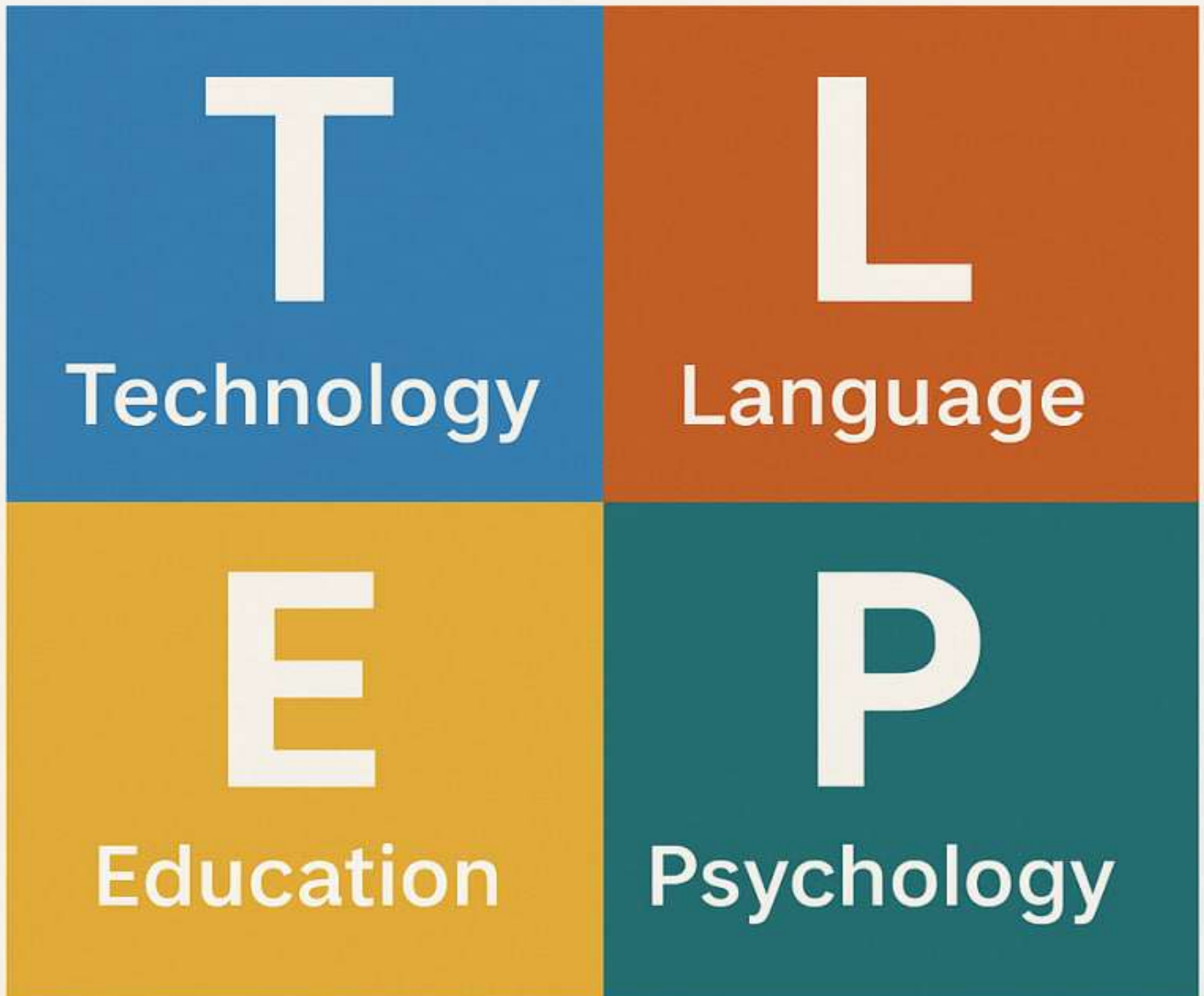


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The Study of Similes in Uzbek Linguistics: An Exploration of Their Structural and Semantic Nature

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Abstract

The present article provides a comprehensive examination of similes within the framework of Uzbek linguistics, focusing specifically on their structural and semantic properties. As a fundamental cognitive and stylistic mechanism, the simile plays a crucial role in conceptualizing reality and enriching the expressive capacity of the Uzbek language. This research aims to systematically categorize the structural formations of comparative constructions while simultaneously analyzing the semantic domains that dictate the selection of comparative vehicles. Through a rigorous structural-semantic analysis of empirical data drawn from contemporary Uzbek literary texts and everyday conversational corpora, the study identifies the primary morphological and lexical markers of similes, delineating their syntactic functions and semantic nuances. The findings reveal that the structural apparatus of Uzbek similes is predominantly governed by agglutinative affixes and specific postpositional lexical units, which inherently influence the semantic depth and pragmatic application of the comparison. Furthermore, the semantic mapping of comparative vehicles demonstrates a profound ethnolinguistic connection to the natural environment, traditional agrarian lifestyles, and the broader cultural worldview of the Uzbek speaking population. Ultimately, this research bridges classical stylistic approaches with modern cognitive linguistics, offering a nuanced understanding of how comparative thought processes are grammaticalized and semantically structured in the modern Uzbek linguistic landscape.

Keywords: Simile, Uzbek linguistics, structural-semantic analysis, cognitive linguistics, comparative structures, semantic domains, linguistic markers.

Introduction

The investigation of figurative language has perpetually occupied a central position within the broader discourse of general linguistics, philosophy, and cognitive science, reflecting humanity's inherent reliance on metaphorical and comparative reasoning to decode complex environmental phenomena. Among the myriad figures of speech, the simile stands out as a foundational cognitive mechanism that explicitly bridges two disparate conceptual domains by highlighting a shared attribute, thereby facilitating both comprehension and aesthetic enrichment. In the specific context of Turkic languages, and Uzbek linguistics in particular, the structural and semantic nature of similes presents a deeply fascinating area of inquiry due to the agglutinative morphology and rich historical literary traditions of the

language. Historically, the study of comparisons, known traditionally in Turkic and Persian-Arabic poetics as "tashbeh," was heavily circumscribed within the boundaries of literary criticism, stylistics, and classical poetics. Ancient treatises on rhetoric and eloquence painstakingly cataloged the aesthetic virtues of poetic comparisons, evaluating them based on their originality, emotional resonance, and alignment with established literary canons. However, the transition from purely stylistic interpretations to rigorous grammatical, structural, and cognitive analyses marks a significant evolutionary milestone in contemporary Uzbek linguistics. This paradigm shift necessitates a granular exploration of how comparative thought is syntactically constructed and semantically motivated within the actual linguistic system, moving beyond the isolated

appraisal of literary masterpieces to encompass the everyday functional grammar of the language.

To fully grasp the structural-semantic nature of similes in the Uzbek language, it is imperative to dissect the universal architecture of comparative constructions and contextualize it within Uzbek morphosyntax. Theoretically, a complete simile comprises four distinct components: the tenor, which is the subject being described or compared; the vehicle, which serves as the object or concept to which the tenor is compared; the ground, representing the specific feature, quality, or action shared by both the tenor and the vehicle; and the marker, which is the formal linguistic device that explicitly signals the comparative relationship. In Uzbek linguistics, these elements are systematically conceptualized as "o'xshatiluvchi" (the entity being compared), "o'xshatmish" (the standard of comparison), "o'xshatish asosi" (the foundational basis of comparison), and "o'xshatish vositasi" (the comparative instrument or marker). The structural integrity of an Uzbek simile is heavily reliant on the morphological and lexical variations of the comparative marker, which dictates not only the syntactic configuration of the sentence but also the semantic intensity and register of the utterance. Unlike Indo-European languages that predominantly utilize independent prepositions to establish comparisons, the Uzbek language leverages a highly productive system of nominal affixes alongside a specialized vocabulary of postpositions and comparative particles.

Despite the foundational theoretical frameworks established by earlier generations of lexicologists and grammarians, a comprehensive, unified structural-semantic analysis of similes in contemporary Uzbek discourse remains noticeably underrepresented in modern academic literature. Much of the existing

scholarship tends to fragment the study of similes, with morphologists concentrating exclusively on the grammatical derivation of comparative affixes, while semanticists and literary critics focus inordinately on the symbolic interpretation of the vehicles. This artificial compartmentalization fails to account for the dynamic, interdependent relationship between structural form and semantic meaning. Consequently, there is an urgent theoretical necessity to approach Uzbek similes through an integrated structural-semantic lens that acknowledges how specific syntactic arrangements directly constrain and mold semantic interpretation. Furthermore, the advent of cognitive linguistics demands that similes no longer be viewed merely as ornamental rhetorical devices, but rather as indispensable cognitive templates that reveal the underlying conceptual systems of the speech community. By analyzing the structural configurations and semantic domains of similes, researchers can uncover the ethnocultural paradigms, historical experiences, and collective psychology embedded within the Uzbek language. Therefore, the primary objective of this article is to systematically investigate the structural-semantic nature of similes in modern Uzbek linguistics, aiming to categorize their formal morphological and syntactic structures, analyze the semantic fields from which comparative vehicles are drawn, and elucidate the profound interconnection between linguistic form and cognitive representation in the Uzbek linguistic worldview.

Literature Review

The academic inquiry into the nature of similes and comparative structures boasts a rich and diverse intellectual lineage, encompassing classical rhetorical theories, modern structuralism, and contemporary cognitive paradigms. Foundational Western theoretical frameworks, particularly those articulated by scholars such as I. A.

Richards and Max Black, fundamentally altered the trajectory of figurative language studies by conceptualizing metaphors and similes not merely as linguistic embellishments, but as dynamic interactions between distinct cognitive domains [1], [2]. Richards introduced the enduring terminology of the "tenor" and "vehicle," establishing a structural vocabulary that would eventually permeate global linguistic studies. Subsequently, the monumental cognitive shift initiated by George Lakoff and Mark Johnson repositioned these figurative devices as central components of human conceptual systems, arguing that human thought processes are inherently structured by comparative associations [3]. Within the Russian linguistic tradition, which significantly influenced the methodological development of Soviet and post-Soviet Turkic linguistics, researchers such as N. D. Arutyunova conducted exhaustive structural and semantic analyses of comparative constructions, meticulously detailing the syntagmatic relationships and semantic valencies that govern the formation of similes in synthetic languages [4]. These extensive theoretical foundations provided the necessary conceptual scaffolding for the emergence of specialized research dedicated to the structural and semantic peculiarities of the Turkic language family.

In the specific realm of Uzbek linguistics, the systematic investigation of similes transitioned gradually from classical philological commentaries to rigorous structural, morphological, and semantic analyses during the latter half of the twentieth century. Prominent Uzbek linguists such as A. Hojiyev and Sh. Rahmatullayev laid the essential groundwork for understanding the semantic dimensions of the Uzbek lexicon, including the phraseological and comparative units that heavily rely on analogical structures [5],

[6]. Rahmatullayev's extensive lexicographical work implicitly highlighted the structural boundaries of lexicalized similes, providing a vast repository of comparative phraseologisms that continue to serve as primary data for modern researchers. However, the most direct and exhaustive foundational work dedicated explicitly to the phenomenon of similes in the Uzbek language was authored by M. Mukarramov, whose comprehensive monographs systematically categorized comparative constructions based on their grammatical constituents and stylistic functions within literary texts [7]. Mukarramov's classifications remain a cornerstone of Uzbek stylistics, although his primary focus was predominantly oriented toward the poetic and rhetorical functions of similes rather than their broader cognitive and semantic implications in everyday discourse.

In recent decades, the trajectory of Uzbek linguistics has increasingly aligned with global cognitive and structural-semantic trends, leading to a renewed academic interest in the deeper cognitive mechanisms underlying comparative language. The cognitive foundations of the Uzbek language have been extensively explored by N. Mahmudov, who emphasizes that linguistic structures, including similes, are direct reflections of the ethnocultural and psychological framing of the Uzbek speech community [8]. Mahmudov's cognitive approach insists that the selection of the "o'xshatmish" (vehicle) is never arbitrary but is deeply rooted in the historical and environmental consciousness of the people. Furthermore, contemporary structuralist approaches, championed by scholars like R. Sayfullayeva and M. Qurbonova, have meticulously analyzed the syntactic valency and morphological constraints of comparative markers within modern grammatical frameworks, demonstrating how affixes and

postpositions interact within complex sentence structures [9], [10]. Despite these significant advancements, an identifiable gap remains in synthesizing the structural grammar of similes with their cognitive-semantic motivations into a cohesive, integrated analytical model. The present research seeks to build upon this robust literary foundation by fusing the structural categorization methodologies of Sayfullayeva and Mukarramov with the cognitive-semantic perspectives advocated by Mahmudov and international scholars like Croft and Cruse [11], thereby offering a holistic, structural-semantic exposition of similes in the contemporary Uzbek language.

Methodology

The methodological framework of this research is predicated on a comprehensive, mixed-methods approach that seamlessly integrates structural-semantic analysis with the fundamental principles of contemporary cognitive linguistics. To ensure a robust and empirically valid investigation of similes within the Uzbek language, the study deliberately eschews purely prescriptive grammatical models in favor of a descriptive, corpus-informed analytical strategy. The primary objective of this methodology is to systematically isolate comparative constructions within natural linguistic contexts, dissect their formal syntactic and morphological architectures, and subsequently analyze the semantic motivations that govern the relationship between the tenor and the vehicle. By employing a dual-focus methodology, the research simultaneously addresses the mechanical construction of similes—how they are structurally assembled using the grammatical tools available in Uzbek—and their semantic resonance, exploring the cultural and cognitive significance of the chosen comparative elements.

Data collection for this study was executed through purposeful, stratified sampling of

contemporary Uzbek texts to capture a wide spectrum of stylistic registers and semantic variations. The primary textual corpus comprises selected literary works from prominent twentieth and twenty-first-century Uzbek authors, including the intricate prose of Abdulla Qodiriy and the evocative poetry of Erkin Vohidov, which provide rich repositories of both classical and innovative comparative structures. To counterbalance the elevated register of literary texts and ensure the findings reflect the broader linguistic reality, the corpus is supplemented with transcriptions of contemporary journalistic prose and authenticated samples of colloquial Uzbek conversation. Once the data collection phase was finalized, the analytical procedure commenced with the extraction of all sentences containing explicit comparative markers, yielding a substantial dataset of preliminary comparative structures.

The subsequent analytical phase employed meticulous componential analysis to deconstruct each extracted simile into its constituent functional parts: the subject of comparison, the object of comparison, the basis of comparison, and the explicit comparative marker. This structural dissection facilitated the categorization of the similes based on the morphological and lexical nature of their markers, allowing for the precise mapping of syntactic patterns. Following the structural classification, a rigorous semantic field analysis was applied exclusively to the vehicle components of the similes. This involved grouping the objects of comparison into overarching semantic domains and sub-domains based on their fundamental lexical meanings and conceptual associations. The semantic categorization process was deeply informed by the tenets of cognitive linguistics, which posit that the frequency and nature of comparative vehicles serve as direct indicators of the ethnocultural

worldview and cognitive mapping strategies inherent to the specific speech community under investigation.

Results and Analysis

The comprehensive structural-semantic analysis of the extracted textual data reveals that similes in the Uzbek language are highly dynamic and morphosyntactically diverse constructions, exhibiting a complex interplay between grammatical form and semantic depth. The structural architecture of an Uzbek simile is fundamentally dictated by the grammatical category of the comparative marker, which seamlessly bridges the subject of comparison with the object of comparison. Our analysis indicates that the formal expression of similes in Uzbek operates primarily along a continuum between synthetic morphological derivation and analytic lexical construction. The synthetic approach is realized through the extensive utilization of specific agglutinative affixes directly

attached to the nominal root of the vehicle, whereas the analytic approach relies on independent auxiliary words, predominantly postpositions, that follow the vehicle in the syntactic sequence. The structural typology of these comparative mechanisms profoundly influences both the rhythmic flow of the utterance and the nuanced precision of the comparative foundation.

To systematically illustrate the structural diversity of comparative constructions observed within the corpus, the findings have been categorized based on the grammatical nature of the comparative markers. The quantitative and qualitative distribution of these structural types provides crucial insights into the functional grammar of Uzbek similes. Table 1 outlines the primary structural typologies of simile markers identified in contemporary Uzbek discourse, detailing their grammatical classifications and typical structural configurations.

Table 1: Structural Typology of Simile Markers in Contemporary Uzbek

Grammatical Category	Specific Markers	Structural Configuration	Functional Syntax
Morphological Affixes	<i>-dek, -day, -simon, -ona</i>	[Vehicle + Suffix]	Attached directly to the nominal stem, creating an adverbial or adjectival modifier representing a high degree of integration.
Lexical Postpositions	<i>kabi, singari, yanglig'</i>	[Vehicle] + [Postposition]	Operates as a distinct lexical unit governing the preceding noun, often utilized in formal, academic, or literary registers.
Modal Particles	<i>go'yo, bamisoli, xuddi</i>	[Particle] + [Subject] + [Vehicle + Marker]	Functions at the clausal level, emphasizing the hypothetical, illustrative, or absolute nature of the proposed comparison.

The morphological affixes, most notably *-dek* and its phonetic variant *-day*, emerge as the most highly productive structural markers in everyday conversational and standard written Uzbek. These suffixes are exceptionally versatile, effortlessly attaching to nouns, pronouns, and even verbal nouns to instantly generate a

comparative modifier. When a suffix such as *-dek* is employed, the semantic boundary between the vehicle and the marker effectively dissolves, resulting in a tightly bound conceptual unit that heavily emphasizes the specific shared attribute, often prioritizing brevity and directness. Conversely, the lexical postpositions, such

as *kabi* and *singari*, maintain distinct morphological independence and are significantly more prevalent in formal prose, scientific discourse, and elevated literary texts. The use of these analytical markers tends to expand the syntactic distance between the elements of the simile, creating a more deliberate, measured, and explicit comparison that allows for the integration of complex, multi-word phrases as the vehicle. The modal particles, including *go'yo* and *bamisoli*, operate on a macro-structural level, frequently preceding the entire comparative clause to establish an overarching atmosphere of analogy, and they are almost universally accompanied by an affix or postposition later in the sentence to complete the grammatical requirement of the comparison.

Transitioning from the structural mechanics to the semantic substance of the similes, the analysis of the vehicle components exposes the profound cognitive topography

and ethnocultural specificities of the Uzbek language. The selection of the object of comparison is never an arbitrary linguistic exercise; rather, it is a highly structured cognitive process constrained by the historical, environmental, and socio-cultural experiences of the speech community. By isolating the semantic kernels of the vehicles utilized in the corpus, the research successfully categorized the comparative standards into distinct, highly populated semantic domains. These domains reflect the conceptual reservoirs from which Uzbek speakers most frequently draw to elucidate abstract concepts, emotional states, and physical properties.

Table 2 presents the systematic categorization of the predominant semantic domains serving as comparative vehicles in the analyzed Uzbek corpus, highlighting the specific sub-categories that define the ethnolinguistic landscape.

Table 2: Semantic Domains of the Vehicle Component in Uzbek Similes

Primary Semantic Domain	Specific Sub-Categories	Conceptual Motivation in Context
Zoomorphic (Animals)	Domestic livestock, birds of prey, wild predators	Represents human behavioral traits, physical agility, ferocity, loyalty, or inherent perceived flaws.
Phytomorphic (Plants)	Fruit-bearing trees, specific flowers (tulip, rose), crops	Symbolizes physical beauty, youth, stages of human development, frailty, and the ephemeral nature of life.
Natural Phenomena	Celestial bodies (moon, sun), weather elements, water bodies	Conceptualizes intense emotional states, overwhelming force, radiant physical attractiveness, and vastness.
Sociocultural Artifacts	Traditional clothing, agrarian tools, architectural elements	Illustrates functional utility, structural stability, rigidity, or specific traditional societal roles and values.

The semantic analysis conclusively demonstrates that the Uzbek comparative worldview is overwhelmingly anchored in the physical and natural environment. The zoomorphic domain is particularly robust, reflecting a historical linguistic layer deeply connected to pastoral and agrarian

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traditions. Comparisons utilizing domestic animals frequently convey complex social behaviors and temperaments, whereas the invocation of wild predators is typically reserved to illustrate extraordinary courage, aggression, or swiftness. Similarly, the phytomorphic domain underscores a

CONCEPT MAP OF SIMILE IN UZBEK LINGUISTICS: STRUCTURAL-SEMANTIC SYSTEM

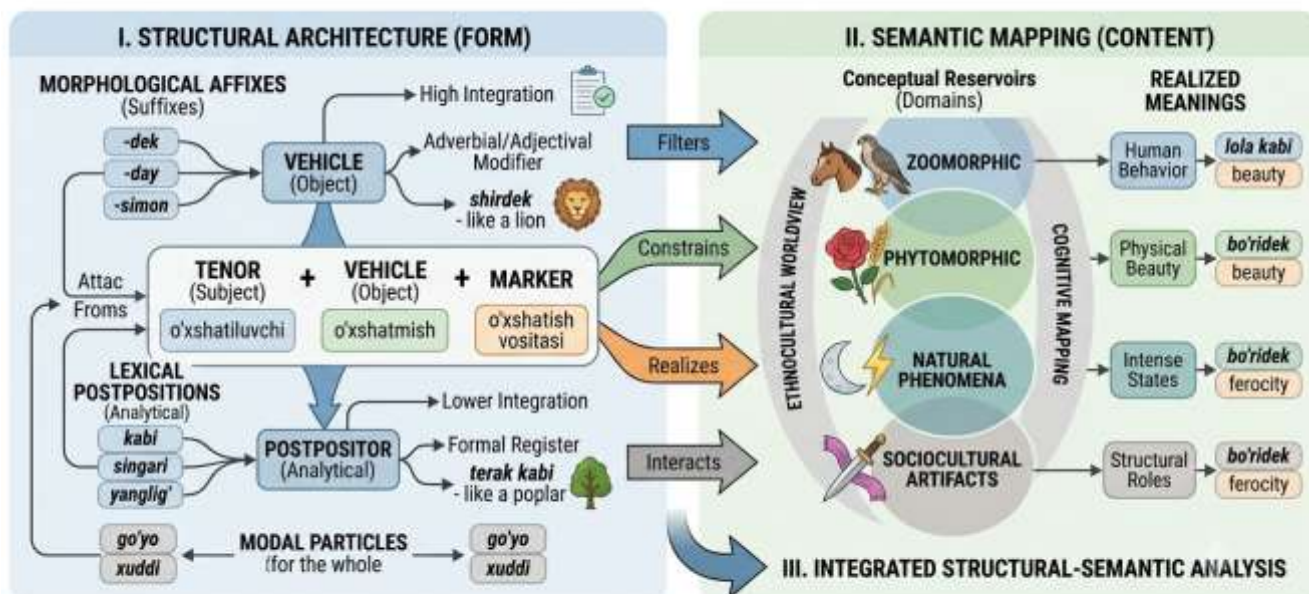


Figure 1: Comprehensive schematic of the structural-semantic system of similes in modern Uzbek linguistics, illustrating the dynamic interplay between grammatical forms (markers, architecture) and conceptual domains (zoomorphic, phytomorphic, natural, sociocultural).

profound cultural appreciation for aesthetics and the natural life cycle, with specific flora like the tulip (*lola*) or the poplar tree (*terak*) serving as deeply entrenched, culturally codified standards for beauty and physical stature, respectively. Furthermore, the recurrent use of celestial bodies and meteorological phenomena to describe human physical attractiveness and volatile emotional states highlights a universal cognitive tendency to map the macrocosm onto the human microcosm, a tendency that the Uzbek language realizes through highly specific, culturally resonant imagery. The interplay between these rich semantic domains and the versatile structural markers constitutes the core essence of the Uzbek simile, blending grammatical precision with profound cultural conceptualization.

Discussion

The empirical findings of this structural-semantic analysis offer a profound and multi-faceted perspective on the intricate mechanics of comparative language within Uzbek linguistics, bridging the gap between formal grammatical architecture and

cognitive semantic representation. When juxtaposed with the comparative mechanisms of Indo-European languages such as English or Russian, the structural flexibility of the Uzbek simile becomes particularly pronounced and theoretically significant. While English predominantly relies on rigidly positioned prepositions and conjunctions such as "like" and "as" to establish an analogical relationship, the agglutinative morphological typology of the Uzbek language empowers speakers to generate comparative semantics through a highly productive system of suffixes. This morphological capability allows for the creation of incredibly compact, dense, and tightly integrated comparative units that function fluidly as adverbs or adjectives within the sentence structure. The dual availability of both synthetic affixes and analytical lexical postpositions in Uzbek provides speakers and writers with an exceptionally nuanced stylistic repertoire, enabling them to consciously calibrate the formality, rhythm, and cognitive distance of the comparison to perfectly align with the specific communicative context.

From a cognitive and semantic standpoint, the extensive categorization of the comparative vehicles unequivocally reinforces the theoretical postulate that similes function as vital windows into the ethnocultural cognition of a speech community. The overwhelming prevalence of zoomorphic, phytomorphic, and naturalistic semantic domains within the analyzed corpus is not merely a linguistic coincidence but a direct reflection of the historical, geographical, and socio-economic realities that have shaped the Uzbek cognitive landscape over centuries. The frequent linguistic reliance on agrarian imagery, specific native flora, and traditional livestock to conceptualize abstract human emotions and complex interpersonal behaviors demonstrates how deeply the traditional Uzbek lifestyle is inscribed into the very grammatical and semantic fabric of the language. This suggests that understanding a language's comparative structures requires moving beyond structural syntax to actively engage with the cultural encyclopedic knowledge of the speakers, as the semantic weight of a simile like "shirdek" (like a lion) or "guldag" (like a flower) encompasses entirely specific, culturally conditioned networks of meaning that may not directly translate across linguistic borders.

Furthermore, the integration of structural and semantic methodologies in this study illuminates the critical interdependence of form and meaning, demonstrating that the choice of a specific structural marker often subtly dictates the semantic interpretation of the entire comparative clause. The findings highlight that the structural-semantic approach is indispensable for modern Uzbek linguistics, moving the discipline away from isolated morphological categorizations toward a holistic understanding of meaning-making processes. However, it is necessary to acknowledge the inherent limitations of

corpus-based studies, as the dynamic, rapidly evolving nature of contemporary spoken Uzbek continuously generates novel comparative slang and informal analogies that may not yet be captured in formal literary or journalistic texts. Recognizing this, the theoretical models and structural typologies articulated in this research provide a stable, yet adaptable, foundational framework that future scholars can utilize to analyze the ongoing evolution of figurative language, computational semantic mapping, and the intricate challenges of cross-cultural translation in the Uzbek language.

Conclusion

In conclusion, the present research has systematically illuminated the structural and semantic dualism that fundamentally characterizes similes within contemporary Uzbek linguistics. By moving beyond traditional poetic and purely stylistic appraisals, this study has firmly situated the analysis of comparative constructions within the rigorous frameworks of structural grammar and cognitive semantic theory. The exhaustive examination of empirical linguistic data unequivocally demonstrates that the structural apparatus of the Uzbek simile is defined by a versatile, bipartite system encompassing highly productive agglutinative suffixes and specific analytic lexical postpositions. This structural diversity not only dictates the syntactic configuration of the comparative clause but also provides speakers with intricate stylistic mechanisms to modulate the intensity, formality, and directness of their analogical expressions. The morphological fluidity inherent to the Uzbek language facilitates the seamless integration of comparative concepts into the broader grammatical stream, distinguishing its typological behavior from languages reliant solely on prepositional comparative markers.

Equally significant are the insights garnered from the semantic field analysis of the comparative vehicles, which vividly uncovers the ethnolinguistic cognitive mapping strategies of the Uzbek speech community. The overwhelming reliance on semantic domains rooted in the natural environment, traditional agrarian life, zoomorphic behaviors, and specific cultural artifacts unequivocally proves that similes are profound repositories of collective cultural memory and environmental perception. These linguistic mechanisms serve not merely as decorative rhetorical flourishes, but as essential cognitive instruments through which speakers conceptualize abstract realities, emotional depths, and complex social dynamics by anchoring them to familiar, culturally resonant phenomena. The intersection of specific grammatical structures with these deeply entrenched semantic domains constitutes the unique linguistic identity of the Uzbek simile.

Ultimately, this integrated structural-semantic exploration substantially enriches the existing body of knowledge in Turkic linguistics and provides a robust theoretical foundation for future interdisciplinary research. The typologies and semantic frameworks established herein hold significant practical implications for the advancement of Uzbek computational linguistics, particularly in the development of sophisticated natural language processing algorithms capable of recognizing and interpreting complex figurative semantics. Furthermore, the detailed understanding of the cultural and cognitive motivations behind comparative structures offers invaluable insights for the field of translation studies, ensuring that the profound semantic depth and structural elegance of the Uzbek language are accurately and effectively conveyed across distinct linguistic and cultural boundaries.

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The Role Of Pejorative Units In Literary Discourse In Developing Learners' Communicative Culture

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Abstract

This article examines pejorative units in literary discourse as a means of expressing negative evaluation and an important subject of communicative-pragmatic analysis. It explores their functions in character portrayal, the expression of the author's perspective, and the creation of emotional expressiveness in literary texts. Particular attention is paid to the educational potential of literary discourse in fostering learners' communicative culture, communicative responsibility, and effective communication skills. The study concludes that the analysis of pejorative vocabulary contributes to the development of communicative competence and promotes the conscious use of linguistic resources.

Keywords: pejorative vocabulary, literary discourse, communicative culture, speech behavior, evaluative vocabulary, communicative competence, literary text.

In modern society, the issue of speech culture has become increasingly relevant due to changes in the communicative environment, the expansion of the information space, and the growing role of linguistic personality in interpersonal interaction. The level of learners' communicative culture is largely determined by their ability to use linguistic resources appropriately in different communicative situations, observe the norms of speech etiquette, and recognize the pragmatic consequences of using particular lexical units. In this context, the study of pejorative units is of particular interest, as they represent one of the most expressive means of linguistic evaluation. Pejorative units constitute an important component of the lexical system of a language and serve as a means of expressing negative evaluation, disapproval, ridicule, contempt, or emotional rejection of the object of speech. They are widely represented in various types of discourse; however, their functional and semantic potential is most vividly manifested in literary discourse. Within literary texts, pejorative vocabulary performs not only an evaluative function but also contributes to character development,

conveys the emotional states of fictional characters, reflects social relationships, and expresses the author's perspective.

The relevance of this study lies in the need to foster a high level of communicative culture among learners, which presupposes a conscious approach to the selection of linguistic means and an understanding of their communicative impact. The analysis of pejorative units in literary texts makes it possible to examine negatively marked vocabulary not only as a stylistic device but also as an effective means of developing learners' linguistic awareness and communicative responsibility. Working with literary works enhances students' ability to critically analyze the speech behavior of characters, understand the ethical dimensions of communication, and evaluate the appropriateness of linguistic choices in different communicative contexts.

This issue is of particular importance in the educational process, as literary discourse serves as a significant source for the formation of learners' linguistic personality. Through the analysis of literary texts, students become familiar with diverse models of speech behavior, learn to distinguish between constructive and

destructive forms of communication, and understand the influence of linguistic evaluation on interpersonal relationships. The study of pejorative vocabulary provides deeper insights into the mechanisms of verbal influence and contributes to the development of effective and culturally appropriate communication skills.

The purpose of this article is to examine the functioning of pejorative units in literary discourse and to determine their role in fostering learners' communicative culture. To achieve this objective, the study analyzes the main characteristics of pejorative vocabulary, its functions in literary texts, the linguistic means through which negative evaluation is expressed in the speech of literary characters, and the pedagogical potential of incorporating the analysis of pejorative units into educational practice.

The scientific significance of this study lies in its comprehensive examination of the relationship between the functioning of pejorative vocabulary in literary discourse and the process of developing an individual's communicative culture. The practical significance of the research is determined by the possibility of applying its findings in the teaching of the Russian language, literature, stylistics, speech culture, and other communication-oriented disciplines aimed at developing learners' linguistic competence.

Pejorative units occupy a special place within the system of evaluative linguistic means and constitute an essential component of communicative interaction. Pejoratives are understood as words and expressions with negative emotional and evaluative connotations that are used to express disapproval, contempt, ridicule, humiliation, or a negative attitude toward a person, object, phenomenon, or situation. In literary discourse, such linguistic units possess considerable pragmatic potential and perform a wide range of functions that

extend far beyond merely providing a negative characterization of the object of speech.

A literary text represents a distinctive form of communication in which every linguistic element is subordinated to the author's artistic intention and carries a specific semantic function. Pejorative vocabulary is employed by writers to construct the speech portrait of characters, reveal their psychological traits, social status, value systems, and the nature of relationships between them. Through the use of negatively charged lexical items, the author exposes a character's inner world, emotional state, and attitude toward other people.

For example, literary works frequently contain pejorative units such as *lazybones*, *ignoramus*, *traitor*, *hypocrite*, *coward*, *chatterbox*, *fool*, and *nonentity*. The use of such lexical items enables the author to convey a concise yet expressive negative characterization of a character. When a character consistently employs offensive or derogatory expressions, readers gain insight into that character's moral qualities, level of education, and communicative culture. Conversely, a character who avoids harsh judgments even in situations of conflict demonstrates self-restraint, respect for interlocutors, and the ability to regulate personal emotions.

Another important function of pejorative vocabulary in literary discourse is the creation of emotional expressiveness. Negatively charged words intensify the emotional impact of a literary work, making the depicted events more vivid and convincing. Authors employ pejorative expressions to portray conflicts, tense situations, the inner struggles of characters, and the dramatic nature of events. As a result, readers perceive the emotional atmosphere of the work more deeply and better understand the motivations underlying the characters' behavior.

Pejorative units play a particularly significant role in the dialogic speech of literary characters. It is within dialogues that the communicative behavior of characters, their attitudes toward one another, and their level of speech culture are most clearly revealed. In conflict situations, characters may resort to offensive nominations, derogatory descriptions, or ironic remarks. For example, utterances such as "*You understand nothing*," "*You're so stubborn*," and "*You're behaving like a child again*" not only express negative evaluation but also function as instruments of psychological influence on the interlocutor. The analysis of such statements makes it possible to identify the communicative strategies employed by participants in interaction and to determine the degree of their verbal aggressiveness.

It should also be noted that pejorative meaning may be conveyed not only through individual lexical items but also through fixed expressions, metaphors, similes, idioms, and context-dependent evaluative devices. In literary discourse, negative attitudes may be expressed through phrases such as *empty-headed*, *a heart of stone*, *a pathetic sight*, and *a person without a conscience*. In such cases, negative evaluation becomes more figurative and emotionally expressive. The use of these constructions enhances the artistic expressiveness of the text and contributes to a deeper representation of the author's perspective.

From a pragmatic perspective, pejorative units perform the function of verbal influence. They are capable of affecting the emotional state of the addressee, eliciting particular reactions, and shaping readers' attitudes toward characters or the events being described. Authors deliberately employ negatively charged vocabulary to guide readers' interpretation, emphasize the moral qualities of characters, and communicate their own evaluation of the

events portrayed. Consequently, pejorative units become an important instrument for realizing the communicative intention of a literary work.

The study of pejorative vocabulary is of particular interest in the context of developing learners' communicative culture. Through reading and analyzing literary works, students encounter diverse models of speech behavior and gain the opportunity to evaluate the consequences of using negatively charged vocabulary in interpersonal communication. Literary texts function as a unique communicative laboratory in which various situations of verbal interaction, conflict, cooperation, and emotional influence are represented.

Working with pejorative units contributes to the development of learners' linguistic reflection. By analyzing the speech of literary characters, students learn to identify the communicative purpose of an utterance, recognize implicit evaluations, and understand the impact of words on the emotional state of the interlocutor. For example, discussing a conflict dialogue between characters enables students not only to characterize the participants but also to reflect on issues of speech etiquette, respectful communication, and responsibility for one's words.

The comparison of constructive and destructive models of communication is of considerable educational value. Literary works frequently depict situations in which rudeness, ridicule, humiliation, or verbal aggression lead to the breakdown of interpersonal relationships. Analyzing such episodes helps learners recognize the negative consequences of verbal aggression and appreciate the importance of adhering to the principles of communicative culture. At the same time, students are introduced to examples of respectful communication based on mutual understanding, tact, and the ability to

express disagreement without resorting to offensive language.

Another essential aspect is the development of a critical attitude toward language. In today's information-rich environment, learners encounter various forms of negative evaluation on social media platforms, in online comments, media discourse, and everyday communication. Studying pejorative vocabulary through literary texts helps develop the ability to critically perceive linguistic information, distinguish between reasoned criticism and verbal aggression, and resist the manipulative use of language. It should also be emphasized that literary discourse provides extensive material for investigating the social and cultural dimensions of pejorative language. Negative evaluation is always connected with a society's value system, historical context, and cultural perceptions of acceptable forms of communication. Therefore, the analysis of pejorative vocabulary contributes to the expansion of learners' sociocultural competence, promotes a deeper understanding of the national linguistic worldview, and enhances awareness of the patterns underlying the development of speech culture.

Thus, pejorative units in literary discourse perform important communicative, pragmatic, emotional-expressive, and educational functions. They serve not only as a means of character portrayal and the expression of the author's evaluation but also as an effective tool for fostering learners' communicative culture. The study of negatively charged vocabulary in literary texts contributes to the development of linguistic competence, communicative responsibility, critical thinking, and culturally appropriate communication skills, all of which are of particular importance in the context of contemporary education.

The findings of this study demonstrate that pejorative units constitute an important

element of the linguistic system and possess considerable communicative and pragmatic potential. Within literary discourse, pejorative expressions perform a variety of functions: they contribute to the characterization of literary figures, convey the emotional states of characters, express the author's evaluation of events, and enhance the artistic expressiveness of the text.

The analysis of literary works demonstrates that the use of pejorative vocabulary is closely associated with revealing the inner world of literary characters and the distinctive features of their speech behavior. Through negative evaluations, derogatory characterizations, and emotionally charged utterances, authors portray social relationships, moral values, and the communicative strategies of their characters. Consequently, pejorative units serve as an important means of character construction and provide deeper insight into the conflictual nature of interpersonal communication.

The study of pejorative vocabulary is of particular significance in the educational process. The analysis of literary texts enables learners to develop the ability to examine evaluative linguistic devices, understand their communicative functions, and recognize the consequences of verbal influence. Examining conflict-based communicative situations promotes the development of respectful communication, communicative responsibility, and the appropriate use of linguistic resources.

Literary discourse offers extensive opportunities for fostering learners' communicative culture. The analysis of characters' speech behavior helps students distinguish between constructive and destructive patterns of communication, evaluate the appropriateness of evaluative language, and master the principles of speech etiquette. Through engagement with literary texts, learners develop critical

thinking, linguistic reflection, and the ability to consciously regulate their own communicative behavior.

The study of pejorative units in literary discourse contributes not only to a deeper understanding of the functional potential of language but also to the development of learners' communicative competence. A thorough understanding of the mechanisms of linguistic evaluation, emotional influence, and verbal aggression promotes a higher level of speech culture, which is essential for effective communication in contemporary society. The findings of this study confirm the significance of literary texts as an effective means of language education, moral development, and the formation of communicatively competent individuals.

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The Idea Of A Leader's Stress Resilience In Classical Eastern Pedagogy (9th–16th Centuries): A Comparative Reading With Modern Resilience Science

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Abstract

This article examines how the idea of a leader's stress resilience was articulated in classical Eastern pedagogy of the 9th–15th centuries - in the works of al-Farabi, Ibn Sina, Yusuf Khass Hajib, Ibn Miskawayh, al-Ghazali, Sa'di and Navoiy - and reads it in dialogue with modern resilience science. Avoiding both "orientalism" and "Eastern exceptionalism," the study adopts a comparative-dialogical method in which the two traditions are used to illuminate, not replace, one another. It argues that these thinkers developed original insights - the psychophysiological link and cognitive appraisal (Ibn Sina's *wahm*), the "moral immunity" of the soul (Ibn Miskawayh), the three-level model of patience (al-Ghazali), and narrative resilience pedagogy (Sa'di, Yusuf Khass Hajib, Navoiy) - that strikingly converge with findings modern resilience science reached independently only much later. A "parallel translation" methodology is proposed for integrating this heritage into contemporary leadership education.

Keywords: leader's personality, stress resilience, classical Eastern pedagogy, cognitive appraisal, moral immunity, patience (*sabr*), narrative pedagogy, parallel translation, comparative philosophy.

INTRODUCTION

Modern resilience science treats a leader's capacity to remain stable under pressure as a teachable competence rather than an innate trait. Yet long before the term "stress" entered scientific vocabulary,¹ classical Eastern thinkers of the 9th–15th centuries addressed the same underlying question: why do some people withstand adversity while others collapse? Studying this heritage faces two opposite risks. The first is "orientalism"² - measuring Eastern sources with Western categories and presenting them as a derivative "Eastern version" of Western thought. The second is "Eastern exceptionalism" - treating the heritage as a closed system that cannot be compared with modern science at all.

This study takes a third, comparative-dialogical path grounded in the methodology of comparative philosophy:³ each classical doctrine is first read within its own logic and categories, and only then placed in a mutually enriching dialogue with modern findings. The aim is not to claim that Eastern thinkers "anticipated" Western science in a competitive sense, but to show that both traditions, arising from a universal human need, converge on shared insights and complement one another. The central question is therefore: what original contributions did classical Eastern pedagogy make to the idea of a leader's stress resilience, and how can they be integrated into contemporary leadership education?

¹ Selye H. *The Stress of Life*. – New York: McGraw-Hill, 1956. – 324 p.

² Said E.W. *Orientalism*. – New York: Pantheon Books, 1978. – 368 p.

³ Garfield J.L., Van Norden B.W. If Philosophy Won't Diversify, Let's Call It What It Really Is // *The New York Times*. – 2016. – May 11.

CLASSICAL CONTRIBUTIONS

EASTERN

Al-Farabi (873–950) built his “philosopher-ruler” concept on Plato but transformed it through Islamic ethics and Aristotelian philosophy. For al-Farabi the ruler’s knowledge flows from contact with the “active intellect” (*al-‘aql al-fa’al*), so inner equilibrium is not a purely personal trait but the fruit of that contact. Among the twelve qualities of the ruler in his “Virtuous City,” three relate directly to resilience: a strong memory and capacity to learn (cognitive flexibility), a love of truth and hatred of falsehood (moral integrity under pressure), and freedom from greed (low dependence on external rewards - intrinsic motivation).

*Among al-Farabi’s twelve qualities of the ruler, the love of truth and of knowledge underpins the ruler’s inner equilibrium: a ruler who has firm knowledge is less prone to the fear that uncertainty produces.*⁴

(Al-Farabi, The Virtuous City, after Walzer - author’s reading)

This claim - that knowledge dispels fear - parallels modern appraisal theory:⁵ uncertainty and lack of control amplify the stress response, while knowledge and a sense of control reduce it. Importantly, al-Farabi also tied the ruler’s stability to the wholeness of the community: the virtuous city and the virtuous ruler shape each other, resonating with an ecological-systems view⁶ in which resilience is a systemic, not merely individual, phenomenon. The limitation of his model is its elitism - it is designed only for the philosopher-ruler, whereas resilience education today must be available to all.

Ibn Sina (980–1037) extended Aristotle’s tripartite soul by adding the inner faculties of common sense, imagination, memory,

and - crucially - estimation (*wahm*). Ibn Sina’s *wahm*, the faculty of appraising a situation, functionally parallels the modern notion of cognitive appraisal, although the two are not identical: *wahm* is a broader estimative faculty for perceiving non-sensory meanings, of which situational appraisal is only one aspect. If appraisal governs the response to stress, then training it becomes a central path to resilience. In “The Canon of Medicine” he also documented, through clinical observation, how grief (*huzn, ghamm*) alters heartbeat, breathing, digestion and immunity - a link confirmed centuries later by psychoneuroimmunology.⁷

*Ibn Sina holds the soul and body to be closely bound, so that a change in one is reflected in the other: the soul’s joy strengthens the body, while grief weakens it and opens the way to illness.*⁸

(Ibn Sina, The Canon of Medicine, Book I - paraphrase)

The pedagogical conclusion is that physical and spiritual education are inseparable - a “whole-person” view⁹ corroborated by evidence that exercise increases stress resilience.¹⁰ Read this way, Ibn Sina’s *sabr* becomes a cognitive-emotional adjustment process - understanding the situation, re-appraising it, and continuing goal-directed action - congruent with modern emotion-focused coping.¹¹ His main limitation is a medico-centric focus that underweights social-systemic factors.

⁷ Ader R., Cohen N. Behaviorally Conditioned Immunosuppression // Psychosomatic Medicine. – 1975. – Vol. 37. – P. 333–340.

⁸ Ibn Sina. The Canon of Medicine (al-Qanun fi al-tibb). Book I. – Repr.: New York: AMS Press, 1973.

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¹⁰ Blumenthal J.A. et al. Effects of Exercise Training on Older Patients with Major Depression // Archives of Internal Medicine. – 1999. – Vol. 159. – P. 2349–2356.

¹¹ Folkman S. Revised Coping Theory and the Process of Bereavement // Handbook of Bereavement Research / eds M.S. Stroebe et al. – Washington: American Psychological Association, 2001. – P. 563–584.

⁴ Walzer R. Al-Farabi on the Perfect State. – Oxford: Clarendon Press, 1985. – 569 p.

⁵ Lazarus R.S., Folkman S. Stress, Appraisal, and Coping. – New York: Springer, 1984. – 445 p.

⁶ Bronfenbrenner U. The Ecology of Human Development. – Cambridge: Harvard University Press, 1979. – 330 p.

Yusuf Khass Hajib (c. 1021–1075) in “Qutadgu Bilig” presented resilience through four allegorical figures - justice, fortune, intellect and contentment - mapping onto the social, motivational, cognitive and emotional dimensions of the leader. His treatment of patience is strategic, not merely moral.

*In “Qutadgu Bilig” patience is praised as a key quality of the ruler: a self-restrained, sparing and patient bek prevails over the enemy, while an impatient bek leads his people to ruin.*¹²

(Yusuf Khass Hajib, Qutadgu Bilig - paraphrase; after Dankoff)

A patient leader denies the adversary the advantage of seeing his weakness; impulsive action, by contrast, reveals it. This resonates with a game-theoretic insight and is supported by neuroscience: under stress the prefrontal cortex weakens, producing impulsive action that undermines long-term strategy.¹³ The allegorical, poetic form is itself pedagogically effective - narrative engages more of the brain and is retained longer than abstract precept.¹⁴

Ibn Miskawayh (932–1030) in “Tahdhib al-Akhlaq” modelled the soul on medicine: like the body, the soul has illnesses that can be treated, and certain virtues form a “moral immunity” that protects it from anger, fear and despair - a striking parallel to the modern notion of psychological immunity.¹⁵ His three-stage analysis of anger (biological, cognitive, pedagogical)

resonates with modern anger-management theory.¹⁶

For Ibn Miskawayh human nature is not fixed but malleable - it is shaped under the teacher’s guidance - yet this shaping demands long and sustained patience.[[^]zurayk]

(Ibn Miskawayh, Tahdhib al-Akhlaq, after Zurayk - paraphrase)

Al-Ghazali (1058–1111) systematized patience into three levels - patience in adversity, patience against transgression, and patience in duty - paralleling modern coping strategies: emotion-focused, the active-moral form of avoidance, and problem-focused coping respectively.¹⁷ He paired patience with gratitude, converging with the “broaden-and-build” theory:¹⁸ positive emotion widens cognitive and social resources, raising future resilience.

Finally, Sa’di (1184–1291) and Navoiy (1441–1501) advanced a narrative resilience pedagogy - learning wisdom through failure (post-traumatic growth, growth mindset) conveyed through story rather than abstract precept.

*Sa’di’s tales convey the idea that the wise grow stronger by learning from their mistakes, whereas the fool, intoxicated by success, is unready for the next hardship.*¹⁹

(Sa’di, Gulistan - paraphrase; after Thackston)

Navoiy carried this narrative-ethical pedagogy into Turkic prose. In “Mahbub ul-qulub” (Beloved of Hearts) he addresses rulers, viziers and officials directly, holding that the just and self-restrained ruler who places service to the people above self-interest endures, whereas the self-serving

¹² Dankoff R. (trans.) Yusuf Khass Hajib. Wisdom of Royal Glory (Qutadgu Bilig). – Chicago: University of Chicago Press, 1983. – 281 p.

¹³ Arnsten A.F.T. Stress Signalling Pathways That Impair Prefrontal Cortex Structure and Function // Nature Reviews Neuroscience. – 2009. – Vol. 10. – P. 410–422.

¹⁴ Willingham D.T. Why Don’t Students Like School? – San Francisco: Jossey-Bass, 2009. – 228 p.

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¹⁸ Fredrickson B.L. The Role of Positive Emotions in Positive Psychology // American Psychologist. – 2001. – Vol. 56. – P. 218–226.

¹⁹ Sa’di. The Gulistan (Rose Garden) / trans. W.M. Thackston. – Bethesda: Ibex Publishers, 2008.

tyrant is undone - an ethic of service that prefigures servant leadership.²⁰

*For Navoiy the worth of a ruler lies not in rank but in justice and self-restraint: the ruler who guards the people with patience is remembered, while the one who rules for himself brings ruin upon himself and his realm.*²¹

(Navoiy, Mahbub ul-qulub - paraphrase)

CONCLUSION

Classical Eastern pedagogy made original contributions to the idea of a leader's stress resilience that converge with insights modern psychology reached independently only later: the psychophysiological link and cognitive appraisal (Ibn Sina), the three-level systematics of soul-training (Ibn Miskawayh, al-Ghazali), the strategic-cognitive reading of patience, and the systematic use of narrative pedagogy (Sa'di, Yusuf Khass Hajib, Navoiy). A recurring limitation across these thinkers is an individual focus that underweights social-systemic factors - a gap best filled by a socio-ecological view of resilience.²²

The most methodologically sound way to use this heritage in contemporary education is "parallel translation" - re-expressing the functional essence of a classical or religious concept in modern psychological language without denying its original meaning (for example: *sabr* → active coping + sustained attention; gratitude → positive reappraisal + broaden-and-build). For Uzbek leadership pedagogy in particular, this approach preserves cultural authenticity while aligning the heritage with modern empirical findings, offering a rich, time-tested resource for cultivating resilient leaders.

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²² Ungar M. The Social Ecology of Resilience. – New York: Springer, 2012. – 461 p.

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Transformation Of Pejorative Vocabulary In AI-Generated Texts: A Comparative Analysis Of Russian- And Uzbek-Language LLMS

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Abstract

The article examines the transformation of pejorative vocabulary in AI-generated texts through a comparative analysis of Russian- and Uzbek-language large language models (LLMs). It explores how modern language models interpret, transfer, and neutralize pejorative units, as well as the influence of linguistic and cultural factors on the quality of generated texts. Particular attention is paid to the similarities and differences in the processing of emotionally evaluative vocabulary in Russian and Uzbek.

Keywords: artificial intelligence, large language models (LLMs), pejorative vocabulary, text generation, Russian language, Uzbek language, comparative analysis, natural language processing.

The rapid development of artificial intelligence (AI) and natural language processing (NLP) technologies has significantly expanded the capabilities of automated text generation. Modern large language models (LLMs) are capable of producing coherent texts, analyzing linguistic units, and accounting for the structural and semantic features of different languages. In this context, particular attention has been given to how these models process pejorative vocabulary, which carries negative emotional and evaluative connotations.

Pejorative units play an important role in expressing a speaker's attitude toward a person, their behavior, or various social phenomena. However, their meaning depends not only on their lexical semantics but also on context, stylistic features, and the national and cultural characteristics of a language. Consequently, the accurate processing of pejorative vocabulary remains one of the key challenges in contemporary computational linguistics.

The relevance of this study lies in the need for a comparative analysis of Russian- and Uzbek-language LLMS in generating texts containing pejorative vocabulary. The aim of the article is to identify the patterns of

transformation of pejorative units and to evaluate the ability of modern language models to convey negative evaluation in Russian and Uzbek.

Modern large language models (LLMs) have significantly expanded the possibilities of automated text processing and generation. They are capable of analyzing context, identifying the emotional and evaluative connotations of linguistic units, and selecting the most appropriate way to convey them. However, pejorative vocabulary remains one of the most challenging categories for computational processing, as its meaning depends not only on lexical semantics but also on the communicative situation, stylistic features of the text, and the national and cultural context.

During text generation, artificial intelligence may transform pejorative units in different ways. In some cases, the model preserves the negative evaluation when it constitutes an essential element of a literary or journalistic text. In other cases, LLMS tend to mitigate the expression by replacing harsh or offensive words with more neutral alternatives. For example, the Russian word *bolvan* ("blockhead") may be rendered as *an unreasonable person*, *idiot* as a

person who made a mistake, and scoundrel as a dishonest person. A similar tendency can be observed in Uzbek, where words such as *ahmoq*, *nodon*, or *tentak* may be replaced with expressions such as *an inexperienced person*, *a person with insufficient knowledge*, or *someone who made a mistake*. Such transformations reduce the degree of negative evaluation while preserving the overall meaning of the utterance.

A comparative analysis of Russian- and Uzbek-language LLMs demonstrates that the quality of pejorative vocabulary processing largely depends on the size of the training data and the availability of linguistic resources. Russian-language models generally recognize emotional nuances, stylistic features, and implicit meanings more accurately because they are trained on larger text corpora. In contrast, linguistic resources for Uzbek remain relatively limited, which may cause models to encounter difficulties when processing culturally specific vocabulary, colloquial expressions, and dialectal forms. The processing of pejorative idiomatic expressions is of particular importance. Their meaning cannot be determined through the literal interpretation of individual words, as it is conveyed by the expression as a whole. For example, the Russian idiom *bez tsarya v golove* ("without a tsar in one's head") describes a person as foolish or irresponsible, whereas the Uzbek expression *ilonning yog'ini yalagan* literally means "one who has licked a snake's fat" and refers to an extremely cunning and deceitful person. If a language model fails to recognize an idiom as a fixed expression, it may interpret it literally, leading to semantic distortion.

Additional challenges arise in the processing of irony, sarcasm, and implicit negative evaluation. For instance, the Russian sentence "Well, you're a genius!" may express either genuine praise or

sarcasm, depending on the context. A similar phenomenon exists in Uzbek, where the expression "*Juda aqlli ekansan!*" ("You're so smart!") is often used ironically. To interpret such utterances correctly, a language model must consider not only the lexical meaning of individual words but also the broader context, communicative intention, and pragmatic features of the discourse.

It should be emphasized that contemporary LLMs continue to improve through training on increasingly diverse and extensive text corpora. As a result, they have become more effective at recognizing emotionally charged vocabulary, distinguishing between stylistic registers, and accounting for cultural characteristics of language. Nevertheless, errors in processing pejorative vocabulary cannot yet be completely eliminated, particularly when dealing with culturally specific expressions, colloquial speech, or literary texts rich in metaphorical language and implicit evaluation.

In conclusion, it can be noted that modern Russian- and Uzbek-language Large Language Models (LLMs) demonstrate a relatively high level of proficiency in processing pejorative vocabulary. At the same time, the comparative analysis shows that the quality of its transformation directly depends on the context, the scope of linguistic resources, and the model's ability to take into account the cultural and pragmatic characteristics of each language. Further development of artificial intelligence technologies and the expansion of national language corpora will improve the accuracy of text generation and ensure a more appropriate rendering of emotionally evaluative vocabulary.

The conducted analysis has shown that modern LLMs possess extensive capabilities for processing and generating texts containing pejorative vocabulary. They are able to consider contextual

factors, recognize emotionally evaluative linguistic units, and, when necessary, transform them while preserving the overall meaning of the utterance.

A comparison of Russian- and Uzbek-language models demonstrated that the quality of pejorative vocabulary processing depends on the volume of linguistic resources, cultural characteristics, and the context of use. Despite the significant progress achieved, the accurate interpretation of nationally specific and phraseological pejorative units remains an important challenge. Further advancement of LLMs will contribute to a more precise representation of emotionally evaluative vocabulary in both languages.

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Origin Of Echolalia In Children With Autism Spectrum Disorders And Corrective-Pedagogical Approaches

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Annotation

This scientific work studies the origin of echolalia in children with autism spectrum disorders and its impact on speech development. Echolalia is analyzed as an important factor shaping the speech and communication characteristics of children with autism syndrome. The article shows the neurological and psychological foundations of echolalia, as well as its role in the development process in children with autism. As a result of the research, the importance of pedagogical approaches such as ABA therapy, visual aids and individual speech therapy classes for the effective correction of echolalia was emphasized. It was found that joint work with parents is important in developing speech and social communication skills in children with autism syndrome. Studies have shown that echolalia can be systematically reduced and transformed into functional speech in children with autism syndrome through special pedagogical methods.

Keywords: Autism, echolalia, speech development, communicative features, ABA therapy, visual aids, speech therapy exercises, neurological foundations, psychological mechanism, speech development, social communication.

Annotatsiya

Ushbu ilmiy ishda autizm spektri buzilishiga ega bolalarda exolaliyaning kelib chiqishi va uning nutq rivojlanishiga ta'siri o'rganilgan. Exolaliya, autizm sindromli bolalarning nutq va muloqotdagi xususiyatlarini shakllantiruvchi muhim omil sifatida tahlil qilindi. Maqolada exolaliyaning nevrologik va psixologik asoslari, shuningdek, uning autizmli bolalardagi rivojlanish jarayonidagi o'rni ko'rsatildi. Tadqiqotlar natijasida, exolaliyani samarali korreksiyalash uchun ABA terapiyasi, vizual qo'llanmalar va individual logopedik mashg'ulotlar kabi pedagogik yondashuvlarning ahamiyati ta'kidlandi. Autizm sindromli bolalarda nutq va ijtimoiy muloqot ko'nikmalarini rivojlantirishda ota-onalar bilan birgalikda olib borilgan ishlarning muhim ekani aniqlandi. Tadqiqotlar maxsus pedagogik metodlar orqali autizm sindromli bolalarda exolaliya tizimli ravishda kamayib, funksional nutqqa aylanishi mumkin ekani isbotlandi.

Kalit so'zlar: Autizm, exolaliya, nutq rivojlanishi, kommunikativ xususiyatlar, ABA terapiyasi, vizual qo'llanmalar, logopedik mashg'ulotlar, nevrologik asoslar, psixologik mexanizm, nutqiy rivojlanish, ijtimoiy muloqot.

Kirish. So'nggi yillarda autizm spektri buzilishiga ega bolalar bilan ishlash masalasi maxsus pedagogika va logopediya sohasida muhim ilmiy-amaliy yo'nalishlardan biriga aylandi. Autizm sindromli bolalarda ijtimoiy muloqot va nutq rivojlanishining o'ziga xos xususiyatlari kuzatilib, bu holat nutq faoliyatining turli darajadagi buzilishlari bilan namoyon bo'ladi. Ayniqsa, nutqning mazmuniy va kommunikativ jihatdan yetarli

shakllanmaganligi autizmga xos bo'lgan muhim belgilar qatoriga kiradi. Autizm spektri buzilishida nutqiy buzilishlar orasida exolaliya alohida o'rin egallaydi. Boshqa nutq nuqsonlari turli rivojlanish buzilishlarida ham uchrashi mumkin bo'lsa, exolaliya ko'proq autizmli bolalarda barqaror va tizimli tarzda namoyon bo'ladi. Bu holat bolaning nutqni mustaqil ravishda ishlab chiqish imkoniyatlarining cheklanganligi hamda tayyor nutq

birliklaridan muloqot vositasi sifatida foydalanishi bilan izohlanadi. Exolaliya ko'pincha nutqiy buzilish sifatida baholansa-da, zamonaviy ilmiy qarashlar ushbu hodisani bolaning kommunikativ ehtiyojlarini qondirishga qaratilgan o'ziga xos mexanizm sifatida talqin qiladi. Shu nuqtai nazardan exolaliyaning kelib chiqish sabablarini tahlil qilish, uning autizmli bolalar nutq rivojlanishidagi o'rnini aniqlash hamda samarali korreksion-pedagogik yondashuvlarni ishlab chiqish muhim ilmiy vazifa hisoblanadi.

Exolaliya so'zi yunoncha so'zdan kelib chiqqan bo'lib "exo" – aks, ovoz takrorlanishi, va "lalia" – nutq, gapirish degan ma'nolarni bildiradi. Shu sababli exolaliya so'zi "takrorlovchi nutq" degan ma'noni anglatadi. Exolaliya — bu bolaning atrofdagi shaxslar tomonidan aytilgan so'z, ibora yoki jumalarni mazmunini to'liq tushunmay turib yoki qisman tushunib, avtomatik tarzda takrorlashi bilan tavsiflanadigan nutq hodisasi. Xalq tilida esa "To'ti qush nutqi" deb ham yuritiladi. Autizm sindromli bolaga "Bu nima ?" deb savol berilsa u ham "Bu nima ?" deb javob qaytaradi. Bu esa autizm sindromli bolada javob berish ko'nikmasi yo'qligini anglatadi. Bundan tashqari boshqa nutq nuqsonlaridan ham farqlanadi. Misol uchun, dislaliya yoki artikulyatsion buzilishlarda bolaning niyati saqlanadi, faqat talaffuz yetishmaydi. Exolaliyada esa asosiy muammo — nutqning kommunikativ va maqsadga yo'naltirilganligining yetarli emasligi hisoblanadi.

Exolaliya turlari ikki asosiy guruhga bo'linadi:

Funksional exolaliya – bolaning takrorlashi ma'lum bir maqsad yoki kommunikativ niyat bilan bog'liq. Masalan, bola so'zlarni takrorlab, o'z ehtiyojini bildirishga harakat qiladi.

Markaziy exolaliya – bolaning nutqni takrorlashi ko'pincha tashqi rag'batlarsiz, avtomatik yoki refleksiv tarzda yuz beradi.

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Bu tur odatda bolaning ijtimoiy muloqotga kirishish qobiliyatining cheklanganligini ko'rsatadi.

Exolaliya autizmli bolalarda muloqot rivojini aniqlash va korreksion ishlarni rejalashtirishda muhim indikator hisoblanadi. U bolaning tilni o'rganishdagi dastlabki bosqichi sifatida ham qaralishi mumkin, chunki bola eshitgan nutq namunalarini qayta ishlash orqali tilning ritmi, intonatsiyasi va grammatik tuzilishini o'zlashtiradi.

Exolaliyaning nevrologik va psixologik asoslari

Autizm spektri buzilishiga ega bolalarda exolaliyaning paydo bo'lishi bir nechta nevrologik va psixologik mexanizmlar bilan izohlanadi.

1. Nevrologik asoslari

Miya hududlari va neyron tarmoqlarining yetarli rivojlanmaganligi: Autizmli bolalarda Broka va Vernike hududlari (nutq ishlab chiqarish va tushunish markazlari) hamda prefrontal korteksning ishlashi odatdagidek emas. Bu hududlar nutqni yaratish, ma'no berish va muloqotga yo'naltirish vazifalarini bajaradi. Shu tufayli bola tayyor nutq birliklarini (so'z, ibora) mustaqil ishlab chiqolmay, avtomatik tarzda takrorlaydi.

Spektral neyron disfunktsiyasi: Autizmli bolalarda miya neyronlari o'rtasidagi signal almashish (sinaptik uzatuvchanlik) buzilgan bo'lishi mumkin. Natijada bola yangi so'z va iboralarni spontan ravishda ishlab chiqish qiyinlashadi va ularni eshitilgan shaklda takrorlashga tayanadi.

Sensor integratsiya buzilishi: Ko'rish, eshitish va propioseptiv tizimlarining uyg'un ishlamasligi bola nutqini maqsadga yo'naltirishni qiyinlashtiradi. Shu sababli exolaliya — muloqotni boshlash uchun kompensator mexanizm sifatida paydo bo'ladi.

2. Psixologik asoslari

Ijtimoiy muloqot qobiliyatining yetishmasligi: Autizmli bolalar boshqalar bilan emotsional va ijtimoiy aloqani o'rnatish qiyin. Exolaliya

bolaning atrofdagilar bilan muloqotga kirishish usuli sifatida namoyon bo'ladi.

Tilni o'rganishdagi kompensator mexanizm: Bola nutqni tushunish va ishlab chiqish qobiliyati cheklanganidan, eslatilgan yoki eshitilgan so'zlarni qayta ishlash orqali tilni o'rganishga harakat qiladi. Bu jarayon psixologik nuqtai nazardan exolaliyaning funksional ahamiyatini ko'rsatadi.

Motivatsion va emotsional omillar: Bola qiziqish yoki ijtimoiy rag'bat yetishmasligi sababli nutqni spontan ravishda takrorlashga moyil bo'ladi. Exolaliya bolaning xavfsiz his qilish va stressni kamaytirish mexanizmi sifatida ham ishlaydi.

Adabiyotlar tahlili. Leo Kanner autizm spektri buzilishiga ega bolalarda exolaliyaning birinchi ilmiy tavsfini bergan. U autizimli bolalarda nutqning o'ziga xos kechikishi va takroriy nutq xatti-harakatlarini kuzatgan. Kanner fikricha, exolaliya bolaning atrofdagi nutqni avtomatik takrorlashi orqali kommunikatsiyaga kirishishga urinish sifatida namoyon bo'ladi. U bu hodisani autizmning diagnostik belgilaridan biri sifatida baholaydi. [Leo Kanner. 1994]. Barry Prizant va boshqa olimlari exolaliyani gestalt language modeli asosida tahlil qilgan. Ularning fikricha, autizimli bola so'z va iboralarni butun blok ko'rinishida eslab, ularni tilga aylantiradi. Shu bilan exolaliya nutqni o'rganish jarayonining muhim qismi sifatida qaraladi. Tadqiqotchilar ayni paytda exolaliyani funksional kommunikatsiya mexanizmi sifatida ko'rsatgan. [Barry Prizant va boshq.1984]. Lillian N. Stiegler exolaliyaning turli nazariy yondashuvlarini — behaviorist, kommunikativ va lingvistik — tahlil qilgan. U autizimli bolalarda exolaliyaning nevrologik va psixologik asoslarini keng yoritib, bu hodisaning nutq rivojlanishidagi muhim o'rinini ta'kidlagan. Stieglerning fikricha, exolaliya bolaning tilni o'rganishdagi oraliq bosqichi bo'lib, so'zlar va iboralarni avtomatik qayta ishlash orqali

nutqiy ko'nikmalar shakllanadi.[Lillian Nielsin Stiegler.2024]. Mikhail Kissine autizm va tilga oid tadqiqotlar olib borgan. U exolaliyani nutqning kontekstga mos keladigan kommunikativ vazifalarini o'rganish mexanizmi sifatida tahlil qilgan. Tadqiqotlariga ko'ra, autizimli bolalarda exolaliya miya hududlari va semantik qayta ishlash jarayonlaridagi yetishmovchilik bilan bog'liq. [Mikhail Kissine. 2015].

O'zbek tadqiqotchilaridan ham juda ko'pchilik olimlar bu buyicha ilmiy ish olib borishgan. Bulardan Karimova Dilnoza logopedik tadqiqotlarda exolaliyaning nutq va ijtimoiy muloqotga ta'sirini o'rganib, ABA va vizual qo'llanmalar yordamida exolaliyaning funksional nutqqa yo'naltirilishini amaliy tajriba bilan ko'rsatgan. [Karimova Dilnoza. 2024]. Ubaydullayeva Zilola autizimli bolalarda nutqiy rivojlanish va korreksion pedagogika bo'yicha tadqiqot olib borgan. U exolaliyani nutq rivojlanishining dastlabki bosqichi sifatida baholab, individual pedagogik yondashuvlarning samaradorligini ilmiy asoslab bergan. [Ubaydullayeva Zilola. 2024].

Autizimli bolalardagi nutq buzilishlari, xususan exolaliya, bolaning kommunikativ faoliyatga kirishishidagi muhim bosqich sifatida qaraladi. Exolaliyani faqat so'zlarni takrorlash deb emas, balki bolaning atrofdagi so'z va iboralarni o'zlashtirib, ularni muloqot jarayonida ishlatish usuli sifatida tushunish mumkin. Pedagogik yondashuvlar exolaliyani kamaytirishga emas, balki funksional nutq ko'nikmalarini shakllantirishga yo'naltirilishi kerak. [Sadinova Shohida. 2025]. Autizm spektri buzilishidagi nutq rivojlanishi nevrologik va psixologik asoslar bilan bog'liq. Exolaliya miya faoliyati, tilni qayta ishlash va kommunikativ intilishlar bilan chambarchas bog'liq. Shuningdek, exolaliyani individual diagnostika va pedagogik yondashuvlar orqali korreksiya qilish zarur; ya'ni exolaliya bolaning muloqotga kirishishdagi tabiiy va

funksional bosqichi sifatida qabul qilinadi. [Nosirova Umida. 2025]. Autizmli bolalarda nutq va ijtimoiy muloqot ko'nikmalarini rivojlantirishda exolaliya nutqiy faoliyatning oraliq bosqichi sifatida qaraladi va pedagogik jarayonda maqsadga yo'naltirilgan kommunikatsiyani shakllantirishda vosita bo'lishi mumkin. Individual mashg'ulotlar tizimi orqali exolaliyaning funksional qiymatini hisobga olgan holda samarali pedagogik yondashuvlar amalga oshiriladi. [Mirsultonova Nozimaxon. 2025].

Metodologiya. Hozirgi pedagogik amaliyotda logopedlar va defektologlar autizmli bolalarning exolaliya xatti-harakatlarini funksional va kommunikativ nutqqa yo'naltirishga qaratilgan ilmiy asoslangan metodlarni qo'llashadi. Ushbu metodlar asosan ABA terapiyasi, vizual qo'llanmalar, individual logopedik mashg'ulotlar, interaktiv o'yinlar va nevrologik/psixologik tahlilni o'z ichiga oladi.

1. ABA (Applied Behavior Analysis) terapiyasi

ABA terapiyasi — autizmli bolalarning xulq va nutqini ijobiy yo'nalishda shakllantirishga qaratilgan eng ko'p qo'llaniladigan metod hisoblanadi. Tadqiqot va amaliyotlar shuni ko'rsatadiki, exolaliya bola tomonidan takrorlangan so'z va iboralarni maqsadga yo'naltirilgan nutqqa aylantirishga yordam beradi. Defektologlar amaliy darslarda bolaga takroriy nutq iboralarni muloqot kontekstida ishlatishni o'rgatadi. Masalan, bola atrofdagi iborani avtomatik takrorlaganda, mutaxassis unga savol beradi va iborani to'g'ri ishlatish imkonini yaratadi. ABA terapiyasi motivatsiya va ijobiy mustahkamlashni o'z ichiga oladi. Bola to'g'ri nutq ishlatganda rag'batlantiriladi, bu esa takroriy nutqni ijtimoiy nutqqa aylantirish jarayonini tezlashtiradi.

2. Vizual qo'llanmalar va piktogrammalar

Autizm sindromli bolalar uchun ko'rish orqali o'rganish samaradorligini oshiruvchi qo'llanmalar qo'llaniladi. Shu bois logopedlar va defektologlar rasm, kartochka, belgilar va piktogrammalar orqali nutq mashqlarini olib boriladi. Amaliyotda bola takrorlagan so'z yoki iborani vizual kontekst bilan bog'laydi. Masalan, bola "ichmoq" so'zini takrorlaganda unga suv chashkasi tasviri ko'rsatiladi. Bu usul orqali exolaliya nafaqat takroriy xatti-harakat sifatida qolmay, balki ma'noli, kontekstga mos nutqqa aylanadi. Vizual qo'llanmalar bola e'tiborini jalb qiladi va nutq mashqlarining samaradorligini oshiradi.

3. Individual logopedik mashg'ulotlar

Autizm sindromli bolalarda nutq rivoji individual xususiyatlarga ega bo'lgani sababli, logopedik mashg'ulotlar ham individual tarzda amalga oshiriladi. Ushbu mashg'ulotlar bolaning yoshiga, nutq darajasiga, exolaliya turiga (darhol yoki kechikkan) moslashtirilgan holda olib boriladi. Mashg'ulotlar davomida logoped bolaga savol-javob asosida nutqni qisqa va aniq iboralar orqali muloqotni yo'lga qo'yadi. Exolaliya kuzatilganda, mutaxassis bolaning takroriy nutqini to'xtatmasdan, uni to'g'ri nutq shakliga yo'naltiradi. Bu yondashuv bolaning muloqotga bo'lgan ishonchini oshiradi va nutq faolligini kuchaytiradi.

4. Sensor muhitni moslashtirish

Autizm sindromli bolalarda exolaliya ko'pincha ortiqcha sensor yuklama yoki emotsional zo'riqish bilan bog'liq bo'ladi. Defektologlar ham mashg'ulot o'tkaziladigan muhitni bolaning sensor ehtiyojlariga moslashtiradilar. Tinch muhit, ortiqcha tovush va yorug'likning cheklanishi, bolaning diqqatini chalg'itmaydigan sharoit yaratish exolaliya chastotasini kamaytirishga yordam beradi. Bola o'zini xavfsiz his qilganida, nutqni takrorlash ehtiyoji pasayib, muloqotga bo'lgan qiziqishi ortadi.

Natija. Tadqiqot davomida autizm spektri buzilishiga ega bolalar bilan yakka tartibda mashg'ulotlar o'tkazildi. Mashg'ulotlarda nutqni rivojlantirishga qaratilgan metod va terapiya usullari qo'llandi. Har bir bolaga alohida yondashilib, uning qiziqishi va imkoniyatlariga mos ish olib borildi. Shu orqali bolalar bilan muloqot qilish osonlashdi. Ota-onalar bilan ham birgalikda ishlashga e'tibor berildi. Ularga uy sharoitida bola bilan qanday gaplashish, savollarni qanday berish va bolaning aytganlarini qanday davom ettirish kerakligi tushuntirildi. Natijada bolalar nafaqat mashg'ulot vaqtida, balki uyda ham gapirishga ko'proq harakat qila boshladi. Olib borilgan mashg'ulotlar exolaliyaning keskin ko'rinishlarini kamaytirishga yordam berdi. Bola oldin aytilgan so'zlarni shunchaki takrorlash o'rniga, asta-sekin vaziyatga mos va ma'noli javoblar berishga o'ta boshladi. Bu holat exolaliyani oldini olishda yakka tartibdagi mashg'ulotlar va ota-onaning faol ishtiroki muhim ekanini ko'rsatdi.

Muhokama. Shundan kelib chiqib, sog'lom bolalar va autizm spektri buzilishiga ega bolalardagi exolaliyani solishtirish maqsadga muvofiqdir. Sog'lom bolalarda exolaliya ko'pincha normal holatda bo'ladi. Masalan, bola 1–2 yoshida kattalarning so'zlarini takrorlab, ularni o'rganadi. Bu paytda exolaliya vaqtinchalik bo'ladi, bola asta-sekin o'zi gap tuzishni o'rganadi. Bu davrlar o'tgandan so'ng sog'lom bolada takrorlashlar kamayadi. Sog'lom boladagi exolaliya ko'pincha nutq nuqsoni sifatida qaralmaydi.

Autizm spektriga ega bolalarda esa exolaliya boshqa ko'rinishda bo'ladi. Bola so'zlarni ko'p hollarda vaziyatga moslashmay, avtomatik takrorlaydi va mustaqil nutq rivoji sekin kechadi. Shu tufayli, autizmlı bolalarda exolaliyani kamaytirish va uni ma'noli nutqqa aylantirish uchun maxsus mashg'ulotlar,

individual yondashuv va ota-onaning faol ishtiroki zarur bo'ladi.

Xulosa. Mazkur tadqiqot autizm spektri buzilishiga ega bolalarda exolaliyaning rivojlanishiga va unga qarshi amalga oshiriladigan korreksion-pedagogik yondashuvlarga bag'ishlangan. Tadqiqot natijalarida exolaliya autizmlı bolalarda nutq rivojlanishining muhim va oraliq bosqichi sifatida paydo bo'ladi. Bu jarayon bolaning kommunikativ ehtiyojlarini qondirishga qaratilgan avtomatik nutq takrorlashdan iborat bo'lib, uning rivojlanishida nevrologik va psixologik omillar alohida o'rin tutadi. Exolaliya, autizmlı bolalarning nutqni o'zlashtirish jarayonida yuzaga keladigan murakkab muammolarning bir ko'rinishidir. Ushbu holatning ortidan keladigan ijtimoiy va nutqiy rivojlanishdagi kechikishlar bolalar uchun alohida pedagogik yondashuvni talab qiladi.

Tadqiqot davomida qo'llanilgan korreksion metodlar, xususan ABA terapiyasi, vizual qo'llanmalar, individual logopedik mashg'ulotlar va sensor muhitni moslashtirish kabi usullar bolalar nutqini faollashtirishda samarali natijalar berdi. Bu metodlar nafaqat exolaliyaning qisqa muddatli kamayishiga yordam berdi. Balki autizmlı bolalarda mustaqil nutq rivojlanishining asosiy omillarini yaratdi. Ota-onalar bilan ishlashning ahamiyati hamda individual pedagogik yondashuvlarning zaruriyati alohida ta'kidlandi. Exolaliyaning oldini olishda faqat mutaxassislarining emas, balki ota-onalar va uy sharoitidagi qo'llab-quvvatlash ham muhim rol o'ynaydi. Shu bilan birga, autizmlı bolalarda exolaliya muammosini hal qilish uchun keng ko'lamli va integratsiyalangan pedagogik yondashuvlar zarurdir.

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Impact Of Artificial Intelligence On The Labor Market: Economic Transformations, Structural Unemployment Problems And Future Employment Architecture

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Annotation

This scientific article provides an in-depth analysis of the rapid development of artificial intelligence technologies and their multifaceted impact on global and national labor markets. The study examines the mechanisms of automation and algorithmization processes displacing traditional professions, the change in the balance between cognitive and physical labor, and the risks of structural unemployment. The potential of artificial intelligence to create new jobs, increase labor productivity, and transform the demand for human capital is also studied based on economic models. The article puts forward scientific and practical recommendations for adapting the labor market to these technological shifts, strategies for retraining the workforce, and modernization of state employment policy.

Keywords: artificial intelligence, labor market, automation, structural unemployment, human capital, labor productivity, digital economy, professional transformation, lifelong learning, employment architecture.

Annotatsiya

Ushbu ilmiy maqolada sun'iy intellekt texnologiyalarining jadal rivojlanishi va ularning global hamda milliy mehnat bozorlariga ko'rsatayotgan ko'p qirrali ta'siri chuqur tahlil qilinadi. Tadqiqotda avtomatlashtirish va algoritmlashtirish jarayonlarining an'anaviy kasb turlarini siqib chiqarish mexanizmlari, kognitiv va jismoniy mehnat o'rtasidagi muvozanatning o'zgarishi hamda tarkibiy ishsizlik xavflari ko'rib chiqilgan. Shuningdek, sun'iy intellektning yangi ish o'rinlarini yaratish, mehnat unumdorligini oshirish va inson kapitaliga bo'lgan talabni transformatsiya qilish salohiyati iqtisodiy modellar asosida o'rganilgan. Maqolada mehnat bozorining ushbu texnologik siljishlarga moslashishi, ishchi kuchini qayta tayyorlash strategiyalari va davlat bandlik siyosatini modernizatsiya qilish bo'yicha ilmiy-amaliy tavsiyalar ilgari surilgan.

Kalit so'zlar: sun'iy intellekt, mehnat bozori, avtomatlashtirish, tarkibiy ishsizlik, inson kapitali, mehnat unumdorligi, raqamli iqtisodiyot, kasbiy transformatsiya, umrbod ta'lim, bandlik arxitekturasini.

Kirish

Insoniyat tarixi davomida sodir bo'lgan har bir sanoat inqilobi ishlab chiqarish kuchlarining tabiati va mehnat munosabatlarining tuzilishini tubdan o'zgartirib kelgan. Birinchi va ikkinchi sanoat inqiloblari jismoniy mehnatni mexanizatsiyalashtirgan va elektrlashtirilgan tizimlar bilan almashtirgan bo'lsa, uchinchi raqamli inqilob axborotni qayta ishlash va hisoblash texnikasini hayotimizga olib kirdi. Bugungi kunda biz guvoh bo'layotgan to'rtinchi sanoat inqilobining o'zagini esa sun'iy intellekt, mashinali o'qitish va katta

hajmli ma'lumotlar tahlili tashkil etmoqda. Sun'iy intellekt tizimlarining farqli jihati shundaki, ular nafaqat insonning jismoniy kuchi yoki oddiy hisoblash qobiliyatini, balki kognitiv funksiyalarini - tahlil qilish, mantiqiy xulosa chiqarish, matn va tasvirlarni qabul qilish hamda ijodiy qarorlar qabul qilish jarayonlarini ham qisman yoki to'liq modellashtirish imkoniyatiga ega bo'ldi. Bu holat global iqtisodiyotning deyarli barcha tarmoqlarida mehnat unumdorligini misli ko'rilmagan darajada oshirish bilan bir qatorda, an'anaviy mehnat bozorining poydevoriga daxl qiluvchi jiddiy tarkibiy

siljishlarni keltirib chiqarmoqda va iqtisodchilar, sotsiologlar hamda siyosatshunoslar o'rtasida keng muhokamalarga sabab bo'lmoqda.

Sun'iy intellektning mehnat bozoriga ta'sirini baholashda eng muhim konseptual yondashuvlardan biri bu texnologiyaning mehnatni siqib chiqarish va uni to'ldirish samaralari o'rtasidagi muvozanatni o'rganishdir. Bir tomondan, avtomatlashtirish algoritmlari va generativ sun'iy intellekt modellari ilgari faqat inson tomonidan bajarilishi mumkin bo'lgan yuqori malakali intellektual vazifalarni ham o'z zimmasiga olmoqda. Ma'lumotlarni kiritish, standart moliyaviy hisobotlarni tayyorlash, huquqiy hujjatlar ekspertizasi va hattoki boshlang'ich darajadagi dasturlash kodlarini yozish kabi ishlar bugungi kunda soniyalar ichida inson omilisiz bajarilishi mumkin. Bu jarayon mehnat bozorida ma'lum bir kasb egalariga bo'lgan talabning keskin kamayishiga va natijada tarkibiy ishsizlikning o'sishiga olib keladi. Ikkinchi tomondan, sun'iy intellekt inson mehnatini to'liq almashtira olmaydigan sohalarida uning samaradorligini karrali darajada oshiruvchi vosita vazifasini o'taydi. Masalan, tibbiyot sohasida shifokorlar sun'iy intellekt yordamida rentgen yoki MRT tasvirlarini tahlil qilib, kasalliklarga aniqroq va tezroq tashxis qo'yish imkoniyatiga ega bo'lmoqdalar, bu esa ularning ishini yengillashtiradi va ko'rsatilayotgan xizmat sifatini oshiradi. Ushbu jarayonlarning chuqurlashishi natijasida mehnat bozorida qutblanish hodisasi kuzatilmoqda.

Sun'iy intellektga asoslangan iqtisodiyotda yuqori darajadagi tanqidiy fikrlash, ijodkorlik, hissiy intellekt va murakkab muammolarni hal qilish ko'nikmalariga ega bo'lgan mutaxassislariga bo'lgan talab va ularning ish haqi miqdori muttasil o'sib bormoqda. Shu bilan birga, standartlashtirilgan va takrorlanuvchi vazifalarni bajaruvchi o'rta malakali ishchi kuchi eng katta zarbaga uchramoqda. Bu

esa jamiyatda daromadlar tengsizligining yanada kuchayishiga va ijtimoiy tabaqalanishning chuqurlashishiga sharoit yaratadi. Davlatlar va xalqaro tashkilotlar oldida turgan eng katta vazifa ushbu texnologik o'tish davrida keng xalq ommasini qayta tayyorlash, ta'lim tizimini mehnat bozorining yangi talablariga moslashtirish va ijtimoiy himoya mexanizmlarini qayta ko'rib chiqishdan iboratdir. Negaki, texnologik rivojlanish sur'ati inson ko'nikmalarining yangilanish sur'atidan ancha ilgarilab ketayotgan hozirgi davrda moslashish strategiyalarining kechikishi iqtisodiy barqarorlikka jiddiy tahdid solishi mumkin.

Sun'iy intellekt keltirib chiqarayotgan transformatsiya faqatgina ish o'rinlarining yo'qolishi bilan cheklanmaydi, balki u butunlay yangi sanoat tarmoqlari va ilgari tasavvur ham qilinmagan kasbiy sohalarini hayotga olib kirmoqda. Mashinali o'qitish muhandislari, ma'lumotlar arxitektoralari, prompt injenerlar, neyrotarmoqlar etikasi bo'yicha ekspertlar va sun'iy intellekt tizimlarini xavfsizlantirish bo'yicha mutaxassislar kabi yangi kasblar bugungi kunda eng xaridorgir yo'nalishlarga aylanib ulgirdi. Shunday qilib, sun'iy intellekt mehnat bozorini o'lik nuqtaga olib kelmaydi, balki uning arxitekturasini qayta shakllantiradi. Bu jarayonda muvaffaqiyat qozonish va barqaror bandlikni ta'minlashning yagona yo'li - an'anaviy ta'lim paradigmasidan voz kechib, hayot davomida uzluksiz o'qish va malaka oshirish tizimiga to'liq o'tish hisoblanadi.

Asosiy qism

Sun'iy intellekt tizimlarining global iqtisodiyot tarkibiga integratsiyalashuvi mehnat unumdorligini oshirish va ishlab chiqarish xarajatlarini optimallashtirish nuqtai nazaridan misli ko'rilmagan sur'atlarda namoyon bo'lmoqda. Goldman Sachs investitsiya bankining global iqtisodiy tadqiqotlar hisobotiga ko'ra, generativ sun'iy intellekt yaqin o'n yillikda global yalpi

ichki mahsulotni (YIM) 7% ga oshirish salohiyatiga ega bo'lib, bu taxminan 7 trillion AQSh dollariga teng iqtisodiy qiymatni yuzaga keltiradi. Biroq, ushbu o'sish sur'ati mehnat bozorida jiddiy disbalans va siljishlar hisobiga amalga oshadi. Mazkur tadqiqotlar doirasida qayd etilishicha, hozirgi kunda mavjud bo'lgan ish o'rinlarining taxminan 66% qismi ma'lum darajada sun'iy intellekt vositalari orqali avtomatlashtirish bosqichiga o'tadi. Ayniqsa, rivojlangan mamlakatlarda intellektual va ma'muriy xizmat ko'rsatish sohasining yuqori ulushi sababli, bandlik tizimining qariyb chorak qismi bevosita sun'iy intellekt algoritmlari tomonidan almashtirilishi prognoz qilinmoqda. McKinsey Global Institute tahlilchilarining "The future of work after COVID-19" nomli fundamental tadqiqotida keltirilishicha, 2030-yilga borib dunyo bo'ylab kamida 375 million nafar ishchi texnologik o'zgarishlar tufayli o'z kasbiy yo'nalishlarini butunlay o'zgartirishga va mutlaqo yangi raqamli ko'nikmalarni o'zlashtirishga majbur bo'ladi. Ushbu holat mehnat bozorida nafaqat ish o'rinlarining son jihatdan qisqarishini, balki sifat jihatidan tarkibiy o'zgarishini ham anglatadi.

Texnologik transformatsiyaning tarmoqlararo ta'siri bir jinsli emasligi bilan ajralib turadi. Xalqaro Valyuta Jamg'armasi (XVF) ekspertlarining xulosalariga ko'ra, rivojlangan iqtisodiyotlarda ish o'rinlarining 60% qismi sun'iy intellekt ta'siriga duchor bo'ladi, rivojlanayotgan mamlakatlarda esa bu ko'rsatkich 40% ni, past daromadli davlatlarda esa 26% ni tashkil etadi. Bir qarashda past daromadli davlatlar raqamli transformatsiyadan kamroq zarar ko'radigandek tuyulsa-da, XVF ijrochi direktori Kristalina Georgiyeva masalaning boshqa jihatiga e'tibor qaratadi: "Ko'pgina rivojlanayotgan mamlakatlarda sun'iy intellekt keltirib chiqaradigan afzalliklardan foydalanish uchun zarur bo'lgan infratuzilma va malakali ishchi kuchi

yetishmaydi, bu esa vaqt o'tishi bilan mamlakatlar o'rtasidagi raqamli va iqtisodiy tengsizlikni yanada chuqurlashtirib yuborishi mumkin". Ushbu tendensiya ichki mehnat bozorlarida ham qutblanishni kuchaytirmoqda. Masalan, moliya va sug'urta sohasida neyron tarmoqlarining joriy etilishi risklarni tahlil qilish va kredit skoringi tizimlarida inson mehnatiga bo'lgan talabni 35% ga kamaytirgan bo'lsa, axborot xavfsizligi va ma'lumotlar muhandisligi yo'nalishida yangi bo'sh ish o'rinlarining yillik o'sish sur'ati 28% ni tashkil etmoqda. Bu esa an'anaviy kasb egalarining ommaviy ravishda mehnat bozorida siqib chiqarilishi va yuqori texnologik sohalarda kadrlar taqchilligining yuzaga kelishi kabi paradoksal vaziyatni keltirib chiqaradi.

Jahon Iqtisodiy Forumi (WEF) tomonidan e'lon qilingan "The Future of Jobs Report" hisobotida keltirilgan statistik ma'lumotlar ushbu iqtisodiy realikni yaqqol tasdiqlaydi. Tadqiqotda ishtirok etgan global kompaniyalarning 85% dan ortig'i yaqin yillarda o'z faoliyatiga sun'iy intellekt va katta ma'lumotlar tahlilini joriy etishni eng asosiy ustuvor vazifa sifatida belgilagan. Buning natijasida ma'lumotlarni kiritish operatorlari, buxgalterlar, ma'muriy kotiblar va mijozlarni qo'llab-quvvatlash xizmati xodimlari kabi jami 85 millionga yaqin ish o'rni tugatilishi kutilmoqda. Biroq, shu bilan bir vaqtda, sun'iy intellekt ekotizimining rivojlanishi, dasturiy ta'minot muhandisligi va raqamli marketing kabi sohalarda 97 millionta yangi ish o'rni yaratilishi prognoz qilingan.

Massachusetts Texnologiya Instituti (MIT) iqtisodchisi Daron Ajemo'g'li o'zining texnologik taraqqiyot va bandlik munosabatlariga bag'ishlangan ishlarida ushbu jarayonni shunday baholaydi: "Avtomatlashtirish o'z-o'zidan falokat emas, agar u yangi, yuqori mahsulдорlikka ega vazifalarni yaratish bilan muvozanatlashtirilsa. Muammo shundaki, hozirgi kunda korporatsiyalar inson

mehnatini to'ldiradigan emas, balki uni shunchaki arzonroq algoritm bilan almashtiradigan sun'iy intellekt modellariga haddan tashqari ko'p investitsiya kiritishmoqda".

Ushbu iqtisodiy siljishlar ishchi kuchining malaka darajasiga bo'lgan talabni ham tubdan o'zgartirib yubordi. Bugungi kunda faqatgina ma'lum texnik bilimlarga ega bo'lish barqaror bandlikni ta'minlash uchun yetarli bo'lmay qoldi. Coursera global ta'lim platformasining hisobotlariga ko'ra, generativ sun'iy intellekt dasturlaridan foydalanish ko'nikmalari talab qilinadigan ish o'rinlariga so'rovlar soni bir yil ichida 1200% ga oshgan. Shuningdek, xodimlardan mantiqiy fikrlash, moslashuvchanlik va hissiy intellekt (soft skills) kabi kompyuterlashtirilishi imkonsiz bo'lgan xususiyatlarni rivojlantirish talab etilmoqda. Agar davlatlar va korporativ sektor ishchi kuchini qayta tayyorlash (reskilling) tizimiga strategik yondashmasa, yaqin kelajakda malakasiz mehnat qatlami va yuqori texnologik elita o'rtasidagi daromadlar farqi 50% dan ham oshib ketishi xavfi mavjud. Shunday qilib, sun'iy intellektning mehnat bozoriga ta'siri oddiy avtomatlashtirish jarayonidan iborat bo'lmay, u iqtisodiy munosabatlarning butun boshli tizimini, ijtimoiy kafolatlar va inson kapitalini shakllantirish tamoyillarini yangi bosqichga olib chiquvchi global transformatsiyadir.

Xulosa

Sun'iy intellekt texnologiyalarining mehnat bozoriga ko'rsatayotgan ta'sirini har tomonlama tahlil qilish shuni ko'rsatadiki, insoniyat mehnatning tabiati va bandlik tizimining ijtimoiy-iqtisodiy arxitekturasida tubdan qayta shakllanadigan davrga qadam qo'ydi. Ushbu jarayon shunchaki texnik yangilanish yoki ishlab chiqarishni mexanizatsiyalashning navbatdagi bosqichi emas, balki kognitiv funksiyalarning mashinalar tomonidan o'zlashtirilishi bilan bog'liq bo'lgan global miqyosdagi tizimli

burilishdir. Tadqiqotlar va statistik ma'lumotlar shuni tasdiqlaydiki, an'anaviy, takrorlanuvchi va algoritmik xarakterga ega bo'lgan millionlab ish o'rinlarining qisqarishi muqarrar reallikka aylanib ulgurdi. Biroq, ushbu jarayon mehnat bozorining to'liq inqirozini emas, balki uning evolyutsion transformatsiyasini anglatadi, zero texnologik taraqqiyot o'z navbatida yuqori intellektual salohiyat, raqamli boshqaruv va kreativ yondashuvni talab qiluvchi mutlaqo yangi sohalarini ham yuzaga keltirmoqda.

Ushbu sharoitda davlatlar, xalqaro tashkilotlar va xususiy sektor oldida turgan eng muhim strategik vazifa – texnologik rivojlanish tezligi va inson ko'nikmalarining moslashish sur'ati o'rtasidagi tafovutni minimallashtirishdan iboratdir. An'anaviy ta'lim tizimlari o'zining statik tabiati bilan zamonaviy mehnat bozorining dinamik talablariga javob bera olmay qolmoqda. Shu sababli, ta'lim paradigmasini "umrbod uzluksiz o'qish" (lifelong learning) konsepsiyasiga to'liq o'tkazish, insonlarda tanqidiy fikrlash, moslashuvchanlik va hissiy intellekt kabi algoritmlar tomonidan takrorlanishi imkonsiz bo'lgan fundamental fazilatlarni rivojlantirish davr talabidir. Davlat bandlik siyosati esa tarkibiy ishsizlikka uchragan qatlamlarni ijtimoiy himoya qilish va ularni qisqa muddatli tizimli qayta tayyorlash dasturlariga jalb etishning moslashuvchan mexanizmlarini ishlab chiqishi zarur.

Yakuniy xulosa sifatida qayd etish joizki, sun'iy intellekt inson mehnatining o'rnini butunlay bosuvchi tahdid emas, balki uning intellektual va ijodiy salohiyatini karrali darajada oshirishga xizmat qiluvchi katalizatoridir. Kelajak mehnat bozorining muvaffaqiyati inson va sun'iy intellektning qarama-qarshiligida emas, balki ularning oqilona va simbiotik hamkorligini ta'minlash darajasiga bog'liq bo'ladi. Ushbu o'tish davrini to'g'ri boshqarish, raqamli tengsizlikning oldini olish va yangi iqtisodiy imkoniyatlardan adolatli taqsimot asosida

foydalanish global hamjamiyatning barqaror rivojlanishini ta'minlovchi hal qiluvchi omilga aylanadi.

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Formation Of Critical Thinking In Native Language Lessons

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Annotation

This article covers the theoretical and practical foundations of developing students' critical thinking competence in native language lessons in general secondary schools. The content and essence of critical thinking, its role in the modern education system, and the possibilities of native language science in forming this competence are scientifically analyzed. Also, ways to develop independent thinking, reasoning, drawing conclusions, and a creative approach in students through the use of problem-based learning, interactive methods, text analysis, discussion, project method, reflection, and assessment mechanisms are shown. The results of the study confirm that organizing native language lessons based on a competency-based approach effectively develops students' critical thinking skills.

Keywords: mother tongue education, critical thinking, competency-based approach, interactive methods, text analysis, problem-based learning, reflection, creative thinking, learning competence, modern pedagogy.

Annotatsiya

Mazkur maqolada umumiy o'rta ta'lim maktablarida ona tili darslarida o'quvchilarning tanqidiy fikrlash kompetensiyasini rivojlantirishning nazariy va amaliy asoslari yoritilgan. Tanqidiy fikrlashning mazmun-mohiyati, uning zamonaviy ta'lim tizimidagi o'rni, ona tili fanining mazkur kompetensiyani shakllantirishdagi imkoniyatlari ilmiy jihatdan tahlil qilingan. Shuningdek, muammoli ta'lim, interfaol metodlar, matn tahlili, munozara, loyiha usuli, refleksiya va baholash mexanizmlaridan foydalanish orqali o'quvchilarda mustaqil fikrlash, dalillash, xulosa chiqarish hamda ijodiy yondashuvni rivojlantirish yo'llari ko'rsatib berilgan. Tadqiqot natijalari ona tili darslarini kompetensiyaviy yondashuv asosida tashkil etish o'quvchilarning tanqidiy fikrlash ko'nikmalarini samarali rivojlantirishini tasdiqlaydi.

Kalit so'zlar: ona tili ta'limi, tanqidiy fikrlash, kompetensiyaviy yondashuv, interfaol metodlar, matn tahlili, muammoli ta'lim, refleksiya, kreativ fikrlash, o'quv kompetensiyasi, zamonaviy pedagogika.

XXI asr ta'limining asosiy maqsadlaridan biri nafaqat bilim berish, balki o'quvchilarda hayotiy kompetensiyalarni shakllantirishdan iboratdir. Zamonaviy jamiyat sharoitida axborot oqimining keskin ortishi, sun'iy intellekt texnologiyalarining rivojlanishi, globallashuv jarayonlari hamda raqamli muhitning kengayishi insondan axborotni tanqidiy baholash, tahlil qilish va mustaqil qaror qabul qilish ko'nikmalarini talab etmoqda. Shu sababli tanqidiy fikrlash bugungi kunda xalqaro ta'lim standartlari, jumladan UNESCO, OECD hamda PISA dasturlarida asosiy kompetensiyalardan biri sifatida e'tirof etilmoqda.

O'zbekiston Respublikasida ta'lim tizimini modernizatsiya qilish bo'yicha amalga oshirilayotgan islohotlarda ham kompetensiyaviy yondashuv ustuvor yo'nalish sifatida belgilangan. Yangi avlod davlat ta'lim standartlari ham o'quvchilarning mustaqil fikrlash, muammolarni hal qilish, muloqot qilish va ijodiy faoliyat olib borish kompetensiyalarini rivojlantirishga alohida e'tibor qaratmoqda. Mazkur vazifalarni amalga oshirishda ona tili fani muhim o'rin egallaydi.

Ona tili darslari o'quvchilarning og'zaki va yozma nutqini rivojlantirish, til birliklarini ongli o'zlashtirish, matnni tushunish, tahlil qilish hamda mantiqiy fikrlashni

shakllantirish uchun keng imkoniyat yaratadi. Ayniqsa, matn ustida ishlash, bahs-munozara tashkil etish, muammoli savollar qo'yish va ijodiy topshiriqlar berish orqali tanqidiy fikrlashni rivojlantirish mumkin.

Shu nuqtai nazardan mazkur maqolaning maqsadi ona tili darslarida tanqidiy fikrlashni shakllantirishning pedagogik asoslarini tahlil qilish, samarali metodlarni yoritish hamda ularni amaliyotga joriy etish bo'yicha ilmiy tavsiyalar ishlab chiqishdan iborat.¹

Tanqidiy fikrlash — bu ma'lumotni shunchaki qabul qilish emas, balki uni tahlil qilish, taqqoslash, baholash, dalillar asosida xulosa chiqarish hamda muammoga turli nuqtai nazardan yondashish jarayonidir. Amerikalik olim R. Ennis tanqidiy fikrlashni "nimaga ishonish yoki qanday harakat qilish to'g'risida asosli qaror qabul qilishga qaratilgan oqilona va reflektiv fikrlash" sifatida ta'riflaydi.

Pedagogik nuqtai nazardan tanqidiy fikrlash quyidagi bosqichlarni o'z ichiga oladi:

- mavjud bilimlarni faollashtirish;
- yangi axborotni qabul qilish va tahlil qilish;
- dalillarni solishtirish;
- mantiqiy xulosa chiqarish;
- o'z fikrini asoslash;
- o'z faoliyatini baholash va refleksiya qilish.

Tanqidiy fikrlash o'quvchilarning nafaqat bilim darajasini, balki ularning intellektual faolligini ham oshiradi. Bunday yondashuv ta'limni reproduktiv usuldan konstruktiv ta'limga olib chiqadi.

Ona tili fani boshqa fanlarga nisbatan tanqidiy fikrlashni rivojlantirish uchun keng imkoniyatlarga ega. Chunki til inson tafakkurining asosiy vositasidir. Til orqali

inson fikr yuritadi, muloqot qiladi va bilimlarni o'zlashtiradi.²

Ona tili darslarida quyidagi faoliyat turlari tanqidiy fikrlashni rivojlantiradi:

- matnlarni tahlil qilish;
- grammatik hodisalarni solishtirish;
- til birliklarining uslubiy xususiyatlarini aniqlash;
- bahs va munozaralarda qatnashish;
- esse yozish;
- muammoli vaziyatlarni hal qilish;
- ijodiy yozma ishlarni bajarish.

Masalan, biror matn o'qilgach o'quvchilarga quyidagi savollar berilishi mumkin:

- Muallifning asosiy g'oyasi nimadan iborat?
- Ushbu fikrga qo'shilasizmi? Nima uchun?
- Muallif boshqa qanday usullardan foydalanishi mumkin edi?
- Siz ushbu muammoni qanday hal qilgan bo'lardingiz?

Bunday savollar o'quvchini tayyor javobni takrorlashdan ko'ra mustaqil mushohada yuritishga undaydi.³

Tanqidiy fikrlashni shakllantirishda interfaol metodlardan foydalanish yuqori samaradorlik beradi.

"Aqliy hujum"

Bu metod orqali o'quvchilar muammo yuzasidan erkin fikr bildiradilar. Har qanday fikr qabul qilinadi va keyinchalik tahlil qilinadi. Natijada o'quvchilarning faolligi oshadi.

"Klaster"

Klaster usuli mavzu bo'yicha tushunchalarni o'zaro bog'lash imkonini beradi. O'quvchi tushunchalar orasidagi mantiqiy aloqalarni mustaqil aniqlaydi.

"INSERT"

Mazkur metod o'quvchining matnni faol o'qishiga xizmat qiladi. O'quvchi matnni o'qish davomida yangi, tushunarsiz yoki

¹ Yo'ldoshev J., Usmonov S. Pedagogik texnologiya asoslari. Toshkent: O'qituvchi, 2014.

² Tolipov O., Usmonboyeva M. Pedagogik texnologiyalarning tatbiqiy asoslari. Toshkent: Fan, 2017

³ Yo'ldoshev J., Usmonov S. Pedagogik texnologiya asoslari. Toshkent: O'qituvchi, 2014.

avvalgi bilimlariga zid bo'lgan ma'lumotlarni belgilaydi.⁴

"Fishbone"

Sabab-oqibat munosabatlarini aniqlashga xizmat qiluvchi ushbu metod muammolarni chuqur tahlil qilish imkonini beradi.

"BBB" (Bilaman – Bilishni xohlayman – Bildim)

Bu metod o'quvchining avvalgi bilimlarini aniqlash, yangi bilimlarni tizimlashtirish hamda refleksiya qilishga yordam beradi.⁵

Matn bilan ishlash ona tili darslarining markaziy komponentidir. Har qanday matn faqat mazmunini qayta hikoya qilish uchun emas, balki chuqur tahlil qilish uchun ham xizmat qilishi kerak.

Matn tahlilida quyidagi yo'nalishlarga e'tibor qaratiladi:

- matn mavzusini aniqlash;
- asosiy g'oyani topish;
- dalillarni ajratish;
- muallif pozitsiyasini baholash;
- alternativ fikrlarni ilgari surish;
- shaxsiy munosabat bildirish.

Bunday mashg'ulotlar o'quvchilarda analitik tafakkur, mantiqiy fikrlash va argumentatsiya madaniyatini rivojlantiradi.

Muammoli ta'lim tanqidiy fikrlashni shakllantirishning eng samarali texnologiyalaridan biri hisoblanadi. Dars davomida o'qituvchi tayyor bilim bermaydi, balki muammoli vaziyat yaratadi.⁶

Masalan: "Nima sababdan ayrim so'zlar bir nechta ma'noni anglatadi?"

"Bitta gapni turlicha uslubda ifodalash mumkinmi?"

Bunday savollar o'quvchini izlanishga, dalillar topishga hamda ilmiy xulosa chiqarishga majbur qiladi.

Tanqidiy fikrlashni rivojlantirish ko'p jihatdan o'qituvchining metodik

tayyorgarligiga bog'liq. Zamonaviy o'qituvchi:

- darsni interfaol tashkil etishi;
- ochiq savollardan foydalanishi;
- barcha fikrlarni hurmat qilishi;
- bahs madaniyatini shakllantirishi;
- refleksiyani yo'lga qo'yishi;
- o'quvchilarni mustaqil izlanishga yo'naltirishi zarur.

Shuningdek, o'qituvchi baholash jarayonida faqat yakuniy javobni emas, balki fikrlash jarayonini ham e'tiborga olishi lozim.⁷

Tanqidiy fikrlashni rivojlantirish samaradorligini aniqlash uchun quyidagi mezonlardan foydalanish mumkin:

- muammoni to'g'ri aniqlashi;
- dalillar keltira olishi;
- turli nuqtai nazarlarni taqqoslashi;
- mantiqiy xulosa chiqarishi;
- mustaqil fikr bildirishi;
- o'z fikrini asoslay olishi;
- refleksiya qila olishi.

Mazkur mezonlar kompetensiyaviy baholash tizimining muhim tarkibiy qismi hisoblanadi.

Bugungi kunda elektron darsliklar, multimedia vositalari, sun'iy intellekt platformalari, raqamli testlar ham tanqidiy fikrlashni rivojlantirish imkoniyatlarini kengaytirmoqda. Raqamli texnologiyalar yordamida o'quvchilar turli manbalardagi axborotlarni solishtirish, ularning ishonchligini baholash hamda mustaqil xulosa chiqarishni o'rganadilar.

Shu bilan birga, internetdagi axborotlarning barchasi ham ishonchli emasligi sababli media savodxonlik va axborotni tanqidiy baholash ko'nikmalarini rivojlantirish ona tili ta'limining muhim vazifalaridan biri bo'lib qolmoqda.⁸

Ona tili darslarida tanqidiy fikrlashni shakllantirish zamonaviy ta'limning dolzarb

⁴ Tolipov O'., Usmonboyeva M. Pedagogik texnologiyalarning tatbiqiy asoslari. Toshkent: Fan, 2017

⁵ Yo'ldoshev J., Usmonov S. Pedagogik texnologiya asoslari. Toshkent: O'qituvchi, 2014.

⁶ Tolipov O'., Usmonboyeva M. Pedagogik texnologiyalarning tatbiqiy asoslari. Toshkent: Fan, 2017

⁷ Yo'ldoshev J., Usmonov S. Pedagogik texnologiya asoslari. Toshkent: O'qituvchi, 2014.

⁸ Tolipov O'., Usmonboyeva M. Pedagogik texnologiyalarning tatbiqiy asoslari. Toshkent: Fan, 2017

vazifalaridan biridir. Mazkur kompetensiya o'quvchilarning mustaqil fikrlashi, mantiqiy tahlil qilishi, dalillar asosida qaror qabul qilishi hamda o'z fikrini erkin ifoda etishiga xizmat qiladi. Interfaol metodlar, muammoli ta'lim, matn tahlili, refleksiya, ijodiy yozma topshiriqlar va zamonaviy axborot texnologiyalaridan samarali foydalanish tanqidiy fikrlashni rivojlantirishning muhim omillari hisoblanadi.

Shuningdek, kompetensiyaviy yondashuv asosida tashkil etilgan ona tili darslari o'quvchilarning kommunikativ, ijtimoiy va intellektual salohiyatini oshirib, ularni zamonaviy jamiyatning faol, mas'uliyatli va ijodkor shaxsi sifatida shakllantirishga xizmat qiladi. Kelgusida ona tili ta'limida tanqidiy fikrlashni rivojlantirishga qaratilgan innovatsion metodikalarni yaratish hamda ularni amaliyotga keng joriy etish dolzarb ilmiy yo'nalishlardan biri bo'lib qoladi.

Foydalanilgan adabiyotlar

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Pedagogical Model Of Developing Professional Competence Of Leaders Of Educational Institutions

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Abstract

The article provides a theoretical justification and design of a pedagogical model for developing the professional competence of educational institution leaders. The relevance of the problem stems from the fundamental transformation of the school leader's role - from administrative control towards instructional leadership and change management. Drawing on an analysis of scholarly literature and policy documents, the structure of competence is substantiated as a unity of motivational-axiological, cognitive, activity-technological and reflexive components, with criteria, indicators and a three-level assessment scale developed for each. The proposed model comprises target, content, technological, diagnostic and outcome blocks, and incorporates an eight-module curriculum, practice-oriented teaching technologies, mentoring and individual professional development pathways.

Keywords: educational management, professional competence, school principal, pedagogical model, in-service training, reflection, instructional leadership, individual development pathway.

Annotatsiya

Maqolada ta'lim muassasalari rahbarlarining professional kompetentligini rivojlantirishning pedagogik modeli nazariy jihatdan asoslanadi va loyihalalanadi. Muammoning dolzarbligi zamonaviy ta'lim tizimida rahbar funksiyalarining tubdan o'zgarishi - ma'muriy-nazorat vazifasidan pedagogik yetakchilik va o'zgarishlarni boshqarish vazifasiga o'tish bilan izohlanadi. Ilmiy adabiyotlar va me'yoriy hujjatlar tahlili asosida professional kompetentlik tuzilmasi to'rt komponent - motivatsion-qadriyatli, kognitiv, faoliyatli-texnologik va refleksiv komponentlar birligida asoslanadi; har bir komponent uchun mezonlar, ko'rsatkichlar va uch darajali baholash shkalasi ishlab chiqiladi. Taklif etilayotgan model maqsadli, mazmuniy, texnologik, diagnostik va natijaviy bloklardan iborat bo'lib, sakkiz moduldan tashkil topgan dastur, amaliyotga yo'naltirilgan o'qitish texnologiyalari, mentorlik hamda individual professional rivojlanish trayektoriyasi mexanizmlarini o'z ichiga oladi. Model va diagnostika vositalari malaka oshirish tizimida, rahbar kadrlar zaxirasi bilan ishlashda va attestatsiya jarayonida foydalanish uchun tavsiya etiladi.

Kalit so'zlar: ta'lim menejmenti, professional kompetentlik, ta'lim muassasasi rahbari, pedagogik model, malaka oshirish, refleksiya, boshqaruv faoliyati, pedagogik liderlik, individual rivojlanish trayektoriyasi.

KIRISH

Zamonaviy ta'lim tizimi oldida turgan vazifalar ta'lim muassasasi rahbarining kasbiy qiyofasiga qo'yiladigan talablarni tubdan o'zgartirdi. An'anaviy boshqaruv paradigmasida rahbar asosan ma'muriy-nazorat funksiyasini bajargan: hujjatlar aylanishini ta'minlash, dars jadvalini tuzish, yuqori tashkilotlar topshiriqlarini bajarish va hisobot berish uning faoliyatining asosiy mazmunini tashkil etgan. Bugungi kunda

esa rahbardan butunlay boshqa sifatlar talab qilinmoqda: muassasaning rivojlanish strategiyasini ishlab chiqish, o'quv jarayonini pedagogik jihatdan boshqarish, jamoada uzluksiz o'rganish madaniyatini shakllantirish, cheklangan resurslarni samarali taqsimlash, tashqi muhit bilan sherikchilik aloqalarini o'rnatish va o'zgarishlarga qarshilikni boshqarish.

Xalqaro tadqiqotlar rahbar faoliyatining ta'lim sifatiga ta'siri naqadar yuqori ekanini

ishonchli ko'rsatib bermoqda. Bir qator keng qamrovli metatahlillarga ko'ra, maktab ichidagi omillar orasida o'quvchilar o'zlashtirishiga eng katta ta'sir ko'rsatuvchi omil - o'qituvchi faoliyati sifati, ikkinchi o'rinda esa aynan rahbar faoliyati turadi. Bu ta'sir asosan bilvosita xarakterga ega: rahbar o'qituvchilarni tanlash, ularning kasbiy o'sishini ta'minlash, o'quv muhitini tashkil etish va jamoa ruhini shakllantirish orqali natijaga ta'sir qiladi. Demak, rahbar kompetentligiga sarflangan har bir resurs butun muassasa faoliyatiga ko'paytirilgan holda qaytadi.

O'zbekiston Respublikasida ta'lim sohasini rivojlantirishga qaratilgan me'yoriy hujjatlarda ta'lim muassasalari rahbar kadrlarini tanlash, tayyorlash va malakasini oshirish tizimini takomillashtirish vazifasi alohida ustuvor yo'nalish sifatida belgilangan. Bu esa mazkur masalani ilmiy-pedagogik jihatdan chuqur o'rganish zaruratini kun tartibiga qo'yadi.

Adabiyotlar tahlili

Kompetentlik yondashuvining nazariy asoslari R.Boyatzis, L.Spenser va S.Spenser, J.Raven kabi tadqiqotchilar ishlarida shakllangan. R.Boyatzis samarali menejer modelini taklif etib, kompetentlikni faoliyat natijasi bilan bog'liq shaxsiy xususiyatlar majmui sifatida ta'riflagan. L.Spenser va S.Spenser kompetentlikning "muzlik" modelini ilgari surib, uning ko'zga ko'rinadigan qismi (bilim va ko'nikmalar) bilan bir qatorda yashirin qismi (motivlar, qadriyatlar, o'z-o'zini idrok etish) mavjudligini asoslagan. Bu qarash tadqiqotimizda motivatsion-qadriyatli komponentni ajratib ko'rsatish uchun metodologik asos bo'ldi.

Ta'lim menejmenti sohasida T.Bush ta'lim boshqaruvi nazariyalarining tasnifini ishlab chiqib, formal, kollegial, siyosiy, subyektiv, noaniqlik va madaniy modellarni farqlagan. M.Fullan o'zgarishlarni boshqarish nazariyasini rivojlantirib, rahbarning asosiy vazifasi jamoada o'zgarishga tayyorlikni

shakllantirish ekanini ta'kidlaydi. K.Leithwood va uning hamkasblari rahbarlikning o'quvchi natijalariga ta'siri mexanizmlarini empirik tarzda o'rgangan va rahbarlik amaliyotlarining to'rt guruhini - yo'nalish belgilash, xodimlarni rivojlantirish, tashkilotni qayta loyihalash va o'quv dasturini boshqarish - ajratib ko'rsatgan.

Kattalar ta'limi nazariyasi (andragogika) sohasida M.Knowles ishlab chiqqan tamoyillar rahbarlarni o'qitish metodikasi uchun alohida ahamiyatga ega: kattalar o'z tajribasiga tayanadi, o'qishning amaliy foydasini ko'rishni istaydi, o'z o'qish jarayoniga mas'uliyatni o'z zimmasiga olishga tayyor. Bu tamoyillar taklif etilayotgan modelning texnologik blokini loyihalashda hisobga olindi.

Mahalliy pedagogika fanida rahbar kadrlar tayyorlash muammosi, malaka oshirish tizimini takomillashtirish va pedagogik jarayonni boshqarish masalalari bir qator tadqiqotlarda o'rganilgan. Biroq mavjud ishlarda kompetentlikni bosqichma-bosqich, o'lchanadigan mezonlar asosida rivojlantirishning yaxlit modeli, ayniqsa refleksiv komponentni maqsadli shakllantirish mexanizmi yetarli darajada ishlab chiqilmagan.

Muammoning qo'yilishi

O'tkazilgan tahlil quyidagi qarama-qarshiliklarni aniqlash imkonini berdi:

- ijtimoiy-pedagogik darajada: jamiyat va davlat tomonidan ta'lim muassasasi rahbarining professional kompetentligiga qo'yilayotgan talablarning ortib borishi va bu talablarni qondirishga qaratilgan tizimli mexanizmning yetarli darajada shakllanmaganligi o'rtasida;
- ilmiy-nazariy darajada: kompetentlik yondashuvining boy nazariy bazasi mavjudligi va uning ta'lim muassasasi rahbari faoliyati xususiyatlariga moslashtirilgan modeli ishlab chiqilmaganligi o'rtasida;
- ilmiy-metodik darajada: malaka oshirish kurslarida nazariy bilim berishning ustunligi

va rahbar faoliyatining amaliy, vaziyatli xarakteri o'rtasida.

Ushbu qarama-qarshiliklar tadqiqot muammosini belgilaydi: ta'lim muassasalari rahbarlarining professional kompetentligini rivojlantirishning pedagogik modeli qanday tuzilmaga ega bo'lishi va uning samarali ishlashi qanday shart-sharoitlarga bog'liq?

Tadqiqot maqsadi va vazifalari

Maqsad - ta'lim muassasalari rahbarlarining professional kompetentligini rivojlantirishning pedagogik modelini nazariy jihatdan asoslash va loyihalash.

Vazifalar:

- 1) muammoning nazariy holatini o'rganish va "ta'lim muassasasi rahbarining professional kompetentligi" tushunchasi mazmunini aniqlashtirish;
- 2) kompetentlikning tarkibiy komponentlarini, mezonlari, ko'rsatkichlari va darajalarini belgilash;
- 3) rivojlantirishning pedagogik modelini loyihalash va uning bloklari mazmunini asoslash;
- 4) modelning kutilayotgan natijalari va ularni baholash mexanizmini belgilash;
- 5) amaliyot uchun metodik tavsiyalar ishlab chiqish.

Tadqiqotning nazariy farazi. Ta'lim muassasalari rahbarlarining professional kompetentligini rivojlantirish samaradorligi quyidagi shartlar birgalikda bajarilganda sezilarli darajada oshadi: kompetentlik tuzilmasi aniq belgilanib, har bir komponent bo'yicha diagnostika mezonlari ishlab chiqilsa; ta'lim mazmuni modul tamoyili asosida tuzilib, real boshqaruv vaziyatlarini tahlil qilishga yo'naltirilsa; o'qitishda interaktiv, amaliyotga yo'naltirilgan va refleksiv texnologiyalar ustuvorlik qilsa; har bir rahbar uchun individual professional rivojlanish trayektoriyasi loyihalansa; mentorlik va o'zaro tajriba almashish tizimi yo'lga qo'yilsa.

Tadqiqotning ilmiy yangiligi ta'lim muassasasi rahbarining professional kompetentligi tuzilmasida refleksiv

komponentning tizim tashkil etuvchi o'rni asoslanganida va uni maqsadli shakllantirish mexanizmi ishlab chiqilganidadir.

Amaliy ahamiyati shundaki, taklif etilgan model va diagnostika vositalari malaka oshirish dasturlarini loyihalashda, rahbar kadrlar zaxirasini shakllantirishda va rahbar faoliyatini baholashda mezoniy asos sifatida foydalanish imkonini beradi.

MATERIALLAR VA METODLAR

Tadqiqot materiallari. Tadqiqotning empirik-hujjatli bazasini quyidagi manbalar tashkil etdi: ta'lim sohasidagi me'yoriy-huquqiy hujjatlar va strategik dasturlar; ta'lim menejmenti va kompetentlik yondashuvi bo'yicha xorijiy va mahalliy ilmiy adabiyotlar; ta'lim muassasasi rahbari lavozimiga qo'yiladigan malaka talablari; malaka oshirish kurslarining amaldagi o'quv dasturlari; xalqaro tashkilotlarning ta'lim rahbarligi bo'yicha tahliliy hisobotlari.

Tadqiqot metodlari. Qo'yilgan vazifalarni hal etish uchun nazariy tadqiqot metodlari majmuidan foydalanildi:

- ilmiy-pedagogik va psixologik adabiyotlarni tahlil qilish va umumlashtirish;
- me'yoriy hujjatlar va malaka talablarini mazmuniy tahlil qilish (content-analysis);
- tushunchalarni aniqlashtirish va ta'riflash;
- pedagogik modellash - kompetentlikni rivojlantirish jarayonining ideal tuzilmasini loyihalash;
- tizimli-strukturaviy tahlil - model komponentlari va ular o'rtasidagi bog'liqliklarni aniqlash;
- qiyosiy tahlil - amaldagi va taklif etilayotgan yondashuvlarni taqqoslash;
- ekspert-analitik yondashuv - mezonlar va ko'rsatkichlar tizimini asoslash.

Tadqiqot mantiqi. Tadqiqot uch qadamda amalga oshirildi. Birinchi qadamda adabiyotlar va me'yoriy hujjatlar tahlili asosida rahbar faoliyatining funksional tarkibi aniqlanib, unga muvofiq kompetentlik komponentlari ajratildi. Ikkinchi qadamda har bir komponent uchun mezon,

ko'rsatkichlar va darajalar tavsifi ishlab chiqildi. Uchinchi qadamda ushbu tuzilmaga tayangan holda rivojlantirish modeli loyihalandi va uning bloklari mazmuni belgilandi.

NATIJALAR

Professional kompetentlik tuzilmasi

Komponent	Mezon	Asosiy ko'rsatkichlar	Diagnostika vositasi
Motivatsion-qadriyatli	Rahbarlik faoliyatiga ichki munosabat	Kasbiy motivatsiya turi; qadriyatlar tizimi; o'z ustida ishlashga intilish; mas'uliyat hissi	Anketa, suhbat, motivatsiya so'rovnoma
Kognitiv	Boshqaruv bilimlari tizimligi	Menejment nazariyasi; ta'lim huquqi; moliyaviy boshqaruv; kadrlar boshqaruvi; sifat menejmenti	Test, nazariy topshiriqlar
Faoliyatli-texnologik	Boshqaruv vazifalarini hal etish qobiliyati	Rejalashtirish; qaror qabul qilish; nizolarni hal etish; jamoani rag'batlantirish; monitoring; muloqot	Keys yechimi, ishbilarmonlik o'yini, ekspert baholash, kuzatish
Refleksiv	O'z faoliyatini tahlil qila olish	O'z-o'zini adekvat baholash; xatolardan xulosa chiqarish; kasbiy o'sishni loyihalash; teskari aloqani qabul qilish	Refleksiv karta, portfolio, o'z-o'zini baholash

1-jadval. Professional kompetentlik komponentlari, mezonlari va diagnostika vositalari

Kompetentlik darajalarining tavsifi

Diagnostika natijalarini yagona asosda izohlash uchun har bir komponent bo'yicha

Komponent	Past daraja	O'rta daraja	Yuqori daraja
Motivatsion-qadriyatli	Rahbarlik lavozimini majburiyat deb qabul qiladi; o'z ustida ishlashga intilish sust	Kasbiy qiziqish mavjud, biroq tashqi rag'batga bog'liq; qadriyatlar tizimi shakllanish jarayonida	Barqaror ichki motivatsiya; kasbiy qadriyatlar aniq; o'z ustida muntazam ishlaydi
Kognitiv	Bilimlar tarqoq, amaliyot bilan bog'lanmagan; huquqiy va moliyaviy masalalarda noaniqlik	Asosiy bilimlar mavjud, biroq ularni yangi vaziyatga ko'chirishda qiyinchilik	Bilimlar tizimli, o'zaro bog'langan; yangi ma'lumotni mustaqil izlaydi va qo'llaydi
Faoliyatli-texnologik	Faoliyatda tashqi ko'rsatmaga tayanadi; qarorlarni kechiktiradi; nizolarda passiv	Odatiy vaziyatlarni mustaqil hal qiladi; nostandart holatlarda qo'llab-quvvatlashga muhtoj	Nostandart vaziyatlarda ham mustaqil va asoslangan qaror qabul qiladi; jamoani samarali rag'batlantiradi
Refleksiv	O'z faoliyatini tahlil qilmaydi; muvaffaqiyatsizlik sababini tashqi omillarda ko'radi	Tahlilni so'rov bo'yicha amalga oshiradi; baholash qisman adekvat	Faoliyatini muntazam va tanqidiy tahlil qiladi; kasbiy o'sish rejasini mustaqil loyihalaydi

Nazariy tahlil asosida ta'lim muassasasi rahbarining professional kompetentligi to'rt komponentdan iborat yaxlit tuzilma sifatida belgilandi. Har bir komponent uchun mezon, asosiy ko'rsatkichlar va diagnostika vositasi aniqlandi (1-jadval).

uch daraja - past, o'rta va yuqori darajalar sifat tavsifi ishlab chiqildi (2-jadval). Ushbu tavsiflar ekspert baholash va o'z-o'zini baholash uchun mezoniy asos vazifasini bajaradi.

2-jadval. Kompetentlik darajalarining sifat tavsifi

Pedagogik modelning tuzilishi

Aniqlangan kompetentlik tuzilmasiga tayangan holda rivojlantirish modeli

loyihalandi. Model besh o'zaro bog'liq blokdan iborat bo'lib, ular yopiq sikl tashkil etadi: diagnostik blok natijalari maqsadli va mazmuniy bloklarni aniqlashtirishga qaytadi (3-jadval).

Blok	Mazmuni	Vositlari	Kutilayotgan natija
Maqsadli	Ijtimoiy buyurtma, davlat talablari, kompetentlik profili	Me'yoriy hujjatlar tahlili, professiogramma, ekspert so'rovi	Aniq va o'lchanadigan maqsad va vazifalar tizimi
Mazmuniy	Sakkiz moduldan iborat o'quv dastur	O'quv-uslubiy majmua, keys-to'plam, elektron resurslar	Tizimli va amaliyotga bog'langan boshqaruv bilimlari
Texnologik	Interaktiv, amaliyotga yo'naltirilgan o'qitish	Keys-stadi, ishbilarmonlik o'yini, trening, loyiha ishi, stajirovka, mentorlik, kouching	Barqaror boshqaruv ko'nikmalari
Diagnostik	Kirish, oraliq va yakuniy kesimlar; monitoring	Test, anketa, ekspert baholash, refleksiv karta, portfolio	Rivojlanish dinamikasi haqida obyektiv ma'lumot
Natijaviy	Kompetentlik darajasi o'sishini qayd etish va rejalashtirish	Mezonlar tizimi, individual trayektoriya kartasi	Kompetentlik darajasi o'sishi; kasbiy o'sish rejasi

3-jadval. Pedagogik modelning tarkibiy bloklari

Model quyidagi pedagogik tamoyillarga tayanadi: tizimlilik va uzluksizlik; amaliyotga yo'naltirilganlik; individuallashtirish; refleksivlik; ta'lim mazmunining o'zgaruvchan sharoitlarga moslashuvchanligi; nazariya va amaliyot birligi.

Mazmuniy blokning tuzilishi

Modelning mazmuniy bloki sakkiz moduldan iborat dastur ko'rinishida loyihalandi. Har bir modul uchun yetakchi o'qitish texnologiyasi belgilandi (4-jadval). Modullar ketma-ketligi oddiydan murakkabga tamoyili asosida tuzilgan: huquqiy asoslardan boshlanib, refleksiv modul bilan yakunlanadi.

Modul	Asosiy mazmun	Yetakchi texnologiya
1. Huquqiy asoslar	Ta'lim to'g'risidagi qonunchilik, muassasa hujjatlari, mehnat huquqi	Hujjat tahlili, huquqiy keys
2. Strategik boshqaruv	Muassasa rivojlanish strategiyasi, maqsad qo'yish, SWOT-tahlil	Loyiha ishi, strategik sessiya
3. Moliyaviy boshqaruv	Smeta, resurslarni taqsimlash, samaradorlik tahlili	Amaliy hisob-kitob topshiriqlari

4. Kadrlar bilan ishlash	Tanlash, motivatsiya, attestatsiya, kasbiy o'sish	Ishbilarmonlik o'yini, rolli o'yin
5. Pedagogik liderlik	O'quv jarayoni sifatini boshqarish, dars tahlili, metodik ish	Dars kuzatuv va tahlili
6. Kommunikatsiya	Jamoadamuloqot, nizolarni hal etish, ota-onalar bilan ishlash	Trening, vaziyatli mashqlar
7. Raqamli boshqaruv	Elektron hujjat aylanishi, ma'lumotlarga asoslangan qarorlar	Amaliy mashg'ulot
8. Refleksiv modul	O'z faoliyatini tahlil qilish, individual trayektoriya loyihalash	Refleksiv kundalik, mentor suhbat, portfolio

4-jadval. Mazmuniy blokning modulli tuzilishi

Taklif etilayotgan modelning o'ziga xosligini aniqroq ko'rsatish uchun u malaka oshirishning amaldagi an'anaviy amaliyoti bilan taqqoslandi (5-jadval).

Amaldagi va taklif etilayotgan yondashuvning qiyosiy tahlili

Taqqoslash mezon	An'anaviy amaliyot	Taklif etilayotgan model
Mazmunni tuzish asosi	Fan bo'limlari mantiqi	Rahbar faoliyatining real vazifalari
Yetakchi o'qitish shakli	Ma'ruza va seminar	Keys-stadi, loyiha ishi, trening, stajirovka
Tinglovchining pozitsiyasi	Ma'lumotni qabul qiluvchi	Muammoni hal etuvchi faol subyekt
Baholash obyekti	O'zlashtirilgan bilim hajmi	Boshqaruv vazifasini hal eta olish qobiliyati
Refleksiya o'rne	Alohida qaralmaydi	Mustaqil modul va uzluksiz jarayon
Individuallashtirish	Barcha uchun yagona dastur	Diagnostikaga asoslangan individual trayektoriya
Kurs yakunlangandan keyin	Aloqa uziladi	Mentorlik va o'zaro tajriba almashish davom etadi

5-jadval. An'anaviy amaliyot va taklif etilayotgan modelning qiyosiy tahlili

komponent bo'yicha kuzatiladigan ko'rsatkich ajratildi (6-jadval).

Modelning kutilayotgan natijalari

Model joriy etilganda erishilishi kutilayotgan natijalar komponentlar kesimida belgilandi. Natijalarni qayd etish uchun har bir

Komponent	Kutilayotgan natija	Natijani qayd etish usuli
Motivatsion-qadriyatli	Rahbarlik faoliyatiga ichki motivatsiyaning kuchayishi; kasbiy o'sishga barqaror intilish	Takroriy anketa, kasbiy o'sish rejasining mavjudligi
Kognitiv	Bilimlarning tizimlashishi va amaliy vaziyatga ko'chirilishi	Nazariy test bilan keys yechimi natijalarini qiyoslash
Faoliyatli-texnologik	Nostandart boshqaruv vaziyatlarida mustaqil qaror qabul qilish	Ekspert baholash, boshqaruv hujjatlari tahlili
Refleksiv	Muntazam o'z-o'zini tahlil qilish ko'nikmasining shakllanishi	Refleksiv kundalik mazmuni dinamikasi, portfolio

6-jadval. Modelning komponentlar kesimidagi kutilayotgan natijalari

Modelning yakuniy samarasi bir necha darajada namoyon bo'lishi kutiladi: shaxs darajasida - rahbarning kompetentlik darajasi o'sishi; muassasa darajasida - boshqaruv qarorlarining asoslanganligi va jamoada psixologik muhitning yaxshilanishi; tizim darajasida - rahbar kadrlar zaxirasining sifatli shakllanishi.

MUHOKAMA

Loyihalangan model ta'lim menejmenti sohasidagi zamonaviy nazariy qarashlar bilan uyg'unlashadi. Xususan, rahbarlarni tayyorlashda nazariy bilim berishning o'zi kifoya qilmasligi, uni real vaziyatlarni hal etish tajribasi bilan boyitish zarurligi haqidagi qarash modelning texnologik blokida amaliy ifodasini topdi. Amaldagi yondashuv bilan qiyoslash (5-jadval) taklif etilayotgan modelning asosiy farqi mazmunni tuzish asosida - fan bo'limlari mantiqidan rahbar faoliyatining real vazifalari mantiqiga o'tishda ekanini ko'rsatadi.

Tadqiqotimizning o'ziga xos jihat reflektiv komponentga tizim tashkil etuvchi o'rin berilganidadir. Nazariy asos sifatida quyidagi mulohaza keltiriladi: rahbar o'z faoliyatini tahlil qilish ko'nikmasiga ega bo'lmasa, u qanchalik ko'p bilim olsa ham, ularni o'z amaliyotiga moslashtirib qo'llay

olmaydi. Refleksiya esa bilimni faoliyatga aylantiruvchi mexanizm vazifasini bajaradi. Bu mulohaza kattalar ta'limi nazariyasining o'z tajribasiga tayanish tamoyili bilan ham mos keladi.

Modelda mentorlik mexanizmiga alohida o'rin ajratilgani ham asoslidir. Malaka oshirish kurslarining an'anaviy kamchiligi - kurs yakunlangandan keyin tinglovchi bilan aloqa uzilishi va olingan bilimlarning amaliyotga tatbiq etilishi nazoratsiz qolishi. Mentorlik bu bo'shliqni to'ldirib, o'qitishni uzluksiz jarayonga aylantiradi.

Tadqiqotning cheklovlari. Ushbu tadqiqot nazariy-konseptual xarakterga ega bo'lib, taklif etilgan model empirik sinovdan o'tkazilmagan. Modelning samaradorligini tasdiqlash uchun keyingi bosqichda pedagogik tajriba o'tkazish, tajriba va nazorat guruhlarini shakllantirish hamda natijalarni statistik jihatdan qayta ishlash talab etiladi. Shuningdek, mezonlar va darajalar tavsifi ekspert-analitik yo'l bilan ishlab chiqilgan bo'lib, ularni standartlashtirish uchun keng qamrovli aprobatsiya zarur. Rahbar kompetentligining o'quvchilar o'zlashtirishiga bilvosita ta'sirini o'lchash esa alohida metodikani va uzoq muddatli kuzatuvni talab qiladi.

Amaliy tatbiq imkoniyatlari. Ishlab chiqilgan model va diagnostika vositalari

quyidagi yo'nalishlarda foydalanilishi mumkin: malaka oshirish kurslari dasturini loyihalash; rahbar kadrlar zaxirasini shakllantirish va u bilan ishlash; ta'lim muassasasi rahbari faoliyatini attestatsiyadan o'tkazishda mezoniy asos; ta'lim menejmenti yo'nalishi magistratura dasturlari mazmunini yangilash; muassasa ichida rahbar o'rinbosarlarini tayyorlash.

XULOSA

Tadqiqot natijalari asosida quyidagi xulosalarga kelindi:

1. Ta'lim muassasasi rahbarining professional kompetentligi motivatsion-qadriyatli, kognitiv, faoliyatli-texnologik va refleksiv komponentlar birligidan iborat yaxlit tuzilma sifatida asoslandi. Har bir komponent uchun mezon, ko'rsatkichlar va uch darajali baholash shkalasi ishlab chiqildi.
2. Kompetentlik darajalarining sifat tavsifi loyihalanib, u ekspert baholash va o'z-o'zini baholash uchun mezoniy asos vazifasini bajaradi.
3. Kompetentlikni rivojlantirishning maqsadli, mazmuniy, texnologik, diagnostik va natijaviy bloklardan iborat pedagogik modeli loyihalandi. Model yopiq sikl tamoyilida ishlaydi: diagnostika natijalari maqsad va mazmunni aniqlashtirishga qaytadi.
4. Modelning mazmuniy bloki sakkiz moduldan iborat dastur ko'rinishida amalga oshirildi; texnologik blokda amaliyotga yo'naltirilgan va refleksiv texnologiyalar ustuvorligi ta'minlandi.
5. Qiyosiy tahlil taklif etilayotgan modelning an'anaviy amaliyotdan asosiy farqi mazmunni tuzish asosida, tinglovchining pozitsiyasida va baholash obyektida ekanini ko'rsatdi.
6. Refleksiv komponent kompetentlik tuzilmasida tizim tashkil etuvchi rol o'ynaydi: u bilimni faoliyatga aylantiruvchi mexanizm sifatida boshqa komponentlarning rivojlanishiga ham ta'sir ko'rsatadi.

7. Modelning samaradorligini tasdiqlash keyingi tadqiqot bosqichining vazifasi bo'lib, u pedagogik tajriba o'tkazishni talab etadi.

TAVSIYALAR

- malaka oshirish kurslari dasturida amaliy mashg'ulotlar ulushini oshirish va har bir nazariy modulni keys yoki loyiha ishi bilan yakunlash;
- rahbarlar uchun refleksiv kundalik yuritishni doimiy amaliyotga aylantirish;
- tajribali rahbarlar hisobidan mentorlar korpusini shakllantirish va mentorlikni rasmiy mexanizm sifatida joriy etish;
- har bir rahbar uchun diagnostika natijalariga asoslangan individual professional rivojlanish trayektoriyasini tuzish;
- rahbar kadrlar zaxirasini lavozimga tayinlashdan oldin, oldindan tayyorlash tamoyili asosida shakllantirish;
- kompetentlik darajalari tavsifini attestatsiya mezonlari sifatida sinovdan o'tkazish.

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