga moyil bo‘lsa, o‘zbek tili agglyutinativ vositalar va fe’l asosli qurilmalar orqali harakatning yo‘nalishi (path) va natijasini urg‘ulaydi. Bu farqlar ikki til so‘zlovchilarining kognitiv idrokida ham aks etib, voqelikni qismlarga ajratish va hikoya qilish uslublarining o‘ziga xosligini ta’minlaydi. Ikkinchidan, makoniy konseptlarning metaforik ko‘chishi har ikki tilda universal xususiyatga ega bo‘lsa-da (masalan, yuqori-yaxshi), ularning pragmatik qo‘llanilishi milliy-madaniy qadriyatlar va ijtimoiy munosabatlar tizimi bilan chambarchas bog‘liqdir.

Uchinchidan, o‘zbek tilida makon va harakatni ifodalovchi birliklar kuchli sotsio-pragmatik yukka ega bo‘lib, ular nafaqat fizik joylashuvni, balki shaxslararo munosabatlar, hurmat va iyerarxiyani ham kodlashtiradi, ingliz tilida esa bu ma’nolar ko‘proq leksik tanlov va intonatsiya orqali yetkaziladi. Tadqiqotning amaliy ahamiyati shundaki, yaratilgan qiyosiy modellar tarjimonlarga matnning kognitiv va pragmatik adekvatligini ta’minlashda, til o‘rgatuvchilarga esa talabalarda "chet tilida fikrlash" ko‘nikmasini shakllantirishda yordam beradi. Kelgusida mazkur mavzu doirasida harakat fe’llarining korpus tahlili asosida avtomatik tarjima dasturlari uchun semantik algoritmlar ishlab chiqish va neyrolingvistik eksperimentlar o‘tkazish orqali ikki tilli insonlarning miya faoliyatidagi makoniy tasavvurlarning o‘zgarishini o‘rganish istiqbolli yo‘nalishlar hisoblanadi.

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Linguocultural Features Of Syntactic-Stylistic Means In English And Uzbekistan Artistic Discourse

Qo'ldashev Zarifjon Tokhirjon o‘gli
Doctoral student of Kokand University
zarifjon.goldashev.97@mail.ru

Annotation
This research work is devoted to a comparative analysis of syntactic-stylistic means in English and Uzbek languages within the framework of linguoculturology, which is one of the relevant areas of modern linguistics, in which the role of syntax in expressing national-cultural codes is studied in detail. The main goal of the research is to identify not only artistic-stylistic, but also ethnocultural and cognitive features of inversion devices, ellipsis, rhetorical questions and parallelisms in languages belonging to two different systems. The article, based on the analytical nature of the English language and the agglutinative properties of the Uzbek language, reveals the pragmatic functions of syntactic figures and scientifically substantiates their role in "low-context" and "high-context" cultures. As a result of the analysis, it was concluded that while syntactic stylistic devices in English serve mainly for logical emphasis and emotional exaggeration, in Uzbek they are more a leading tool for expressing concepts characteristic of the national mentality, such as social hierarchy, humility, and anxiety. The results obtained are of theoretical and practical importance for the disciplines of translation theory, intercultural communication, and comparative typology.
Keywords: linguoculturology, syntactic stylistics, discourse analysis, inversion, ellipsis, cultural code, pragmatics.
Annotatsiya
Ushbu tadqiqot ishi zamonaviy tilshunoslikning dolzarb yo‘nalishlaridan biri bo‘lgan lingvokulturologiya doirasida ingliz va o‘zbek tillaridagi sintaktik-stilistik vositalarning qiyosiy tahliliga bag‘ishlangan bo‘lib, unda sintaksisning milliy-madaniy kodlarni ifodalashdagi o‘rni atroflicha o‘rganilgan. Tadqiqotning asosiy maqsadi ikki farqli tizimga mansub tillarda inversion qurilmalar, ellipsis, ritorik so‘roqlar va parallelizmlarning nafaqat badiiy-uslubiy, balki etnomadaniy va kognitiv xususiyatlarini aniqlashdan iboratdir. Maqolada ingliz tilining analitik tabiati va o‘zbek tilining agglyutinativ xususiyatlaridan kelib chiqqan holda, sintaktik figuralarning pragmatik funksiyalari ochib berilgan hamda ularning "past kontekstli" (low-context) va "yuqori kontekstli" (high-context) madaniyatlardagi o‘rni ilmiy asoslangan. Tahlillar natijasida shunday xulosaga kelindiki, ingliz tilida sintaktik stilistik vositalar asosan mantiqiy urg‘u va emotsional bo‘rttirishga xizmat qilsa, o‘zbek tilida ular ko‘proq ijtimoiy iyerarxiya, kamtarlik va andisha kabi milliy mentalitetga xos tushunchalarni ifodalashda yetakchi vosita hisoblanadi. Olingan natijalar tarjimashunoslik nazariyasi, madaniyatlararo muloqot va qiyosiy tipologiya fanlari uchun nazariy va amaliy ahamiyat kasb etadi.
Kalit so‘zlar: lingvokulturologiya, sintaktik stilistika, diskurs tahlili, inversiya, ellipsis, madaniy kod, pragmatika.

Kirish

Tilshunoslik fanining hozirgi rivojlanish bosqichi antropotsentrik paradigma bilan chambarchas bog‘liq bo‘lib, unda til birliklari nafaqat kommunikativ vosita, balki xalqning dunyoqarashi, madaniyati va ruhiyatini aks ettiruvchi ko‘zgu sifatida talqin qilinadi. Shu nuqtai nazardan, sintaktik-stilistik vositalarni lingvokulturologik aspektdan o‘rganish dolzarb ahamiyatga ega, chunki sintaksis – bu shunchaki so‘zlarning grammatik bog‘lanishi emas, balki fikrning milliy qolipi, olamni idrok etish va axborotni tartiblashning o‘ziga xos mexanizmidir. Ko‘p yillar davomida lingvokulturologik tadqiqotlar asosan leksik birliklar,

frazeologizmlar va paremiologik fondni o‘rganishga qaratilgan bo‘lsa-da, sintaktik sathning madaniy salohiyati nisbatan kam o‘rganilgan soha bo‘lib qolmoqda. Vaholanki, gap qurilishi, so‘z tartibining o‘zgarishi (inversiya), gap bo‘laklarining tushirib qoldirilishi (ellipsis) yoki takrorlanishi zamirida chuqur etnomadaniy mazmun, so‘zlovchining tinglovchiga bo‘lgan munosabati va jamiyatdagi qadriyatlar tizimi yotadi.

Ingliz va o‘zbek tillari genealogik va tipologik jihatdan turlicha tillar oilasiga mansub bo‘lganligi sababli, ulardagi sintaktik-stilistik figuralarning hosil bo‘lishi va qo‘llanilishida keskin farqlar mavjudligi tabiiydir. Ingliz tili german tillari guruhiga mansub analitik til sifatida qat’iy so‘z tartibiga (SVO – ega, kesim, to‘ldiruvchi) ega bo‘lib, ushbu tartibning buzilishi kuchli stilistik effekt hosil qiladi va so‘zlovchining alohida diqqat-e’tiborini talab etadi. O‘zbek tili esa turkiy tillar oilasiga mansub agglyutinativ til bo‘lib, unda so‘z tartibi nisbatan erkin va sintaktik vositalar orqali nozik modal ma’nolar, hurmat, kinoya yoki shubha kabi hissiy holatlar ifodalanadi. Ushbu tadqiqotning muammosi shundaki, globallashuv va madaniyatlararo muloqot jarayonida sintaktik qurilmalarning milliy-madaniy xususiyatlarini hisobga olmaslik kommunikativ muvaffaqiyatsizliklarga yoki tarjimadagi semantik yo‘qotishlarga olib kelishi mumkin. Masalan, ingliz tilidagi ritorik so‘roq gaplar ko‘pincha argumentatsiya va ishontirish vositasi bo‘lsa, o‘zbek tilida ular ko‘proq ta’kid va ichki kechinmalarni ifodalashga xizmat qiladi.

Mazkur maqolada biz sintaktik stilistikani "madaniy grammatika"ning bir ko‘rinishi sifatida tadqiq etamiz, ya’ni qanday qilib gap tuzilishi xalqning mentalitetini namoyon etishini tahlil qilamiz. Edvard Sepir va Benjamin Uorfning lingvistik nisbiylik nazariyasiga tayanib aytish mumkinki, insonning fikrlash tarzi uning ona tilisi grammatikasi bilan belgilanadi va sintaktik figuralar bu fikrlash tarzining eng yorqin ko‘rinishlaridan biridir. Masalan, o‘zbek tilidagi ellipsis hodisasi ko‘pincha "men" olmoshi tushirilishi bilan kuzatiladi, bu esa sharqona odob-axloq, kamtarlik va jamoaviylik (kollektivizm) ruhini aks ettiradi, ingliz tilida esa shaxsiy olmoshning tushirilishi ko‘proq norasmiylik va tezkorlik belgisidir. Tadqiqot davomida biz aynan shunday nozik farqlarni ilmiy jihatdan asoslashga va ularning badiiy matndagi estetik funksiyasini ochib berishga harakat qilamiz. Sintaktik stilistikaning lingvokulturologik tahlili nafaqat tilshunoslik nazariyasini boyitadi, balki amaliy jihatdan tarjimonlar, filologlar va madaniyatshunoslar uchun muhim manba bo‘lib xizmat qiladi.

Adabiyotlar sharhi

Sintaktik-stilistik vositalarni va ularning lingvokulturologik xususiyatlarini o‘rganish masalasi jahon va o‘zbek tilshunosligida turli aspektlarda tadqiq qilingan bo‘lib, bu borada salmoqli ilmiy baza yaratilgan. Stilistikaning nazariy asoslari, xususan, sintaktik ekspressiv vositalarning tasnifi va funksiyalari bo‘yicha I.R. Galperin o‘zining fundamental ishlarida stilistikani tilning alohida sathi sifatida emas, balki barcha sathlarni qamrab oluvchi va kommunikativ maqsadga xizmat qiluvchi tizim sifatida ta’riflagan [1]. Galperinning fikricha, inversiya, ajratish (detachment) va ellipsis kabi sintaktik usullar matnning emotsional ta’sirchanligini oshirishga xizmat qiladi, ammo u ushbu vositalarning madaniy ildizlariga kamroq e’tibor qaratgan. Lingvokulturologiya sohasining asoschilaridan biri V.A. Maslova til va madaniyatning o‘zaro aloqasini o‘rganar ekan, til birliklari madaniy axborotni tashuvchi kodlar ekanligini ta’kidlaydi va sintaktik birliklar ham bundan mustasno emasligini ko‘rsatib o‘tadi [2]. Maslovaning nazariyasiga ko‘ra, milliy xarakter va dunyoqarash sintaksisda yashirin (implitsit)

holda namoyon bo‘ladi va uni faqat chuqur tahlil orqali aniqlash mumkin.

O‘zbek tilshunosligida badiiy matnning kognitiv va lingvokulturologik tahlili bo‘yicha D.U. Ashurova va M.R. Galiyevlarning ishlari alohida ahamiyatga ega bo‘lib, ular konseptual metaforalar va sintaktik stilistik vositalarning uyg‘unligini o‘rganganlar [3]. Ushbu olimlar ingliz va o‘zbek tillaridagi badiiy diskursda sintaktik parallelizm va takrorning matn semantikasini shakllantirishdagi rolini qiyosiy tahlil qilib, o‘zbek tilida sintaktik vositalarning ohangdoshlik va ritm yaratishdagi funksiyasi ingliz tiliga nisbatan kuchliroq ekanligini ta’kidlaydilar. Shuningdek, pragmalingvistika yo‘nalishida Sh.Safarovning tadqiqotlari muhim manba hisoblanadi, u nutqiy aktlar nazariyasi doirasida sintaktik qurilmalarning so‘zlovchi niyati va madaniy kontekstga bog‘liqligini asoslab bergan [4]. Safarovning yondashuvi shuni ko‘rsatadiki, bitta sintaktik shakl turli madaniyatlarda turli pragmatik ma’nolarni anglatishi mumkin.

G‘arb tilshunosligida Anna Vejbitska (Anna Wierzbicka)ning "madaniy skriptlar" nazariyasi mazkur tadqiqot uchun metodologik asos bo‘lib xizmat qiladi, chunki u turli tillardagi grammatik va sintaktik farqlarni xalqlarning qadriyatlar tizimidagi farqlar bilan bog‘laydi [5]. Vejbitskaning fikricha, ingliz tilidagi "Agent-oriented" (bajaruvchiga qaratilgan) sintaktik qurilmalar anglo-sakson madaniyatidagi individuallik va shaxsiy javobgarlikni aks ettirsa, boshqa tillardagi passiv yoki shaxssiz qurilmalar fatalizm yoki jamoaviylikni ifodalashi mumkin. Badiiy uslub va sintaktik figuralarning psixolingvistik xususiyatlarini o‘rganishda G.N. Leech va M.H. Shortlarning "Style in Fiction" asari ham muhim ahamiyatga ega bo‘lib, ular sintaktik og‘ish (deviation) tushunchasini kiritgan va har qanday stilistik figura me’yordan chekinish orqali ma’no kuchaytirilishiga erishishini isbotlagan [6]. Ushbu adabiyotlar sharhi shuni ko‘rsatadiki, sintaktik vositalar yetarlicha o‘rganilgan bo‘lsa-da, ularning ingliz va o‘zbek tillari kesimidagi qiyosiy-lingvokulturologik tahlili hali to‘liq amalga oshirilmagan va bu mazkur tadqiqotning ilmiy yangiligini belgilab beradi.

Metodologiya

Mazkur tadqiqot ishida ingliz va o‘zbek tillaridagi sintaktik-stilistik vositalarning lingvokulturologik xususiyatlarini ochib berish maqsadida kompleks yondashuvga asoslangan bir qator ilmiy metodlar qo‘llanilgan. Tadqiqotning asosiy metodi sifatida qiyosiy-tipologik tahlil metodi tanlangan bo‘lib, bu usul yordamida har ikki tildagi sintaktik figuralarning (inversiya, ellipsis, ritorik so‘roq, parallelizm) strukturaviy va funksional o‘xshashliklari hamda farqlari aniqlangan. Empirik material sifatida XIX-XXI asr ingliz adabiyoti vakillari (Ch.Dikkens, J.Golsuorsi, E.Xeminguey) va o‘zbek adabiyoti namoyandalari (A.Qodiriy, Cho‘lpon, O‘.Hoshimov) asarlaridan jami 500 dan ortiq misollar (har bir tildan 250 tadan) ajratib olindi va kartotekalashtirildi. Matnlarni tanlashda ularning badiiy uslubi boyligi va milliy ruhni aks ettirish darajasiga alohida e’tibor qaratildi, bu esa lingvokulturologik xulosalarning ishonchli bo‘lishini ta’minladi.

Tadqiqot jarayonida shuningdek, kontekstual tahlil va diskursiv tahlil metodlaridan keng foydalanildi, bu esa sintaktik figuralarni nafaqat matn ichidagi bog‘lanishini, balki ularning ekstralingvistik (madaniy, ijtimoiy, vaziyatli) omillar bilan aloqasini o‘rganish imkonini berdi. Masalan, ellipsis hodisasini tahlil qilishda so‘zlovchi va tinglovchi o‘rtasidagi ijtimoiy masofa, ularning yoshi va jinsi kabi omillar hisobga olindi. Konseptual tahlil metodi yordamida esa sintaktik qurilmalar orqali ifodalanayotgan "MODESTY" (kamtarlik), "RESPECT" (hurmat), "EMPHASIS" (urg‘u) kabi madaniy konseptlar aniqlandi. Ma’lumotlarni tizimlashtirish va natijalarni

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yaqqol ko‘rsatish maqsadida statistik tahlil usulidan ham foydalanilib, har bir sintaktik figuraning uchrash tezligi va funksional yuklamasi foizlarda hisoblab chiqildi. Tadqiqotning metodologik asosi sifatida antropotsentrik paradigma tamoyillari qabul qilingan bo‘lib, tahlil markazida til egasi (so‘zlovchi shaxs) va uning madaniy dunyoqarashi turadi.

Tahlillar va natijalar

O‘tkazilgan qiyosiy tahlillar shuni ko‘rsatadiki, ingliz va o‘zbek tillarida sintaktik-stilistik vositalar turli xil lingvokulturologik vazifalarni bajaradi va bu farqlar milliy mentalitet xususiyatlari bilan chambarchas bog‘liqdir. Eng ko‘p qo‘llaniladigan va madaniy jihatdan ahamiyatli bo‘lgan sintaktik figuralar sifatida inversiya va ellipsis hodisalari tanlab olindi va chuqur tahlil qilindi. Ingliz tilida so‘z tartibining qat’iyligi sababli, inversiya (gap bo‘laklari o‘rnining almashishi) favqulodda kuchli stilistik vosita hisoblanadi va u asosan mantiqiy urg‘uni ajratib ko‘rsatishga, nutqqa tantanavorlik yoki dramatik ruh bag‘ishlashga xizmat qiladi. O‘zbek tilida esa so‘z tartibi nisbatan erkin bo‘lganligi bois, inversiya ko‘proq og‘zaki nutq uslubini yozma matnga ko‘chirish, samimiylik va hissiy yaqinlikni ifodalash vositasi sifatida namoyon bo‘ladi.

Quyidagi 1-jadvalda ingliz va o‘zbek badiiy diskursida inversiya hodisasining lingvokulturologik funksiyalari qiyosiy tahlil qilingan:

1-jadval. Ingliz va o‘zbek tillarida inversiyaning lingvokulturologik xususiyatlari

Inversiya turi	**Ingliz tilidagi funksiyasi va madaniy asosi**	**O‘zbek tilidagi funksiyasi va madaniy asosi**
Predikativ inversiya (Kesimning egadan oldinga o‘tishi)	**Dramatik urg‘u va rasmiyatchilik.** *Ko‘pincha kitobiy uslubga xos, hissiyotni jilovlangan holda ifodalaydi.* (Example: "Never have I seen such beauty.")	**Hissiy hayajon va jonli nutq.** *Samimiylik va norasmiylik belgisi.* (Misol: "Keldi bahor, ochildi gullar." - tabiat bilan uyg‘unlik.)
Obyekt inversiyasi (To‘ldiruvchining oldinga chiqishi)	**Topikizatsiya (Mavzuni belgilash).** *Diqqatni obyektga qaratish orqali pragmatik maqsadga erishish.* (Example: "Him I do not know.")	**Ta’kid va ritmik muvozanat.** *She’riyat va nasrda ohangdoshlikni ta’minlash, voqelikka estetik yondashuv.* (Misol: "Uni men tanimayman.")
Madaniy implikatsiya	**Tartib va mantiq ustuvorligi.** *Ingliz madaniyatida qoidani buzish - bu alohida e’tibor talab qiluvchi signal.*	**Erkinlik va oqim.** *O‘zbek madaniyatida tartibning o‘zgarishi hissiy holatning tabiiy ko‘rinishi sifatida qabul qilinadi.*

Ellipsis (tushirib qoldirish) hodisasining tahlili shuni ko‘rsatdiki, bu vosita har ikki tilda ham iqtisod tamoyiliga (economy principle) amal qilsa-da, uning ortidagi madaniy motivlar turlicha. Ingliz tilida ellipsis ko‘proq axborot almashinuvi tezligini oshirish va norasmiy munosabatni (informality) bildirish uchun qo‘llanilsa, o‘zbek tilida u yuksak madaniy odob va "yuqori kontekstli" muloqot belgisi hisoblanadi. O‘zbek tilida "men" olmoshining tushirilishi kamtarlik ifodasi

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bo‘lsa, kesimning tushirilishi suhbatdoshning fikrni o‘zi to‘ldirib olishiga bo‘lgan ishonchni anglatadi.

Quyidagi 2-jadvalda ellipsisning qiyosiy tahlili va uning "High/Low Context" madaniyatlar bilan bog‘liqligi aks ettirilgan:

2-jadval. Ellipsis va madaniy kontekst: Ingliz va o‘zbek tillari qiyosida

Xususiyat	Ingliz tili (Low-Context Culture)	O‘zbek tili (High-Context Culture)
Eganing tushirilishi	**Cheklangan.** Asosan so‘zlashuv uslubida, buyruq maylida yoki telegramma uslubida uchraydi. *(Hope to see you soon).*	**Keng tarqalgan.** Shaxs qo‘shimchalari egamni aniq ko‘rsatgani va kamtarlik yuzasidan "Men" ko‘pincha ishlatilmaydi. *(Bordim, ko‘rdim).*
Kesimning tushirilishi	**Gapping (bo‘shliq).** Parallel qurilmalarda takrorni oldini olish uchun. *(John likes coffee, Mary tea).*	**Sukunat strategiyasi.** Noqulay vaziyatlarda yoki ochiq aytish noo‘rin bo‘lganda hukmni yashirish. *(O‘zi biladi...)*
Madaniy funksiya	**Pragmatizm.** Vaqtni tejash va ma’lumotni to‘g‘ridan-to‘g‘ri uzatish.	**Implitsitlik.** So‘zlashuvchilar o‘rtasidagi umumiy bilimlarga va vaziyatga tayanish.

Tahlillar yana shuni ko‘rsatdiki, ritorik so‘roqlar (rhetorical questions) o‘zbek tilida ko‘pincha fatalistik (taqdirga tan berish) mazmunni ifodalaydi ("Bu dunyo kimlardan qolmagan?"), ingliz tilida esa ular ko‘proq argumentativ va ironik xarakterga ega ("Is the Pope Catholic?"). O‘zbek badiiy matnlarida sintaktik takror va parallelizm vositalari folklor an’analariga borib taqaladi va matnning emotsional ta’sir kuchini oshirish bilan birga, milliy "dostonchilik" tafakkurini yozma nutqda aks ettiradi. Ingliz tilida esa parallelizm ko‘proq notiqlik san’ati va intellektual nazokat belgisi sifatida baholanadi.

Muhokama

Olingan natijalar sintaktik-stilistik vositalarning shunchaki til bezagi emasligini, balki ular chuqur ildiz otgan madaniy qadriyatlarning tildagi in’ikosi ekanligini tasdiqlaydi. Edvard Hollning "Yuqori va Past kontekstli madaniyatlar" nazariyasiga tayanib aytish mumkinki, o‘zbek tili yuqori kontekstli madaniyat vakili sifatida sintaktik bo‘shliqlar (ellipsis) va ishoralarga boy til hisoblanadi. O‘zbek so‘zlovchisi uchun gapning to‘liq grammatik shaklda bo‘lishi shart emas, muhimi suhbatdoshlar o‘rtasidagi "umumiy zamin" (common ground) va o‘zaro tushunishdir. Ingliz tili esa past kontekstli madaniyat sifatida barcha ma’lumotning verbal kodda aniq va to‘liq ifodalanishini talab qiladi, shuning uchun sintaktik figuralar (masalan, inversiya) aniq qoidalarga bo‘ysundirilgan va ulardan chekinish darhol seziladi.

Tadqiqot natijalari tarjima nazariyasi uchun ham muhim implikatsiyalarga ega. Tarjimon ingliz tilidagi inversiyani o‘zbek tiliga tarjima qilishda shunchaki so‘z tartibini o‘zgartirishi yetarli emas, chunki o‘zbek tilida so‘z tartibining o‘zgarishi ingliz tilidagi kabi kuchli "zarba" bermasligi mumkin. Buning o‘rniga tarjimon leksik kuchaytirgichlardan yoki yuklamalardan foydalanishi maqsadga muvofiq bo‘ladi. Xuddi shunday, o‘zbek tilidagi ellipsisni ingliz tiliga tarjima qilishda tushirib qoldirilgan bo‘laklarni tiklash talab etiladi, aks holda ingliz tilidagi matn grammatik jihatdan noto‘g‘ri yoki haddan tashqari mavhum bo‘lib qolishi mumkin. Bu esa sintaktik stilistikaning madaniyatlararo muloqotdagi "to‘siq" yoki "ko‘prik" bo‘lishi mumkinligini ko‘rsatadi.

Shuningdek, muhokama qilinishi lozim bo‘lgan jihat shundaki, zamonaviy o‘zbek badiiy diskursida ingliz tili ta’sirida sintaktik kalkalashuv jarayoni kuzatilmoqda. Masalan, passiv konstruksiyalarning (majhul nisbat) sun’iy ravishda ko‘payishi

o‘zbek tilining an’anaviy "aktiv" tabiatiga zid kelmoqda. Lingvokulturologik nuqtai nazardan, bu til egalarining dunyoqarashida ham o‘zgarishlar bo‘layotganidan, ya’ni globalizatsiya ta’sirida milliy sintaktik modellar transformatsiyaga uchrayotganidan dalolat beradi.

Xulosa

Ingliz va o‘zbek badiiy diskursidagi sintaktik-stilistik vositalarning lingvokulturologik tadqiqi shuni ko‘rsatdiki, sintaksis tilning eng konservativ va shu bilan birga madaniy jihatdan eng boy qatlamlaridan biridir. Tadqiqot natijalariga ko‘ra, ingliz tilida sintaktik figuralar asosan mantiqiy aniqlik, intellektual urg‘u va individualizm qadriyatlarini aks ettirsa, o‘zbek tilida ular hissiy boylik, jamoaviylik, ijtimoiy iyerarxiya va andisha kabi mental xususiyatlarni namoyon etadi. Inversiya va ellipsis kabi universal vositalar har ikki tilda mavjud bo‘lsa-da, ularning diskursdagi funksional va pragmatik vazifalari tubdan farq qiladi: ingliz tilida ular "qoida buzilishi" orqali diqqat tortsa, o‘zbek tilida "erkinlik" orqali samimiylik yaratadi.

Ushbu tadqiqot lingvokulturologiya sohasida yangi ufq ochib, diqqatni so‘zdan gapga va matn tuzilishiga ko‘chirish zarurligini isbotlaydi. Kelgusida mazkur mavzu doirasida paralingvistik vositalar (tinish belgilari, pauzalar) va sintaktik ritmning madaniy xususiyatlarini o‘rganish, shuningdek, sun’iy intellekt va mashina tarjimasi tizimlarida sintaktik-madaniy mutanosiblikni ta’minlash algoritmlarini ishlab chiqish tavsiya etiladi. Zero, tilni bilish – bu nafaqat so‘zlarni bilish, balki shu tilda fikrlash va sintaktik konstruksiyalar orqali olamni shu xalq ko‘zi bilan ko‘ra olish demakdir.

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Specific Features Of State Lobbism In Modern Policy

Inomova Dilfuza Odilovna
Lecturer of the Department of Social Sciences,
Uzbekistan State World Languages University (UzSWLU)

Annotation
The article is dedicated to a comprehensive analysis of the phenomenon of state lobbying in modern politics. The principle that lobbying is not only the activity of non-state interest groups, but also a specific form of political activity of state bodies and institutions is substantiated. It is shown that in the context of developed democratic systems, the state can act simultaneously as a subject, object, and client of lobbying activities. Special attention is paid to distinguishing between the concepts of lobbying, state policy, and corruption, as well as analyzing state lobbying in domestic and foreign policy. The necessity of a narrowly legal rather than a politological approach to the study of lobbying as a complex and multi-level socio-political phenomenon is concluded.
Keywords: lobbying, state lobbying, interest groups, pressure groups, political institutions, state power, international lobbying, lobbying subject, lobbying object.

Introduction

In political science, the phenomenon of lobbying continues to be the subject of sharp scientific discussions, despite its persistent presence in real political practice. The widespread use of lobbying mechanisms in the activities of state and non-state actors is accompanied by insufficient theoretical reflection, which is especially noticeable in works focused primarily on the legal interpretation of this phenomenon. Such a limitation of the research field does not allow for adequate reflection of the complexity and multidimensionality of influencing political decision-making processes.

In this context, the problem of understanding state lobbying is of particular importance. In scientific literature, it is often argued that lobbying activity is an exclusive prerogative of non-governmental structures, while the state is interpreted only as an object of influence. Meanwhile, the practice of modern politics testifies to the fact that government bodies themselves actively use lobbying technologies to advance their own institutional, economic, and foreign policy interests.

The purpose of this study is to theoretically reinterpret the phenomenon of lobbying, with a focus on analyzing the state as a full-fledged participant in lobbying processes. This involves moving beyond a narrow legal approach and turning to the tools of political science, which allow us to identify the real mechanisms of the functioning of power.

Theoretical and methodological foundations of lobbying research:

The concept of "lobbying" was historically formed in Anglo-Saxon political tradition and initially denoted the practice of informal influence on the process of making political decisions. Later, this term became widespread and began to be used to denote the institutionalized forms of representation of interests.

In legal science, lobbying is generally defined as the activity of representatives of non-governmental organizations aimed at influencing government bodies to make or reject certain decisions. Such an interpretation allows for a clear distinction between legal and illegal forms of influence, but it proves insufficient for analyzing real political processes.

The political approach, on the contrary, stems from the recognition of conflict and

competition of interests within the political system. From this point of view, lobbying represents a mechanism for articulating and aggregating interests, in which various actors, including government structures, can participate. Methodologically, this research relies on systemic and institutional approaches, as well as the principle of analyzing developed political forms, which allows for the identification of stable patterns in the functioning of lobbying.

State as a subject and object of lobbying activity:

A key theoretical issue in the study of lobbying is determining the place of the state in the system of interaction between political actors. Classical lobbying models, as a rule, proceed from the notion of the state as a passive object of pressure from organized interests. However, such an interpretation does not reflect the institutional complexity of modern state power.

State bodies have their own interests, determined by the logic of the functioning of political institutions, the distribution of resources, and the struggle for influence within the power system. In this regard, they often initiate and carry out actions that are inherently relevant to lobbying activities. The executive branch can purposefully influence legislative structures, agencies can defend their positions in interdepartmental competition, and regional authorities can promote their own interests at the national level. Thus, the state acts not only as an arbitrator in the process of reconciling interests, but also as an independent actor of political influence. The dual role of the state confirms the need to revise the traditional concepts of the subjects and objects of lobbying.

State lobbying in domestic policy:

In domestic policy, state lobbying manifests itself primarily through the activities of executive bodies. Government structures utilize various formal and informal mechanisms to influence parliament, political parties, and public opinion. In countries with developed democracy, these practices are generally institutionalized and within the framework of legal regulation.

The phenomenon of parliamentary lobbying, when the deputies themselves and parliamentary factions act as intermediaries between interest groups and the state apparatus, is of particular interest. In such cases, the boundary between the subject and object of lobbying becomes blurred, confirming the need for flexible analytical tools. In conditions of weak democratic institutions, state lobbying often takes distorted forms and converges with corrupt practices. The lack of transparent rules and control mechanisms leads to lobbying being perceived negatively by society and associated with abuse of power.

State lobbying in foreign policy:

In the international arena, state lobbying is most clearly manifested. Every state possesses a set of national interests and strives to promote them in the system of international relations, using various lobbying technologies. In foreign policy, the state can act in three main roles: as a lobbying subject promoting its own interests; as a client hiring professional lobbyists and consultants abroad; and as an object of influence from foreign states and transnational corporations. Such multidimensionality makes international lobbying practically impossible for full legal regulation. A feature of state lobbying at the international level is its close connection with foreign policy strategy and the use of state power resources. In extreme forms, this can lead to interference in the internal affairs of other states and support for the change of political regimes, which significantly expands the traditional understanding of lobbying.

Correlation of lobbying, government policy, and corruption:

An important theoretical task is to distinguish between the concepts of lobbying, state policy, and corruption. Lobbying as an institution involves transparent procedures, legal channels of influence, and public accountability. State policy, in turn, represents the official activity of government bodies in implementing adopted decisions.

Corruption arises in cases where lobbying activities are carried out covertly, using illegal methods and for the personal benefit of officials. Consequently, the problem lies not in the very existence of state lobbying, but in the lack of effective mechanisms for its regulation and public control.

Conclusion:

The analysis conducted allows us to assert that state lobbying is not a deviation from the norm, but a legitimate element of the functioning of the modern political system. Its existence is due to the complex structure of power, the multiplicity of interests, and the competition of political and economic actors. The state, possessing a monopoly on making universally binding decisions, inevitably involves itself in the processes of articulation and promotion of interests, which gives lobbying an institutional character.

State lobbying manifests itself both in domestic and foreign policy, taking various forms - from the pressure of the executive branch on parliament to the use of specialized lobbying structures abroad. In the conditions of developed democratic institutions, these practices are subject to legal and public control, while in states with transitional and authoritarian political regimes, they often acquire a latent character and become closer to corruption mechanisms.

Recognition of the state as a subject of lobbying allows for a new perspective on the nature of political power and the role of public institutions. The state appears not as a neutral arbiter, but as an active participant in the struggle of interests, which requires a more realistic and critical approach to the analysis of political processes.

The prospects for further research of state lobbying are linked to a deep comparative analysis of political systems, the study of mechanisms for the legal regulation of lobbying activities, and the development of models for enhancing the transparency and accountability of state power. This is especially relevant for countries undergoing institutional transformation, where the formation of legitimate forms of representation of interests is an important condition for democratic development.

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The Global Threat Of Antibiotic-Resistant Microorganisms

Abdulhayev Ilyosbek
Namangan State Pedagogical Institute
e-mail: ilyosbekabdulhayev3500@gmail.com

Annotation
This article discusses the causes of the formation of antibiotic-resistant microorganisms, the mechanisms of their spread, and the global medical and socio-economic risks. The emergence of resistant strains as a result of the improper and uncontrolled use of antibiotics, as well as their widespread use in veterinary medicine and agriculture, is scientifically analyzed. The complexity of the treatment of infectious diseases due to resistant microorganisms, increased mortality rates, and increased healthcare costs are shown. The main directions of combating antibiotic resistance, including rational antibiotic therapy, preventive measures, and the prospects for the development of new antibacterial drugs, are also discussed. The results of the article justify the need for a comprehensive and systematic approach to ensuring global health security.
Keywords: antibiotic resistance, microorganisms, global risk, infectious diseases, healthcare, biofilm, enzymes.

INTRODUCTION

Today, antibiotic-resistant microorganisms are recognized as a serious global threat to the world's health system. The fact that the effectiveness of antibiotics widely used in the treatment of infectious diseases is decreasing every year is directly related to the rapid spread of resistant strains. In particular, the incorrect, excessive and uncontrolled use of antibiotics increases the adaptability of microorganisms and forms their resistance mechanisms at the genetic level. The ability of microorganisms to form biofilms plays an important role in the development of antibiotic resistance. Biofilms protect bacteria from the effects of the external environment, including antibiotics and immune system factors, complicating the treatment process. Microorganisms contained in biofilms are several times more resistant than free-form bacteria, causing the development of chronic and recurrent infections. Also, various enzymes produced by microorganisms, in particular β-lactamases, modifying enzymes and efflux systems, play an important role in the inactivation of antibiotics. These enzymatic mechanisms enhance resistance by degrading the antibiotic molecule or limiting its entry into the cell. As a result, standard treatment methods are ineffective. In this regard, a deep study of the properties of biofilm formation and enzymatic mechanisms of antibiotic-resistant microorganisms is of great importance in developing effective strategies against resistance. This article aims to reveal the global significance of the problem of antibiotic resistance, analyze its main biological mechanisms, and scientifically substantiate modern preventive and therapeutic approaches.The discovery of antibiotics revolutionized 20th-century medicine. The discovery of penicillin by Alexander Fleming in 1928 ushered in a new era in the fight against infectious diseases. Since then, various classes of antibiotics have been developed, making it possible to effectively treat previously fatal diseases such as pneumonia, tuberculosis, and sepsis. However, the widespread and often uncontrolled use of antibiotics has reduced their effectiveness and led to the emergence of resistant forms of bacteria.

LITERATURE REVIEW AND METHODOLOGY

In recent decades, antibiotic resistance (AMR) has become one of the most pressing problems for the global health system. According to the World Health Organization (WHO), antibiotic-resistant infections threaten the lives of millions of people every year, and this figure is increasing year by year. The scientific literature indicates that the main causes of antibiotic resistance are uncontrolled and inappropriate use of antibiotics, their widespread use in veterinary medicine and agriculture, as well as inadequate implementation of infection control measures.

1. Davies and Davies (2010) argued that antibiotic resistance is the result of genetic adaptation of bacteria, justifying the rapid spread of resistance genes via plasmids

2. Livermore (2012) studies have noted the increasing number of multidrug-resistant strains among gram-negative bacteria, in particular Escherichia coli, Klebsiella pneumoniae and Pseudomonas aeruginosa. These microorganisms inactivate antibiotics by producing beta-lactamase, carbapenemase and other enzymes.

In recent years, the role of microorganisms that form biofilms in resistance has received special attention. Donlan (2001) proved that bacteria in a biofilm state are several times more resistant to antibiotics than free cells. Biofilms contain high levels of enzymes (beta-lactamases, proteases), which sharply reduce the effectiveness of drugs. Local and regional studies have also noted an increase in antibiotic-resistant strains.

Methodology: This article is based on the method of systematic analysis of scientific sources. Selected articles and books highlight modern, antibiotic-resistant microorganisms and their global threat, their effectiveness. The data is taken from the most recent scientific studies in terms of quality, between 2015 and 2025.

DISCUSSION AND RESULTS

Some types of microorganisms were tested for antibiotic resistance.

Microorganisms resistant to certain antibiotics and their clinical significance

Mikroorganizm	Endurance type	Research results	Source
Staphylococcus aureus	Methicillin-resistant	Treatment has become more difficult, hospital infections have increased	WHO, 2020
Mycobacterium tuberculosis	Multidrug resistance	Treatment duration extended, risk of death increased	CDC, 2021
Escherichia coli	β -lactamase producer	Sepsis and urinary tract infections have increased	Johnson et al., 2022
Pseudomonas aeruginosa	Carbapenem-resistant	Antibiotics are ineffective in severe diseases	Lee et al., 2023

Note: Data shows that antibiotic-resistant microorganisms are complicating the treatment of diseases and placing a significant economic and social burden on the healthcare system.

SUMMARY

Antibiotic-resistant microorganisms are one of the most serious global problems for modern medicine. Studies show that as a result of the inappropriate and excessive use of antibiotics, many pathogenic bacteria are developing resistance. In particular,

microorganisms such as MRSA, MDR-Mycobacterium tuberculosis, ESBL-producing Escherichia coli and carbapenem-resistant Pseudomonas aeruginosa complicate the treatment process. Biofilm formation, synthesis of antibiotic-degrading enzymes, alteration of target proteins and efflux pumps are shown as the main mechanisms of resistance. These processes sharply reduce the effectiveness of antibiotics, lead to a prolonged course of the disease, increased complications and mortality. The results show that antibiotic resistance is not only a clinical problem, but also a socio-economic and global health problem. Therefore, rational use of antibiotics, infection control, development of new therapeutic approaches against biofilms and enzymes, and the creation of a new generation of antimicrobial agents remain urgent tasks.

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The Nominative-Figurative Function And Phenomenological Characteristics Of Sayings (In Uzbek And English)

Tolibova Nodira Nosirovna
Teacher of Interfaculty Department of Foreign Languages
Bukhara State University

Annotation
This article explores the linguistic nature of sayings (matallar) as distinct from proverbs (maqollar). While proverbs offer a complete moral judgment, sayings primarily serve a nominative-figurative function, acting as metaphorical labels for human qualities, actions, and social situations. Through a comparative lens, the study analyzes how Uzbek and English sayings transform abstract concepts into vivid mental images. We examine the genre-specific features of sayings, such as their syntactic incompleteness and high emotional charge. By using cognitive tools, the paper demonstrates that sayings are not just linguistic decorations but essential tools for conceptualizing reality through "word-pictures."
Keywords: Nominative function, Figurative language, Sayings vs. Proverbs, Metaphorical labeling, Genre characteristics, Uzbek folk idioms, English idiomatic sayings, Imagery.

In the vast landscape of folk oratory, sayings (*matallar*) occupy a unique position. Unlike proverbs, which act as "laws of life" or complete logical sentences, sayings are the "colors" of language. They do not preach; they nominate. Instead of saying someone is "very clumsy," an English speaker might use the saying *"all thumbs,"* while an Uzbek speaker might say *"qo'li egri"* or describe a chaotic situation as *"tuyaning dumi yerga tekkanda."* The nominative-figurative function is the heartbeat of this genre. It allows the speaker to replace a plain, dry description with a vivid, culturally-charged image. This function is deeply tied to how a nation "sees" its world. In English, many figurative sayings are born from the sea or sports (*"to throw in the towel"*, *"plain sailing"*), whereas Uzbek sayings often draw their imagery from domestic life, nature, and ancient traditions (*"osh pishganda yetib kelmoq"*, *"og'zi qulog'ida"*).

However, studying these expressions poses a significant challenge: where does a saying end and an idiom or a proverb begin? The genre characteristics of sayings are defined by their syntactic flexibility—they can be integrated into a sentence as a single unit of meaning.

In this research, we move beyond simple translation. We aim to understand the "mental imagery" that triggers these sayings. Why do we prefer to "paint" a person's character with a folk saying rather than using a standard adjective? By looking at both Uzbek and English examples, we will uncover how the nominative-figurative function turns language into a gallery of cultural mirrors, reflecting the unique aesthetic and emotional values of each people.

The Mechanism of Nominative Transformation: In linguistics, "nomination" is simply the act of naming something. However, a saying does more than just name; it re-names a reality to give it emotional weight. When an English speaker says someone is *"beating around the bush,"* they are nominating the act of "hesitation" through a vivid image of a hunter avoiding a direct confrontation.

In Uzbek, the nominative function often relies on everyday objects to describe complex human flaws. For instance, describing a person who is useless as *"soyaga salom beradigan"* (one who greets

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their own shadow) is a brilliant nominative stroke. It doesn't just say the person is idle; it paints a picture of absurdity. The challenge for researchers is that these "nominative labels" are not interchangeable. You cannot simply translate the "shadow" into a "bush"; you have to understand the cultural prototype behind the name.

Genre Specifics: The "Incomplete" Wisdom: One of the most defining characteristics of the *matal* genre is its syntactic dependency. Unlike a proverb, which stands alone like a monument, a saying is a "chameleon"—it must blend into a sentence.

English: "He really *spilled the beans*." (The saying needs a subject and a tense).

Uzbek: "U *Xamirdan qil sug'urgandek* bajardi." (The saying acts as an adverbial modifier).

This genre-specific flexibility allows sayings to be much more "conversational" than proverbs. While proverbs are used for teaching, sayings are used for vivid storytelling. They allow the speaker to stay within the flow of a story while adding "cultural seasoning."

Comparative Imagery: From Nature to Society: When we look at the imagery used in both languages; we see a fascinating reflection of historical lifestyles.

Conceptual Target	**English Saying (Marine/Trade/Sports)**	**Uzbek Saying (Nature/Daily Life/Body)**
Unexpectedly	"Out of the blue"	"Osmondan tushgandek"
Poverty	"To be in the red"	"Kosa oqarmaslik"
Uselessness	"A dead duck"	"Tuyaga yantog' kerak bo'lsa..."
Fear	"To have cold feet"	"Yuragi orqasiga tortib ketmoq"

The nominative-figurative function here shows a "Phenomenological" difference: the English speaker often looks to external systems (finance, weather, navigation), whereas the Uzbek speaker looks inward to the body or outward to the immediate natural environment.

The Problem of "Figurative Fading": A significant issue in modern linguistics is when the "image" in a saying starts to fade. Many young speakers in London or Tashkent use these sayings without realizing what the "beans" or the "dough" (*xamir*) actually represent in the original context. This "semantic bleaching" is a key problem for the genre. As researchers, we must ask: if the image is lost, does the nominative function still work, or has the saying simply become a "dead" word?

Conclusion: The Living Gallery of Language

In conclusion, the study of the nominative-figurative function in Uzbek and English sayings reveals that language is much more than a tool for data transmission; it is a living gallery of cultural perceptions. While proverbs serve as the moral compass of a society, sayings act as its artistic brushstrokes. They allow speakers to categorize reality not through dry definitions, but through vivid, emotionally resonant images.

Our analysis has shown that the genre characteristics of sayings—specifically their syntactic flexibility and metaphorical density—make them unique linguistic phenomena. We have observed that English imagery often leans toward technical, maritime, and individualistic metaphors, while Uzbek imagery remains deeply rooted in the natural world, the human body, and communal domesticity. These aren't just differences in vocabulary; they are differences in how two distinct civilizations "frame" the human experience.

The ultimate challenge for future researchers lies in the evolution of these images. As the world becomes more interconnected, we see a "globalization of

imagery" where traditional sayings are either being forgotten or replaced by international idioms. However, the nominative-figurative function remains essential. Whether an Uzbek speaker says someone is *"tagi past"* or an English speaker calls them *"low-born,"* the human brain is still performing the same miracle: turning a social status into a physical direction.

Ultimately, by studying these "word-pictures," we gain a deeper empathy for the speaker's worldview. Understanding a nation's sayings means understanding what they find funny, what they find beautiful, and what they find shameful. In the bridge between the English "beans" and the Uzbek "dough," we find the shared human desire to make the abstract world visible, tangible, and profoundly expressive.

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The Evolution And Development Of Global Translation Studies

Bobokulova Gulruh Sharipovna
Teacher of Interfaculty Department of Foreign Languages
Bukhara State University

Annotation
This article scientifically analyzes the formation and development stages of global translation studies as a distinct discipline. The research highlights the transition of translation from traditional linguistic approaches to modern cultural, cognitive, and technological paradigms. Furthermore, the role of significant schools in world translation studies, particularly the manipulation school, skopos theory, and contemporary trends such as artificial intelligence and machine translation, is examined. The purpose of the article is to reveal the unique evolution of translation studies as an independent science and its interdisciplinary connections.
Keywords: Evolution of translation studies, linguistic paradigm, cultural turn, skopos theory, interdisciplinarity, translation strategies, machine translation, cognitive translatology, world translation schools.

Introduction

The history of human civilization is, in many ways, the history of translation. From the early diplomatic exchanges in ancient Mesopotamia to the complex digital localization of the 21st century, translation has served as the vital bridge between disparate cultures. However, Translation Studies as an independent academic discipline is relatively young, having undergone a dramatic transformation over the last half-century. This article explores the evolution of this field, tracing its journey from a sub-branch of linguistics to a sophisticated, interdisciplinary science that incorporates culture, sociology, and cognitive technology.

In the mid-20th century, the "Linguistic Stage" dominated the field. Scholars such as Roman Jakobson and J.C. Catford viewed translation primarily as a process of finding formal equivalents between two languages. The focus was on "accuracy" and "fidelity" to the source text. However, the 1970s and 1980s brought about what is now famously known as the "Cultural Turn." Led by theorists like Susan Bassnett and André Lefevere, this movement argued that translation is not just about words, but about power, ideology, and the cultural context in which a text function.

As the field progressed into the 1990s and 2000s, the emergence of Functionalist Theories, such as Hans Vermeer's *Skopos Theory*, further revolutionized the discipline. Translation was no longer seen as a mere mirror of the original, but as a purposeful action designed to function effectively in a target environment. Today, we are witnessing the "Digital and Cognitive Turn," where the focus has shifted toward the interaction between human translators and Artificial Intelligence, as well as the neurological processes occurring in the translator's brain.

This research aims to synthesize these developmental stages to provide a comprehensive overview of how global translation studies have adapted to the needs of a globalized world. By examining the shift from "text-to-text" equivalence to "culture-to-culture" mediation, we can better understand the current challenges and future directions of this ever-evolving discipline.

1. The Linguistic Era: Equivalence and Structure, During the mid-20th century, translation was primarily viewed as a branch of applied linguistics. The central

debate focused on the concept of equivalence. Researchers like Eugene Nida introduced the distinction between "formal equivalence" (word-for-word) and "dynamic equivalence" (sense-for-sense), aiming to achieve a similar response from the target audience. In this stage, the source text was considered "sacred," and the translator's task was to reproduce its linguistic structure as accurately as possible.

2. The Cultural Turn: Translation as Mediation, In the 1980s, the focus shifted from the word to the culture. Scholars such as Susan Bassnett and André Lefevere argued that translation does not happen in a vacuum but is influenced by social, political, and ideological factors. This period introduced the idea of "translation as rewriting." It was recognized that translators often "manipulate" texts to fit the norms of the target culture. This shift allowed translation studies to borrow methodologies from sociology, history, and post-colonial studies, making it a truly interdisciplinary field.

3. Functionalism and Skopos Theory, A major breakthrough occurred with the emergence of the Skopos Theory, developed by Hans Vermeer. This theory posits that the most important factor in any translation is its *Skopos* (purpose). According to this view, the translator is not a mere transcriber but a professional communicator who may change the structure of the source text to fulfill a specific function in the target culture. This approach liberated translation from the strict "fidelity to the source" and prioritized the needs of the target audience and the client.

4. The Technological and Cognitive Turn, In the contemporary era, the development of global translation studies is defined by Technology and Cognition.

The Technological Shift: The rise of CAT (Computer-Aided Translation) tools, Neural Machine Translation (NMT), and Artificial Intelligence (AI) has redefined the translator's role. Modern translation is now about "post-editing" and managing large corpora of data.

The Cognitive Shift: Current research focuses on the "black box" of the translator's mind. Using tools like eye-tracking and EEG, scholars' study how translators make decisions, handle stress, and process information.

5. Globalization and Localization (Glocalization), Today, translation has expanded into Localization (L10n). This involves adapting products, software, and advertisements to the linguistic and cultural requirements of a specific locale. The evolution of the field shows that translation is no longer a localized activity between two languages but a global industry that drives international trade, diplomacy, and digital communication.

Summary of the Evolution

Period	Key Focus	Leading Scholars	Core Concept
1950s-1960s	Linguistics	Nida, Catford	Equivalence
1970s-1980s	Culture/Society	Bassnett, Lefevere	Manipulation/Power
1990s	Function	Vermeer, Nord	Skopos (Purpose)
2000s-Present	Technology/AI	Cronin, O'Hagan	Machine Translation/Localization

The evolution of global translation studies demonstrates that the field has successfully transitioned from a narrow linguistic focus to a broad, multi-dimensional academic discipline. As traced throughout this research, the journey began with the rigid pursuit of equivalence in the mid-20th century, moved through the transformative "Cultural Turn" of the 1980s, and arrived at

the functionalist and technological paradigms that define the modern era.

One of the most significant findings of this study is that translation is no longer viewed as a passive act of "word-for-word" substitution. Instead, as emphasized by Hans Vermeer's Skopos Theory, it is a purposeful, strategic action that bridges cultural gaps. The integration of sociology, history, and cognitive science has enriched the discipline, allowing it to address complex issues of ideology, power, and identity that were previously overlooked.

Looking ahead, the development of global translation studies is facing its most profound shift yet: the Digital Revolution. The rise of Artificial Intelligence and Neural Machine Translation (NMT) does not signal the end of the translator's role, but rather its evolution. The "human-in-the-loop" model is becoming the new standard, where the translator acts as a cultural mediator and a post-editor of high-tech outputs.

In conclusion, the progress of this discipline reflects the increasing interconnectedness of our world. As globalization continues to bring diverse societies into contact, the demand for sophisticated translation—not just of language, but of meaning and intent—will only grow. The future of translation studies lies in its ability to remain adaptable, interdisciplinary, and human-centric in the face of rapid technological change.

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Evolution And Modern Trends In Conducting Marketing Research In Professional Education

Bobojonov Xasan Karimovich
Researcher, Bukhara state university

Annotation
This article examines the role and evolutionary development of marketing research within the professional education system in the context of globalization and the digital economy. The author analyzes the formation of the educational services market, the transformation of educational institutions into independent economic entities, and their integration with the labor market. Furthermore, the paper highlights the reforms implemented within the framework of the "Concept for the Development of the Professional Education System of the Republic of Uzbekistan until 2030," focusing on the impact of dual education systems and digitalization on institutional marketing strategies.
Keywords: Professional education, marketing research, human capital, dual education, digital transformation, educational cluster, competitiveness, knowledge economy, credit-module system.

In the context of contemporary globalization, the global economy is undergoing a process of dynamic development and profound transformation. As a result of international integration, the expansion of free-market principles, and the rapid evolution of information and communication technologies, fundamental changes are occurring across all sectors of economic activity. These processes are reflected not only in the industrial and service sectors but also in the development of human capital.

Particularly in the conditions of a knowledge-based economy and innovative development, the educational services market has transformed into an arena of global competition, demanding new approaches from professional education institutions. The intensification of competition, the formation of an information society, and the swift integration of digital technologies into all economic sectors necessitate a comprehensive re-evaluation of activities within the professional education system.

As a core principle of the market economy, competition is increasingly becoming a decisive factor in the operation of professional education institutions. Previously, the activities of these institutions were primarily limited to personnel training within the framework of state orders. However, under current conditions of globalization and deepening market mechanisms, their mission is undergoing a radical shift. Professional education institutions are evolving from mere educational organizations into economic entities—service providers—striving to satisfy consumer demand, improve the quality of educational services, and maintain sustainability amidst fierce competition. This competitive environment drives continuous modernization, the refinement of educational programs, and the implementation of innovative approaches aligned with international standards.

An analysis of current educational reforms in our country reveals that the training of highly educated and vocationally oriented personnel is conducted not only based on national standards but also by integrating international quality norms and experiences. The effectiveness of professional education is largely determined by the alignment of the curricula

with real labor market demands, the development of practical skills, and the enhancement of individual competencies. From this perspective, adapting personnel training, curricula, and practical exercises to local conditions while accounting for national characteristics serves to improve the quality of professional education and produce competitive specialists.

In an era of global innovative shifts, professional education systems are compelled to develop new competencies, flexible curricula, and management approaches tailored to labor market requirements. In such circumstances, marketing research is regarded as a primary scientific tool for planning and development. It enables the adaptation of the educational process to socio-economic changes, the preparation of specialists who meet market needs, and the enhancement of managerial efficiency.

The role of marketing research is further underscored by several government decrees and concepts, such as:

- Decree PD-5812: "On Measures to Further Improve the Professional Education System."
- Resolution PR-5102: "On Improving the Management System of Professional Education Institutions."
- Resolution 824: "On Measures to Introduce the Dual Education System and Credit-Module Training."

The "Concept for the Development of the Professional Education System of the Republic of Uzbekistan until 2030" (approved by Decree PD-81) marks a new stage in the sector's evolution. This strategy aims to integrate professional education with the country's competitiveness and innovative potential through three main pillars:

Structural Diversification: Expanding educational forms, financing sources, and cross-sectoral integration (e.g., educational clusters). Innovative Management and Digitalization: Implementing AI-based systems and digital platforms to optimize learning and quality control. International Standardization: Transitioning to a multi-functional human capital model that emphasizes flexibility and digital literacy. "The contemporary evolution of marketing research within the professional education sector is characterized by a transition from static data collection to dynamic ecosystem management. As Uzbekistan moves toward the 2030 Development Concept, marketing research serves as the 'Intelligence Unit' that bridges the gap between pedagogical theory and industrial practice.

Modern trends emphasize the use of Big Data and Artificial Intelligence to refine the 'Academic Product.' By shifting focus toward a 'Customer-Centric' (student-employer) model, professional education institutions are no longer passive recipients of state quotas but active architects of human capital. The integration of the Credit-Module System and Dual Training are not merely administrative changes; they are market-driven responses to the global demand for flexibility and specialized competence. Consequently, marketing research has evolved into a strategic tool for sustainable development, ensuring that the supply of professional skills remains in equilibrium with the rapidly changing demands of the globalized economy."

By 2030, the implementation of this concept will transform professional education institutions into innovative clusters integrated with economic sectors. This will ensure that the educational system remains a flexible, digitally transformed structure, positioning Uzbekistan as a regional center for training highly qualified specialists in line with the "Digital Uzbekistan – 2030" strategy.

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The Influence Of Sowing Schemes And Feeding Rates On Grain Yield Of Amaranth

Zikiryoeva Kamola Fayzullo kizi
PhD student at the Tashkent branch of Samarkand
State University of Veterinary Medicine, Animal Husbandry and Biotechnology

Annotation
This article presents the results of a study on the effect of different planting schemes, mineral fertilizer background and foliar feeding rates on the grain yield of amaranth variety IKBA-TDAU 2. The experiment used planting schemes 70×15–1, 70×20–1, 70×25–1 and 70×30–1 and fertilizer rates $N_{250}P_{175}K_{125}$, $N_{200}P_{140}K_{100}$ and $N_{150}P_{105}K_{75}$, as well as foliar feeding rates with water-soluble complex fertilizer Akvarin-14 during different vegetation periods. According to the results obtained, it was found that grain yield was higher in variants with reduced mineral fertilizer rates and combined with foliar feeding, depending on the planting schemes. In particular, the highest grain yield was obtained in the variant planted in the 70×25–1 planting scheme and foliar fed with water-soluble complex fertilizer Akvarin-14 ($N_{20}P_{20}K_{20}$) at the rate of + 1.4 kg/ha in the 5-6 leaf stage, 1.8 kg/ha in the tillering period, and 1.8 kg/ha in the grain formation period, on the background of mineral fertilizers $N_{150}P_{105}K_{75}$ kg/ha.
Keywords: amaranth, planting scheme, mineral fertilizer rate, foliar feeding period and rate, grain yield.

INTRODUCTION

Amaranth crops have gained special importance in agriculture in recent years as a crop with high nutritional value, especially resistant to stress factors and high economic efficiency. In particular, grain varieties of amaranth are an important raw material for food, animal husbandry and the processing industry. In this regard, it is relevant to study on a scientific basis agrotechnical measures such as planting schemes, mineral fertilizer rates and foliar feeding to increase the yield of amaranth varieties.

Amaranth is one of the oldest crops on earth, and its name, translated from Greek, means “unfading flower”. Researchers, in particular V.A.Zalman, emphasize that amaranth was one of the most important food sources for the indigenous Indians of South America in 5000 BC. It is also noted that this plant was first brought to Europe in 1885 by the Spanish botanist O.V. Tome [2; 175 p.].

Amaranthus cruentus species are widely cultivated. Due to their early maturity and ability to survive in intercropping with other crops, they remain the most preferred crop for early income and survival by many farmers, while farmers wait for other crops to mature in traditional natural intercropping systems. Amaranthus cruentus is grown in various cropping systems in home gardens, farms, inland valleys (fadams) and in suburban gardens [10; 289-293-p], [11; 29-35-p].

Amaranth is also known as African spinach, bush greens, spinach greens, etc. Amaranths belong to the Amaranth family. There are numerous species and cultivars of Amaranths. Many hybrids are found among the amaranths and are recognized as separate species. There are two types of amaranths, namely vegetable and grain amaranths [13; 85-96-p.].

Also, F.A. Mustafakulov et al. noted that amaranth has been cultivated in some regions of our republic for more than a hundred years, noting that it contributes to the restoration of soil and an increase in the amount of nutrients in some eroded areas [4; p. 205–209]. At the same time, according

to A. Safarov et al. [5; p. 30–32], as well as N. Guljahon, the roots of the amaranth variety “Gultojikhuroz” penetrate deep into the soil, reducing water evaporation and protecting the soil from salinization [9; p. 334–338].

According to P.F. Kononkov and others, the current climate change is causing drought, and in the arid conditions of Ukraine, planting amaranth will lead to high efficiency. As a result, it will be possible to obtain a seed yield of up to 2 t/ha from these lands [3; p. 296].

According to P.B. Tillman, amaranth is very demanding on soil nutrients. In particular, the sufficient supply of nitrogenous nutrients leads to an increase in its yield, as well as an increase in the amount of protein in its content. He noted that for amaranth, a ratio of nutrients to nitrogen of 1:07:05 provides a yield of 19.9 t/ha [12; p. 1960–1964].

According to I.R. Askarov and others, the Uzbek, Markhamat, Andijan and Ulug'nor varieties of amaranth have been created in our republic and are distinguished by their original composition. The leaves, stems, flowers and seeds of this plant are rich in many useful organic and inorganic compounds [1; p. 232-236]. According to P.E Akin-Idowu and others [6; p. 1802–1810], D.M. Brenner [8; p. 104–106], L. Alvarez-Jubete and others [7; p. 240–257], in addition to its medicinal properties, amaranth is considered a food and fodder crop all over the world, and a lot of scientific research has been carried out and is being carried out on it.

MATERIALS AND METHODS

Field experiments were conducted in the experimental farm of Tashkent State Agrarian University in the Kibay district of Tashkent region in 2023-2025 under typical sierozem soil conditions. The design, implementation of field experiments, phenological observations, biometric measurements and other analyses were carried out based on the methods of “Methods of conducting field experiments” (2007), “Methodology of field experiments” (1985), “Methodology of field experiments with fodder crops” (1974), soil and plant analyses were carried out based on the methods of “Methods of agrochemical, agrophysical and microbiological studies in irrigated cotton areas” (1963), “Zootechnical analysis of fodder” (1989), “Methodology of agrochemical studies” (1989). The objects of the research were typical gray soils of the Tashkent region, the IKBA-TDAU 2 variety of amaranth, mineral fertilizer standards, water-soluble complex fertilizer "Akvarin-14" ($N_{20}P_{20}K_{20}$) and its application rates.

RESULTS AND DISCUSSION

The research studied the grain yield of amaranth in 2023–2025 depending on the planting schemes, fertilization rates and foliar feeding periods. The data in Table 1 below include the control variant of the experiment and the variants in which two different mineral fertilizer rates and foliar feeding were used. According to it, the first background was provided with mineral fertilizers at the rate of ($N_{250}P_{175}K_{125}$) and additional foliar feeding was not used. The results of the amaranth planting schemes 70x15-1, 70x20-1, 70x25-1 and 70x30-1 were studied on this background. The grain yield in the study in 2023 was in the range of 21.4–23.3 c / ha. The lowest indicator was 21.4 q/ha in the 70x15-1 scheme, while the highest result was 23.3 q/ha in the 70x20-1 scheme. This indicates that this is due to competition between plants and the availability of fodder. In the second year of the study, in 2024, the yield in the control variants slightly increased or remained stable. In particular, the yield in the 70x15-1 scheme was 22.1 q/ha, and in the 70x25-1 scheme 23.6 q/ha. In 2025, the indicators were relatively stable, ranging from 21.7 to 22.6 q/ha. Against this background, if we look at the three-year average yield, the

highest result in the control variants was observed in the 70x25-1 scheme, which amounted to 22.9 s/ha. At the same time, the 70x20-1 scheme had 21.7 q/ha, the 70x30-1 scheme had 22.6 q/ha, and the lowest indicator was 21.7 s/ha in the 70x15-1 scheme. These results prove that the regulation of planting density is an important factor for amaranth grain yield. The second background of the experiments presents options in which mineral fertilizers were applied at the rate of $N_{200}P_{140}K_{100}$, and additional foliar feeding with Akvarin-14 ($N_{20}P_{20}K_{20}$) fertilizer was carried out. Foliar feeding was carried out at the rate of 1.4 kg/ha in the period of 5–6 leaflets, and 1.8 kg/ha in the period of panicle formation. Against this background, the grain yield in these options in the first 2023 was in the range of 22.9-24.4 q/ha. The highest indicator was 24.4 q/ha in the 70x25-1 scheme. In 2024, the yield increased further and was recorded in the range of 24.1-25.1 q/ha. It is especially noteworthy that the 70x25-1 scheme yielded 25.1 q/ha of grain. This trend was maintained in 2025: the yield was around 23.5-24.8 s/ha. Analysis of the three-year average indicators obtained shows that the grain yield in the variants using the $N_{200}P_{140}K_{100}$ rate and foliar feeding was significantly higher than in the control. In particular, the average yield was 23.5 q/ha in the 70x15-1 scheme, 24.2 q/ha in the 70x20-1 scheme, 24.8 q/ha in the 70x25-1 scheme, and 23.8 q/ha in the 70x30-1 scheme. The difference compared to the control was in the range of +1.53-1.77 q/ha, which clearly indicates the positive effect of foliar feeding.

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Table 1. Grain yield of amaranth varieties depending on sowing schemes, fertilization rates, and foliar feeding periods, q/ha, 2023-2025 yy.

No	Sowing schemes	Fertilization rate	Date of foliar application	2023	2024	2025	Avarage	difference +,-
13	70x15-1	$N_{250}P_{175}K_{125}$	Control (treated with water)	21.4	22.1	21.7	21.7	-
14	70x20-1			22.9	22.5	22.4	22.6	-
15	70x25-1			23.3	23.6	22.6	23.2	-
16	70x30-1			22.2	22.8	21.9	22.3	-
17	70x15-1	$N_{200}P_{140}K_{100}$	Aquarin-14 ($N_{20}P_{20}K_{20}$) water-soluble complex fertilizer + 1.4 kg/ha in the 5-6 leaf stage, 1.8 kg/ha during the panicle formation stage	22.9	24.1	23.5	23.5	1.77
18	70x20-1			23.6	24.9	24.2	24.2	1.63
19	70x25-1			24.4	25.1	24.8	24.8	1.60
20	70x30-1			23.2	24.5	23.8	23.8	1.53
21	70x15-1	$N_{150}P_{105}K_{75}$	Aquarin-14 ($N_{20}P_{20}K_{20}$) water-soluble complex fertilizer + 1.4 kg/ha in the 5-6 leaf stage, 1.8 kg/ha in the panicle formation stage, 1.8 kg/ha in the grain formation stage	24.2	25.0	24.8	24.7	2.93
22	70x20-1			25.2	25.5	25.6	25.4	2.83
23	70x25-1			26.3	26.5	26.1	26.3	3.13
24	70x30-1			24.5	25.9	25.8	25.4	3.10

The third background of the experiment showed high efficiency of foliar feeding at the rate of $N_{150}P_{105}K_{75}$, where the amaranth crop was given basic fertilizers at the rate of $N_{150}P_{105}K_{75}$ and foliar feeding with Akvarin-14 fertilizer was carried out in three stages: 1.4 kg/ha in the period of 5-6 leaflets, 1.8 kg/ha in the period of panicle formation and 1.8 kg/ha in the period of grain formation. In 2023, the average grain yield on this background was in the range of 24.2–26.3 q/ha, and the highest indicator was 26.3 q/ha in the 70x20-1 scheme.

In the 2024 study, the yield increased further and reached 25.0–26.5 q/ha. In particular, the table clearly shows that the 70x25-1 scheme yielded 26.5 q/ha.

High results were maintained in 2025, with yields in the range of 24.8-26.1 q/ha. The three-year averages prove the absolute superiority of these options. In particular, the 70x15-1 scheme yielded an average of 24.8 q/ha, the 70x20-1 scheme 25.6 q/ha, the 70x25-1 scheme 26.1 q/ha, and the 70x30-1 scheme 25.8 q/ha. When analyzing the differences between the options against this background, the difference compared to the control option was +2.83–3.13 q/ha, which indicates that the optimization of the mineral fertilizer rate and the combined use of foliar feeding dramatically increase amaranth grain yield.

When comparing the planting schemes of amaranth in the studies, it is clear from the data that the most stable and high results in all fertilization and feeding options were recorded mainly in the 70x25-1 planting scheme. This scheme creates sufficient nutrient space for plants and creates favorable conditions for the development of the root system and above-ground part.

In the planting scheme 70x15-1, due to the high plant density, competition for nutrients increased and, as a result, the yield was relatively low. In the 70x30-1 scheme, despite the large nutrient space, the total yield was lower than in the 70x25-1 scheme due to the reduced number of plants.

CONCLUSION

The results of the conducted studies showed that the grain yield of amaranth is very sensitive to the planting scheme, fertilization rate and foliar feeding. In the control variant, the highest average yield was 23.2 q/ha, while in the variants where foliar feeding was used, this indicator increased to 24.8-26.3 q/ha. The highest and most stable results were obtained against the background of the 70x25-1 planting scheme and the rate of mineral fertilizers $N_{150}P_{105}K_{75}$ kg/ha, with three-stage foliar feeding with the water-soluble complex fertilizer Akvarin-14. This agrotechnical method allowed to increase the grain yield of amaranth by 3.13 q/ha compared to the control. Therefore, when growing amaranth variety IKBA-TDAU 2, it is recommended to plant it in a 70×25–1 planting scheme and apply foliar feeding with water-soluble complex fertilizer Akvarin-14 ($N_{20}P_{20}K_{20}$) at the rate of + 1.4 kg/ha in the period of 5-6 leaflets, 1.8 kg/ha during the panicle formation period, and 1.8 kg/ha during grain formation against the background of mineral fertilizers $N_{150}P_{105}K_{75}$ kg/ha.

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An Innovative Method Of Developing Speaking Competences In Teaching German In Higher Education

Mahbuba Ruzieva

Annotation
This article is devoted to the analysis of modern approaches and innovative methods for developing students' speech competencies in the process of teaching German language in higher education institutions. The research results show that an integrative approach, the use of authentic materials and interactive technologies are of great importance in the development of speech competencies.
Keywords: speech competency, innovative methods, communicative approach, higher education, digital technologies, language learning, interactive methods.
Annotatsiya
Ushbu maqola oliy ta'lim muassasalarida nemis tilini o'qitish jarayonida talabalarning nutqiy kompetensiyalarini rivojlantirishning zamonaviy yondashuvlari va innovatsion usullarini tahlil qilishga bag'ishlangan. Tadqiqot natijalari ko'rsatadiki, nutqiy kompetensiyalarni rivojlantirishda integrativ yondashuv, avtentik materiallardan foydalanish va interaktiv texnologiyalar muhim ahamiyatga ega.
Kalit so'zlar: nutqiy kompetensiya, innovatsion metodlar, kommunikativ yondashuv, oliy ta'lim, raqamli texnologiyalar, tilni o'rganish, interaktiv usullar.

Kirish. Zamonaviy globallashuv sharoitida xorijiy tillarni, jumladan nemis tilini bilish professional faoliyatning muhim talablaridan biriga aylanmoqda. Oliy ta'lim tizimida nemis tilini o'qitishda asosiy maqsad talabalarning kommunikativ kompetensiyasini, xususan nutqiy ko'nikmalarini yuqori darajada rivojlantirishdir. Nutqiy kompetensiya deganda tilning barcha turlari - og'zaki va yozma nutqni tushunish hamda ishlab chiqarish qobiliyatlarining majmui tushuniladi [1]. An'anaviy ta'lim usullari ko'pincha grammatik qoidalar va leksik birliklarni o'rgatishga qaratilgan bo'lsa, zamonaviy pedagogika tilni real kommunikativ vaziyatlarda qo'llash ko'nikmalarini shakllantirish zarurligini ta'kidlaydi [2]. Yevropa Kengashi tomonidan ishlab chiqilgan Umumevropa til kompetensiyasi standartlari (CEFR) nutqiy faoliyatning to'rt asosiy turini - tinglash, gapirish, o'qish va yozishni integrativ ravishda rivojlantirishni talab qiladi [3]. Nemis tilining o'ziga xos xususiyatlari, grammatik tuzilishining murakkabligi va fonetik tizimining o'ziga xosligi talabalar uchun qo'shimcha qiyinchiliklar tug'diradi, bu esa innovatsion yondashuvlarni qo'llashni zarur qiladi. Hozirgi kunda raqamli texnologiyalarning jadal rivojlanishi, sun'iy intellekt va multimedia vositalarining ta'lim jarayoniga kirib kelishi nutqiy kompetensiyalarni rivojlantirish uchun yangi imkoniyatlar yaratmoqda [4].

Metodologiya va adabiyotlar tahlili. Tadqiqot jarayonida nutqiy kompetensiyalarni rivojlantirishning nazariy asoslari va amaliy mexanizmlarini o'rganish maqsadida qiyosiy-tahliliy, tizimli-funksional va umumlashtirish metodlaridan foydalanildi. Kommunikativ kompetensiyaning nazariy asoslarini tadqiq etgan D.Xaymes va M.Kanale kabi olimlar nutqiy faoliyatni ijtimoiy kontekstda amalga oshirishning ahamiyatini ta'kidlaydilar [5]. Rossiyalik tilshunos I.L.Bim nemis tili o'qitishda madaniyatlararo kompetensiyani shakllantirish masalalarini ko'rib chiqib, nutqiy faoliyatning madaniy komponentini alohida ta'kidlaydi [6]. Zamonaviy tadqiqotlar nutqiy kompetensiyalarni

rivojlantirishda task-based learning (vazifaga asoslangan ta'lim) yondashuvining samaradorligini isbotlaydi [7]. Nemis tilining o'ziga xos fonetik tizimini o'zlashtirishda akustik metodlar va kompyuter dasturlarining roli E.Stock va C.Veličkova tomonidan tahlil qilingan [8]. Avtentik materiallardan foydalanish masalasini yoritgan W.M.Rivers talabalarni real nutqiy muhit bilan tanishtirishning ahamiyatini ta'kidlaydi [9]. G.Kasper nutqiy faoliyatda pragmatik kompetensiyaning rolini o'rganib, til o'rganuvchilar uchun ijtimoiy-madaniy kontekstni tushunish zarurligini asoslab berdi [10]. Adabiyotlar tahlili shuni ko'rsatadiki, nutqiy kompetensiyalarni samarali rivojlantirish uchun kommunikativ yondashuv, avtentik materiallar, raqamli texnologiyalar va madaniyatlararo komponentni integrativ tarzda birlashtirish zarur.

Natijalar va muhokama. Adabiyotlar tahlili va nazariy tadqiqotlar asosida oliy ta'limda nemis tili o'qitishda nutqiy kompetensiyalarni rivojlantirishning bir qator innovatsion usullari aniqlandi. Birinchidan, kommunikativ yondashuv asosida tuzilgan dars jarayonida og'zaki nutq ko'nikmalarini rivojlantirish uchun rol o'ynash, munozaralar, prezentatsiyalar va guruhli muloqot faoliyatlari muhim ahamiyat kasb etadi. Bu usullar talabalarni real kommunikativ vaziyatlarga tayyorlaydi va tildan ijodiy foydalanish ko'nikmalarini shakllantiradi. Ikkinchidan, raqamli texnologiyalarning qo'llanilishi nutqiy kompetensiyalarni rivojlantirishda yangi imkoniyatlar yaratadi. Podcast dasturlar, video materiallar, onlayn platformalar (Duolingo, Babbel, Deutsche Welle ning o'quv resurslari) va mobil ilovalar talabalarning mustaqil o'rganish faoliyatini rag'batlantiradi hamda tinglash va talaffuz ko'nikmalarini takomillashtiradi. Uchinchidan, avtentik materiallar - nemis tilidagi gazeta maqolalari, filmlar, radioeshittirish, podkastlar va ijtimoiy tarmoqlardagi kontentlar - talabalarni zamonaviy til me'yorlari va kundalik nutq uslublari bilan tanishtiradi.

To'rtinchidan, vazifaga asoslangan ta'lim (task-based learning) yondashuvi talabalarni konkret kommunikativ vazifalarni hal qilish jarayonida nutqiy ko'nikmalarni rivojlantirishga yo'naltiradi. Beshinchidan, madaniyatlararo kompetensiyani shakllantirish nemis tilida samarali muloqot qilish uchun muhim sanaladi, chunki til o'rganish faqat lingvistik bilim emas, balki madaniy xususiyatlarni tushunishni ham talab qiladi. Oltinchidan, formativ baholash tizimini joriy etish talabalarning nutqiy taraqqiyotini doimiy monitoring qilish va o'z vaqtida to'g'rilash imkonini beradi. Yettinchidan, muammoli vaziyatlar va loyiha ishlari talabalarning tanqidiy fikrlash va muammolarni til vositasida hal qilish qobiliyatlarini rivojlantiradi. Tadqiqot natijalari shuni ko'rsatdiki, nutqiy kompetensiyalarni samarali rivojlantirish uchun turli innovatsion usullarni kompleks ravishda qo'llash, talabalarning individual xususiyatlarini hisobga olish va motivatsiyani oshirishga qaratilgan pedagogik sharoitlar yaratish zarur. Zamonaviy nemis tili o'qitishda muvaffaqiyatga erishish uchun o'qituvchi tilning barcha jihatlarini - fonetik, leksik, grammatik va pragmatik - integrativ ravishda rivojlantirishi, shu bilan birga talabalarni mustaqil o'rganish strategiyalariga o'rgatishi kerak.

Xulosa. Tadqiqot natijalari oliy ta'limda nemis tili o'qitishda nutqiy kompetensiyalarni rivojlantirishning samarali innovatsion usullari kommunikativ yondashuv, raqamli texnologiyalar, avtentik materiallar va madaniyatlararo komponentni birlashtirgan integrativ metodologiyadan iborat ekanligini ko'rsatdi. Zamonaviy talabalar tilni faqat nazariy jihatdan o'rganish emas, balki real kommunikativ vaziyatlarda qo'llash ko'nikmalariga ega bo'lishlari zarur.

Innovatsion usullarning qo'llanilishi talabalarning og'zaki va yozma nutq faoliyatini faollashtiradi, ularning motivatsiyasini oshiradi va til o'rganish jarayonini samaraliroq qiladi. Raqamli texnologiyalarning imkoniyatlari nemis tilini o'rganishda interaktivlik darajasini oshiradi va talabalarni zamonaviy nemis tili muhiti bilan bevosita tanishtirishga yordam beradi. Nutqiy kompetensiyalarni rivojlantirishda formativ baholash tizimi, loyiha faoliyati va muammoli vaziyatlar muhim pedagogik vositalar hisoblanadi. Kelajakda nemis tili o'qitishda sun'iy intellekt, virtual reallik va adaptiv o'quv tizimlari keng qo'llanilishi kutilmoqda. Tadqiqot xulosalariga ko'ra, oliy ta'lim muassasalarida nemis tili dasturlarini ishlab chiqishda nutqiy kompetensiyalarni rivojlantirishga yo'naltirilgan innovatsion yondashuvlarni joriy etish zarur.

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Innovative Engineering Solutions In Reducing The Ecological Consequences Of Technogenic Activities

Jumaqulova Zulayho Bahodirjon qizi
Andijan State Technical Institute
Assistant of the Department of
"Technological Machines and Labor Protection"
zulayhojumaqulova@21 gmail.com

Abstract
This article analyzes the role and importance of innovative engineering solutions in reducing environmental problems resulting from man-made activities. Modern technologies used in industry, energy, transport and construction contribute to reducing environmental risks, rational use of resources and ensuring sustainable development. The study scientifically highlights the effectiveness of environmentally friendly technologies, waste processing systems and digital monitoring tools.
Keywords: technogenic activity, environmental safety, innovative engineering, green technologies, sustainable development.

Modern technological progress, while improving the quality of human life, has a significant negative impact on the environment. Technogenic activity - industrial production, energy facilities, transport systems and urbanization processes - is one of the main factors leading to a violation of the ecological balance. Air pollution, degradation of water and soil resources are manifested as global environmental problems.Therefore, the development and implementation of innovative engineering solutions aimed at reducing environmental consequences is one of the urgent scientific and practical tasks. In recent decades, the rapid development of technology and engineering has created vast opportunities for humanity. However, along with this progress, the environmental consequences of man-made activities are also increasing. Industrial enterprises, energy complexes, transport systems and urbanization processes have a significant negative impact on the environment. As a result, problems such as air pollution, depletion of water resources, soil degradation and reduction of biodiversity are emerging. Environmental problems are global in nature, and their solution is not limited to traditional methods. Therefore, engineering sciences face a new task - the development and implementation of innovative technologies that ensure environmental safety. The main purpose of this article is to analyze the scientific and practical significance of innovative engineering solutions in reducing the consequences of man-made activities. Technogenic activity is understood as the technical impact of humans on the natural environment in the process of production and economic activities. As a result of this activity, the following environmental problems arise: Harmful gases (CO_2, SO_2, NO_x) emitted by industrial enterprises and vehicles deteriorate atmospheric air quality. This leads to climate change, acid rain, and negative impacts on human health. Man-made waste and wastewater cause pollution of rivers, lakes, and groundwater, resulting in a shortage of drinking water and the destruction of aquatic ecosystems. Mining, construction, and industrial activities lead to a decrease in soil fertility and increased erosion processes. Innovative engineering is an activity aimed at effectively solving existing problems by creating and implementing new

technologies based on scientific achievements. Innovative engineering plays an important role in solving environmental problems in the following areas:
rational use of resources;
minimization of waste;
creation of environmentally friendly production technologies.
Green technologies are one of the most effective tools for reducing the environmental impact of man-made activities. Renewable sources such as solar, wind and hydropower reduce harmful emissions into the atmosphere.Solar panels and wind turbines reduce the need for traditional fuels in energy production, ensuring environmental sustainability. In addition, engineering solutions aimed at increasing energy efficiency also play an important role. Innovative waste management systems allow for the recycling of industrial and household waste. In this process, it is possible to:
obtain secondary raw materials;
reduce the load on landfills;
reduce environmental risks.
Modern engineering solutions involve the introduction of automated waste sorting and recycling processes. Monitoring systems based on artificial intelligence, sensors and GIS technologies allow for real-time monitoring of the environmental situation. These systems help to:
identify pollution sources;
take rapid action
forecast environmental risks.
Innovative technologies are not only environmentally beneficial, but also economically beneficial. They:
increase energy and resource efficiency;
reduce production costs;
create new jobs. Engineers are called upon to reduce energy consumption and carbon emissions in various fields through innovative design and advanced modeling techniques.For example, when designing buildings, a sustainable engineer uses sustainable design principles with solar energy design, using solar panels and high-performance insulation to minimize heating and cooling needs. They also focus on developing energy-efficient systems, such as
LED lighting (see image);
high-efficiency motors;
real-time energy management systems that track energy consumption. Today's engineering challenge is to achieve two competing goals.Consumers, institutions, and investors are increasingly interested in the new concept of "sustainability" and are pushing manufacturers to integrate sustainability into their product development strategies.The challenge is thus to reduce environmental impact while maintaining profitability…
How?!
Engineering and technology can help us find our way out of this maze.
Sustainable engineering is about designing products and industrial processes in a new way.This new approach is about taking care of material and energy efficiency by using fewer materials and minimizing waste. Environmentally conscious consumers are attracted to companies that produce products that conserve resources.Sustainable engineering encourages a deep rethinking of industrial processes. Rethinking this perspective leads to the development of products from a new perspective. Products that are not only efficient, but also durable and recyclable. With such a "life cycle perspective," a sustainable engineer can create solutions that meet current needs without jeopardizing future generations. Eco-oriented engineering favors renewable, biodegradable materials derived from sustainable practices. This emphasis on sustainability has led to greater use of eco-friendly materials and recycling initiatives in engineering. Recycling-oriented designs

include single-material construction to simplify the recycling process and labeling for proper material sorting. Engineers also apply circular economy principles, focusing on creating products that can be repaired or recycled at the end of their entire life cycle. Close collaboration with materials and environmental experts leads to breakthroughs in the development of innovative materials and technologies that are highly efficient and environmentally sustainable. This collaboration ensures that we develop products that meet both performance requirements and sustainability goals, contributing to environmentally friendly products. Self-healing materials have the potential to revolutionize a number of industries, including electronics and construction. Engineers have developed innovative materials with the ability to self-heal to minimize the need for costly replacement and repair when damaged. When a crack or other damage occurs, the microcapsules or vascular networks of these materials release healing substances. Self-healing materials help create a resource-efficient and sustainable economy by extending the lifespan of products and reducing waste. Green and Sustainable Engineering Technologies One of the most effective approaches to reducing ecological damage is the adoption of green engineering technologies. These solutions aim to reduce emissions, conserve resources, and prevent pollution at the source rather than addressing it after it occurs.

Key examples include:

- Renewable energy systems such as solar, wind, geothermal, and hydropower, which reduce reliance on fossil fuels and lower greenhouse gas emissions.
- Energy-efficient industrial processes, including waste heat recovery, smart grids, and energy optimization systems. Eco-friendly materials, such as biodegradable polymers, low-carbon concrete, and recycled composites, which reduce raw material extraction and waste. Pollution Control and Environmental Protection Systems

Innovative engineering solutions have significantly improved pollution control across industries:

- Advanced filtration and capture technologies, including electrostatic precipitators, scrubbers, and carbon capture and storage (CCS), reduce harmful emissions.
- Modern wastewater treatment systems, such as membrane bioreactors and constructed wetlands, effectively remove contaminants before discharge.
- Soil remediation technologies, including phytoremediation, bioremediation, and thermal treatment, help restore contaminated land.

These systems help industries comply with environmental regulations while protecting ecosystems and human health.

Conclusion

Innovative engineering solutions are essential for reducing the ecological consequences of technogenic activities. By integrating sustainable technologies, advanced pollution control, digital systems, and circular economy principles, engineering can significantly mitigate environmental damage. Continued research, interdisciplinary collaboration, and strong environmental policies are crucial for ensuring that technological progress aligns with ecological preservation and sustainable development.

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Linguopoetic Functions Of Poetonyms Used In Said Ahmad's Story "G'ildirak"

Roziqov Abdixoliqxoja Usmon o‘g‘li
2nd year master's student, Uzbek language and literature,
Shakhrisabz State Pedagogical Institute
roziqovabduxoliqxoja@gmail.com

Abstract
This article analyzes the linguopoetic functions of poetonyms used in Said Ahmad’s novella “G‘ildirak” (“The Wheel”). Poetonyms—names and nicknames that identify characters—are employed in the work not only as means of identification, but also play an important role in character construction, revealing their inner and outer traits, reflecting the social environment, and creating a satirical effect. The study demonstrates that the characters’ names and nicknames are semantically motivated and perform characterological, metaphorical, and evaluative functions. The research findings show that poetonyms have significant linguopoetic potential in Uzbek prose and are essential for understanding both the characterization and the ideological structure of the literary work.
Keywords: poetonym, linguopoetics, character name, nickname, satire, characterological function, metaphor, Said Ahmad, “G‘ildirak”.

In contemporary linguistics, complex and integrative approaches to the study of onomastic units actively used within literary texts, including poetonyms, are gaining priority. Within the framework of these approaches, poetonyms are analyzed not merely as nominative elements of a literary text, but as important components that shape its semantic, pragmatic, and aesthetic systems. In particular, issues such as allusive names, onomastic metaphor, the onomastic space of a literary text, and the interaction of names with intertextuality are at the center of modern scholarly research.

At the same time, identifying the linguopoetic and linguocultural characteristics of poetonyms, revealing their functional potential in the process of creating artistic imagery, and substantiating their role in expressing the author’s individual creative concept are regarded as some of the most pressing tasks of contemporary linguistics. As a result, onomastic units are interpreted as significant linguistic phenomena that illuminate the conceptual structure of a literary text, layers of national and cultural consciousness, and its aesthetic content.

Today, particular attention is being paid in our republic to deepening the processes of national self-awareness, enhancing the spiritual values of the people, and expanding the sphere of use of the Uzbek national and literary language in social life. As a consequence of these processes, language is increasingly perceived not only as a means of communication, but also as an important socio-cultural phenomenon that embodies the historical memory, cultural heritage, and spiritual values of a people.

Poetic onomastics occupies an important place in modern linguistics as a field that studies the aesthetic, semantic, and functional features of proper names within a literary text. One of the central concepts of this field is the term *poetonym*. The issue of poetonyms serves as an important theoretical basis for a deep understanding of the language of a literary text, the analysis of an author’s mastery, and the disclosure of the ideological and artistic layers of a work. This is because every

name used in a literary work is not accidental; it is chosen with a specific aesthetic intention, semantic load, and conceptual purpose.

Etymologically, the term *poetonym* is derived from the Greek words *poietikē*—the art of creation, creativity—and *onoma*—name. Thus, when translated literally, *poetonym* means "creative name" or "artistic name." In scholarly usage, this term is applied to denote a proper name that performs an aesthetic function in a literary work. Unlike an ordinary nominative unit, a poetonym appears as a product of the author's aesthetic thinking and actively participates in the artistic structure of the work.

In traditional onomastics, proper names are interpreted as means of naming objects such as persons, places, bodies of water, mountains, and celestial objects. Their main function is nominative in nature, aimed at distinguishing an object or phenomenon of reality from others. However, within a literary text, a name does not remain a mere means of designation. It creates a specific image, reveals character, conveys the spirit of an era, and expresses the author's attitude. In this respect, a poetonym represents an aesthetically transformed form of a nominative unit.

One of the main features of a poetonym is its aesthetic load. A name used in a literary work evokes certain images and emotional responses in the reader. For example, a character's name may indicate their personality, social origin, or inner world. In some cases, even the phonetic composition of a name serves the image: names dominated by hard consonants may convey firmness or roughness, while soft sounds may express gentleness. This, in turn, demonstrates the phonostylistic potential of poetonyms.

Another important characteristic of a poetonym is its semantic multilayeredness. A literary name often possesses two or more layers of meaning: a surface (direct) meaning and an inner (symbolic or connotative) meaning. For example, the use of a historical person's name in a literary text evokes not only a specific individual, but also a particular historical period, idea, or ideology. In this way, the poetonym becomes a means of intertextual connection. It interacts with other texts, historical facts, or cultural codes, thereby enriching the content of the work.

According to their origin, poetonyms may be real or fictional. Real poetonyms are based on existing historical or contemporary names, but acquire a new aesthetic meaning within a literary context. Fictional poetonyms, on the other hand, are deliberately created by the author and often have a symbolic or fantastic character. In both cases, the choice of a name is determined by the author's ideological and aesthetic intention.

Poetonyms in a literary text demonstrate diverse lexical-semantic forms. These include anthroponymic poetonyms—personal names, nicknames, and pseudonyms; toponymic poetonyms—place names; hydronymic poetonyms—names of water bodies; cosmonymic poetonyms—names of celestial objects; as well as poetonyms based on the names of animals and plants. Each of these performs a specific function within the text. For example, a toponym may reveal the social or historical characteristics of the space in which events take place.

The functional aspects of poetonyms are also multifaceted. First of all, they perform a nominative function, that is, they name a character or object. However, this function is not limited to simple designation. A poetonym becomes a means of character creation: through a name, the reader can perceive a character's personality, psychological state, or social status. In addition, a poetonym may perform a symbolic function by expressing the central

idea of the work. In some cases, it even drives the development of the plot and appears as a text-forming unit. From a linguopoetic perspective, a poetonym is a connotative unit that embodies evaluative and emotive-expressive meanings. Through the choice of a name, the author may express a positive or negative attitude toward a character. Thus, a poetonym is also a pragmatically active unit, as it influences the reader's perception and shapes a particular evaluative stance.

A poetonym is also noteworthy as a linguocultural phenomenon. Every name is associated with a specific national culture, historical experience, and mentality. For instance, traditional Uzbek names reflect national values, religious beliefs, and customs. The use of such names in a literary work strengthens national color and enriches the cultural background of the text. Therefore, a poetonym may also be interpreted as a linguistic unit that expresses national identity.

In contemporary research, poetonyms are studied from cognitive and discursive perspectives as well. Cognitive linguistics interprets a poetonym as an element of a conceptual field, linking a name to a system of concepts in human consciousness. In discourse analysis, a poetonym is viewed as a means of communicative strategy within the text. These approaches further reveal the multidimensional nature of poetonyms.

A poetonym is a proper name used in a literary text with aesthetic, semantic, and functional significance, playing an important role in image creation, idea expression, and ensuring the compositional unity of the text. It is not a simple nominative unit, but a product of artistic thinking. A poetonym reflects the author's aesthetic worldview, national mentality, and ideological position. For this reason, the theoretical and practical study of poetonyms remains one of the most pressing issues in poetic onomastics.

Said Ahmad's novella *"G'ildirak"* is one of the major examples of Uzbek satirical prose, in which social and moral problems of society—such as bribery, self-interest, moral crisis, and the transformation of personal wealth into the primary measure of life—are sharply exposed through satire. The work stands out not only for its plot structure and system of characters, but also for its mastery in the use of artistic detail, symbolic layers, and linguistic means. Rather than depicting reality directly, the author reveals it through humor, irony, and sarcasm. As a result, the work not only amuses the reader, but also provokes reflection and encourages an understanding of the essence of social vices.

The image of the "wheel" (*g'ildirak*), chosen as the central symbol of the novella, is not accidental. The wheel is interpreted as a symbol of constant movement, rotation, system, and repetition. The bribery, careerism, and material-interest-based relationships depicted in the work also rotate endlessly like a wheel. One individual leaves, another replaces him, yet the system remains unchanged. In this sense, the very title of the novella acquires a symbolic-poetic character. This symbolism harmonizes with the onomastic units in the text and reinforces the overall ideological system.

Alongside the plot, character system, dialogues, and monologues, the onomastic units used in the work—particularly poetonyms—serve as important means of demonstrating the author's artistic mastery. In a literary text, proper names function not as simple nominative units, but as poetic elements bearing aesthetic, semantic, and stylistic weight. Each name or nickname reveals certain character traits, hints at a character's inner world, or expresses the author's evaluative attitude. From this perspective, the names in the work are not

accidental, but rather deeply considered and purposefully employed artistic devices. Poetonyms in a literary text perform a dual function: on the one hand, they name individuals; on the other hand, they convey additional meaning. For example, assigning names derived from semantic fields associated with trade, wealth, or price to characters who prioritize material gain reflects the author's aesthetic position. Such names provide the reader with an initial impression of a character, which is later confirmed or deepened as the narrative unfolds. As a result, the name becomes a key to revealing the character's inner essence.

In *"G'ildirak"*, onomastic units also depict the social strata of society. The use of Russian patronymic forms, surname systems, and nicknames reflects the social environment of the Soviet period, thereby demonstrating the sociological function of poetonyms. Through names, not only individual characters but also the spirit of a historical era and the system of social relations are revealed. Thus, onomastic units define the degree of contemporaneity of the work and its connection to a specific historical context.

Moreover, poetonyms enhance the satirical effect of the work. Through certain names, the author creates ironic meanings and establishes contrasts between a character's external image and inner essence. For instance, a character bearing a lofty or prestigious name but possessing moral degradation produces a comic-tragic contrast, intensifying satire. The contradiction between name and character prompts reflection and sharpens the author's critique. Therefore, analyzing *"G'ildirak"* from the perspective of poetonyms allows for a deeper understanding of the work's internal ideological mechanism. Through the system of names, the author's aesthetic vision, social position, and evaluative attitude are revealed. Poetonyms are an integral part of the image-creation process and are woven into the artistic fabric of the novella, reinforcing its satirical spirit and ensuring ideological coherence. In *"G'ildirak"*, onomastic units—particularly poetonyms—are not merely naming devices, but active elements of the artistic-aesthetic system. Through them, the author exposes moral decline in society, demonstrates the consequences of prioritizing personal gain, and encourages the reader to draw ethical conclusions. Linguopoetic analysis of poetonyms enables a deeper comprehension of the work's essence, as well as its satirical layer and symbolic system.

The concept of the poetonym is a complex scholarly category formed at the intersection of linguopoetics and onomastics. While onomastics studies the origin, structure, meaning, and usage of proper names, linguopoetics examines the aesthetic potential of linguistic units in literary texts. At the point where these two fields intersect, the phenomenon of the poetonym emerges. Thus, a poetonym is not a simple name, but a proper name subordinated to an aesthetic purpose within a literary text, expressing the author's intention and actively participating in the process of image creation.

An ordinary proper name primarily performs a nominative function: it distinguishes a person, place, or object from others. In real life, a name serves merely as a means of identification. In a literary text, however, the process of name selection is never accidental. The writer consciously chooses each name and assigns it a specific semantic load. In this way, a proper name transcends the boundaries of pure nomination and acquires connotative meaning. Consequently, a poetonym contains not only denotative meaning (direct reference), but also connotative

meaning (additional sense, evaluation, attitude).

Within a literary text, a poetonym acquires additional meaning, evaluative attitude, and symbolic or ironic load. It often embodies key features of a character's personality. For instance, the meaning of a character's name may correspond to their temperament, social status, or inner world. In such cases, the name becomes a "pre-characterizing" device. Upon hearing the name, the reader imagines a certain semantic field, which is then expanded throughout the narrative.

Another important aspect of the poetonym is its evaluative function. Through a name, the writer implicitly expresses a positive or negative attitude toward a character. In some cases, a mismatch between name and character creates an ironic effect. For example, morally base behavior by a character bearing a lofty or honorable name produces a satirical contrast, revealing the ironic and satirical function of the poetonym. Poetonyms also serve as a means of reflecting the social environment. Name-and-surname forms typical of a certain period, patronymic systems, nicknames, or pseudonyms indicate historical and sociological context. In such cases, the poetonym represents not only an individual image, but also a social group or the spirit of an era. Thus, a poetonym functions as a carrier of sociological and cultural information.

The aesthetic nature of the poetonym is manifested in its functional activity within the text. It may directly influence plot development, conflict formation, and the system of relationships between characters. Sometimes, the overall idea of a work is constructed around a central name. In such cases, the poetonym performs a text-forming function and becomes the semantic core of the work. A poetonym is a proper name chosen and used for aesthetic purposes, in which connotation is as significant as nomination. It performs multiple functions, including image creation, expression of the author's position, reflection of the social environment, and formation of symbolic and ironic layers. Therefore, a poetonym is not a simple element of a literary text, but a crucial mechanism that activates its internal ideological and aesthetic structure.

In *"G'ildirak"*, poetonyms are primarily represented by anthroponymic units—personal names. Said Ahmad pays particular attention to the internal semantic potential of names in character creation. The very name of the protagonist, **Bozorboy Okhunovich**, is semantically motivated and not chosen by chance. The name "Bozorboy" consists of two components: *bozor* (market) and *boy* (rich). The word *bozor* denotes trade, profit, exchange, and a sphere governed by calculation. It evokes a space where material values dominate and human relations are measured in monetary terms. The component *boy* signifies wealth, property, material superiority, and power.

When combined, these two components express the central trait of the character: a person who has turned material interest into the main criterion of life. The name embodies the spirit of economic gain and the pursuit of wealth. For Bozorboy, humanity, honesty, conscience, and moral purity are secondary to money and profit. He evaluates every situation according to commercial principles: what can be gained, where profit can be extracted, and how wealth can be increased. Thus, the name performs not only a nominative function, but also expresses the character's worldview.

Through the name Bozorboy, the author generalizes a specific social type: an individual who prioritizes personal interest over social good, prefers materialism to spirituality, and considers position and money as primary values. In this sense, Bozorboy rises from an individual character

to the level of a typical figure. The name reinforces this typification. Upon hearing the name, the reader immediately associates it with the concepts of “market,” “trade,” and “wealth,” which are then confirmed by the character’s subsequent actions.

The patronymic form “Okhunovich” is also linguopoetically significant. This Russian-style patronymic evokes the official Soviet environment and indicates the character’s position within a bureaucratic system. As a result, the name acquires a three-layered meaning: first, individual character; second, social type; and third, historical spirit of the era. This demonstrates the sociological and historical functions of the poetonym. Bozorboy is interpreted not merely as an individual, but as a product of a specific system.

An internal ironic undertone is also perceptible in the name **Bozorboy**. The component *boy* (“rich”) may be interpreted positively; however, in the novella wealth is presented not in a spiritual but exclusively in a material sense. As a result, a discrepancy emerges between the name and its moral content. The character may be materially wealthy, yet he is spiritually impoverished. This contrast reinforces the evaluative and satirical functions of the poetonym. The patronymic form **“Okhunovich”** evokes the official Soviet environment and the bureaucratic system. It indicates the character’s social status and his position within the system. The Russian patronymic model reflects the spirit of the period when such forms entered the Uzbek linguistic space. This aspect reveals the sociological function of the poetonym: the name expresses not only an individual character but also a historical and social environment. Thus, the name **Bozorboy Okhunovich** is not a simple nominative unit in the novella, but a poetonym with deep semantic grounding. It simultaneously performs characterological, sociological, and evaluative functions. Through the name, the author reveals the character’s inner world, value system, social position, and moral essence. In this way, the poetonym becomes one of the central tools of character creation and plays a significant role in shaping the overall satirical tone of the work.

For example:

Before leaving for work each day, Bozorboy Okhunovich had made it a habit to glance through the morning newspaper. Previously, he had no such habit and did not read newspapers at all. Recently, however, newspapers had begun publishing feuilletons more frequently. Most of the people targeted in those feuilletons belonged to the very sphere in which Bozorboy Okhunovich worked. Each morning, as he lifted his head from the pillow, he would imagine the faces of familiar people, wondering who might have been criticized that day. [1; 6]

The family environment constructed around the image of Bozorboy is also revealed more deeply through poetonyms. The name of his wife, **Tijoratxon**, directly evokes associations with trade and material wealth. The word *tijorat* denotes commerce, financial activity, profit, and the pursuit of income, while the suffix *-xon* traditionally functions as a feminine name-forming element. Thus, Tijoratxon’s name is not accidental; it informs the reader about her character and social position. She is portrayed as a woman who prioritizes material benefit, values wealth and luxury, and at times even measures her values through material possessions.

From this perspective, the system of names within Bozorboy’s family acquires a metaphorical dimension. Each family member, through their name, represents material values, economic interests, and life strategies prevalent in society. Through these names, the author reveals the family’s inner psychological world, value system, and social context. For instance, the name

Bozorboy itself is closely connected with the pursuit of material wealth, trade, and commerce, and with perceiving money as the foundation of life. Consequently, the entire family is characterized by a value system grounded in materialism: every decision, every action, and even family relationships are guided by principles of economic benefit and profit.

Through poetonyms, the author also aesthetically reveals the characters of the family members. Tijoratxon's name functions not as an indicator of outward appearance, but as a marker of her inner motivation and values. This demonstrates the artistic function of onomastic detail in the novella: personal qualities, inner attitudes, and social status are conveyed to the reader through names.

As a result, through the naming system of a single family, the author not only exposes their personalities and family values, but also critically reveals a value system in society based on materialism. This family functions—on sociological and linguopoetic levels—as a microcosm reflecting attitudes toward material interest, wealth, and profit in contemporary society. Thus, poetonyms serve as tools that reinforce the social theme of the work and artistically enrich the characters.

For example:

His wife Tijoratxon, around forty years old, was a woman in full bloom. She spoke to her husband while holding the two sides of her dress collar together with her left hand. This gesture greatly pleased her husband. [1; 6]

The name of Bozorboy's daughter, **Orasta** (Orastaxon), also holds significant linguopoetic value. In Uzbek, *orasta* means well-groomed, adorned, orderly, and attentive to outward appearance. In this sense, the author pre-characterizes the girl through her name: Orasta is portrayed as a person interested in appearance, clothing, aesthetic adornment, and luxury, who values wealth and material prosperity. Her inner spiritual world, unfortunately, does not play a central role; rather, her values and attention are focused on external beauty and material wealth.

There is a strong semantic harmony between the name Orasta and her character. From a linguopoetic perspective, the name does not merely identify the individual, but also performs aesthetic and characterological functions. Although the name does not directly reveal her inner world, it emphasizes her concern with appearance, behavior, and social position. In this way, through the poetonym, the author aesthetically conveys the character's dominant trait—the pursuit of outward beauty and material well-being.

Moreover, the name Orasta strengthens the familial and sociological context of the work. Within Bozorboy's family, the system of names reflects material values and attitudes toward commerce, and Orastaxon's name harmonizes with her character, life values, and role within the family. Thus, the name becomes not merely a tool of personal identification, but an artistic means of expressing the family's social, aesthetic, and material values.

The author's use of poetonyms demonstrates a reliance on linguopoetic tools in character creation: each name functions as a marker reflecting a character's inner and outer traits, values, and social position. From this perspective, the name Orasta performs not only a characterological but also an aesthetic function. Her attention to appearance, interest in luxury, and appreciation of wealth are artistically conveyed through her name. As a result, in the image of Orasta (Orastaxon), the linguopoetic approach realized through the poetonym enriches the narrative environment, reveals the system of characters and values, and more clearly exposes the materialistic value system within the family. At the same time, the

name brightens the artistic image of the character, making her external and internal aspects perceptible to the reader and enabling an analysis of aesthetic and material values in society through the lens of family life.

For example:

Indian music could be heard from the girl's room. Orastaxon lay sunk into her featherbed, listening to a tape recorder. Every time before leaving for work, Bozorboy would enter his daughter's room and kiss her on the forehead as she lay with her hair tousled on the pillow. The girl must have been waiting for her father. [8]

Tijoratxon tiptoed into her daughter's room. Moments later, Orastaxon ran out in her underwear, her hair disheveled and yesterday's makeup smeared across her face. She ran straight to her father and hung around his neck. Behind her came her mother, holding a robe:

— Hey, Oras, I'm talking to you—throw your robe over your shoulders, it's shameful in front of your father, — she kept chattering.

— My papa, my papa…

Orastaxon smelled strongly of French perfume mixed with "BT" cigarette smoke. Beyond that, there was also the peculiar fresh scent characteristic only of girls who have reached adolescence. [1; 9]

The image of **Begijon** is also one of the noteworthy characters in the novella. The component *beg* in his name historically signifies authority, nobility, high social status, and prestige. This element shapes the reader's initial social expectation: the name Begijon suggests a respectable and dignified individual. At the same time, the suffix *-jon* in Uzbek onomastics conveys affection, closeness, warmth, and endearment. Linguopoetically, this suffix humanizes the character, creating an image of someone approachable and kind. However, the author reveals Begijon's actual behavior, which does not correspond to these expectations. Begijon is depicted as self-interested, opportunistic, and driven by personal gain above all else. This contradiction between the semantic expectations of the name and the character's actions generates a satirical effect.

The nickname **"Narxi tushgan odam"** ("a man whose price has fallen") further intensifies the satirical meaning of Begijon's image. This nickname carries a two-layered meaning. First, it recalls a commercial term denoting a decrease in price, symbolizing the decline of the character's material or social value. Second, it metaphorically signifies moral devaluation—Begijon's ethical "price" has fallen, and his human dignity has diminished. Thus, the poetonym and the nickname together perform metaphorical and evaluative functions, exposing not only the character's nature but also the moral crisis in society and the degradation of values.

From a linguopoetic perspective, the name Begijon and the nickname "Narxi tushgan odam" complement each other. The name reflects initial social prestige and expectation, while the nickname reveals the character's true behavior, dependence on material gain, and moral emptiness. Through this contrast, the author provokes a satirical and critical perception in the reader, intensifying the depiction of the gap between name and reality, individual and society, and the decline of values.

For example:

Begijon was sharp-eyed, weak-legged, and quick-handed. Whatever he glanced at would imprint itself in his memory. Just as the blades of a fan lose their shape while spinning, Begijon's fingers moved over the abacus like smoke when he was counting. But when it came to his legs, fortune had not favored him: if he raced a turtle, he would surely lose. [1; 13]

The character **Eshmon Davlatov** is positioned in opposition to Bozorboy. His surname *Davlatov*, derived from *davlat*

("state"), evokes notions of national and social interest, justice, order, and integrity. Linguopoetically and symbolically, it shapes expectations about his character: Eshmon appears as a principled, responsible individual who opposes bribery.

The contrast between Bozorboy and Eshmon is reinforced not only through their actions, but also through their names. The family-based material value system embodied in the names Bozorboy, Tijoratxon, and Orasta symbolizes a worldview centered on personal gain and luxury. In contrast, the name Eshmon Davlatov represents commitment to the state, justice, and public interest. From a linguopoetic perspective, this contrast is created through the system of names, allowing the reader to perceive not only character traits but also social and moral positions.

For example:

While Bozorboy was absorbed in such thoughts, stacking bricks on Begijon's grave, the door of the office opened and Eshmon Davlatov, the manager of the "Obuvnoy" near the potato market, poked his head in:

— May I come in, Brother Bozor?

Bozorboy nodded in approval. Without exchanging greetings, Eshmon placed a hefty roll of money, tied with string, onto the table with a dull thud. [1; 19]

Bozorboy's childhood nickname **"Ovsar"** ("simpleton") also holds particular linguopoetic and artistic significance. In Uzbek, *ovsar* denotes a naive, slow-witted, or overly simple person. This nickname reflects the character's inner essence and serves as a linguopoetic tool revealing his unchanged inner nature. Although Bozorboy has gained wealth and status, his internal world and values have largely remained as simplistic as in childhood.

The nickname performs an ironic function, highlighting the contradiction between external success and internal limitation. Through this nickname, the author emphasizes that wealth and status cannot fundamentally transform a person's inner character. This strengthens the sarcastic and satirical tone of Bozorboy's image.

For example:

Bozorboy's schoolmates used to call him "Ovsar." When he was in primary school, he would enter any classroom he happened to come across and start attending lessons, without caring which grade it was. Teachers, accustomed to this behavior, would stop their lessons and lead Bozorboy back to his own class. That was why they called him "Ovsar." [1; 7]

In Said Ahmad's novella *"G'ildirak"*, poetonyms form a unified satirical system and play a crucial role in defining the ideological core of the work. Semantic fields such as "market," "trade," "price," "wealth," and "state" are interconnected, expressing characters' traits and social positions. Through this system, the author critiques not only individual characters but also societal and moral values. The title *"G'ildirak"* ("The Wheel") functions as a central symbol, representing rotation, repetition, and systemic continuity. Through this symbol, the author depicts bribery, self-interest, and materialism as endlessly recurring processes. Poetonyms operate as integral components of this "wheel," reinforcing the satirical structure of the novella.

In conclusion, poetonyms in *"G'ildirak"* are not simple naming devices but essential elements of an aesthetic system. They serve characterological, metaphorical, sociological, evaluative, and satirical functions, enriching the artistic fabric of the work and intensifying its social and moral critique. Through carefully chosen names and nicknames, Said Ahmad demonstrates the powerful linguopoetic potential of poetonyms in Uzbek prose.

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Cognitive and Semantic Features of Spanish Phraseology: Conceptualization and Metaphoric Structures

Bakhramova Dilovarxon Gazanfarovna,
Teacher of department Spanish and Italian philology, SamSIFL
dilovar.baxramova@mail.ru

Abstract
This article explores the cognitive and semantic characteristics of Spanish phraseology, focusing on how idiomatic expressions reflect conceptual structures and metaphoric patterns in the language. Through an interdisciplinary approach integrating cognitive linguistics, semantic theory, and phraseological research, the study examines how Spanish phraseological units (PUs) function not only as lexicalized forms but also as conceptual metaphors shaped by cultural and cognitive processes. The analysis demonstrates that phraseological metaphors in Spanish are deeply rooted in embodied cognition, cultural models, and cross-linguistic similarities and differences. The article also considers the role of conceptual blending and image schemas in the construction of meaning in Spanish idioms. By providing theoretical insights and illustrative examples, the paper contributes to a deeper understanding of the relationship between cognition, culture, and phraseological semantics.
Keywords: Cognitive linguistics, semantic features, Spanish phraseology, conceptual metaphors, idiomatic expressions, embodiment, conceptual blending, phraseological units.

The study of phraseology within the framework of cognitive linguistics has gained considerable attention in recent decades, driven by advances in our understanding of how language reflects underlying conceptual structures and cognitive processes. In the specific context of Spanish phraseology, idiomatic expressions provide a rich domain for exploring the interplay between linguistic form, meaning construction, and cultural conceptualization. Spanish idioms, proverbs, and fixed expressions serve not merely as linguistic artifacts but as cognitive embodiments of culturally salient models, metaphorical mappings, and experiential patterns. This article seeks to elucidate the cognitive and semantic features of Spanish phraseology, emphasizing conceptualization and metaphoric structures that shape the interpretation and use of idiomatic expressions in this language.

The field of cognitive linguistics positions language as a reflection of entrenched patterns of thought rather than as a formalized autonomous system. From this perspective, phraseological units (PUs) are not arbitrary bundles of words with opaque meanings but structured cognitive units that reveal how speakers categorize, conceptualize, and map experience onto linguistic form. According to Fillmore, Johnson, and Lakoff, metaphors are pervasive in everyday thinking and language, providing systematic mappings from a source domain (typically concrete or embodied experience) to a target domain (often abstract concepts) (Lakoff & Johnson, 1980). Spanish idioms often instantiate these metaphorical mappings, which can be analyzed in terms of underlying image schemas, conceptual metaphors, and cultural models.

One of the core cognitive features of Spanish phraseology lies in the embodiment of meaning. Embodied cognition suggests that meaning is grounded in sensorimotor experiences, and that conceptual structures are shaped by bodily interactions with the physical world (Barsalou, 1999). Many Spanish idiomatic

expressions derive from bodily experiences, spatial orientation, motion events, and physical objects, mapping these experiences onto abstract domains such as emotion, social relations, or moral judgment. For example, consider the Spanish idiom *tener la cabeza en las nubes* (literally "to have the head in the clouds") to describe a person who is daydreaming or inattentive. This expression maps the physical image of an elevated head above ground ("in the clouds") onto the cognitive state of abstract thinking detached from immediate tasks. The conceptual metaphor *ATTENTION IS VERTICAL LOCATION* is at play here, associating attention with being grounded and lack of attention with being off the ground or elevated.

Another significant cognitive mechanism in Spanish phraseology is the use of conceptual metaphors to express emotional states. Emotional experiences are inherently subjective and abstract, yet speakers use metaphorical expressions to anchor them in more concrete domains. For instance, expressions like *estar hasta las narices* (literally "to be up to the nostrils") meaning "to be fed up" exemplify the mapping of bodily space onto emotional saturation. The conceptual metaphor *EMOTION IS PHYSICAL SUBSTANCE* is evident, where being overwhelmed with frustration or annoyance is conceptualized as fluid rising to a bodily threshold. Similarly, *echar chispas* (literally "to throw sparks") meaning "to be furious" maps visual and kinetic experiences of sparks flying to the intense emotional state of anger. These metaphoric constructions illustrate how embodied experiences serve as cognitive anchors for abstract semantic domains.

Conceptual blending theory, proposed by Fauconnier and Turner (2002), further illuminates how idiomatic meanings emerge through the integration of multiple mental spaces. In Spanish phraseology, many expressions result from the blending of distinct conceptual domains, resulting in novel or culturally resonant meanings. For example, the idiom *dar en el clavo* ("to hit the nail on the head"), meaning to say or do exactly the right thing, integrates two domains—tool use (hammering) and epistemic precision (correctness in thought or speech). The blend yields an emergent structure where the physical action of accurately hitting a nail mirrors cognitive precision. Such blends are not arbitrary but reflect culturally shared schemas where manual skill and intellectual insight are analogically related.

Metaphoric structures in Spanish phraseology also reveal how culture influences conceptualization. Metaphors that arise from agricultural, religious, or social practices highlight culturally salient experiences and values. The expression *estar en la luna de Valencia* (literally "to be on the moon of Valencia"), meaning to be absent-minded or oblivious, has cultural and historical roots tied to 19th-century Valencia, where locals allegedly daydreamed during long walks in the orchard-filled outskirts. The metaphor thus encodes not only spatial and experiential imagery but also a locally grounded cultural narrative. Such culturally specific idioms underscore that cognitive processes are intertwined with the sociocultural environment, shaping how phraseological meaning is constructed and interpreted.

Semantic features of Spanish phraseological units are tightly connected to their syntactic and morphological properties. Phraseological fixedness or semi-fixedness determines the degree to which elements can vary while retaining idiomatic meaning. Idioms like *tirar la casa por la ventana* (literally "to throw the house out the window"), meaning to spare no expense, exhibit a high degree of fixedness: substitution or alteration of core elements often results in loss of idiomaticity. The

metaphorical mapping here—extravagance as throwing away structures that are typically associated with stability—relies on entrenched imagery that resists lexical substitution. Semantic transparency varies, with some idioms being more analyzable (*poner los puntos sobre las íes* "to dot the i's") and others opaque (*estar como una cabra* "to be crazy" literally "to be like a goat"). Transparency correlates with cognitive accessibility: more transparent idioms align with clearer metaphorical mappings that can be explicated in conceptual terms.

Cross-linguistic comparison further highlights the cognitive underpinnings of phraseology. While many languages share common conceptual metaphors—such as *EMOTION IS HEAT* or *TIME IS SPACE*—the specific linguistic instantiations vary according to cultural schemas. For example, the Spanish metaphor *el tiempo vuela* ("time flies") parallels the English *time flies*, but other idiomatic expressions such as *estar entre la espada y la pared* (literally "to be between the sword and the wall"), akin to English *between a rock and a hard place*, reflect different metaphorical source domains—medieval weaponry and fortification in Spanish versus geological imagery in English. These cross-linguistic differences reveal that while cognitive mechanisms like metaphor are universal, the specific mappings and lexical realizations are shaped by shared cultural and experiential histories.

A crucial cognitive dimension of phraseological semantics is the role of image schemas—recurring dynamic patterns of sensory-motor experience that structure meaning. Image schemas such as CONTAINER, PATH, BALANCE, and FORCE influence how speakers conceptualize events and relationships. Expressions like *salir de dudas* ("to get rid of doubts") leverage the CONTAINER schema, where doubt is conceptualized as an entity that can be exited. Similarly, *perder el equilibrio* ("to lose balance") maps a physical state to psychological or social instability. These image schemas serve as conceptual primitives that organize experience and facilitate semantic extension from concrete to abstract domains.

Research on phraseological semantics also emphasizes the interaction between lexicon and cognition. Idioms are stored and processed as lexical units, yet their interpretation engages broader conceptual networks. The mental lexicon, according to cognitive models, houses not only word forms but also schematic frames and metaphorical templates. When encountering a phraseological expression, speakers activate both lexical memory and associated conceptual mappings. This activation process is influenced by frequency of use, context, and pragmatic factors.

Additionally, the pragmatic dimension of phraseology cannot be overlooked. Phraseological units serve not only semantic functions but also social and interactional roles in communication. Idioms convey group membership, cultural identity, humor, and affective nuance. Spanish idiomatic expressions often carry pragmatic cues that go beyond literal meaning, shaping interpersonal dynamics and discourse style. For example, *no tener pelos en la lengua* (literally "to not have hairs on the tongue"), meaning to speak bluntly, conveys evaluative and interpersonal stances. The metaphor underlying this idiom—lack of impediments to speech—also encodes cultural attitudes toward directness and social propriety.

The cognitive and semantic study of Spanish phraseology thus encompasses multiple interrelated dimensions: embodied experience, conceptual metaphor, image schemas, cultural models, lexical structure, and pragmatic function. Scholars in this field

draw on a rich body of research from cognitive linguistics, phraseological studies, and cross-linguistic analysis. The work of Lakoff and Johnson (1980) laid foundational insights into conceptual metaphor, which have been extended in the context of phraseology by researchers such as Fernando (1996), Wierzbicka (1992), and Dirven and Pörings (2002). These scholars underscore that idioms are not peripheral curiosities but windows into fundamental cognitive operations that shape language and thought.

Empirical studies on Spanish phraseology further corroborate the centrality of metaphor and cognitive structuring. Corpus-based research reveals systematic patterns in the distribution and usage of metaphorically grounded idioms across genres and registers. For example, idioms related to motion and spatial orientation are prevalent in narratives and everyday speech, reflecting embodied conceptual frameworks that structure experience. Experimental studies also show that metaphorically rich idioms influence cognitive processing, with metaphor-congruent contexts facilitating comprehension and recall. These findings suggest that phraseological metaphors are deeply embedded in cognitive networks and play active roles in mental representation.

The pedagogical implications of understanding cognitive and semantic features of phraseology are significant. In second language acquisition, idioms often pose challenges due to their non-compositional semantics and cultural specificity. A cognitive approach that highlights conceptual metaphors and underlying image schemas can aid learners in forming meaningful connections between form and concept. Teaching idioms through metaphorical mappings and conceptual frameworks allows learners to internalize not only the expression but the cognitive logic that governs its use. Such an approach moves beyond rote memorization toward deeper comprehension and productive competence.

In conclusion, the cognitive and semantic features of Spanish phraseology reveal that idiomatic expressions are not isolated lexical artifacts but dynamic intersections of embodiment, metaphor, culture, and cognition. Conceptual metaphors provide systematic mappings that structure how abstract experiences are linguistically expressed, while image schemas and cultural models ground these expressions in shared human experience. Understanding the cognitive architecture of phraseology enhances our grasp of how language reflects thought and how speakers navigate meaning in context. Future research may further investigate the neural correlates of phraseological processing, cross-cultural variations in metaphorical mappings, and applications of cognitive phraseology in education and artificial intelligence.

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Cognitive and Semantic Characteristics of Somatic Phraseology in the Spanish Language

PhD Djalilova Sarvaroy Mekhrojovna
SamSIFL, Department of "Spanish and Italian Philology", teacher-assistant

Abstract
This article examines somatic phraseology in the Spanish language from a cognitive and semantic perspective, focusing on how body-related lexical components function as key conceptual tools in the construction of idiomatic meaning. Somatisms, understood as phraseological units containing names of body parts, represent one of the most productive and cognitively motivated domains of Spanish phraseology. The study explores the role of embodied cognition, conceptual metaphors, image schemas, and cultural models in shaping the semantics of somatic idioms. Particular attention is paid to how body parts such as cabeza, mano, ojo, corazón, and lengua participate in metaphorical mappings that structure abstract domains including emotion, intellect, morality, social relations, and communicative behavior. The analysis demonstrates that Spanish somatic phraseology reflects universal cognitive mechanisms while simultaneously encoding culture-specific patterns of conceptualization.
Keywords: Somatic phraseology, Spanish language, embodied cognition, conceptual metaphor, body-related idioms, semantic motivation, cognitive linguistics

Somatic phraseology occupies a central position in the lexical and conceptual system of the Spanish language, reflecting the deep connection between bodily experience and linguistic meaning. Idiomatic expressions that include names of body parts, commonly referred to as somatisms, constitute one of the most productive and semantically rich groups of phraseological units. From the perspective of cognitive linguistics, the prominence of somatic idioms is not accidental but arises from the embodied nature of human cognition. The human body serves as a primary reference point for organizing experience, structuring perception, and conceptualizing abstract domains. As a result, body-related expressions function as fundamental cognitive tools through which speakers of Spanish interpret emotions, mental states, social behavior, and moral values.

The theoretical foundation of the study of somatic phraseology lies in the principle of embodied cognition, which holds that cognitive processes are grounded in bodily experience (Lakoff & Johnson, 1980; Barsalou, 1999). According to this view, meaning is not an abstract, disembodied entity but emerges from recurrent patterns of interaction between the body and the environment. Linguistic expressions, particularly idioms, encode these patterns in conventionalized forms. In Spanish, somatic idioms such as *perder la cabeza* (“to lose one’s head”), *tener buen corazón* (“to have a good heart”), or *echar una mano* (“to give a hand”) exemplify how bodily organs and actions are metaphorically extended to express psychological, emotional, and social meanings.

One of the most salient body parts in Spanish somatic phraseology is *cabeza* (head), which is closely associated with intellect, reason, control, and decision-making. Expressions like *tener la cabeza fría* (“to keep a cool head”) or *meter algo en la cabeza* (“to get something into one’s head”) reflect the conceptual metaphor *THE MIND IS A CONTAINER* and *REASON IS PHYSICAL CONTROL*. The head is conceptualized as the seat of rational thought, and its physical properties—such as stability, orientation, and containment—

are mapped onto cognitive processes. Losing control or rationality is metaphorically represented as losing the head, as in *perder la cabeza*, where the absence of the physical organ symbolizes a breakdown of mental regulation.

The body part *corazón* (heart) occupies a central role in the conceptualization of emotions and moral character in Spanish phraseology. Idioms such as *hablar con el corazón* ("to speak from the heart"), *tener el corazón de oro* ("to have a heart of gold"), or *romper el corazón* ("to break someone's heart") illustrate the metaphor *EMOTIONS ARE LOCATED IN THE HEART*. This metaphor, widely attested across languages, reflects a culturally entrenched model in which the heart functions as the locus of feelings, empathy, and sincerity. In Spanish culture, the heart is not merely an emotional center but also a moral one, as evidenced by expressions that associate the heart with kindness, generosity, or cruelty. The semantic richness of *corazón* idioms demonstrates how bodily organs become symbolic anchors for abstract evaluative concepts.

Another highly productive somatic component in Spanish phraseology is *mano* (hand), which is closely linked to action, agency, control, and assistance. Expressions such as *tener algo en la mano* ("to have something under control"), *echar una mano* ("to help"), and *lavarse las manos* ("to wash one's hands of something") reveal multiple metaphorical mappings involving the hand. The hand is conceptualized as the primary instrument of action and manipulation, leading to the metaphor *CONTROL IS MANUAL POSSESSION*. In the case of *lavarse las manos*, the idiom draws on a culturally and historically grounded image of physical cleansing to express moral disengagement or refusal of responsibility. This expression illustrates how somatic idioms often combine embodied experience with cultural and intertextual knowledge, in this case with biblical and legal traditions.

The body part *ojo* (eye) plays a crucial role in Spanish phraseology related to perception, attention, vigilance, and evaluation. Idioms such as *echar un ojo* ("to take a look"), *no pegar ojo* ("not to sleep"), or *tener buen ojo* ("to have a good eye") reflect the metaphor *KNOWING IS SEEING*. Visual perception serves as a dominant sensory modality for structuring knowledge and awareness, and this dominance is linguistically encoded through eye-related expressions. The semantic extension from physical sight to cognitive insight illustrates a fundamental cognitive pattern whereby perceptual experience is mapped onto epistemic domains. Spanish somatic phraseology thus aligns with broader cognitive tendencies while manifesting language-specific lexical realizations.

The role of *lengua* (tongue) and *boca* (mouth) in Spanish idioms highlights the conceptualization of speech, communication, and social behavior. Expressions such as *tener pelos en la lengua* ("to speak bluntly"), *morderse la lengua* ("to bite one's tongue"), or *cerrar la boca* ("to shut up") rely on physical actions involving the mouth and tongue to represent communicative restraint or expressiveness. These idioms are grounded in the embodied experience of speech production, where the tongue and mouth function as articulatory organs. The metaphor *SPEECH IS PHYSICAL ACTION* underlies these expressions, reinforcing the idea that communicative behavior is conceptualized through bodily mechanisms.

Somatic phraseology in Spanish also makes extensive use of image schemas, such as CONTAINER, PATH, FORCE, and BALANCE, which structure meaning at a preconceptual level. For instance, the expression *sacar algo del pecho* ("to get something off one's chest") employs the

CONTAINER schema, where emotional burden is conceptualized as a substance located inside the chest that can be removed. Similarly, *caerse la cara de vergüenza* ("to be extremely ashamed," literally "for one's face to fall from shame") combines the FORCE and DOWNWARD schemas to represent emotional collapse. These image schemas provide cognitive coherence and facilitate the interpretation of abstract meanings through embodied patterns.

Cultural factors play a significant role in shaping the semantics of somatic idioms. While many body-based metaphors are grounded in universal human experience, their specific linguistic realizations reflect culturally specific values and social norms. In Spanish-speaking cultures, expressiveness, emotional openness, and interpersonal closeness are often emphasized, and these cultural tendencies are mirrored in the richness of heart- and mouth-related idioms. The frequent use of somatic expressions in everyday discourse contributes to a communicative style that is vivid, affective, and metaphorically dense. Thus, somatic phraseology serves not only as a cognitive phenomenon but also as a marker of cultural identity.

From a semantic perspective, somatic idioms exhibit varying degrees of transparency and motivation. Some expressions, such as *echar una mano*, are relatively transparent and easily interpretable through their underlying metaphorical mappings. Others, such as *importar un comino* ("to not care at all," literally "to matter a cumin"), are more opaque and require cultural or lexical knowledge beyond somatic reference. The degree of semantic transparency influences how idioms are processed and acquired, particularly in second language learning. Cognitive approaches to phraseology emphasize that even seemingly opaque idioms often have historical or metaphorical motivations that can be uncovered through semantic analysis.

Psycholinguistic research suggests that somatic idioms are processed efficiently due to their strong grounding in embodied experience. The activation of body-related concepts facilitates mental imagery and conceptual integration, making these expressions cognitively salient and memorable. This salience explains their high frequency and stability in the lexicon. Moreover, the emotional and sensory richness of somatic idioms enhances their expressive power, allowing speakers to convey complex meanings succinctly and vividly.

In applied linguistics, the study of somatic phraseology has important implications for language teaching and translation. Learners of Spanish often struggle with idiomatic expressions due to differences in metaphorical mappings across languages. A cognitive-semantic approach that highlights embodied metaphors and conceptual correspondences can aid in overcoming these difficulties. By understanding how body parts function as conceptual anchors, learners can develop deeper semantic competence and cultural awareness. In translation studies, awareness of somatic metaphors helps translators find functional equivalents rather than literal renderings, preserving pragmatic and emotional meaning.

In conclusion, somatic phraseology in the Spanish language represents a paradigmatic example of how cognition, embodiment, and culture interact in the construction of meaning. Body-related idioms are not arbitrary linguistic ornaments but structured cognitive expressions that reflect fundamental patterns of human experience. Through conceptual metaphors, image schemas, and cultural models, somatisms provide access to abstract domains such as emotion, intellect, morality, and social interaction. The

cognitive and semantic analysis of Spanish somatic phraseology thus contributes to a broader understanding of language as an embodied, culturally situated, and meaning-driven system.

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Financial And Economic Efficiency Of Implementing "Green Economy" Principles In Uzbekistan's Agro-Industrial Complex

Xakimov Rashid
Tashkent University of Economics and technologies
Associate professor of the Department of Economics, candidate of Economic Sciences
rashidhakimov1958@gmail.com

Abstract
This article evaluates the economic advantages and financial benefits which result from applying green economy principles to the agro-industrial sector of Uzbekistan. The research investigates existing methods for achieving sustainable agricultural development while assessing the economic effects generated by green transformation projects and studying the financial systems that enable environmental innovation in the agricultural industry. The research shows that green finance systems together with cluster organizational structures and strategic green budgeting methods establish an environment which enables successful transformations of the agro-industrial sector. The research provides evidence-based insights for sustainable agricultural policy development while helping people understand how green transition drives economic growth in developing agricultural economies.
Keywords: green economy, agro-industrial complex, financial efficiency, sustainable agriculture, green finance, Uzbekistan, economic transformation, eco-innovation, agricultural development, resource efficiency

INTRODUCTION

Green economy principles function as essential economic transformation drivers which nations need for achieving sustainable development. The green economy model needs to be implemented in Uzbekistan's agricultural sector because it serves as a main economic engine which sustains most of the country's workforce. The green transformation in this sector achieves financial and economic efficiency through its systemwide effects which raise resource productivity and make markets more competitive and build enduring economic strength. Uzbekistan has established recent policies which advance green economy principles through their development of laws and financial systems and institutional frameworks that support sustainable agricultural methods but there needs to be a thorough evaluation of the economic benefits from these changes. The financial viability and economic benefits of green economy implementation in Uzbekistan's agro-industrial complex require detailed assessment of funding needs and operational expenses and productivity results and market performance metrics within the framework of agricultural system evolution.

METHODOLOGY AND LITERATURE REVIEW

The research study uses analytical synthesis methodology which combines systematic literature review with comparative economic analysis to assess how green economy practices impact financial and economic results in Uzbekistan's agro-industrial complex. Raxmonov studies how green economy principles affect Uzbekistan's economic development and social progress by showing that these principles create multipliers which produce social benefits that extend beyond their original environmental advantages to bring economic growth through job creation and wage increases and social progress [1]. The analysis shows that green transformation projects create beneficial effects that

spread throughout various economic sectors because the efficiency evaluation needs to consider both direct financial benefits and the value of indirect economic growth. Davlatboyeva and Jumaniyazov research the development of green budgeting systems in Uzbekistan while showing that governments can achieve their sustainable development goals through public financial resource distribution which leads to increased private sector involvement and faster environmental transformation results [2].

The efficiency of green economy implementation in agriculture depends on both organizational models and their structural arrangements. Xaydarov investigates cluster system approaches to agricultural economic development in Uzbekistan which show that integrated organizational structures enable organizations to use resources better while transferring knowledge and achieving financial success through economies of scale [3]. The cluster model demonstrates particular relevance for green transformation because it enables organizations to implement sustainable practices while sharing green technology investments and building collective capacity which reduces costs for individual businesses and increases advantages for the entire system. Kurbanova investigates sustainable development strategies and operational efficiency methods that Uzbekistan's grain enterprises can use to achieve their goals through specific management techniques and technological changes which enhance both environmental and financial outcomes [4].

The efficiency results from green transformation processes derive from both enterprise management methods used at the highest organizational levels and the economic policies used in particular countries. Xo'jamova investigatesagribusinessenterprise management practices in Uzbekistan which operate undergreen economy conditions through her research study which examines hownormatives organizational capabilities and managerial competencies train their future educational programs together with sustainable development project implementation success results and financial outcomes [5]. The study shows that implementing a green economy requires organizations to make two major changes which include developing new technologies and establishing new managerial practices for performance evaluation processes together with decision-making methods and stakeholder involvement systems that establish better operational efficiency. Qaxramonova analyzes how green economy development drives sustainable economic advancement in Uzbekistan because he views environmental sustainability as an essential element which enables economic systems to develop their operations into better performing businesses which achieve long-term success [6]. The new conceptual framework needs assessment methods to measure operational efficiency by assessing necessary evaluation timeframes together with financial metrics that measure the total economic benefits from green transformation projects.

Green economy development in agricultural sectors requires essential financial mechanisms and investment frameworks as their basic infrastructure components. Jiyanova and Alimkhonova analyze green finance development in Uzbekistan within the sustainable development context, examining how specialized financial instruments including green bonds, sustainability-linked loans, and impact investment vehicles can overcome capital barriers to green transformation while generating attractive returns for investors [7].Their research demonstrates that green finance mechanisms address market

failures which would otherwise prevent efficient capital allocation to sustainable agricultural projects thus enhancing economic efficiency of green transformation processes. Meliqo'ziyeva studies how green finance affects green economy development efficiency by demonstrating that financial instruments availability directly determines how rapidly and effectively various economic sectors transition toward sustainability [8]. The findings indicate that green finance does not merely redistribute existing capital but rather expands total investment flows into sustainable development domains by attracting resources from investors specifically seeking environmental and social returns alongside financial performance.

The agricultural systems of the green economy become more efficient through two main forces that work together: structural transformation and technological innovation. Egamberdiev studies green structural transformation in Uzbekistan through his research which demonstrates how green finance and eco-innovation work together to create sustainable industrial and agricultural development by solving both capital and knowledge barriers that impede transformation [9]. The research demonstrates that financial resources fail to drive effective green transformation because sustainable technology and practice development requires innovation systems that work to create and modify local appropriate solutions. The combination of financial support together with innovation funding create large efficiency benefits which exceed the total benefits from either program when used separately. Khalimjonov investigates methods to enhance green recovery in Uzbekistan through investment and trade by showing that international economic partnerships enable domestic green transformation progress through three main benefits which include technology transfer and market access for sustainable products and financial resources for green infrastructure development [10].

RESULTS AND DISCUSSION

The current research results about green economy implementation in Uzbekistan's agro-industrial complex demonstrate that agricultural operations achieve financial benefits which reach multiple performance indicators. The results show that green transformation projects produce measurable productivity gains because resource efficiency improvements lead to lower operational expenses through better water management and optimized fertilizer use and increased energy usage efficiency which enhance business profit margins. The resource productivity improvements create economic benefits which extend beyond individual farms and businesses to generate systemwide advantages that decrease environmental harm and boost ecosystem service delivery and enhance agricultural systems ability to withstand climate-induced disruptions which endanger standard farming methods. The financial results from companies that implement green economy practices show positive trends because their green technology investments require shorter payback periods than expected which results from various revenue growth sources that include premium pricing for sustainable products and better product quality and the ability to reach new markets that value environmental features.

The reviewed studies show that financial mechanisms play essential functions which help achieve effective green transformation through their various roles. Sustainable agricultural practices receive financial support through green finance instruments which include specialized loan products and guarantee schemes and equity investments that help overcome capital barriers which would stop economically viable green projects from proceeding. Green finance

brings efficiency gains which extend beyond capital provision because it provides risk mitigation functions which lower sustainable project capital costs and delivers information that helps investors make better decisions and offers capacity building support which improves project execution ability. National and regional green budgeting systems create multiplier effects because they attract private investment which exceeds public spending while demonstrating efficiency ratios that show each dollar of public green expenditure generates multiple dollars of private investment for sustainable agricultural development. The financial system which supports green transformation serves as more than a funding tool because it operates as a market intervention that redirects capital distribution toward paths which achieve better economic performance and environmental sustainability throughout the agro-industrial complex.

The implementation efficiency of green economy systems in agricultural settings gets influenced by organizational factors and structural factors. Cluster-based organizational models demonstrate superior efficiency outcomes compared to fragmented individual enterprise approaches, which result from economies of scale in green technology adoption and shared infrastructure investments that decrease costs per unit and market access strategies that enable premium pricing and organizational learning processes that speed up capability acquisition. Integrated organizational structures provide efficiency benefits that reach knowledge transfer processes because organizations work together to share green practices and new technologies which leads to faster knowledge transfer between their members while also decreasing the need for testing and decreasing the time required to implement changes. Organizations that want to achieve green transformation must develop enterprise-level management capacities that become essential for their operations. The success of such implementations occurs when organizations begin to integrate sustainability targets into their strategic planning process while they develop performance measurement systems that track environmental and economic results and establish organizational cultures which promote innovation and learning. The efficiency differential between enterprises with strong green management capabilities and those lacking such competencies shows substantial value because capacity building interventions that develop managerial and organizational skills create high-value impacts on enterprise transformation efficiency.

The agricultural industry needs special attention to both systemic efficiency and long-term sustainability of green economy operations. The assessment of transformation potential requires short-term financial indicators while complete efficiency evaluation needs extended time periods that demonstrate total benefits including natural capital conservation which supports ongoing productivity and decreased environmental risk which ensures business sustainability and better environmental and market adaptability systems. The economic value of these long-term benefits manifests through avoided costs that would occur under continued conventional practices, sustained productivity maintenance contrasting with degradation trajectories under unsustainable approaches, and option value preservation enabling future adaptation strategies. The study of green transformation links to wider economic development patterns shows efficiency improvements that create new employment opportunities in green technology and service sectors, enable rural communities

to earn income through sustainable value chain development, and boost food security by creating stronger agricultural systems. The broader economic impacts of green economy implementation lead to social cost-benefit analyses which show higher efficiency ratios when all economic effects are considered than when financial calculations focus solely on direct business profits.

The agricultural sector needs innovation systems and technology transfer mechanisms to achieve successful green transformation. The process of sustainability transitions depends on three main factors which include local agricultural technologies and economic conditions and farmer abilities to adopt adaptive innovation processes. Green finance mechanisms demonstrate improved operational effectiveness when they operate together with innovation support systems which deliver technical assistance and demonstration facilities and knowledge networks that help manage implementation challenges and boost project success rates. Financial and innovation solutions establish a cooperative relationship because funding resources make technology implementation possible while technical assistance helps organizations utilize their investments which results in greater efficiency than any single solution could deliver. The international system allows countries to enhance their efficiency through trade relationships and technology partnerships and investment flows which expand their access to sustainable technologies while creating markets for sustainable products that deliver financial benefits and enabling knowledge transfer from advanced green economy systems which helps domestic learning to progress.

CONCLUSION

The comprehensive analysis of financial and economic efficiency associated with green economy principle implementation in Uzbekistan's agro-industrial complex demonstrates convincingly that sustainability transitions generate substantial positive outcomes across multiple dimensions of economic performance. Evidence from recent empirical studies and analytical research establishes that green transformation initiatives improve resource productivity, enhance enterprise financial performance, and create broader systemic economic benefits that extend well beyond direct environmental impacts. The financial viability of sustainable agricultural practices emerges clearly from documented cases showing favorable return on investment metrics, shortened payback periods, and multiple revenue enhancement pathways contradicting assumptions of inherent trade-offs between environmental sustainability and economic efficiency. Green finance mechanisms prove essential for enabling transformation by overcoming capital barriers, improving resource allocation efficiency, and catalyzing private investment flows that multiply the impact of public expenditure in sustainable agricultural development. Organizational approaches emphasizing integrated structures, cluster models, and enhanced management capabilities significantly amplify efficiency gains through economies of scale, knowledge transfer acceleration, and systematic integration of sustainability objectives into enterprise operations. The long-term and systemic dimensions of efficiency require particular emphasis in comprehensive assessments, as cumulative benefits including natural capital preservation, risk reduction, and enhanced adaptive capacity create substantial economic value not fully captured in short-term financial metrics. Innovation systems supporting technology adaptation and transfer, coupled with strategic international engagement facilitating market access and resource flows, provide essential

foundations for efficient green transformation processes. Policy frameworks integrating multiple instruments and supported by capable implementation institutions shape enabling environments determining the pace and quality of sustainability transitions. The evidence base examined in this study supports a clear conclusion that green economy principles, when implemented through appropriately designed mechanisms and supported by adequate financial resources, organizational capabilities, and policy frameworks, generate positive financial and economic efficiency outcomes in Uzbekistan's agro-industrial complex.

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Analysis Of Accounting And Its Fundamental Principles

Hamrayev Fayzulla
PhD in Economics (Accounting), Associate Professor,
Navoiy State University of Mining and Technologies.
Fayzullayev Fayozbek
Student,Navoiy Innovation University.

Abstract
The article examines the conceptual foundations derived from the elements and structures of accounting theory, as well as methods for preparing and presenting reliable financial statements. It highlights the necessity of the accounting profession in integrating theory and practice and explores the study and understanding of accounting theory and its constituent components. The paper also addresses information related to financial statements and wages, budget formation, and other forms of accounting not explicitly specified herein. While economists primarily focus on macroeconomic issues and analysis, the article additionally presents the theoretical foundations for accounting for financial results.
Keywords: Accounting, finance, economic analysis, theory, practice, macroeconomics, income, expenses, profitability.

Introduction. Accounting serves as the foundation of financial reporting and decision-making, providing a systematic basis for recording, classifying, and summarizing business transactions. The theoretical foundations of accounting form the basis for the development of accounting principles and practices. In the Republic of Uzbekistan, relations in the field of organizing and maintaining accounting records and preparing financial statements are regulated by the Law “On Accounting,” the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 54 dated February 5, 1999, which approved the Regulation “On the Composition of Production and Selling Costs of Products (Works, Services) and the Procedure for the Formation of Financial Results,” as well as National Accounting Standard No. 3 (NAS 3) “Statement of Financial Results”.

This study examines the key theories underlying accounting for financial results and highlights the fundamental concepts and principles that govern the discipline.

Review of the Relevant Literature. Economists, while primarily focusing on macroeconomic issues and analysis, have also made a significant contribution to the theoretical foundations of accounting for financial results. In this regard, it is appropriate to briefly review the main studies conducted by economists. To date, researchers have increasingly viewed firm performance as a multidimensional construct encompassing various aspects of evaluation, such as operational efficiency, corporate reputation, organizational survival, and the achievement of a firm’s economic objectives. In this context, the financial dimension of the firm has been extensively studied worldwide as a means of assessing the attainment of economic goals. Measures such as earnings-based indicators, market value, and the market-to-book ratio have been widely applied.

Previously, accounting-based approaches were mainly used in corporate governance research; however, more recently, scholars have emphasized market-based performance measures in order to consider both approaches when evaluating financial performance. According to J. Combs and co-authors, both accounting-based indicators and market-based indicators reflect a firm’s financial performance,

although they represent two distinct dimensions of measurement [1–7]. To achieve a deeper understanding of the subject, this article aims to extend the literature on accounting-based approaches and value-based measures of firm performance. Before presenting theoretically significant conclusions, the advantages and disadvantages of both measures are discussed separately.

Beyond accounting practice as the foundation of accounting, accounting theory plays a crucial role in financial reporting. This role lies in ensuring the achievement of the ultimate objectives of financial reporting. Therefore, the study and understanding of accounting theory, as well as its elements and structures, have become inevitable.The conceptual framework derived from the elements and structures of accounting theory is highly useful for the preparation and presentation of reliable financial statements. The demand for the accounting profession in integrating theory and practice continues to grow. Moreover, the study and understanding of accounting theory and its components have become imperative due to cases of misappropriation, fraud related to financial statements and wages, budget manipulation, and other forms of accounting fraud not explicitly mentioned here.

On a global scale, individuals, enterprises, and governments lose trillions of monetary units every day because the fundamental principles governing financial accounting and reporting are violated. The gap between accounting theory and financial accounting and reporting practice is widening day by day. Recommendations are useful only when supported by illustrative examples. In the existing literature, accounting theory and its elements and structures have been appropriately defined and explained to reflect their interpretations, objectives, and conceptual foundations. However, merely studying and understanding accounting rules is not sufficient to improve financial reporting practice.

Research Methodology. This study investigates accounting issues related to financial results and relies on traditional methods of economic analysis, including analysis and synthesis, induction and deduction, as well as the method of scientific abstraction.

Analysis and Results. Effective planning plays a crucial role in accounting for financial results based on a sound theoretical framework. By developing comprehensive plans, accounting professionals can ensure the accurate recording, classification, and summarization of financial transactions in accordance with established principles. Planning facilitates the determination of appropriate accounting policies, such as methods of revenue recognition and inventory valuation, that are consistent with theoretical foundations.

Moreover, planning supports the forecasting of future financial results, the identification of potential risks, and the establishment of internal control mechanisms to safeguard financial information. Well-considered planning enables organizations to comply with accounting standards, meet regulatory requirements, and provide stakeholders with reliable and transparent financial statements. It is precisely through thorough planning that the theoretical foundations of accounting can be effectively applied, allowing organizations to accurately monitor and disclose their financial performance.

One of the fundamental principles of accounting theory is the accrual basis of accounting, whereby revenues and expenses are recognized when they are earned or incurred, regardless of when cash flows occur. This principle ensures that financial statements reflect the economic substance of an entity's operations and provide a more accurate representation of

its financial results. The matching principle facilitates compliance with accrual accounting by requiring that expenses be recognized in the same accounting period as the revenues they help generate. By aligning the recognition of revenues and expenses, the matching principle enables a fair presentation of financial results over time.

Revenues and expenses play a decisive role in the formation of financial results, as they directly affect a company's financial performance and profitability. Revenue represents the income earned from a company's core business activities and reflects the value obtained from the sale of goods or services. Expenses, on the other hand, comprise the costs incurred in generating this revenue. The difference between total revenue and total expenses constitutes net income, or profit. Net income is a key indicator of a company's profitability and is used to assess its financial performance over a specific period. Financial results, including net income, provide insight into a business's ability to generate profits and create value for stakeholders.

Furthermore, financial results based on revenues and expenses serve as a critical foundation for decision-making. Investors, creditors, and other stakeholders evaluate financial results to assess a company's financial position and viability. They rely on information about revenues and expenses to make informed decisions regarding investments, lending, and other financial relationships. Accurate and transparent reporting of revenues and expenses facilitates better investment analysis and enables stakeholders to compare and evaluate the financial performance of different entities.

Financial results based on revenues and expenses are communicated to external stakeholders through financial statements and disclosures. Transparent reporting of revenues and expenses enhances the reliability and credibility of financial information. It allows stakeholders—including investors, creditors, and regulatory authorities—to assess an organization's financial performance and sustainability. Transparent communication strengthens trust, facilitates decision-making, and supports effective corporate governance. Revenues and expenses are also an integral part of evaluating and comparing a company's performance over time and relative to its competitors.

By analyzing changes in revenues and expenses, financial managers and stakeholders can identify trends, assess the effectiveness of cost control measures, and make informed decisions aimed at improving operational efficiency. Comparing financial results, including revenues and expenses, enables enterprises to evaluate their relative performance and identify areas for improvement. At the same time, accurate reporting of revenues and expenses is essential for tax compliance purposes. Tax authorities rely on financial results, including revenues, when assessing an enterprise's tax liabilities. Companies must report their revenues and expenses accurately in order to ensure compliance with tax regulations and to avoid penalties or audits. Proper accounting for revenues and expenses allows companies to meet their tax obligations while minimizing tax-related risks.

Understanding and accurately accounting for revenues and expenses is critically important for enterprises to effectively manage financial performance and to meet the needs of various stakeholders. At present, there are numerous academic issues related to accounting for financial results, several of which are considered below. First, accounting involves a certain degree of subjectivity and professional

judgment in the application of accounting policies, valuation of amounts, and estimation procedures. Such subjectivity may lead to variations in financial reporting practices, potentially affecting the comparability and reliability of financial results. Ongoing debates within the accounting profession and academic circles focus on minimizing the impact of subjective judgment and enhancing the objectivity of financial reporting.

Another challenge lies in determining appropriate measurement and valuation methods for assets, liabilities, and financial transactions. The choice of a measurement basis—such as historical cost or fair value—can have a significant impact on reported financial results. There are continuing debates regarding the reliability and relevance of different measurement approaches, as well as their implications for decision-making and transparency.

Moreover, financial reporting standards are becoming increasingly complex due to the evolution of business practices, transactions, and regulatory requirements. The complexity of accounting standards may create difficulties for preparers of financial statements, auditors, and users of financial information. The current framework may not fully capture the economic substance of certain transactions, which can lead to creative accounting practices and the potential manipulation of financial results.

Traditional accounting standards have struggled to effectively identify and measure the value and economic impact of intangible assets such as intellectual property, brands, and customer relationships. In the modern economy, the growing importance of intangible assets further complicates their appropriate recognition, measurement, and reporting within the accounting system.

Financial reporting is primarily focused on past financial performance and often does not adequately incorporate forward-looking information. The ability of financial statements to provide insights into an entity's future prospects and risks remains a subject of ongoing research and debate. Integrating forward-looking information into financial reporting may enhance the usefulness and predictive value of financial results.

Furthermore, achieving global harmonization of accounting standards and practices remains an ongoing challenge. Different countries and regions maintain their own accounting systems, leading to variations in reporting requirements and reduced comparability of financial results across jurisdictions. Efforts to unify accounting standards on a global scale—such as convergence between International Financial Reporting Standards (IFRS) and Generally Accepted Accounting Principles (GAAP)—continue to face obstacles, and debates in this area persist.

Addressing these academic challenges requires continuous research and close cooperation among standard-setting bodies, regulators, and accounting professionals. This includes exploring alternative measurement approaches, strengthening transparency and comparability, improving disclosure practices, and leveraging technology to provide more accurate and timely financial reporting. By resolving these issues, the theoretical foundations of accounting for financial results can be further strengthened, enabling the production of reliable, informative, and decision-useful financial information.

Although some challenges related to accounting for financial results are complex and ongoing, efforts are being made to address them, and several potential solutions and initiatives have been proposed:

1. Convergence of Accounting Standards: The global harmonization of accounting

standards, such as the convergence between IFRS and GAAP, aims to enhance consistency and comparability in financial reporting. Standard-setting bodies must continue refining and updating accounting standards to resolve emerging issues and reduce complexity. Harmonization of accounting standards across jurisdictions can facilitate transparency, comparability, and global decision-making.

2. Improved Disclosure Requirements: Expanding disclosure requirements can provide stakeholders with additional information, enhance transparency, and reduce information asymmetry. Efforts are underway to standardize and broaden disclosures related to intangible assets, risk management practices, and forward-looking information. Enhanced disclosures enable a more comprehensive understanding of a company's financial performance and prospects.

3. Technological Advancements: The development of technology, particularly in artificial intelligence, data analytics, and blockchain, can help address some challenges in accounting for financial results. Automation simplifies data collection and processing, reduces errors, and improves the timeliness and accuracy of financial reporting. Technology-driven solutions can increase efficiency and provide more reliable financial information.

4. Ongoing Research by Accounting Professionals and Standard-Setters: Continuous research conducted by accounting experts and standard-setting organizations is critical for identifying and resolving academic issues related to financial reporting. Integration between researchers and practitioners fosters innovation, strengthens the theoretical foundations, and enhances the quality of financial reporting.

5.Emphasis on Professional Ethics and Comprehensive Education: Promoting ethical standards and providing extensive training help mitigate issues related to subjectivity and judgment in accounting. Reinforcing ethical norms, encouraging integrity, and enhancing the knowledge and skills of accounting professionals contribute to the reliability and consistency of financial reporting practices.

It should be emphasized that addressing these challenges is an ongoing process, and complete solutions cannot be achieved quickly. The evolving nature of business operations and economic environments requires continuous evaluation and adaptation of accounting practices. However, implementing these solutions and fostering collaboration among various stakeholders can mitigate challenges and improve the quality and usefulness of financial reporting.

In the context of Uzbekistan, current priorities in accounting for financial results include accelerating the transition from national accounting standards to International Financial Reporting Standards (IFRS). This transition aims to align the country's financial reporting practices with global standards, enhancing transparency, comparability, and reliability of financial information. The adoption of IFRS will bring Uzbekistan in line with international best practices and facilitate cross-border investment and business activities. Uzbekistan is actively working to harmonize its accounting rules and practices with international norms, taking into account local regulatory frameworks and specific economic factors while implementing IFRS-compliant accounting practices.

Harmonization and Modernization in Uzbekistan: Harmonization of accounting standards in Uzbekistan contributes to the consistency and comparability of financial reporting and supports the integration of the country's economy into the global market. Particular attention is being paid to modernizing the accounting infrastructure and strengthening the professional capacity

of accountants. This includes updating accounting software systems, improving data collection and reporting processes, and providing accountants with the knowledge and skills necessary to effectively apply international accounting standards through targeted training and education programs.

Like any country, Uzbekistan faces sector-specific challenges in accounting for financial results. Industries such as agriculture, natural resources, and manufacturing may have unique accounting requirements and complexities that must be addressed. Ensuring the availability of sector-specific accounting standards and guidelines helps companies operating in these industries accurately reflect their financial performance and condition.

During the implementation of international accounting standards, ensuring compliance and effective enforcement mechanisms is crucial. Establishing regulatory bodies, strengthening audit oversight, and promoting ethical behavior within the accounting profession are essential measures to maintain the integrity of financial reporting practices in Uzbekistan.

Conclusion and Recommendations: In conclusion, accounting for financial results is a complex and dynamic field that requires a solid theoretical foundation to ensure accurate and informative financial reporting. Although significant progress has been made, several academic and practical challenges remain. These include subjectivity and judgment in accounting, measurement and valuation issues, complexity and standardization, recognition of intangible assets, integration of forward-looking information, and international harmonization.

Addressing these challenges requires a multifaceted approach, including standardization and convergence of accounting standards, expanded disclosure requirements, adoption of technology and automation, ongoing research and collaboration, as well as emphasis on professional ethics and education.

In the context of Uzbekistan, focus is being placed on transitioning to international standards, aligning practices accordingly, modernizing accounting infrastructure, addressing sector-specific challenges, ensuring compliance, and strengthening enforcement mechanisms. By addressing these issues and continuing improvements, the field of accounting for financial results in Uzbekistan can provide reliable, transparent, and decision-useful financial information for stakeholders both domestically and internationally.

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Classification Of Modern Pedagogical Technologies And Their Specific Features

Saparova Z. M.
Bukhara Asian International University, Pedagogy, 1st stage Master's student

Abstract
This article systematically analyzes the theoretical and methodological foundations of modern pedagogical educational technologies, their role and significance in the pedagogical process, and their classification. In the course of the research, the content of personally oriented, activity-based, competency-based, interactive, information and communication technologies, and values-oriented educational technologies is revealed, and their specific features are scientifically substantiated. It also highlights the pedagogical possibilities of these technologies in the effective organization of educational activities, the development of professional and pedagogical competencies, the formation of social activity, responsibility, and spiritual and moral qualities in future teachers. The article also analyzes the role of pedagogical conditions and methodological support in the process of introducing modern educational technologies into practice, and scientific and practical conclusions are given on their effective use in the system of training future teachers.
Keywords: educational technologies, modern pedagogy, person-centered education, competency-based approach, interactive methods, future teacher.

Relevance of the work. In the current era, modern social conditions require constant improvement of the educational process and updating of pedagogical activities based on innovative approaches. Today's advanced educational technologies are aimed at developing students' abilities to adapt to rapid social changes, think creatively, make independent decisions and create innovations. Therefore, the development of intellectual and creative competence in future teachers, along with educational technologies, is one of the most important and relevant areas of modern pedagogical science.

In recent years, systematic work has been carried out in the country to improve the quality and efficiency of the education system, to form modern knowledge and skills in kindergarten students, schoolchildren and students, to ensure close cooperation and integration between education systems and the field of science, and the continuity and continuity of education[1].

The goals and objectives of the study: to classify modern pedagogical educational technologies and analyze their specific features from a scientific and theoretical perspective.

- To clarify the concept of educational technologies;
- To identify the main types of modern educational technologies;
- To describe their pedagogical capabilities.

In modern pedagogical literature, educational technologies are interpreted as systematic activities aimed at the development of the individual, ensuring the achievement of pre-designed and guaranteed pedagogical results. In particular, G.K. Selevko defines modern educational and upbringing technologies as a set of methods, tools and organizational forms that serve to optimize the pedagogical process, reveal the individual capabilities of the individual and ensure pedagogical cooperation. He notes that personally oriented and activity-based technologies play an important role in developing independent thinking, self-

awareness and social adaptation skills in learners[2].

In today's educational process, educational technologies serve to comprehensively develop the individual, increase social activity, instill national and universal values, as well as form professional and pedagogical competencies in future teachers. Modern pedagogical technologies differ from traditional educational methods in that they are focused on the individual, ensure active participation and independent thinking of the learner [3].

The theoretical basis of competency-based educational technologies is widely covered in the studies of I.A. Zimnyaya and A.V. Khutorskoy, which substantiate the need to form social, communicative and spiritual-moral competencies in a person as the main result of the educational process. The authors note that the stability and effectiveness of the educational impact are ensured only when the integral unity of knowledge, practical skills and personal relationships is ensured in the educational process. Therefore, modern educational technologies are characterized by result-orientedness, integrativeness and reliance on reflexive activity[4].

1. Person-oriented educational technologies

These technologies are based on taking into account the individual abilities, needs, interests and psychological characteristics of the learner. In the educational process, a favorable pedagogical environment is created for the individual to express himself, make independent decisions and develop himself [5].

Distinctive features:

priority of the learner's personality;

individual approach and differentiated education;

development of self-education skills;

the primacy of cooperative relationships between teacher and student.

2. Activity-oriented educational technologies

These technologies provide for the achievement of educational goals by involving the student in various social, creative, project and practical activities. In the process of activity, social responsibility, teamwork and initiative qualities are formed. An important feature of practice-oriented education is the motivation of educational and cognitive activity, the purpose of which is to develop the readiness of future specialists for professional work at a qualified level. The acquisition of professional skills begins with the implementation of laboratory and practical work in general technological disciplines, aimed at individual research activities, which allows students to consolidate theoretical knowledge and acquire practical skills in analyzing various situations and circumstances, justify and select methods and methods for solving them, and independently organize their actions[6].

Distinctive features:

ensure active participation in the educational process;

the priority of collective and group forms of work;
based on real-life situations;
development of social competencies.

3. Competency-based educational technologies

These technologies are aimed at the formation of spiritual and moral, civic, communicative, social and professional competencies in students. The educational process is not limited to the provision of knowledge, but also involves preparing them for application in real life situations.

The foundations of the competency-based approach to the educational process were formulated in the works of L.O. Filatova.

- Competence includes not only the intellectual element, but also the development of skills.
- Competence includes not only the cognitive and operational-technological component, but also motivational, behavioral, social components. It includes educational results, that is, skills and knowledge, a person's value system, preferences, etc. [7] .
- Competence involves the use of existing knowledge and skills in a specific situation where they can be useful.
- This concept includes the main essence of education, its result ("output standard").
- In the educational process, it is necessary to determine the basic skills of the learner.
- Competencies arise not only in the direct educational process, but also under the influence of the environment, that is, under the influence of the formal, informal and non-formal environment.
- 4. Interactive educational technologies

Interactive technologies organize an educational process based on dialogue, discussion and cooperation between the teacher and the learner. These technologies increase the thinking activity of the individual.

Distinctive features:
creation of a dialogical environment;
work on the basis of problem situations;
widespread use of debates and discussions;
development of critical and creative thinking.

5. Educational technologies based on information and communication technologies

In the digital educational environment, the use of various electronic resources, platforms, social networks and online communication tools is of great importance in the educational process.

Distinctive features:
the use of distance and blended forms of education;
the formation of media and information culture;
ensuring the continuity of educational impact;
the development of students' digital competencies [5].

6. Values-oriented educational technologies

These technologies serve to form national and universal values, patriotism, tolerance, humanity, and spiritual and moral education.

Distinctive features:
the priority of spiritual and moral education;
reliance on national traditions and customs;
the formation of social responsibility and civic position in the individual;
the harmony of the content of education with the cultural context.

Conclusion. In conclusion, it was proved that innovative, interactive, person-oriented and information and communication technology-based approaches used in the educational process serve to increase the activity of students, develop independent thinking, and form a socially active, spiritually mature personality. Also, the flexibility, result-oriented nature of modern educational technologies, and strengthening cooperation between the teacher and the student were identified as

their important distinctive features. As a result, it was concluded that the systematic and targeted use of modern pedagogical technologies in the educational process significantly increases the effectiveness of educational work in educational institutions.

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Studying The Subject "Electric Field" Of The Department Of Electromagnetism In An Untraditional Way

Nabiyeva Firuza Odilovna
Researcher, Navoi State University

Abstract
This article explores innovative approaches to teaching the topic "Electric Field" within the Department of Electromagnetism by applying non-traditional instructional methods. The study presents fundamental theoretical concepts of electric fields, including field intensity, field lines, superposition principle, and practical applications in physics and engineering. Special emphasis is placed on the implementation of the interactive "Can You Think?" method, which encourages students to engage in critical thinking, problem-solving, and analytical reasoning. Through guided questions and conceptual challenges, students actively construct their understanding rather than passively receiving information. The results indicate that the use of non-traditional pedagogical strategies enhances students' conceptual comprehension, increases classroom engagement, and improves their ability to apply theoretical knowledge to practical situations. The study demonstrates that integrating innovative teaching methods into electromagnetism courses contributes to more effective and meaningful learning outcomes.
Keywords. Electric field, electromagnetism, innovative teaching methods, "Can You Think?" method, interactive learning, critical thinking, physics education, conceptual understanding.

Introduction. Nowadays, the interest and attention to the use of interactive methods, innovative technologies, pedagogical and information technologies in the educational process is growing day by day. One of the main reasons for this is that, until now, in traditional education, students were taught to acquire only ready-made knowledge, while in modern education, they have to search for the knowledge they acquire, independently study and analyze it, even they are also making their own conclusions. In traditional classes, in most cases, the teacher speaks. This reduces the activity of students to a certain extent. If the teacher searches more and uses non-traditional teaching methods, it will give a positive result. Non-traditional classroom conditions allow students to actively work in the classroom, think freely and communicate with each other. As a result, it serves to keep such information in memory for a long time.

Therefore, we will consider some conclusions that draw attention to the study of the topic "Electric field" of the department of electromagnetism in an unconventional way.

The British physicist-experimenter Maykl Faradey, who made a great contribution to the field of electromagnetism, conducted thousands of experiments during his life. Even great scientists named him "the king of experiments". He explained that the effect of charged bodies on other bodies around them occurs through the electric field.

It means that electric charges interact without directly touching each other, and an electric field is created around them. The electric field of the first charge affects the second charge, and the field of the second affects the first charge. The electric field gets weaker as it moves away from the charge.

The field of a stationary charge or a charged body is called an electrostatic field.

We can know the existence of an electric field based on the interaction of charged bodies. The concept of lines of force is used to graphically describe the electric field. Electric lines of force are assumed to start

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at a positive charge and end at a negative charge, or go to infinity. (Figure 1)

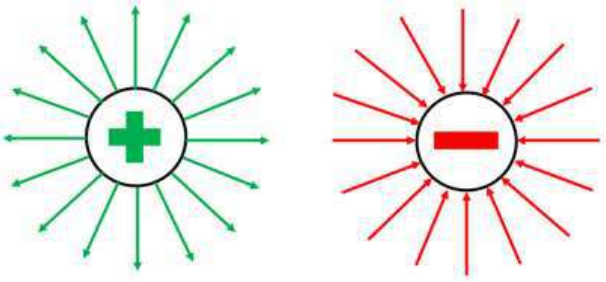

Figure 1

In order to quantitatively assess the effect of the electric field on the electric charge introduced into it, a physical quantity called the electric field strength is introduced and it is denoted by the letter E. Let's introduce a positive point charge q_0 to point A of the electric field created by a sphere with a positive charge q (Fig. 2). The area of the sphere affects the point charge with a certain force F.

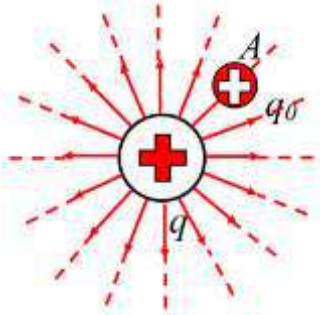

Figure 2

The strength of the electric field created by the charge q at point A is expressed as follows: $\vec{E} = \frac{\vec{F}}{q_0}$

Electric field strength is equal to the ratio of the force exerted on a point charge by the field to this charge.

The direction of the electric field strength (E) is the same as the direction of the force *F* acting on the positive charge at point *A* (Fig. 3). Electric field strength is a vector quantity. The unit of field strength is expressed in $\frac{N}{Cl}$.

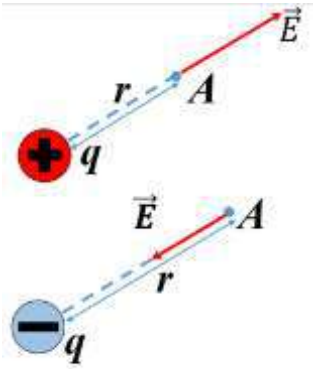

Figure 3

Let's look at the intensity of the electric field created by a point charge at a distance. According to Coulomb's law, we write the expression of field $\vec{E} = \frac{\vec{F}}{q_0}$ as follows:

$$E = \frac{k\frac{|q_0| \cdot |q|}{r^2}}{q_0} = k\frac{|q|}{r^2}$$

So, the electric field intensity at a distance *r* from an arbitrary point charge can be found by the following formula: $E = k\frac{|q|}{r^2}$

The strength of the electric field created around a point charge depends on the properties of the medium in which the charge is located. If the field strength created by a point charge *q* in a vacuum is E_0, then the field strength will decrease when its surroundings are filled with a dielectric. Because the dielectric weakens the electric field. If the modulus of the field strength in a vacuum E_0 is divided by the modulus *E* of the electric field strength created in a homogeneous dielectric, that is, the ratio $\frac{E_0}{E}$ shows how many times the field strength in a given dielectric is smaller than the field strength in a vacuum. This ratio is called the dielectric constant of the dielectric and is denoted by the letter ε (epsilon). By definition: $\varepsilon = \frac{E_0}{E}$

In that case, the field intensity at a point located at a distance *r* from a point charge *q* placed inside the dielectric is calculated as follows: $E = k\frac{|q|}{\varepsilon r^2}$

The dielectric constant of the medium is a quantity that indicates how many times the

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electric field strength of the charge in the medium is smaller than the electric field strength in a vacuum.

Educational technology - **"Can you think?"** we use the interactive method. The purpose of using this method is to check how much the teacher remembers the subject after the student has passed a new topic, and thus to arouse the interest of the student in the science of physics, and at the same time is to strengthen the student's ability to think independently and strive for innovation. This method reinforces their knowledge by repeating the basic concepts of the same topic after the completion of the new topic.

"Can you think?" method consists of 2 steps:

1. A series of boxes with the letters of the main concepts of the topic are given. In this case, the student concentrates his thoughts and finds the given word by putting the letters in the boxes in their place.
2. At this stage, physical quantities are given. Students use these quantities to write formulas related to the topic.

Example:

Topic: Electric field.

Step 1: replace the letters in such a way that the result is a term related to the topic.

a	y	d	f	e	a	r

e	c	l	i	t	e	c	f	l	i	e	r	d

l	o	f	i	f	c	o	n	e	s	r	e

f	s	g	e	t	h	i	t	n	r	l	e	d

e	c	l	d	t	e	i	c	r	i

Step 2: Write at least 3 formulas related to the topic from the ones given below.

$\vec{E}$, $\vec{F}$, q, r, q_0, k, ε, E_0, E

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Linguocultural Features In The English Translations Of Short Stories By Katherine Mansfield And Abdulla Qahhor

Kaxxarova Shaxlo Shaydilloyevna
Teacher of Interfaculty Department of
Foreign Languages Bukhara State University

Abstract
This article explores the linguocultural features reflected in the English translations of short stories by Katherine Mansfield and Abdulla Qahhor. As representatives of different national literatures and cultural environments, both writers vividly portray their societies through language, imagery, cultural symbols, and social realities. The study focuses on how culturally specific elements, national mentality, everyday life, traditions, and value systems are expressed and preserved in translation. Particular attention is given to the challenges of translating culture-bound expressions, realia, phraseological units, and implicit meanings. The research applies comparative, descriptive, and linguocultural analysis methods to examine the degree to which cultural identity is conveyed in translated texts. The findings reveal that successful translation requires not only linguistic competence but also deep cultural awareness, as linguocultural units often carry national worldviews and collective memory. The article emphasizes that translation serves as a bridge between cultures and plays a crucial role in intercultural communication.
Keywords: linguoculturology, translation studies, cultural identity, national mentality, short story, culture-bound words, realia, comparative analysis, Abdulla Qahhor, Katherine Mansfield

Introduction

Language and culture are inseparable phenomena. Every literary work reflects not only an individual author's worldview but also the collective mentality of a particular nation. In modern linguistics, the interrelation between language and culture is studied within the framework of linguoculturology, which investigates how cultural values, traditions, and social norms are embedded in linguistic units.

Short stories, as a concise yet expressive literary genre, often reveal deep cultural meanings through everyday situations, dialogues, symbolic details, and implicit connotations. Katherine Mansfield, a prominent modernist writer, portrays the psychological subtleties and social atmosphere of early 20th-century Western society. Abdulla Qahhor, one of the leading Uzbek prose writers, reflects Uzbek national character, traditions, humor, and social life in his works.

When these stories are translated into English, linguocultural elements face various transformations. The main objective of this article is to analyze how national and cultural features are preserved, adapted, or modified in English translations of selected short stories by Mansfield and Qahhor.

Theoretical Background

Linguoculturology studies language as a carrier of cultural information. According to this approach, linguistic units such as phraseological expressions, proverbs, metaphors, realia, and culture-specific concepts reflect national identity and worldview.

In translation studies, scholars emphasize the importance of equivalence, adequacy, and functional correspondence. However, absolute equivalence is rarely possible, especially when dealing with culturally marked elements. Translators often apply strategies such as:

- Cultural substitution
- Descriptive translation

- Transcription or transliteration
- Omission or generalization
- Adaptation

The choice of strategy directly affects how the target audience perceives the foreign culture.

Linguocultural Features in Katherine Mansfield's Short Stories

Katherine Mansfield's stories are deeply rooted in Western social life and modernist aesthetics. Her works such as *"The Garden Party"* and *"Miss Brill"* reflect:

1. **Social hierarchy and class consciousness:** The distinction between upper and lower social classes is expressed through subtle linguistic markers, dialogue style, and descriptive details.
2. **Psychological realism:** Mansfield uses symbolic imagery and interior monologue to reveal characters' inner worlds.
3. **Cultural codes and social etiquette:** Western norms of politeness, individualism, and emotional restraint are embedded in the narrative.

In translation, these elements are usually preserved lexically but may lose some cultural connotations if the target audience lacks background knowledge. For example, references to garden parties, tea culture, or Edwardian social rituals carry implicit cultural meanings that require contextual explanation.

Linguocultural Features in Abdulla Qahhor's Short Stories

Abdulla Qahhor's stories such as *"O'g'ri"* ("The Thief") and *"Bemor"* ("The Patient") vividly depict Uzbek rural and urban life. His linguocultural characteristics include:

1. **National realia and everyday life:** Words related to traditional clothing, food, household items, and customs reflect Uzbek material culture.
2. **Proverbs and phraseological expressions:** Qahhor frequently uses idiomatic expressions that convey national wisdom and humor.
3. **Collective mentality and social values:** Respect for elders, hospitality, community relationships, and moral judgment are central themes.

When translating Qahhor's stories into English, culture-specific words such as "mahalla," "doppi," or "palov" may either be transliterated or explained descriptively. However, phraseological expressions often present greater challenges. Literal translation may distort meaning, while adaptation risks losing national color.

A comparative analysis of Mansfield and Qahhor's translated works shows notable differences:

- Mansfield's texts require psychological and stylistic precision to maintain subtle emotional nuances.
- Qahhor's texts demand careful handling of culture-bound vocabulary and national imagery.

For instance, Uzbek proverbs embedded in dialogue may be translated into English equivalents. However, equivalent English proverbs do not always convey the same cultural resonance. As a result, translators must balance semantic accuracy and cultural authenticity.

Another significant issue is the translation of humor. Qahhor's irony and satire are deeply connected with Uzbek social context. Without cultural explanation, some humorous effects may weaken in translation.

The translator acts as a mediator between cultures. Beyond linguistic competence, the translator must possess:

- Cultural awareness
- Historical knowledge
- Sensitivity to national mentality
- Stylistic flexibility

Inadequate translation of linguocultural units can lead to cultural misunderstanding or misrepresentation. Therefore, preserving the national identity of literary texts requires a strategy that respects both the source

culture and the target audience's comprehension.

The analysis demonstrates that linguocultural elements function as carriers of collective memory and identity. In Mansfield's works, cultural codes are often implicit and psychologically nuanced. In Qahhor's prose, cultural markers are more explicit and lexically visible.

Translation inevitably involves some degree of transformation. However, careful selection of translation strategies can minimize cultural loss. Descriptive translation and commentary may help preserve authenticity, while adaptation may increase readability.

The interaction between global and national literature highlights the importance of intercultural dialogue. English translations of Uzbek literature, including Qahhor's stories, introduce international readers to Central Asian cultural realities. Similarly, the global recognition of Mansfield's works demonstrates how culturally specific narratives can achieve universal relevance.

Conclusion

The study confirms that linguocultural features play a crucial role in literary translation. Short stories by Katherine Mansfield and Abdulla Qahhor reflect distinct national worldviews shaped by historical, social, and cultural contexts.

English translations of these works reveal the complexity of transferring cultural meanings across languages. While linguistic structures can often be reproduced, cultural connotations require deeper interpretative strategies. The translator's role is therefore not only technical but also cultural and interpretative.

Ultimately, translation serves as a bridge between civilizations, enabling readers to access diverse mentalities and value systems. The preservation of linguocultural identity in translation contributes to mutual understanding and enrichment of world literature.

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The Role Of Spoken Language In Language Change: Evidence From English And Uzbek

N.S.Qobilova,
BuxDU, PhD, dotsent n.s. gobilova@buxdu.uz
N.M.Raximova,
Master's student, Bukhara State University

Abstract
Language change is a continuous and inevitable process shaped by the communicative practices of its speakers. This article explores the central role of spoken language in linguistic change through a comparative analysis of English and Uzbek. Drawing on sociolinguistic theory, usage-based models, and grammaticalization frameworks, the study demonstrates that everyday spoken interaction functions as a primary source of phonological, grammatical, lexical, and pragmatic innovation. While written language tends to preserve standardized norms, spoken language provides a dynamic environment in which new forms emerge, spread, and gradually become conventionalized. The comparative perspective reveals both universal mechanisms of change driven by speech economy, frequency of use, and interactional needs, as well as language-specific patterns shaped by typological differences and socio-historical contexts. The findings highlight the importance of spoken data for understanding ongoing processes of linguistic evolution in both English and Uzbek.
Keywords: spoken language, linguistic change, English, Uzbek, sociolinguistics, grammaticalization, usage-based linguistics

Introduction. Language is a living system that evolves alongside its speakers and their communicative practices. Over time, phonological patterns shift, grammatical structures develop, lexical items emerge and disappear, and pragmatic conventions are reshaped.[1] Traditional historical linguistics has often relied on written texts as the primary source of evidence for language change. However, it is increasingly recognized that most linguistic innovations originate in spoken language, which constitutes the primary medium of everyday communication.[2] Spoken language is characterized by immediacy, interaction, and flexibility, making it a fertile ground for linguistic experimentation and gradual change.

The present study investigates the role of spoken language in linguistic change, focusing on English and Uzbek as two typologically and historically distinct languages. English, an Indo-European language with a long history of documentation and global spread, provides abundant evidence of spoken-driven change documented in corpora and sociolinguistic research.[3] Uzbek, a Turkic language with strong oral traditions and relatively recent processes of standardization, offers an important comparative perspective that highlights how spoken language influences linguistic change beyond Indo-European contexts.

The main objectives of this article are threefold. First, it aims to analyze how spoken language contributes to phonological, grammatical, lexical, and pragmatic change in English and Uzbek. Second, it seeks to identify common mechanisms of spoken-driven change, such as frequency effects, reduction, and

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interactional needs. Third, it explores language-specific pathways of change shaped by typological structure and socio-cultural conditions. By addressing these objectives, the study contributes to a broader understanding of the relationship between spoken language and linguistic evolution.

Objective of the study. English has been extensively studied from the perspective of spoken language change. Research on colloquialization, grammaticalization of periphrastic constructions, and the emergence of discourse markers provides ample evidence of the central role of spoken interaction in shaping modern English. For instance, the increasing use of “going to” as a future marker and the spread of reduced forms such as “gonna” illustrate how spoken usage influences grammatical development.In contrast, Uzbek has received comparatively less attention in international linguistics, although regional scholarship has documented changes in spoken Uzbek related to urbanization, language contact, and sociopolitical change. The influence of Russian during the Soviet period and the growing impact of English in the post-independence era have introduced new lexical items and patterns of usage into spoken Uzbek. These changes highlight the importance of spoken language as a mediator of external influences on linguistic structure.

Methodology. The present study adopts a qualitative comparative approach, drawing on descriptive data from spoken English and Uzbek. The analysis is informed by existing corpora of spoken English, such as the British National Corpus (spoken component), as well as published descriptions and examples of spoken Uzbek in linguistic literature. In addition, illustrative examples from everyday spoken interaction are used to demonstrate key patterns of change. While the study does not rely on large-scale quantitative corpus analysis, it aims to provide a theoretically informed and empirically grounded account of spoken-driven change in the two languages.

Presentation and discussion. One of the most salient features of spoken language is phonological reduction, which arises from the need for articulatory economy in rapid, informal speech. In English, reduction processes such as elision, assimilation, and contraction are widespread in everyday conversation. Expressions like “going to,” “want to,” and “got to” are frequently realized as “gonna,” “wanna,” and “gotta” in spoken discourse. These reduced forms illustrate how repeated spoken usage leads to phonetic erosion, which may eventually contribute to morphological and grammatical change.The grammaticalization of periphrastic constructions in English provides a clear example of spoken-driven change.[4] The use of “be going to” as a marker of future intention originated in concrete motion contexts but gradually developed into an abstract future tense marker through frequent spoken usage.[5] Similarly, the progressive aspect has expanded its functional range in modern English, reflecting changes in how speakers conceptualize and express ongoing actions in conversation.In Uzbek, spoken discourse contributes to the development of new grammatical tendencies, particularly in the use of auxiliary-like constructions and pragmatic particles. Frequent spoken usage of certain forms may lead to their reanalysis as grammatical markers, illustrating processes analogous to grammaticalization observed in English, albeit within a different typological

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framework.Lexical change represents one of the most visible domains of linguistic evolution influenced by spoken language. Spoken interaction functions as a primary channel through which new words, expressions, and meanings are introduced into a language. Because everyday communication is closely tied to social practices, cultural trends, and technological developments, spoken language is particularly responsive to changes in speakers' social environments. As a result, lexical innovation often emerges first in informal spoken contexts before being codified in dictionaries or adopted in formal written registers.In English, a large number of lexical innovations originate in spoken discourse, especially within youth culture, professional communities, and digital communication environments. Slang expressions, colloquial idioms, and neologisms are frequently introduced through spoken interaction and later spread through media and popular culture. For example, words such as cool, awesome, and more recent expressions associated with digital culture initially gained currency in informal speech. Over time, some of these items undergo semantic bleaching and become part of general vocabulary, illustrating how spoken usage can drive lexical conventionalization.In Uzbek, lexical change in spoken language is strongly influenced by language contact and socio-cultural transformation. Historical contact with Russian has resulted in numerous loanwords that first entered Uzbek through spoken bilingual interaction, particularly in urban settings.[6] More recently, the increasing influence of English through technology, education, and global media has introduced new lexical items into everyday Uzbek speech. These borrowings are often adapted phonologically and morphologically to fit Uzbek linguistic patterns, demonstrating how spoken interaction mediates the integration of foreign elements into the lexicon.[7] Furthermore, spoken Uzbek exhibits internal lexical innovation in the form of colloquial expressions and idiomatic phrases that reflect local cultural practices and social identities. Such expressions may remain confined to informal speech or regional varieties, but in some cases, they spread more widely and influence the standard language. This dynamic illustrates the central role of spoken language in lexical creativity and change across different sociolinguistic contexts.Pragmatic change refers to the evolution of how language is used in interaction to achieve communicative goals such as managing turn-taking, expressing stance, and negotiating social relationships. Spoken language, as the primary medium of face-to-face interaction, is particularly rich in pragmatic markers and discourse-organizing elements. These features often arise from lexical items that acquire new interactional functions over time. In spoken English, discourse markers such as you know, I mean, well, and so play crucial roles in structuring conversation, signaling speaker attitudes, and managing interpersonal relations. These markers typically originate from lexical or syntactic constructions with more concrete meanings but gradually develop specialized pragmatic functions through frequent use in spoken interaction. For instance, you know has evolved from a literal expression of shared knowledge into a multifunctional discourse marker used to maintain conversational flow and establish rapport. Similarly, spoken Uzbek makes extensive use of discourse markers and pragmatic particles such as ya'ni (that is), demak (so), and

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other conversational elements that organize discourse and signal speaker intentions. These markers facilitate coherence in conversation, indicate inferential relations, and help speakers manage interpersonal dynamics. Over time, the frequent use of such markers in spoken interaction may lead to their conventionalization as integral components of the discourse system, reflecting processes of pragmaticization analogous to those observed in English.

Sociolinguistic factors play a crucial role in mediating the influence of spoken language on linguistic change. Variation in spoken usage is often correlated with social variables such as age, gender, social class, and regional background.[8] Linguistic innovations typically emerge within specific social groups and spread through patterns of social interaction. Youth language, in particular, is frequently identified as a key source of innovation, as younger speakers tend to experiment with new forms and expressions as part of identity construction. In English-speaking communities, numerous studies have documented how changes in pronunciation, grammar, and vocabulary are led by younger speakers and urban populations.[9] Informal spoken registers serve as sites of innovation, from which new forms may diffuse into wider usage. Media and digital communication further accelerate this process by amplifying spoken-driven innovations and exposing them to broader audiences.

In the Uzbek context, sociolinguistic factors such as urbanization, bilingualism, and generational differences significantly shape patterns of spoken language change. Urban youth, in particular, often exhibit innovative linguistic practices influenced by contact with Russian and English, as well as by digital communication platforms. These practices may include code-switching, the incorporation of loanwords, and the adoption of new discourse styles. Over time, such spoken innovations may influence broader patterns of usage and contribute to ongoing processes of language change within Uzbek-speaking communities.

Conclusion. The comparative analysis of English and Uzbek demonstrates that spoken language plays a central role in linguistic change across typologically diverse languages. In both cases, spoken interaction serves as the primary site of phonological reduction, grammatical innovation, lexical creativity, and pragmatic development. Universal tendencies of spoken language, such as the drive toward articulatory economy, the influence of frequency of use, and the demands of real-time interaction, shape patterns of change in both languages. At the same time, language-specific factors influence the particular pathways of change. English, with its analytic structure and extensive global use, exhibits strong tendencies toward periphrastic grammatical constructions and the widespread diffusion of spoken innovations through media and international communication. Uzbek, as an agglutinative language with strong oral traditions and significant contact-induced change, demonstrates different patterns of spoken-driven change, particularly in the integration of loanwords and the development of pragmatic particles.

In conclusion, spoken language should be recognized as a primary engine of linguistic change rather than merely a reflection of changes documented in written records. The comparative perspective adopted in this study underscores the need for greater attention to spoken data in linguistic research, particularly in underrepresented languages such as Uzbek. Future research

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may benefit from large-scale corpus-based studies of spoken Uzbek and longitudinal analyses of spoken interaction to further elucidate the mechanisms through which everyday communication shapes the evolution of language.

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The Role Of Phonetic Economy And Redundancy Factors In Sound Changes

N.S.Kobilova,
PhD, Associate Professor, Bukhara State University n.s.gobilova@buxdu.uz
Kh.E.Ergashova,
Master's student, Bukhara State University xosiyatergashova2@gmail.com

Abstract
Sound change is a fundamental mechanism in the historical and synchronic development of languages. Among the internal forces shaping phonological systems, phonetic economy and phonetic redundancy play crucial yet opposing roles. Phonetic economy promotes articulatory simplification and reduction of effort, while phonetic redundancy enhances perceptual clarity and communicative reliability. This study investigates how these two factors interact in the process of sound change, with particular reference to English phonology. Using qualitative descriptive and comparative analysis, examples of assimilation, elision, vowel reduction, consonant cluster simplification, stress shift, and suprasegmental features were examined. The findings demonstrate that sound changes are rarely driven by economy alone; rather, they reflect a functional balance between effort minimization and perceptual distinctiveness. The results support the view that phonological evolution is shaped by adaptive mechanisms ensuring both efficiency and intelligibility in communication.
Keywords: phonetic economy, phonetic redundancy, sound change, assimilation, vowel reduction, phonological evolution, articulatory effort.

Sound change is an inevitable and systematic phenomenon in language development. Throughout history, languages have undergone continuous phonetic and phonological transformations influenced by physiological, cognitive, and communicative factors. Scholars such as Martinet (1955) and Zipf (1949) emphasized the principle of economy in linguistic systems, arguing that speakers naturally tend to minimize articulatory effort. At the same time, other researchers have highlighted the importance of redundancy in preserving intelligibility and preventing ambiguity.

Phonetic economy refers to the tendency toward simplification in speech production. It manifests in reduced articulation, assimilation, deletion of sounds, and weakening of unstressed syllables. Conversely, phonetic redundancy refers to the presence of additional phonetic cues that enhance clarity, such as aspiration, stress, intonation, and vowel length distinctions.

This study aims to analyze the role of phonetic economy and redundancy in sound changes and to demonstrate that these forces operate simultaneously rather than independently. The research focuses primarily on English but includes general theoretical implications relevant to other languages.

The principle of economy has long been central to linguistic theory. Zipf's (1949) "Principle of Least Effort" proposes that human behavior, including language use, tends toward minimizing effort. Martinet (1955) further developed this idea in functional phonology, suggesting that phonological systems evolve to maintain

optimal balance between effort and distinctiveness[1].

Hockett (1967) introduced the concept of redundancy as an essential feature of language structure, arguing that redundancy enhances reliability in communication. Lindblom (1990) proposed the Hyper- and Hypo-articulation (H&H) theory, which explains variation in speech production as a dynamic adjustment between clarity and efficiency[2].

Recent phonological studies suggest that sound change results from phonetic variation that becomes phonologized over time (Ohala, 1981). According to this view, economy-driven reductions may spread in a speech community if communicative clarity remains sufficient.

Thus, the literature suggests that phonetic economy and redundancy are complementary mechanisms shaping sound systems.

This research applies qualitative descriptive analysis. Data were collected from historical and contemporary examples of English phonological processes. The selected processes include: *Assimilation/ Elision / Vowel reduction*

Consonant cluster simplification / Stress shift / Suprasegmental reinforcement

Each example was analyzed from three perspectives:

1. Articulatory (ease of production)
2. Acoustic (perceptual distinctiveness)
3. Functional (communicative efficiency)

The aim was to determine whether the sound change reflects economy, redundancy, or an interaction of both.

The data confirm that many sound changes originate from articulatory simplification.

Assimilation reduces effort by making adjacent sounds more similar[3].

Example: *handbag → /ˈhæmbæg/*

The nasal /n/ becomes bilabial /m/ before /b/, minimizing articulatory movement.

Elision removes difficult consonants in clusters[4].

Example: *next day → /neks deɪ/*

The /t/ is often omitted in rapid speech.

Vowel reduction weakens unstressed vowels to schwa.

Example: *photograph vs. photography*

The shift reduces muscular effort in unstressed syllables.

These processes demonstrate clear articulatory economy.

Despite simplification, languages maintain intelligibility through redundancy.

Aspiration in English voiceless plosives strengthens phonemic contrast.

Example: /p/ in pin is aspirated [p^h], distinguishing it from /b/.

Stress patterns differentiate meaning.

Example: record (noun) vs. record (verb).

Intonation provides grammatical and pragmatic cues.

Rising tone signals questions; falling tone indicates statements.

Redundant cues compensate for segmental reductions and preserve clarity.

The results show that sound change reflects a balance. For example, while vowel reduction simplifies articulation, stress patterns remain strong to preserve word recognition. Thus, economy and redundancy function as complementary forces rather than opposites.

The findings confirm that phonological evolution is adaptive. Pure economy would lead to excessive reduction and potential

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ambiguity. Pure redundancy would make speech inefficient and overly complex. Therefore, language systems naturally regulate themselves[5].

The interaction between economy and redundancy supports Lindblom's (1990) adaptive dispersion theory, where speech production adjusts according to communicative demands. In fast casual speech, economy dominates. In careful or formal speech, redundancy increases[6].

Historically, sound changes survive only when communicative clarity is not severely compromised. If a reduction causes misunderstanding, compensatory mechanisms develop.

Thus, phonetic change is governed by optimization rather than randomness.

This study has examined the role of phonetic economy and phonetic redundancy in the process of sound change, demonstrating that these two forces function as complementary mechanisms within phonological systems. The analysis confirms that sound change is neither arbitrary nor purely mechanical; rather, it emerges from the interaction between articulatory efficiency and communicative clarity.

The findings show that phonetic economy drives many common phonological processes, including assimilation, elision, vowel reduction, and consonant cluster simplification. These processes reflect the natural human tendency to minimize articulatory effort, especially in rapid or casual speech. From a physiological perspective, speech organs operate more efficiently when movements are reduced or coordinated, which explains why simplified forms frequently arise and spread within a speech community.

However, the study also demonstrates that phonetic redundancy plays an equally essential role in maintaining system stability. Redundant phonetic cues—such as aspiration, stress patterns, vowel length, and intonation—compensate for reductions at the segmental level. Without such redundancy, excessive simplification could lead to loss of contrast and communicative ambiguity. Therefore, redundancy functions as a protective mechanism that safeguards intelligibility and prevents breakdown in communication.

Importantly, the research highlights that successful sound changes are those that preserve a functional balance between economy and distinctiveness. If a phonetic reduction significantly threatens comprehension, it is unlikely to become fully integrated into the phonological system. Conversely, if sufficient perceptual cues remain available, the change may stabilize and become conventionalized over time. This confirms the functionalist view that language evolution is governed by optimization rather than random drift.

The interaction between phonetic economy and redundancy also reflects broader cognitive and communicative principles. Speakers continuously adjust their speech according to contextual demands, interlocutor needs, and communicative goals. In informal contexts, economy tends to dominate, resulting in greater reduction. In formal or careful speech, redundancy increases to enhance clarity. This adaptive flexibility demonstrates that phonological systems are dynamic and responsive rather than static structures.

From a theoretical perspective, the study supports the principles proposed in functional phonology and usage-based linguistics, which emphasize the role of frequency, perception, and communicative efficiency in shaping linguistic structure. The findings suggest that phonetic variation

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becomes phonologized only when it aligns with both articulatory feasibility and perceptual reliability.

In conclusion, phonetic economy and phonetic redundancy should not be viewed as opposing forces but as interdependent factors that jointly regulate sound change. Their interaction ensures that language remains efficient, adaptable, and communicatively effective across time. Future research may incorporate quantitative acoustic analysis, cross-linguistic comparison, or experimental phonetics to further explore how universal these balancing mechanisms are across different language families.

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Linguistic Representation And Semantic Features Of Somatic Units In English And Uzbek Proverbs

Maksudova Mohigul Usmonovna
Senior teacher of Interfaculty Department of Foreign Languages,
Faculty of Foreign Languages, Bukhara State University

Abstract
This research provides a comparative analysis of somatic units—proverbs containing names of human body parts—in the English and Uzbek languages. Somatisms represent one of the oldest layers of the lexicon and serve as a vital mirror for a nation's cultural and psychological worldview. The study examines the lexico-semantic characteristics of these units, identifying how body parts like the "head," "heart," "eye," and "hand" are metaphorically transformed to express human emotions, social relations, and ethical values. By contrasting the linguistic representation of somatisms in two genealogically and structurally different languages, the article reveals universal cognitive patterns as well as unique ethno-cultural specifics inherent in English and Uzbek folk wisdom.
Keywords: Somatisms, Proverbs, Lexico-semantic analysis, Linguistic representation, Comparative linguistics, Metaphorical mapping, Ethno-culture, English, Uzbek, Phraseology, Body parts, Paremiology.

Proverbs are condensed expressions of a people's experience, wisdom, and world outlook. Among the various thematic groups of proverbs, those containing somatic units—terms referring to the human body—occupy a central place. This is because the human body is the primary tool through which individuals perceive and interact with the world. Consequently, somatisms are not merely anatomical labels but are deeply symbolic, carrying a wide range of metaphorical meanings.

In **English paremiology**, somatic units often reflect a pragmatic and individualistic approach to life, whereas in **Uzbek proverbs**, they frequently emphasize communal harmony, respect, and deep-seated emotional states. For example, the "head" (*bosh*) may symbolize leadership or intellect in both languages, but the "eye" (*ko'z*) or "liver" (*jigar*) may carry specific cultural connotations in Uzbek that differ from their English counterparts. This article aims to explore these semantic nuances and the linguistic structures that house them.

The study of somatic units within the paremiological fund of English and Uzbek reveals a profound connection between the human anatomy and the linguistic categorization of the world. Somatisms are not merely words denoting body parts; they are "cultural codes" that carry centuries of collective experience. In both languages, the human body serves as a primary reference point for creating metaphors that describe character, emotion, and social hierarchy.

In the linguistic picture of the world, somatic units often undergo a process of **semantic abstraction**. For example, the "head" is universally recognized as the seat of intellect and leadership. However, the linguistic representation varies: in English, the head often relates to individual responsibility and logic (*"To keep one's head"*), whereas in Uzbek, "bosh" frequently symbolizes the foundational pillar of the family or state structure (*"Bosh bo'lmoq"*).

The **"Heart"** (Yurak/Ko'ngil) provides an even more complex semantic field. In English proverbs, the heart is often

contrasted with the head, representing the battle between emotion and reason (*"The heart has its reasons which reason knows nothing of"*). In Uzbek culture, however, the concept of "ko'ngil" (a more spiritual synonym for heart) is broader, encompassing not just emotion but also a person's moral "home" and spiritual purity. The linguistic representation of the heart in Uzbek proverbs often focuses on its fragility and its role as a bridge between individuals. One of the most striking differences in the lexico-semantic features of these languages is found in the somatism **"Liver"** (Jigar). In the English worldview, the liver has largely lost its metaphorical power in proverbs. In contrast, in the Uzbek language, the "jigar" is a vital somatic unit representing close kinship and deep-seated compassion. To call someone "jigarim" is to acknowledge a bond that is stronger than friendship, a semantic nuance that is entirely absent in the English somatic system.

Similarly, the **"Eye"** (Eye/Ko'z) serves as a tool for evaluating the external world. English proverbs frequently use the eye to denote vigilance or greed (*"An eye for an eye"* or *"The eye of the master does more work than both his hands"*). In Uzbek, while the eye also represents greed (*"To'ymas ko'z"*), it is more frequently linked to the concept of the "evil eye" or "nazar," adding a mystical and protective linguacultural layer that is less prominent in modern English somatic units.

From a linguistic perspective, somatic units in both languages often function as the **semantic nucleus** of the proverb. They are frequently paired with verbs of action or state to create a vivid image. In English, these proverbs often take a more elliptical or direct form, while Uzbek somatic proverbs frequently utilize the richness of the language's possessive and case suffixes, making the relationship between the body part and the action more syntactically complex. This structural difference reflects the broader typological divergence between the Germanic and Turkic language families.

Ultimately, the somatic worldview in English and Uzbek proverbs shows that while the physical body is a universal constant, its linguistic interpretation is a cultural variable. The lexico-semantic features of these units prove that somatisms are the most resilient parts of the lexicon, surviving linguistic shifts because they are rooted in the most basic human experience. By studying these units, we gain insight not just into the language, but into the very soul of the people who speak it.

The linguistic representation of somatic units in English and Uzbek proverbs confirms that the human body is the most stable source of metaphorical creation. The lexico-semantic analysis reveals that English somatic proverbs are often characterized by functionalism and individual pragmatism. In contrast, Uzbek somatic proverbs are deeply embedded in social hierarchy, kinship, and spiritual purity. Despite these cultural differences, the use of somatisms provides a universal linguistic framework that allows different cultures to communicate complex human truths through the simple medium of the body.

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The Conceptual Worldview Of It Terms: Linguacultural Aspects In English And Uzbek

Bozorova Viloyat Muzaffarovna
Senior teacher of Interfaculty Department of Foreign Languages,
Faculty of Foreign Languages, Bukhara State University

Abstract
This research explores the intersection of cognitive linguistics and computer science by examining how Information Technology (IT) terminology shapes and reflects the conceptual worldview in English and Uzbek. As English remains the primary source for global technological discourse, the Uzbek language faces the dual challenge of preserving linguistic identity while adopting complex digital concepts. This study employs lexico-semantic and linguacultural analysis to reveal the metaphorical nature of IT vocabulary and the socio-cultural adaptation of these terms in the Uzbek linguistic environment. The findings suggest that the digital worldview is not merely a technical construct but a cultural phenomenon where functional English metaphors undergo unique semantic transformations when integrated into the Uzbek lexicon.
Keywords: Worldview, Terminology, Linguacultural, Lexico-semantic, Metaphor, Information-Technology, Adaptation, Cognitive, Transformation, Linguistics, Comparative, Uzbek, English, Discourse, Neologism.

The dawn of the third millennium has been characterized by an unprecedented technological revolution, placing the digital landscape at the center of human interaction. In this context, language serves as more than a tool for communication; it acts as a mirror to the "conceptual worldview"—the collective mental representation of reality shared by a speech community. The terminology of Information Technology (IT) has become one of the most dynamic layers of the modern lexicon, acting as a bridge between abstract human thought and concrete machine operations.

This article investigates the linguacultural and lexico-semantic dimensions of computer terminology within the English and Uzbek languages. English, as the *lingua franca* of the Silicon Valley era, provides the foundational metaphors and structural templates for most digital concepts. Conversely, the Uzbek language offers a rich field for studying how a developing technical vocabulary navigates the tension between internationalism and national linguistic tradition. By analyzing these two systems, we can uncover how different cultures perceive, internalize, and label the virtual reality that now surrounds us. The focus lies not only on the technical definitions but on the cultural "auras" that these terms carry as they migrate from one linguistic ecosystem to another.

The evolution of IT terminology is a fascinating process of semantic shift and neologism. In English, the majority of computer terms were born through the "re-semanticization" of everyday vocabulary. Familiar objects and actions were mapped onto the digital realm to make new technology more intuitive for the user. For instance, terms like *window*, *mouse*, *folder*, and *menu* are domestic metaphors that transformed the abstract data structures of early computing into a virtual "desktop" environment. This lexico-semantic strategy relies on the user's existing physical experience to build a digital worldview.

When these terms enter the Uzbek linguistic space, they undergo a complex process of adaptation. This process is generally categorized into three semantic streams.

First, there is direct **borrowing**, where the English phonetic form is preserved (e.g., *fayl*, *sayt*, *interfeys*). While efficient, this method creates a "linguistic gap" between the term and its cultural transparency for native speakers. Second, **calquing** (loan translation) is employed to bridge this gap, such as translating *hard drive* as *qattiq disk* or *search engine* as *qidiruv tizimi*.

Third, and perhaps most interestingly, is the **semantic extension** within the native Uzbek vocabulary. Here, existing words are given new specialized meanings to reflect the digital worldview. For example, the word *tarmoq* (traditionally meaning "network" or "branch" in irrigation or social structures) has been seamlessly integrated to represent the global internet and local networks. This demonstrates that the Uzbek lexico-semantic system is not a passive recipient of English terms but an active participant in re-shaping the digital conceptual space to fit its internal logic and cultural framework.

Beyond the mere structure of words lies the "spirit" of the language. Linguacultural analysis reveals that English IT terminology is deeply rooted in Western pragmatism and a "user-centric" philosophy. The language prioritizes functionality and speed. In contrast, the integration of these terms into the Uzbek language often reflects a sociolinguistic transition. As Uzbekistan pushes toward a "Digital Uzbekistan" strategy, the language acts as a vehicle for modernization.

The linguacultural aspect is most evident in how "slang" or informal IT terms are treated. While professional literature adheres to formal translations, the youth and IT professionals in Uzbekistan often use hybrid forms—linguistic "mash-ups" that blend English stems with Uzbek suffixes. This reflects a dual identity: a global professional belonging to the international tech community and a local citizen rooted in Uzbek cultural values. This synthesis creates a unique "Digital Uzbek" worldview, where the global and the local are in constant, creative dialogue. The investigation into the conceptual worldview of Information Technology (IT) terms in English and Uzbek reveals that terminology is far more than a technical nomenclature; it is a profound reflection of how human cognition maps a virtual reality. Through lexico-semantic and linguacultural analysis, this study has demonstrated that the "digital picture of the world" is constructed differently across linguistic boundaries, even when describing the same technological phenomena. In the **English linguistic tradition**, IT terminology is characterized by a high degree of anthropomorphism and domestic metaphorization. By repurposing everyday words like *cloud, menu, virus,* and *windows*, English-speaking creators of technology bridged the gap between abstract machine logic and human experience. This pragmatic approach has set the global standard for how digital concepts are framed and understood. In the **Uzbek linguistic context**, the adaptation of this terminology signifies a deeper cultural and sociolinguistic transition. The study identifies that while direct borrowing (e.g., *fayl, dastur*) remains a dominant force for technical precision, the Uzbek language actively employs calquing and semantic extension to domesticate these concepts. The transformation of native terms like *tarmoq* (network) and *xotira* (memory) into specialized IT descriptors proves that the Uzbek language possesses the internal flexibility to conceptualize the digital era without losing its unique semantic "DNA." Ultimately, the linguacultural aspect of this research highlights a dual identity within the modern Uzbek speaker: a participant in a globalized, English-driven digital discourse, and a preserver of a national linguistic worldview. The findings suggest that as Uzbekistan continues its path toward digital

sovereignty, the language will continue to evolve through a hybrid model—blending internationalisms with localized conceptual metaphors. This research underscores that for a technology to be truly integrated into a society, it must first be "translated" not just in words, but in cultural concepts. The dialogue between the English and Uzbek IT lexicons is a testament to the ongoing synthesis of global innovation and national identity, ensuring that the digital world remains accessible, intuitive, and linguistically diverse.

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Эффективность Определения И Анализа Функциональной Подготовленности Параспортсменов

Мирджамолова Мафтуна Хайриддиновна
Учитель общеобразовательной средней школы №22
Паркентского района Ташкентской области
E-mail: mekhriddin.mirjamolov16@gmail.ru

Аннотация
В статье рассматривается оценка функциональной подготовленности параспортсменов 14–15 лет на основе показателей жизненной ёмкости лёгких (ЖЁЛ), определённых методом спирометрии. Проведён анализ взаимосвязи ЖЁЛ с массой тела, ростом и индексом массы тела спортсменов. Результаты исследования показали зависимость функционального состояния дыхательной системы от антропометрических показателей. Спирометрия рассматривается как научно обоснованный и эффективный метод оценки функционального состояния и планирования индивидуальных тренировочных программ.
Ключевые слова: Спирометр, адаптивный спорт, живучесть легких, миллилитры, индекс массы тела, функциональный.
Annotatsiya
Ushbu 14–15 yoshlik maqola sportchilarning funktsional tayyorgarligi o'pkaning tiriklik sig'imi (O'TS) ko'rsatkichlari asosida spirometriya usuli vosita baholandi. Tadqiqotda sportchilarning O'TS tadqiqot indeksi tana vazni, bo' va tana vazni indeksi (BMI) bilan o'zaro bog'liqlikda tahlil qilish. Natijalar shuni ko'rsatadiki, O'TS darajasi sportchilarning antropometrik ko'rsatkichlari va umumiy jismoniy holatiga bevosita bog'liq. Spirometre sportchilarning nafas olish tizimining funktsional holatini tekshirish hamda individual mashg'ulot dasturlarini ishlab chiqarishda samarali va ilmiy tadqiqot usullari
Kalit so‘zlar: Spirometr, para sport, o‘pka tiriklik sig‘imi, millilitr, tana vazn indekisi, funksional.

Kirish: O‘pkaning tiriklik sig‘imi haqida umumiy ma‘lumot: O‘pkaning tiriklik sig‘imi (O‘TS) — bu o‘pkadagi to‘liq havo chiqarilgandan so‘ng o‘pkaga kirishi mumkin bo‘lgan maksimal havo hajmi. Bu ko‘rsatkich spirometr yordamida o‘lchanadi va nafas olish tizimining qanchalik samarali ishlashini ko‘rsatadi. Spirometrik o‘lchovlar sportchilarda nafas olish tizimining holatini tahlil qilish va kerakli treninglar orqali uni yaxshilash imkonini beradi. O‘pkaning tiriklik sig‘imi nafaqat odamning umumiy sog‘lig‘ini, balki uning sportdagi samaradorligini ham aniqlaydi.Sportchilarda o‘pka sig‘imi (vital kapasite) organizmning oksigen olish qobiliyatini va jismoniy faollikni qanday qabul qilishini belgilovchi muhim indikator hisoblanadi. Spirometr qurilmasi orqali o‘pkaning tiriklik sig‘imini o‘lchash imkoniyati, sportchilarda maksimal ishlash imkoniyatlarini aniqlash va ular uchun samarali treninglar tuzishda yordam beradi. Spirometrik o‘lchovlar nafaqat nafas olish tizimining holatini aniqlashga, balki umumiy sog‘liqni saqlashga ham yordam beradi. Sportchilarda o‘pka sig‘imi va uning muvozanatini o‘rganish, sportdagi chidamlilikni oshirish va zararli yuklamalardan saqlanish uchun muhim.

O‘pkaning tiriklik sig‘imi (Vital Capacity, VC) — bu o‘pkaning maksimal havo hajmini anglatadi, ya'ni odam nafas olish va chiqarishda o‘pka orqali harakatlanadigan havo miqdori. Odatda bu ko‘rsatkich litrlarda (L) ifodalanadi.

O‘pkaning tiriklik sig‘imi uchta asosiy ko‘rsatkichdan iborat bo‘ladi:

Nafas olish hajmi (500 ml) — tinch holatda, normal nafas olishda havo hajmi.

Qo‘shimcha havo (1500 ml) — odam nafas olayotganda, normal 500 ml nafas havosining ustiga qo‘shimcha havo olish imkoniyatiga ega. **Zaxira havo** (1500 ml) — tinch holatda, 500 ml nafas chiqarilgandan so‘ng, qo‘shimcha 1500 ml havo chiqarish mumkin. Kattalarda o‘pkaning tiriklik sig‘imi taxminan 3500 ml ni tashkil qiladi. Sportchilar uchun bu ko‘rsatkich 1000-1500 ml ko‘proq bo‘lishi mumkin, suzuvchilarda esa 6200 ml gacha yetadi. O‘pkaning tiriklik sig‘imi qancha katta bo‘lsa, o‘pka shuncha yaxshi ventilyatsiya qilinadi va tana ko‘proq kislorod oladi.

Millilitr (ml) haqida umumiy tushincha:

500 "ml" degan belgi millilitr so‘zining qisqartmasi bo‘lib, bu hajm birligini bildiradi. Millilitr metrik tizimdagi o‘lchov birligidir va 1 litr = 1000 millilitrga tengdir. Shu bilan birga: ml — yarim litrga teng, 300 ml — 0.3 litrga teng. Bu o‘lchov birligi ko‘pincha ichimliklar, dori vositalari, suyuq mahsulotlar va boshqa shu kabi narsalarning hajmini ko‘rsatishda ishlatiladi.Masalan:**500 ml suv** — yarim litr suv. **300 ml sharbat** — uchdan bir litrga yaqin sharbat. Bu tushuncha, spirometriya jarayonida o‘lchangan havo hajmlarini aniqlashda ham ishlatiladi. Spirometriya natijalarida o‘lchangan havo hajmlari (masalan, 500 ml nafas olish hajmi yoki 1500 ml qo‘shimcha havo) ham millilitrda ifodalanadi.

O‘pkaning tiriklik sig‘imi balandlik bilan ijobiy, yosh bilan esa salbiy bog‘liqdir. Semiz odamlarda bu ko‘rsatkich 10-11% kamroq bo‘ladi, shuning uchun ularning o‘pkasida gazlar almashinuvi kamroq va tez-tez nafas olishadi. Jismoniy faoliyat davomida esa odamlar tez-tez va sayozroq nafas olishadi, bu nafas qisilishi, bosh aylanishi va zaiflikka olib keladi. Ammo dam olishdan so‘ng nafas olish chastotasi va chuqurligi normal holatga qaytadi.

Tayyorlash va amalga oshirish

Asosiy blok

Og‘iz bo‘shlig‘i

Havo o‘tkazuvchi qism (kabel)

Havo oqimi sensorlari

Jarayon davomida sportchi buruniga maxsus qisqich qo‘yiladi va og‘iz bo‘shlig‘ini lablari bilan mahkam bosish so‘raladi. Keyinchalik, bemordan bir necha daqiqa davomida tinch nafas olish, so‘ngra chuqur nafas olish va majburiy (kuchli va o'tkir) nafas olish talab etiladi. Barqaror natijaga erishish uchun protsedura kamida uch marta takrorlanadi.Sinovdan so‘ng bemor qisqa vaqt ichida nafas qisilishi, ko‘krak qafasida bosim yoki og‘riq his qilishi yoki bosh aylanishi mumkin. Ushbu alomatlar juda tez o‘tib ketadi, ammo har qanday noqulaylik haqida darhol shifokorga xabar berish lozim. Jiddiy nafas olish muammolari odatda yuzaga kelmaydi.Spirometriya natijalari va ularning tahlili.

Spirometrik natijalar odatda **litrlarda** o‘lchanadi va **foizda** ko‘rsatiladi. Masalan, agar natija **4.5 L** bo‘lsa, bu o‘pka hajmini bildiradi. Agar natija **78%** bo‘lsa, bu o‘pka hajmingiz sog‘lom, shu yoshdagi va jinsdagi odamlarda kutiladigan maksimal qiymatning **78%** ni tashkil etadi.

O‘pka sig‘imini baholash

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80–120% — normal diapazon, ya'ni sog‘lom natija.
60–79% — yengil darajadagi cheklanish yoki o‘zgartirishlar mumkin.
40–59% — o‘rtacha darajadagi buzilish, shifokor tomonidan nazorat qilish kerak
40% — og‘ir darajadagi buzilish, bu holat jiddiy tibbiy e'tiborni talab qiladi.
Spirometr yordamida o‘lchangan o‘pkaning tiriklik sig‘imi va boshqa parametrlar (masalan, FVC, FEV1) sportchilarda o‘pka sig‘imini yaxshilash va sport faoliyatining samaradorligini oshirishda ahamiyatli hisoblanadi. Tadqiqotlar shuni ko‘rsatadiki, spirometrik natijalar, ayniqsa, chidamlilik va kuch sportlari bilan shug‘ullanuvchilar uchun eng yaxshi ko‘rsatkichlarni beradi.Shuningdek, spirometrik o‘lchovlar yordamida sportchilar o‘pka sig‘imi muvozanatini yaxshilash uchun zarur bo‘lgan treninglar va nafas olish texnikalari tavsiya etiladi. Bunday metodikalar o‘pka hajmi va nafas olish mushaklarini kuchaytirish orqali sportchilarga o‘z chidamliligini oshirishga yordam beradi. Tadqiqot 14-15 yosh oralig‘idagi og‘ir atletikachlar ustida olib borildi ularning funksional holatini o‘rganish maqsadida biz ‘’Sipirometr’’ qurilmasidan foydalandik.Spirometrning afzalliklardan biri shuki, maxsus dasturga sportchining yoshi bo‘yi va vaznini to‘liq ravishda kiritiladi va aynan usha sportchi uchun maxsus dastur avtomatlashgan holatda sportchiga tegishli bo‘lgan o‘pkasining tiriklik sig‘imini meyorini belgilab beradi shundan so‘ng jarayonni boshlaymiz.

1-jadval. 14-15-yoshli para sportchilarning funksional tayyorgarlik (O‘TS) ko‘rsatkichlari

№	F.I.SH	Vazn	Bo‘y	T-V Indeksi	T-V Me’yori	Me‘yor	Amalda	Natija
1	Y-v X.	89	172	30,6	Birinchi darajali semizlik	4,30-3,49	3,78	88
2	A-v M.	66	160	25,7	Tana vazni ortiqchaligi	3,61-2,93	1,73	48
3	M-v M.	115	181	30,6	Birinchi darajali semizlik	4,86-3,95	3,27	67
4	Sh-v Q.	59	168	20,9	Me’yor	4,06-3,30	2,67	66
5	N-v R.	69	167	24,8	Me’yor	4,00-3,25	2,31	58
6	M-v A.	60	168	21,3	Me’yor	4,23-3,43	3,39	80
7	A-v B.	54	156	22,3	Me’yor	3,27-2,66	2,25	69
8	E-v I.	42	160	16,8	Tana vazni yetishmovchiligi	3,48-2,83	2,52	72
9	Sh-v X.	46	155	19,2	Me’yor	3,22-2,62	1,98	62
10	M-v J.	44	148	21	Me’yor	2,88-2,34	1,70	59
11	A-v A.	69	176	22,3	Me’yor	4,73-3,84	4,83	102
12	G-v A.	49	165	18,1	Tana vazni yetishmovchiligi	4,05-3,29	3,05	75
13	X-v O.	100	181	30,5	Birinchi darajali semizlik	5,06-4,11	4,08	81
14	A-v X.	59	167	21,2	Me’yor	4,00-3,25	3,89	97

Umumiy o‘rtacha ko‘rsatkich:	65	166	23,2		3,98	2,96	73

Natija: Sportchilar tana vazni, bo‘yi va BMI ko‘rsatkichlariga ko‘ra quyidagicha taqsimlandi: 3 sportchida BMI > 30 bo‘lib, bu birinchi darajali semizlikni ko‘rsatdi. Ularning O‘TS darajasi me’yoriy diapazondan past bo‘lib, o‘rtacha 67.3% (foiz ko‘rsatkichlari: 88%, 67%, 81%) ni tashkil etdi. 2 sportchida BMI < 19 bo‘lib, tana vazni yetishmovchiligi mavjud edi. Ularning O‘TS darajasi esa o‘rtacha 73.5% ni tashkil qildi. Qolgan 9 sportchi me’yoriy BMIga ega bo‘lib, ularning O‘TS ko‘rsatkichlari o‘rtacha 73.7% bo‘ldi.

Ushbu natijalar shuni ko‘rsatadiki, o‘pkaning tiriklik sig‘imi ko‘p jihatdan sportchining tana vazniga, tana tuzilishiga va umumiy jismoniy tayyorgarlik darajasiga bog‘liq. Shu bilan birga, spirometriya usuli nafaqat o‘pka hajmini, balki sportchining sog‘lom holatini baholash, nafas olish strategiyasini shakllantirish hamda maxsus mashg‘ulotlar dasturini tuzishda muhim vosita hisoblanadi.“Spirometr” qurilmasidan foydalanish ilmiy asoslangan va amaliy jihatdan samarali metod hisoblanadi.

Xulosa. Tadqiqot davomida 14–15 yoshli para sportchilarning funksional tayyorgarlik darajasi spirometriya usuli orqali baholandi. Unda sportchilarning o‘pkaning tiriklik sig‘imi (O‘TS) ko‘rsatkichlari o‘z vazn, bo‘y, va tana massasi indekslariga (BMI – T-V indeksi) nisbatan o‘rganildi. Ma'lumotlar asosida aniqlanishicha, sportchilarning O‘TS ko‘rsatkichlari me’yoriy diapazon (norma) bilan foizda solishtirilgan va ularning nafas olish tizimi faoliyati bo‘yicha funksional holati baholandi.

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The Linguistic Architecture Of Modern Digital Advertising

Shukurova Nigora Shavkatovna
Senior teacher of Interfaculty Department of Foreign Languages,
Faculty of Foreign Languages, Bukhara State University

Abstract
This article provides an in-depth analysis of the linguistic strategies employed in contemporary online advertising. It moves beyond simple marketing metrics to explore how "digital discourse" functions as a tool for psychological and social alignment. By examining the shift from authoritative monologues to peer-to-peer communication, the study explores the use of synthetic personalization, the pragmatics of "call-to-action" imperatives, and the evolution of brand identity through internet slang and visual semiotics. The core argument is that modern ads do not just sell products; they speak a specialized language designed to dissolve the barrier between the corporate entity and the private individual.
Keywords: Linguistic Pragmatics, Digital Discourse, Synthetic Personalization, Visual Semiotics, Consumer Psychology, Internet Linguistics.

In the modern digital landscape, online advertising has undergone a profound linguistic transformation. It is no longer a static announcement on a screen; rather, it has evolved into a dynamic form of social discourse. Historically, advertising was a "monologue"—a brand standing on a digital pedestal and shouting its message to a massive, faceless crowd. However, in the age of social media and personalized algorithms, this "shouting" has been replaced by a sophisticated "whisper." Today's advertisements function as a bridge between a corporate entity and the personal identity of the user, using language that feels remarkably human and surprisingly intimate.

From a linguistic point of view, the most striking change is the shift in the "voice" of the brand. We are witnessing the death of formal marketing jargon. In its place, a new, conversational style has emerged—one that mimics the way we talk to our friends in private chats. This transition isn't just about being friendly; it is a calculated strategy to reduce the psychological distance between the seller and the buyer. By adopting the slang, the rhythm, and even the emojis of the target audience, digital ads camouflage themselves within our personal feeds. They no longer look like intruders; they look like content.

Furthermore, the introduction of Artificial Intelligence has allowed this language to become hyper-contextual. An ad doesn't just speak; it reacts to the digital environment around it. It understands the "vibe" of the platform, whether it is the professional tone of LinkedIn or the chaotic, fast-paced humor of TikTok. This adaptability is the core of modern digital linguistics. As we begin to explore the role of online advertising today, we must realize that we are looking at the most advanced form of persuasive communication ever created—a language that is designed not just to be seen, but to be felt and responded to.

One of the most effective linguistic tools in modern advertising is what experts call synthetic personalization. This strategy is designed to make a mass-produced message feel like a private, one-on-one conversation. In the past, a television ad would say, "People who use this soap stay fresh." Today, a digital ad on your phone says, *"You deserve to feel fresh today."* By shifting the focus to the pronoun "You," the brand bypasses our logical defenses and speaks directly to our ego. This "direct

address" creates a sense of accountability and connection; it feels as if the brand has noticed our personal needs and is offering a specific solution just for us. This linguistic shift turns a cold transaction into a warm, personal interaction, making the consumer feel seen and understood in a crowded digital world.

Furthermore, the rise of social media has forced brands to abandon their traditional, "dictionary-perfect" grammar in favor of Internet Linguistics. To fit into platforms like TikTok, Instagram, or X (Twitter), advertisements must master the art of the "vibe." This means using emojis, intentional lowercase letters, and popular slang to mirror the way users talk to their friends. When a multi-billion dollar company uses a "POV" (Point of View) joke or a trending meme format, they are performing a linguistic "handshake." They are signaling to the audience—especially younger generations—that they are part of the same digital tribe. This alignment is crucial because it transforms the ad from a commercial interruption into a piece of relatable content. If an ad can make you laugh or use a phrase that you use in your daily chats, it has already successfully crossed the border from "selling" to "socializing."

Beyond words, online advertising relies heavily on visual semiotics, or the language of signs and symbols. In the digital space, an image is not just a decoration; it functions as a noun, while a "Call to Action" (CTA) button serves as a powerful, imperative verb. The layout of a modern ad follows a specific "visual grammar" that guides our eyes in a split second. For example, a minimalist design with plenty of white space speaks the language of luxury and calmness, whereas bright, contrasting colors and bold fonts shout the language of urgency and excitement. These non-verbal cues work together with the text to create a complete narrative. A well-placed "Shop Now" or "Discover More" button isn't just a link; it is a linguistic nudge that encourages the user to complete the "sentence" that the ad started. By combining short, punchy verbs with high-energy visuals, advertisers create a seamless flow from interest to action.

In conclusion, the role of online advertising today has moved far beyond the simple act of selling a product; it has become a masterclass in applied linguistics and psychological persuasion. As we have seen, the transition from a rigid, formal "broadcast" to an intimate, "peer-to-peer" dialogue has fundamentally changed how we perceive brands. By mastering the art of synthetic personalization, using the casual grammar of social media, and employing a sophisticated "visual language," advertisers have managed to turn commercial interruptions into a seamless part of our daily social discourse. They no longer just talk *at* us; they have learned to talk *with* us, adopting our slang, our humor, and even our digital habits to build a bridge of artificial but effective trust.

Looking ahead, the evolution of this "digital tongue" shows no signs of slowing down. As Artificial Intelligence and Augmented Reality become more integrated into our lives, the language of ads will likely become even more invisible and hyper-personalized. We are moving toward an era where an ad might not even look like an ad anymore—it will be a perfectly timed suggestion, whispered in the exact tone and style that we find most comforting. While this level of linguistic precision makes our digital experiences more relevant and "fluid," it also places a new responsibility on the consumer.

Ultimately, understanding the linguistic architecture of these advertisements is our best defense. When we recognize that a "POV" joke or a friendly "You" is a calculated linguistic choice, we regain our power as critical thinkers. The conversation

between brands and humans will continue to evolve, but the essence remains the same: language is the most powerful tool ever invented to influence the human mind. In the digital age, being "literate" no longer just means knowing how to read words—it means knowing how to read the hidden intentions behind the "clicks" and the conversations that fill our screens.

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The Role Of Digital Marketing In Enhancing Tourist Experience In Luxury Hotels

Sayfitdinov Sultonbek Shamsitdinovich
Tashkent State Oriental University
Masters department 1st year student
Faculty of Tourism and Hospitality
Tel:+998930034380
e-mail: sayfitdinovsultonbek00@gmail.com

Abstract
The rapid digital transformation of the global tourism and hospitality industry has significantly reshaped the ways in which luxury hotels create, communicate, and deliver value to their customers. Digital marketing has emerged as a strategic tool that not only supports promotional activities but also plays a crucial role in shaping tourist experience and strengthening brand identity. This scientific article aims to explore the theoretical foundations of digital marketing and tourist experience in the context of luxury hotels. The study examines the evolution of digital marketing in the tourism industry, analyzes the essence, components, and measurement of tourist experience, and investigates the role of digital marketing in luxury hotel branding and customer engagement. The article is based exclusively on internationally recognized academic literature and provides a conceptual framework for further empirical research in the field of luxury hospitality management.
Keywords: digital marketing, tourist experience, luxury hotels, branding, customer engagement.

Introduction. The tourism and hospitality industry are undergoing significant structural transformation, driven by rapidly advancing digital technologies and evolving consumer expectations. In a competitive global environment, luxury hotels are challenged to differentiate themselves not only through superior physical infrastructure and service quality but also by delivering personalized, memorable experiences that resonate deeply with guests. In this context, digital marketing has emerged as an essential strategic tool that enables luxury hotels to meet these challenges and strengthen their value proposition.

Modern tourists are highly informed, digitally connected, and increasingly involved in shaping the value they derive from services. According to Kotler, Kartajaya, and Setiawan[1] in *Marketing 5.0: Technology for Humanity*, effective marketing in the digital age necessitates the integration of advanced technologies with customer-centric approaches to address changing consumer behavior and expectations in a digital world. This work highlights how technologies such as artificial intelligence, big data, and mobile platforms reshape modern marketing practices and customer engagement strategies[2].

From my review of current research and industry developments, it is evident that tourists no longer rely solely on traditional marketing communications. Instead, they interact with brands through social media, online reviews, mobile applications, and various digital platforms long before making travel decisions[3]. These digital interactions significantly influence how tourist

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experiences are perceived, evaluated, and even anticipated. For luxury hotels – where emotional value, exclusivity, and brand prestige are central to the guest experience – digital marketing does more than disseminate information: it plays a formative role in shaping consumer perceptions and expectations. Existing academic work has explored digital marketing strategies and customer experience in hospitality and tourism independently; however, there is relatively limited research explicitly examining how digital marketing enhances tourist experience within the luxury hotel context. This gap is notable because integrating digital marketing with experience theory offers deeper insights into how luxury brands can engage high-end consumers in meaningful and personalized ways, ultimately fostering long-term loyalty and competitive advantage. This article addresses the existing gap by providing a comprehensive theoretical analysis of the role of digital marketing in shaping tourist experiences within the context of luxury hospitality[4]. By synthesizing insights from established research and conceptual frameworks, the study demonstrates how digital tools and platforms can transform guest engagement and contribute to the creation of distinctive tourist experiences in luxury hotels.

Digital marketing has grown hand-in-hand with advances in information and communication technologies, reshaping how industries engage with customers – including the tourism sector. Initially, digital marketing in tourism was largely focused on providing basic online information through static websites. Over time, it has evolved into dynamic digital ecosystems that enable interactive engagement, tailored experiences, and data-informed decision-making.

This transformation has been particularly significant for luxury hotels, where digital tools now influence every stage of the guest journey – from initial research and booking to on-site experiences and post-stay feedback. By leveraging these technologies, luxury hotels can create more personalized, memorable experiences that enhance customer satisfaction and loyalty.

Digital marketing plays a multifaceted role in enhancing tourist experiences in the hospitality industry. Its importance can be summarized through several key functions, including facilitating information sharing, streamlining bookings, enabling personalized travel experiences, boosting customer engagement, leveraging social media communication, and providing efficient marketing channels. These elements collectively help tourism organizations, particularly luxury hotels, appeal to experience-oriented consumers and encourage the sharing of personal experiences, thereby strengthening brand loyalty and satisfaction (Figure 1).

Figure 1. Importance of Digital Marketing in the Tourism Industry[5].

Buhalis introduced the concept of e-Tourism, emphasizing that digital technologies have restructured tourism distribution systems by enabling direct interaction between service providers and

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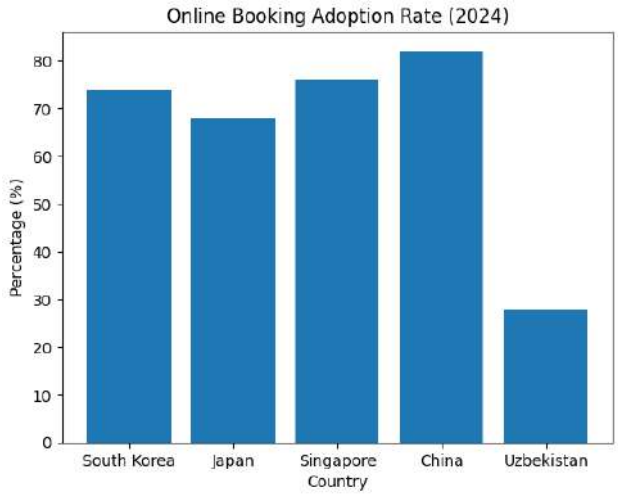
tourists. This transformation reduced dependency on traditional intermediaries and increased transparency in pricing and service quality. The emergence of online booking platforms marked a significant milestone in the evolution of digital marketing in tourism[6].



Picture 2. Online Booking Adoption Rate (2024)[7]

The diagram illustrates the online booking adoption rate across several countries in 2024, revealing significant differences in the use of digital services within the tourism and hospitality sector. China leads with an adoption rate of 82 percent, reflecting widespread integration of online booking platforms, strong digital infrastructure, and high consumer reliance on electronic reservation systems. Singapore (76 percent) and South Korea (74 percent) also demonstrate high adoption rates, indicating well-developed digital solutions that enhance accessibility and convenience for both domestic and international travelers. Japan reports a slightly lower figure of 68 percent, still representing a relatively strong position in the digital booking market. In contrast, Uzbekistan records the lowest adoption rate at 28 percent, suggesting that online booking systems are in the early stages of development and highlighting the need for further investment in digital tourism infrastructure.

These data emphasize the growing significance of online booking services as a central element of digital transformation in tourism. In the luxury hotel sector, digital marketing has progressed beyond functional communication to serve as a strategic tool for experience creation and brand storytelling. Luxury hotels increasingly employ visually rich content, immersive narratives, and personalized messaging to convey brand values and emotional appeal. The integration of big data analytics and artificial intelligence enables hotels to anticipate customer preferences and deliver tailored marketing communications, enhancing both operational efficiency and guest satisfaction.

Furthermore, the shift from transactional to relationship marketing has reinforced the strategic importance of digital marketing in tourism. Luxury hotels now prioritize long-term customer relationships over short-term sales, using digital platforms to maintain continuous engagement with guests before, during, and after their stay, thereby fostering loyalty and repeat visitation.

2. Tourist Experience: Essence, Components, and Measurement.

Tourist experience is widely recognized as a central concept in tourism research and practice. Pine and Gilmore introduced the theory of the experience economy, arguing that experiences represent a distinct economic offering that creates value beyond goods and services. In tourism, experience is not limited to the consumption of services but encompasses emotional, sensory, cognitive, and behavioral dimensions[8].

Schmitt proposed experiential marketing frameworks that identify five key

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dimensions of experience: sensory, emotional, cognitive, behavioral, and relational. These dimensions are particularly relevant in luxury hospitality, where guests seek emotional engagement, authenticity, and personalized service. Luxury hotel experiences are designed to evoke positive emotions, create memorable moments, and foster emotional attachment to the brand[9].

Measuring tourist experience is a complex task due to its subjective and multidimensional nature. Kim and Fesenmaier[10] emphasize the importance of combining qualitative and quantitative approaches, such as surveys, interviews, observation, and analysis of online reviews. In recent years, digital data sources have become increasingly important for experience measurement, enabling researchers and practitioners to analyze customer feedback in real time.

Digital technologies significantly influence the formation and evaluation of tourist experience. Online platforms shape expectations before travel, while mobile applications and digital services enhance convenience and satisfaction during the stay. Post-travel experiences are also affected by digital interactions, such as sharing reviews and experiences on social media. In luxury hotels, these digital touchpoints complement physical service encounters, creating a seamless and holistic experience journey.

3. Role of Digital Marketing in Luxury Hotel Branding and Customer Engagement.

Luxury hotel branding is centered on exclusivity, emotional value, and superior service quality. Digital marketing plays a crucial role in communicating these attributes and maintaining brand consistency across multiple channels. Kaplan and Haenlein emphasize that social media platforms provide opportunities for storytelling and interactive brand communication, which are essential for luxury branding[11].

Customer engagement refers to the depth of interaction and emotional connection between customers and brands. Hudson et al. (2016) demonstrate that digital engagement positively influences brand trust, satisfaction, and loyalty in hospitality contexts. Luxury hotels use digital marketing tools such as social media, email marketing, mobile applications, and customer relationship management systems to foster engagement and build long-term relationships with guests[12].

Data-driven digital marketing strategies enable luxury hotels to analyze customer behavior, segment markets, and deliver personalized offers. This level of personalization enhances perceived value and strengthens emotional bonds between guests and brands. However, maintaining authenticity and protecting customer data remain critical challenges in luxury hospitality marketing.

Discussion. The theoretical analysis conducted in this study confirms that digital marketing has become an integral strategic component in shaping luxury hotel branding and strengthening customer engagement. Unlike traditional hospitality marketing approaches that relied heavily on print media and travel intermediaries, digital platforms now provide direct, interactive, and measurable communication channels between hotels and their customers. This transformation has expanded the scope of branding from symbolic representation to experiential co-creation.

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One of the key findings emerging from the reviewed literature is that digital marketing enhances brand visibility and narrative construction. Luxury hotels increasingly utilize social media platforms, immersive visual content, and storytelling techniques to convey exclusivity, sophistication, and authenticity. These digital narratives allow brands to extend their identity beyond physical service environments, reinforcing emotional associations with prestige and uniqueness. Consequently, digital marketing supports not only awareness generation but also long-term brand positioning within competitive global markets.

Another important dimension relates to customer engagement. Digital tools enable continuous interaction throughout the customer journey, including pre-booking communication, in-stay service personalization, and post-visit relationship management. Engagement mechanisms such as targeted email communication, loyalty applications, online communities, and real-time feedback channels foster dialogue and participation. This participatory dynamic aligns with contemporary marketing paradigms that emphasize relational value creation rather than one-directional communication.

Furthermore, the integration of data analytics into digital marketing strategies significantly enhances decision-making capabilities. Luxury hotels can collect and interpret behavioral data, enabling segmentation, predictive personalization, and tailored service offerings. Personalized communication strengthens emotional bonds between customers and brands, contributing to higher satisfaction levels and repeat visitation intentions. However, this increased reliance on customer data also introduces ethical considerations related to privacy and trust, which luxury brands must address carefully to maintain credibility and reputation.

The discussion also highlights potential challenges associated with digital marketing adoption in luxury hospitality. Excessive automation or over-standardized communication may conflict with the personalized and human-centered nature of luxury service experiences. Maintaining authenticity while leveraging technological innovation remains a delicate balance. Additionally, digital reputation risks associated with negative online reviews or social media criticism require proactive monitoring and response strategies.

Overall, the analysis indicates that digital marketing functions as both a branding amplifier and an engagement catalyst in luxury hospitality contexts. Its effectiveness depends on strategic alignment with brand identity, customer expectations, and experiential value delivery. Future research should explore empirical measurement of engagement outcomes and comparative performance across different luxury hotel segments and geographic markets.

Conclusion

The present study has provided a theoretical exploration of the relationship between digital marketing and tourist experience within the context of luxury hotels. The analysis demonstrates that the rapid advancement of digital technologies has significantly transformed the structure and functioning of the tourism and hospitality industry, positioning digital marketing as a central strategic component rather than merely a promotional tool. Luxury hotels, operating in highly competitive and experience-driven markets, increasingly rely on digital marketing to communicate brand value, strengthen customer relationships, and enhance overall guest experience.

The evolution of digital marketing from static online communication to integrated, interactive, and data-driven ecosystems has reshaped the way tourists search for information, evaluate alternatives, and

make purchasing decisions. The literature reviewed in this article confirms that digital platforms, social media environments, and mobile technologies now serve as primary touchpoints throughout the tourist journey. These technologies influence expectations before travel, shape experiences during the stay, and determine satisfaction and advocacy afterward. Consequently, digital marketing should be understood as a continuous engagement mechanism that operates across the entire customer lifecycle.

The study also emphasizes the critical role of digital marketing in luxury hotel branding and customer engagement. Brand identity in luxury hospitality is closely tied to exclusivity, authenticity, and emotional resonance. Digital marketing enables hotels to communicate these attributes through immersive storytelling, visual content, and personalized communication. Moreover, customer engagement supported by digital platforms strengthens trust, loyalty, and long-term relationships with guests. However, the growing reliance on data-driven marketing also raises important ethical and operational challenges, including privacy protection, information security, and the preservation of brand authenticity.

From a theoretical perspective, this article contributes to the integration of digital marketing and tourist experience research within luxury hospitality studies. By synthesizing established academic frameworks, it provides a conceptual foundation that can guide future empirical investigations. Practically, the findings highlight the need for luxury hotels to adopt holistic digital strategies that align technological innovation with experiential value creation. Digital marketing initiatives should not be implemented solely for operational efficiency but should be strategically integrated into brand and experience design.

Despite its contributions, the study remains limited by its theoretical scope and reliance on secondary literature sources. Future research should focus on empirical data collection, including case studies of luxury hotel brands, customer perception surveys, and quantitative modeling of digital engagement impacts on satisfaction and loyalty. Comparative studies across regions and cultural contexts would also provide deeper insight into how digital marketing strategies influence tourist experience in different market environments.

In conclusion, digital marketing represents a transformative force shaping both the operational and experiential dimensions of luxury hospitality. Its effective integration enables luxury hotels to enhance personalization, strengthen emotional engagement, and maintain competitive advantage in a rapidly evolving global tourism landscape. Continued academic attention to this intersection will be essential for advancing both theoretical understanding and managerial practice in the field.

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Comparative Study Of Gender Representation In English And Uzbek Lexicon

Rahmonova Ra'no Sheraliyevna
Lecturer, Department of Philology, Kokand University
ranorahmonova872@gmail.com
ORCID: 0009-0009-2341-8219

Abstract
This article presents a comparative linguistic analysis of gender representation in the lexicons of English and Uzbek, focusing on the ways in which gender meanings are encoded, implied, and socially constructed through lexical choices. The study examines gender-related vocabulary as a reflection of broader cultural values, social roles, and ideological norms embedded in language. Particular attention is given to professional titles, evaluative adjectives, metaphors, and idiomatic expressions that implicitly or explicitly convey gender distinctions.
Employing a mixed-method approach, the research combines qualitative semantic analysis with quantitative corpus-based data. Lexical items were extracted from authoritative dictionaries, national language corpora, and contemporary media texts in both languages. These data were then interpreted within a sociolinguistic framework in order to identify patterns of gender marking, asymmetry, and neutralization.
The findings reveal both universal tendencies and culturally specific features. While English demonstrates a clear trend toward gender-neutral language, influenced by social movements, legal reforms, and inclusive discourse practices, Uzbek largely preserves traditional gender distinctions rooted in historical, cultural, and patriarchal social structures. In Uzbek, gender is more frequently expressed through explicit lexical markers and stereotypical associations, whereas in English gender is increasingly encoded implicitly or avoided altogether.
The study concludes that although both languages lack grammatical gender systems, gender ideology is deeply embedded in their lexicons. These differences highlight the role of language as a dynamic social institution that not only reflects but also shapes perceptions of gender identity and social relations. The results contribute to cross-cultural gender linguistics and offer practical implications for translation studies, intercultural communication, and gender-sensitive language policy.
Keywords: gender linguistics, lexicon, English, Uzbek, sociolinguistics, comparative analysis

Introduction

Language plays a crucial role in shaping and reflecting social reality, functioning not only as a medium of communication but also as a system through which social meanings and identities are constructed and negotiated. One of the most significant social categories represented in language is gender. Gender is not merely a biological distinction between male and female, but a complex sociocultural construct that encompasses social roles, behavioral expectations, power relations, and symbolic meanings. These aspects are continuously reproduced and transformed through linguistic practices.

Over the past decades, gender linguistics has emerged as a prominent interdisciplinary field within sociolinguistics, discourse analysis, and cultural studies. Researchers have increasingly emphasized that language does not simply mirror gender differences but actively participates in the construction of gendered identities and ideologies. Lexical choices, metaphors, naming practices, and patterns of evaluation contribute to the formation of social perceptions about masculinity and

femininity, often reinforcing or challenging existing stereotypes.

In English and Uzbek, gender is primarily manifested at the lexical level, as both languages lack grammatical gender systems comparable to those of Romance or Slavic languages. Unlike languages where gender is structurally encoded in nouns and adjectives, English and Uzbek express gender mainly through vocabulary, phraseology, and pragmatic usage. Gender meanings are embedded in professional titles, kinship terms, evaluative adjectives, metaphors, and idiomatic expressions that implicitly or explicitly associate certain traits and social roles with men or women.

Despite the absence of grammatical gender, both languages display systematic patterns of gender representation. English has undergone significant changes in recent decades, with increasing tendencies toward gender-neutral language driven by feminist movements, legal equality, and inclusive communication policies. Uzbek, on the other hand, retains more traditional lexical patterns shaped by cultural norms, historical values, and social role expectations. These differences provide a valuable basis for comparative analysis.

The primary aim of this study is to examine how gender is lexically represented in English and Uzbek, identifying similarities and differences in gender marking, semantic asymmetry, and evaluative connotations. By adopting a comparative perspective, the research seeks to uncover the cultural motivations underlying linguistic choices and to explore how language reflects broader social attitudes toward gender.

The relevance of this research lies in its contribution to cross-cultural linguistics and its practical implications for translation studies, gender studies, and intercultural communication. Understanding gender representation in different linguistic systems is essential for developing gender-sensitive language practices, avoiding stereotyping in translation, and fostering more inclusive forms of communication in multicultural contexts.

Literature Review

The relationship between gender and language has been widely examined in Western linguistic scholarship, where it has developed into a well-established field of research. One of the foundational contributions was made by Lakoff (1975)[1], who introduced the concept of *women's language* and argued that linguistic differences between men and women reflect unequal social power relations. Lakoff identified specific lexical, syntactic, and pragmatic features, such as hedges, tag questions, and intensifiers, which she associated with female speech and interpreted as indicators of social subordination.

Subsequent studies expanded and refined these ideas. Tannen (1990)[2] shifted the focus from power to communication styles, proposing that men and women often use language differently due to distinct conversational goals and socialization patterns. According to her *difference approach*, male speech tends to emphasize status and independence, while female speech prioritizes connection and cooperation. Although widely influential, this model was later criticized for oversimplifying gender categories and ignoring social diversity.

Cameron (2005)[3] offered a more critical perspective, challenging essentialist views of gender and arguing that gender should be understood as a dynamic and

[1] Lakoff, R. (1975). *Language and woman's place*. New York, NY: Harper & Row.
[2] Tannen, D. (1990). *You just don't understand: Women and men in conversation*. New York, NY: Ballantine Books.
[3] Cameron, D. (2005). *Language, gender, and sexuality: Current issues and new directions*. London: Routledge.

performative social practice rather than a fixed biological attribute. From this standpoint, language does not simply express pre-existing gender identities but actively constructs and negotiates them in specific social contexts. This approach aligns with contemporary sociolinguistic theories that emphasize discourse, ideology, and power relations.

In Turkic linguistics, including Uzbek, gender-oriented research has developed more slowly and remains relatively limited in scope. Traditional linguistic studies focused primarily on grammatical structure and historical development, paying little attention to sociolinguistic dimensions. However, in recent years, Uzbek scholars such as Abdurahmonov (2016)[4] and Karimov (2019)[5] have begun to address gender representation in language, particularly in proverbs, folklore, and modern media discourse. Their findings suggest that the Uzbek lexicon reflects deeply rooted patriarchal cultural values, where masculinity is associated with authority, rationality, and public activity, while femininity is linked to emotionality, obedience, and domestic roles.

These studies also highlight that gender stereotypes in Uzbek are not only preserved through explicit lexical markers but are reinforced through metaphorical expressions and evaluative adjectives. For example, positive attributes such as bravery and leadership are more frequently associated with men, whereas women are often described using terms related to modesty and nurturing.

Despite the growing body of research on gender and language in both English and Uzbek, comparative studies between English and Turkic languages remain scarce. Most existing works focus on individual linguistic traditions without systematically examining cross-cultural similarities and differences. This gap in the literature justifies the necessity of the present research, which seeks to provide a comparative perspective and to contribute to a more comprehensive understanding of gender representation in different linguistic and cultural systems.

Methodology

This study employs a mixed-method approach, combining quantitative corpus analysis with qualitative semantic and comparative techniques to investigate gender representation in English and Uzbek lexicons. The research design is structured in three main stages to ensure both systematic data collection and in-depth interpretation.

Stage 1: Corpus Compilation. A lexical corpus of 200 gender-related words and expressions was compiled for each language. Data sources included authoritative dictionaries, national language corpora, and contemporary media texts to ensure both historical and current usage were represented. Dictionaries provided standardized lexical entries, corpora allowed for frequency analysis and contextual evaluation, and media texts offered insights into real-life language use in formal and informal registers.

Stage 2: Semantic Analysis. Once the corpus was established, semantic analysis was conducted to identify explicit and implicit gender markers. Each lexical item was examined for evaluative connotations, metaphorical associations, and gendered usage patterns. This step allowed for a nuanced understanding of how masculinity and femininity are linguistically encoded, including through professional titles, adjectives, kinship terms, and idiomatic expressions.

[4] Abdurahmonov, A. (2016). *Gender va til: O‘zbek tilida gender vakilligi* [Gender and language: Gender representation in Uzbek]. Tashkent: Fan.

[5] Karimov, B. (2019). Gender stereotiplari va o‘zbek nutqi [Gender stereotypes and Uzbek speech]. *O‘zbek tili va adabiyoti*, 4, 45–52.

Stage 3: Comparative Analysis. Finally, a comparative method was applied to identify structural and cultural differences between English and Uzbek. Lexical patterns, gender asymmetries, and strategies for gender-neutralization were systematically compared. This stage enabled the identification of universal tendencies, such as the social functions of gendered language, alongside culture-specific patterns reflective of historical, social, and ideological norms in each linguistic community.

Table 1. Data Sources

Source Type	***English***	***Uzbek***
Dictionaries	Oxford, Merriam-Webster	O‘zbek tilining izohli lug‘ati
Corpora	COCA, BNC	O‘zbek Milliy Korpusi
Media texts	BBC, The Guardian	Kun.uz, Gazeta.uz

By integrating multiple data sources and methodological approaches, the study ensures both reliability and depth. Quantitative data provides frequency and contextual patterns, while qualitative analysis allows interpretation of nuanced cultural and semantic features. The comparative framework further highlights how gender representation is shaped by both linguistic structures and sociocultural norms, thereby providing a comprehensive perspective on lexical gender in English and Uzbek.

Results

The analysis of the compiled lexical corpus revealed three major patterns of gender representation in English and Uzbek: gender-specific lexemes, evaluative adjectives, and metaphorical expressions. These findings illuminate both universal tendencies in human language and culture-specific strategies for encoding gender.

Gender-Specific Lexemes - In English, several traditional gender-marked pairs remain in use, such as *actor/actress* and *waiter/waitress*. However, there is a clear trend toward neutralization, with many of these forms increasingly replaced by gender-neutral alternatives such as *actor* or *server*. This reflects broader societal efforts to reduce gender bias and promote inclusivity in professional and social contexts.

In contrast, Uzbek retains explicit gender marking in professional and social terms. For instance, expressions like *erkak shifokor* (“male doctor”) and *ayol shifokor* (“female doctor”) directly encode the gender of the referent, indicating that gender remains a salient sociocultural category in lexical usage. Such explicit marking underscores the role of language in reflecting traditional gender roles in Central Asian societies.

Table 2. Gender-Marked Vocabulary

Concept	*English*	*Uzbek*
Teacher	teacher (neutral)	o‘qituvchi (neutral)
Doctor	doctor	shifokor
Leader	leader	rahbar
Female leader	chairwoman	ayol rahbar

Evaluative Adjectives - Gendered evaluation in adjectives reveals another dimension of lexical asymmetry. In English, there is a growing trend toward gender-neutral evaluative language: words such as *strong*, *assertive*, or *emotional* are increasingly applied to individuals regardless of gender. This trend reflects societal efforts to challenge traditional gender stereotypes in personal and professional attributes.

Uzbek, on the other hand, preserves asymmetrical evaluative patterns. Adjectives like *jasur* (“brave”) are more frequently associated with men, whereas terms such as *muloyim* (“gentle”) or *nozik* (“delicate”) are traditionally linked to women. This lexical asymmetry reflects enduring cultural norms and social expectations regarding gender-appropriate behavior.

Metaphorical Expressions - Metaphors and idiomatic expressions also encode gender expectations. In English, phrases such as *man up* or *boss lady* convey implicit gender norms, linking bravery, authority, and leadership to men while acknowledging women in leadership as exceptional. These expressions demonstrate that even in a predominantly neutral linguistic system, gender ideologies persist through figurative language.

In Uzbek, metaphorical expressions reinforce traditional gender roles more explicitly. For example, *erkakcha gap* (“speak like a man”) implies assertiveness and rationality as masculine traits, while *ayolga xos* (“typical of women”) denotes gentleness, passivity, or domestic orientation. Such expressions serve to socially regulate behavior in accordance with culturally defined gender expectations.

Discussion

The findings of this study indicate that English is progressively moving toward a gender-neutral lexicon, largely influenced by feminist discourse, legal reforms, and institutional policies promoting equality. Terms that were historically gender-specific, such as *actress* or *chairwoman*, are increasingly being replaced by neutral forms (*actor*, *chairperson*), reflecting a conscious effort to reduce linguistic bias and promote inclusivity. This trend demonstrates that language evolves in response to shifting social attitudes and ideological pressures, illustrating the dynamic interplay between societal values and linguistic practice.

In contrast, Uzbek demonstrates a more conservative pattern, despite some emerging signs of gender-neutral usage, particularly in urban or modern media contexts. Lexical items and evaluative adjectives remain explicitly gendered, and metaphorical expressions continue to reinforce traditional social roles. This persistence reflects deeply rooted cultural norms and social expectations that associate masculinity with authority, rationality, and public activity, while

femininity is linked to emotionality, domesticity, and relational roles. Such explicit gender marking underscores the role of language as a mechanism of social regulation, reflecting and maintaining established hierarchies and collective values.

The absence of grammatical gender in both languages does not eliminate gender bias; rather, it relocates the encoding of gender to lexical, evaluative, and pragmatic domains. In English, gender is increasingly implicit and negotiable, allowing speakers to challenge traditional stereotypes and construct non-binary or inclusive identities. Uzbek, however, relies on overt lexical strategies to denote gender, which are often socially regulated and reinforced through idiomatic expressions, proverbs, and culturally ingrained evaluative frameworks.

This contrast can be interpreted in light of broader sociocultural dynamics. English-speaking societies, particularly in Western contexts, are characterized by individualism, where personal autonomy and egalitarian principles shape linguistic practices. Conversely, Central Asian societies, including Uzbekistan, exhibit more collectivist orientations, emphasizing social cohesion, hierarchical structures, and the preservation of cultural traditions. These cultural differences are reflected in the degree of lexical gender neutrality and in the flexibility with which language users can negotiate gender norms.

Moreover, the study highlights that even in the absence of grammatical gender, language functions as a carrier of ideological assumptions and social expectations. Lexical choices, metaphorical expressions, and evaluative adjectives all serve as instruments for constructing and reinforcing gendered identities. The comparative perspective underscores that language not only mirrors society but actively participates in shaping perceptions of masculinity and femininity, influencing both interpersonal interactions and broader social norms.

In conclusion, the discussion illustrates that gender representation in English and Uzbek lexicons reflects the interaction between linguistic structures, cultural norms, and social ideologies. While English increasingly adapts to promote inclusivity, Uzbek maintains traditional distinctions, emphasizing the importance of cultural context in understanding and analyzing gender in language. These insights have significant implications for cross-cultural communication, translation, education, and policy-making, especially in multilingual and multicultural settings where gendered language carries social and ethical significance.

Conclusion

This study demonstrates that gender representation in English and Uzbek lexicons reflects both universal linguistic tendencies and culturally specific patterns. In English, the trend toward inclusivity and gender-neutral language indicates a growing societal emphasis on equality, individual rights, and the reduction of stereotypical associations. Traditional gender-marked forms, while still present, are increasingly being replaced by neutral alternatives, illustrating the flexibility of the language in adapting to social change.

In contrast, Uzbek retains more traditional gender distinctions within its lexical system. Gender is frequently marked explicitly through professional titles, evaluative adjectives, and metaphorical expressions, reflecting enduring cultural norms and social expectations. These patterns underscore the role of language as a medium for both reflecting and reinforcing collective values, social roles, and historical traditions in Uzbek-speaking communities.

The findings of this research highlight the importance of considering cultural context when analyzing gender representation in language. While universal tendencies, such

as the association of certain traits with masculinity or femininity, are observable, the specific lexical strategies and evaluative patterns vary significantly across languages, shaped by sociocultural, historical, and ideological factors. This has practical implications for translation studies, intercultural communication, education, and the development of gender-sensitive language policies, as it emphasizes that direct equivalence between languages may not capture the subtle nuances of gender representation.

Finally, this study provides a foundation for future interdisciplinary research that combines linguistics, sociology, gender studies, and digital humanities. Further studies could expand the corpus, incorporate diachronic analysis to track changes over time, or explore the impact of media, social networks, and artificial intelligence on gendered language use. By deepening our understanding of how gender is encoded, negotiated, and transformed in different linguistic contexts, such research can contribute to more equitable, inclusive, and culturally aware language practices.

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Formation And Development Of Comparative-Historical Linguistics: Classical Foundations And Contemporary Approaches

Tilovova Guzal Rustamovna
Senior Lecturer at the University of Economics and Pedagogy

Abstract
This article presents a comprehensive analysis of the emergence, theoretical foundations, methodological principles, and contemporary transformations of comparative-historical linguistics. The study traces the intellectual roots of the discipline from early philological traditions to its institutionalization in nineteenth-century Europe and its methodological modernization in the twenty-first century. Special attention is devoted to the comparative method, external and internal reconstruction, regular sound correspondences, morphological reconstruction, loanword stratification, and toponymic data. The article further evaluates post-2005 developments, including the integration of linguistic typology, corpus linguistics, computational phylogenetics, contact linguistics, and grammaticalization theory. The role of Turkic and Uzbek linguistics in advancing historical-comparative studies is also examined. The findings confirm that comparative-historical linguistics remains central to understanding language evolution, genealogical classification, structural change, and proto-language modeling in contemporary linguistic science.
Keywords: comparative-historical linguistics, proto-language reconstruction, sound laws, Turkic linguistics, diachronic change, linguistic typology, corpus linguistics, computational phylogenetics.

Introduction

Comparative-historical linguistics represents one of the foundational branches of modern linguistic science. As a diachronic discipline, it investigates language change across time and seeks to reconstruct earlier linguistic stages through systematic comparison. Its principal objective is to determine genealogical relationships among languages and to model proto-languages that preceded attested linguistic forms.The scientific formation of comparative linguistics is commonly associated with nineteenth-century European scholarship. The recognition of structural similarities between Sanskrit and European languages led to the establishment of Indo-European studies. Scholars such as Franz Bopp developed systematic comparison of grammatical paradigms, while Rasmus Rask contributed to the identification of regular phonetic correspondences. These early scholars demonstrated that sound change follows systematic laws rather than arbitrary variation.Nevertheless, comparative thinking predates European historical linguistics. In Turkic intellectual tradition, early comparative material can be found in the eleventh-century dictionary of Mahmud al-Kashgari, which contains lexical parallels and dialectal comparisons among Turkic varieties. Although not formulated within a modern theoretical framework, such observations reveal an early awareness of genealogical relationships

Literature Review

Modern historical linguistics builds upon classical comparative scholarship while integrating newer theoretical paradigms. After 2005, several major tendencies became evident:

1. Reintegration of historical linguistics with general linguistic theory.
2. Incorporation of typological universals into reconstruction constraints.

3. Expansion of corpus-based diachronic analysis.
4. Application of computational modeling to language phylogeny.

Works such as those by Mallory and Adams (2006) on Proto-Indo-European reconstruction and Ringe and Eska (2013) on methodological reintegration emphasize the need for theoretical precision and interdisciplinary collaboration.Within Turkic linguistics, scholars such as Shavkat Rahmatullayev and G. Abdurahmonov have contributed to systematizing historical grammar and phonological evolution. Contemporary Uzbek linguistics increasingly situates its historical studies within broader comparative frameworks, strengthening theoretical grounding.

Methodology

Comparative-historical linguistics relies on a structured methodological system combining empirical data and theoretical modeling.

1. The Comparative Method

The comparative method remains the core instrument of reconstruction. It involves:

1.Identification of cognate sets
2.Establishment of regular sound correspondences
3.Reconstruction of proto-phonemes
4.Morphological paradigm comparison.A central assumption is the regularity of sound change. Phonetic shifts occur systematically within specific phonological environments. Deviations are explained through analogy, borrowing, or secondary developments.Modern scholarship stresses typological plausibility. A reconstructed proto-system must conform to cross-linguistic structural patterns.

2. Internal Reconstruction

Internal reconstruction analyzes alternations within a single language. Morphophonemic irregularities may reflect earlier phonological conditions. This method is especially valuable when external comparative data are limited.

Contemporary linguistic theory integrates internal reconstruction with morphological theory and analogical change modeling.

3. Loanword Stratification

Borrowed elements serve as chronological markers of language contact. Phonological adaptation patterns often preserve evidence of earlier sound systems. Careful distinction between inherited vocabulary and borrowings is essential for accurate reconstruction.

In Turkic languages, contact with Persian, Arabic, and Russian provides substantial material for historical phonology and lexical stratification studies.

4. Toponymic and Interdisciplinary Evidence

Toponyms preserve archaic linguistic forms that may disappear from everyday vocabulary. Combined with archaeological and ethnographic data, place names contribute to historical migration studies.

Modern comparative linguistics increasingly collaborates with digital mapping and interdisciplinary data analysis.

Results

The post-2005 period demonstrates methodological enrichment in several directions.

1. Typological Constraints Linguistic typology provides cross-linguistic generalizations that restrict reconstruction hypotheses. Implausible phonological inventories or morphological systems are rejected based on typological evidence.

2. Corpus-Based Diachronic Research. Digitized corpora enable quantitative validation of historical hypotheses. Frequency analysis, lexical distribution patterns, and diachronic corpora strengthen empirical foundations.

3. Computational Phylogenetics Algorithmic modeling assists in visualizing language divergence and estimating chronological splits. While computational methods cannot replace

philological analysis, they supplement traditional reconstruction.

4. Contact and Areal Linguistics Language change is influenced not only by internal evolution but also by contact-induced phenomena. Areal convergence challenges purely genealogical models.

5. Turkic and Uzbek Contributions Within Turkic studies, reconstruction of Proto-Turkic vowel harmony, consonantal shifts, and morphological systems has been refined. Uzbek scholarship contributes to structural systematization of language levels and diachronic phonology.

Discussion

Comparative-historical linguistics differs fundamentally from contrastive linguistics. While contrastive studies compare languages synchronically for pedagogical or structural analysis, comparative-historical research aims at genetic classification and proto-language reconstruction.

Modern theory integrates:

1.Grammaticalization theory (diachronic functional shifts)

2.Sociolinguistic models of change

3.Contact-induced structural borrowing

4.Quantitative corpus validation

Proto-languages are theoretical constructs rather than directly attested realities. However, they are constrained by systematic correspondences and empirical regularities.The discipline today occupies an interdisciplinary position linking theoretical linguistics, typology, computational modeling, and cultural history.

Conclusion

Comparative-historical linguistics has evolved from early philological observations into a rigorously structured scientific discipline. Its classical foundations remain methodologically valid, while contemporary approaches enhance precision and interdisciplinary scope.Despite the hypothetical nature of proto-language reconstruction, such models represent scientifically constrained interpretations of linguistic prehistory. The integration of typology, corpus linguistics, computational modeling, and contact theory ensures continued relevance in twenty-first-century linguistic science.Future research directions include deeper quantitative modeling, expanded Turkic diachronic corpora, and interdisciplinary collaboration across Eurasian linguistic studies.

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Motivation in Second Language Learning: A Key Factor for Successful Language Acquisition

Usmonxo'ja Tursunxo'jayev[1], Dilzoda Madoripova[2]
[1]Department of Languages, Kokand City 2nd Technicum, Uzbekistan
Email: usmonkhujatursunkhujaev@gmail.com
[2]Department of Languages, Fergana City 5th Technicum, Uzbekistan
Email: madoripovadilzoda09@gmail.com

Abstract
Motivation plays a crucial role in second language acquisition (SLA) and has a significant impact on learners' success in mastering a new language. This article explores the concept of motivation in second language learning, its types and its impact on learners' performance in the classroom. The paper also investigates the role of teachers in fostering motivation and highlights effective pedagogical strategies to develop learners' engagement. The findings suggest that motivated learners show higher achievement, stronger engagement, and greater persistence in language contexts.
Keywords: motivation, second language learning, EFL learners, intrinsic motivation, extrinsic motivation, language teaching

Introduction.

Second language learning has become increasingly important in today's globalized world, where communication across cultures and languages is essential. However, mastering a second language requires considerable effort, persistence, and time. Among the many factors that influence language acquisition, motivation is widely recognized as one of the most significant determinants of success. Researchers and educators agree that without sufficient motivation, even the most effective teaching methods may fail to produce meaningful learning outcomes.

Motivation in second language learning refers to the internal and external forces that initiate, guide, and sustain learners' behavior toward achieving language proficiency. It determines how much effort learners invest, how long they persist in learning, and how actively they engage with the target language. Understanding the role of motivation is therefore essential for teachers who aim to create effective and engaging learning environments.

This article discusses the types of motivation in second language learning, examines their impact on learners' achievement, and explores practical strategies teachers can use to enhance motivation in the classroom.

Types of Motivation in Second Language Learning

Motivation in language learning is commonly divided into two main types: intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to the internal desire to learn a language for personal satisfaction, enjoyment, or interest. Learners who are intrinsically motivated often study a language because they find it interesting, enjoyable, or intellectually stimulating. They may also have a strong desire to communicate with speakers of the target language or to understand different cultures.

Extrinsic motivation, on the other hand, arises from external factors such as rewards, grades, career opportunities, or social recognition. Many students learn a second language to pass examinations, obtain scholarships, secure employment, or meet academic requirements. While extrinsic motivation can be effective in encouraging learners to begin studying a

language, intrinsic motivation is often more sustainable and leads to deeper learning.

According to Gardner (1985), integrative motivation and instrumental motivation are also important concepts in second language learning. Integrative motivation refers to the desire to integrate with the culture and community of the target language, whereas instrumental motivation focuses on practical benefits such as employment or academic success. Both forms of motivation can positively influence learners' progress when properly supported by teachers.

The Impact of Motivation on Language Learning

Motivation significantly affects learners' performance, persistence, and overall achievement in second language learning. Highly motivated learners tend to participate actively in classroom activities, complete assignments consistently, and seek opportunities to practice the language outside the classroom. They also demonstrate greater resilience when facing challenges such as complex grammar structures or difficult vocabulary.

Research indicates that motivated learners use more effective learning strategies and are more willing to communicate in the target language. They are also more likely to take risks and overcome the fear of making mistakes, which is essential for language development. Conversely, learners with low motivation may experience anxiety, lack of confidence, and limited engagement, leading to slower progress and lower achievement.

Dörnyei (2001) emphasizes that motivation is a dynamic process that can change over time depending on classroom experiences, teacher support, and learning environment. Therefore, maintaining learners' motivation requires continuous effort and thoughtful instructional design.

The Teacher's Role in Enhancing Motivation

Teachers play a central role in fostering motivation in second language classrooms. Their teaching methods, attitudes, and interactions with students can significantly influence learners' motivation levels. A supportive and encouraging classroom environment helps learners feel confident and motivated to participate.

One important strategy is setting clear and achievable learning goals. When students understand the purpose of tasks and see their progress, they are more likely to remain motivated. Providing constructive feedback is another essential factor. Positive feedback reinforces learners' efforts and builds their confidence, while constructive criticism helps them improve without discouragement.

Using engaging and relevant teaching materials also enhances motivation. Authentic materials such as videos, songs, real-life conversations, and digital tools make learning more meaningful and enjoyable. Incorporating technology, such as language learning apps and interactive platforms, can further increase learners' interest and participation.

Additionally, promoting learner autonomy encourages students to take responsibility for their learning. When learners are given opportunities to make choices, set personal goals, and reflect on their progress, they develop a stronger sense of ownership and motivation.

Strategies to Improve Motivation

Several practical strategies can help teachers maintain and increase students' motivation in second language learning:

1. **Creating a positive learning environment:** A friendly and supportive classroom atmosphere encourages participation and reduces anxiety.
2. **Using communicative activities:** Pair work, group discussions, and role-plays make learning interactive and meaningful.

3. **Integrating real-life contexts:** Connecting lessons to real-life situations helps learners see the practical value of language learning.
4. **Encouraging goal setting:** Helping students set short-term and long-term goals increases their sense of achievement.
5. **Providing regular feedback:** Continuous feedback helps learners monitor their progress and stay motivated.
6. **Recognizing individual differences:** Understanding learners' needs, interests, and learning styles allows teachers to tailor instruction effectively.

These strategies not only enhance motivation but also improve overall language proficiency and learner satisfaction.

Conclusion

Motivation is a fundamental element in second language learning that directly influences learners' success and achievement. Both intrinsic and extrinsic motivations play important roles in shaping learners' attitudes and behaviors toward language acquisition. Teachers, as facilitators of learning, have the responsibility to create motivating environments that encourage engagement, persistence, and confidence.

By understanding the nature of motivation and implementing effective pedagogical strategies, educators can significantly improve learners' language learning experiences. Ultimately, motivated learners are more likely to achieve higher proficiency levels and develop lifelong language learning habits. Therefore, fostering motivation should remain a central focus in second language education and pedagogical research.

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Influence Of Sowing Rates Of Oil Flax Varieties On The Biometric Indicators Of The Plant

Yuldasheva Zulfiya Kamalovna
Professor of Tashkent State Agrarian University
zkamalovna@mail.ru
Ismatullaeva Azizakhon Askarjon kizi
Doctoral student of Tashkent State Agrarian University

Abstract
This article presents a significant effect of planting standards on the growth of the stem and leaf of oilseed varieties, and the planting standard is 4.0 mln. 6.0 million per piece, increasing to grain, plants have many leaves and grow tall, on the contrary, side branches decrease. It was found that the stem of the spring control variety was lower compared to Biryuza, Fliz, Danik and RFN varieties. In the Buryuza variety, compared to the control Bahorikor variety, the height of the plant was 2.3, 2.4, 3.7 cm higher according to planting standards, but it was found that it produced 3.6, 5.4, 0.7 fewer leaves.
Keywords: flax, norm, seed, bud, flower, plant height, oil crops, development, growth, leaf.

INTRODUCTION. Currently, in the practice of leading countries in the world, research is being conducted to develop and implement a number of modern methods of planting dates, norms and agrotechnical measures for the cultivation of oilseed flax, based on soil and climatic conditions. In this regard, special attention is paid to research on the correct selection of oilseed flax varieties with high yield qualities and suitable for processing, on determining planting dates, norms and resource-saving agrotechnologies used in their cultivation, based on the soil and climatic conditions of each region. In the republic, the data on the cultivation of oilseed crops in all categories for the 2024 harvest indicate that oilseed flax will be planted on 17,086 hectares of arable land. Therefore, scientific research is urgently needed to determine the optimal seed planting rates for oilseed flax in order to provide the population with edible oil.

LITERATURE REVIEW. An important source of vegetable oil can be an oilseed such as flax. This crop successfully combines the high potential yield of seeds, the presence of a high content of fat and protein, and the optimal balance of amino acids. Flaxseed oil contains the lowest amount of saturated fatty acids harmful to the human diet compared to other oils. Another unique feature of flaxseed is that it contains a lot of linolenic acid, which, when ingested by the human body, helps to eliminate cholesterol, maintains protein and fat metabolism at the proper level, prevents some heart diseases, stabilizes blood pressure, eliminates spasms of blood vessels, prevents blood clotting, and activates the immune system. In addition, together with fatty acids, it has a positive effect on brain function and vision [42; 17-24-p, 32; 71-73-p.].

Large seeds usually contain a high amount of oil. To be suitable for mechanization, it is advisable to create varieties with high-set pods and non-shedding seeds [64; 87-p.]. Flaxseed processing products (seed meal and meal) are high-energy and protein components of the diet of farm animals and poultry. In particular, 100 kg of seed meal contains up to 115 feed units and 28.5 kg of digestible protein, and 100 kg of meal contains 10 feed units and 28.9 kg of digestible protein [83; 248-255-p.].

Academician I.I.Sinyagin [1975] concluded in his studies that as a result of an increase or decrease in the feeding surface, changes

in the morphological characteristics of plants are very pronounced. An increase in the thickness of productive plants usually leads to an increase in their height. This growth continues up to a certain limit, but when the planting density increases significantly, the growth rate of plants slows down. Changes in plant height resulting from a change in the feeding surface depend mainly on light conditions. The thickness of the stem, i.e., its resistance to lodging, increases as the feeding surface expands. Other studies have shown that high yields can be obtained from fast-growing varieties even at relatively low planting rates. On the contrary, high yields can be obtained from weakly growing varieties even when planted densely [21; p. 384, 127; pp. 922-937].

Materials and Methods. Field experiments to study the effect of seeding rates on the growth, development, yield and quality indicators of oilseed flax varieties were conducted in 2023 under the conditions of typical irrigated gray soils of the Tashkent region. The object of the study was the oilseed flax variety Bahorikor, included in the State Register for arable lands, and the Russian varieties Biryuza, Fliz, Danik and RFN, which were sown at three different seeding rates of 4.0, 5.0, 6.0 million seeds/ha and were comparatively studied. In the experiment, oilseed flax varieties were planted as a repeated crop, consisting of 15 options. 60 plots, 12-row beds, 15 cm row spacing, 10 m length.

Results and Discussion. The spring was found to be larger and taller than the control variety and to be slightly sparser on the main and lateral branches. It was found that the leaves of the spring control variety are densely arranged on the main and side branches, and the leaves are smaller and relatively shorter.

In the first option, in which 4.0 million pieces/ha of the control variety Baharikor were planted in the rooting phase, the height of the plant was 11.5 cm, and the number of leaves on it was 28.8 pieces. In the second option, in which the planting rate was increased to 5.0 million pieces, the height of the plant was 0.8 cm higher than in the first option, and the number of leaves was 5.4 more. If the planting rate was increased to 6.0 million, the plant stem grew even higher by 14.6 cm and the number of leaves was 38.6.

In the first variant, in which 4.0 mln. pieces/ha of the Buryuza variety were planted, the height of the plant was 30.6 cm, and the number of leaves on it was 46.7 pieces. In the second option, in which the planting rate was increased to 5.0 million, the height of the plant was 1.0 cm higher than in the first option, and the number of leaves was 3.8 more. If the planting rate was increased to 6.0 million, the plant stem grew even higher by 32.8 cm and the number of leaves was 56.9.

In the option of sowing 4 mln. pieces/ha of the Fliz variety, the height of the plant is 30.2 cm and the number of leaves is 44.7 pieces. The planting rate is 5 and 6 mln. Increasing the seed rate to 31.4 and 32.0 cm led to an increase in plant height, i.e. 31.4 and 32.0 cm. The number of leaves also increased by 46.3 and 54.6 units.

In the Danik and RFN varieties, the pattern observed in the above varieties was repeated according to the sowing rates, and in the variant where 6 million seeds were sown per hectare/ha, the plant height and the number of leaves were also observed.

In the combing phase, the plant height of the Bahorikor (st) variety was close to each other according to the sowing rates, 27.5, 29.5 and 31.5 cm, and the number of leaves was almost the same as the number of leaves of the Biryuza variety from the varieties studied in the experiment, 46.4, 50.5 and 56.6 units. It can be seen that when the planting rate per hectare was increased to 6 million units, the number of leaves was formed more.

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It was observed that the flowering phase is the phase with the highest number of leaves, and it was determined that the stem height of the Fliz variety was 54.6-58.5 cm and the number of leaves in it was 70.8, 76.1, 96.0 units, the stem height of the Danik variety was 54.9-58.2 cm and the number of leaves in it was 69.2, 74.3, 86.8 units, the stem height of the Biryuza variety was 55.4-59.4 cm and the number of leaves in it was 76.0, 83.5, 98.2 units, and the stem height of the RFN variety was 57.1-57.8 cm and the number of leaves in it was 68.5, 71.0, 79.7 units.

In the control Baharikor variety, the height of the stem is 53.7-56.8 cm, and the number of leaves in it is 79.6, 88.9, 98.9 pieces. In the Buryuza variety, compared to the control Bahorikor variety, the height of the plant was 1.7, 1.5, 2.6 cm higher according to planting standards, but it was found that it produced 3.6, 5.4, 0.7 fewer leaves.

In Fliz, Danik and RFN varieties, the height of the plant is higher than the control variety, but the number of leaves is less. In the Fliz variety, the plant height is 0.9, 0.6, 1.3 cm higher according to the planting standards, but the leaves are 8.8, 12.8, 2.9 less in the Danik variety, according to the planting standards. It was 1.2, 1.2, 1.4 cm high, but 10.4, 14.6, 12.1 leaves less, and in the RFN variety, the height of the plant was 3.4, 0.6, 1.0 cm higher according to planting standards, but it produced 11.1, 17.9, 19.2 leaves less.

Table 1. Biometric measurements on developmental phases of replanted oil flax cultivars

Options	Varieties	Sowing rate, mln.pcs/ha	Plant stem height and number of leaves by phase, cm/piece									
			Fir formation phase		budding		flowering		Blue ripening		Eraly yellow ripening	
			height	leaf	height	leaf	height	leaf	height	leaf	height	leaf
1	Bahorikor (st)	4.0	11.5	28.8	27.5	46.4	53.7	79.6	55.2	63.3	57.2	34.6
2		5.0	12.3	34.2	29.7	50.5	54.2	88.9	56.1	67.1	58.4	41.8
3		6.0	14.6	38.6	31.5	56.6	56.8	98.9	58.1	79.4	60.0	49.1
4	Fliz	4.0	12.0	27.6	30.2	44.7	54.6	70.8	56.8	53.4	58.8	32.5
5		5.0	13.1	29.9	31.4	46.3	54.8	76.1	57.9	60.5	59.7	39.4
6		6.0	15.3	36.3	32.0	54.6	58.5	96.0	61.0	72.6	62.5	41.8
7	Danik	4.0	11.8	26.3	29.2	43.1	54.9	69.2	56.2	50.3	58.4	30.2
8		5.0	12.5	30.2	30.8	45.5	55.4	74.3	57.3	60.3	59.6	34.2
9		6.0	14.7	35.0	31.6	53.2	58.2	86.8	60.7	69.6	62.4	36.5
10	Biryuza	4.0	12.5	28.7	30.6	46.7	55.4	76.0	57.5	56.8	59.5	34.5
11		5.0	13.2	33.5	31.6	50.5	55.7	83.5	58.9	67.5	60.8	41.0
12		6.0	15.7	38.5	32.8	56.9	59.4	98.2	61.6	76.4	63.7	48.3
13	RFN	4.0	11.7	24.2	28.0	44.0	57.1	68.5	56.0	45.2	57.4	27.1
14		5.0	12.4	29.3	29.9	46.8	54.6	71.0	56.7	54.7	58.6	30.2
15		6.0	14.7	33.4	30.8	49.9	57.8	79.7	59.8	58.8	61.2	35.7

The height of the plant was 2.3, 2.8, 3.5 cm higher than the control Bahorikor variety in the Buryuza variety, but it was found that it produced 6.5, 0.4, 3.0 fewer leaves. In the Fliz variety, the height of the plant was 0.7, 1.0, 0.9 cm lower, 3.4, 7.0, 7.2 less leaves were formed, in the Danik variety, the plant

height was 1.0, 1.2, 2.6 cm higher than the planting standards, but 13.0, 6.8, 9.8 less leaves, and the height of the plant in the RFN variety increased by 0.8, 0.6, 1.7 cm according to planting standards, but produced 18.1, 12.4, 20.6 fewer leaves.

In the early yellow ripening phase, the plant grew a little, but most of the leaves were shed. At the end of the growing season, the stems of Biryuza and Fliz varieties are higher than those of the experimental varieties, according to the planting rates, the Biryuza variety is 59.5, 60.8, 63.7 cm higher than the Fliz variety by 0.7, 1.1, 1.2 cm, and the number of leaves that are still shedding is 2.0, 1.6, 6.5 more. it happened. In terms of stem height, Danik variety was slightly lower than Fliz variety, 0.4, 0.1, 0.1 cm lower, and the number of leaves was 2.3, 5.2, 5.3 less. RFN cultivar was found to be inferior to all experimental cultivars but superior to the control cultivar.

Conclusion. Based on the above data, it can be concluded that in oilseed varieties, the height of the plant grows high in all the experimentally studied varieties in the case of 6.0 million seeds/ha, the leaves begin to fall after the blue ripening phase, and only the stems and pods remain in the full ripening phase. The number of leaves was determined to be 4.5-19.0% higher in the flowering phase of the control spring variety compared to foreign varieties.

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Study The Effect Of Phytohormones On The Physiological And Biochemical Properties Of Common Bean And Broad Bean

J.U.Pardaboeva[1], S.Sh.Khayrullaev[2]
[1]PhD student, Department of Plant Science, Tashkent State Agrarian University
[2]Associate Professor, Department of Plant Science, PhD, Tashkent State Agrarian University

Abstract
This article provides information on the importance of phytohormones in ensuring high and quality yields from broad bean and common bean. According to it, the correct selection of the type, rate, and duration of phytohormones based on the climatic conditions of the plant serves to increase high yields and grain quality.
Keywords: broad bean, common bean, yield, phytohormones, Gibberellin, Cytokinin, Auxin, Silicic acid (SA), Abscisic acid (ABA).

Introduction. Today, the world's population's demand for sustainable food supply and high-protein products is increasing the importance of legumes. Among them, broad bean (Vicia faba L.) - a crop widely known as broad beans, plays an important role in human nutrition, animal husbandry, as well as maintaining soil fertility. Broad beans contain an average of 24–32% protein, 50–60% starch, essential amino acids, vitamins and minerals, making them a strategic food crop in the world market. According to the Food and Agriculture Organization of the United Nations (FAO) [7; p. 196], the demand for Vicia faba has been growing steadily over the past decade. By 2020 [8; 366-p.] Vicia faba is cultivated on more than 2.5 million hectares in the world, with a total production volume of more than 5.7 million tons. The largest producing countries include China, Ethiopia, Great Britain, Australia and Canada. The average yield in these countries is 1.8–3.2 t/ha.

The cultivation of Vicia faba in the world continues to grow by 2–3% per year. The main reasons for this growth are: the increase in the global need for high-protein food; the increase in the demand for cheap and high-quality protein for livestock; the role of the crop in increasing soil fertility; stress resistance in the conditions of climate change.

Another important aspect of the legume crop is its effectiveness as a repeat crop. Due to its short growing season (80–110 days), high growth vigor and heat resistance, the volume of planting in repeat areas is expanding year by year in European, Asian and African countries.

In the conditions of the Republic of Uzbekistan, the expansion of legume crops is also an urgent task. A number of state programs are being implemented in the republic to increase the volume of legume crops. The resolutions and decrees of the President of the Republic of Uzbekistan, such as PF-4947 [12], PQ-2832 [13], on the diversification of agriculture and the widespread introduction of protein-rich crops, create great opportunities for the development of broad beans in repeated areas. Broad beans Vicia faba L. (family Fabaceae), also known as broad beans, are an important legume crop. It has the ability to grow in a variety of climatic conditions (Abdel Latef et al., 2018), [1; pp. 1065-1073]. According to FAOSTAT [9] (2019), this crop is cultivated on an area of about 2.6 million hectares worldwide and yields about 5.4 million tons per year. Known for its nutritional value, legume contains 27-40% protein, 50-60% carbohydrates, as well as essential minerals and vitamins. In addition, its ability to fix nitrogen contributes to the sustainability of agriculture by

increasing soil fertility and overall productivity (Kumar et al., 2015), [11; pp. 159-162].

The main factor in the growth and development of plants are hormones. Phytohormones are organic substances with relatively small molecular mass and have high physiological activity. Their amount in tissues is very small, that is, in picogram and nonogram masses relative to 1 g of water weight. Phytohormones are synthesized in tissues and organs and act at very low concentrations (10’13 - 10’5 mol/1). In some cases, they are synthesized and act within a single cell. Phytohormones differ from other physiologically active substances, such as vitamins and trace elements, in that they contain a whole physiological and morphogenetic program. For example, root formation, fruit ripening, and other physiological processes are examples of this. Currently known phytohormones are derivatives of amino acids.

Methods and Materials. The studies were conducted in laboratory and field experiments using physiological and biochemical methods. Field experiments “Methods of conducting field experiments”, “Methodology of field experiments” (B.Dospekkhov), “Methodology of the State Variety Testing of Agricultural Cultures”, “Methods of agrochemical, agrophysical studies of the soil of Central Asia”, Leaf area (Leaf Area Meter), chlorophyll content (SPAD-502 plus) and Total chlorophyll (Chl a + Chl b) Spectrophotometer equipment, physiological experiments such as “Practical on plant physiology” O.M.Khramchenkova, net productivity and potential of photosynthesis A.A.Nichiporovich (weight method), number and weight of nodules G.S.Posipanov, biochemical composition of stems and grains in Soxhlet and Lowry equipment, and organoleptic (sensory method), Krember methods and V.N.Polozhiy methods were used to determine economic indicators.

Gibberellin GAs are mainly diterpenoid acids with four rings (tetracyclic) in their structure. There are different types of GAs (GA_1, GA_3, GA_4, GA_7) - some of them are biologically active. They can be produced in the seeds, young leaves and roots of the plant, but in plants they are mainly found in growing parts: seeds, growing tips of the stem, young leaves, roots [6; 761-p.]. The main functions are as follows:

-stem elongation: when GA is applied, internodes lengthen, stem height increases;

-seed initiation: stimulates the synthesis of enzymes that break down reserve substances (e.g. starch) in the seed, thereby initiating the growth process;

-dormancy breaking: when shoots or seeds are in a state of prolonged dormancy, GA prepares them for growth;

-leaf and fruit development: leaf surface expansion, fruit growth, and sometimes seedless fruit formation are also associated with GA;

-senescence delay: GA helps to slightly delay the aging process of leaves and other organs.

Mechanism of action. GA binds to a receptor in the plant and through this binding forces the degradation of DELLA proteins that inhibit growth. GA turns on the growth mode by “killing or stopping” it. There is also an interaction between GA and other hormones (Auxin). However, if used in the wrong amount or under the wrong conditions, growth can exceed the norm and cell structure can be damaged.

Cytokinins are phytohormones that stimulate cell division in plants and control development[7; p. 682]. Chemical, distribution and main properties: mainly adenine-like molecules with various additions at the N6 position (compounds such as Zeatin, Kinetin and 6-Benzylaminopurine), are formed in roots, young leaves, meristematic (actively

dividing) tissues, and then spread throughout the plant. Cytokinins are transported from the roots to the upper parts (branches, leaves) through the xylem tissue. Their action is carried out by special “two-component” conducting cells: receptors, phosphate transfer proteins and response regulators are activated inside the cell. Main biological functions: stimulation of cell division (cytokinesis) and meristematic activity - they promote the formation of new cells, branching and development of side shoots - high cytokinin levels promote bud opening and branching, reduction of apical dominance, i.e., activation of side branches in addition to the main branch. Delaying the aging of leaves and organs - cytokinins help maintain the green color of leaves, slow down the loss of chlorophyll and protein. Promotes the development of chloroplasts and photosynthesis - promotes the proper formation of chloroplasts in leaf cells. Also participates in functions such as nutrient transport, germination, and the development of root and shoot tissues.

Auxin is a natural compound (hormone) produced by plants that plays an important role in the growth and development of plants. Auxins affect various developmental processes in plants, including cell elongation, root and leaf development, and plant elongation.

Salicylic acid (SA) is an important phytohormone (plant hormone) that regulates plant growth, development, photosynthesis and, most importantly, triggers defense systems against pathogens (e.g. fungi, viruses) and environmental stresses (abiotic), inducing systemic acquired resistance throughout the plant. It is a natural phenolic compound essential for balancing growth and immunity, and acts as an important signaling molecule.

Abscisic acid (ABA) is an important plant hormone that regulates growth, development and stress responses, and is known as the "stress hormone" for its role in closing stomatal pores during drought, inducing dormancy (buds, seeds) and controlling fruit ripening, mainly acting as a natural inhibitor of germination and growth to help plants survive harsh conditions such as drought, cold and high salinity. It balances growth with survival, influences leaf senescence, wax accumulation, and coordinates responses through complex signaling pathways involving receptors such as PYR/PYL/RCAR.

Expected results from the research. To ensure active growth and development of fava bean and common bean and high-quality grain yields, optimal methods and norms for applying phytohormones to them are being determined, and resource-saving technologies are being developed through these methods, which will increase the economic efficiency of cultivation technology and reduce the cost of the resulting product. It is expected that fava bean and common bean will increase the fertility of soils cultivated.

Conclusion. Currently, the use of phytohormones is expanding. Through their proper use, in addition to obtaining high-quality and high-yield fava bean and common bean, resource-saving technologies are being developed, which will increase the economic efficiency of cultivation technology and reduce the cost of the resulting product. It is expected that legumes and beans will increase the fertility of soils where they are grown.

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Historical And Modern Approach To Developing Hermeneutic Competence In The Educational Process

Tosheva Maftuna Utkirovna
Bukhara State University,
1st year doctoral student, Department of Pedagogy

Abstract
This article examines the application of hermeneutics - the doctrine of the interpretation of text and meaning - to the educational process, its historical roots, evolutionary stages and its place in modern pedagogical practice from a philosophical and pedagogical point of view. The hermeneutic concepts of great thinkers are analyzed in harmony with the philosophy of education, and the influence of such basic concepts as understanding, interpretation and dialogue on modern educational models is shown. The article shows that the approach to the educational process is aimed at forming a complex of knowledge, skills and competencies. The manifestation of the hermeneutic approach in the pedagogical consciousness as a generalized project of activity in a certain direction, and the practical possibilities of hermeneutic pedagogy in the conditions of modernization of the education system of Uzbekistan are also discussed.
Keywords: competence, hermeneutic competence, knowledge, activity, competence, ability, philosophy of education, pedagogical interpretation, understanding, modern education, meaning creation.
Annotasiya
Ushbu maqolada germenevtika — matn va ma'no talqini haqidagi ta'limotning ta'lim jarayoniga tatbiq etilishi, uning tarixiy ildizlari, evolyutsion bosqichlari va zamonaviy pedagogik amaliyotdagi o'rni falsafiy-pedagogik nuqtai nazardan tadqiq etilgan. buyuk mutafakkirlarning germenevtik konsepsiyalari ta'lim falsafasi bilan uyg'un tarzda tahlil qilinib, tushunish, talqin va dialog kabi asosiy tushunchalarning zamonaviy ta'lim modellariga ta'siri ko'rsatib berilgan. Maqolada ta’lim jarayoniga yondashuv bilim, ko‘nikma va malakalar majmuasini shakllantirishga qaratilganligi ko‘rsatilgan. Germenevtik yondashuv pedagog ongida qaysidir bir yo‘nalishdagi faoliyatning umumlashgan loyihasi tarzida namoyon bo‘lishi hamda O'zbekiston ta'lim tizimini modernizatsiya qilish sharoitida germenevtik pedagogikaning amaliy imkoniyatlari ham muhokama qilingan.
Kalit so‘zlar: kompetentlik, germenevtik kompetentlik, bilim, faoliyat, malaka, qobiliyat,ta'lim falsafasi, pedagogik talqin, tushunish, zamonaviy ta'lim, ma'no yaratish.

Kirish. Ta’limni modernizatsiyalash sharoitida bo‘lajak o‘qituvchining kasbiy tayyorgarligiga qo‘yiladigan talablarni oshirishga alohida e’tibor qaratilmoqda. O‘qituvchilarning kompetentsiyasini rivojlantirish muammosi bir qator pedagogik muammolarning asosiy turlaridan biriga aylanib bormoqda. Ilmiy manbalar tahlili (V.A.Adolf, V.V.Butkevich, Yu.V.Vardanyan, I.F.Isaev, N.E.Mazhar, A.I.Mishchenko, L.S.A.Slastenin, G.M.Xramova va boshqalar)dan ko‘rinib turibdiki, shaxs kasbiy mahoratining asosi kompetentsiya hisoblanadi. 765 ”Kompetentsiya (lot. Competere - izlanmoq, rioya qilmoq, yondashmoq) keng ma’noda har qanday sohada bilim, tajriba, xabardorlik, shuningdek, qonun, nizom, standart yoki qonun hujjatlarida belgilangan muayyan organ yoki mansabdor shaxsning vakolati sifatida talqin etiladi. Pedagogik adabiyotlarda tadqiqotchilar ko‘pincha “kompetentlik” atamasiga murojaat qilib, uning mazmunini bilim, ko‘nikma, tajriba, ulardan foydalanishga nazariy va amaliy tayyorgarlik ko‘rish orqali belgilaydilar (V.S.Bezrukova, V.Landsher, L.M.Mitina, V.A.Slastenin, M.A.Choshanov,

V.M.Shepel). Kompetensiya (lot. Competentis- layoqatli) deganda, kompetentsiyaga ega bo‘lish, ya’ni biror narsani hukm qilish imkonini beradigan bilim, tajriba yoki muayyan masalalarni hal qilishda vakolatlarga ega bo‘lish tushuniladi.”Ta'lim jarayonini chuqurroq tushunish va yangilash bo'yicha global miqyosdagi izlanishlar bugungi kunda insonparvar, muloqotga asoslangan va ma'no yaratuvchi pedagogika modellariga bo'lgan ehtiyojni keskin ko'rsatib berayotir. XX asrning ikkinchi yarmidan boshlab falsafiy germenevtika — matn, hodisa va insoniy tajribani talqin qilish haqidagi ta'limot — ta'lim nazariyasida mustaqil metodologik yo'nalish sifatida tan olinmoqda. Germenevtik pedagogika an'anaviy didaktikaning bilim uzatish modeliga muqobil sifatida o'quvchi va o'qituvchi o'rtasidagi tushunish jarayonini markazga qo'yadi.

Asosiy qism. O'zbekistonda ta'lim tizimini isloh qilish va modernizatsiya qilishga qaratilgan sa'y-harakatlar pedagogik jarayonning mohiyatini qayta ko'rib chiqishni talab etmoqda. Prezident Shavkat Mirziyoyev boshchiligida amalga oshirilayotgan ta'lim islohotlari — yangi avlod standartlari, tanqidiy va kreativ fikrlash qobiliyatlarini rivojlantirish, hamkorlikdagi ta'limni kengaytirish — germenevtik yondashuvning milliy ta'lim tizimiga organik integratsiyasini dolzarb vazifaga aylantirmoqda.Germenevtikaning ta'limdagi ilovasi ko'pincha amaliy aspektlardan ajralgan holda nazariy darajada qolib ketmoqda. Ushbu bo'shliqni to'ldirish — germenevtik yondashuvning tarixiy evolyutsiyasini kuzatish, uning zamonaviy talqinlarini tizimlashtirish va pedagogik amaliyotdagi imkoniyatlarini ko'rsatish — mazkur maqolaning asosiy maqsadini tashkil etadi.

Germenevtika yunoncha "hermēneuein" — tushuntirish, tarjima qilish, talqin etish so'zidan olingan bo'lib, uning kelib chiqishi matn — xususan, ilohiy va falsafiy matnlar — talqini san'ati sifatida antik Yunonistonga borib taqaladi. Ilk bosqich (XVII–XVIII asrlar): Protestant ilohiyotida yuzaga kelgan muqaddas matnlar talqiniga doir qoidalar sistemasi sifatida germenevtika J. K. Dannhauer tomonidan 1654 yilda atama sifatida ishlatildi. Bu davrda germenevtika asosan diniy va huquqiy matnlarni sharhlash metodologiyasi sifatida rivojlandi. Friedrich Schleiermacher (1768–1834) ning "umumiy germenevtika" konsepsiyasi bu sohadagi birinchi metodologik inqilob hisoblanadi. U germenevtikani muayyan matnlar talqinidan universal tushunish nazariyasiga aylantirdi. Schleiermacher fikricha, tushunish ikki yo'nalishli jarayondir: grammatik (tilni tushunish) va psixologik (muallif niyatini tushunish). Uning "germenevtik doira" tushunchasi — bo'laklar yaxlitni, yaxlit esa bo'laklarni tushunish uchun zarur degan dialektik g'oya — pedagogik jarayonning strukturasini ifodalashda hali ham muhim ahamiyat kasb etadi.

Wilhelm Dilthey (1833–1911) germenevtikani tabiat fanlari metodologiyasidan mustaqil ravishda gumanitar fanlar (Geisteswissenschaften) ning metodologik asosi sifatida belgiladi. Uning "hayot ifodalari" (Lebensäusserungen) konsepsiyasi insoniy tajribani tushunish jarayonida tarixiy kontekstning hal qiluvchi rolini ta'kidladi. Dilthey uchun tushunish (Verstehen) shunchaki aqliy operatsiya emas, balki hayotiy tajribani qayta boshdan kechirish (Nacherleben) jarayonidir. Bu yondashuv ta'limda o'quvchining shaxsiy hayotiy tajribasini bilim bilan bog'lashning zarurligini asoslaydi.

Martin Heidegger (1889–1976) germenevtikani epistemologiyadan ontologiyaga ko'chirdi. "Mavjudlik va vaqt" (1927) asarida u tushunishni insonning dunyoda bo'lishining asosiy tarzlaridan biri sifatida ta'rifladi. Heidegger uchun

tushunish bilim olish usuli emas, balki insoniy mavjudlikning strukturasini tashkil etuvchi hodisadir. Bu ontologik burilish ta'lim falsafasida ham chuqur iz qoldirdi: o'quvchi bilimni passiv qabul qiluvchi emas, balki dunyoni faol talqin qiluvchi sub'ekt sifatida tushunila boshladi.

Hans-Georg Gadamer (1900–2002) ning "Haqiqat va metod" (Wahrheit und Methode, 1960) asari pedagogik germenevtikaning eng muhim nazariy asosini yaratdi. Gadamerning asosiy konsepsiyalari ta'lim jarayoniga quyidagicha tatbiq etiladi:

Gorizontlar qo'shilishi (Horizontverschmelzung): Gadamer fikricha, tushunish jarayonida talqin qiluvchi va talqin qilinayotgan o'rtasida ikki gorizontning — har birining tarixi, madaniyati va tajribasining — uyg'unlashuvi sodir bo'ladi. Ta'limda bu printsip o'quvchi va o'qituvchining o'zaro boyitilishi sifatida namoyon bo'ladi. O'quvchi oldindan mavjud bo'lgan tushunish gorizontini kengaytiradi, o'qituvchi esa o'z gorizontini o'quvchi nuqtai nazari bilan boyitadi.

Oldindan tushunish (Vorurteil / Vorverständnis): Gadamer oldindan shakllangan fikrlarni (Vorurteile) salbiy hodisa emas, balki yangi tushunishning shartsharti deb bildi. Pedagogik kontekstda bu o'quvchining mavjud bilimlari va tajribalarini yangi materiallarni o'zlashtirishda faol resurs sifatida ko'rish demakdir.

Gadamerning dialog nazariyasi ta'limda Sokratik muloqot an'anasining nazariy yangilanishini tashkil etadi. Haqiqiy dialog tomonlardan birining manfaatdorligini emas, balki ikkala tomonning umumiy mavzu atrofida ochiq savol-javobga kirishishini taqozo etadi. Gadamer fikricha, savol haqiqiy dialogning markazi bo'lib, yaxshi savol berish o'zi javob topishdan muhimroqdir.

Paul Ricoeur (1913–2005) germenevtikani narrativ tushunish bilan bog'ladi. Uning "Vaqt va Hikoya" (Temps et Récit, 1983–1985) uchlik asarida hikoya qilish insoniy tajribani tushunishning asosiy vositasi sifatida taqdim etiladi. Ricoeur uchun ta'lim jarayoni o'quvchining o'z hayotiy narrativini qurishiga ko'maklashish jarayonidir. Hikoya qilish — narration — bilimning ma'no kasb etishida muhim rol o'ynaydigan germenevtik vositadir.

Ricoeurning "uch mimezis" nazariyasi — prefigurative, configurative va refigurative bosqichlar — ta'lim jarayonini ham uch darajada tushunishga imkon beradi: o'quvchining mavjud dunyosini anglashi, yangi matn yoki bilim bilan uchrashishi va ushbu bilan o'z dunyosini qayta anglashi. Bu model an'anaviy "kirish-jarayon-chiqish" didaktik modelini germenevtik jihatdan boyitadi.

XXI asrda germenevtik yondashuv bir qator innovatsion pedagogik modellar bilan sintezlashmoqda:

Dialogik ta'lim (M. Bakhtin–Gadamer sintezi): Mixail Baxtinning "poliyfoniya" va "dialogizm" konsepsiyasi Gadamer germenevtikasi bilan birikib, ta'limda ko'p ovozli matn muhiti yaratishning nazariy asosini beradi. Ushbu modeli bo'yicha sinfxona bir ovozli (monologik) bilim uzatish makoni emas, turli nuqtai nazarlarning o'zaro boyitilishi jarayoni sifatida tushuniladi.

Tanqidiy germenevtika (P. Freire ta'siri): Paulo Freire ning "ezilganlar pedagogikasi" germenevtik yondashuv bilan sintezlashib, bilimning ijtimoiy-siyosiy kontekstda talqin qilinishi muhimligini ko'rsatadi. Tanqidiy germenevtika o'quvchini o'z jamiyatidagi hokimiyat munosabatlarini, stereotiplarni va ideologik konstruktlarni anglab, ularni qayta talqin qilishga undaydi.

Raqamli germenevtika: Zamonaviy ta'lim texnologiyalari — sun'iy intellekt, virtual haqiqat, interaktiv platformalar — yangi germenevtik muammolar qo'ymoqda. Raqamli matnlar, multimedia va gipermedia ta'limda yangi talqin qilish amaliylari va

kompetensiyalarini talab etadi. Raqamli germenevtika o'quvchilarning multimodal (ko'p formatlardagi) matnlarni tanqidiy talqin qilish qobiliyatini rivojlantirish bilan shug'ullanadi.

Tadqiqot natijalari germenevtik yondashuvning ta'limga qo'llash uchun bir qator muhim imkoniyatlar taklif etishini ko'rsatmoqda. Birinchidan, germenevtika o'quvchini passiv bilim qabul qiluvchidan faol ma'no yaratuvchiga aylantiradi. Bu tamoyil zamonaviy konstruktivistik ta'lim nazariyasi (Vygotsky, Piaget) bilan ham uyg'un bo'lib, o'quvchilarning kognitiv faolligini oshirishda samarali metodologik asos bo'la oladi.

Ikkinchidan, germenevtik yondashuv o'qituvchi rolini "bilim manbai"dan "talqin jarayonining yo'llovchisi"ga o'zgartiradi. Bu o'zgarish zamonaviy ta'limdagi fasilitatsiya modeli bilan mos tushadi. Uchinchidan, germenevtik dialog modelining ta'limda qo'llanilishi o'quvchilarning kommunikativ va tanqidiy fikrlash kompetensiyalarini rivojlantirishga xizmat qiladi — hozirgi globallashuv sharoitida eng zarur ko'nikmalardan biri.

Germenevtik pedagogikaning tanqidchilar tomonidan ko'rsatilgan asosiy kamchiliklari quyidagilardan iborat: Birinchi tanqid — metodologik noaniqlik. Germenevtik yondashuvning o'lchov mezonlari va baholash standartlari an'anaviy ta'lim psixologiyasiga nisbatan kam rivojlangan. Ta'lim amaliyotchilari uchun germenevtik dialogi qanday tuzish va uning samaradorligini qanday baholash aniq ko'rsatmalarsiz qiyin masalaga aylanadi.

Ikkinchi tanqid — kulturologik egosentrism xavfi. Ba'zi tadqiqotchilar (masalan, E. D. Hirsch Jr.) germenevtik yondashuvning talqin erkinligi ta'lim standartlarini susaytirishi va o'quvchilar o'rtasidagi bilim tengsizligini kuchaytirishi mumkinligini ta'kidlaydi. Uchinchi tanqid — pedagogik amaliyotga kiritishning murakkabligi. Germenevtik g'oyalarning sinfxona amaliyotiga tatbiq etilishi o'qituvchilardan yuqori falsafiy tayyorgarlik va metodologik erkinlikni talab etadi, bu esa ommaviy ta'lim sharoitida qiyin kechishi mumkin.

O'zbekiston ta'lim tizimida germenevtik yondashuvning joriy etilishi bir qator milliy va madaniy afzalliklariga ega. Birinchidan, o'zbek madaniyatida suhbat, hikoya va she'riy matn talqinining kuchli an'analari mavjud. Navoiy, Bedil, Mashrab kabi mutafakkirlarning me'rosini germenevtik uslubda o'rganish ularni yangi avlod uchun jonli ma'no manbayiga aylantirish imkonini beradi.

Ikkinchidan, milliy ta'lim standartlarining qayta ko'rib chiqilishi — yangi avlod Davlat ta'lim standartlari — tanqidiy fikrlash, muammo hal qilish va hamkorlikdagi o'qishni markazga qo'ymoqda. Bu reformalar germenevtik pedagogika tamoyillari bilan uyg'un. Uchinchidan, raqamli ta'limning kengayishi — masofaviy ta'lim, elektron darsliklar, sun'iy intellekt asosidagi tizimlar — yangi germenevtik kompetensiyalarga bo'lgan ehtiyojni oshirmoqda.

Shu bilan birga, bir qator muammolar ham mavjud: o'qituvchilarning germenevtik pedagogika bo'yicha kasbiy tayyorgarligi cheklangan; ta'lim tizimidagi "to'g'ri javob" paradigmasining germenevtik ko'p ma'nolilik bilan ziddiyati; sinfda vaqt cheklanganligi. Bu muammolarni hal etish uchun tizimli yondashuv — o'qituvchilarni qayta tayyorlash, sinfxona muhitini qayta loyihalash va baholash tizimini yangilash — zarur.

Xulosa. Mazkur tadqiqot ta'lim jarayonida germenevtik yondashuvning Schleiermacherdagi filologik talqin san'atidan to Gadamerning ontologik gorizontlar qo'shilishigacha, Ricoeurning narrativ germenevtikasidan to zamonaviy raqamli va dialogik pedagogika modellarigacha bo'lgan evolyutsiyasini ko'rsatib berdi. Bu tarixiy tahlil germenevtik

tafakkurning ta'lim falsafasiga beradigan hissasining beqiyos ekanligini tasdiqladi.

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Development Of Creative Approach Competence Based On Design In Higher Educational Institutions As A Pedagogical Problem

Asadova Sitora Sadullayevna
Bukhara State Technical University,
Associate Professor of the Department of “Technological Machines and Equipment”, Doctor of Philosophy in Technical Sciences

Abstract
This article analyzes the development of students' creative approach skills as a pedagogical problem. In the modern education system, teachers are required to have the skills to effectively organize the lesson process, systematically organize educational materials, and apply modern approaches. The study reveals the components of design skills, the stages of its formation, and the pedagogical and psychological foundations of implementing this process in higher education institutions.
Keywords: education, upbringing, pedagogy, pedagogical creativity, technology, design of the educational process.
Annotatsiya
Ushbu maqolada talabalarning kreativ yondashuv mahoratini rivojlantirish pedagogik muammo sifatida tahlil qilingan. Zamonaviy ta’lim tizimida o‘qituvchilardan dars jarayonini samarali tashkil etish, o‘quv materiallarini tizimli tarzda tashkil etish va zamonaviy yondashuvlarni qo‘llash ko‘nikmalari talab etiladi. Tadqiqotda loyihalash mahoratining tarkibiy qismlari, uni shakllantirish bosqichlari hamda oliy ta'lim muassasalarida bu jarayonni amalga oshirishning pedagogik-psixologik asoslari ochib berilgan.
Kalit so‘zlar: ta’lim, tarbiya, pedagogika, pedagogik kreativlik, texnologiya, o‘quv jarayonini loyihalash.

Kirish. Ta’lim rivojlantirishda olib borilayotgan islohotlarning barchasi yoshlar salohiyatini jahon andozalariga mos yetuk inson bo‘lib ulg‘ayishiga xizmat qiladi. Mamlakatimiz raqamlashtirish siyosati ta’lim sohasini ham chetlab o‘tmadi. Hozirgi kunda ko‘pgina oliy ta’lim muassasalarida bo‘lajak o‘qituvchilarni tayyorlash jarayonida loyihalash mahoratini tizimli ravishda shakllantirish mexanizmlari yetarli darajada ishlab chiqilmagan. Bu esa yosh mutaxassislarning amaliy faoliyatga kirishganda qiyinchiliklarga duch kelishiga olib kelmoqda.

Asosiy qism. Loyihalash mahorati zamonaviy o‘qituvchining asosiy professional kompetensiyalaridan biri hisoblanadi. Bu ko‘nikma ta’lim maqsadlarini aniq belgilash, o‘quv materiallarini mantiqiy ketma-ketlikda tashkil etish, pedagogik vazifalarni kreativ yechish va ta’lim natijalarini oldindan bashorat qilish qobiliyatini o‘z ichiga oladi.

“Pedagogik loyihalash - pedagogik masalalarni yechishga qaratilgan ketma-ket, o‘zaro bog‘liq harakatlar tizimi yoki oldindan rejalashtirilgan pedagogik jarayonning amaliyotga ketma-ket mujassamlanishidir”.

Loyihalash muammosi o‘zining rivojlanish tarixiga ega. “Pedagogik loyiha” atamasi ko‘proq quyidagi ma’noga ega bo‘lgan pedagogik ishlarda uchraydi: loyiha ta’lim tizimini loyihalashtirishga qaratilgan holda rasmiylashtirilgan pedagogik g‘oyalar, pedagogik jarayonlar va texnologiyalar majmuasi, shuningdek ularning amaliy joriy etilish dasturlaridir. Bo‘lajak o‘qituvchilarni pedagogik faoliyatga tayyorlashning asosiy

yo‘nalishlaridan biri bu loyihalash ko‘nikmalari hisoblanadi.

Loyihalash ko‘nikmalari - ta’lim va tarbiya mexanizmi, pedagogika nazariyasi va tarixi, o‘quv va tarbiyaviy ishlarni tashkil etish usullari, uning mazmuni, tamoyillari, usullari va tashkiliy shakllari to‘g‘risida ijtimoiy ahamiyatga ega bilimlarni loyihalashga qaratilgan pedagogik faoliyatning jarayoni va natijasi hisoblanadi. Zamonaviy o‘qituvchi mahoratli pedagog bo‘lishi uchun loyihalashga qaratilgan pedagogik faoliyatni professional darajasini tashkil etishi kerak.

Loyihalar usuli XIX asrning ikkinchi yarmida Djon Dyui va V.X. Kilpatrik tomonidan batafsil ishlab chiqilgan bo‘lib, ularning fikriga ko‘ra, o‘quv faoliyati bo‘lajak o‘qituvchining qiziqishlari va shaxsiy tajribalariga asoslanishi, amaliy faoliyat tajribasini kengaytirishga hissa qo‘shishi va uning o‘z-o‘zini o‘rganish qobiliyatini shakllantirishi kerak. Loyiha usulining mohiyati shundan iboratki, o‘quv jarayonida talabalar o‘zlari qiziqtirgan aniq amaliy maqsadni aniqlaydilar, unga erishish rejasini tuzadilar (loyihalashtiradilar), mustaqil ravishda faoliyatni amalga oshiradilar va keyin uning natijalarini taqdim etadilar.

Ta’limga loyihalash metodining kirib kelishi XIX asrga borib taqaladi, J.Dyui esa XX asr boshlarida loyihalash metodini yoshlarning qiziqishlaridan kelib chiqib ularni yo‘naltirishga asoslangan pragmatik pedagogika ta’limotiga tatbiq qilgan. 1918-yilda Kolumbiya universiteti qoshidagi pedagogika kolleji o‘qituvchisi Vilyam Kilpatrik loyihalash metodining mohiyatiga bag‘ishlab “Loyihalash metodi” nomli maqolani chop qildirdi. Muallifning keyingi maqolalarida ushbu atama quyidagicha talqin qilinadi: “Loyiha” atamasi faoliyatning har bir imkoniyatini, tajriba jarayonining bog‘liqligini anglatishi zarur. Bunda maqsad ichki omil sifatida:

– faoliyatning maqsadini anglatadi, tajribaga ega bo‘lish jarayonini boshqaradi;

– shaxsning o‘z faoliyatini va ichki qobiliyatini ro‘yobga chiqarishga xizmat qiladi.

1905-yilda rus pedagogi S.T.Shatskiy o‘qitish tizimida loyihalash metodini qo‘llashga harakat qildi, keyinchalik, 20-yillarda maktablarda loyihalash metodi asosiy metod sifatida o‘quv jarayoniga keng tatbiq qilina boshlandi, biroq 1931-yilda bu metod yordamida umumta’lim fanlarini talabalarga chuqur o‘rgatishning to‘la imkoni yo‘q degan xulosaga kelindi va an’anaviy ta’limga qaytildi. Loyihalash metodi uzluksizlikni ta’minlay olmagani va puxta o‘ylanmagan metod sifatida tanqidga uchradi va yaqin davrgacha ta’lim jarayonida qo‘llanilmasdan keldi.

Tadqiqot davomida loyiha metodini atroflicha tahlil qilish quyidagi natijalarni ko‘rsatadi:

– ushbu metod shaxsda ijodkorlik xislatlarini shakllantirish imkonini yaratadi;

– yosh avlodni mustaqil hayotga tayyorlash va malaka hamda ko‘nikmalarni hosil qilishga zamin bo‘ladi;

– bo‘lajak o‘qituvchilarni mehnat faoliyatiga tayyorlashning bir shaklidir;

– ta’lim berishda amaliyot va nazariya uyg‘unligi vositasidir;

– mustaqil ravishda o‘z ustida ishlash orqali mavjud bilimlarni mustahkamlash va yangilarini puxtalashning asosiy negizidir;

– o‘qituvchi tomonidan maxsus ishlab chiqilgan va talaba tomonidan mustaqil bajariladigan harakatlar majmuasidir;

– pedagogik texnologiyadir.

Bugungi kunda “loyiha usulini oliy ta’limning zamonaviy maqsadlariga ko‘proq mos keladigan yetakchi o‘qitish usullaridan biri sifatida ko‘rib chiqish mumkin, ulardan biri bo‘lajak o‘qituvchilarning loyihalash ko‘nikmalarini shakllantirishdir” degan nuqtai nazar keng tarqalgan.

Shu bilan birga, loyihalash usuli pedagogikada quyidagicha tavsiflanadi: “Loyihalash - shaxsga yo‘naltirilgan, faoliyatga asoslangan, guruhda va guruh faoliyatida o‘zaro munosabatlarni o‘rgatadigan, muammoli ta’lim tamoyillariga asoslangan, o‘zini namoyon qilish va aks ettirish ko‘nikmalarini rivojlantiradigan, mustaqil va aqliy, amaliy va ixtiyoriy sohalarning ko‘nikmalarini shakllantiradigan, qat’iyatlilikni tarbiyalaydigan ijodiy faoliyat”.

“Pedagogik entsiklopedik lug‘at” da loyiha usuli “talabalar doimiy ravishda murakkablashib borayotgan amaliy vazifalar - loyihalarni rejalashtirish va bajarish jarayonida bilimga ega bo‘ladigan o‘quv tizimi” deb ta’riflanadi.

N.V. Maminova va I.S. Ivanova, I. D. Chechel tadqiqotlarida “loyiha usuli - bu haqiqiy bilimlarni birlashtirish emas, balki ularni qo‘llash va yangilarini o‘zlashtirishga qaratilgan pedagogik texnologiya” deb izohlangan.

E.S.Polatning ta’kidlashicha, “loyiha usuli talabalarning bilim va ko‘nikmalarini rivojlantirish, o‘z bilimlarini mustaqil ravishda bayon etish, axborot makonida harakat qilish, tanqidiy va ijodiy fikrlashni rivojlantirishga asoslangan”. Agar biz pedagogik texnologiya sifatida loyiha usuli haqida gapiradigan bo‘lsak, unda ushbu texnologiya o‘z mohiyatiga ko‘ra ijodiy bo‘lgan tadqiqot, muammoli usullar to‘plamini o‘z ichiga oladi”.

N. A. Fateyeva, T. N. Kanatnikova ta’kidlashlaricha, loyiha usulini amalda qo‘llash bo‘lajak o‘qituvchining pozitsiyasini tubdan o‘zgartirishga olib keladi. U bilim tashuvchisidan tadqiqot faoliyati tashkilotchisiga aylanadi, shuningdek, loyiha usuli yordamida o‘qitiladigan auditoriyaning psixologik iqlimi tubdan o‘zgaradi.

Hozirgi vaqtda o‘qituvchilarning loyihalash ko‘nikmalarini tashkil etishni ilmiy asoslash uchun ma’lum nazariy qarashlar mavjud bo‘lib, ta’limni modernizatsiya qilish masalalari G.V. Atamanchuk, V.G. Afanasev, D.M. Gvishiani, T.M. Davidenko, I.R. Lazarenko, O.E. Lebedev, L.A. Mokretsova, I.K. Shalaev, T.I. Shamova tadqiqotlarida tahlil qilingan [62].

N.G. Aleksev, Z.K. Kargiyeva, V.N. Kespikov, A.G. Oboskalov va boshqalar tadqiqotlarida loyihalash ko‘nikmalari ijodiy jarayonning obekti sifatida, ya’ni oliy ta’lim tizimida ijodiy, ilmiy-tadqiqot faoliyatini o‘qitish usuli sifatida loyiha uslubini amalga oshirish bo‘lajak o‘qituvchining pozitsiyasini o‘zgartirishga olib keladi, ular tayyor bilimlarning “batareyasi”dan ular o‘zlarining bilim faoliyati tashkilotchilariga aylanadilar, deb tahlil qilingan.

Bugungi kunda pedagogika fani va amaliyotida bo‘lajak o‘qituvchida loyihalash ko‘nikmalarini shakllantirish masalalariga e’tibor qaratildi. Ilmiy manbalarni nazariy o‘rganish va ijtimoiy-madaniy voqelikni tahlil qilish bo‘lajak o‘qituvchini mutaxassislik fanlarini o‘rganish jarayonida loyihalash ko‘nikmalarini shakllantirish nazariyasi va amaliyoti yanada takomillashtirishga imkon beradi. Shu munosabat bilan quyidagi qarama-qarshiliklar aniqlandi:

– zamonaviy mutaxassisning ongi va tafakkurining o‘ziga xos xususiyati va loyihalash ko‘nikmalarining etarli darajada shakllanmaganligi;

– pedagogika yo‘nalishi bo‘yicha mutaxassislik fanlarni o‘rganishda loyiha faoliyatiga bo‘lgan ehtiyojni belgilaydigan ob’ektiv ehtiyojning mavjudligi, ushbu sohada loyiha o‘qitish metodikasi bo‘yicha uslubiy ta’minotning yetarli darajada ishlab chiqilmaganligi;

– oliy ta’lim muassasasida bo‘lajak o‘qituvchilarni tayyorlashning mavjud tizimi va unga loyihalash ko‘nikmalari muhim bo‘lgan ijtimoiy-pedagogik vaziyatni aks ettiruvchi innovatsion tarkibga ega maxsus kurslarni kiritish zarurati.

Pedagogik ta’limda loyiha faoliyatining rivojlanishi ancha uzoq vaqt davomida

shakllangan, jumladan XVII asrda Yan Amos Kamenskiy o‘qituvchining faoliyatida ta’limning muvaffaqiyati uchun rag‘bat bo‘lishi kerak degan fikrni shakllantirgan. U insonni tabiatdagi jarayonlarni (quyosh harakati, yulduzlar, ob-havoning o‘zgarishi, yovvoyi tabiatdagi jarayonlar va boshqalar) kuzatish orqali bilim olishi, ob’ektlarni o‘zi bilishi va bu bilimlarni kitoblardan yoki boshqalarning xulosalaridan olmasligi uchun o‘rgatish kerak deb hisoblagan.

V.V.Guzayev ilmiy ishlarida loyihaviy ta’limni integratsiyalashgan texnologiya sifatida qaraydi va shu o‘rinda ta’lim jarayonida bo‘lajak o‘qituvchilarni loyihalash faoliyatini shakllantirishning o‘ziga xos xususiyatlariga alohida e’tibor qaratadi.

Taniqli olim N.A.Muslimovning ta’kidlashicha, ta’lim texnologiyalarning afzalligi shundaki, unga qo‘yilgan maqsadga erishish kafolatini beruvchi o‘quv jarayoni rejalashtiriladi va amalga oshiriladi. Darhaqiqat, mashg‘ulotning muvaffaqiyatli o‘tishining sakson foizi o‘quv jarayonini to‘g‘ri loyihalashtirish, tashkil etish va uni amalga oshirishga bog‘liq. O‘quv jarayonini loyihalashtirish quyidagi uch bosqichdan iborat:

– o‘quv maqsadlari va natijalarini belgilash;
– natijalar asosida nazorat topshiriqlari va baholash mezonlarini ishlab chiqish;
– o‘quv jarayonining texnologik xaritasi (dars ishlanmasi)ni ishlab chiqish.

B.X.Xodjayevning fikriga ko‘ra, o‘quv jarayonini loyihalashtirishda ta’lim mazmunini, maqsadini, kutilayotgan natijani to‘g‘ri belgilash, ta’lim metodlari, shakllari va vositalarini to‘g‘ri tanlash, talabalarning bilim, ko‘nikma va malakalarini baholashning aniq mezonlarini oldindan ishlab chiqish, mashg‘ulotga ajratilgan vaqt ichida ularni to‘g‘ri amalga oshirish va bir-biri bilan uyg‘unlashuviga e’tiborni qaratish maqsadga muvofiqdir.

Professor M.Ochilovning ta’kidlashicha, o‘quv maqsadi - bu muayyan ta’lim jarayonini yakunida ta’lim oluvchi tomonidan o‘zlashtirilishi, ya’ni hosil qilinishi lozim bo‘lgan bilim, xatti-harakat bilan bog‘liq bo‘lgan amaliy topshiriqni uddalay olish mahorati, shaxsiy fazilatlari va xulqini belgilaydi. O‘quv maqsadi va natijalarni belgilashda aniq o‘lchanadigan, real amalga oshiriladigan, erishish mumkin bo‘lgan imkoniyat inobatga olinadi.

Loyiha - aniq reja, maqsad asosida uning natijalanishini kafolatlagan holda pedagogik faoliyat mazmunini ishlab chiqishga qaratilgan harakat mahsuli. Loyihaning asosini ilmiy yoki ijodiy xarakterga ega g‘oya tashkil etadi.

Loyihalash – boshlang‘ich ma’lumotlarga asoslanib, kutiladigan natijani taxmin qilish, bashoratlash, rejalashtirish orqali faoliyat yoki jarayon mazmunini ishlab chiqishga qaratilgan amaliy harakat. Loyihalash “g‘oya - maqsad - kutiladigan natija - taxmin qilish - bashoratlash - rejalashtirish” tizimiga asoslanadi.

Loyihalash, Ye.S.Zair-Bekning fikricha, bor narsani nimaga aylantirish zarurligi yuzasidan g‘oyalar va harakat dasturini ishlab chiqarishdan iborat. Ishlab chiqilgan g‘oyalar va harakat dasturi (mazkur tadqiqotda – talaba shaxsining o‘ziga xos ta’limiy yo‘naltirilganligi) loyihalash mahsuli sifatida ro‘y beradi.

V.Y.Radinoyevning fikricha, loyihalashning ko‘p qirrali madaniy-tarixiy fenomeni o‘z faoliyatining barcha sohalarida hozir bo‘lgan istalgan kishining hayotiy faoliyatning tub mohiyatidan kelib chiqadi.

Loyihani yaratish uchun pedagog:

– loyihani yaratish;
– jarayonni bosqichma-bosqich yoritish;
– maqsadni aniq belgilash;
– maqsadga mos vazifalarni aniqlash;
– o‘quv materiali mazmunini shakllantirish;
– savol va topshiriqlar tizimini ishlab chiqish;
– jarayon yoki tadbirning metodik tuzilishini asoslash;
– talaba bilim darajasini tashxislash va uning tarbiyalanganlik darajasini baholash

kabi ko‘nikma va malakalarga ega bo‘lishi zarur.

Xorijiy mamlakatlarda bo‘lajak o‘qituvchilarning loyihalash mahoratini rivojlantirishga katta e’tibor qaratilmoqda. Ayniqsa, TPACK (Technological Pedagogical Content Knowledge) modeli keng qo‘llanilmoqda. Bu model pedagogik bilim, fanga oid bilim va texnologik bilimlarning o‘zaro integratsiyasini ta’minlaydi.

AQSh universitetlarida o‘qituvchilar tayyorlash dasturlarida "Understanding by Design" (UbD) yondashuvi qo‘llaniladi. Bu yondashuvda dars loyihalashni oxirgi natijalardan boshlab, orqaga qarab rejalashtirish (backward design) asosida amalga oshiriladi.

Finlandiya ta’lim tizimida bo‘lajak o‘qituvchilar amaliyot davomida real maktab sharoitida loyihalash ko‘nikmalarini rivojlantiradilar. Har bir talaba ekspert o‘qituvchilar nazorati ostida to‘liq dars sikli – rejalashtirish, o‘tkazish va tahlil qilish – orqali o‘tadi.

Singapur ta’lim tizimida "Lesson Study" metodikasi keng qo‘llaniladi. Bu usulda o‘qituvchilar guruhi birgalikda dars loyihasini ishlab chiqadi, uni o‘tkazib ko‘radi va natijaviy tahlil qiladi. Bunday hamkorlikdagi loyihalash professional o‘sishni tezlashtiradi.

Avstraliya universitetlarida "Design Thinking" metodologiyasi pedagogika yo‘nalishida o‘qiyotgan talabalarga o‘rgatiladi. Bu yondashuv ijodiy muammolarni hal qilish va innovatsion yechimlar topishga qaratilgan.

Bo‘lajak o‘qituvchilarning loyihalash mahoratini rivojlantirish zamonaviy ta’lim tizimining muhim vazifalaridan biridir. Ushbu muammoni hal etish uchun quyidagi tavsiyalar taklif etiladi: Oliy ta’lim tashkilotlarida “Pedagogik loyihalash” fanini alohida fan sifatida o‘quv rejalariga kiritish, amaliy mashg‘ulotlar ulushini oshirish, real sinf sharoitida tajriba to‘plash imkoniyatlarini kengaytirish, zamonaviy pedagogik texnologiyalar va raqamli vositalar bilan jihozlangan maxsus xonalar tashkil etish.

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Геополитическая Трансформация И Историческое Наследие Походов Амира Темура На Кавказ

Мамедов Рустам Атаевич

Аннотация
В статье рассматриваются военные кампании Амира Темура в Кавказском регионе в конце XIV — начале XV веков. Анализируется их влияние на распад Золотой Орды, этногенез кавказских народов и современную геополитическую архитектуру региона.
Ключевые слова: Амир Темур (Тамерлан), Тохтамыш, Баграт V, Георгий VII, Кавказ, Золотая Орда, Мавераннахр, Терек, стратегия «выжженной земли», осада крепостей, тактика эшелонированного построения, зимние кампании, исламизация

Походы Амира Темура (Тамерлана) на Кавказ были одной из самых затяжных и стратегически важных глав в его биографии. В период с 1385 по 1404 годы он совершил несколько масштабных экспедиций в этот регион, превратив его в арену борьбы за мировое господство.

Кавказ занимал центральное место в глобальной стратегии Амира Темура. Для «Великого Эмира» этот регион не был конечной целью завоевания, а служил ключевым стратегическим плацдармом в борьбе с его главным оппонентом – ханом Тохтамышем. Удержание Кавказа означало контроль над трансконтинентальной торговлей и безопасность границ Мавераннахра [1].

Походы Темура на Кавказ не были просто грабительскими набегами. Они преследовали четкие геополитические цели:

борьба с Тохтамышем - Кавказ был «воротами» и стратегическим тылом для Золотой Орды. Контролируя этот регион, А. Темур отрезал Тохтамыша от богатых Южных провинций;

контроль над Шелковым путем - через Кавказ проходили важные торговые артерии. Амир Темур стремился направить караванные пути через свои владения (Самарканд и Герат);

религиозный аспект - войны на Кавказе часто велись под лозунгом «газавата» (священной войны), особенно в горных районах Дагестана и Грузии.

Главные кампании А.Темура на Кавказе:

Трехлетний поход (1386–1388) стратегия «Железного заслона» - Первое масштабное появление А. Темура на Кавказе было вызвано необходимостью закрепить западные границы своей империи и пресечь амбиции Тохтамыша в Закавказье. В походе А. Темур захватил Азербайджан и Грузию. Тбилиси пал в 1386 году, а грузинский царь Баграт V был временно взят в плен.

В этом походе А. Темур использовал передовую для того времени осадную технику (камнеметные машины, манджаники). Город считался неприступным, но пал под массированным натиском.

Амир Темур в походе применил мобильную дипломатию, сочетающую террор с политическими жестами. Пленение царя Баграта V и его последующее освобождение после формального принятия ислама было тактическим ходом для нейтрализации грузинского сопротивления без необходимости оставлять огромный гарнизон [2].

Создание буферной зоны между владениями А. Темура и Золотой Ордой, установление контроля над ключевыми перевалами явилось стратегическим

успехом похода. Отработка штурма крепостей в условиях горно-лесистой местности, что ранее было слабым местом кочевых армий определило тактическое значение.

Как вывод следует отметить, кампания показала, что Кавказ больше не является безопасным убежищем для противников Самарканда. А. Темур продемонстрировал готовность воевать в горах так же эффективно, как и в степи.

Пятилетний поход (1392–1396) - это была самая масштабная и кровопролитная кампания, изменившая вектор развития всей Евразии. После разгрома Тохтамыша на реке Терек (1395 г.), войска Темура прошли огнем по Северному Кавказу, уничтожая опорные пункты ордынцев и покоряя горские племена.

Битва на реке Терек (1395) явилась генеральным сражением против Тохтамыша. А. Темур использовал **тактику** глубоко эшелонированного боевого порядка. Когда левый фланг его армии дрогнул, он лично возглавил контратаку в центре. Важнейшим элементом стала дезинформация противника и скрытный переход через реку. После победы войска Темура прошли через земли адыгов (черкесов), чеченцев и осетин, разрушая города-крепости, которые служили союзниками Орды. Битва на реке Терек (1395 г.) явилось крупнейшим сражением и стало поворотным моментом в истории Евразии. А. Темур применил сложную тактическую перегруппировку, полностью разгромив силы Тохтамыша [3].

Историки (например, В. В. Бартольд, Л. Н. Гумилев) сходятся во мнении, что эта победа фактически «сломала хребет» Золотой Орде. В то время как некоторые западные исследователи подчеркивают жестокость похода, востоковеды отмечают стратегическую необходимость ликвидации угрозы с севера для стабильности Шелкового пути. В ходе походов в горную Чечню и Дагестан, сопротивление горцев вынудило А. Темура вести затяжную партизанскую войну в условиях сложного рельефа.

Современные кавказские историки (например, Ш. А. Гапуров) указывают на то, что походы А. Темура привели к демографической катастрофе для ряда этносов (аланов, адыгов), но одновременно ускорили процессы консолидации выживших племен и распространение исламской идентичности как формы сопротивления. Стратегическим значением компании явилось полное уничтожение экономической базы Золотой Орды. Разрушение Сарай-Берке и Азака (Азова) навсегда вывело Орду из списка мировых держав . Использование А.Темуром тактики «выжженной земли» создало условие для того, чтобы противник не мог восстановить силы в течение десятилетий.

Поход 1395 года стал геополитическим переломом того времени. Исчезновение Орды как единого государства открыло путь к возвышению Руси и изменило баланс сил на Кавказе в пользу местных горских обществ, ушедших в глубокую изоляцию в горах.

Семилетний поход (1399–1404) - завершающий этап, направленный на укрепление власти перед походом в Анатолию против Османской империи.

Этот поход был частью грандиозного плана по разгрому Османского султана Баязида I. В этой связи Кавказ должен был стать стабильным тылом армии А.Темура.

При подавлении восстаний в Грузии и Нагорном Карабахе А. Темур столкнулся с ожесточенным сопротивлением грузинского царя Георгия VII, который

вел партизанскую войну. Стратегия применение «зимних кампаний» обеспечила А. Темуру значительное преимущество, так как армии того времени прекращали воевать зимой, но Темур продолжал боевые действия в горах при экстремальных температурах, заставая врага врасплох в их зимних убежищах [4].

Стратегическим значением компании явилось создание условий для обеспечения полной безопасности коммуникаций. Кавказ стал логистическим хабом для переброски войск из Центральной Азии в Анатолию (Турцию) и Сирию. Совершенствование инженерных работ в горах – строительство дорог и мостов для прохода тяжелой кавалерии и обозов позволило Темуру в последующем создать соответствующую группировку для последующих действий с армией Баязида I.

Семилетний поход завершил формирование «империи-щита». АТемур доказал, что может удерживать сложный регион десятилетиями, используя ротацию войск и жесткий административный контроль.

Одной из причин успеха Темура на Кавказе была его способность преодолевать природные преграды, которые веками служили защитой для местных народов. При взятии крепостей в Грузии и Дагестане использовались многоуровневые осадные башни и системы подкопов. Для обеспечения армии в горах А. Темур создавал промежуточные базы снабжения, что позволяло ему проводить те самые уникальные «зимние кампании».

Если рассматривать эти походы через призму современной геополитики, можно выделить три ключевых аспекта:

транспортные коридоры – А. Темур первым осознал, что контроль над Дарьяльским ущельем и Дербентским проходом дает власть над всей торговлей между Севером и Югом. Сегодня эти маршруты остаются основой энергетической и транспортной безопасности Евразии;

в народной памяти Кавказа походы Темура остались как символ «великого потрясения». Это сформировало определенный культурный код стойкости и приспособляемости горских народов;

для современного Узбекистана и стран региона наследие А. Темура на Кавказе – это историческое свидетельство того, что Центральная Азия способна играть роль активного субъекта международной политики,

а не просто буферной зоны.

Хотя события происходили более 600 лет назад, они оставили глубокий след в истории и культуре региона, который ощущается и сегодня.

Походы А. Темура радикально изменили этнополитическую карта и демографию Кавказа. Исчезли или мигрировали целые народы (например, аланы были вытеснены в горы, что предопределило формирование современных осетин). Это заложило основу нынешних этнических границ региона.

Разгром Темуром северокавказских владений Тохтамыша фактически привел к распаду Золотой Орды. Для истории это имело колоссальное значение. Ослабление Орды ускорило процесс освобождения Руси и формирования Московского государства [5].

Походы способствовали окончательному укреплению ислама в Дагестане и других частях Северного Кавказа. В то же время, в архитектуре и эпических сказаниях народов Кавказа (например, в адыгских или чеченских эпосах) А. Темур остался как символ великого, но грозного завоевателя.

История походов Темура демонстрирует, что Кавказ всегда был

ключевым узлом, связывающим Восток и Запад. Сегодняшние проекты (например, транспортный коридор «Север – Юг») во многом повторяют логику тех древних маршрутов, за которые сражался «Железный хромец».

Походы Амира Темура превратили Кавказ из окраины Золотой Орды в центральный узел империи Тимуридов. Для современности это важно пониманием того, что любая крупная держава в Центральной Азии или на Ближнем Востоке неизбежно сталкивается с необходимостью сотрудничества с Кавказом для обеспечения своей безопасности

***Интересный факт** - некоторые оборонительные башни и крепости в горах Кавказа были построены или перестроены именно в период противостояния войскам А. Темура, что определило уникальный облик кавказской архитектуры.*

На основе анализа исторических данных можно выделить следующие аспекты, актуальные для XXI века:

разгром Кавказских владений Орды создал условия для последующего усиления Московского княжества. Современная политическая карта Восточной Европы – это отдаленное эхо победы А. Темура на Тереке;

современное расселение многих народов Кавказа (например, деление осетин на равнинных и горных) – это прямой результат миграций, вызванных походами XIV века;

кампании А. Темура закрепили суннитский ислам как доминирующую идеологическую силу в регионе, что остается важнейшим фактором общественно-политической жизни Кавказа сегодня.

Анализ кампаний позволяет заключить, что А. Темур использовал Кавказ как **«геополитический рычаг»**. Удары по этому региону всегда преследовали цели далеко за его пределами — будь то Москва, Сарай или Константинополь. Тактика А. Темура на Тереке до сих пор изучается в военных академиях Европы и Азии как пример управления огромными массами кавалерии на пересеченной местности.

Именно А. Темур окончательно «развернул» Кавказ в сторону интеграции с южными и восточными рынками, ослабив его связи с северными кочевниками.

Таким образом походы Амира Темура на Кавказ представляют собой не просто серию военных побед, но глубокий цивилизационный сдвиг. Анализ трех крупнейших кампаний (1386–1404 гг.) позволяет сделать вывод, что действия А. Темура на Кавказском перешейке стали катализатором разрушения старого миропорядка, в котором доминировала Золотая Орда.

Сегодня Кавказ продолжает оставаться стратегическим мостом между Востоком и Западом. Опыт Амира Темура учит тому, что стабильность в этом регионе невозможна без учета интересов государств Центральной Азии и Ближнего Востока. Историческое наследие «Великого Эмира» служит напоминанием о необходимости интеграции Кавказа в трансконтинентальные транспортные коридоры, что является залогом процветания всей Евразии.

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Designing The Process Of Developing Cognitive Competence In Students Based On A Creative Approach

Asadova Sitora Sadullayevna
Bukhara State Technical University,
Associate Professor of the Department of “Technological Machines and Equipment”,
Doctor of Philosophy in Technical Sciences

Abstract.
This article provides an in-depth analysis of developing instructional design competencies among prospective teachers as a contemporary pedagogical challenge. The pressing aspects of the issue are revealed through a comparative study of international (USA, Finland, Singapore, Australia) and local practices. The research encompasses the structural components of instructional design skills, including analytical, prognostic, constructive, creative, and technological competencies. The article presents modern strategies for preparing prospective teachers based on the TPACK (Technological Pedagogical Content Knowledge) model, Design Thinking approach, and reflective practice. Analysis of recent international research from 2023-2024 (Scopus, Web of Science) demonstrates that instructional design competencies play a crucial role in developing critical thinking, creative problem-solving, and collaborative skills. The author proposes a systematic approach to addressing this issue in teacher education institutions.
Keywords: prospective teachers, instructional design competencies, instructional design, TPACK, pedagogical competence, professional preparation, Design Thinking, reflective practice, digital competence.
Annotatsiya
Maqolada talabalarning loyihalash (instructional design) mahoratini rivojlantirish zamonaviy pedagogik muammo sifatida chuqur tahlil qilingan. Xorijiy (AQSh, Finlandiya, Singapur, Avstraliya) va mahalliy tajribalar taqqoslash asosida muammoning dolzarbli jihatlari ochib berilgan. Tadqiqot loyihalash mahoratining tarkibiy komponentlarini – analitik, prognozlashtirish, konstruktiv, kreativ va texnologik ko‘nikmalarni o‘z ichiga oladi. Maqolada TPACK (Technological Pedagogical Content Knowledge) modeli, Design Thinking yondashuvi va refleksiv amaliyot asosida bo‘lajak o‘qituvchilarni tayyorlashning zamonaviy strategiyalari taqdim etilgan. 2023-2024 yillardagi so‘nggi xorijiy tadqiqotlar (Scopus, Web of Science) tahlili ko‘rsatdiki, loyihalash mahorati tanqidiy fikrlash, muammolarni ijodiy hal qilish va hamkorlikda ishlash ko‘nikmalarini rivojlantirishda muhim ahamiyatga ega. Muallif pedagogik oliy ta’lim muassasalarida ushbu muammoni hal qilish uchun tizimli yondashuvni taklif etadi.
Kalit so‘zlar: bo‘lajak o‘qituvchilar, loyihalash mahorati, instructional design, TPACK, pedagogik kompetensiya, professional tayyorgarlik, Design Thinking, refleksiv amaliyot, raqamli kompetensiya.

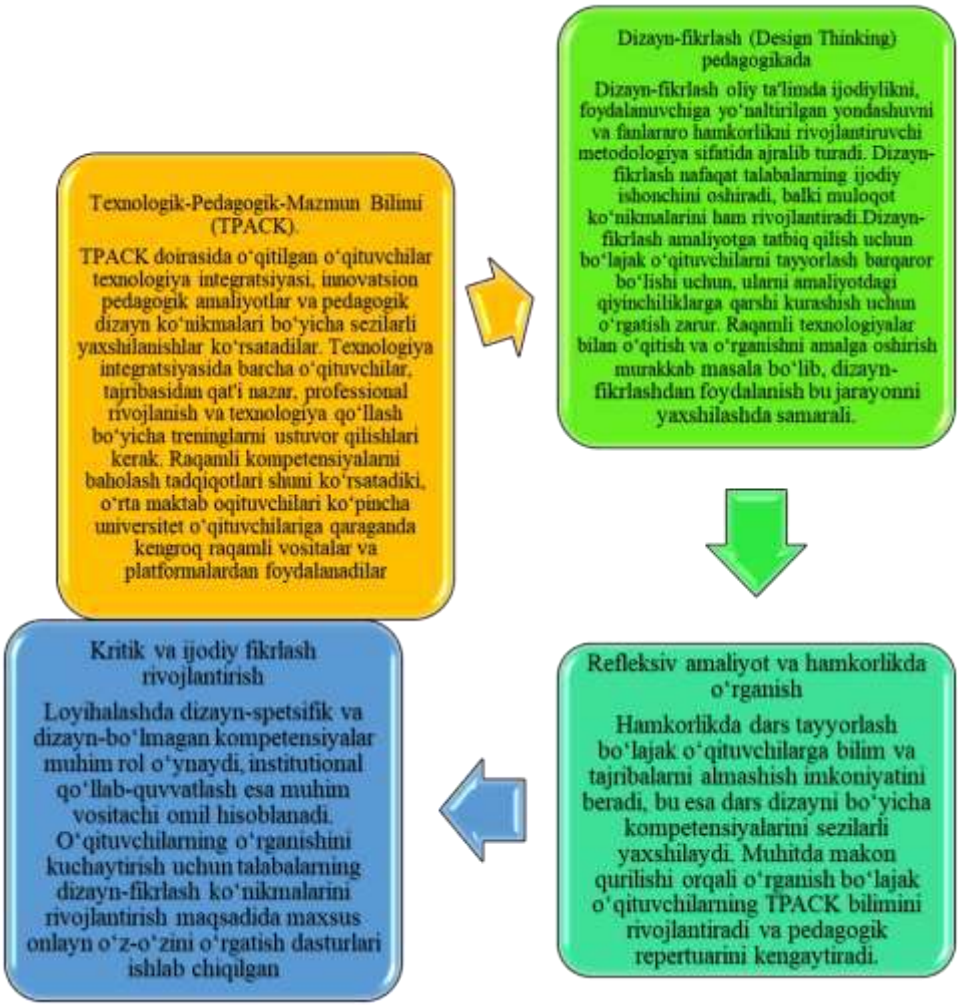
XXI asrning pedagogik paradigmasi o‘qituvchidan nafaqat fan bo‘yicha chuqur bilimga ega bo‘lish, balki o‘quv jarayonini samarali loyihalash, zamonaviy ta’lim texnologiyalarini integratsiya qilish va o‘quvchilarning turli xil ehtiyojlariga javob beradigan ta’lim muhitini yaratish ko‘nikmalarini talab qiladi. Pedagogik bilim, texnologik bilim va fan bo‘yicha bilimlarning integratsiyasini ta’minlovchi TPACK modeli zamonaviy o‘qituvchilar tayyorlashda keng qo‘llanilmoqda. Loyihalash mahorati (instructional design competence) – bu o‘qituvchining o‘quv jarayonini maqsadga muvofiq rejalashtirish, tizimli tashkil etish va samarali amalga oshirish bo‘yicha bilim, ko‘nikma va qobiliyatlar majmui. Bu ko‘nikma ta’lim maqsadlarini aniq belgilash, o‘quv materiallarini mantiqiy ketma-ketlikda tuzish, pedagogik vaziyatlarni

modellashtirish va ta’lim natijalarini prognozlashtirish qobiliyatini o‘z ichiga oladi.

Bo‘lajak o‘qituvchilar uchun darsni rejalashtirish jiddiy qiyinchilik tug‘diradi, chunki bu odatda individual vazifa sifatida yondashiladi va pedagogik mazmun bo‘yicha yetarli bilimga ega bo‘lmaganlar uchun qiyinchilik bo‘lishi mumkin. Tadqiqotlar ko‘rsatdiki, darslarni rejalashtirishning umumiy kamchiliklari o‘qituvchilarning cheklangan tajribasi, o‘quv materiallariga kirish imkoniyatlari, o‘quvchilarning qiziqishlari va baholash obyektivliklariga mos kelmaslik kabi omillardan iborat.

Hozirgi kunda ko‘pgina oliy ta’lim muassasalarida bo‘lajak o‘qituvchilarni tayyorlash jarayonida loyihalash mahoratini tizimli rivojlantirish mexanizmlari yetarli darajada ishlab chiqilmagan. Bo‘lajak o‘qituvchilar dars rejalashtirish, sinf boshqaruvi, o‘quv dizayni va etika kodeksiga rioya qilishda qiyinchiliklarga duch kelishadi. Bu esa yosh mutaxassislarning amaliy faoliyatga kirishganda ko‘plab muammolarga duch kelishiga olib kelmoqda.

Loyihalash mahorati haqidagi zamonaviy qarashlar bir necha asosiy yo‘nalishlarda rivojlanmoqda. Katta til modellaridan (LLM) foydalangan holda o‘qituvchilarning professional rivojlanishini qo‘llab-quvvatlash va aralash ta’lim da o‘quv dizayni bo‘yicha kompetensiyalarni rivojlantirish zamonaviy tadqiqotlarning muhim yo‘nalishi hisoblanadi. Pedagogik adabiyotlarda loyihalash mahorati quyidagi asosiy komponentlardan iboratligini quyida berilgan jadvalda ko‘rishimiz mumkin.



TPACK modeli asosida tayyorlash. TPACK-ga asoslangan professional rivojlanish o‘qituvchilarning raqamli ko‘nikmalari va virtual pedagogikalarini yaxshilaydi. TPACK modeli uchta asosiy bilim sohasini birlashtiradi:

- texnologik bilim (TK): Raqamli vositalar, dasturiy ta’minot va texnologiyalardan foydalanish ko‘nikmalari
- pedagogik bilim (PK): O‘qitish metodlari, strategiyalar va yondashuvlar bo‘yicha bilimlar
- mazmun bilimi (CK): O‘qitiladigan fan bo‘yicha chuqur bilimlar

Bu uchta komponentning integratsiyasi o‘qituvchilarga texnologiyani pedagogik maqsadlarga mos ravishda qo‘llash imkonini beradi.

2. Design Thinking metodologiyasi. Dizayn-fikrlash beş asosiy bosqichni o‘z ichiga oladi: empatiya, aniqlash, ideatsiya, prototiplash va sinash. Bu bosqichlar talabalarning ijodiy ishonchini, o‘rganish motivatsiyasini va jamoaviy ijodiy faolligini oshiradi. Design Thinking pedagogikada qo‘llash:

- muammolarni foydalanuvchi nuqtai nazaridan tushunish
- ko‘p sonli g‘oyalar yaratish va sinovdan o‘tkazish
- xatolardan o‘rganish va takrorlash jarayonlari Hamkorlikda ishlash va fanlararo yondashuvlar

Hamkorlikda dars rejalashtirish (Collaborative Lesson Planning). Hamkorlikda dars tayyorlash jarayonida o‘qituvchilar birgalikda dars rejalari ishlab chiqishlari, o‘quv dizayni, sinov o‘qitish, kuzatish va o‘zaro baholash siklik jarayonini amalga oshiradilar. Tengdoshlar fikri (peer feedback) talabalarning yozma muloqot ko‘nikmalarini va hamkorlik qobiliyatlarini yaxshilaydi.

Metaverse va virtual muhitlarda o‘qitish. Bo‘lajak o‘qituvchilar metaverse muhitida makon qurilishi orqali o‘rganish tajribasida TPACK bilimlarini kengaytiradilar va nazariya va amaliyot o‘rtasidagi bo‘shliqni to‘ldiradilar. Virtual muhitlar bo‘lajak o‘qituvchilarga xavfsiz muhitda turli pedagogik yondashuvlarni sinab ko‘rish va xatolardan o‘rganish imkoniyatini beradi.

Zamonaviy pedagogik psixologiya loyihalash mahoratini shakllantirish jarayonini bir necha asosiy nazariyalar bilan tushuntiradi:

Faoliyat nazariyasi (A.N. Leontev, S.L. Rubinshteyn) loyihalashni maqsadga yo‘naltirilgan, motivatsion, operatsion, ijro etuvchi va nazorat komponentlarini o‘zida mujassamlashtirgan faoliyat sifatida qarash imkonini beradi.

Konstruktivistik yondashuv bo‘lajak o‘qituvchilarning o‘z bilimlarini faol ravishda qurish, amaliy tajriba orqali o‘rganish va hamkorlikda muammolarni hal qilish jarayonida loyihalash ko‘nikmalarini shakllantirish zarurligini ta’kidlaydi.

Metakognitiv rivojlanish nazariyasi o‘qituvchilarning o‘z fikrlash jarayonlari haqida fikrlash, o‘z faoliyatini tahlil qilish va strategiyalarini moslashtirishni o‘rganish muhimligini ko‘rsatadi.

Bunsan tashqari, xalqaro tajribalar ham muhim ahamiyat kasb etadi. Uni quyidagicha izohlaymiz:

Amerika Qo‘shma Shtatlari tajribasi. AQSh universitetlarida «Understanding by Design» (UbD) yondashuvi keng qo‘llaniladi. Bu yondashuvda dars loyihalashni oxirgi natijalardan boshlab, orqaga qarab rejalashtirish (backward design) asosida amalga oshiriladi. Bu usul o‘qituvchilarga avval ta’lim maqsadlarini va kutilayotgan natijalarni aniq belgilashga, keyin esa bu maqsadlarga erishish uchun eng samarali yo‘llarni aniqlashga yordam beradi.

Finlandiya tajribasi. Finlandiya ta’lim tizimida bo‘lajak o‘qituvchilar amaliyot davomida real maktab sharoitida loyihalash ko‘nikmalarini rivojlantiradilar. Har bir talaba ekspert o‘qituvchilar nazorati ostida to‘liq dars sikli – rejalashtirish, o‘tkazish va tahlil

qilish – orqali o‘tadi. Bu yondashuv nazariya va amaliyot o‘rtasidagi bo‘shliqni bartaraf etishga yordam beradi.

Singapur tajribasi. Singapur ta’lim tizimida «Lesson Study» metodikasi keng qo‘llaniladi, bu usulda o‘qituvchilar guruhi birgalikda dars loyihasini ishlab chiqadi, uni o‘tkazib ko‘radi va natijaviy tahlil qiladi. Bunday hamkorlikdagi loyihalash professional o‘sishni tezlashtiradi va o‘qituvchilarning refleksiv qobiliyatlarini rivojlantiradi.

Avstraliya tajribasi. Avstraliya universitetlarida «Design Thinking» metodologiyasi pedagogika yo‘nalishida o‘qiyotgan talabalarga o‘rgatiladi. Bu yondashuv ijodiy muammolarni hal qilish va innovatsion yechimlar topishga qaratilgan. Avstraliyada 24 nafar o‘qituvchi ishtirokidagi tadqiqot ko‘rsatdiki, dizayn-fikrlashdan foydalanish raqamli texnologiyalar bilan ta’lim amaliyotini murakkabligini qabul qilishga yordam beradi.

Xalqaro tendensiyalar. Oliy ta’lim tizimida raqamli kompetensiyalarning tez sur’atlar bilan rivojlanishi ta’lim muassasalari, o‘qituvchilar va talabalarga yangi qiyinchiliklar tug‘dirmoqda. Pedagogik innovatsiyalar o‘qituvchilarning sinf amaliyotiga ta’siri tadqiq etilmoqda va natijalarda innovatsion yondashuvlarning o‘quvchilar motivatsiyasi va faolligini oshirishda ahamiyati ko‘rsatilgan.

O‘zbekiston oliy ta’lim tizimida bo‘lajak o‘qituvchilarni tayyorlash sohasi sezilarli islohotlar bilan yuzaga kelmoqda. «O‘zbekiston Respublikasi oliy ta’lim tizimini 2030 yilgacha rivojlantirish konsepsiyasi» o‘qituvchilar professional tayyorgarligining sifatini oshirishni ustuvor vazifalar qatoriga qo‘ygan. M.B. Urazova «Bo‘lajak kasb ta’lim pedagoglari loyihalash faoliyatiga tayyorlash texnologiyasi» mavzusida muhim tadqiqot olib borgan. Uning ishida loyihalash faoliyatining tuzilishi, bosqichlari va uni shakllantirish metodikasi ishlab chiqilgan. Sh.E. Kurbonov pedagogik loyihalash jarayonida zamonaviy axborot texnologiyalaridan foydalanish metodikasini tadqiq etgan. U bo‘lajak o‘qituvchilarning raqamli kompetensiyasini rivojlantirish orqali loyihalash samaradorligini oshirish yo‘llarini taklif etgan. Toshkent, Samarqand, Buxoro va Urganch davlat universitetlarida «Pedagogik loyihalash» maxsus kurslar o‘qitilmoqda. Biroq, ushbu kurslarning mazmuni va o‘qitish metodikasi hali ham takomillashtirishni talab etadi.

O‘quv dasturlarini zamonaviylashtirishda quyidagilarni amalga oshirsak maqsadga muvofiq bo‘lar edi:

- alohida «Pedagogik loyihalash» fanini kiritish va uni izchil o‘qitish;
- har bir fandan so‘ng dars loyihasi ishlab chiqish;
- nazariy bilim berishdan ko‘ra amaliy ko‘nikmalarni shakllantirish;
- murakkablashib boradigan vazifalar tizimini yaratish;
- kuzatishdan amaliy faoliyatga o‘tish;
- nazorat ostida mustaqil darslar loyihalash;
- real sinf sharoitida tajriba to‘plash.

Kichik guruhlarda loyihalar ustida ishlash davomida eng yaxshi dars loyihalari, refleksiv esselar va tahlillar, talabalarning fikr-mulohazalari, o‘z-o‘zini rivojlantirish rejasi pedagogik tadqiqotlar to‘plash orqali bu mahoratni o‘rganishga yana bir dim qadam bo‘ladi. Bu jarayonda o‘qituvchilardan ta’lim maqsadlarini to‘g‘ri qo‘yish (SMART tamoyillari), davlat ta’lim standartlari va o‘quv dasturlarini bilish, pedagogik nazariyalar va metodlarni tushunish, baholash tamoyillari va usullarini bilish, darsni tuzilma jihatidan to‘g‘ri loyihalash, o‘quv materialini mantiqiy ketma-ketlikda tashkil etish, turli pedagogik usullarni maqsadga muvofiq tanlash, vaqtni samarali rejalashtirish va boshqarishni bilish talab etiladi.

Bo‘lajak o‘qituvchilarning loyihalash mahoratini rivojlantirish zamonaviy ta’lim tizimining muhim vazifalaridan biri bo‘lib,

murakkab, ko‘p qirrali va uzoq muddatli jarayondir. 2023-2024 yillardagi so‘nggi xalqaro tadqiqotlar tahlili shuni ko‘rsatdiki, loyihalash mahorati nafaqat texnik ko‘nikma, balki tanqidiy fikrlash, ijodkorlik, hamkorlik va doimiy professional rivojlanish qobiliyatlarini o‘z ichiga olgan keng qamrovli kompetensiya hisoblanadi.

Loyihalash mahoratini rivojlantirishda quyidagi muammolar mavjud bo‘lib, bu borada biz yechimlar keltirib o‘tdik, Nazariya va amaliyot o‘rtasidagi bo‘shliq muammosiga: Amaliyot soatlarini ko‘paytirish (kamida 300 soat), har haftada real sinfda ishlash imkoniyati, tajribali mentorlar rahbarligida amaliyot, videoyozuvlar orqali o‘z tajribasini tahlil qilish.

Raqamli kompetensiyalarning yetishmasligi: zamonaviy ta’lim texnologiyalari bo‘yicha treninglarda qatnashish, raqamli vositalar bilan amaliy mashg‘ulotlar o‘tkazish, onlayn platformalarda loyihalar ishlab chiqish.

Hamkorlik tajribasining kamligi: guruhli loyihalar majburiy etish, Lesson Study metodikasini joriy etish, professional o‘quv hamjamiyatlari yaratish,. Yuqoridagi muammolarning oldini olishga xizmat qiladi degan umiddamiz.

Xulosa qilib aytganda, bo‘lajak o‘qituvchilarning loyihalash mahoratini rivojlantirish – bu faqat texnik ko‘nikmalarni o‘rgatish emas, balki tanqidiy fikrlash, ijodkorlik, hamkorlik va doimiy o‘z-o‘zini rivojlantirish madaniyatini shakllantirish jarayonidir. Zamonaviy xalqaro tadqiqotlar shuni ko‘rsatdiki, TPACK modeli, Design Thinking yondashuvi, hamkorlikda o‘rganish bu jarayonning asosiy komponentlari hisoblanadi.

Ushbu muammoni muvaffaqiyatli hal etish oliy ta’lim tizimining barcha ishtirokchilari – professor-o‘qituvchilar, talabalar, ta’lim boshqaruvchilari, maktablar va hokimiyat organlarining birgalikdagi sa’y-harakatlari orqali mumkin. Faqat tizimli yondashuv, zamonaviy metodlar, doimiy takomillashtirish va xalqaro tajribalardan o‘rganish orqali biz professional jihatdan tayyor, ijodiy fikrlaydigan, zamonaviy texnologiyalardan samarali foydalana oladigan va XXI asr ta’lim talablariga to‘liq javob beradigan o‘qituvchilar tayyorlay olamiz.

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Принципы Повышения Командиров В Должности И Власти В Армии Амира Темура

Холдаров Абдулхамид Йулдашевич

Аннотация
В статье анализируются механизмы кадровой политики в армии Амира Темура. На основе исторических реконструкций и анализа структуры войск («Уложения Темура») рассматриваются критерии продвижения военачальников по иерархической лестнице: от личной доблести до административных навыков.
Ключевые слова: Амир Темур, военная иерархия, меритократия, военное искусство, лояльность, стратегическое управление, кадровая политика, Средневековье.

Изучение принципов повышения командиров в армии Амира Темура представляет определенную сложность для современной историографии. Доступные сведения о деталях внутренней военной политики Сахибкирана ограничены и зачастую не содержат достаточного количества конкретных, задокументированных кейсов, соответствующих стандартам современного исследования [1]. Большинство источников (Шараф ад-Дин Йазди, Ибн Арабшах) фокусируются на завоеваниях и общей структуре армии. Однако, опираясь на «Уложения» Темура и логику военной организации XIV–XV веков, можно выделить ключевые принципы меритократии и лояльности, определявшие карьерный рост офицеров.

Невозможно предоставить полную информацию с конкретными примерами и фактами принципов повышения командиров в должности и власти в армии Амира Темура, поскольку доступные знания о деталях его внутренней военной политики, особенно в отношении принципов повышения, ограничены и не содержат достаточного количества конкретных, задокументированных примеров и фактов. Большинство источников фокусируются на его завоеваниях, тактике и общей структуре армии, а не на деталях карьерного роста офицеров.

Однако, основываясь на общих сведениях о А. Темуре и его армии, а также о военной организации того периода, можно выделить несколько предполагаемых принципов, которые могли влиять на повышение командиров. Важно отметить, что это реконструкция, основанная на логике и доступных исторических обрывках, а не на прямых указаниях А. Темура или подробных хрониках.

Очевидные принципы повышения командиров в армии Амира Темура:

личная доблесть и боевые заслуги - военная доблесть, проявленная на поле боя, храбрость, успешное выполнение боевых задач и личный пример для солдат были, вероятно, одними из важнейших критериев [2]. А. Темур, будучи сам выдающимся воином, ценил эти качества. Командир, успешно прорвавший вражеский фланг или захвативший ключевую позицию в критический момент сражения, мог быть замечен и повышен.

Известно, что А. Темур вознаграждал своих воинов, даровал им земли и привилегии за верную службу, что, по всей видимости, включало и продвижение по службе. Этот принцип был краеугольным камнем в любой армии того времени, а для Темура, который сам был военачальником, постоянно лично участвовавшим в сражениях, он имел особое значение.

Повышение в должности часто зависело от непосредственного впечатления, произведенного командиром на поле боя. Это включало в себя не только личную храбрость и бесстрашие перед лицом врага, но и умение вдохновить своих бойцов, повести их за собой в атаку или удержать позиции под натиском.

Командир, который успешно выполнял критически важные задачи – будь то прорыв вражеского строя, захват стратегически важной крепости или успешная оборона ключевого пункта – несомненно, привлекал внимание Темура. Его решения в пылу битвы, способность быстро оценить обстановку и принять верное тактическое решение, могли стать решающим фактором. Иногда повышение могло быть немедленным, прямо на поле боя, как награда за выдающийся подвиг, демонстрируя всем, что доблесть не останется незамеченной. Успешный рейд в тыл противника или блестящее командование авангардом, обеспечивающее победу, могли быть гораздо более весомыми аргументами для повышения, чем формальное старшинство или родовая принадлежность. Темур верил в личный пример и ожидал его от своих военачальников;

верность и лояльность - в условиях постоянных походов и необходимости поддержания беспрекословной лояльности в многонациональной армии А. Темура был критически важен. Любое проявление нелояльности или подозрения в предательстве могло привести к суровому наказанию. Командир, который оставался верен Темуру в трудные моменты, например, во время мятежей или неудачных кампаний, демонстрируя преданность лично ему, а не своим собственным интересам, имел бы больше шансов на повышение [3].

А. Темур безжалостно расправлялся с теми, кто проявлял неповиновение или предавал его, что свидетельствует о его высочайшем требовании преданности. Он также активно использовал систему *тумэнов* и *мингбаши* (десятитысячники, тысячники), где верные командиры назначались на ключевые позиции.

В обширной и многонациональной империи Темура, постоянно находящейся в состоянии войны и внутренней борьбы за власть, абсолютная лояльность лично Амиру была жизненно необходимым условием для любого повышения. Темур не терпел даже малейших признаков своеволия, заговоров или двурушничества. Он строил свою власть на железной дисциплине и личной преданности.

Повышение могли ожидать лишь те командиры, чья преданность была непоколебимой и многократно доказанной. Это означало не только подчинение приказам, но и активную поддержку политики Темура, защиту его интересов и готовность выполнить любое поручение, даже если оно было трудным или рискованным. Командир, который оставался верен Темуру в период мятежей, личных трудностей полководца или после серьезных военных неудач, демонстрировал свою непоколебимую приверженность. Такие люди становились его доверенными лицами, получая более ответственные посты и значительные властные полномочия. Любые подозрения в нелояльности, даже без явных доказательств измены, могли навсегда закрыть путь к повышению, а зачастую приводили и к более суровым последствиям. Лояльность была своеобразной «валютой», которая позволяла Темуру быть уверенным в своих командирах на любом уровне;

военные знания и тактическая компетенция – А. Темур сам был мастером военной стратегии и тактики. Он, безусловно, ценил командиров, которые понимали его замыслы, могли эффективно командовать подразделениями, планировать операции и адаптироваться к изменяющимся условиям боя [4]. Командир, успешно реализовавший сложный тактический маневр, предложенный Темуром, или предложивший эффективное решение в сложной боевой ситуации, мог бы быть отмечен.

Он ценил командиров, которые не просто слепо выполняли приказы, но понимали глубокий смысл его замыслов, могли самостоятельно анализировать ситуацию и принимать обоснованные тактические решения в рамках общей стратегии.

Этот принцип включал в себя глубокое понимание военной географии, способность к логистическому планированию (передвижение войск, обеспечение продовольствием и снаряжением), а также знание сильных и слабых сторон различных видов войск (пехоты, конницы, лучников).

Командиры, способные разработать и успешно реализовать сложные маневры, такие как обходы флангов, внезапные атаки или организация засад, демонстрировали свою тактическую одаренность. А. Темур мог поручать им более сложные и ответственные задачи, например, командование отдельными частями армии или авангардом в крупном походе, что являлось прямой ступенью к дальнейшему повышению. Также ценилось умение анализировать опыт предыдущих сражений, извлекать уроки из побед и поражений, чтобы улучшать свою тактику и обучать своих подчиненных;

происхождение и принадлежность к определенным родам - Хотя А. Темур провозглашал меритократию и поднимал людей из низов, родовая принадлежность (особенно к знатным тюркским или монгольским родам, а также к «беям») все еще играла определенную роль. Лояльность этих родов была важна для стабильности его империи [1].

Представитель влиятельного рода, проявивший себя на службе, мог иметь преимущество перед человеком без знатного происхождения, если их другие качества не были равны. Однако, Темур часто давал шанс и способным выходцам из простого народа.

Множество эмиров и военачальников Темура были представителями известных родов, но и значительное число поднялись благодаря личным качествам. Темур умело балансировал между традициями и личными заслугами. Хотя А. Темур часто выдвигал талантливых людей независимо от их происхождения, родовая принадлежность все же играла определенную роль, особенно на высших эшелонах власти. Знать, обладающая влиянием и ресурсами, была важна для поддержания стабильности империи. Однако Темур не был полностью привязан к старым аристократическим структурам.

В то время как многие высшие эмиры Темура происходили из знатных тюркских и монгольских родов, он активно внедрял в эту систему принцип меритократии. Это означало, что талантливый воин или способный администратор из «простого» народа мог быть замечен и повышен, если он проявлял выдающиеся качества, особенно в верности и доблести. Темур использовал эти повышения для создания новой элиты, которая была лично ему обязана своим положением,

тем самым укрепляя свою собственную власть. Таким образом, если знатное происхождение могло дать некий «старт», то дальнейший рост зависел от личных качеств и заслуг. Темур стремился создать баланс, используя как традиционные родовые связи, так и новую, лично им созданную, верную ему аристократию;

личное доверие и знакомство с А. Темуром – Темур был очень прагматичным и лично вовлеченным в управление своей армией. Он, вероятно, продвигал тех, кого знал лично, чьи способности и преданность он мог оценить на основе личного опыта.

Офицер, который находился в личном окружении Темура, сопровождал его в походах и имел возможность продемонстрировать свои качества непосредственно ему, имел бы больше шансов на повышение. Многие из ближайших соратников Темура были с ним с ранних лет его восхождения, что подтверждает важность личных связей и доверия [2].

Командиры, которые имели возможность лично докладывать Темуру, участвовать в военных советах или сопровождать его в походах, имели больше шансов быть замеченными и оцененными. Темур имел возможность непосредственно наблюдать их поведение, оценивать их суждения и преданность. Опыт совместных кампаний и личные беседы укрепляли эти связи. Если Темур доверял командиру настолько, чтобы поручить ему личную охрану, важную дипломатическую миссию или управление ключевым городом, провинцией, это было явным знаком его высокого расположения и предвестником дальнейшего повышения. Такое личное доверие обеспечивало более быструю коммуникацию, эффективное выполнение приказов и служило основой для формирования его ближайшего окружения;

успешное управление и организация - помимо боевых качеств, способность эффективно организовывать войска, обеспечивать их снабжение, поддерживать дисциплину и решать административные задачи, также была важна для командиров высокого ранга. Командир, успешно организовавший логистику для крупного похода или поддерживающий образцовый порядок в своем тумэне, мог бы быть повышен за свои организаторские способности [4].

Армия Темура была высокоорганизованной для своего времени, что требовало от командиров не только воинских, но и административных навыков.

Этот принцип включал в себя организационные навыки, такие как эффективное распределение ресурсов, обеспечение дисциплины среди тысяч воинов, предотвращение мародерства и поддержание боеготовности частей вне боя. Командир, который мог успешно организовать снабжение своих войск на марше, поддерживать высокий моральный дух среди солдат, разрешать внутренние конфликты и эффективно обучать новобранцев, демонстрировал важные управленческие таланты. Эти качества были необходимы для командования крупными формированиями, такими как тумэны (10 000 воинов), где требовался не только военный талант, но и способности администратора. Успешное управление территорией или гарнизоном в отсутствие Темура также могло быть индикатором организационных способностей, приводящих к дальнейшему повышению и расширению полномочий.

Хотя прямых «уставов» или подробных документов о принципах повышения в армии Темура не сохранилось, можно

предположить, что его система была меритократической в сочетании с элементами личной верности и, в некоторой степени, традиционного статуса [5]. Темур был выдающимся военачальником, который ценил эффективность и результат. Командиры, которые проявляли доблесть, лояльность, тактическое мастерство и организаторские способности, имели наилучшие шансы на продвижение в его могучей армии. Отсутствие конкретных примеров и фактов связано с характером исторических источников того периода, которые, как правило, не углублялись в бюрократические или кадровые вопросы столь подробно, как современные исторические документы.

Система продвижения командиров в армии Амира Темура представляла собой уникальный синтез меритократии (продвижение по заслугам) и личной преданности [6]. Основными выводами исследования являются:

приоритет личных качеств (храбрости и ума) над социальным происхождением в условиях военного времени;

использование системы должностей (десятки, сотни, тысячи, тумэны) как прозрачного механизма карьерного роста;

прямая зависимость политической власти от военных успехов, военачальник почти всегда становился административным правителем завоеванной территории.

Актуальность принципов Темура находят отражение в современных концепциях «межфункционального лидерства» и «меритократического управления»:

результативность (KPI) - как и в XIV веке, современный успех организации зависит от четких критериев оценки достижений («боевых заслуг»), а не только стажа;

корпоративная лояльность - принцип личного доверия и преданности миссии организации остается фундаментом безопасности и устойчивости бизнеса и государства;

адаптивность - требование тактической компетенции Темура созвучно современному запросу на Agile-менеджмент, где лидер подразделения должен принимать самостоятельные решения в быстро меняющейся среде.

Подводя итог, можно утверждать, что армия Амира Темура была не просто военной силой, а сложным социальным институтом с четко прописанными и негласными правилами продвижения. Система повышения командиров была гибкой, она учитывала традиции кочевой знати, но всегда ставила во главу угла прагматизм и эффективность.

Сахибкиран создал уникальный механизм, где власть делегировалась тем, кто мог ее удержать и преумножить своими способностями. Это позволило ему сформировать корпус военачальников, способных действовать автономно на огромных расстояниях от центра. Его опыт доказывает, что для великих свершений кадровая политика должна основываться на триединстве: профессиональной компетенции, безусловной преданности и личной ответственности за результат.

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Prevalence and Correlates of Depression, Anxiety, and Stress among Undergraduate

Divyansh Kumar[1], Maxamatjanova N.M.[2], Kritika Bakna[3]
A Cross-Sectional Study Using DASS-21
[1] Third-year Medical Student, Tashkent State Medical University
[2] Senior Lecturer at the Neurology and Medical Psychology Department, PhD
[3] Third-year Medical Student, Tashkent State Medical University
Corresponding author
Divyansh kumar
E-mail: Dr.divyanshkr@gmail.com

Abstract
Background: Medical students are usually subjected to intense academic and emotional demands, which predispose them to psychological distress. Their well-being and academic performance are negatively impacted by depression, anxiety, and stress, which are now major concerns.
Objective: To find out prevalence and correlates of depression, anxiety and stress among undergraduate medical students by using Depression Anxiety Stress Scale – 21 (DASS-21).
Methods: A cross-sectional survey was conducted among undergraduate medical students using an anonymous online questionnaire that included the DASS-21 scale. The voluntary participation was estimated to be 349-350 students. Descriptive statistics in distributions were analyzed to assess patterns of psychological distress in the domains of depression, anxiety, and stress.
Results: Stress-related symptoms were the most prevalent group of signs, with difficulty in relaxing, irritability and agitation, and excessive nervous energy standing out as the most prevalent among the respondents. Anxiety manifestations like palpitations, trembling, breathlessness, and fear of panic were also common. Symptoms of depression, such as low mood, lack of enthusiasm, and reduction in positive affect, are also present but only at moderate levels. Psychological distress was predominant, with stress being the major domain with manifestations observed in most of the cases, followed by anxiety and depression.
Conclusion: levels of psychological distress are exhibit substantially in undergraduate medical students, including academic pressure, anxiety related to their performance and emotional exhaustion. It is necessary to have routine mental health screening and institutional support mechanisms in place to promote the mental well-being of students.
Keywords: Depression; Anxiety; Stress; Medical Students; DASS-21; Mental Health; Cross-Sectional Study

Introduction

Medical school can feel overwhelming. Between the endless lectures, constant exams, and hands-on clinical work, students are under pressure from every direction. It's no surprise that a lot of them struggle with their mental health.

Depression, anxiety, and stress show up again and again as common problems for medical students around the world. These issues don't just make you feel bad—they mess with your ability to concentrate, hurt your grades, and can even get in the way of becoming the doctor you want to be. The World Health Organization even points to depression and anxiety as top reasons young adults worldwide find themselves struggling, especially in tough academic settings.

To really get a handle on how much these problems affect medical students, researchers often use the Depression

Anxiety Stress Scale-21 (DASS-21). It's a simple tool, but it gives a good snapshot of how students are doing mentally. If we want to improve things—make the academic environment healthier, or set up support programs that actually help—we need to know the full picture.

That's what this study set out to do: find out how common depression, anxiety, and stress are among medical students, and what factors might be connected to them, all measured with the DASS-21.

Materials and Methods

Study Design and Participants

The team ran a descriptive cross-sectional study using an online survey. They invited medical students from all years, hoping to capture the full range of experiences. Everyone who took part did so voluntarily, and their answers stayed anonymous. In the end, about 349 to 350 students filled out the survey completely, so those responses made up the final data.

Data Collection Tool

The survey itself had two main parts:

- Basic questions about each student's background and academics
- The DASS-21 scale—a set of 21 questions that measure depression, anxiety, and stress, with each item scored from 0 ("did not apply at all") to 3 ("applied very much")

Ethical Considerations

Before starting, everyone gave informed consent. The survey didn't ask for names or anything that could identify someone. Privacy was a priority throughout.

Statistical Analysis

Researchers looked at the data descriptively, checking how students' answers spread across the different DASS-21 categories. They used these patterns to see how common depression, anxiety, and stress were in the group.

Results

Participant Overview

Roughly 350 medical students finished the survey, answering every question. The consistency in their responses added confidence to the results.

Stress Domain

Stress topped the list. Many students said they struggled to relax, felt irritable most days, and carried a nervous energy that just wouldn't quit. Overreacting to small problems and being unable to unwind after class were common themes—clear signs of ongoing psychological strain.

Anxiety Domain

Anxiety was right up there, too. Students described racing hearts, trouble breathing, trembling, and a dread of panicking in front of others—especially during exams or evaluations. Academic performance anxiety was a big deal.

Depression Domain

Depression showed up at moderate levels. Some students talked about low moods, losing interest in things that used to excite them, or feeling pessimistic about what's ahead. A few even mentioned feeling emotionally drained or worthless.

Overall Psychological Distress Pattern

Pulling all the results together paints a clear picture:

- Stress symptoms dominated
- Anxiety was also widespread
- Depression was moderate, but still mattered

It's obvious that medical students are carrying a heavy psychological load.

Discussion

This study makes it clear: depression, anxiety, and especially stress are widespread among medical students. Stress stands out as the biggest **issue,** followed by anxiety, then depression—pretty much in line with what other international studies have found. The relentless pace, constant exams, and lack of downtime seem to drive the high stress levels. Anxiety appears closely tied to fear of failure and huge expectations, while the moderate depression likely builds up over time as these pressures pile on.

Conclusion

This study concludes that depression, anxiety, and stress are highly prevalent among undergraduate medical students, with stress being the most prominent psychological concern. Anxiety symptoms are also widely reported, while depressive symptoms are present at moderate yet clinically significant levels. Academic pressure, performance-related fears, and emotional fatigue appear to be major correlating factors contributing to psychological distress in this population.

Recommendations

Routine mental health screening using validated tools such as DASS-21.

Establishment of confidential counseling and psychological support services within medical institutions.

Implementation of stress management and resilience training programs.

Promotion of healthy lifestyle practices, including adequate sleep, physical activity, and balanced academic schedules.

Development of peer-support systems to reduce stigma and encourage help-seeking behavior.

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Conflict of Interest

The authors declare no conflict of interest.

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Central Asia's Strategic Advancement Of Railways And Aviation

Sevara Rakhmonkulova
Tashkent State University Of Uzbekistan Language And
Literature Named After Alisher Navoi
Department Of Social And Humanitarian Sciences History teacher
Boryav387@gmail.com

Abstract
The development of railway transport and aviation in Central Asia from 1991 to 2022 reflects the strategic importance of the region and its efforts to modernize infrastructure after the collapse of the post-Soviet Union. After gaining independence, the countries of Central Asia, including Kazakhstan, Uzbekistan, Kyrgyzstan, Tajikistan, and Turkmenistan, faced serious problems in restoring transport systems aimed at serving the Soviet economy. This article discusses the strategic advancement of railways and aviation in Central Asia.
Keywords: Central Asia, railway transport, aviation, economic needs, stages of development, strategy

The development of railway transport and aviation in Central Asia from 1991 to 2022 is characterized by a complex interrelationship with historical heritage, economic needs, and geopolitical considerations.[1] The Central Asian countries that gained independence after the collapse of the Soviet Union faced the problem of modernizing and expanding their developed transport infrastructure to meet the needs of the Soviet economy.

The railway networks in Central Asia were worn out and poorly maintained by the early 1990s. Each country inherited a railway system that focused primarily on transporting raw materials to industrial centers rather than facilitating trade between newly established national borders.

Kazakhstan was at the forefront of railway development in the region. The government recognized the strategic importance of rail transport for both domestic logistics and international trade, especially as a corridor between Europe and Asia.[2] Significant investments were made in modernizing existing railway lines, improving the signaling system, and increasing freight capacity. In particular, the construction of a new railway corridor connecting Kazakhstan with China, in particular the "Khorgos Gate," changed the game, ensuring the uninterrupted movement of goods between the two countries. By 2022, Kazakhstan had transformed itself into the main transit hub of the Belt and Road Initiative, contributing to increased cargo transportation.

Uzbekistan has also invested heavily in the railway system. The State Joint-Stock Company "Uzbekistan Railways" focused on the electrification of main lines and the modernization of rolling stock. Large projects include the implementation of the Tashkent-Samarkand line and high-speed trains, which significantly reduced travel time and improved passenger experience. The government, striving to intensify ties with neighboring countries, pursued joint projects with Kazakhstan and Turkmenistan, in particular, in the context of regional trade agreements.

The Kyrgyz railway network is more limited, but first of all, efforts were made to improve

[1] Alimov Sh. Развитие железнодорожного транспорта в Центральной Азии (1991-2022 гг.). Abstract of Candidate of Technical Sciences Dissertation. Tashkent, 2018. 150 pages.

[2] Sidorov A. Авиаперевозки в Центральной Азии: проблемы и пути решения (1991-2022 гг.). Abstract of Candidate of Economic Sciences Dissertation. Tashkent, 2020. 180 pages.

cross-border communication with Kazakhstan and Uzbekistan. Projects aimed at restoring the railway infrastructure included the modernization of the Bishkek railway station and the development of logistics centers to facilitate trade.

Tajikistan and Turkmenistan faced specific difficulties due to their geographical location and limited resources. The Tajik railway network primarily connects with Uzbekistan, and efforts were made to improve access to markets, including potential connections with Afghanistan and Iran. Turkmenistan, in turn, focused on developing a railway system to expand connections with Iran and access to the Caspian Sea. The construction of the Turkmenistan-Afghanistan-Tajikistan railway was a strategic initiative aimed at improving regional communication and trade.

The aviation sector in Central Asia has also undergone significant changes since 1991. The region's national airlines were initially hindered by outdated fleets and inefficiency in operation. However, by the late 1990s and early 2000s, countries recognized the need for modernization to develop tourism and trade.

Kazakhstan's Air Astana airline, founded in 2002, emerged as a model for successful restructuring. The airline focused on acquiring modern aircraft and improving the quality of service, becoming a key participant in regional and international air traffic. By 2022, Air Astana had significantly expanded its route network, connecting Central Asia with key global destinations.

The national airline "Uzbekistan Airways" carried out similar reforms, modernized the fleet, and expanded international routes. The government has invested in the reconstruction of Tashkent International Airport, turning it into a modern center capable of increasing passenger and cargo transportation operations. The airline became crucial for tourism, especially for travelers interested in the heritage sites of the Silk Road.

The national airline "Air Kyrgyzstan" faced difficulties, but focused on regional connectivity and worked on improving services and routes. The government aims to enhance the country's role as a transit point in Central Asia and develop tourism and business travel. The history of Tajikistan's aviation has been quite controversial, and the national air carrier has faced operational difficulties. However, the country has worked on improving security standards and expanding its routes, in particular to Russia and neighboring countries, which are important for the diaspora.

Turkmenistan Airways has focused on establishing a state-controlled airline that will operate international routes, including to Europe, Asia, and the Middle East. The government also invested in the modernization of airports, including the new Ashgabat International Airport, which was completed in 2016, reflecting the country's commitment to improving its aviation infrastructure. During this period, regional cooperation played an important role in the development of transport infrastructure. Initiatives such as the Central Asian Regional Economic Cooperation (CAREC) program are aimed at improving cross-border communication and facilitating trade between member states. Cooperation has expanded to joint projects and agreements, supporting a more integrated approach to transport and logistics.

Geopolitical factors also played a decisive role in the formation of transport development. China's rise as a global economic power has led to increased investments in Central Asian infrastructure, particularly through the Belt and Road Initiative. This not only stimulated railway projects, but also strengthened air connections, and increased flights connecting Central Asia with Chinese cities.

As of 2022, the ongoing evolution of rail and air transport in Central Asia reflects the region's desire to take advantage of its strategic position as a vital corridor between Europe and Asia. Despite the persistence of challenges, including funding constraints and geopolitical tensions, the commitment to modernize transport infrastructure underscores the importance of connectivity in stimulating economic growth and regional integration.

According to the data, today the length of the railways of the countries of Central Asia is 22 thousand kilometers. About 18% of the region's railways pass through the territory of Uzbekistan. It is gratifying that in recent years, practical measures have been taken to implement transport projects in Central Asia in an atmosphere of mutual trust and friendship.

On June 22, 2016, the Angren-Pap railway opened. In March 2017, high-speed trains were launched on the Tashkent-Almaty route. In 2017, the new Turkmenobod-Farab railway and road bridges across the Amu Darya were opened. This made it possible to increase the volume of cargo transportation by 2.5 times. In March of this year, the Galaba - Amuzang - Khoshadi railway line was put into operation. This plays an important role in the development of transit cargo transportation.[3] In addition, it creates additional opportunities for access to Turkmenistan and Afghanistan. Uzbekistan, which built the first railway in Afghanistan - the Hairatan - Mazar-i-Sharif line in 2011, makes a great contribution to the development of the country's economy. In the future, the Mazar-i-Sharif - Herat railway construction project will be implemented, which will serve to restore the Afghan economy. This route will undoubtedly serve to increase the trade and transit potential of Uzbekistan, and as a result, our country will have direct access to the ports of Iran, including Bandar Abbas and Chabahar.[4]

In order to further diversify foreign trade transport corridors, increase transit potential, as well as create additional favorable conditions for the development of the competitiveness of domestic transport and logistics companies in foreign and domestic markets, the Resolution of the President of the Republic of Uzbekistan dated December 2, 2017 "On Measures for the Development of Foreign Transport Corridors" was adopted. The Resolution "On Improving Transport Infrastructure and Diversifying Foreign Trade Routes for 2018-2022" was also adopted. The document approved the Comprehensive Program for Improving Transport Infrastructure and Diversifying Foreign Trade Routes for Cargo Transportation for 2018-2022. Within its framework, systematic work was carried out to improve the bilateral contractual and legal framework and implement international agreements.

The President of the Republic of Uzbekistan, proposing to search for new reserves and effective mechanisms for expanding effective regional cooperation as priority areas of interaction between the countries of Central Asia, notes the importance of developing specific partnership programs in the trade-economic and transport-communication spheres.

In this regard, the implementation of transport and communication projects connecting Central Asia with major seaports and world markets should be a priority.

The tasks set by the President of the Republic of Uzbekistan Shavkat Mirziyoyev on transport issues at international

[3] Kurbanov S. Проблемы развития железнодорожного транспорта в Таджикистане (1991-2022 гг.). Abstract of Candidate of Technical Sciences Dissertation. Dushanbe, 2020. 180 pages.

[4] www.railway.uz// Markaziy Osiyo xalqaro transport yo'laklari tizimida: strategik istiqbollar va foydalanilmagan imkoniyatlar. 2018.09.18.

conferences are reflected in the Development Strategy. In particular, the 36th goal of the Strategy provides for the development of a unified transport system with all modes of transport, creating conditions for the possibility of daily traffic between large cities on planned transport routes.

This includes improving the public transport system and developing its infrastructure in the city of Tashkent and regions; increasing the attractiveness of intercity and suburban railway routes; developing the transport and logistics services market and infrastructure, bringing the level of electrification of railway infrastructure to 60 percent, and accelerating the development of the highway network.

In his speech on the Trans-Caspian International Corridor at the meeting of the Council of Heads of State of the Organization of Turkic States, held on November 11, 2022, in Samarkand, the President noted that Uzbekistan transports ten percent of its foreign trade cargo through this route and emphasized the need to introduce the most favorable tariffs for business and create modern transport infrastructure.

In conclusion, it emphasizes the important role of transport infrastructure in the formation of economic development and regional cooperation in Central Asia from 1991 to 2022. By documenting historical evolution, current challenges, and future opportunities, the study provides valuable insights into the importance of transport systems. It is important for strengthening ties and stimulating sustainable growth in the region.

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Aspects And Processes In Developing Intercultural Communicative Competence Among Tourism Students

Vazira Ochilova
Uzbekistan State World Languages University
PhD, Associate Professor
vazira.ochilova@gmail.com

Abstract
The rapid acceleration of globalization, the steady growth of international tourism, and the expansion of intercultural contacts are placing new demands on the professional preparation of specialists in the tourism sector. A modern tourism professional must possess not only foreign language proficiency but also the ability to communicate effectively with representatives of diverse cultures, understand their values and behavioral norms, and manage potentially conflicting situations in a constructive manner. For this reason, the development of intercultural communicative competence has become one of the priority directions in the training of students majoring in tourism at higher education institutions.
This article examines the key aspects and processes involved in developing intercultural communicative competence among tourism students, with particular attention to empathy, psychological preparedness, adaptability, and individualization.
Keywords: intercultural competence, tourism education, empathy, adaptability, individualization, emotional intelligence, intercultural communication.

The Concept of Intercultural Communicative Competence

Intercultural communicative competence refers to an individual's ability to engage in effective, respectful, and goal-oriented communication with representatives of different cultures. This competence encompasses knowledge (understanding of cultural differences), skills (communication strategies), attitudes and values (openness, tolerance, respect), and personal qualities.
In the tourism industry, this competence is especially significant because service provision is largely built upon direct interpersonal interaction. Hotel staff, tour guides, travel agents, and airport service personnel work with clients who differ in nationality, religion, cultural background, and mentality. Therefore, awareness of cultural differences and the ability to take them into account are essential conditions for professional success.
The development of intercultural competence is not an instantaneous outcome but a gradual and multifaceted process. It requires not only theoretical knowledge but also personal experience, reflection, and practical engagement.

Empathy as the Psychological Foundation of Intercultural Communication

Empathy is the ability to understand another person's emotional state and respond with appropriate sensitivity. For tourism students, the development of empathy plays a vital role in their future professional activities. Establishing effective contact with clients, understanding their needs, and providing appropriate services require an empathetic approach.
Empathy can be developed through:

- Role-playing activities and simulations that allow students to assume the perspective of representatives of different cultures;
- Analysis of conflict situations and discussion of alternative solutions;
- Examination of real-life case studies;
- Reflective journaling.

The cultivation of empathy contributes not only to professional growth but also to personal development. It reduces intercultural tensions, challenges stereotypes, and strengthens mutual trust between individuals from different cultural backgrounds.

Psychological Preparedness and Cultural Sensitivity

Success in intercultural communication largely depends on psychological preparedness. Interactions across cultures often involve uncertainty, differences in behavioral norms, and varying communication styles, which may cause stress. Therefore, students must be psychologically equipped to manage such situations.

Psychological preparedness includes:

- Tolerance of ambiguity;
- Freedom from stereotypical thinking;
- Openness and tolerance;
- Emotional self-regulation.

To foster cultural sensitivity, classroom instruction incorporates analysis of cultural values, traditions, and social norms. Through comparative approaches, students are encouraged to examine their own cultural experiences alongside those of others. This process promotes an understanding of cultural relativity and helps students avoid ethnocentric judgments.

Adaptability as a Key Professional Competence

Adaptability refers to the ability to adjust effectively to new cultural environments. Tourism professionals frequently encounter diverse communicative situations. Therefore, the ability to modify speech patterns, behavior, and even non-verbal communication according to context is crucial.

The development of adaptability can be supported through:

- Problem-based learning tasks;
- Interactive teaching methods such as debates, case studies, and project work;
- Meetings with foreign guests or industry practitioners;
- Internships that provide real-world professional experience.

Adaptability enables students to feel confident in different cultural contexts. In turn, this positively influences service quality and customer satisfaction.

Individualization in Developing Intercultural Competence

Individualization is an important pedagogical principle in fostering intercultural competence. Each student possesses unique personal experiences, temperament, and communication styles. Therefore, educational processes should account for individual differences.

Individualization may be implemented through:

- Differentiated assignments;
- Independent research projects;
- Reflective essays and analytical writing;
- Development of personal growth plans.

Such an approach enhances students' self-awareness and supports conscious development of intercultural competence.

Conclusion

The formation of intercultural communicative competence among tourism students is a complex and multi-stage process. Empathy, psychological preparedness, adaptability, and individualization emerge as key components of this process. Empathy promotes mutual understanding, psychological preparedness reduces stress and prevents intercultural conflicts, adaptability enables flexible responses to diverse communicative situations, and individualization supports personal growth trajectories.

To prepare competitive and professionally competent tourism specialists, it is essential

to develop intercultural communicative competence in a systematic manner. This process should integrate interactive methodologies, experiential learning, and practical training within an integrative pedagogical framework.

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Artistic-Aesthetic Significance Of Poetic Image In Poetry

Nigoraxon Salokhiddinova,
Associate Professor of the Department of Uzbek and
Russian Languages, University of Economics and Pedagogy

Abstract
The article discusses the importance of poetry as an artistic and aesthetic phenomenon. The artist's ability to give poetic brilliance to words, deep lyricism, and the ability to express feelings with extreme delicacy are analyzed.
Keywords. Poetry, psychological state, beauty, imagery, idealism, aesthetics, lyrical hero, image, detail, spiritual harmony.

In recent years, the tendency to rediscover with its novelty has intensified in Uzbek poetry. The possibilities of poetry have begun to manifest themselves more fully and vividly in all respects. In poetry, there has been an increased tendency to synthesize the processes of communication of the past, present, and future. The desire to understand the world and its content, one's own present and future, which are swaying towards the future, remains one of the main themes of our poetry.

As is known, there are various meanings of vision. The artist must be able to find among these shades of meaning the one that is most proportional to a particular psychological state, the one that logically corresponds to it. This requires, based on the internal content of the poetic context, to assign a specific artistic task to the chosen medium. It is not enough to put forward a logically based judgment, it is also important to wrap it in a "poetic dress", that is, to express it effectively through an artistic form.

There is no such thing as a judgment that is big or small. Any judgment serves to evaluate, define or confirm a certain phenomenon. And poetry is undergoing the process of becoming a sensitive seismograph, recording the most subtle fluctuations of the era and the human psyche. This is undoubtedly a great positive phenomenon. In general, beauty in poetry is poetic beauty. "… Beauty remains beautiful even in a gesture"[1].

Poetry has grown not only in quality, but also in quantity. However, despite this, there are still few mature poems that are able to fill the gaps in the reader's spiritual world. In many published poems, the theme is repeated, insignificant details are brought to the center of the image. Most importantly, they lack the naturalness of imagery; the artistic image does not acquire a strong ideological and aesthetic significance. As a result, the poem resembles a mechanical sum of similes, adjectives, metaphors and other poetic elements. The details used do not serve to reveal the psychological aspects of the psyche of the lyrical hero. Therefore, replacing such details with other, even not very related in content, details does not seriously damage the overall artistic effect of the work. This indicates that the internal necessity of the image and detail is not sufficiently justified.

In the poem "Ghazalsan" by M. Turobova, spring is praised as follows:

Yana keldi bahor sarvinoz,
Sevgim kabi aziz, muqaddas.
Bahor, bahor, qanotingni yoz,
Dilginamda uyg'otding havas.

[1] Озеров Л. Мастерство И волшебство. Книга статей, 1972, с.12.

Gullar bazmi,
Nur bazmi xandon,
Sevgi misol to‘ymay vasliga,
Men bag‘ringda kezaman shodon,
Kirsam deyman visol qasriga.
Buncha xushro‘y,
Go‘zalsan, bahor,
Yo‘lim nurli etding azal san.
Senga otash muhabbatim bor,
Yuragimda qat-qat g‘azalsan.

It is not clear whether spring is being sung in the poem or just an abstract feeling. If spring is being sung, then it has its own image. When we think of spring, we imagine not just a spring breeze, but colorful landscapes. There are countless spring flowers, but each of them is unique. Spring also has an early and late season, each of which is completely different. For example, in Abdulla Oripov's poem "Spring", not early spring, but a "late" spring landscape finds its poetic expression:

Dilbar kelinchakning ko‘ksida g‘ulu,
Zardolu shoxiga tashlar ko‘z qirin.
Barg aro shu’lalar kaftlarmikan u,
Bahor tetapoya go‘dakday shirin.

In these verses, spring is not presented in a general and abstract way, but through a clear, vivid image. Every detail is subject to internal logic. M. Turobova, on the other hand, unnecessarily piles up metaphors such as “carnation”, “as dear as love”, “holy”. The worst fault for a poet is not knowing the exact criteria of words. Therefore, in the next stanza, lofty combinations such as “a feast of flowers, a feast of light” appear. The metaphor “Visol Castle” is completely inappropriate: it gives the impression that it arises only from the requirements of rhyme. The task of the following verses is also abstract. True poetry, as Federico García Lorca noted, “A poem embodies proportion and poetic harmony. If a poem does not have internal order and harmony, nothing — even the most beautiful metaphors — can save it from abstraction.”[2]. With this requirement, let us pay attention to the above excerpt from A. Oripov's poem "Spring". The thoughts in each line complement each other and cannot "live" without each other. The details used to reveal the state of the charming bride are chosen with extreme skill. The clarity and brightness of the image are so high that the reader involuntarily feels which stage of spring is being described. Only four lines. But these four lines embody a certain time, a certain mood, the bride's inner state, and her dreams and aspirations. The direction of the details in the lines also acquires ideological and aesthetic value because they are in harmony with the bride's mental state. This is not a simple message, but a poetic and psychological expression that is the product of subtle observation. Therefore, in a real poem, a detail is not accidental. It is selected based on internal necessity and serves the general idea. Only when the image, detail, and mental state are in harmony with each other does the work achieve artistic perfection. Otherwise, the poem cannot go beyond the sum of metaphors and lofty words.

As can be seen from the above examples, it is all about the character of the experience and its individual qualities. Literary articles and reviews often talk about the birth of the experience, the uniqueness of the poet, but the role of these individual characteristics in artistic expression is not sufficiently revealed.

In most cases, they limit themselves to the general idea that “feeling has an individual character, therefore such and such a poet depicts autumn or spring in his own unique, irreplaceable colors.” Of course, the individuality of feeling cannot be denied. However, this is not the main point.

[2] Федерико Гарсио Лорка. Об исткусстве. М., 1971, с. 139

Despite the relative diversity of people's spiritual worlds, there is still some commonality in their psychology. It is only on the basis of this commonality that artists can express emotional states. The image, detail, poetic devices in the poem serve as a means of conveying this emotional state to the reader.

Everyone feels, thinks, rejoices or suffers. But not everyone has the ability to artistically express these experiences. An experience in itself is not yet art. Transforming it into poetic beauty, raising it to the level of generalization, transforming an individual feeling into an aesthetic phenomenon that applies to everyone - this process determines the creative skill. Therefore, it is not the individuality of the experience that is important, but how it is embodied in artistic form. If the poet can transform his experience into an image based on internal logic and aesthetic necessity, then the individual feeling acquires a general aesthetic value. Otherwise, it remains at the level of a mere personal feeling. Therefore, the value of a work of art lies not only in the sincerity of the experience, but in its ideological and aesthetic perfection. An individual mental state becomes a true poetic phenomenon only when it is raised to the level of generalization through images and details.

The aesthetics and logic of the poet are directly related to his creative influences. At the same time, the analysis of the poet's works reveals the depth, vitality, truthfulness of his character and the nature of lyricism. The most important aspect of lyricism is the poet's ability to convey his inner experiences and feelings to the reader. The subtle aspects of lyricism are clearly manifested in the poems of the poetess Saida Zunnunova. This is especially noticeable in reflections on life and death, human experiences and spiritual experiences. For example, in the poem "The Rose Was Hidden from Me", the subtle experiences of the human psyche are expressed through nature:

Daraxtlar gullabdi menday,
Hatto sezdirmasdan tug‘ibdi g‘o‘ra.
Yana pinhon dilga g‘unchalar siri,
Yaproqlar kattayib tortibdi xira.

Such images allow the reader to experience the beauty of nature and the lyricism that is in harmony with human emotions. The poet can also make the images vivid and sensitive to create intimacy with the reader's inner world. For example, ***“Yaproqlar kattayib tortibdi xira”*** Expressions such as not only describe the external landscape, but also harmonize with the spiritual experience of a person. Each detail reveals the inner world of the poet, increasing the depth and sincerity of lyricism. Thus, lyricism in the poetry of Saida Zunnunova is an aesthetic phenomenon formed through the artistic expression of the poet's individual feelings, the combination of nature and human experiences.

The poet's main immediacy and calmness constitute the essence of her poetic work. This immediacy and attention to detail allow the reader to convey their interconnectedness and indifference. Through this, the poet expresses her thoughts, experiences and imaginations more clearly and effectively.

The poetess fully takes into account the passage of time, the change of seasons and the transformation of nature when creating her unique images. For example, in the line “The trees bloomed like me”, the loss of greenery, the change of leaves and the indifference in their perception are described as a natural process that occurs quickly. At the same time, these changes also create harmony in the human soul.

In a way characteristic of the poet’s style, the subtlety of lyricism, vital fear and sincerity are gradually and naturally instilled in the reader. Through this relatively slow

but profound process, a perfect harmony of images and feelings is created.

In the process of analyzing all events, each poet reveals his spiritual wealth and tries to convey them to the reader. The authenticity of lyricism, the sincerity of the experience are determined by the characteristic of the description of the event, the truthfulness of the detail and the criteria of generalization. Because external, objective material is processed through the individual psyche of each artist. In this way, the poet's mental state and experiences are conveyed to the reader aesthetically and ideologically, and lyricism is perfectly expressed.

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Modern Trends In Preparing Students For Speech Therapy Activities In Inclusive Education

Sharifova Maxliyo Zarif qizi
Lecturer at Bukhara Innovation University,
Department of Pedagogy, Psychology, and Sports

Abstract
This article explores the modern trends and pedagogical conditions necessary for preparing future speech therapists to work effectively within inclusive educational environments. As inclusive education becomes a global priority, traditional methods of correctional pedagogy must be supplemented by innovative approaches, including digital didactic tools, interactive methodologies, and modernized practical training. The study analyzes the critical need to update higher education curricula to foster both the professional and digital competencies of students majoring in special pedagogy. Particular attention is given to the practical application of these modern trends in early childhood and preschool education settings, where early intervention and individualized approaches are crucial. By integrating theoretical knowledge with practical skills in utilizing modern educational technologies, universities can produce highly qualified, adaptable specialists capable of designing effective correctional pathways for children with diverse special educational needs. The findings suggest that a modernized training framework significantly enhances the professional readiness, psychological adaptability, and pedagogical effectiveness of future speech therapists in inclusive classrooms.
Keywords: inclusive education, speech therapy training, modern pedagogical trends, digital competence, correctional pedagogy, early childhood intervention, future speech therapists, higher education methodologies, interactive technologies.

INTRODUCTION

The global transition towards inclusive education represents one of the most significant pedagogical shifts of the 21st century. Inclusive education is no longer merely a theoretical concept but a fundamental human right, ensuring that children with special educational needs receive equitable access to quality learning environments alongside their neurotypical peers. Within this paradigm, the role of specialized support services, particularly speech therapy, has become increasingly critical. Speech and language disorders are among the most common developmental challenges faced by children in early childhood and preschool settings. Effective and timely speech therapy intervention is essential not only for overcoming communication barriers but also for facilitating the child's successful socialization, cognitive development, and psychological well-being in an inclusive classroom.

However, the dynamic nature of modern inclusive education demands a fundamental reevaluation of how future speech therapists are trained in higher education institutions. Historically, the preparation of defectologists and speech therapists has heavily relied on traditional medical-pedagogical models, focusing primarily on the anatomical and physiological aspects of speech disorders and standard articulation exercises. While these foundational elements remain inherently important, they are no longer sufficient to meet the complex, multidimensional requirements of today's diverse educational environments. The modern speech therapist must be a highly adaptable, technologically proficient, and pedagogically innovative specialist.

Currently, a noticeable gap exists between the traditional curricula of pedagogical universities and the practical realities of modern inclusive preschools. Today's children, born into a rapidly evolving digital world, respond more effectively to interactive, visual, and technologically integrated learning methods. Consequently, there is an urgent need to introduce modern trends into the professional training of students majoring in speech therapy. These modern pedagogical trends include the active integration of digital didactic tools, the application of STEAM (Science, Technology, Engineering, Arts, and Mathematics) educational methodologies, and the utilization of specialized interactive software designed specifically for correctional pedagogy.

Furthermore, preparing students for inclusive activities requires fostering a deeply ingrained inclusive culture, psychological resilience, and the advanced ability to design individualized educational trajectories tailored to each child's unique cognitive and communicative profile. Future specialists must be systematically trained to seamlessly integrate their correctional work into the broader general educational process, collaborating closely with preschool educators, parents, and child psychologists.

LITERATURE REVIEW AND METHODS

The theoretical foundation of speech therapy in inclusive education draws upon the classical principles of special pedagogy established by eminent scholars such as L.S. Vygotsky, R.E. Levina, and T.B. Filicheva, who developed the fundamental methods for diagnosing and correcting various speech disorders in early childhood. The conceptual shift towards inclusive education—emphasizing the integration and social adaptation of children with special educational needs into mainstream environments—has been extensively analyzed in the international works of M. Warnock and S. Hegarty. Concurrently, within the context of the Republic of Uzbekistan, the national framework for preschool defectology and inclusive practices has been significantly advanced by researchers like L.R. Muminova, F.U. Qodirova, and D.A. Nurkeldiyeva. However, the rapid digitalization of modern society has necessitated a new pedagogical paradigm. Scholars such as O.I. Kukushkina and D.H. Clements have compellingly demonstrated the high efficacy of utilizing information and communication technologies (ICT), interactive software, and multimedia tools to stimulate cognitive and communicative development in children. Despite these critical advancements, a systematic review of the current literature reveals a notable gap. While the application of digital tools by practicing professionals is widely documented, the specific pedagogical methodology for *preparing* future speech therapy students to independently design, adapt, and implement these modern digital didactic tools within complex inclusive preschool environments remains insufficiently explored as an integrated educational problem.

To bridge this scientific gap, a comprehensive research methodology was developed, encompassing a synergy of theoretical, empirical, and statistical approaches. The theoretical framework involved a rigorous analysis of specialized scientific literature, current higher education curricula, and state educational standards to assess the contemporary state of professional training for defectologists. The core of the empirical research consisted of a targeted pedagogical experiment conducted across pedagogical higher education institutions and their affiliated inclusive preschool bases.

The participants of the study were undergraduate students majoring in "Speech Therapy" and "Special Pedagogy,"

who were divided into control and experimental groups. The empirical phase was structured into two primary stages: the ascertaining (diagnostic) stage and the formative stage. During the ascertaining stage, a combination of surveys, direct pedagogical observations, and competence assessment rubrics was utilized to evaluate the students' baseline levels of professional readiness, digital literacy, and practical ability to work in inclusive settings. Initial diagnostics revealed that while students possessed adequate knowledge of traditional medical-pedagogical correction techniques, a significant majority experienced pronounced difficulties in transferring these skills into a digital format or adapting them for children with diverse cognitive needs.

Consequently, the formative stage of the experiment involved the introduction of an innovative, specialized training module for the experimental group. This module focused on the practical application of modern trends, teaching students how to develop author-based interactive didactic games, utilize speech-enhancing mobile applications, and design individualized electronic correctional routes based on STEAM methodologies. During their practicum, these students actively applied their newly acquired digital competencies in real inclusive preschool groups. Finally, the pedagogical effectiveness of the proposed methodological enhancements was measured using comparative quantitative and qualitative analysis, assessing both the growth in the future speech therapists' professional-digital competencies and the subsequent developmental progress of the preschool children they assisted.

RESULTS

The implementation of the targeted pedagogical experiment aimed at integrating modern trends into the professional training of future speech therapists yielded compelling and statistically significant results. The comprehensive diagnostic evaluation, conducted at the conclusion of the formative stage, provided a clear comparative analysis between the experimental group (which received instruction enriched with digital and interactive methodologies) and the control group (which adhered to the traditional curriculum). The primary metric for success was the measurable enhancement of the students' professional-digital competence and their practical readiness to operate effectively within inclusive preschool environments.

Initial diagnostic assessments revealed a prevalent deficiency among both groups regarding the application of digital didactic tools; approximately 65% of the total participating students exhibited a low or merely reproductive level of digital pedagogical competence. They primarily relied on standardized, non-interactive medical-pedagogical correction techniques. Following the introduction of the specialized training module, the final assessment demonstrated a marked divergence in outcomes. Within the experimental group, a profound transformation was observed: 78% of the future speech therapists advanced to a high (creative) or intermediate (heuristic) level of professional readiness. These students successfully demonstrated the ability to independently design individualized electronic correctional routes, adapt existing interactive software, and create author-based digital didactic games tailored specifically to the unique cognitive and psychological profiles of children with special educational needs in inclusive settings.

Conversely, the control group exhibited only marginal improvements, primarily within the scope of traditional theoretical knowledge, with the majority remaining at a reproductive level regarding the practical integration of modern technologies. A critical qualitative outcome was the

significantly heightened psychological resilience and pedagogical flexibility observed in the experimental group. During their practical placements in inclusive preschool groups, these students were better equipped to engage neurotypical children alongside those with speech disorders, utilizing interactive, digitally-enhanced activities that simultaneously stimulated cognitive development, spatial reasoning, and social interaction, thus fostering a genuinely inclusive micro-climate.

Furthermore, the effectiveness of the modernized training methodology was directly reflected in the developmental progress of the preschool children assigned to the experimental group students. The continuous pedagogical monitoring indicated a notable acceleration in the correctional process. Specifically, children receiving intervention through modern, interactive digital tools—such as voice-activated phonetic games and visually dynamic articulation exercises—demonstrated a 30% faster acquisition of correct sound pronunciation compared to those receiving exclusively traditional therapy. Moreover, these interactive methodologies significantly reduced the fatigue and apathy frequently observed in children with special needs during conventional sessions, sustaining higher levels of educational motivation and emotional engagement throughout the corrective process.

These empirical findings conclusively confirm that the integration of modern digital trends and interactive methodologies into higher education curricula does not merely enhance the technical skills of future speech therapists. Rather, it constitutes a fundamental qualitative shift, producing highly adaptable, innovative professionals capable of significantly optimizing speech therapy services and ensuring the successful socialization of children within complex inclusive educational environments.

DISCUSSION

The empirical results of this study provide substantial evidence that integrating modern digital trends into the professional training of future speech therapists significantly enhances both their pedagogical readiness and the efficacy of early childhood inclusive education. The findings of this research align with and expand upon the technological paradigms proposed by scholars such as O.I. Kukushkina and D.H. Clements, who advocated for the utilization of multimedia and interactive software in special education. However, this study bridges a critical gap by shifting the focus from the *application* of these tools by established practitioners to the *methodological preparation* of university students, proving that digital competence must be cultivated at the foundational level of higher education.

A primary point of discussion is the qualitative shift observed in the experimental group's approach to correctional pedagogy. Traditional speech therapy, firmly rooted in the classical medical-pedagogical models of L.S. Vygotsky and R.E. Levina, often isolates the child to focus strictly on physiological articulation. In contrast, the integration of interactive digital platforms and STEAM (Science, Technology, Engineering, Arts, and Mathematics) technologies allowed future specialists to embed speech correction within broader, play-based educational activities. By utilizing digital didactic games that require spatial reasoning, logical problem-solving, and basic design elements, the future speech therapists successfully stimulated the children's overall cognitive development simultaneously with their phonetic and lexical skills. This multidisciplinary approach is particularly vital in modern

preschool education, where inclusive practices demand that correctional work does not separate the child from their peers but rather integrates them into a shared, dynamic learning ecosystem.

Furthermore, the accelerated developmental progress (a 30% faster acquisition of correct pronunciation) and reduced pedagogical fatigue among the preschool children strongly suggest that digital gamification lowers the psychological barriers associated with traditional therapy. For children with special educational needs, the interactive nature of digital tools translates rigorous, repetitive articulation exercises into engaging, emotionally rewarding experiences. Consequently, when future educators are trained to independently design and adapt these tailored digital routes, they are better equipped to maintain high levels of motivation and active participation among their students.

Despite these highly positive outcomes, the discussion must also acknowledge the inherent challenges of this digital transition. The successful modernization of speech therapy training is heavily contingent upon the infrastructural capabilities of higher education institutions and the continuous updating of their technological bases. Cultivating true digital pedagogical competence requires more than merely providing access to smartboards or tablets; it necessitates a comprehensive overhaul of the curriculum to include elements of educational programming, digital ethics, and universal design for learning (UDL). Therefore, pedagogical universities must foster collaborative environments where students of defectology work closely with IT specialists to develop localized, culturally, and linguistically appropriate digital content.

CONCLUSION

In conclusion, the modernization of professional training for future speech therapists is a critical pedagogical imperative in the era of inclusive education. The empirical findings of this study substantiate that integrating digital didactic tools, interactive software, and STEAM-based methodologies into higher education curricula profoundly enhances the professional and digital competencies of university students. Moving beyond traditional medical-pedagogical models, this innovative approach equips future specialists with the essential skills to design individualized, highly engaging correctional routes that cater to the diverse cognitive and communicative needs of preschool children.

The pedagogical experiment unequivocally demonstrated that when future educators are trained to utilize modern technological trends, the efficacy of speech therapy interventions increases significantly. This is evidenced by accelerated phonetic acquisition and sustained emotional engagement among children with special educational needs. Furthermore, cultivating these advanced competencies fosters psychological resilience and pedagogical flexibility in students, enabling them to seamlessly integrate correctional activities into broader inclusive learning environments.

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The Role Of Digital Technologies In Tourism

(AI, Big Data, IoT)

Khusanova Shodiya Isakdjon qizi
University of Business and Science,
Faculty of Economics, student of group K.IQ 24-03

Abstract
This article highlights the digital technologies that play an important role in the tourism sector, namely artificial intelligence, the Internet of Things, and big data. These technologies also play an important role in services such as further enriching the quality of tourism services, increasing management efficiency, and identifying customer needs.
Keywords: digital tourism, AI, Big Data, IoT, tourism services, digital transformation and innovation.
Annotatsiya
Ushbu maqolada turizm sohasida muhim roʻl oʻynaydigan raqamli texnologiyalar ya’ni sun’iy intellekt, buyumlar interneti, katta ma’lumotlar yoritib beriladi. Shuningdek, bu texnologiyalar turistik xizmatlar sifatini yanada boyitish, boshqaruvdagi samaradorlikni kuchaytirish, mijozlar ehtiyojini aniqlash kabi xizmatlarda muhim ahamiyat kasb etadi.
Kalit soʻzlar: raqamli turizm, AI, Big Data, IoT, turistik xizmatlar, raqamli transformatsiya va innovatsiya.

Bugungi rivojlanayotgan dunyoning raqamli texnologiyalar asrida turizm iqtisodiyotning muhim tarmoqlaridan biri bôlib bormoqda. Qôshimcha qilib aytganda, turizmdagi an'anaviy xizmat kôrsatish raqamli ekotizimga ôzgarishini ham kôrishimiz mumkin. Shuningdek, bir narsani hisobga olishimiz kerakki, albatta, har qanday zamonaviy turist tezkor, ôzi uchun qulay bôlgan va shaxsiy bôlgan xizmatlarni xohlaydi.

Shu sababli barcha sohada raqamli texnologiyalarga bôlgan talab yuqori tezlikda oshib boryapti chunki ular turistik oqimlarni tôğri boshqarish, marketingdagi strategiyalarni rivojlantirish va boshqalarda muhim deb erkin aytolamiz.

Xôsh, ularning har birini alohida vazifalarini qanday deb ôylaysiz ? va buni hozir birgalikda kôrib chiqamiz.

1. AI qanchalik ahamiyatli ?

Bunda asosan chatbot va virtual yordamchilar 24/7 rejimda mijozlarga xizmat qiladi, yana turistlar uchun ularning qiziqishlariga mos bôlgan yônalishlarni ham yoritib beradi. Shuningdek, narxlarni prognozlab, xavfsizlikni ham ta'minlaydi ya'ni yuzni aniqlab, nazorat bilan xavfsizlikni mustahkamlaydi. Natija esa xizmat bôyicha tezlikning qay darajada oshgani va har bir mijoz uchun yaxshi muhit yaratilganini koʻrsatadi.

2. Big Data muhimligi qay darajada?

U turizm oqimlarini nafaqat tahlil qilib rejalashtiradi, balki katta hajmdagi ma'lumotlarni ya'ni turistlarning safar yônalishlari, mavsumiy harakatlari, xaridlari va bundan tashqari ularning qiziqishlari bilan ehtiyojlarini ôrganib, ularga mos va aniq boʻlgan strategiyalarni ishlab chiqadi. Bu texnologiya yordamida turistik hududlarni rivojlantirish bôyicha yangi ğoyalar ilgari suriladi, marketingdagi kompaniyalar samaradorligi oshib boradi, xizmatlar esa talab qay darajada bôlsa shunga mos tarzda takomillashtiriladi, tasodifiy yoki ortiqcha muammolar oldindan aniqlanib boriladi. Bundan shuni bilishimiz mumkinki, natija resurslardan samarali foydalanayotganimizni koʻrsatib beradi.

3. IoT — Buyumlar interneti.

Ushbu texnologiya turizm sohasini yuksalishida muhim ahamiyatga ega. Bu shunchalik aqlli texnologiyaki, u yordamida transport monitoringini, turistlarning oqimini real vaqt davomida kuzatish, navigatsiya va raqamli xaritalar, energiya va resurslarni tejash kabi xizmatlarni bajarish mumkin bo‘ladi. Bu holatlarga bir misol tariqasida, turist xonaga kirganda, albatta, xona avtomatik tarzda xona haroratini sozlaydi va turistlar navbatlarda mobil ilova orqali xizmatlarni buyurtma qilishi mumkin.

Raqamli transformatsiya ko‘rib turganimizdek, xizmatlar sifatini oshiribgina qolmasdan, hududlar bo‘yicha iqtisodiy rivojlanishga ham qo‘shimcha foyda keltiradi. Masalan, aholi uchun yangi ish o‘rinlari yaratilib, mahalliy bizneslar global bozorga chiqishiga sabab bo‘ladi, ekologik va strategik boshqaruv kuchayadi, turistlarning qay hududlarni ko‘proq tanlayotganiga qarab oqimi barqarorlashadi. Agar raqamli turizmning iqtisodiy o‘sishi shu ko‘rinishda davom etsa nafaqat innovatsion rivojlanishni, balki xalqaro raqobatbardoshlikni ham ta’minlab beroladi.

Mavzuga oid adabiyotlar tahlili: So‘ngi yillarda shuni ko‘ryapmizki, turizmni raqamlashtirish xalqaro ilmiy tadqiqotlarda keng o‘rganib chiqilyapti. Shuningdek UNWTO ya’ni Jahon Turizm Tashkiloti hisobotlariga nazar soladigan bo‘lsak, raqamli transformatsiya turizm rivojlanishidagi muhim omil deb qaraladi, tadqiqotlarida esa sun’iy intellekt turistlar xohish-istaklarini o‘rganish, Big Data turistik oqimlarni boshqarishda asosiy vosit deb ta’kidlanadi. Gretzel yondashuviga diqqatimizni qaratsak, raqamli turizm insonlar uchun ham qulaylik, ham turistik hududlarning jozibadorligini oshiruvchi strategik vosita deb asoslaydi. O‘zbekiston tadqiqotlarini ko‘rib chiqadigan bo‘lsak, Olimlar turizmni raqamlashtirish hududiy bandlikni oshirish, iqtisodiyotni esa diversifikatsiya qilish bilan bog‘liq deb ta’kidlanadi. Adabiyotlar tahlili AI, Big Data va IoT texnologiyalarining integratsiyasi turizmdagi samaradorlikning eng zamonaviy modeli ekanligini ko‘rsatib o‘tdi.

Metodologiya: Bu mavzuni yoritishda turizm va raqamli texnologiyalar orasidagi bog‘liqlik o‘rganilib, turistik oqimlar, xizmatlar hajmi baholandi, onlayn band qilish, elektron vizalar va raqamli xizmatlar ham ko‘rib chiqildi. Tadqiqotlar bir nechta usullar yordamida olib borildi. Bu usullar quyidagilardan iborat: ilmiy usul, tizimli tahlil, qiyosiy tahlil, statistik tahlil, empirik kuzatuv, prognozlash usuli.

Tahlil va natijalarga ko’ra, natijalar raqamli texnologiyalar bilan ta’minlangan hududlardagi turistlar oqimi ko‘zga ko‘rinar darajada oshganini, onlayn band qilish va elektron to‘lov xizmatlaridan foydalanish tartibi ancha soddalashganini, Big Data aralashgan holda marketing yuritgan turistik kompaniyalardagi mijozlar miqdoridagi o‘zgarishlarni, IoT esa asosan mehmonxona va transportdagi samaradorlikni ko‘rib aniqlandi va turistlar qoniqish darajasi yaxshilandi.

Amaliy xulosalardan ko‘rishimiz mumkinki, raqamli texnologiyalar xizmat vaqtini qisqartirib, xarajatlarni kamayishiga hissa qo‘shadi. Yana boshqa bir tomondan esa ular mahalliy biznesda ishtirok etuvchi subyektlar xalqaro platformalarda ham ishtirok etishni ta’minlaydi.

Bularga asoslanib takliflar ham ishlab chiqildi: turizm bo‘yicha yagona milliy bo‘lgan raqamli platforma yaratishni, shuningdek bu sohada IT mutaxassislari sonini oshirish ya’ni ularni kuchli o‘qitish, tayyorlash dasturlarini kengaytirish va shu yo‘nalishda ketayotgan tadbirkorlarga imtiyozlar berib turish tavsiya etiladi.

Raqamli texnologiyalar turizmni barqaror, shaffof, tezkor va raqobatbardosh sohaga aylantiradi deb bemalol aytishimiz mumkin.

Xulosa qilib aytadigan bo‘lsak, AI, Big Data va IoT texnologiyalarni turizm uchun joriy etish bugungi kundan kunga

rivojlanayotgan iqtisodiyotdagi asosiy talablardan biriligi ta'kidlanadi.

Raqamli transformatsiya: xizmatlar sifatini oshiradi, hududiy iqtisodiy rivojlanishni jadallashtirish, yangi ish o'rinlarini ham yaratib beradi, turistlar uchun qulay va xavfsiz muhitni shakllantirishga yordam beradi. Mening fikrimcha, O'zbekistonda raqamli turizmni rivojlantirish milliy iqtisodiyotning innovatsion o'sishiga sababchi vositalaridan biri bo'lib qolishi mumkin.

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The role Artificial Intelligence in English Language Teaching

Yusupova Gulnoza Mirzoyevna,
teacher of Jizzakh state pedagogical university

Abstract
Artificial Intelligence is increasingly transforming English Language Teaching by offering adaptive learning systems, automated feedback, and personalized instruction. While AI presents numerous benefits, including efficiency and accessibility, its implementation in ELT also raises significant pedagogical, ethical, technological, and socio-cultural challenges. This paper highlights the role and main issues of Artificial Intelligence while English Language Teaching.
Keywords: Artificial Intelligence, English Language Teaching, pedagogical, ethical, technological, challenges.

Introduction

In recent years, the rapid advancement of Artificial Intelligence (AI) has had a transformative impact across numerous sectors, including healthcare, education, and finance. The term “Artificial Intelligence” was formally introduced at the historic conference held at Dartmouth College in 1956, an event widely regarded as the birth of AI as a distinct academic discipline (Zhao, 2022). This conference brought together prominent scholars from computer science, mathematics, and cognitive science to examine whether machines could simulate aspects of human intelligence.

AI is an interdisciplinary field grounded primarily in computer science that seeks to simulate, extend, and enhance human cognitive abilities through computational systems. Over time, AI technologies have become deeply embedded in various sectors of society, generating both significant opportunities and complex challenges. Its integration into industries such as healthcare, finance, manufacturing, and education has reshaped traditional practices, improved efficiency, and fostered innovation.

In the field of education in particular, the application of AI technologies is expanding rapidly. From intelligent tutoring systems to automated assessment tools, AI is increasingly influencing teaching methodologies, learning experiences, and educational management systems.

Materials and Methods

The landscape of English language teaching has undergone profound transformations in recent decades and it is driven by advancements in technology, evolving pedagogical approaches, and the increasing globalization of communication. English language continues to solidify its position as a global lingua franca. (Vaishnav, 2024) In the era of AI, the traditional teacher-student interaction in English language teaching has been redefined with the integration of a new participant—AI. Advancements in technology, particularly the proliferation of computer networks, have introduced transformative opportunities for the development and enhancement of English language teaching methodologies. In the following part, representative researches are provided to demonstrate the potential of AI in solving complex problems in different areas of English language teaching.

Pokrivcakova (2019) indicates that the integration of AI into education enhances both learning and teaching by fostering a more personalized learning experience, flexible teaching methods, and inclusive management. AI-driven tools can assist in cultivating the knowledge and skills

required for success in a technology-advanced society. To effectively incorporate these tools into traditional teaching practices, educators must develop new competencies to support students, while also minimizing unnecessary workloads and eliminating repetitive tasks.

So, experts at the British Council and Dr Helen Crompton from the Research Institute of Digital Innovation in Learning at ODUGlobal examined 43 research studies about this topic. They found:

1.AI tools are being used to improve speaking, writing, and reading skills. It can provide new ways of teaching and supports students with goal setting and managing their own learning. AI tools don't seem to be used much for improving listening skills.

2.AI tools can help learners practice English outside class. They can also lessen learners' fear of speaking in English.

Although, even with rapid changes in technology, traditional lecture-style teaching is common.

However, the integration of AI into ELT also presents several challenges that must be addressed to maximize its effectiveness. One of the primary challenges of using AI in ELT is the reliability and accuracy of AI, particularly in the areas of language processing and feedback. While AI technologies have made significant strides in understanding and analyzing human language, they are not infallible. AI may struggle with the nuances of language, such as idiomatic expressions, cultural context, or complex sentence structures, which can lead to inaccurate or incomplete feedback. This limitation raises concerns about the quality of language instruction provided by AI-driven platforms. Students who rely solely on AI for feedback may receive misguided corrections or inadequate explanations, hindering their progress rather than supporting it. Therefore, while AI can assist in certain areas of language learning, it cannot replace the nuanced judgment of experienced human educators who are capable of understanding the context and subtleties of learners' language use.

One of the primary concerns is student overdependence on AI systems. When learners rely excessively on AI for writing or speaking tasks, they may bypass essential cognitive processes required for language acquisition. For example, automated essay generators may produce grammatically accurate texts, but learners may not develop critical thinking or productive skills. Although AI systems are highly advanced, they may struggle with nuanced linguistic and cultural contexts. Idiomatic expressions, pragmatic meaning, and cultural references often require human interpretation. AI-generated feedback may sometimes be technically correct but pedagogically inappropriate.

AI-driven ELT tools often require stable internet access, modern devices, and subscription fees. In low-resource contexts, these requirements may exacerbate educational inequalities. Learners from disadvantaged backgrounds may have limited access to AI-enhanced learning opportunities.

As English language teaching is the most common discipline for AI use in education, English language teachers must develop their AI literacy skills. Teachers should also develop learners' AI literacy so that they can understand its limitations and risks. Experts should think carefully about which AI models to use, as models may not include all varieties of English. Clear rules on data privacy and ethics statements for AI in English language teaching are needed.

Recent developments have seen a rise in AI, with empirical findings (eg, Crompton et al., 2022), revealing a trend towards using AI in language learning and writing skills more frequently than in other disciplines. Technology has been an integral support in ELT (Rivera Barreto, 2018). Previous

researchers revealed that AI is a multifaceted technology with three user categories: (1) learner facing, used by students to learn; (2) teacher facing, used by teachers to help in teaching activities, for example, grading; and (3) system facing, which is used by administrative staff to manage and examine student data (Pokrivčáková, 2019). However, challenges persist in the integration of AI into ELT. Despite the significant advancements in AI research, there remains a notable gap in understanding how AI models can be effectively adapted to ELT with limited resources. Current AI models often require extensive computational resources, which are typically unavailable to the area of ELT. Besides, one notable issue with AI technology was the generation of incorrect responses. Additionally, the system's limited capabilities emerged as a significant challenge. This limitation highlighted users' desire for AI systems to perform tasks more effectively and with greater sophistication, exceeding their current level of functionality. The purpose of this study is to explore the key challenges and limitations of integrating AI technologies into English Language Teaching. Specifically, this research aims to investigate how AI-powered tools and systems can be utilized to personalize learning experiences, improve language proficiency assessments, and support teachers in instructional design. By addressing existing challenges in the application of AI into ELT, such as accuracy in response generation and system capability, the study seeks to develop practical strategies for leveraging AI technologies effectively.

Conclusion

All in all, AI has immense potential to enhance ELT by offering personalized feedback, flexible learning opportunities, and innovative instructional methods. However, its integration is not without challenges. Pedagogical limitations, ethical concerns, data privacy risks, teacher readiness issues, and digital inequality must be carefully addressed to ensure responsible and effective implementation. Rather than replacing teachers, AI should serve as a supportive tool that complements human expertise and fosters meaningful language learning experiences.

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Prof. Chinedu M. Ogundele

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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.

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With sincere thanks and best regards,

Prof. Chinedu M. Ogundele

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